School of English Language Teaching

THESIS SUMITTED TO OBTAIN THE LICENTIATE DEGREE IN ENGLISH TEACHING

APPROACHES IN THE ACQUISITION OF THE ORAL SKILL THROUGH DEBATES, SYMPOSIUMS, AND ROUND TABLES AS STRATEGIES TO IMPROVE THE (ESL) COMMUNICATION IN THE STUDENTS AT THE SAINT THOMAS EDUCATIONAL CENTER OF LANGUAGE IN SAN JOSE DURING THE SECOND QUARTER OF 2018
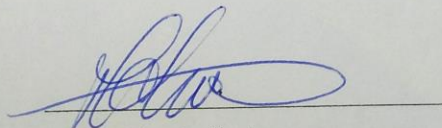
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May 2018

DECLARACIÓN JURADA

Yo _Alexis Marrero Chacón_, mayor de edad, portador de la cédula de identidad número _800920918_ egresado de la carrera de _Licenciatura Enseñanza del Inglés_ de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que sé castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de _Licenciatura En la Enseñanza del_, juro solemnemente que mi trabajo de _Inglés_ investigación titulado: _Approaches in the Acquisition of the oral skill through Debates, symposiums, and Round Tables as strategies To improve The Communication in The Students at The Saint Thomas Center of San Jose 2018_, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; articulo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los _12_ días del mes de _Febrero_ del año dos mil_19_.

[Firma]

Firma del estudiante

Cédula: _800920918_

CARTA DEL TUTOR

San José, 12 de febrero del 2019

Señores
Universidad Hispanoamericana
Carrera La Enseñanza del Inglés

Estimado señor:

El estudiante Alexis Marrero Chacon, cédula de identidad número 8-0092-0918, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *Approaches in the acquisition of the oral skill through debates symposiums and round tables as strategies to improve the (ESL) comunication in the students at Saint Thomas educational center of language in San José during the second quarter of 2018,* el cual ha elaborado para optar por el grado académico de Licenciatura en La Enseñanza del Inglés.
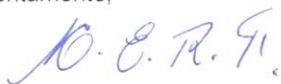
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	15%
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	27%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	18%
	TOTAL		90%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

M.Ed. Marta Eugenia Rojas Fernández
Cédula identidad N° 1-0330-0145
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Carta del Filólogo

San José, 07 de marzo, 2019

Señores
Departamento de Registro
Universidad Hispanoamericana
Estimados señores:

Por este medio hago constar que he revisado filológicamente la tesis denominada **"APPROACHES IN THE ACQUISITION OF THE ORAL SKILL THROUGH DEBATES, SYMPOSIUMS, AND ROUND TABLES AS STRATEGIES TO IMPROVE THE (ESL) COMMUNICATION IN THE STUDENTS AT THE SAINT THOMAS EDUCATIONAL CENTER OF LANGUAGE IN SAN JOSE DURING THE SECOND QUARTER OF 2018"**, propiedad del estudiante Alexis Marrero Chacón, cédula número **8-0092-0918**, todas las sugerencias han sido debidamente acogidas, por lo que se recomienda seguir con la defensa de dicho Proyecto de Graduación.

Atentamente,

MSc. Ramiro Ramírez Jiménez
1-0872-0754
Carné Colegio Profesional No 31008

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DEDICATION

I would like to dedicate this research to God, who allowed me to reach until here. Thanks to those whom I learned how to become a good teacher from, within and outside the classroom, thanks to my classmates for your support, to my teachers for their patience. Also, I would like to express my special thanks for the person that has been my example to follow, my teacher Margarita Pérez as my phonetics and phonology´s professor from Universidad Internacional de las Americas, thank you for crossing in my road and for getting into my life.

ACKNOWLEDGEMENTS

CHAPTER I

RESEARCH PROBLEM

This   document is a very helpful tool for the teachers   because of the useful information provided after the research, in order to apply these techniques either inside and outside the classroom when the students put into practice their oral knowledge to improve their fluency when speak English.

The main problem that the students have right now is how difficult it is to keep using and practicing the knowledge that they acquired in the institution, and most of all, and even more based on the level of English that they have. The acquisition of the second language is not the biggest challenge for English learners, but also to keep constancy interacting orally it becomes essential to speak the language correctly without gaps being obstacles in the process.

The advanced students of English at Saint Thomas Center, face one of the biggest challenge that any person who lives surrounded by a Spanish Language has and of course, this group in particular presents a lack of self-confidence, in most of the cases they need to have a real interaction outside the institution, beyond practice with the same group of classmates, in order to acquire confidence immersed in the reality, being this point the next goal to achieve after the language acquisition process.

Why do the students have this huge problem in oral results are going to be communication, during their last level of studies at the institution? Based on research done which presented later on the research, it has been demonstrated that oral communication is the biggest concern and the most difficult one for the students.

All human beings aspire to improve their quality of life. At the present time knowledge is very valued and it is pointed out as a source of wealth. To the question of how the knowledge is acquired, it is affirmed that the person should get ready academically.

Knowledge is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education. It can refer to the theoretical or practical understanding of a subject. It can be implicit as with practical skill or expertise or explicit as with the theoretical understanding of a subject, it can be more or less formal or systematic cognitive processes: perception, communication, association and reasoning. As communication is one of the most important skills of a human being, this document intends to facilitate this specific process, basically referring to English as a second language.

ISSUE STATEMENT

Issue statement: this research conducts the institute fifth level students who are not enough prepared to get good job opportunities; they are not ready to face communication in real life situations. The institute can identify and solve the main reasons why students are facing communication problems, as a benefit for themselves; future workers that must master the language. A series of techniques are implemented through this research.

1.1.1. Background to the Problem

The students who are part of this research, show dramatically issues at the exactly moment of their oral perform within the classroom and out of it, this type of behavior demonstrates the conflict and the needs of the learners for solutions in the development of the ability to express themselves and be capable to interact without obstacles. It is important to underline the fact of the lack of contact with the use of English out of the classroom frames.

PROBLEMS

The different characteristics this population presents are very particular, for example the number of female students overcome the amount of male students and as a very particular detail the research shows better female group performance in regard to self-confidence in general in all students who attend to the lessons pursuing the same goal, also not all of them have the same improvement and unfortunately those are the majority.

This population gets stuck at the advanced level and they are not able to move on, at the time to perform using new vocabulary. At this level the students present some issues that can be improved within daily practice, but those are problems that are not going to be easily overcome because of the environment, especially outside the classroom and interacting with others such as their own classmates.

Fluency is another aspect that this population presents problems in, basically when they try to perform orally, to get appropriate communication. Some of these students

come with an important background in English that helps them to perform much better when using the language. Nevertheless, even when the group of students is together in the same classroom, they still present self-confidence issues.

1.1.2. Problematization

The researcher works with a ten people group at the fifth level, which is the last level at the Saint Thomas Center, they are facing enormous trouble when trying to communicate orally in English, the students are not capable to express appropriately themselves at the moment to talk to others inside or outside the classroom, this issue shows a disadvantage in the process of an effective communication progress.

1.1.3. Justification of the Problem

The idea is to demonstrate how important is the need to find out a solution in the development of the students' skills to improve their oral knowledge and also prove that creative activities diminish the breaches between the students and their goals.

Mention by Verah (2017). In the acquisition of a second language, speaking is a vital skill to master. In spite of that, according to Baker and Westrup (2003), in many countries because speaking skills are not assessed, teachers usually disregard the skill and focus on other areas of language learning features such as grammar or vocabulary (p.2).

This research provides help to the students in order to speak appropriately, to make more interesting and creative lessons according to their level, the study is fundamental to achieve the meaningful learning and, also to motivate them, they work differently, they

feel better if they are producing, not only receiving information; besides and most important, to be able to achieve the main purposes of learning English which are listening and speaking because through activities the students practice more and can use what they have learned through the levels that the institution offers.

This particular research is a very helpful tool for the students of the Saint Thomas Center, because of the useful information that they can find here, in order to improve the oral communication skill of the (ESL) English as a second language students.

The main problem that the students have right now is how difficult it is to keep using and practicing the knowledge that they acquire in the institution, and most of all, and even more based on the level of English that they have. The acquisition of the second language is not the biggest challenge to keep constantly having an active practice with the language, is to have possibilities of doing it.

The advanced students of English face one of the biggest inconvenient that any person who lives surrounded by a Spanish Language has and of course, this group in particular presents a lack of self-confidence, in most of the cases they need to have a real interaction outside the institution, beyond practice with the same group of classmates, in order to acquire confidence immersed in the reality, being this point the next goal to achieve after the language acquisition process.

Why do the students have this huge problem in oral communication, during their last level of studies at the institute? Based on research done which results are going to be

presented later, it has been demonstrated that oral communication is the biggest concern and the most difficult one for the students.

1.2.   FORMULATION OF THE PROBLEM

This research reveals that a very important factor that results in oral communication problems is the lack of activities that allow the students to develop this skill; one good possibility to improve, can be the use of debates, symposiums, and speeches about topics related with actual situations, the use of new and already acquired vocabulary, as well as overcome fluency issues.

The problem and causes that advanced students present such as anxiety and the fear to speak in and out the classroom or in front of others, make the students face anxiety and nervousness, so this research analyzes why even when they manage grammar structures and develop the listening skill, the students cannot be able to face real live situations.

Some of other relevant causes to have in consideration, are having difficulties to communicate orally in English, stuck in the development of a positive speaking process, the lack of an effective oral program which is one of the main problems to achieve the course purposes.

the need of the implementation of strategy in order to develop the students speaking skills, the application of effective method for the students to improve their English oral

level in order to achieve the final goals, and the proposition of oral activities to motivate students into developing self-confidence as a tool for communication.

1.3 OBJECTIVES OF THE RESEARCH

1.3.1 General Objective

Describe debate, symposium, and round table activities as strategies to improve oral communication in fifth level students at the Saint Thomas Educational Center in San Jose during the second term of 2018.

1.3.2 Specific Objectives

1. Identifying the main problems students of fifth level of English are facing in the Saint Thomas Educational Center in Costa Rica, by applying a survey to them.

2. Evaluating the results obtained after the application of the oral activities using evaluation rubrics with the students of fifth level of English at Saint Thomas Educational Center.

3. Applying oral activities such as debates, symposiums, and round tables, using real life situations and personal experiences, as a way to achieve higher levels of oral proficiency in the fifth level students

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

The benefits of this research are to contribute in the implementation of techniques that help the teachers to teach effectively the oral communication skill, instead of just forming students unable to interact in a functional way when they are exposed to their real life.

This study also provides, effective quality of proposal which intends to offer a valuable contribution for the student, but also for the institution, which has more prepared students with programs that shows more quality and better presentations on the future workers that companies are searching for. The next benefit, and the most important one, is for the students, which feel more secure and confident when facing possible job opportunities, and great possibilities of working with companies that mention previously are seeking for people with excellent preparation and proficiency in the English Language.

1.4.2 Limitations

Some limitations for this research to achieve its goals are now mentioned:

Time: the students receive one lesson of three hours of English per week; this is a very important limitation for the purpose of this proposal, basically because this is not enough time to implement effective oral activities.

Environment: students are not exposed to the target language as they should be. Costa Rica is a Spanish speaking country which does not provide learners with appropriate options to interact implementing their theoretical knowledge of the target language. This lack of possibilities leaves the students with tools that cannot be used effectively.

The institution also presents a gap of development of the oral communication skill. Students do not engage in activities that promote the acquisition of vocabulary as well as oral conversations in which they have the possibility to increase their communicative abilities in English and in real life situations. Students have the necessity of being immersed in a process in which the teachers stimulate them about having self-confidence referring to English speaking, which unfortunately has not been happening.

Would the application of a debate, a symposium, and a round table improve the English oral proficiency of the fifth level students of the institution in Costa Rica?

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

As mentioned in the previous chapter, English is one of the most dominant   languages in the world. So, there is probably no country that does not have English speakers. Globalization demands that people speak English or at least communicate in English. In areas such as college admissions and job interviews, the importance of the English language is seen everywhere since it opens up unimaginable opportunities in life.

In education, most study programs include English courses to prepare students for future job opportunities. In addition, text books, documents, journals, and magazines, are published in English, which demands the students mastering of the language.

Nowadays almost all professions request that a candidate to a specific position must demonstrate proficiency and fluency in English. No matter if the person is aspiring to be a doctor, a lawyer, an engineer, a sports person, or a teacher, she or he must learn English to progress in her or his field.

Even if a person wants some entertainment or traveling, English can save her or him in a specific situation in a foreign country. It can open possibilities; nevertheless, English is not the native language in that country; at least someone would probably understand a little bit of it, and would help the tourist somehow.

Based on these facts, it can be said that there is a growing need to learn and being able to communicate in English. Parents, students, workers, and teachers understand the

importance of achieving accuracy in the language. However, oral communication represents an obstacle for people; a difficulty when trying to use the language.

Some research demonstrates that students present a deficient development when they apply their English knowledge in an oral form while they are interacting in the classroom.

There are a lot of researches that indicate that non-native speakers have a very strong feeling of nervousness and apprehension when learning or using a foreign language. This happens even more when this learning process involves speaking. Some people are more predisposed to anxiety than others.

When people learn their native language, they usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language macro skills.

As illustrated, people first receive input by listening and reading, necessary information to increase knowledge and have the possibility to produce output, by speaking and writing. These macro skills are complemented by micro skills such as grammar, vocabulary, pronunciation, and spelling.

This document focuses specially in achieving a good oral communication proficiency in English, reason why the Communicative Language Teaching (CLT) is deeply analyzed.

Teachers may find this document very useful basically because of the recommendations that are offered for communicative lessons in order to have proficient students, hence proficient professionals with a very high command of the English language.

The Four Macro Skills are much closed related with each area of the teaching process and in particular to the main purpose of the research. What are the four skills?

According to Orwin (1999) the four basic skills are related to each other by two parameters:

- The mode of communication oral or written;

- The direction of communication receiving or producing the message;

This means that the language teaching must be a combination of skills using activities designed to incorporate several language skills simultaneously and to provide students with situations that allow them to develop and progress in all areas of the language learning. Students need to receive information by listening and reading in order to produce speaking and writing.

Following, the reader of this document may find some of the characteristics that the four skills have, to get a clearer idea of the importance of using activities to develop them all together when teaching English.

<u>Reading</u>: this skill is vital in language development. For Bilash, (2009) reading is as important as speaking. It is a component to learn a second language, it increases the knowledge about culture, and it gives teachers the possibility to use authentic materials in the classroom. All these elements Bilash mentions are fundamental to immerse the students in real life situations when learning the language. Reading opens possibilities and it gives students tools such as vocabulary to be able to express themselves, to talk, to develop orally or in a written form about any topic they want. As a student develops more in the language, then more complex forms are noticed through reading.

<u>Listening</u>: communication implies interacting with others which involves not only speaking, but listening, too. This can be a problem basically when students are out of context in which they do not have possibilities to practice or interact with native speakers. That is when teachers must look for options, opportunities for students to listen, to improve comprehension because the better a student can understand what is being said, the better it will be their ability to communicate.

<u>Writing</u>: when learning a second language, writing is a skill that students must develop. Written communication is extremely important in language learning. For many students writing is a less stressful activity since a written work is concrete and open to examination and correction.

<u>Speaking</u>: students often feel a great deal of anxiety around speaking, but at the end the goal of language is communication, to promote communicative efficiency. Teachers want students to actually be able to use the language as correctly as possible and with a purpose. On the other hand, students often value speaking more than the other skills. Often happens   that the students feel more anxiety related to their oral production?

According to Bilash, (1999) teachers should plan oral activities thinking on reviewing the necessary vocabulary to develop the task, to determine if the learners should work in pairs or small groups, to monitor the students while they complete the task, provide feedback during or at the end of the task.

The verbal communication is the major difficulty that the students of the institution present, at the moment to interact not only in the classroom, but also with real situations. This document emphasizes on how to improve this skill and even better, it offers some tips and recommendations to lessen the anxiety, and it would increase the language proficiency on the learners.

As mention by Nunan and Lamb, (1996) speaking does not have to be frustrating, they offer some tips for teachers to have a great English lesson:

- Create authentic practice activities that are like real-life situations as possible;
- Create different contexts in which students can practice broadening their vocabulary;

- Provide scaffolding (specialized instructional supports need to be in place in to best facilitate learning when students are first introduced to a new subject) and support for each context. This means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate;

- Do not focus solely on errors and correct as much as each student can handle. More advanced students can often handle more correction, but they avoid excessive correction if it promotes anxiety;

- Give students options to use when responding to questions and teach them those options. Allow them to use minimal responses if it reduces anxiety, but make sure all students are aware of the possibilities;

- Develop routines involving certain scripts (i.e. greetings, compliments, asking certain questions), so students become comfortable and familiar with those scripts.

- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning;

- Make it fun!

Pronunciation, as a micro-skill, is one of the main areas in which students of a second language must be focused in since the very beginning of their learning process.

Once teachers know and understand the importance of developing the four skills simultaneously, now it comes the question on what method or approach to use in an English class. Fortunately, there are a lot of options to use. Perhaps most of language teachers today, when asked to identify the methodology they employ in their classroom,

they mention the Communicative Approach. Find here some information about the Communicative Language Teaching (CLT)

Richards (2006) in his booklet "Communicative Language Teaching Today", mentions that the CLT is like building with blocks. You as a student must have and acquire some knowledge and gain grammatical competence in order to be able to produce, but of course the teacher should produce enough practice to help the student building this knowledge and proficiency. Unfortunately, having this knowledge is not always the key to master meaningful communication when you are learning a language.

Richards (2006) indicates that to get this communicative competence, the person should know how to use the language in different situations according to the setting and the participants in a conversation, knowing if communication is formal or informal.

He states that language learning has been viewed as an interaction between the learner and users of the language and that learners should be collaborative. It must be an interaction between participants. They must pay attention to the input one hears in order to incorporate new information to use the language.

When a teacher develops a CLT classroom, they must be facilitators and monitor situations rather than being just a model of correcting language speech. On the other hand, learners must have a cooperative role rather than being individual workers in the

classroom. They must pay special attention to their peers, and most importantly, learners are responsible of their own learning process.

Now, how can a teacher develop a CLT environment into the English lesson? Well, the answer basically is, by bringing activities that have special characteristics to insert communication in the class. Richards (2006) mentions that the lesson will not be traditional, it means that it is not focused on mastery grammar and controlled activities. He recommends that activities now should have some special characteristics such as:

Activities that focus on fluency and accuracy:

Focus on fluency where the learners use the language naturally. Activities have to focus on achieving communication by giving a meaningful use of the language, and most importantly language has not to be predictable and has to be used in context in to produce functions in different situations. Learners must use language in a correct form and practice it.

Activities that are mechanical, meaningful, and communicative:

Mechanical practice refers to a controlled practice activity where the students can successfully carry out without necessarily understand the language, for example with repetition and substitution drills.

Meaningful practice refers to an activity where language control is provided, but students are required to take meaningful decisions when producing. For example, to study prepositions, students may have a map to create addresses. Then, they may

answer questions such as: Where is the school? Where is the supermarket? Etc. This is a meaningful exercise because they must respond according to the information they have on the map.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, here they have to use real information and the language used is not predictable. In this case students may have to draw a map of their own neighborhoods, and then they have to create some descriptions explaining their drawings.

The Communicative Approach is widely implemented basically because its goal is to achieve the communicative competence when people are learning a second and a foreign language. Richards (2006) establishes ten core assumptions of current communicative language teaching:

1. Learning is better when learners are engaged in interaction and meaningful communication;

2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning and expand their language resources;

3. The content has to be relevant, purposeful, interesting, and engaging.

4. Communication requires the use of several language skills;

5. Language learning is facilitated by activities;

6.   Language learning is a process that involves creative use of language and trial and error;

7.   Learners develop their own routes to language learning, motivation, progress, and needs;

8.   Successful language learning involves the use of effective learning and communication strategies;

9.   The teacher is a facilitator who creates a classroom climate conductive to language learning and provides opportunities for students to use and practice the language;

10.   The classroom is a community where learners learn through collaboration and sharing.

Applying CLT to the fifth level students of English of the Saint Thomas Center is a great solution to the problems of communication they are presenting and facing. This basically because they feel they cannot communicate accurately. This methodology can be very useful, even more if teachers provide real communication situations. If teachers provide opportunities for the learners to experiment and try out their knowledge, they need to be tolerant about learner's errors considering that they are building their communicative competence. Teachers should provide a link between the different skills (listening, reading, writing, and speaking). As it happens in real life communication, students should infer structures and discover grammar rules, not make it obvious, but general.

Many theories had showed not only the importance in the oral communication teaching methods and how they can be implemented in the learning process since the oral part and its correct uses on top of very good grammar bases is the main challenge of advance students once they become part of real situation interaction.

The Self confidence is more than a crucial element to take into consideration through this study to determine whether or not it could be a strong topic for the advanced students to move forward better job opportunities.

The following part of this project relates the previous researches or investigations about the same topic of this research.

In today's world, learning English has become more than just 'important'. Knowing English has evolved to be extremely beneficial. Learning English opens employment opportunities and it can offer a unique experience to travelers. People who love to explore different parts of the world know about diverse cultures, places, and lifestyle, and knowing the local language can offer a life changing experience. The ability to speak English enables people to communicate and serve people better. It leads to long-term success. The more English you know, the better you can express yourself.

Nevertheless, even when ESL students spend several years studying English, this does not make them masters in the language or feel free to use it in a correct way. When

students try to express orally, they face several problems that do not allow them to have a fluent process of communication, which is the objective of this study.

Fortunately, this is the objective of many facilitators that publish their jobs referring to oral communication, which gives a lot of benefits to teachers and students because other than give reasons why this situation happens since they give some recommendations to improve the process in order for students to reach their objective of speaking fluently and freely the language.

In this section, some of this   antecedent that have a similar topic to the one that is developed in this document are going to be mentioned in order to expose how oral communication is an important topic to be discussed.

The first consulted document is called "Content-Based Instruction in an English Oral Communication Course at the University of Costa Rica", by Hernández (2005). She presents the results of a research study carried-out in a group of second-year English students at the School of Modern Languages at the University of Costa Rica. The purpose of this study is to find out if the recycling of content through the use of a variety of authentic informational sources (readings, videos, brochures, newspapers, movies, lectures, etc.) contributes to the improvement of student's oral production skills, to identify which tasks best promote the oral participation of the students, to determine how to integrate the teaching of pronunciation into everyday classroom activities, and to determine which linguistic aspects have to be reinforced to improve the students' accuracy and fluency in

oral production tasks. This is a very interesting document, it gives complete information on results of the study based on these achievements. It also offers complete and very useful tools to work oral communication in class, but, it not only gives information on positive aspects, it also gives the reader possible inconveniences that teachers face when developing the suggested activities or ideas. At the end, the researcher gives some recommendations that are very creative and suitable in order to have a successful environment and development of the lesson.

The second consulted document called "Characteristics of successful tasks which promote oral communication" is also published by Hernández (2006). This paper presents the results of a survey carried out in a group of experienced EFL teachers on the characteristics of successful tasks. Their opinions are compared with those of specialists in the field. In addition, the opinions of a group of second-year students enrolled an oral communication course about tasks which helped them to improve their oral communication skills. Samples of communicative tasks are given together with the procedure to be followed to carry them out successfully. This is a very theoretical article with very interesting and theoretical information. At the end, it is a very useful document from a pedagogical point of view since it gives a variety of ideas to work with students. It recommends working with appropriate topics, different tasks, and pay attention to individual differences and learning styles to keep the students interested and increase their motivation to engage in the learning process, and as a result, bring success in their efforts to learn the language.

The third consulted document is called "Student's Perceptions about the Development of their Oral Skills in an English as a Foreign Language Teacher Training Program", by Castrillón (2010) in the Universidad Technological de Pereira, Colombia. This research project investigated students' perceptions about the development of their oral skills during the course. The interactional opportunities offered to the students by the different activities proposed in the class and the factors that students report as influential in their participation in class activities. This is a very interesting document because it gives a clear idea on how oral communication is a topic that worries teachers not only in Costa Rica, but also, outside the country. It mentions very positive results and it makes clear that students demand the use of oral tasks and activities during the English lessons, in order to improve the proficiency in their oral communication skill.

The forth consulted document is called "Using the Task-Based Approach and Authentic Videos to Improve Listening and Speaking in a Group of Intermediate EFL Learners at the UCR Conversation English Program" by Oguilve (2010) in the University of Costa Rica. This document mentions that in English as a foreign language (EFL) teachers normally cope with the dilemma of the appropriate integration of listening and speaking skills in the process of teaching English because of the segregated skill methodology in the traditional approaches. This lack of integration hinders students' oral communication performance in real situations. Therefore, this research study proposes the use the Task-Based Approach supplemented by authentic videos in the pre-task phase to establish a connection between these two skills. After the implementation of the methodology used, the results suggest that these students are able to reproduce a limited number of words and formulaic sequences. However, they improved their fluency since

three key elements in oral communication are included in the process: a context, a purpose and an audience. The students in this study stated that even though they are not able to understand everything, they liked the methodology and would like to be exposed to more videos and tasks. Additionally, students claimed that videos are motivating if the topic is updated, if it dealt with topics of their interest and if there is more interaction between the interlocutors. The audio-visual input helped them gain knowledge on some vocabulary in context and pronunciation; however, some faced difficulties in dealing with the speaker's pace and accents.

The different theories and researches reflect a complete view of the main topic problems and show different points of view. Different tools as surveys taken from English as Foreign Language students (EFL) / English as Second Language students (ESL) of similar ages and taken to teachers also proves the existence of issues that learners present at a specific time of using their knowledge in oral communication tasks.

According to these theories, one of the most difficult aspects which has turned more challenging is to handle self-confidence, and anxiety, with all the elements they imply.

Some of the literature that has been analyzed and studied to develop this document reveals that oral communication when acquiring a second language means facing a lot of difficulties such as anxiety, self-confidence, grammar, vocabulary, among many others. This establishes a negative relationship between the learner and the process itself, which leads to a low achievement and performance of the language (Clement, Gardner, &

Smythe, 1977, 1980: cited in Onwuegbuzie et al., 1999: 218). More recently, Horwitz (2001) has reiterated that the issue of understanding the relationship between anxiety and achievement is unresolved and must be fixed to achieve better oral communication (p. 121).

Though the oral communication is an aspect to focus on, this background analysis guides this research into how to help ESL students to become efficient in real scenery.

In his thesis about the factors that cause language anxiety for EFL and ESL learners in learning speaking skills done in 2007, Mr. Muhammad Tanveer, indicates that feelings of anxiety, apprehension, and nervousness are commonly expressed by second/foreign language learners in learning to speak it. These feelings are a potentially negative and detrimental effect on oral communication in the target language.

The thesis research is focused in very interesting aspects which demonstrate the cause of negative feelings when learning a second language, aspects such as environment which has a very important place in achieving effective oral communication. Apprehensions, anxiety, nervousness about speaking, are very common in the process of acquiring the language in an ESL and EFL classroom.

Mr. Tanveer applied a variety of surveys and interviews, where people indicated their strongest fears and worries about the language acquisition. Some of the most important transcripts of the study are quoted here:

✓ I always feel nervous when speaking English;

✓ I feel bad in my mind because I wonder why I can't speak English very well;

✓ I never learned the prepositions; I cannot learn this language;

✓ My English appear is not good enough; I can't express very well;

✓ I need to use English perfectly; I can't make mistakes in front of my students;

✓ Sometimes I feel stupid, some people look at me, a strange man, cannot speak well.

Other researches about this specific area such as Horwitz (1986), Price (1991), and Young (1990), interviewed students to have a better understanding of their experiences. Young (1992) conducted interviews with well-known language specialists such as Krashen, Omaggio Hadley, Terrell, and Rardin. Ohata, (2005) considers teachers' role and the particular social context as they create in the classroom interviewed seven experienced ESL/EFL teachers to investigate this phenomenon.

All these researches have determined that most of the fear students of a foreign language have is mainly caused by their self-perception. Students think they are not going to do it well enough. Another cause is their linguistic difficulties since students indicate that the language system is too difficult, irregular, and with so many different rules about spelling and vocabulary. Pronunciation is one of the biggest difficulty's students have mainly because of the amount of differences with their own language, they also feel that the differences on pronunciation with people from different places or nationalities may be the cause of issues to have a fluent oral communication. Another gigantic difficulty student express is grammar. They consider this as the second most important aspect that make

them feel worried about learning English, different elements of grammar such as tenses, adjectives, verbs, adverbs, prepositions, parts of speech in general, prefixes, suffixes, among many other grammatical contents, which make the students face a lot of difficulties when trying to communicate orally in English. Finally, vocabulary is one of these elements that make the students feel worried, mainly because they have to memorize, remember, and retrieve the language knowledge.

To summarize, it is fair to say that this is a topic that has a lot of people thinking about learners that would like to acquire a second language, but unfortunately, they have faced so many difficulties on achieving their goals because of anxiety, fear, and embarrassment. Most of the findings related to these factors corroborate the existing literature on facing troubles when speaking in a foreign language. But most importantly, the findings also suggest the importance of identification and knowledge of these factors by language instructors in order to assist students to make progress in their language development.

There is an article written by Henderson (2007), which offers very good recommendations to try to avoid negative feeling and try to erase these problems students face when participating in the learning process in an ESL/EFL classroom. The teachers, readers of this thesis may find it interesting to have a look at them in order to implement some of these good ideas to their lessons and have proficient and communicative students in the class Henderson, (2007).

1. ESL/EFL instructors acknowledge the existence of the feeling of anxiety in learning and particularly speaking English language and then should take initiatives for its effective reduction. They identify individuals with signs of stress and anxiety and apply appropriate strategies to help them avoid these feelings. This create a relaxed sensation in the students that have the opportunity and the possibility to orally produce more and better.

2. A truly communicative approach should be adopted to provide students with more chances to practice their speaking skills, this is one of the biggest complains students present, because they feel they are not exposed enough to oral practice conversation, which can be very helpful for them to low their worries.

3. For effective oral participation in class, it should be ensured that students are provided friendly, informal, and learning supportive environment. This can be done by friendly, helpful, and cooperative teachers.

4. As students appear to be acutely sensitive to fear of making mistakes, teachers should encourage students to have the confidence to make mistakes in order to acquire communication skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' error correction.

5. More emphasis should be given to formative assessment (assessment for learning) and feedback rather than summative assessment (assessment of learning) and feedback.

6. To encouraging students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also

make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.

7. Familiarity with the culture and ethnic background of the students and an awareness of their previous language learning experiences can also assist language teachers to understand and decode behaviors in some students. In a class of mixed cultures, teachers should specifically make the effort to create a sense of friendship and cooperation among the students. This help them to speak more confidently and with less anxiety in the class.

Some activities teachers can implement in the English learning classroom can be the symposium, forum, round table, interview, and debate (definitions taken from The Free Dictionary by Farlex) that are simply dynamic group activities, that can be integrated very easily into the environment of an English lesson

2.1.1 Debate

A debate is a formal discussion on a topic in a public meeting or legislative assembly, in which opposing arguments are put forward. Using this type of activities can be great because teachers can have very interesting discussions about any controversial topic that they can find. It can simply be a topic with at least two points of view, and this can result in a fantastic discussion in which learners can establish their opinions or their ideas. In this case, the teacher can bring a specific topic, or the learners themselves can bring the topics by doing some research, which makes them read in English of course, or simply by discussing about topics that give them something to think about, or that they are worried about.

2.1.2 Symposium

A symposium is a meeting or conference for discussion of a topic, especially one in which the participants form an audience and make presentations. This type of activities is very useful in the English classroom because they propitiate a spontaneous environment for the students to use their knowledge and apply it to a specific purpose or development of a specific topic, which can be about books, movies, articles from magazines, documentaries, news from newspapers, among many others.

2.1.3 Round Table

A round table often is a conference or discussion involving several participants. Again, if the teacher brings a topic or the learners themselves bring the topic, they can have a discussion or conversations within a relaxing environment that allow them to talk whenever they are ready to do it. Once again, it has to be a general topic that the students know of or maybe the teacher can assign a material for the students to read to have them prepared, and then do the round table the next lesson to propitiate conversation between all the participants.

2.1.4 Interview

An interview is a formal meeting in person, especially one arranged for the assessment of the qualifications of an applicant. Using this type of activities can also be very helpful because in the CLT learners work in pairs or small groups to propitiate communication, and interviews can work perfectly for this matter. Teacher can be monitoring what couples are doing, and they are going to be using their knowledge in the language, maybe even more than if they are working in bigger groups. At the end of the interviews, learners can report what the other has said during the interview. The possibilities are endless, and this

is great because students feel free to talk and participate because they are having a more personal contact one each other.

2.1.5 Forum

A forum is defined as a public meeting place for open discussion or voicing of ideas, such as a newspaper, a radio or television program, or a website. What a teacher can do is bring a topic, any other subject that the students have some knowledge about, a subject theme that they can express their opinions. Then, divide the class into two groups, one group of experts on the topic, and the other one with an audience that listen to the speakers. Finally, participate by giving opinions or asking questions in order to establish a conversation between participants and experts. This is a very good activity to create a relaxed environment and gives the learners opportunities to develop their knowledge of the language.

This type of group work activities to discuss can be fantastic tools to break the ice in the classroom since they bring great possibilities for the students to talk over, to share ideas, opinions, and points of view. At the end, which is the most important aspect in the English learning classroom is that the students talk to develop their speaking skill, which is one of the most difficult ones when someone is studying a foreign language. These types of activities are not expensive for the teachers to organize, and they bring excellent opportunities for the learners to use their knowledge and develop communication accurately.

2.2 Relationships between the Theories and the Research Question

The Oxford English Dictionary defines communication as "the imparting, conveying, or exchange of ideas, knowledge and information'. This can apply to words or body language.

As human beings, one of the worst feelings is being misunderstood. When we are misunderstood, we often are deeply motivating to rectify the situation. We clarify. We just say it differently. We add examples, use analogies. We do not stop until we have made our point.

Good communication creates a good ambience and relationship between everyone in every organization most especially if it is inside a business while English is now required in every company. Sadly, the students nowadays are not practicing effective communication, even more if they are not immersed in an environment in which they are completely exposed to the target language.

Of course, at the end of their instruction, they apply for a job to make a living, but the problem is that almost every available job requires good communication skills, and unfortunately, as it has been demonstrated the students of the institution of languages are not prepared for this kind of challenge. Some of the students are good in written communication, but not that good when it comes to oral; because, some are shy to let others hear their English, or afraid to execute a wrong grammar or bad sentences.

In order to give an answer to the main questions that are defined at the beginning of this research document and eliminate these specific situations the students face during their last level of studies since some group dynamics are developed to improve their proficiency in oral communication which hopefully end in very positive results.

Symposium: Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Well-chosen activities are invaluable as they give students a break and at the same time allow them to practice language skills. Symposiums are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. They can be used to give practice in all language skills and propitiate a free and relaxed environment to communicate in the target language.

Round table: English learning does not have to be boring. Using a dynamic activity as a round table gives the learners the option to orally express their ideas and knowledge about specific topics assigned by the teacher, or even better, chosen by themselves. This transforms the students from passive listeners to active learners which is why teachers should use and develop this type of activities for them in the classroom. Students are more aware of their role and that communicating orally in English is the main objective of teachers at the institution of languages.

Debate: The ESL/EFL classrooms need effective activities which propel students to practice skills of the language properly inside as well as outside classrooms. Debating is a practice that inspires learners to open their mouths, get into discussion, defend their own positions, place counter arguments, and conduct research on related issues. While debating in English, the debaters get involved into a challenging and thrilling activity; moreover, they find themselves speaking in the target language.

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition, to prove meaningful listening, speaking and writing practice. Debate is also highly effective for developing argumentation skills for persuasive speech.

Debate offers English language teachers a way to combine practices of these important skills. Debating in English is a practice that requires all English language skills along with the skills of presentation. When practiced in an EFL class, debating makes students use language and presentation skills.

Forum: A forum can give great possibilities for students to discuss a specific topic: This can be a perfect option to develop a lesson, basically because it gives students the possibility to talk. Moreover, they have the possibility to develop and use their skills in English, since they have to read when doing research about the topic. They also have to listen to their classmates, take some notes in order to have their ideas organized, and of

course speaking while they are discussing and sharing with their peers their points of view, their ideas, and opinions, of course in the target language.

Quoting by Bowell (2000), "The incorporation of active learning strategies into the daily routine of classroom instruction can, and should, be done." If students are active during the lesson, their motivation is increased, they can receive immediate feedback from their instructor, they are involved in higher order thinking, and students take part in doing things. Active lessons propitiate a process of discovery in which the student is the main agent, not the teacher, students do not learn much just by sitting in class listening to teachers, memorizing assignments, and just giving answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must incorporate every detail to themselves and develop meaningful learning as the main objective in ESL/EFL classrooms.

In the next chapter, this document presents a wide description of the development of these activities with the advanced students of the institution of languages, which give important answers to the questions specified in Chapter 1.

The oral development of the second language is after the students know about how to use grammar rules, just a natural process to follow. The teacher focuses in particular monitor the student speech and be sure to do error corrections at the end of the student presentation. A very important point to work with during this process is for the teacher be able to choose topics that are familiar for the students to let them feel

comfortable enough with the purpose to create more confidence within the student capacity to speak while he or she are interacting, corrections are showed at the end.

Errors are showed by the teacher either individually to each student or by general form written on the board, so students do not feel that is a bad presentation.

The research leads the teacher to let the student know that grammar is not necessarily the primary source of the monitor process. The student needs to be aware that the oral perform is the main point of interest.

> Krasher (2017)   Acquisition requires meaningful interaction in the target
> Language - natural   communication – in which speakers are concerned
> Not with the form of their utterances but with the messages they are conveying and understanding.
> The best methods are therefore those that supply ´comprehensible input´ in low anxiety situations, containing messages that students really want to hear. These methods. These methods do not force early production in the second language but allow students to produce when they are ´ready´, recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. (XX)

Whenever the conversation practice is either interesting or relevant, the student´s conversation has all possibilities to be success because the learners acquire more confidence experiment and when the student is not using a second language no more. However, the learner in some occasions makes some grammar errors, this as mention abode is not the main purpose of the oral goal.

Krasher (1982) mentions about the Filter strength. In free conversation with a sympathetic native speaker, filter strength should be low. In general, there is little or no error correction for form and most people do not demand perfect accuracy or complete utterances, as do language teachers. The topic of conversation is of course unpredictable but is generally of far greater interest than anything that goes on in a classroom, and this also will contribute to a lower level of anxiety and a low filter. A possible tension-raiser in free conversation is the chance of the acquirer "getting in over his head", and not understanding what is said to him. If he is prepared, if he has tools for conversational management and is willing to use them, this is less of a problem. (p.164)

2.3 Background of the Organization or Community.

The Saint Thomas Center founded on March 24th, 1992 is an institution formed to help students of ages from thirteen to eighteen who are taking different subjects within oral communication which is one of the fundamental objectives, precisely they provide the English course as a technical subject with the purpose of provide better opportunities of jobs.

This institute warranties that the students become bilingual, by using techniques that develop their memory and acquisition of the language, by using it in real life situations, at the airport, in the restaurant, at a travel agency, among others.

They develop the main macro skills of the language: reading, listening, writing, and speaking. During the first lessons of each level, the students receive some techniques for not being afraid and being able to acquire the language. The teachers are professionals in teaching and of course master each language, as a requirement to work there.

Their English courses are open to anyone who wants to start or strengthen the language, to expand their career opportunities.

Mission: bringing the future to your hands to make your professional career take off.

Vision: Be the reference of professional updating, in the global technological trends for Central America.

The main task is to provide quality courses so that students can easily achieve their professional goals.

2.4 Theoretical Context - Conceptual

Why English? Basically, because English is considered the second most spoken language in the world because of the high number of individuals who use it (508 million). It also is the official language of more countries than any other language. Its speakers hail from all around the world, including New Zealand, the U.S., Australia, England, Zimbabwe, the Caribbean, Hong Kong, South Africa, and Canada. (Hamie, 2013)

Even when English is not the first spoken language in the world, speaking it means very wide number of possibilities for the person who does. The international business community often uses it for communication, even among people who do not speak the same native language. Speaking and understanding English can let a person more easily communicate with others and find more job opportunities not only in his or her country, but around the world as well.

According to this fact, and in order to achieve the language acquisition, this research intents to facilitate the process by providing strategies and type of activities to allow improving the oral communication of the English students at the Saint Thomas Center,

strategies such as debates, symposiums, and round tables. The students participate in interacting oral exercises with the purpose to communicate effectively. These practices set up the learners in an advantage position allow them growing up through the free use of vocabulary, create and develop topics that could be generated either by the teacher or the students, and pick them up from different sources such as newspaper, magazines, reading materials, or from tv news programs. The students interchange not only vocabulary, but also ideas and opinions as well.

There are also many professional informative publications printed in English, which means it is often an essential language for anyone working in science or research.

According to this fact, and in order to achieve the language acquisition, this research intents to facilitate the process by providing an strategy to improve the oral communication of the English students of the institution of language who present a specific problematic in this subject; aside this, to establish the causes for this specific problem.

Speaking and understanding English can let a person more easily communicate with others and find more job opportunities not only in his or her country, but around the world as well. There are also many professional informative publications printed in English, which means it is often an essential language for anyone working in science or research.

2.5 Mapping Method to Build the Theoretical Framework

PLACE: This research is taking place at Saint Thomas Center.

TIME: Second term 2018.

FACTOR 1 the four macro skills	FACTOR 2 the four macro skills	FACTOR 3 The Self Directed Teacher
1.1 **Reading**	2.1 **Listening**	3.1 Create authentic practices, make fun.
1.2 **Writing**	2.2 **Speakimg**	3.2 Activities that are mechanical, meaningful, and communicative
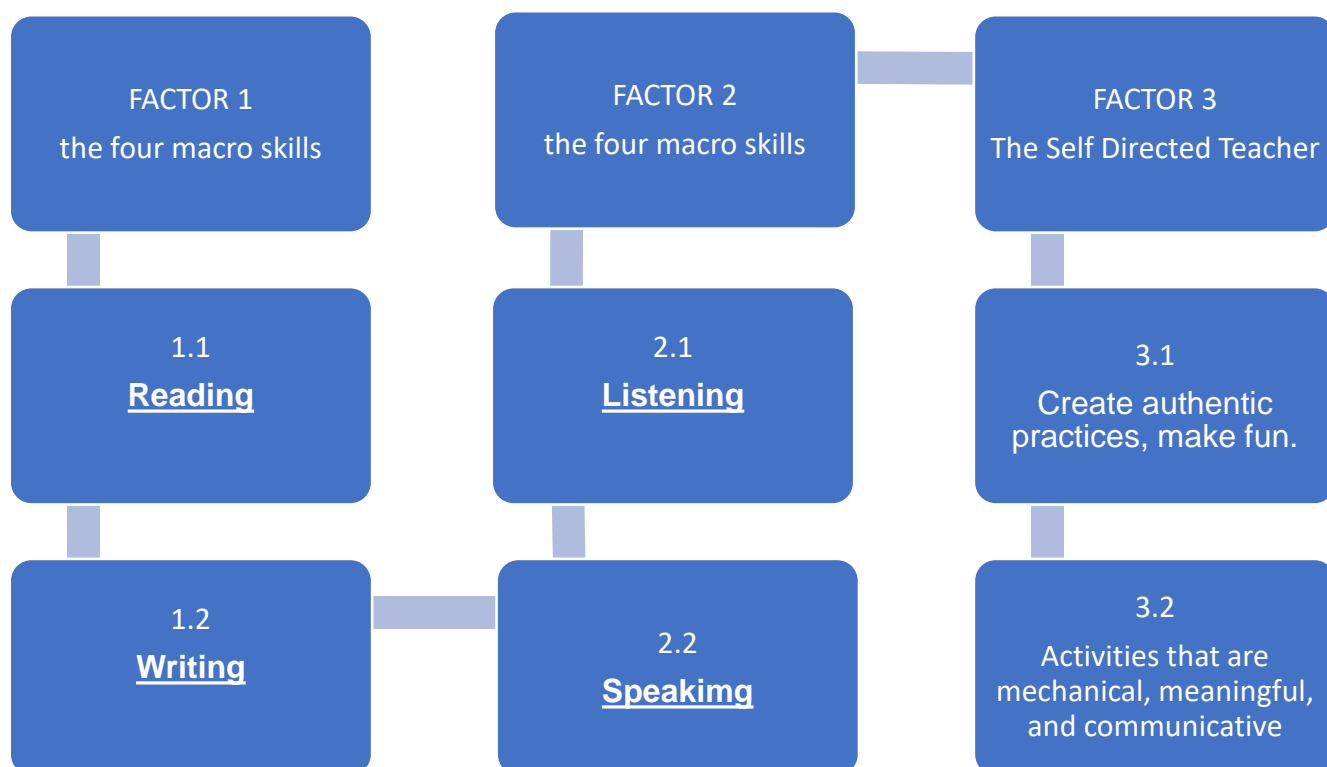
2.6 Variables, Definition.

In this section, the reader finds definitions of the variables that are an important part of this research:

Oral communication, while primarily referring to spoken verbal communication, it can also employ visual aids and non-verbal elements to support the conveyance of meaning. Oral communication includes speeches, presentations, discussions, and aspects of interpersonal communication. As a type of face-to-face communication, body language and choice tonality play a significant role, and may have a greater impact upon the listener than informational content. This type of communication also garners immediate feedback. (Wikipedia, the free encyclopedia, "Communication", 2012)

Language fluency is used informally to denote broadly a high level of language proficiency, it is basically one's ability to be understood by both native and non-native listeners. (Wikipedia the free encyclopedia, "Fluency", 2012)

Self-esteem is a term used in psychology to reflect person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. (Wikipedia the free encyclopedia, "Self-esteem", 2013)

As part of this thesis, the following questionary pretends to achieve a better result in regard its final purpose, which is increase the English level of the students at the institution, (2018).

Questions for the Teacher

- ✓ What approach do you use to improve the communication?

- ✓ Do you use debates, symposiums, or round table in the class?

- ✓ What strategies do you apply to develop the students' knowledge?

- ✓ What is the method that students show more interest?

- ✓ What of these three methods do you think is more effective?

- ✓ Do you use a rubric table to measure the students' progress?

- ✓ At the moment to give feedback, do you proceed individual or in group?

- ✓ Do you apply short test at the end of any cycle that the students develop a topic?

- ✓ How many hours do you spend in the application of every method?

- ✓ Do you think that the application of these three methods complement the student's needs?

Questions for students

- ✓ Do you always feel nervous in the moment to speak in English?

- ✓ Do you feel that you could improve your oral skill through debates or symposiums?

- ✓ There is any changes through oral practice by yourself or it is better in groups?

- ✓ How many times on the week do you practice speaking?

- ✓ Had you ever spoke to a native of the language? How did you fell?

- ✓ Do you feel better after developing the teacher methodology?

- ✓ Do you feel more comfortable with some topics than others?

- ✓ Do you think that the teacher should speak in both languages in the classroom?

- ✓ Do you prefer that the teacher give you feedback individual or better in group?

- ✓ What is the main purpose for you to speak English?

CHAPTER III:

METHODOLOGICAL   FRAMEWORK

3.1. TYPE OF INVESTIGATIÓN

This chapter covers the type of techniques to implement the research, and it pretends to demonstrate clear examples and results about how students achieve significant improvements in the oral communication performing. Also, this research tours within each theory digging in every aspect to establish a complete understanding of the reader along with comparisons from the different language teaching techniques to have a range of possibilities for the students and to put them into practice not only in but also out of the class room.

As mention by Sampieri (2014) the qualitative research is recurrent and analytical. It goes over multiple realities, and it is based on significant themes or areas of study. Qualitative studies follow different interrogates during its process. Frequently, this activity works to discover which are most relevant investigation questions and then, answer them. In this study there is a reality to be discovered, built, and interpreted. Also, in this type of study, there are several information to build through the research which change in forms and depend the individua, group, or culture as well as this research.

This research follows the different steps, as showed by Hernandez (2014) in Figure 1.3 about the qualitative process.

3.1.1 Purpose

This research can be considered both, theorical and applied.

Theoretical: The main and the most important aspects of this research is to implement strategies that permit the advance students of English to be capable of interact with natural fluency in the moment to use the language, either inside or outside the classroom, without the inconvenient of jumping gaps which are created by the lack of constantly oral activities.

Applied: this research offers the main solution through debates, symposiums, and round tables to demonstrate how students produce effectively at the moment to develop certain topics. The research shows the results while these activities are implemented and guided by the teacher or facilitator. The study presents a diagnostic test to the students in order to gather as much information and details possible to contribute in a better learners' experiences and resources to use when they interact orally.

3.1.2 Temporal Dimensions
This is a transversal research because of the short period of time. Through the process over six months, the research demonstrates what causes the students gaps at the moment of their oral performance

3.1.3 Micro
This is a micro research which involves a very small portion or part of the students in the institution. The research takes just ten to twelve students from the almost 250 that are part of the institution.

3.1.4 Nature

The research about this topic is a qualitative research, which involves aspects related to

education purposes, since it pretends to find out the best approaches to apply tools

more efficiently during the development of the students' language. This population not

only need to move forward, but also to increase the use of the language in a

professional way in their daily life inside or outside Costa Rica.

3.1.5 Character

The study is analytical-interpretative. Besides, it describes an educational issue that

indicate a descriptive research that shows the problem with the students. Trying to find

out why the students can not improve in the process to accomplish their main goals

using the language in a fluency manner is exactly an analytical procedure in this

research. Then, it leads this research into the elaboration and implementation of

different strategies for the learners to achieve the main goal.

3.2 SUBJECTS AND SOURCES OF INVESTIGATION

3.2.1 Analysis Unit

The researcher is working with a ten-people group at the fifth level. From which five are

girls and five are men from about fourteen to seventeen years old. All these students are

coming from different parts of San Jose and some of the students have a background of

English knowledge acquired in private schools and language courses. Also, it is important

to mention that they belong to the last level, second term 2018. They are facing enormous

trouble when trying to communicate orally in English, which put them in disadvantage in

front of students of other institutes, and which is even worse, in front of professionals that

are already part of the working community inside and outside Costa Rica.

3.2.2 Second hand

Flamie, H (2013) **Top ten most spoken languages in the world**, http://listverse.com/2008/06/26/top-10-most-spoken-languages-in-the-world/

3.2.3 Third hand

Henderson, S (2013) *Integrating Oral Communication Skills* Retrieved from: http://languageandliteracytheoryandpractice.wikispaces.com/Integrating+Oral+Communication+Skills+into+Everyday+Learning

Some research has demonstrated that students present a very deficient development when they have to apply their knowledge of the English language in oral form while they are interacting in the classroom.

There are a lot of researches that indicate that non-native speakers have a very strong feeling of nervousness and apprehension when learning or using a second or foreign language. This happens even more when this learning process involves speaking. Some individuals are more predisposed to anxiety than others.

When people learn their native language, they usually learn to listen first, then to speak, to read, and finally to write. These are called the four language macro skills.

As illustrated, people first receive input, by listening and reading, of the necessary information to increase knowledge and have the possibility to produce output, by speaking and writing. These macro skills are complemented by micro skills such as grammar, vocabulary, pronunciation, and spelling.

This document focuses specially in achieving a good oral communication proficiency in English, reason why the Communicative Language Teaching (CLT) is deeply analyzed.

3.3 SAMPLE SELECTION

3.3.1 The population
Second term, on May 2018. Its total population is 350 students of different levels and ages located in three places around the city of San Jose, Costa Rica.

Ten students are the one to form part of this process of study, there are female and male in this group, five girls and five men different ages around fourteen to seventeen years old.

The selection is taking with different reasons, these students are coming from different parts of San Jose (Costa Rica) background of English knowledge presents levels between beginner, intermedia, and advance. These group of students although does not show the same English background, in this moment takes the same curse which is the last level of five levels curse. The difference of different background students is with the objective of demonstrate through this research, that all of them, even with their differences are totally capable of achieve the final goal, which is handle the English knowledge fluently in the real world.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

To gather the information from the students, one instrument is used: a survey. The survey contained 7 questions. Five of them are closed-ended question, and the rest of them are open-ended questions. These answers are important to have a better perspective with certain basis about what kind of activities the teachers should do in the classroom and to determine if they help the students to improve oral communication. Also, it aims to determine the most important problems that students are facing.

Another instrument used is a pre-test. This exam helps the researcher find out about the strengths and weaknesses of the students in aspects such as grammar, vocabulary, listening comprehension, fluency, pronunciation, and organization of ideas.

To develop this instrument all that students had to do is to listen to a conversation, part of a listening exercise, and then the teacher asked them the different questions individually, that same day to gather information about their oral performance.

Finally, after the application and development of these procedures the researcher applied a post-test. With this exam the researcher evaluates the progress of the students after applying all the suggested activities to find out whether the strategies worked in a positive way or not.

3.5 OPERATIONALIZATION OF VARIABLES
3.5.1 Conceptual, Operational, and Instrumental Definition

The procedures used in this research are going to be presented through graphs that contribute to understand better the analysis of how students perform, not only evaluating, but also implementing techniques. These instruments help the teacher know how the students could master their advanced level.

Charts are presented with the purpose of showing through quantitative information the individual and group performance within the classroom. To illustrate this research, the researcher presents circle charts and bar charts to have more resources.

The graphs show the results achieved through the different procedures applied in class through the first technique, the students applied the round table technique in which they are evaluated in the development of the vocabulary, pronunciation, fluency, comprehension, and the use of verb tenses. During this technique's application, the group of students had good pronunciation results, there are a few grammar mistakes in the use of the verb tenses, and the self-confidence is very acceptable during the conversation part.

The debate technique applied in the classroom gave positive results. The activity the students performed showed some problems in the use of vocabulary, the pronunciation is not bad, but in some part of the development of the activity the students had some gaps and their fluency needs to be improved through more frequent oral

activities. Three out of five students participating in the debate had a very good performance in general.

The third technique implemented in the classroom is the symposium which involved the total amount of student in the class. There are not big problems in pronunciation, but the fluency needs to be improved in most of the students, the vocabulary was good, the use of new words is very acceptable, but most of the students had verb tenses problems, half of them to be exact.

Through the graphs the research could demonstrate that the general and the specific objectives established to develop these activities, certainly improved the ambience within the classroom, the students improved in a significant way their self-confidence issue. The researcher of this document could prove and demonstrate how the implementation of real life contents make students improve their vocabulary and the pronunciation significantly, also the research proved the students capacity to implement their knowledge through oral communication activities, which they expressed to enjoy a lot, basically because they had the possibility to organize them from start to finish, express their opinions and ideas in the target language, and of course speak English, which is at the end, their main objective to be achieved.

3.5.2 Operationalization of variable chart

SPECIFIC OJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
1. To identify the main problems students of fifth level of English are facing in the Saint Thomas Educational Center in Costa Rica, by applying a survey to them. 2.To analyze the results obtained after the application of the oral activities using evaluation rubrics with the students of fifth level of English the Saint Thomas Educational Center	If advanced students of the fifth level of English at the Saint Thomas Educational Center, are exposed to more and effective oral activities such as debates, symposiu	THE 1.ACQUISITION OF THE ORAL SKILL 2. IMPROVE THE (ESL) COMMUNICATION	English is considered the second most spoken language in the world because of the high number of individuals	This research intents to facilitate the process by providing a strategy to improve the oral communication. Students' knowledge 0__negative/85+___positive 100	1. Survey. 2. Interview. 3. Pre-test. 4. Post-test.

	ms, and round tables during their last term of studies, they would have better possibilities and less inconvenient to communicate orally in English effectively.		who use it		
3. To apply oral activities such as debates, symposiums, and round tables, using real life situations and personal experiences, as a way to achieve higher levels of oral proficiency in the fifth level students.					

MATRIZ DE GESTIÓN	Author	natio nality	Book´s name	File´s name	Date in it is done	Docu ment´s page	Web page	Autores a los que refiere el autor	file to fine the information
CONTEXTO HISTÓRICO									
FACTOR A									
THE APPROACHES IN THE ACQUISITION OF THE ORAL SKILL	Flamie Hamie	USA	Top ten most spoken languages in the world	N/A	2013	internet	http://listverse.com/2008/06/26/top-10-most-spoken-languages-in-the-world/	N/A	N/A
THROUGH DEBATES, SYMPOSIUMS, AND ROUND TABLES	Englewoo d Cliffs	USA	*Theory and Research to Classroom Implications*	N/A	2012	N/A	N/A	N/A	N/A
FACTOR B									
STRATEGIES TO IMPROVE THE (ESL) COMMUNICATION IN THE STUDENTS	Jack C. Richards	USA	*Communicative Language Teaching Today*	N/A	2016	N/A	N/A	N/A	N/A
STRATEGIES TO IMPROVE THE (ESL) COMMUNICATION IN THE STUDENTS	Henderson Sara	Aust ralia	*Integrating Oral Communication Skills*	N/A	2013	N/A	N/A	N/A	N/A

3.5.3 **Control Sheet** of **Variables Indicators and Questions.**

Variables	Indicator	Instrument	N° of questions	Apply to	Observations
independent: STRATEGIES TO IMPROVE THE (ESL) COMMUNICATION	1. Introduction and presentation. 2.Discussion body 3. Questions and answers section	Survey.	7	youngs and adults	Students in a 95% agree they need more practice oral
Independent: DEBATES, SYMPOSIUMS, AND ROUND TABLES	1. The opening 2. The debate body 3. Questions section	Interview	7	youngs and adults	Students in a 99% agree to apply techniques
dependent: THE ACQUISITION OF THE ORAL SKILL	1. Topic introduction Topic 2. contribution 3.Symposium conclusion	pre-test post-test	10	youngs and adults	Students had better improvements after the test

CHAPTER IV:

ANALYSIS AND INTERPRETATION

In this chapter, the study displays the obtained results from the implementation of the different strategies applied during three lessons of the advanced level students of English. In this place, they had the possibility to perform and to develop their oral communication ability through a round table, a debate, and a symposium, which are the three proposed strategies. These three strategies proved being very effective as English oral communication. After applying the strategies, the research could reach to conclusions and very clear answers to all the interrogatives of the general and specific objectives that are being the most important elements of this study.

The obtained results be presented through the use of graphs to offer a clearer view to the reader about the student's performance during each of the activities.

The instruments measured the level of pronunciation, the use of appropriate vocabulary, the fluency of the students, the organization of ideas, listening comprehension, and the self-confidence element which is one of the most important aspects that affect the student's performance at the moment of the oral expression, aspect that at the end makes them do not have very good results in and out of the classroom.

Fortunately, after applying the instruments, the reader see that the results are very positive for the students; not only individually, but also as a group. This is very meaningful since it is demonstrated that the students can be highly beneficiated if this type of tools in their classrooms.

The first analysis that is obtained through the application of a survey. This survey has closed ended questions and two open ended questions.

For the first question, seven students out of ten consider their oral communication skill in English as weak and the other three students consider that their oral communication skill could be better. They know that they have a good level of English; nevertheless, when it is about oral communication, they feel weak.

In the second question the students are asked about the aspects that could be the best to improve their oral communication. In this question they had three options: more vocabulary, oral group practice, and individual work with the teacher. Seven students said that having more vocabulary is the best option for them, eight students said that having oral group practice is the best option, and only one of them said that working individually is the best. Besides, four of the students said that the first two options are the best options for them.

The third question asked the students about a technique that must be implemented within the classroom. Eight students said that to use documentaries and movies is a great idea. However, the other two students said that participation and conference is the best, nevertheless three of these students said that all of the options including practicing with native language speakers is a good idea too.

The forth question asked them about their preference to work in class. Seven students said that they prefer to work in groups of five people, and three students said that they prefer to work in groups of ten people. This demonstrates that they prefer to work in group, but in small ones.

The fifth question asked them about the number of classes per week they should receive. Five students prefer to have more than three hours per week, and the other five students three hours per week. It means that they feel they should have more lessons, never less than this.
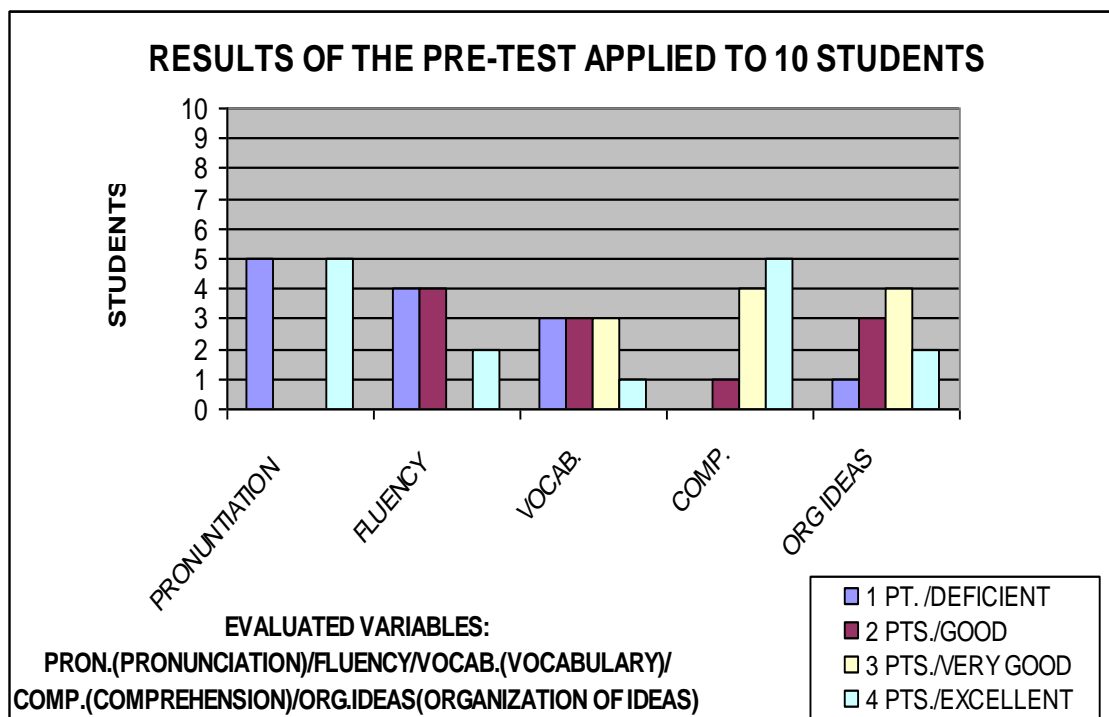
Question number six asked them to mention some characteristics that an English teacher should have for the students to improve their oral communication skill. To this question, students said that a teacher must have a great knowledge of English. He or she has to be a good person and a good teacher, has good ideas, find nice activities, be creative, teach more vocabulary, bring more oral practice for the students, let them express themselves, but most of them agreed that a teacher has to make the learners talk and bring them ideas to make use the language orally.

The last question asked them to recommend strategies that can be developed in the classroom. The ideas that the students gave are to work in small groups to have oral practice, to read more, to observe videos or movies to comment on them, to know more vocabulary, to develop oral activities and games in to communicate spontaneously, and to have more oral practice with native speakers outside the environment of the classroom.

Out of these results it is easy to extract that students want to have more time for English practice and basically that they would like to have more oral participation during the lesson with good professors, and even better with more demanding, creative, and motivating activities that make them develop more their oral communicative skill.

Graph # 1
4.1 Results of the Pre-test

RESULTS OF THE PRE-TEST APPLIED TO 10 STUDENTS

STUDENTS

EVALUATED VARIABLES:
PRON.(PRONUNCIATION)/FLUENCY/VOCAB.(VOCABULARY)/
COMP.(COMPREHENSION)/ORG.IDEAS(ORGANIZATION OF IDEAS)

☐ 1 PT. /DEFICIENT
☐ 2 PTS./GOOD
☐ 3 PTS./VERY GOOD
☐ 4 PTS./EXCELLENT

Source: Marrero Chacón Alexis. Universidad Hispanoamericana. III Term 2018
Figure #1 illustrates the general results of the evaluated variables in the pre-test before the application of the three oral techniques

This graph represents the general results gather from the application of the pre-test applied to the fifth level students of English before the application of the three activities: **symposium, round table, and debate.** The graph demonstrates that in Pronunciation 5 students out of 10 obtained 4 points, which means that 50% of the students is very clear with few errors that did not interfere with comprehension. On the other hand, 5 students out of 10 obtained 1 point which means that 50% of them are mostly inaccurate. These results show that half of the students have no problems with pronunciation while the other half of the class are facing a lot of difficulties with this variable.

In Fluency, 2 students out of 10 obtained 4 points which means that 20% of them speak without big effort and with very little errors. Besides, 4 other students obtained 2 points which means that 40% of them speak too slowly during speech, and the rest of the students which represents the other 40%, obtained 1 point which means that they do many pauses before every phrase.

For the Vocabulary variable, just 1 student out of 10 obtained 4 points which means that only 10% of the students used a wide range of vocabulary accurately, 3 students got 3 points which means that 30% of them are able to use technical vocabulary with few errors, other 30% of the students obtained 2 points which means that they make frequent error word choice, and finally the other 30% of the students obtained 1 point which means that they used only words isolated and memorized. For the Comprehension variable, the results are better because 5 students obtained 4 points, which means that 50% of them got all the information very clear, 4 students obtained 3 points which means that for 40% most of the information provided is clear, and 1 student obtained 2 points which means that 10% of the students had several problems following the information.

For the variable of organization of ideas, 2 students out of 10 obtained 4 points which means that 20% of them had clear ideas and structures, 4 students obtained 3 points, of the students which means that 40% of the students had from 1 to 3 grammar errors, 3 students obtained 2 points which means that 30% of them repeated the same ideas; and finally, 1 students obtained 1 point which means that 10% of them had a lack of coherence. All these results indicate that the application of the three activities

suggested in the research, may be for a lot of help for the students to improve their oral communication skill.

Graph # 2
4.1.1 Analysis of the results of the Debate
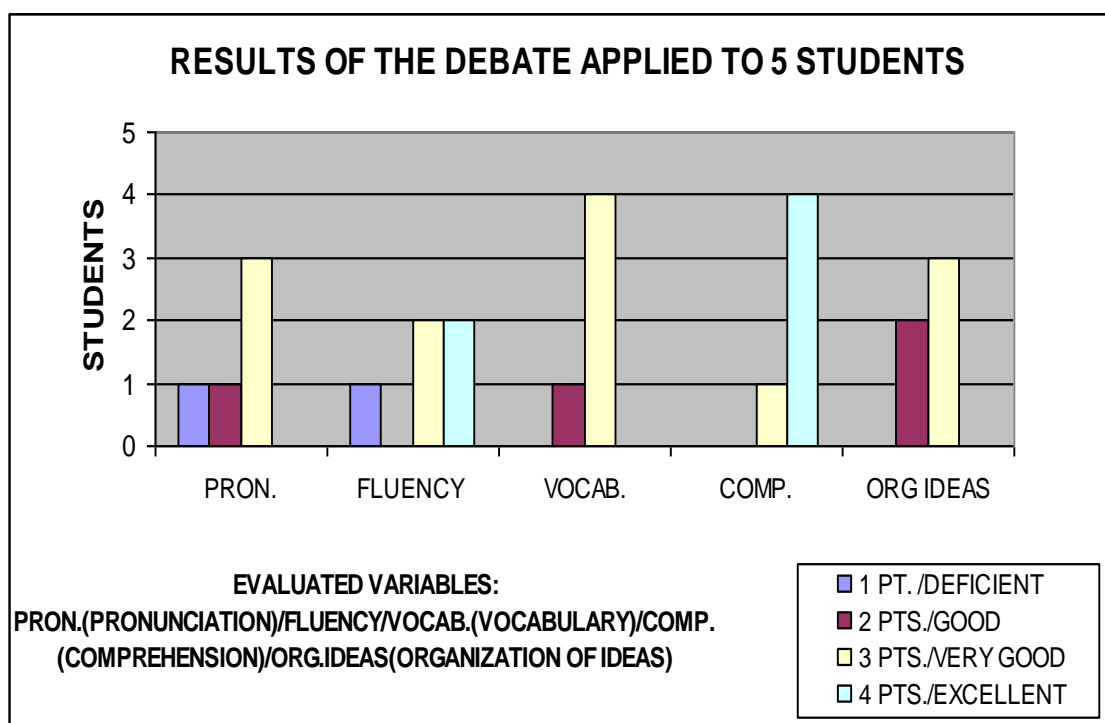
Source: Marrero Chacón Alexis. Universidad Hispanoamericana. III Term 2018
Figure #2 illustrates the general results of the evaluated variables evaluated after the application of the debate.

This graph shows the general results of all the variables evaluated during the development of the debate. In this case, 5 students participated, and these are the results. For the variable of Pronunciation, 3 students out of 5 obtained 3 points which means that in 60% of them mispronunciation takes place occasionally, 1 student obtained 2 points which means that in 20% of the students that correct pronunciation is only possible at a superficial/basic level, and in 1 student obtained 1 point which means that in 20% of the students had still pronunciation issues. Five students developed the pronunciation activity

and they are evaluated through a scale from 1 to 4, in which 4 means that pronunciation is clear, few errors are made, but they do not interfere with comprehensibility, by other hand, 3, 2, and 1 means that pronunciation is mostly inaccurate, erroneous, and full of incomprehensibility.
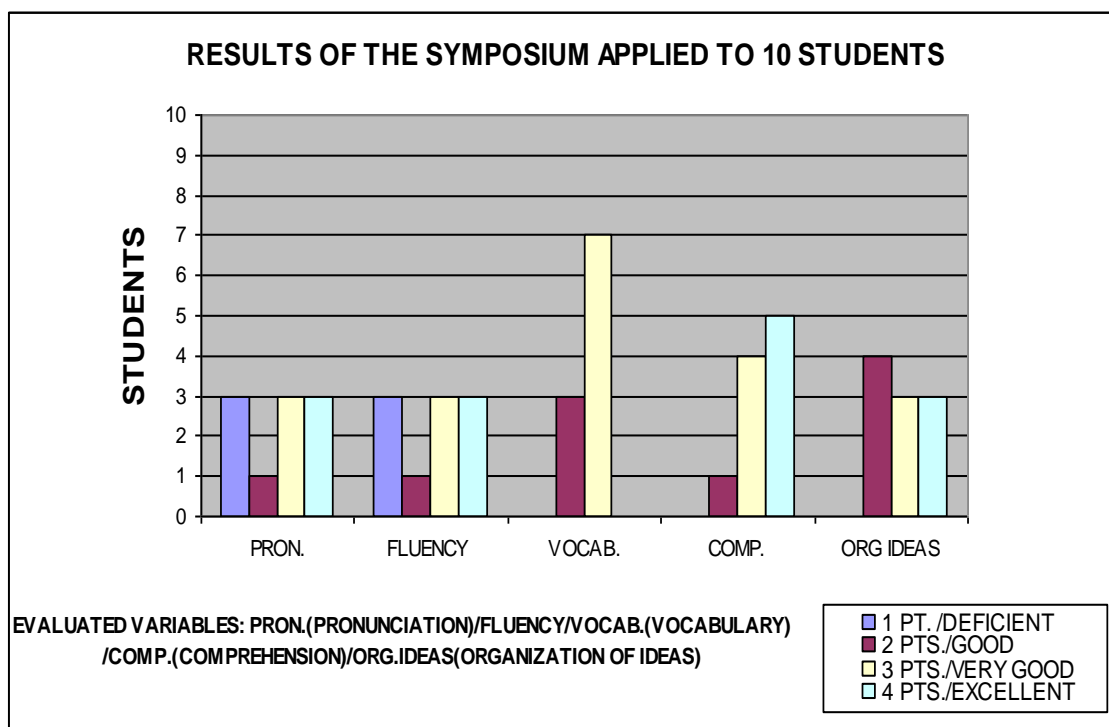
For the fluency variable, 2 students obtained 4 points which means that 40% of them speak at length without noticeable effort or loss of coherence, 2 students out of 5 obtained 3 points which means that 40% of them usually maintain flow of speech but use repetition self-correction and/or slow speech to keep going, and 1 student got 1 point which means that in 20% of them little effective communication is possible, and they have pauses lengthily before most words. For the variable of vocabulary, 4 students out of 5 obtained 3 points which means that 80% of them are able to use technical vocabulary to talk about various topics and use few idiomatic expressions, and the other student which represents 20% obtained 2 points which means that the student is able to use some technical vocabulary but makes frequent errors in word choice.

For the variable of Comprehension, 4 students out of 5 obtained 4 points which means that in 80% of them all the information provided is clear and the student is able to reply accurately, and the other student who represents 20% of the total obtained 3 points which means that most of the information provided is clearly understand and the student is able to keep the idea.

For the last variable which is Organization of Ideas, 3 students out of 5 obtained 3 points which means that in 60% of them most of the information provided is significant to explain his/her topic, and the other 2 students obtained 2 points which means that in 40% of them some given information is significant to explain his/her topic. In this case, the graph presents that Comprehension is the variable with the best result, followed by Fluency and Self-Confidence, then Vocabulary, Organization of Ideas, and finally Pronunciation. These results show an improvement in the performance of the students which means that the application of the debate is very effective to improve students' oral communication.

Graph # 3
4.1.2 Analysis of the Results of the Symposium

RESULTS OF THE SYMPOSIUM APPLIED TO 10 STUDENTS

EVALUATED VARIABLES: PRON.(PRONUNCIATION)/FLUENCY/VOCAB.(VOCABULARY) /COMP.(COMPREHENSION)/ORG.IDEAS(ORGANIZATION OF IDEAS)

- 1 PT. /DEFICIENT
- 2 PTS./GOOD
- 3 PTS./VERY GOOD
- 4 PTS./EXCELLENT

Source: Marrero Chacón Alexis. Universidad Hispanoamericana. III Term 2018
Figure #3 illustrates the general results of the evaluated variables evaluated after the application of the symposium.

This graph shows the general results of all the variables evaluated during the development of the Symposium. In this case, 10 students participated, and these are the results. For the variable of Pronunciation, 3 students out of 10 obtained 4 points which means that in 30% pronunciation is clear, there are few errors but do not interfere with the comprehension process. On the other hand, other 3 students obtained 3 points which means that in 30% mispronunciation takes place occasionally, 1 student out of 10 obtained 2 points which means that in 10% of the students correct pronunciation is only possible at a superficial/basic level, and finally the other 3 students out of 10 obtained 1

point which means that in 30% of them pronunciation is mostly inaccurate, and most ideas are expressed in his/her native language.

For the variable of Fluency, 3 students out of 10 obtained 4 points which means that in 30% of them speak at length without noticeable effort or loss of coherence, 3 other students obtained 3 points which means that other 30% of them usually maintain flow of speech but use repetition self-correction and/or slow speech to keep going, 1 student out of 10 obtained 2 points which means that 10% of them cannot respond without noticeable pauses and may speak slowly, and finally 3 students obtained 1 point which means that in 30% of them little effective communication is possible, pauses lengthily before most words.

For the variable of Vocabulary, 7 students out of 10 obtained 3 points which means that 70% of the students are able to use technical vocabulary to talk about various topics and use few idiomatic expressions, and the other 3 students obtained 2 points which means that 30% of them are able to use some technical vocabulary but makes frequent errors in word choice.

For the variable of Comprehension, 5 students out of 10 obtained 4 points which means that in 50% of them all the information provided is clear and the student is able to reply accurately, 4 students out of 10 obtained 3 points which means that in 40% of them the information provided is clearly and the student is able to keep the idea, and 1 student obtained 2 points which means that for 10% of them some information is clear but the

student has several problems following the others, and 1 means that there is few or no understanding about the topics being discussed. Finally, for the Organization of Ideas variable, 3 students out of 10 obtained 4 points which means that for 30% of them all the information is relevant and significant to explain his/her topic, 3 students obtained 3 points which means that for 30% of them most of the information provided is significant to explain his/her topic, and finally 4 students out of 10 obtained 2 points which means that for 40% of them some information given is significant to explain his/her topic. All these results indicate that Comprehension is the variable with the best result, followed by Vocabulary and Organization of Ideas, and at the end Pronunciation and Fluency. These results show an improvement in the performance of the students which means that the application of the symposium is very effective to improve oral communication.

Graph # 4
4.1.3 Analysis of the results of the Round Table

RESULTS OF THE ROUND TABLE APPLIED TO 5 STUDENTS
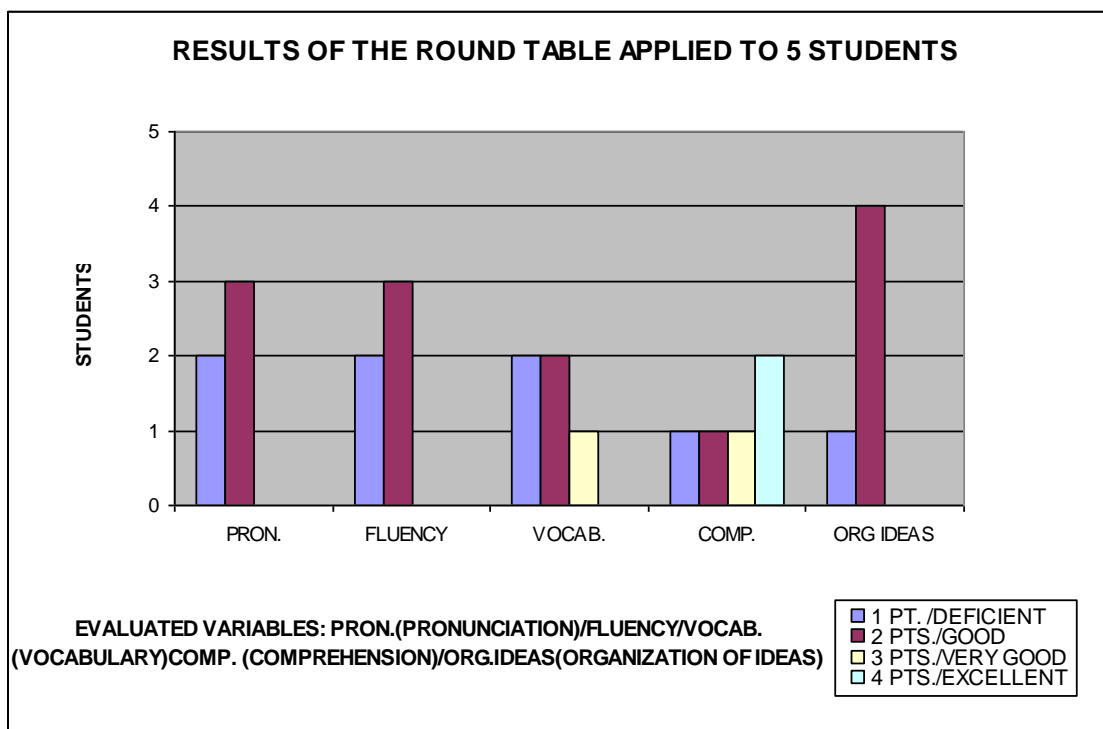
Source: Marrero Chacón Alexis. Universidad Hispanoamericana. III Term 2018
Figure #4 illustrates the general results of the evaluated variables evaluated after the application of the round table.

This graph shows the general results of all the variables evaluated during the development of the round table. In this case, 5 students participated, and these are the results. For the variable of Pronunciation, 3 students obtained 2 points which means that 60% of them had correct pronunciation is only possible at a superficial/basic level, 2 students out of 5 obtained 1 point which means that for 40% of them pronunciation is mostly inaccurate, most ideas are expressed in his/her native language.

For the variable of Fluency, 3 students out of 5 obtained 2 points which means that 60% of them cannot respond without noticeable pauses and may speak slowly, the other

2 students out of 5 obtained 1 point which means that 40% of them had no a good effective communication they had, pauses before most words.

For the variable of Vocabulary, 1 student out of 5 obtained 3 points which means that 20% of them are able to use technical vocabulary to talk about various topics and uses few idiomatic expressions, 2 students out of 5 obtained 2 points which means that 40% of them are able to use some technical vocabulary, but makes frequent errors in word choice, and the other 2 students obtained 1 point which means that 40% of them only produce isolated words or memorized utterances, technical vocabulary is absent.

For the variable of Comprehension, 2 students obtained 4 points which means that for 40% of them all the information provided is clear and the student is able to reply accurately, 1 student obtained 3 points which means that for 20% of them most of the information provided is clearly and the student is able to keep the idea, 1 student obtained 2 points which means that 20% of them some information is clear but the student has several problems following the others; and the other student obtained 1 point which means that there is few or no understanding about the topics being discussed.

For the variable of Organization of Ideas, 4 students out of 5 obtained 2 points which means that for 80% of them some information given is significant to explain his/her topic, and the other student obtained 1 point which means that the other 20% of them had few or no significant information is given to explain his/her topic. In this case, the graph represents that Comprehension is the variable with the best results again, followed by

Vocabulary and Organization of Ideas, and then by Pronunciation and Fluency but with better results, as showed in the first 2 activities. These results show an improvement in the performance of the students which means that the application of the round table is very effective to improve oral communication.

Graph # 5
4.1.4 Final General Results of the Post-test
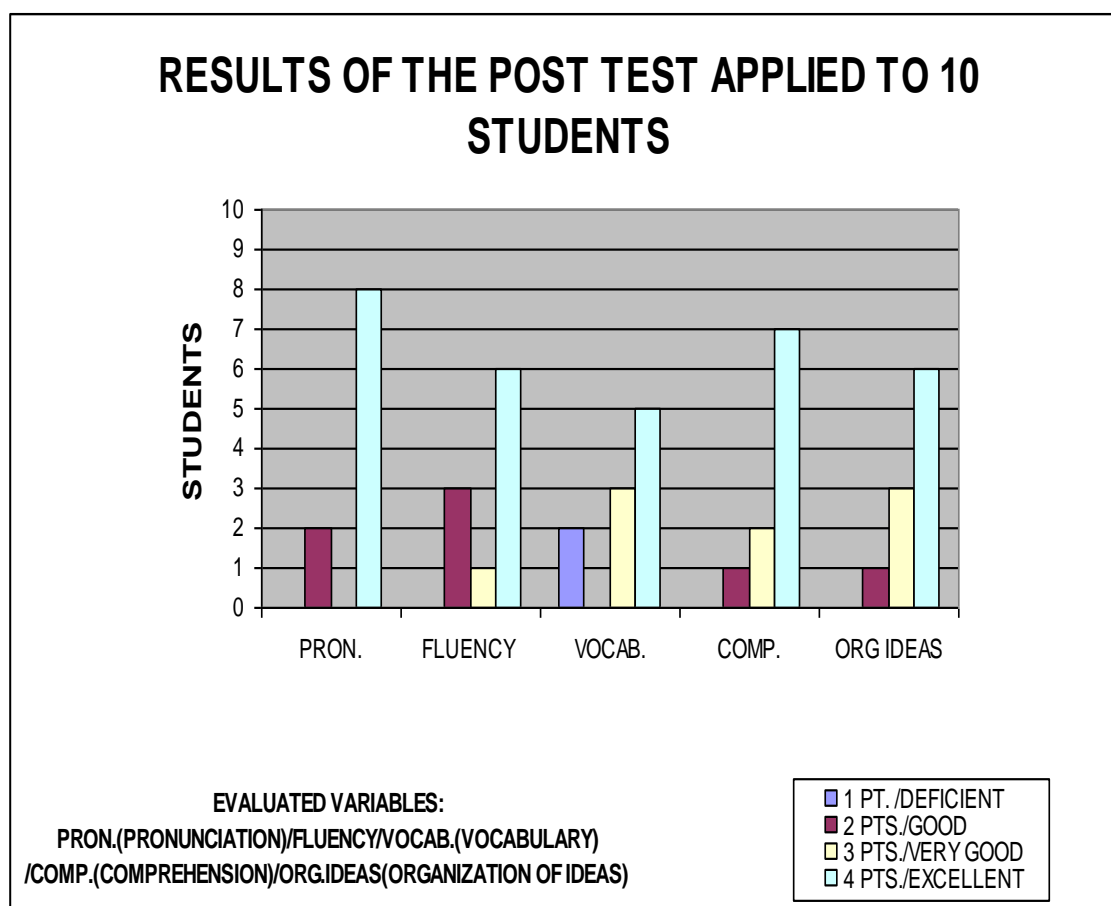
Source: Marrero Chacón Alexis. Universidad Hispanoamericana. III Term 2018
Figure #05 illustrates the general results of the post-test applied to evaluate the students after the application of the three oral techniques

This graph represents the general results gather from the application of the post-test applied to the fifth level students of English after the application of the three activities: **symposium, round table, and debate.** The graph demonstrates that in Pronunciation, 8 students out of 10 obtained 4 points which means that 80% of the students are very clear with few errors that not interfere with comprehension, and 2 students out of 10 obtained 2 points which means that for 20% of them pronunciation is only possible at a superficial basic level. These results show that almost all the students have no problems with pronunciation while a very small number of them are still facing a lot of difficulties with this variable. In Fluency, 6 students out of 10 obtained 4 points which means that a 60% of them speak without big effort and with very little errors. 1 student out of 10 obtained 3 points which means that 10% of them usually maintain flow and uses self-correction, and the other 3 students which represent the other 30% obtained 2 points which means that they speak too slowly during speech. This result shows a very significant improvement in the performance of the students based on this same variable analyzed in the pre-test.

For the Vocabulary variable, 5 students out of 10 obtained 4 points which means that only 50% of the students used a wide range of vocabulary accurately, 3 students got 3 points which means that 30% of them are able to use technical vocabulary with few errors, and only 2 students out of 10 obtained 1 point which means that they used only words isolated and memorized. This variable also presents a significant improvement in the results obtained previously.

For the Comprehension variable, the results are even better because 7 students obtained 4 points which means that 70% of them got all the information very clear, 2 students obtained 3 points which means that for 20% of them most of the information provided is clear, and 1 student obtained 2 points which means that 10% of the students had several problems following the information. This variable showed a very good performance from the students since the beginning.

For the variable of organization of ideas, 6 students out of 10 obtained 4 points which means that 60% of them had clear ideas and structures, 3 students obtained 3 points which means that 30% of the students had from 1 to 3 grammar errors, 1 student obtained 2 points which means that 10% of them repeated the same ideas. This graph represents the final general results of the English students, after the application of the three activities: symposium, round table, and debate, and the application of the post-test. The graph demonstrates that comprehension is the variable with the best results, vocabulary, organization, fluency, and pronunciation; which is at the end of the variables. Nevertheless, it shows a significant improvement. These results show a better performance of the students, which means that the application of the oral activities is very effective to improve their oral communication.

Graph # 06
4.1.5 Comparison of the evaluated variables Pre & Post Tests

COMPARISON PRE & POST TESTS
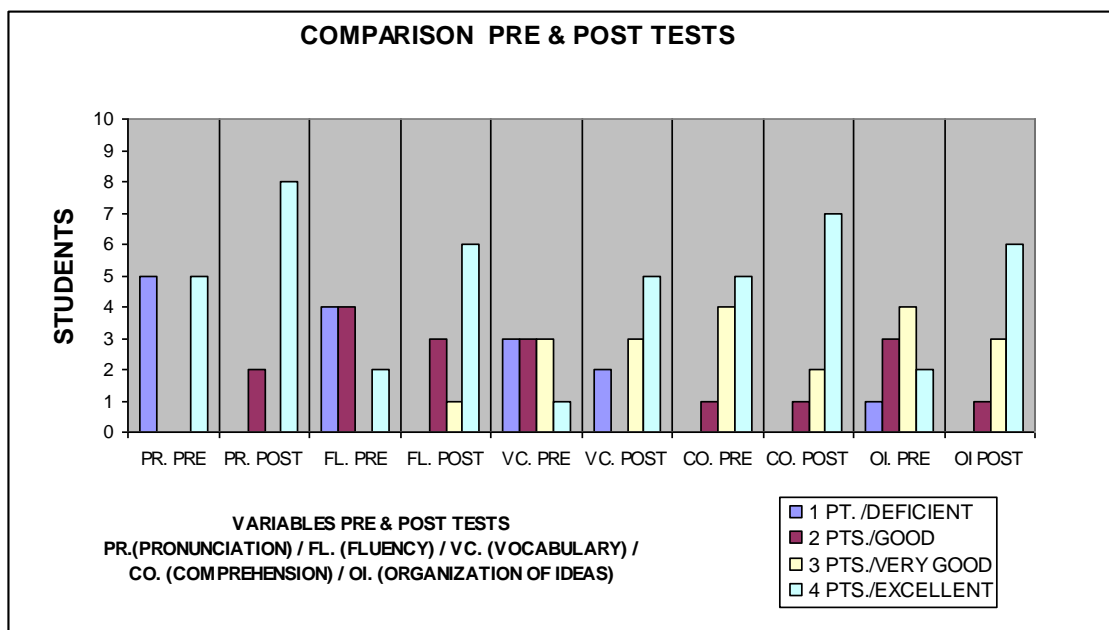
Source: Marrero Chacón Alexis. Universidad Hispanoamericana. III Term 2018
Figure #06 illustrates a comparison of the general results obtained after applying the Pre and the Post Tests.

This graph represents a comparison of the general results gather from the application of the pre and the post tests that the fifth level students of English did, after the application of the three activities and before their development. The first variable presents that 5 students out of 10 obtained 1 point, and the other 5 obtained 4 points, but after applying the oral activities only 2 students obtained 2 points, and 8 students obtained 4 points which is very positive because this demonstrates that they improved in pronunciation.

In Fluency, the second variable analyzed, the results of the pre-test said that 4 students out of 10 obtained 1 point, 4 obtained 2 points, and 2 obtained 4 points. After applying the 3 oral activities and the post-test, the results show a significant improvement

because now, with 3 students who obtained 2 points, 1 student who obtained 3 points, and 6 students out of 10 who obtained 4 points. This reflects another significant improvement.

In the Vocabulary variable, the results of the pre-test said that 3 students obtained 1 point, 3 students obtained 2 points, 3 students obtained 3 points, and only 1 student obtained 4 points. After developing the oral activities, the post-test shows improvement because now 2 students obtained 1 point, 3 students obtained 3 points, and 5 students out of 10 obtained 4 points. This is another positive result.

In the Comprehension variable, the pre-test results show that 1 student obtained 2 points, 4 students obtained 3 points, and 5 students obtained 4 points. After applying the oral activities, the post-test indicates that again only 1 student obtained 2 points, 2 students obtained 3 points, but now 7 students out of 10 obtained 4 points. This is a variable that had good results since the beginning, but as the others at the end, it also presents an improvement.

To finish, the variable Organization of Ideas also shows improvement. The results of the pre-test indicated that 1 student obtained 1 point, 3 students obtained 2 points, 4 students obtained 3 points, and only 2 students obtained 4 points. After developing the activities with the students, the post-test results indicate another interesting improvement since 1 student obtained 2 points, 3 students obtained 3 points, and 6 students out of 10 obtained 4 points.

These results are very positive and show that the suggested activities worked for the best of the students, almost all of them had better results and reached the objective of improving their oral communication skill.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research questions stated at the beginning of the study plus the general objective about the difficulty of the students to express orally properly in and outside the classroom, and about which method or methods are used, totally dissipate through the application of the debate, the round table, and the symposium.

✓ The implementation of these activities demonstrate the improvement in the student's level in the oral communication;

✓ The application of oral interactive activities such as; roleplay or single speech about different topics, can contribute with the students in the achievement of a better English level;

✓ Oral activities allow that the students feel self-confident, to share the ideas and opinions that they have;

✓ Fluency makes students feel comfortable when they speak, not only inside the classroom, but also outside;

✓ The application of new oral activities has to be based on topics that are related to day by day situations, the internet, books, documental TV shows;

✓ Using real life situations and personal experiences benefit the continuous use of the language to achieve a correct flow in the learners;

✓ The ESL students usually develop or feel some sort of fear to fail or mispronounce in front of the other English speaker;

✓ The learners recommend some of the topics, organize the events, and develop activities in which they have opinion, decision, and a necessity to be heard.

5.2 RECOMMENDATION

In the next part, the readers find some important recommendations that are very useful when developing activities in the English learning process.

✓ To be creative and systematic when implementing new things in the classroom;

✓ To teach grammar rules and structures to build meaningful learning;

✓ To design an appropriate environment for the student's enjoyment;

✓ To be updated in the teaching profession;

✓ To speak with the students in English all the time;

✓ To design a lesson plan related to the organization of the program and the roles according to the student's interests;

✓ To inform yourself and your students about the activities to practice;

✓ To introduce different techniques gradually. until your students are familiarized with them;

✓ To make sure that your students have the vocabulary clear to have a successful interaction;

✓ To be aware that you do not obligate anybody to participate until they are ready to do so, otherwise, a natural and a spontaneous participation can be lost;

✓ To split the class into small groups in order to practice the language;

✓ To negotiate with your students and make the objectives clear since the beginning.

✓ To establish rules, assign roles, and of course procedures, in order to have a very organized activity to be able to get the best results.

Now the facilitator can apply these techniques, feel free to find more options to have happy and proficient students in classroom. The results are very positive, and the only beneficiary of these efforts are students since they achieve the main objectives they have when learning English.

"The main goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done -- men who are creative, inventive, and discoverers."
Author: Jean Piaget

ANNEXED

Oral communication Survey
Fifth-Level of Center of Language

The objective of this document it is to gather information about the ability of the oral communication in ESL of the Center of Language.

This information is totally confidential and will not be revel for any other purpose than investigation.

1. Do you consider your English level as :

(   ) excellent
(   ) could be better
(   ) weak

2. Front the following aspects, which do you think could be the best to improve oral communication?

(   ) more vocabulary
(   ) better confidence
(   ) oral group practice
(   ) individual work with the teacher

3. Which technique you think must be implementing within the classroom?

(   ) participation and conference
(   ) to use documental and movies
(   ) to practice with native language speakers

4. To work in class do you prefer :

(   ) individual work with the teacher
(   ) only with 5 person
(   ) mix group of 10 person
(   ) more than 10 person

5. To acquire a good communication how many classes per week should be taken?

(   ) one per week
(   ) two per week
(   ) three per week
(   ) more than three

6. Mention one or two characteristics the oral communication teacher must be.

_____
_____
_____

7. Which strategies would you recommend applying within the classroom to improve the oral communication?

_____
_____
_____
_____

Thank you

Grading Scale- Symposium

Student's Name: _____

Total points: _____   Total%_____   points Obtained: _____   Grade: _____

criteria	1	2	3	4
pronunciation	Is mostly inaccurate	Pronunciation is only possible at a superficial basic level	Mispronunciation takes place occasionally	Is very clear few errors not interfere with comprehension
fluency	Many pauses before every phrase	Speak too slow during speech	Usually maintain flow Use self-correction	Speak without big effort very little errors
vocabulary	Only words isolated and memorized	Make frequent error word choice	Able to use technical vocabulary few errors choice	Use wide range of vocabulary accurately
comprehension	Few or no understand about the topic	Several problems following	Most of the information provide is clear	All information provided is clear
Organization of Ideas	Lack of coherence	Repeat same ideas	1 to 3 grammar errors	Clear ideas and structure

Comments

_____

_____

_____

_____

_____

Grading Scale- Debate

Student's Name: _____

Total points: ____   Total%____   points Obtained: ____   Grade: ____

criteria	1	2	3	4
pronunciation	Is mostly inaccurate	Pronunciation is only possible at a superficial basic level	Mispronunciation takes place occasionally	Is very clear few errors not interfere with comprehension
fluency	Many pauses before every phrase	Speak too slow during speech	Usually maintain flow Use self-correction	Speak without big effort very little errors
vocabulary	Only words isolated and memorized	Make frequent error word choice	Able to use technical vocabulary few errors choice	Use wide range of vocabulary accurately
comprehension	Few or no understand about the topic	Several problems following	Most of the information provide is clear	All information provided is clear
Organization of Ideas	Lack of coherence	Repeat same ideas	1 to 3 grammar errors	Clear ideas and structure

Comments

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Grading Scale- Round Table

Student's Name: _____

Total points: ____   Total%____   points Obtained: ____   Grade: ____

criteria	1	2	3	4
pronunciation	Is mostly inaccurate	Pronunciation is only possible at a superficial basic level	Mispronunciation takes place occasionally	Is very clear few errors not interfere with comprehension
fluency	Many pauses before every phrase	Speak too slow during speech	Usually maintain flow Use self-correction	Speak without big effort very little errors
vocabulary	Only words isolated and memorized	Make frequent error word choice	Able to use technical vocabulary few errors choice	Use wide range of vocabulary accurately
comprehension	Few or no understand about the topic	Several problems following	Most of the information provide is clear	All information provided is clear
Organization of Ideas	Lack of coherence	Repeat same ideas	1 to 3 grammar errors	Clear ideas and structure

Comments

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Center of Languages
Fifth Level-Pre-Test
Oral test

Teacher's name: Alexis Marrero
Student's name: _____
Date: _____

Total points 43	Obtained pts.	_____
Total percentage 20%	Obtained %	_____

I Part: From the listening exercises developed in class comment on the following (15 pts).

1. Using your own words, mention the main idea.

2. In your opinion, which is the most important part of the conversation?

3. Give a brief description of one of the characters in the listening.

II Part: Listen carefully and answer the following questions, write complete sentences (12 pts).

a) What did the man report?

_____

b) What happened to the man at about 2:00 am?

_____

c) What happened when the man stopped to see the light?

_____

d) What does the beast look like?

_____

e) What was the last thing the man remembered to have done?

_____

f) What did the police officer offer to the man?

_____

III Part: Using your own words comment on what were the man and the officer talking about during their phone call conversation (16 pts)

criteria	1	2	3	4
pronunciation	Is mostly inaccurate	Pronunciation is only possible at a superficial basic level	Mispronunciation takes place occasionally	Is very clear few errors not interfere with comprehension
fluency	Many pauses before every phrase	Speak too slow during speech	Usually maintain flow Use self-correction	Speak without big effort very little errors
vocabulary	Only words isolated and memorized	Make frequent error word choice	Able to use technical vocabulary few errors choice	Use wide range of vocabulary accurately
comprehension	Few or no understand about the topic	Several problems following	Most of the information provide is clear	All information provided is clear

Comments

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Center of Languages
Fifth Level-Post Test
Oral test

Teacher's name: Alexis Marrero

Student's name: _____

Date: _____

Total points 43	Obtained pts.	_____
Total percentage 20%	Obtained %	_____

I Part: From the documental seen in class comment on the following (15 pts).

4. Using your own words, mention the main idea.

5. In your opinion, which is the most important part of the documental?

6. Give a brief description of one of the characters in the movie and mention some characteristics.

II Part: answer the following questions; write complete sentences (12 pts).

g) What did doctors said about to prescribe weed as medical solution?

_____

h) Do you think weed should be legal in Costa Rica?

_____

i) If yes or not, mention why?

_____

j) What did the little girl´s parents decided to do after tried traditional medicine?

_____

k) What was the part that resulted most interesting for you, comment?

_____

criteria	1	2	3	4
pronunciation	Is mostly inaccurate	Pronunciation is only possible at a superficial basic level	Mispronunciation takes place occasionally	Is very clear few errors not interfere with comprehension
fluency	Many pauses before every phrases	Speak too slow during speech	Usually maintain flow Use self-correction	Speak without big effort very little errors
vocabulary	Only words isolated and memorized	Make frequent error word choice	Able to use technical vocabulary few errors choice	Use wide range of vocabulary accurately
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Comments

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San José,
Universidad Hispanoamericana
Sede Llorente
Carrera

Estimado señor

El estudiante ALEXIS MARRERO CHACON, cédula de identidad 800920918, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado APPROACHES IN THE ACQUISITION OF THE ORAL SKILL THROUGH DEBATES, SYMPOSIUMS, AND ROUND TABLES AS STRATEGIES TO IMPROVE THE (ESL) COMMUNICATION IN THE STUDENTS AT THE SAINT THOMAS EDUCATIONAL CENTER OF LANGUAGE IN SAN JOSE DURING THE SECOND QUARTER OF 2018, el cual ha elaborado para obtener su grado de LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.
Atte.

M.Sc. Dinier Amador Serrano
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