

**UNIVERSIDAD HISPANOAMERICANA
SCHOOL OF LANGUAGE TEACHING**

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN ENGLISH
TEACHING**

**THE ROLE OF GRAMMAR TO ENHANCE ORAL SKILLS OF SEVENTH GRADE
STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN
CONVERSATIONAL CLASSES AT LA ASUNCIÓN HIGH SCHOOL IN THE FIRST
QUARTER 2021**

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IV- SWORN OF DECLARATION

DECLARACIÓN JURADA

Yo Cristina Fabiola Mora Fallas, mayor de edad, portador de la cédula de identidad número 1-1500-0083 egresado de la carrera de Licenciatura en Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente aperebido y entendido de las penas y consecuencias con las que se 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 Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: **“THE ROLE OF GRAMMAR TO ENHANCE ORAL SKILLS OF SEVENTH GRADE STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN CONVERSATIONAL CLASSES AT LA ASUNCIÓN HIGH SCHOOL IN THE FIRST QUARTER 2021”**, 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; artículo 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 diecinueve días del mes de noviembre del año dos mil veintiuno.

Cristina M.

Firma del estudiante

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V- JURY'S APPROVAL SHEET



Acta de Graduación

Ante el Tribunal Calificador de la Universidad Hispanoamericana, integrado por: M.Ed. Karla Ávalos Charpentier, representante dirección de carrera, Msc. Roy Alfaro Alfaro tutor y Lic. Yanory Arguedas Carballo lectora, se presenta a la postulante Mora Fallas Cristina Fabiola Cédula n° 1-1500-0083 quien hace defensa pública de su trabajo final de graduación, titulado: *THE ROLE OF GRAMMAR TO ENHANCE ORAL SKILLS OF SEVENTH GRADE STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN CONVERSATIONAL CLASSES AT LA ASUNCIÓN HIGH SCHOOL IN THE FIRST QUARTER 2021*. Para optar por el grado académico de Licenciatura en Enseñanza del Inglés.

Una vez escuchada la exposición del postulante y habiendo procedido al período de preguntas por parte de los miembros del Tribunal, se procede en privado a la deliberación de rigor y se concluye que a la estudiante: Mora Fallas Cristina Fabiola, ha Aprobado su requisito de graduación con un puntaje de 96 en la escala de 0 a 100.

Firmado en la Universidad Hispanoamericana el día: jueves 11 de noviembre del 2021.

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YANCY
RIVUDAS
CAROLINA BARRA _____

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VI- DEDICATORY

I dedicate this to my family, my daughter, my baby that is on the way, my life partner, my mother, my father, my sister and my brothers. I met unconditional love and support in you all, and the words that I can write here have no value if they were to pay back all I owe you.

I am pleased with God for having provided me with health and good conditions to start and conclude this major successfully.

It is opportune to thank all the professors that I encountered during this educational path. They taught, guided, and inspired me to become a professional in this wonderful world of education.

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VIII-ABBREVIATIONS

The following table describes the meaning of various abbreviations encountered throughout this document. These abbreviations are commonly used and known in the educational environment.

The number of the page given is the one where the abbreviations are first observed or defined.

Abbreviation	Meaning	Page
MEP	Ministerio de Educación Pública.	2
EFL	English as a Foreign Language.	4
L2	Second Language.	5
TBI	Task Based Approach.	6
AOA	Action Oriented Approach.	6
COVID-19	Coronavirus disease of 19.	9
OECD	Organization for Economic Cooperation and Development.	14
TOEIC	Test of English for International Communication.	17
CEFR	Common European Frame.	17
ABi	Alliance or Bilingualism.	18
COLYPRO	Colegio de Licenciados y Profesores en Letras, Filosofía y Ciencias y Artes.	73

IX- ABSTRACT

On the basis of foreign language learning, oral communication comprises different skills. Large-scale productive language skills have been investigated, yet grammar is still having little attention regarding learners' oral production during the English as a Foreign Language learning in a context where the syllabus is significant. The aim of this study is to present and analyze the role of grammar instruction in views of enhancing students' oral skills and participation in Conversational English Classes. The study adopts a qualitative research approach amongst La Asunción High School students from seventh level. This is a semi private catholic institution in Costa Rica. As a means of data gathering, structured classroom observations, interviews, and questionnaires take place during the research procedures. Last, an action plan is proposed to provide teachers at La Asunción High School with a booklet containing teaching activities that incorporate grammar in their lesson plans and enhance students' communicative abilities.

Keywords: Foreign language, oral communication, grammar instruction, participation, conversational classes.

RESUMEN

Sobre la base del aprendizaje de un idioma extranjero, la comunicación oral comprende diferentes habilidades. Se han investigado las habilidades lingüísticas productivas a gran escala, pero la gramática todavía recibe poca atención en lo que respecta a la producción oral de los alumnos durante el aprendizaje del inglés como lengua extranjera en un contexto donde el programa de estudios es significativo. El objetivo de este estudio es presentar y analizar el papel de la enseñanza de la gramática con vistas a mejorar las habilidades orales de los estudiantes y su participación en las clases de inglés conversacional. El estudio adopta un enfoque de investigación cualitativa entre estudiantes de séptimo nivel del Colegio La Asunción. Ésta es una

institución católica semiprivada. Como medio de recopilación de datos, se realizan observaciones estructuradas de clases y entrevistas y cuestionarios toman lugar durante los procedimientos de investigación. Por último, se propone un plan de acción para brindar a los educadores del Colegio La Asunción un manual que contiene actividades didácticas que incorporen la gramática en sus planeamientos de lecciones y mejoren las habilidades comunicativas de los estudiantes.

Palabras clave: Idioma extranjero, comunicación oral, instrucción de la gramática, participación, clases conversacionales.

CHAPTER I
INTRODUCTION

1.1 INTRODUCTION

English has become one of the most important languages around the world. One refutation of this affirmation relies on the fact that English speaking countries, the United States of America and England for instance, have heavy economic influences worldwide. As a consequence, republics in development, Costa Rica among them, introduce this language into their education systems. In Costa Rican schools, high schools, universities and other education centers, it has been taught for several years. However, after eleven years studying it during the public education transition, the outcomes are not fulfilling the main objective stated by the Ministerio de Educación Pública (2016) known as MEP which is “having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school” (p. 4).

Looking for causes and consequences of this failure, there are many aspects to point at. The Tico Times (2005), for example, states that “all over the country, students are sitting in square desks, filling in blanks in workbooks and copying from the board. They aren’t listening to English. They are not speaking English” (para. 1). These oral skills are not acting out inside classrooms since others are the ones being evaluated, like reading and writing. There is an evident necessity of building up awareness within the second language teacher’s community on the fact that student’s proficiency in oral skills must be also a priority.

The implementation of grammar instruction in English teaching is as fundamental as teaching the four macro skills (listening, speaking, reading and writing) to fulfill the MEP’s objective of developing students’ proficiency in communication. Indeed, the Costa Rican syllabus establishes that “during the Second Cycle, students are exposed to more complex tasks that gradually demand them to produce longer chunks of language in oral and written form

within sentence frames” (Ministerio de Educación Pública, 2016, p. 33). This objective highlights that students must be gradually exposed to grammatical sentences in order to produce language and not limit it to isolated words. The role of grammar in the academic and conversation classes taught in high schools aims at developing those communication skills along with the four macro skills.

1.2 BACKGROUND INFORMATION

English has become more than a universal language worldwide, as one taught and used as an instrument for communication. In the foreign context of Costa Rica, learning this language represents a challenge for its learners due to the lack of authentic linguistic input. The Costa Rican English educational system has an objective of making students able to purposefully communicate in different contexts. Considering that education is both free and mandatory for all its citizens, and considering that along the six years of public elementary besides the five to six years of secondary education where English is taught, the results obtained are not the ones expected.

As shown in different studies, the adult population in this country has low or none English competence. According to Leitón (2014), “Our country is ranked in the 43rd position among 63 nations with a low level of English” (para. 2). There are, then, existing issues that need to be addressed to improve the Costa Rican position worldwide. Grammar instruction is one of the interrogations that emerges from the problematic that this study points out. A study developed by Zhang (2009) revealed that there are misconceptions in the teaching field regarding grammar. Some of them indicate that educators believe that some structures are not necessary, or that students get bored (p. 184) when are exposed to grammar instruction.

A recent study by López (2012) agreed that grammar instruction has been a debated issue, and that “the way grammar is –or has been- considered has a direct and decisive influence on pedagogical grammar, learning processes and many other areas involved in foreign language teaching” (p. 179). Meanwhile, Costa Rican researchers have investigated and analyzed the way English teaching and grammar are carried out in this country, and they have concluded different hypothesis. Accordingly, Costa Rica English teaching has been characterized as traditional, teacher-centered and text-book based (Domian, Fonseca, Lara and Rodríguez, 2010, p. 13).

Reviewing the MEP’s objective again about authentic communication handling English, there is a long way to go through with EFL teachers, students, classroom techniques, materials and others. Another study developed in Costa Rica stated that grammar instruction should be part of the communicative approach and that educators should teach sentence structures and explain their semantic function (Gutierrez, 1998, p. 114). Grammar works by hand with any communicative skills if meaningful communication is the main goal. Researchers in Costa Rica and abroad agreed on the importance of grammar despite the existing misconceptions. Grammar instruction has been addressed in Costa Rica, yet more research in this field needs to be developed in order to achieve the objective established by the MEP regarding academic and, mainly, conversational classes.

1.3 STATEMENT OF THE PROBLEM

Participation inside classrooms is one of the main objectives of teachers. Students’ oral participation is both the greatest purpose, but also the greatest challenge of EFL teachers. Mastering sentence structures is essential for foreign language learners. It provides them with a linguistic competence when performing a conversation. By knowing at least, the basis of

grammar, the student will modify, create, and reinvent sentences to a specific situation and context, then, to participate.

According to one of the American Psychological Association journal articles, “Psycholinguistic research has shown that the influence of abstract syntactic knowledge on performance is shaped by particular sentences that have been experienced” (Chang, Dell, and Bock, 2006, p. 1). Speaking English is challenging for students mainly when they do not handle the micro skill, syntax, before trying to produce oral communication and interaction. Azar (2007) pointed out that “form and meaning are inseparable, especially in worthwhile L2 grammar instruction” (p. 4). Educators should teach form-focus structures even in conversational English classes and implement different activities and materials during the pedagogical mediation to increase students’ abilities in the target language.

The institution under which the study is conducted is an academic day school. La Asunción High School is also a religious-catholic institution, ruled under the power of the so called “Oblate Religious Surrender to a Divine Love” since its creation in 1951. Mother Margarita Diomira Crispy was its funder. It offers an early childhood education, basic education, and upper secondary (diversified) education. This institution’s main mission is to provide learners with an alternative integral pedagogy which takes place in a peaceful place and with committed students who teach others through own testimonies.

La Asunción High School is located 300 meters south from Cabletica in San Isidro de El General, Pérez Zeledón. It also comes out to be a semi private educational center with an academic modality in the upper secondary section whose graders go through a five-high-school-year education. Each level, from seventh to eleventh, has three different groups of a minimum of 18 students and a maximum of 30. Most of the students keep a record of being educated all their

school years at La Asunción. Some others come from other primary and secondary schools. It makes an encounter of a variety of EFL learners and their linguistic backgrounds inside conversational English classes.

The contact with the English subject is not new for students from La Asunción High School, neither is it listening to this language. However, speaking it is still an objective not reached. Being proficient in micro skills is essential for students since it is required to develop the main communicative skills. In Costa Rica, English teaching focuses on education through the Task-Based Instruction (TBI) and the Action Oriented Approach (AOA). One of its main principles is to promote the use of grammar instructions to help students acquire the second language and enhance the micro and macro skills (Richards and Theodore, 2014, pp. 66-70). By providing lessons more grammar speaking-oriented, students might develop awareness of the target language usage in a more natural way.

During the process of learning, mistakes and errors are common. As Wang (2010) indicated “a complete language system cannot be constituted without grammar. Thus, we imagine that grammar is just like a frame of a house. Without this framework, good materials and building blocks cannot constitute a solid house” (p. 78). When learners make mistakes while participating orally, positive correction can take place, and consequently they can improve in grammar, fluency, pronunciation, and also vocabulary. This causes that students gain more self-confidence, and volunteered participation will emerge within conversational English classes.

Given these facts, this research study aims at defining the role of grammar in conversational English classes and the importance of implementing this micro skill into classroom strategies applied during the pedagogical mediation. All of them necessary to improve learners' oral

production following the Task-Based Instruction and the Action Oriented Approach and according to the Ministry of Public Education's standards at La Asunción High School.

1.4 INVESTIGATION QUESTION

What is the role of grammar in Conversational English Classes to enhance student's oral skills and participation at La Asunción High School?

1.5 GENERAL OBJECTIVE

To analyze the role of grammar in Conversational English Classes to enhance students' oral skills and participation at La Asunción High School.

1.6 SPECIFIC OBJECTIVES

- a. To analyze the Task-Based Instruction and Action Oriented Approach behind grammar instruction in Conversational English Classes.
- b. To explore the strategies used to teach grammar in Conversational English Classes.
- c. To analyze the students' grammar usage in Conversational English Classes.
- d. To provide English teachers at La Asunción High School with a booklet to train them in the use of teaching activities that could be applied to improve grammatical skills in the classroom.

1.7 SIGNIFICANCE OF THE STUDY

Grammar instruction is as important as any of the well-known macro skills, listening, writing, reading and speaking. Actually, it is a complement for all of them when seeking for classroom oral participation during conversational classes. Even if "the teaching of speaking at

all levels aims at the practice and production of speech that is fluent and phrasal, not limited to isolated words” (Ministerio de Educación Pública, 2016, p. 46) the gap between the theory and the practice is still detriment.

This study establishes the role of grammar in Conversational English Classes, analyze the perceptions teachers and students in conversational classes have, and show theory behind the theme. Based on the findings collected during this study, English teachers from this institution as well as others working for the MEP can rediscover the importance of teaching this skill in conversational classes and avoid misconceptions regarding the ministry guidelines. Students are benefited since their communicative competence could be enhanced if English educators are enlightened through the study.

The findings, furthermore, would lead to concrete actions by understanding how grammar is approached in conversational classes. Consequently, it will be possible to determine proposal actions to improve the quality of the current education. Based on those findings, a tool kit from a booklet can be proposed to guide teachers in incorporating this micro skill to enhance students’ oral production in conversational classes, but also in academic English and other modalities in public or semi-private education.

1.8 POSSIBLE CONSTRAINTS

With any project, limitations and risks can arise. To know them in advanced and address them in the most positive way can ensure the research success. One first limitation corresponds to time. The institution under study handles a day time schedule. However, classes finish early, in the afternoon.

This high school uses to work on extracurricular activities along the school year like Eucharistic celebrations, civic acts, Holy Hour, commemorations of special dates, cultural acts,

among others. They can coincide with the Conversational English Classes' schedule interfering with the research work. Then, steps of the investigation such as observations, interviews, and questionnaires besides the action plan creation as a solution's proposal after the findings might be reorganized.

Another constraint relies on the fact that there is a mixture of students' backgrounds. Some students have studied at the same institution since kindergarten, others have moved from high English-level education centers while others from a low one. Looking for a balance and standardized proficiency level, the teaching strategies must be apt in needs of reviewing, retaken, and also of introducing further and new information.

One of the main concerns nowadays is the methodology implemented with a model that combines face-to-face and distance lessons due to the current pandemic status under COVID-19 virus. Groups are reduced to half the number of students attending face-to-face classes. They also work virtually, finishing homework, playing videos sent by the teacher and other techniques that the teacher can implement. At the end of the week, they only receive two or three lessons of conversational classes. Adding another limitation to this constrain, the fact that health is now above education, some students are not being sent to face-to-face classes. It limits the teacher even more to incorporate dynamism and variety in the lessons.

1.9 DEFINITIONS

The subsequent concepts comprise key terms that enhance a better understanding of the investigation.

- Grammar: "how sentences are used to create different kinds of meaning, to master the underlying rules for forming sentences from lower-level grammatical units such as

phrases and clauses, and not to practice using them as the basis for written and spoken communication” (Richards, 2021, para. 5).

- Generative grammar: “it is an approach that seeks to understand what presumably unique biological properties account for human language, more specifically its structure, use and biological origin, what a speaker of a human language must know to be able to use the language, the knowledge of linguistic structure that underlines linguistic performance” (Freidin, 2007, p. 9).
- Classroom based evaluation/ classroom-based assessment: “assessment carried out by teachers on the learning that has taken place within the context of a classroom, without reference to assessment being conducted in other classes or groups” (UNESCO, n.d. para. 1).
- Direct teaching: “imparting new information to students through meaningful teacher-student interactions and teacher guidance of student learning. At the heart of the direct instruction method are explicit explanations, modeling or demonstrating and guided practice” (Rupley, Blair and Nichols, 2009, p. 125).
- Native language: “the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where she or he is living. The native language is often the first language a child acquires” (Nordquist, 2019, para. 1).
- Foreign language: “language different from a person’s mother tongue which is learned consciously, it is not widely used spoken and used by the people of a community” (IGI Global, 2021, para. 1).

- Pedagogic grammar: “a cover term for any learner- or teacher-oriented description or presentation of foreign language rule complexes with the aim of promoting and guiding learning processes in the acquisition of that language” (Dirven, 2008, p. 1).

CHAPTER II

THEORETICAL FRAMEWORK

2. THEORETICAL FRAMEWORK

In the process of teaching languages, interrogations and controversies regarding approaches and methodologies always arise. Among the different consumptions surrounding this pedagogic process, the teaching of grammar emerges. In Costa Rica, teaching grammar has somehow become contentious. Incorporating it in conversational classes, however, helps the education system achieve the goal of formatting bilingual professionals. When teaching a foreign language, it is not enough to simply consider speaking, learners must internalize the meaning behind that language. Factors like material, classroom activities, lack of motivation, and fear of making mistakes embodies boundaries to English as a foreign language.

Involved amongst the different most important aspects in language teaching, vocabulary, reading, listening, speaking, and communication can be subject of discussion. Batstone (2003), additionally, explained that grammar “is a part of discourse, an essential feature of reading and speaking, and is difficult to separate in any clear-cut way from vocabulary. Crucially, effective communication in a language would be seriously impaired without an ability to put grammar to use in a variety of situations” (p. 9). Aside from following syllabus contents, the teaching of grammar works as an integral path that conducts the language’s different units providing strong tools that help use the language in different contexts and situations.

The following literature review collects and analyzes theories, approaches, and methodologies in terms of concepts intertwined between grammar and the speaking language abilities. It also emphasizes the role that the Task Based Instruction and the Action Oriented Approach play in the Costa Rican education context. Theories and methodologies used to teach speaking in EFL classrooms are also included in this chapter. Finally, based on national and

international research documents in terms of the pedagogy field, the importance of communicative approaches, classroom activities and strategies are also appraised.

2.1 EDUCATION IN COSTA RICA.

To meet the current state of a nation, a knowledge of its history is necessary. Aside from being evaluated for its environmental view point, Costa Rica is also well known for its education system, which dates back to historical times before the arrival and meddling of the Spanish. However, the Costa Rican education gets a profile during the 16th century as a process in which Indo-European nuances merge, gradually displacing the autochthonous culture of an ancient society and setting an education with European features (Martínez, 2016, p. 10).

The Fundamental Letter of April 15th, 1869 in its Article 6 (as cited in Martínez, 2016) establishes that “primary education for both sexes is mandatory, free, and paid by the state” (p. 21). This imposition of former times plays a determined role in the nowadays society since education indeed helps the economic development, but what it really drives is the social development of this small country. According to OECDE (2017), “Costa Rica was among the first countries in Latin America to achieve universal enrolment in primary education and today most students make the transition to secondary school” (p. 10) but the challenge ahead, facing the fact that secondary education is not mandatory, is to retain students until the end of at least their ninth year of basic school.

Education in Costa Rica is understood as a scaffolding tool for improvement, social and economic. In the last decades, it has led much attention to technology and languages terms. In spite of the high number of citizens graduating from school and ninth level of high school, the truth is that today’s society demands not only basic knowledge but one adapted and updated to the current chameleon culture. In fact, “upper secondary education is quickly becoming the

desired minimum level of attainment, and those who do not reach this standard –half of young people at present – may be left behind as the economy develops in a way which will inevitably reduce its reliance on low-skilled jobs” (OECD, 2017, p. 14).

2.2 ENGLISH AS A FOREIGN LANGUAGE TEACHING IN COSTA RICA

Under the effects of The United States of America as one of the main economic leading powers worldwide, Costa Rica has been influenced in terms of not only economic and business issues, but also in its language use. To be more precise, “English teaching in Costa Rica started as early as the mid-nineteenth century and was first institutionalized in 1825 in the internal bylaws of the Casa de Enseñanza Santo Tomás” (Solano, 2012, p. 167) emerging after the inevitable necessity of trade and business.

Mack (2010) explained that “the recent phenomenon of English as the intercultural communication studies global means of international communication not only between native speakers with nonnative speakers, but also between non-native speakers communicating with other non-native speakers” (p.p. 204-205). As a consequence, Costa Rica incorporated English into its education system, by means of providing its habitants the opportunity to speak a foreign language useful to communicate with foreigners and transcend to the labor market.

English was incorporated in education centers first at universities and taught by English speakers as a foreign language. Through the pass of years, the necessity of English teaching reached the primary schools, taught as a special subject, becoming later a basic one. Dating more recently, Solano (2012) explains that “in 2008, the government approved decrees N° 34535-MP-MEP-COMEX and N° 34425-MEP-COMEX to officially declare English learning and teaching as a matter of national interest and to support the creation of the Fundación Costa Rica

Multilingüe” (p. 169). All the different declarations and investments that Costa Rica has made in favor of English teaching respond to basic needs as communication, intellectualism, and bettering of social conditions.

With time and with incoming tendencies in a fast-revolutionary technological world changes arise. EFL teaching in Costa Rica has undergone some of them in the education system. The Ministry of Public Education (2016) in its new English syllabus asserts that one of its aims is to “propitiate in the learner the development of a fluent communication capacity so that the message can be understood by a responsive native speaker” (p. 34). Aiming at fulfilling the weaknesses and the needs that this system presents, ongoing reforms embodied into a new educational English syllabus went into effect. “The design of the syllabus adopts the socio-constructivist theory of learning, encouraging active learner’s participation, interaction, and its adaptation to the context” (Ministry of Public Education, 2016, p. 19). The awareness of the current syllabus allows a more teaching oriented approach.

Solano (2012) emphasizes that a transformative pedagogy in the English classroom “can be achieved by promoting pedagogical inclusivity and by making curricular modifications or additions to incorporate activities that strengthen learners’ knowledge of themselves, their origins, and of the world around them” (p. 171). By its part, the competences that the Costa Rican English syllabus aim to concrete are linguistic, pragmatic, and sociolinguistic, sequentially understood as learning to know, do, and be. The educators’ responsibility is to be aware of those competences and not only generate opportunities, but also to provide learners with useful tools in and outside classrooms. However, as Cabrera and Cortés (2003) express, “Education ought to be a permanent formative process, which each person has not only a right, but also a duty to

exercise” (p. 6). Habitants are also encouraged to contribute in the common well and development of a society.

As a result of the low-level English proficiency on students, a standardized test named TOEIC that stands for Test of English for International Communication was applied to in-service MEP’s English teachers. In 2008, the results after the application of it showed that the highest percentage of the teachers was in the lower bands established by the CEFR, 7% at the Band A1, 32% had a proficiency level corresponding to Band A2 and 28% had a proficiency level corresponding to Band B1 (Oguilve, 2019, para 3), which in other words means that they are in beginner and intermediate levels. After the results, a training was implemented to that specific group of teachers. “English teachers nationwide improved their results in comparison to 2008. This time 59, 3% English teachers obtained the higher bands of the Common European Framework, which represents an improvement of 25, 6%” (Consejo Nacional de Rectores, 2017, p.p. 83-86). This requirement of an international language certification test seeks that teachers from primary and secondary education in public schools teach language of quality.

The 2016 MEP’s syllabus started providing teachers with standardized lesson plans. It started in a scaffolding process. First, it was implemented to seventh level, and advancing to the subsequent levels through the pass of each year. The Ministry of Public Education (2016) determines in this new syllabus that English teaching “places priority on the fine-tuning of learners communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach level B1 or A2 based on the descriptors of the CEFR” (p. 35).

In despite of the generalized syllabus applied to all the public and semipublic sectors in secondary education, there is still a free decision taken on the private high schools in regard to

the students' specific needs. La Asunción High School, for instance, is a semiprivate institution in the canton of Pérez Zeledón. Although evidences of the role of economic status under education quality, it is still ambiguous, it influences somehow on educational attainment.

Private centers may have a greater degree of autonomy in management, which would allow them to be more efficient. In addition, if they have a larger budget, they will be able to hire more qualified teachers, have fewer students per class, offer more activities and offer better infrastructure -in terms of classrooms, laboratories, equipment or materials-. However, there is no conclusive empirical evidence on whether greater autonomy of schools improves academic performance (Giménez and Castro, 2017 p. 197).

An evidence of better education conditions and higher standards rely on the outcomes reflected on technology's and second or foreign languages' domain. "President Carlos Alvarado presented the Alliance or Bilingualism (ABi) as a national strategy to significantly increase the coverage of the English teaching in Costa Rica" (Alvarado, 2018, para. 1). This, as other projects in the country, emerges as an attempt to ensure opportunities of access to students of different ages and from different zones. As a consequence of the efforts implemented by the Ministry of Public Education, the national budget, and the EFL teachers, private and semiprivate institutions aim to offer their students the plus to their education. La Asunción High School is just one of those institutions which provides its population a successful secondary education.

2.3 THE ROLE OF TASK-BASED INSTRUCTION AND ACTION ORIENTED APPROACH IN THE COSTA RICAN ENGLISH SYLLABUS

In the past twentieth century, a vast variety of approaches and methodologies in language teaching have emerged. Those approaches and methods have been changing and adapting to the

status and the role that English language plays internationally. “Innovations in technology, the growing trend to begin teaching English at primary level as well as the use of English as a medium of instruction in many university programs prompt an ongoing review of past and present practices” (Richards and Rodgers, 2014, p. 9).

From that vast variety of educational approaches, two have become the most implemented nowadays in the Costa Rican EFL as it is established in the national English syllabi for the Third Cycle and Diversified Education, “Lessons follow a task-based approach combined with the action-oriented approach” (Ministry of Public Education, 2016, p. 35). For this regulatory entity, the TBI is “one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios” (Ministry of Public Education, 2016, p. 25). The importance given to language production in authentic contexts considers the linguistic competence in grammar used in spoken language.

The Public education system complements the TBI approach with the AOA because they go in hand and can provide students with an accurate education where students can create and recreate real life events. Similarly, Córdoba and Navas (2009) found that, “Tasks must be based on authentic materials obtained from written or oral texts which have not been adapted to simplify their level of difficulty” (p. 2). Through communicative tasks based on authentic materials, students might speak English sooner, consequently be linguistic competent.

The exposure to EFL through a Task-Based Instruction demands from learners the possibility of expressing their own ideas in both production techniques, orally and written, but with an emphasis on meaning. “Due to this, learners work on a certain grammar feature inductively with a series of tasks” (Córdoba and Navas, 2009, p. 2) being the teacher an

instructor that plays the role of monitoring and providing feedback and the necessary grammar extension.

Hosseini and Javad (2014) explained that, “What is predicted to happen here [in English for conversation classes] is the danger of giving priority to fluency over accuracy” (p. 443). If students do not overcome their mistakes in their classes, errors will become fossilized. TBI has some limitations which might affect students’ learning progress. The complexity of the tasks might be challenging for beginners of the language; that is, those tasks will be time-consuming either for the teacher or the student. Grace (2015) defined that one of the disadvantages of using task-based instruction is that there is “difficulty in understanding the task, requiring more time or more attention and resources” (p. 2766). It is important to consider which kinds of methodologies are included in the classroom in order to provide students with well diligent classes.

The Ministry of Public Education in Costa Rica also focuses on implementing an Action Oriented Approach during all EFL lessons’ development. In this sense, the AOA can be seen as a branch of the Task Based Instruction Approach. “An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks” (Ministry of Public Education, 2016, p. 25).

Considering that with those specific approaches, the Costa Rican education in language seeks for a competent linguistic output, students should not focus only on particular grammar items, but instead, the purpose is to exchange and convey meaning to convenient circumstances. Similarly, educators may conduct student-centered classes that gradually incorporate more complex grammatical lexis. The Ministry of Public Education (2016) states that “vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating

communication” (p. 25). However, limiting communication to EFL peers may be dangerous when the language becomes monotonous and simplified.

In this sense, the relationship established in the EFL classrooms considers students willingness to learn, teachers’ emphasis on task-based instruction, and the provision on essential didactic tools that help reach the syllabus contents and objectives centering the attention in the process and the task content.

2.4 TEACHING SPEAKING IN EFL CLASSROOMS

The four linguistic skills in English are essential and linked to each other, but speaking is fundamental in EFL classrooms, especially in conversational classes. It is relevant to understand the importance of the English language first, as it was previously described. “Language is primary speech. A very large number of languages in the world are only spoken with no writing script. It is an agreed fact that language is learnt by speaking it first after a lot of listening to the sounds, words, phrases and sentences from the surroundings” (Hussain, 2017, p. 14). Speaking, then, is a requirement to develop and improve in different fields of the EFL learning. This skill is part of the objectives set in public high schools in Costa Rica, and it is taught under the frame of the TBI approach.

In the past, different theories and techniques on how the language should be taught changed constantly, to this regard Richards (2006) mentioned that, “Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice” (p. 6) are now part of the teaching activities implemented to polish this productive skill. Richards inferred that those techniques do not vary much from one to the other. However, in the nowadays societies, those kinds of

techniques have shown that they cannot enhance learners' oral skills as well as desired to achieve communicative competence.

As previously explained, the TBI is the major approach established in the Costa Rican syllabus, as a communicative approach, where the speaking skill plays a significant role. This approach seeks for a calm student-centered environment that allows students to communicate. Richards (2006) also explained that, "The TBI today provides students with realistic situations, in which they simulate what they could face in real life, as phone calls and engaging in random conversations" (p. 10). However, incorporating speaking in EFL classrooms is still a challenge for students and teachers.

There are existing concerns teachers have related to the instruction of speaking. Even though speaking is a major goal when learning English, it is usually perceived as the most difficult to master because as Segura (2012) expressed, time is not enough in an English class and that outside the classroom does not provide sufficient opportunities for students to communicate (p. 20). It evidences the fact that educators deal with problematic issues when teaching speaking as well. From the existing concerns, speaking skill in EFL classrooms is developed to achieve certain individual goals.

The communicative competence expected from the learners aims to be natural in terms of quality and "learners must be able to interact with people in a natural way, to respond appropriately, to participate or interrupt when he is expected to do so, to initiate or close a conversation" (Rojas, n.d., p. 175). The Costa Rican syllabus offers opportunities in which students can improve their communicative competence. "Different socio-cognitive and collaborative strategies are constantly employed during interaction" (Ministry of Public Education, 2016, p. 45) based on an instructed class that places importance on meaning and

communication. It is implied, then, that the public education institution is concerned about the students' communicative competence and offers different possibilities for learners to practice the language.

The effort that the MEP implements in the English curriculum is evident. It provides teachers country wide with structured lesson plans. However, there is still the generalized issue that evokes to limit all students to have standardized lessons omitting the different learning styles. In the English for conversation classes in semi-private institutions, there is an advantage on the fact that activities for speaking implementation are wide. However, it can turn difficult when students are not willing to participate. In the Costa Rican context, many seem to attend classes as a mere requirement for graduation, what limits the language input and output.

One of the major concerns about spoken language is that errors are a natural part of the process. Errors are essential when learning new things. Different aspects in life are polished under the error correction effect. However, not all errors can be accepted. When a student constantly protrudes on the same mistakes when speaking, it can inhibit the student to improve the linguistic competence. Here is where grammar instruction plays a spine role within the Conversational English Classes in order to offer students tools to intrinsically work on the oral production.

The exchange of ideas inside the classroom is the first step to test the oral production. It is necessary the implementation of “listening for the first time (general understanding); pair/group feedback; listening for the second time (more detailed understanding)” (Ministry of Public Education, 2016, p. 36). This exchange takes place on conversations, discussions, role playing, oral presentations, impromptu talks, volunteered participation and other appropriate activities where learners can participate. The more the learners are exposed to speak in the target language,

the more they enable themselves to communicate and socialize with others and hopefully reach fluency, but overall accuracy when speaking.

2.5 THE ROLE OF GRAMMAR IN SPEAKING

Syntax is part of the discourse, since to produce language, it is necessary to put words together following a specific order so that the message can be comprehensible. Tomasello (2014) specified that, “Grammar and discourse interact with and influence each other in profound ways at all levels, so that in real life neither can be accessed, not to mention explained, without reference to the other” (p. 49). Spoken production and sentence structure are dependent on each other. Furthermore, language learning requires students to develop grammatical ability so that their linguistic performance can be competent to spontaneously communicate in the second language since to master a conversation in real life, they do not have time to write and memorize the intended message.

According to Rutherford (2014), “Through grammar the learner can make words effective and become master of his own communicative environment” (p. 7). Learning a second language requires students to handle syntax because by mastering it, they might adapt sentence structure in order to orally communicate a coherent message.

One of the advantages of teaching form-focused structure is that it benefits students’ spoken production since semantic and pragmatics are part of a discourse and when learning a language such as English, they have to avoid misunderstandings to communicate their ideas. Liu and Jiang (2009) cited, “The call for teaching grammar in discourse contexts has its roots in functional grammar and is founded largely on the belief that grammar deals not only with forms, but also with semantics (meaning) and pragmatics (context-appropriate use)” (p. 62).

Sentence formation and speaking should be integrated as a whole. Moreover, teaching grammar in speaking might show learners their improvement regarding the target language so that they can make judgments about their own performance. Richards (2008) expressed that, “Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency” (p. 19). In this sense, there is no other way, students might get involved in learning a second language if they can orally produce it.

Grammar enables students to produce a continuous and natural speech that makes the message comprehensible. As believed by Mora and Valls-Ferrer (2012), “Fluency is a complex cognitive skill that requires learners to use linguistic knowledge in a cognitively fluent way in speech processing” (p. 611). Thus, in order to be fluent, students should master the syntax of the language since they are not exposed to an environment in which they communicate in the second language, and they should be autonomous when speaking.

Constituent structure allows learners to be fluent in the oral production since they can speak effortlessly and without hesitations. According to Gotz (2013), “Sometimes lexical gaps or difficult grammatical constructions can lead to delays or long[er] planning in the phases in the learner output which are mirrored in the learners' performance in their productive fluency” (p. 13). If students do not master the sentence structure, they might last long periods of time hesitating about how to communicate their ideas orally, and the message will not sound natural.

Constituent structure also improves students' accuracy in speaking because form and meaning should be integrated so that learners can develop their communicative language ability. Bygate, Skehan, and Swain (2013) agreed that “communicative language ability centrally involves the use of formal linguistic resources (vocabulary, idiomatic expressions, grammatical

features, phonological features) to express ideational, interpersonal and discoursal meaning in order to achieve communicative goals in real context” (p. 23). As part of oral communication through an accurate message in the target language, learners have to follow a specific order.

Learning a foreign language such as English, requires students to be accurate when speaking ever since it is part of delivering a speech. “For someone to be able to speak and use language accurately, meaningfully and appropriately, all three dimensions of form, meaning and use have to be learned” (Llantada and Freeman, 2007, p. 159). To be precise when speaking, learners should handle sentence structure since both should be integrated as a whole.

Embedded in the curriculum that regulates the English teaching in Costa Rica, “grammar is developed by combining both inductive and deductive instruction within meaningful context” (Ministry of Public Education, 2016, p. 35) where both types of instructions derived from an explicit-kind instruction. To better understand how these two variations of instruction in an education environment works, in courses that are traditionally taught deductively:

The instructor first teaches students relevant theory and models, then moves on to textbook exercises, and eventually –maybe- gets to real-world applications. Often the only motivation students have to learn the material, beyond the grades, is the vague promise that it will be important later in the curriculum or in their careers. (Prince and Felder, 2007, p. 14).

This may be dangerous when implementing deductive teaching fails to connect content to real life events and consequently to meaningful real contexts.

Found on the same journal article, Prince and Felder (2007) provides an explanation on how inductive instruction, on the other hand, is attributed as a motivation role in the pedagogic process, where they exemplified that:

The instructor begins by presenting students with a specific challenge, such as experimental data to interpret, a case study to analyze, or a complex real-world problem to solve. Students grappling with these challenges quickly recognize the need for facts, skills, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own. (p. 14).

In order to teach grammar and reach this stage in the lesson plans, educators track on a set of procedures integrating the oral and written comprehensions, and the oral and written productions. Among the components delivered within the curriculum, there is a description of fundamental communicative competences known as linguistic, pragmatic, and sociolinguistic. As the Ministry of Public Education (2016) highlights, the linguistic competence encompasses the ability of what the student needs and learns to know and “is comprised of vocabulary (lexis), grammar (syntax), meaning (semantics), and sound (phonology), and sound-symbol relationships (orthography)” (p. 52).

In this sense, grammar and sentence frames are the starting point and function as the basis aimed at former communicative competences such as learning to know, be and live. “Broadly speaking, the grammar training conducts in a communicative way yielded nice effects on students’ learning interest and is indeed favored by a majority of the participants” (Vu and Binh, 2014, p. 84).

2.6 GRAMMAR TEACHING METHODS TO ENHANCE ORAL PARTICIPATION

Pedagogy developed inside classrooms shift from the ancient teacher-centered model to a modern student-centered learning prototype. Participation is the key ruling this nowadays’ pedagogic tendency. In English as a second language classes, participation is sometimes not

reached or gathered with low level standards. In the cases where classes find with outstanding participation from students, the linguistic proficiency may be limited. For this reason, grammar instruction can prepare learners and provide them with effective learning experiences allowing an oral positive participatory effect in classrooms.

There are strong positions on whether or not Costa Rican educators should teach grammar structures. Some experts claim that it is not necessary to teach structures that students will not be able to master, but others argue that it is essential for students to handle structures in order to produce effective spoken language. There are assumptions based on teaching grammar, such as the deductive theory, which Sik (2014) defined as a “way of grammar teaching beginning with the introduction of the target structure and leading the students to use the structures” (p. 6).

Students should learn grammar by using abstract rules in order to internalize them. Learning about structures is necessary for learners since it enables them to master the foreign language efficiently. A principle in favor of teaching grammar deductively is that the teacher should present the rules and show how to use them in context. Widodo (1987) suggested that, “With the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning” (p. 126). This method is beneficial for students in the meantime it empowers them to be confident when developing not only the speaking skill but also the other three macro skills.

While some educators state that grammar should be taught deductively, there are others who prefer the inductive method in which students without awareness are exposed to this skill. Experts in the field assume that it is unnecessary to teach grammar structures deductively refuting that students will not necessarily be English teachers in the future; therefore, some say

that what students really need is to speak the target language not to handle complex structures. In the Costa Rican system, the MEP allows instructors to teach grammar inductively.

Thornbury (1999) explained that inductive grammar means the “exposure to a massive all the regularities and patterns of the language become independent of conscious study and explicit rule formulation” (p. 49) allowing students get the structures and patterns of the language unconsciously. One of the basic principles of teaching inductive grammar is that it is taught in such form that students are capable of handling the structures of the topic studied appropriately.

Both, deductive and inductive methods, are beneficial for students. It is educators’ responsibility to internalize them. They can use the mixed method in which grammar is, in some occasions, taught deductively, and in some others, students learn it inductively. It depends on the topic, the stage of the lesson plan, and the teacher’s ability to make students be interested on learning grammar structures. This combination of both methods would be as advantageous as using just one of them since there are different learning styles, and teachers should be prepared to meet students’ different necessities. It could be said that deductive grammar can be as beneficial as inductive, and that in order for students to be able to efficiently communicate in the target language, educators should learn how to implement both in their L2 lessons.

Another theory regarding teaching syntax of a language is known as generative grammar. This assumption consists on teaching students the combination of words so that they can create sentences and produce spoken and written language. According to The British Council (2002), “A generative grammar is a set of rules that tries to include all examples of correct language and predict how these will be formed” (para. 1). If students master how to combine words, they will be able to create complete sentences because their brain processes those structures until it

internalizes them. As a consequence, if learners handle the structure of a sentence, they could modify it and create new ones in oral production.

It is imperative to mention that this theory aims individuals to compare the structure of the mother language to the target language, and they might find similarities between both, which facilitates learning the foreign language. When people activate their prior knowledge, they have less trouble understanding new information, and this is how generative grammar works. One of its principles is that speakers internalize the grammar structures of their native language, and they can compare it to the target language so that they can create grammatically correct sentences. Charles, (2009) pointed out, “When studying rules of grammar, one really does not leave the speaker's brain, since the focus of discussion is the abstract properties of language that any human (barring disability) is naturally endowed with” (p. 9) because it is a biological condition.

When students do not dominate the grammatical rules, they tend to make errors when producing written or oral language, and if the teacher does not provide them with the explicit grammar explanation to correct the errors, they might not understand those corrections. Learners need to comprehend the abstract rules of the target language so that they can modify the structures and expand the lexicon. Thus, there is a necessity to expose students to situations in which they have to communicate in English in order for them to be able to handle a conversation.

The holistic pedagogic approach established by the MEP recognizes the teaching of grammar essential and as a component within the different teaching methods that educators may adopt, but recognizes that by itself is insufficient. The Ministry of Public Education (2016), then, proposes for the pedagogical mediation “oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice

messages, and announcements, appropriate to the learner's needs and competence level, and intercultural perspective" (p. 31).

A critical emphasis must be given to the relationship between "motivation and engagement" (Ainley, 2012, p. 283) when working on teaching methods to enhance oral participation in ESL classrooms. Congruently, "by knowing the student's personality, the teacher can choose the appropriate learning strategies for them" (Shri, Saputri, Nurlinda, as cited in Hakim, 2015, p. 70) and volunteered participation can appear without coercing students to do it. As a consequence, the classroom activities are key tools that should seek for social interaction, and the speaking skill should be seen as a means for communication.

For that reason, Namaziandost (2019) proposes that, "To enhance students' speaking skills, teachers mostly adopt cooperative learning activities as group discussion, role-play and debate" (p. 3) where students use what they previously learned and practiced in classes. These cooperative learning activities rely on a positive backwash where while and post activities are closely linked to the pre-activities.

The structure of the proposed syllabus in Costa Rica considers the lessons stages fundamental. In fact, this syllabus specifies in detail some suggested mediation strategies for the development of each unit. It derives into pre-teaching, a determined skill comprehension split into pre, while and post, a determined skill production divided into pre, drafting, revising, and editing activities, and an integrated mini project.

Taken from the Ministry of Public Education's syllabus, an example of a suggested mediation strategy relies on:

Participating in warm-up activities such as brainstorming, brain gym activities, predictions and generative questions. Engaging in activation of prior knowledge and socializing unit goals. Introducing different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames. (Ministry of Public Education, 2016, p. 80)

All of them specified for the pre-teaching stage of the development of unit 3 from the seventh level of high school.

Similarly, Agustin, Noviyenti, Septia (2019), recommend teaching techniques to accomplish an immediate objective whereas the “technique must be consistent with a method, and therefore in harmony with an approach as well” (p. 153). These researchers also provide a variety of examples ruled under determined techniques like a learning cell, a short-written exercise, a collaborative learning group, a student debate, a reaction to a video, a class game (Agustin, Noviyenti, and Septia, 2019, p.p. 153-155). Activities like these stimulate interaction among peers and students with teachers.

Among all the principles surrounding teaching strategies for EFL classes, Lou and Willis (2004) analyze the role of input and output activities. They researched on the implementation of real-world activities to a course based on grammar. It was only applied to one of two similar groups. “The results showed that the group who had had this addition made greater improvements not only in accent, vocabulary, and comprehension but also, and most of all, in grammatical accuracy” (p. 10).

According to Lou and Willis (2004) classroom activities can be classified into citation, simulation, or replication. The first involves “form-focused practice, form repeating to drilling,

to using the target form in controlled response to teacher elicitation, and practicing scripted dialogues in pairs”. The second classification considers sample activities like “role-plays, games like Find some who...likes classical music/plays the piano/goes cycling, tasks like writing an essay about The Happiest Day of my Life, or having watched a cartoon script video and retell the story”. Activities from the third classification include out-of-class interventions “like interviewing native-speakers or fluent speakers of the target language (p. 17).

In general terms, “different patterns of gazes, facial expressions, nodding heads body orientation and movements towards teacher or class” (Warayet, 2011, p. 2) are valid as participation in class. To be realistic, for a language classroom, all those alternative embodiments may play a significant role but neither substitute nor compensate the necessity of real and accurate explicit oral participation. Real language interaction is needed inside L2 classrooms since outer life circumstances demand direct oral communication.

2.7 SUMMARY

This chapter is a section that aims to support the study based on different professional perspectives and analyze different issues regarding grammar and its role in Conversational English Classes. EFL teaching in Costa Rica is the first point addressed in this chapter, it is focused on TBI and AOA, their advantages and disadvantages, and existing concerns against them. The second point addressed is how speaking is taught in EFL classrooms, existing theories, methodologies, and criteria used to assess this skill. Third, as the basis of the study, the role of grammar in speaking is considered. The former point refers to the advantages of teaching grammar for speaking, fluency and accuracy, when delivering speech. The last point discussed stands grammar teaching methods; it covered methods such as deductive, inductive, and mixed

grammar instruction. As an overall contemplation, there is a call to “strive to explore grammar teaching methods to fully promote students’ English level” (Wang, 2010, p. 80).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3. METHODOLOGY

3.1 TYPE OF INVESTIGATION

3.1.1 PURPOSE

This research aims to promote oral skills of foreign English learners through teaching strategies for grammar instruction necessary in conversational classes. To achieve this goal, a theoretical approach helps investigate key concepts, theories, and methods in the education field. This educational research also allows a descriptive research because it relies on an observation process and different data collection procedures seeking for indicators of successful grammar teaching and learning techniques. According to Dulock (1993), it “describe[s] systematically and accurately the facts and characteristics of a given population or area of interest” (p. 154). For the purpose of this research, there is an evaluation of a phenomenon that takes place on secondary education.

3.1.2 TEMPORAL DIMENSION

This research work fits in a longitudinal dimension. It is carried out in a period between February and July 2021 in a semi-private institution in Pérez Zeledón, La Asunción High School. “Longitudinal studies are a type of correlational research in which researchers observe and collect data on a number of variables without trying to influence those variables” (Thomas, 2020, para. 2).

3.1.3 FRAMEWORK

This research examines phenomena obtained from individuals, and individual and group level interactions from high school students. This micro research scope involves the role of grammar instruction in a common didactic interaction. The small-scale ranges from the teacher,

the 19 students from group 7-3, the institution's principal, and the variables that may emerge during the investigation.

3.1.4 RESEARCH APPROACH

The aim of this chapter is to portray the qualitative approach used through this investigation in order to answer the research questions stated in Chapter I. This section also comprises the site selection which provides a description of the setting where the research was conducted. The participant selection details the target population and the sample population. There is an explanation of the assumptions under which the selection of the participants was determined. This chapter includes the role of the researcher clarifying the non-obstructive involvement taken while conducting the study. Then, the data collection procedures describe in detail the four instruments used to gather the information and get a better insight of the data. Finally, a chart encompasses the variables, the conceptual, the operational and the instrumental definitions in regard to each specific objective comprising this study.

The success of a research depends on the techniques and research methods chosen to develop it. Qualitative research allows description and comprehension of a phenomenon. It examines and objectively explains the life event of the research participants in its natural setting, and “the aim is to interpret what participants have said in order to explain why they have said it” (Austin and Sutton, 2014, para. 15).

The investigation follows a case study design since the researcher aims at explaining how teachers incorporate grammar instruction to maximize the students' oral skill in Conversational English Classes. According to Robert (2012), “The case study methods embrace the full set of procedures to do case study research. These tasks include designing a case study, collecting the

study's data, analyzing the data, and presenting and reporting the results” (p. 3). All these steps were carried out to answer the research questions set before.

After establishing the questions that would guide the design, and preparing for the field work, the research also adopted an action research method. “To make academic research relevant, researchers should try out their theories with practitioners in real situations and real organizations” (Avison, Lau, Myers, and Nielsen, 1999, p. 94). For this reason, it was necessary to administer two interviews, one to the collaborative English teacher and another to the High School’s principal. The application of questionnaires to students that are part of the unit being studied was also essential part of the method. Last, structured observations Conversational English Classes where the participants engaged in their natural context revealed facts faced about grammar instruction in conversational classes.

Based on the data collected, the information is described through the findings that were carefully analyzed. As part of the research, the conclusions become the result of the findings, and constructed over the conclusions, a set of recommendations to enhance oral skills through the grammar instruction implementation and an action plan are proposed.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 SUBJECTS

In Costa Rica, there are different either public or private high schools that are available around the county to assure access for the citizens. In Pérez Zeledón, there is also a variety of high schools. However, few of these educational options offer a spiritual, ethical-based education. This institution seeks to promote the development of righteous men and women, and to educate individuals with the highest universal values. This institution seeks to standardize an

education that runs with the MEP's program. The population of this institution comes from different parts of the region of San Isidro.

There are 323 students. La Asunción High School has a schedule from 7:00am to 3:00pm and offers students basic subjects, physical education, music classes, computer education, clubs of different modalities, and most important the academic English subject and Conversational English Classes. It also offers facilities such as library, photocopy place, a lab, a gym, a teachers' room, and a conference room. There are different committees which work in different areas like evaluation, sports, civic acts, social acts, management risk, school pastoral care, and English. The high school staff from this institution guides students during their education life cycle and students graduate from here with strong tools to overcome the university pedagogic mediation.

Generally, the institution engages in an overall context useful for this investigation. It provides academic and conversational classes, the students' population is of a standard range of ages, the infrastructure is apt to develop and observe a class. Finally, technology offers education the facilities and necessary tools to have a non-interrupted pedagogic mediation.

3.2.2 SOURCES

3.2.2.1 Primary (instruments)

A research needs a purpose, a direction, a technique to follow, participants, observations, but overall, it requires sources. "The researcher plays a central role in generating and interpreting data in qualitative research" (Xu and Storr, 2012, p. 1). The researcher of this study is currently in the process of concluding an English Teaching Major at Universidad Hispanoamericana.

The role of researcher is to establish an intended focus and direction to the investigation, provide related theory, design instruments, carry out unobtrusive observations to describe and

analyze the case, conduct interviews and questionnaires, and objectively analyzed the findings. Supported with the cooperation of the collaborative teacher, the tutor, and other primary sources, unbiased is avoided. Instead, the researcher seeks for subjectivity and accurately in the final results.

3.2.2.2 Secondary

Part of researching and designing an educational investigation implies secondary sources of information. A plenty variety of digital sources are some of the main tools. Journals, journal articles, books, newspapers, dictionaries, and blogs are the ones used for this study. Print books and dictionaries also enrich data from the theoretical framework of the research. For the purpose of this research, other thesis related to the subject of study greatly guide and provides a path to follow.

3.3 PARTICIPANT SELECTION

The group of participants consisted of EFL students from group 7-3 at La Asunción High School. These students receive both Academic and Conversational English Classes. According to their current schedule, they receive three academic lessons. They also are provided with three conversational classes, two set on Mondays from 12:10pm to 1:30pm and one on Tuesdays from 12:50pm to 1:30pm.

Since the collaborative teacher and the high school's principal contributed with their permissions for the necessary classes' observations, this investigation adopts a typical case sampling technique. Another reason relies on the availability of the collaborative teacher and the principal to answer questions on the interview conductions. This institution accomplishes other different important requirements necessary for the investigation. The intended group is

composed of nineteen students; eight female and eleven males with ages ranging from twelve to fourteen years old. Regarding the students' residence, they come from near neighborhoods like San Isidro de El General, Divino Niño, Pedregoso, Barrio Boston, Barrio Las Americas, Brasilia, Villa Ligia, EL Hoyón, La Palma and many others.

The collaborative teacher of the group under study plays a role of participant. This female educator obtained her bachelor's degree at Universidad Nacional, Perez Zeledón Extension, and a Licentiate's Degree at Latina University, Perez Zeledón Extension. She has been teaching English for more than five years in different places and education programs. She started working for La Asunción High School three years ago. Since she began working at this high school, she has focused on teaching Conversational English Classes to groups from seventh to ninth levels following the MEP's objectives but with a great free decision-taken on the addition of necessary topics and the implementation of techniques useful for her purpose.

3.4 DATA COLLECTION PROCEDURES OR INSTRUMENTS

In order to gather the necessary qualitative information to answer the questions of this case study, several instruments are designed and applied. On the first position, a structured class observation is developed. The goal is to observe a class development in its natural setting. It consisted of four different parts designed to gather information about the stages of a Conversational English Class, the techniques to teach grammar, the types of oral participation, the error correction, and other important aspects that influences students' oral production.

The second instrument is a questionnaire applied to EFL students from group 7-3 at La Asunción High School. It analyzes the role that grammar and the oral skill play in the Conversational Classes. A third instrument relies on an interview to the collaborative teacher where her perspectives, based on her teaching experience, evidences facts about grammar

instruction in Conversational Classes. Another interview directed to the principal's high school, works as a fourth instrument. It gathers a more generalized viewpoint of how English is taught at secondary education in Conversation Classes.

With the instruments duly complete and using the technique of triangulation, this data is analyzed in order to accomplish the goal of providing more viable conclusions.

3.4.1 Instrument #1. Structured Observation (Appendix #1)

The goal of this instrument is to observe how grammar instruction takes place in Conversational English Classes at La Asunción High School. It is filled out in order to obtain information about the methods and strategies, error correction techniques, as well as the materials and activities used at this high school in order to teach structures. The observation is divided into four charts duly organized in different sections according to the type of information needed. It also begins with general information about the group, the lessons, and the observation is later developed in detailed.

The first part consists of a chart with six columns representing the stages of a lesson plan. An extra chart contains possible materials that can be used by the teacher. Part number two classifies teaching techniques for grammar instruction in conversational classes to enhance oral skills. A third part displays different types of students' oral participation in terms of accuracy, fluency, pronunciation, and grammar structures. Part four portrays the types of error correction, the frequency and the moment in which they can take place during the class development.

The structured observation also helps determine if grammar is taught deductive or inductively and other relevant data necessary for the generation of concrete findings and conclusions.

3.4.2 Instrument #2. Questionnaire for the Students (Appendix #2)

This instrument aims at knowing students' opinions regarding the role of grammar instruction in Conversational English Classes at La Asunción High School. It is administered to a group of 19 students in seventh level, and it consists of three different parts. Part one provides general information about students' personal information. Part II considers students' perceptions of the classroom techniques and steps guide lining their Conversational English Classes. Part number three analyzes the description of students' thoughts through open questions regarding the techniques that promote oral participation during their lessons.

The questionnaire is designed in Spanish language so the students who have beginner level in the foreign language, feel more comfortable when reading and answering the questions. Students' mother tongue use in this questionnaire also avoids misinterpretations. It gathers information about the frequency and manner in which learners are taught grammar structures. They are asked about their preferences regarding grammar instruction and their opinions about the role of this micro skill in the class.

3.4.3 Instrument #3. Interview for the Collaborative Teacher (Appendix #3)

The purpose of this instrument is to know the teacher's opinions regarding the role of grammar instruction in Conversational English Classes. The researcher interviews the teacher in order to gather information about the methods, materials, and techniques the educator uses to teach grammar structures. She is asked eleven open questions about the frequency and manner in which grammar is taught in Conversational English Classes, how structures influence students' proficiency in oral skills, and the techniques she uses in order to correct her students' grammar mistakes.

This interview adds a pedagogic point of view of the role of grammar in Conversational English Classes to enhance oral skills, what is the real scenario when facing classes and all the variables affecting the development of the intended English program.

3.4.4 Instrument #4. Interview for the High School's Principal (Appendix #4)

Through the fourth qualitative instrument, general information about the role of Conversational English classes is delivered. Six different open questions request the High School Principal's opinions about the importance of grammar teaching during the pedagogic mediation of the L2 lessons. This instrument seeks to find out his insights on how oral production is seen and how some implementations may help improve the institution's population reach higher level of linguistic English proficiency.

3.4.5 Instrument #5. Booklet for the English Department (Appendix #5)

A last instrument envelops a booklet designed with teaching activities to incorporate grammar instruction in the Conversational English Classes at La Asunción High School. The aim of this booklet is to promote students' oral participation but with a degree of awareness of the correct structure of sentences while participating. The communicative activities incorporated into the booklet can be adapted to different proficiency levels, objectives and contexts.

3.4.6 TRIANGULATION OF DATA

The data collected by means of the instruments of investigation is analyzed through the triangulation qualitative research method. Triangulation "can enrich research as it offers a variety of databases to explain different aspects of a phenomenon of interest. It also helps refute where one dataset invalidates a supposition generated by another" (Noble and Heale, 2019, p. 67).

To compare and examine all the data collected throughout the process to reach more accurate and valid conclusions, the different sources (questionnaires, interviews, structured observations) and further information taken from theories and approaches are duly analyzed to conclude on concrete unbiased set of findings. Holtzhausen (2001) explains, “By following a multi method research approach (i.e. triangulation), a more complete, holistic and contextual portrayal can be captured of the units under study” (para. 1).

It is evident that it is impossible to strengthen a research design by using a single method. Triangulating information helps solve the research questions and prove that the results displayed are veracious.

3.5 VARIABLES

Specific objective	Variable	Conceptual definition	Operational definition	Instrumental definition
To analyze the Task-Based Instruction and Action Oriented Approach behind grammar instruction in Conversational English Classes.	The Task-Based Instruction and Action Oriented Approach behind grammar instruction.	The Task-Based Instruction and Action Oriented Approach in grammar.	The variable is considered valid if the instruments demonstrate that Task-Based Instruction and Action Oriented Approach are used.	Structured observations and interviews, are used to analyze the approaches at La Asunción High School.
To explore the strategies used to teach grammar in Conversational English Classes.	The strategies used to teach grammar in Conversational English Classes.	Strategies used to teach grammar.	The variable is considered valid if the instruments reveal that grammar is taught.	Structured observations, interviews, and questionnaires are used to explore the approaches at La Asunción High School
To analyze the students’	The students’ grammar usage	Grammar usage in	The variable is valid if the	Structured observations,

grammar usage in Conversational English Classes.	in Conversational English Classes.	Conversational English Classes.	instruments exhibit that students use grammar structures.	interviews, and questionnaires are used to analyze the students' grammar proficiency at La Asunción High School
To provide teachers at La Asunción High School with a booklet to train them in the use of teaching activities that could be applied to improve grammatical skills in the classroom.	A booklet that trains teachers in the use of teaching activities that could be applied to improve grammatical skills in the classroom.	Teaching activities that could be applied to improve grammatical skills in the classroom.	The variable is valid if the instruments help identify proposal teaching activities that could be applied to improve grammatical skills.	Structured observations, interviews, and questionnaires are used to create a booklet with teaching activities to improve grammatical skills at La Asunción High School.

3.6 SUMMARY

Chapter III aims at supporting the qualitative research approach through the application of different instruments. The first point settled in this chapter is the research design, which consists of a qualitative study because of its descriptive nature, and a case study design since the investigation gathers information from the field. The site selection is a second subtopic consisting of a description of the target population and sample population. Third, the role of the researcher is explained in relationship with the rest of the participants and the experience conducting the study. The fourth element embraces the data collection procedures for the case study; it describes how the information is organized, presented, and interpreted.

CHAPTER IV
DATA ANALYSIS

4. DATA ANALYSIS

Chapter IV embraces the analysis of the data attained at La Asunción High School through structured observations of the Conversational English Classes with group 7-3. Among different aspects being under observation, the classroom environment, the lesson development, and teacher's and students' behavior provides essential information related to grammar instruction in this pedagogic orientation. The interview and questionnaires administered to the students from the same group, their EFL teacher, and the institution's principal also deliver data regarding the general objective under study.

This chapter, besides, presents the analysis of the data collection based on the research question established for this study. The analysis focuses on the theoretical principles behind grammar instruction in conversational classes, and the teaching strategies used to teach grammar in Conversational English classes. To a comprehensive understanding of the phenomena, the results from the different sources are duly triangulated.

The specific objectives help organize the information into four different sections. First and second subdivisions encompass the role of Task-Based Instruction and Action-Oriented Approach besides the teaching strategies implemented in conversational classes at La Asunción High School to enhance students' oral production through a meaningful education relying on grammar instruction. The structured class observations, students' questionnaire, and the teacher's and principal's interviews provide findings for them.

The third and fourth subdivisions comprise the extend of students' grammar usage and linguistic competence in terms of accuracy, fluency, pronunciation, and grammar structures while speaking the target language during their Conversational English Classes. The last section

offers a booklet for English teachers at La Asunción High School with grammar strategies and teaching activities to enhance learners' grammatical skills for their oral production. The observations, students' questionnaire, the teacher's and principal's interviews reveal the necessary findings.

4.1 OBJECTIVE 1. To analyze the Task-Based Instruction and Action Oriented Approach behind grammar instruction in Conversational English Classes.

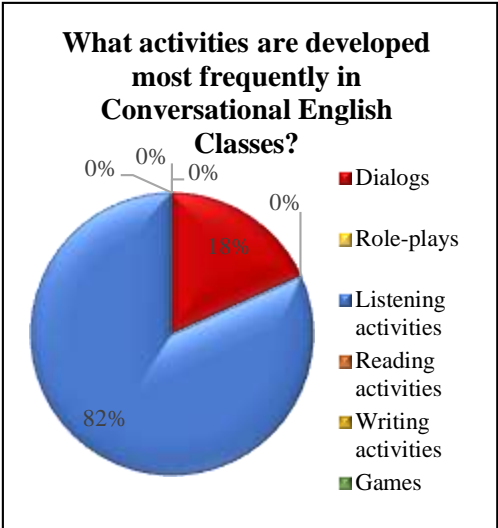
<u>Observation</u>	<u>Teacher's interview</u>	<u>Principal's interview</u>
<p>Part I. Conversational English lesson's stages and program implemented at La Asunción High School.</p> <p>Part I analyzes:</p> <ul style="list-style-type: none"> • Lesson Stages: <ul style="list-style-type: none"> A. Warm up B. Presentation C. Controlled activities: Pre, while, post. D. Consolidation • Materials used by the teacher: (Board, photocopies, booklets, posters, flashcards, PowerPoint presentations, videos, songs, realia, others) 	<p>Part II.</p> <p>Question 1. What didactic principles, methods, techniques, or program do you rely on for your Conversational English Classes?</p>	<p>Part II.</p> <p>Question 2. Which didactic program do teachers at La Asunción High School follow to teach Conversational English Classes?</p>
<p><u>Results:</u></p> <p>- The classes' observations revealed that the Conversational English Classes rely on a freelance program, fulfilling contents and objectives of necessity. The different stages of the lesson demonstrate that Task-Based Instruction and Action Oriented Approach are somehow unconsciously applied.</p>		

- During the teacher's interview, she explained that the basis of her Conversational English lessons bank on the students' active participation, in which they can apply the target language to everyday situations. The teacher uses MEP's syllabus, conversational English programs, and others as a reference to design her own linguistic objectives, which she adapts to each group of students' levels of linguistic proficiency.
- The principal asserts that the program for the English subject in Conversational Classes is designed by the teacher.

Interpretation:

The instruments applied during the investigation demonstrate that the MEP's syllabus is not the only program used for the Conversational English Classes at La Asunción High School.

The principal and the teacher agree that there is a free-decision taken regarding the linguistic objectives that best work for each level. The observation suggested that Task-Based Instruction and Action Oriented Approach take place during the pedagogical mediation.

<u>Questionnaire</u>	<u>Observation</u>	<u>Teacher's interview</u>														
<p style="text-align: center;">What activities are developed most frequently in Conversational English Classes?</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Pie Chart: What activities are developed most frequently in Conversational English Classes?</caption> <thead> <tr> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Listening activities</td> <td>82%</td> </tr> <tr> <td>Dialogs</td> <td>18%</td> </tr> <tr> <td>Role-plays</td> <td>0%</td> </tr> <tr> <td>Reading activities</td> <td>0%</td> </tr> <tr> <td>Writing activities</td> <td>0%</td> </tr> <tr> <td>Games</td> <td>0%</td> </tr> </tbody> </table>	Activity	Percentage	Listening activities	82%	Dialogs	18%	Role-plays	0%	Reading activities	0%	Writing activities	0%	Games	0%	<p>Part I. Conversational English lesson's stages and program implemented at La Asunción High School.</p> <p>Part I analyzes:</p> <ul style="list-style-type: none"> • Lesson Stages: <ul style="list-style-type: none"> A. Warm up B. Presentation C. Controlled activities: Pre, while, post. D. Consolidation • Materials used by the teacher: 	<p>Part II.</p> <p>Question 4. What kind of activities do you implement during your Conversational English Classes?</p>
Activity	Percentage															
Listening activities	82%															
Dialogs	18%															
Role-plays	0%															
Reading activities	0%															
Writing activities	0%															
Games	0%															

<p><i>Figure 1. Question No 2. Taken from instrument n. 2. Questionnaire for the students. Part II.</i></p>	<p>(Board, photocopies, booklets, posters, flashcards, PowerPoint presentations, videos, songs, realia, others)</p>	
<p><u>Results:</u></p> <ul style="list-style-type: none"> - <i>Figure 1</i> shows that 82% of the students affirms that listening activities are prominent during the conversational lessons, and 18% considers that dialogs are the ones mainly developed. - The observations provided the fact that the Conversational Classes highly rely on listening activities as part of controlled activities in the pre, while, and post. Speaking activities are also promoted along the different lesson stages, from the warm-up until the consolidation. In the consolidation, the teacher seeks to wrap and somehow evaluate students' knowledge and understanding of the topic through speaking performance. - The teacher states that individual oral presentations, role-plays, group discussion, interviews, and impromptu talks are the main activities implemented. 		
<p><u>Interpretation:</u></p> <p>All the sources of information showed that listening activities predominate in the Conversational English Classes. The speaking skill is gathered from students' oral participation restricted to task-based exercises. There was barely use of the target language to speak about real life experiences, but the exposure to real-life situations, facts, and examples was always present during the exercises.</p>		

<u>Observation</u>	<u>Teacher's interview</u>	<u>Principal's interview</u>
<p>Part III. Students' oral participation and their grammar usage.</p> <p>Part III examines:</p>	<p>Part II.</p> <p>Question 5. Which teaching techniques do you implement</p>	<p>Part II.</p> <p>Question 5. In your opinion, what skills should be developed mainly in a</p>

<ul style="list-style-type: none"> • Type of oral participation: <ol style="list-style-type: none"> 1. Volunteered 2. Solicited 3. Phrases or chunks 4. Complete sentences • Use of: <ul style="list-style-type: none"> - English - Spanish • Description of oral production: <ul style="list-style-type: none"> -Accuracy, fluency, pronunciation, grammar structures. 	to promote students' oral participation?	Conversational English Class?
<p><u>Results:</u></p> <ul style="list-style-type: none"> - The volunteered, solicited, phrases or chunks, and complete sentences were all manifested in participation by students in both English and Spanish languages. The speaking output focused mainly on the intended tasks. Real life experiences were vaguely considered to participate orally. Awareness of accuracy, fluency, pronunciation, and grammar structures were always considered by the teacher and the students. - According to the teacher, online interactive games using bamboozle, word wall, genially, information gap activities, finding differences in a picture are the activities implemented to promote students' oral participation. - The principal assures that listening, comprehension and speaking skills should be the furthestmost developed in a Conversational English Class. 		
<p><u>Interpretation:</u></p> <p>The observation, the teacher's and principal's opinions coincide on the fact that English input and output rely on listening and speaking skills accordingly. Grammar is taught mainly deductively, based on explanations, exemplifications, and others, and there is a high level of</p>		

awareness of the grammar usage. However, English is generally used to developed target tasks only.

4.2 OBJECTIVE 2. To explore the strategies used to teach grammar in Conversational English Classes.

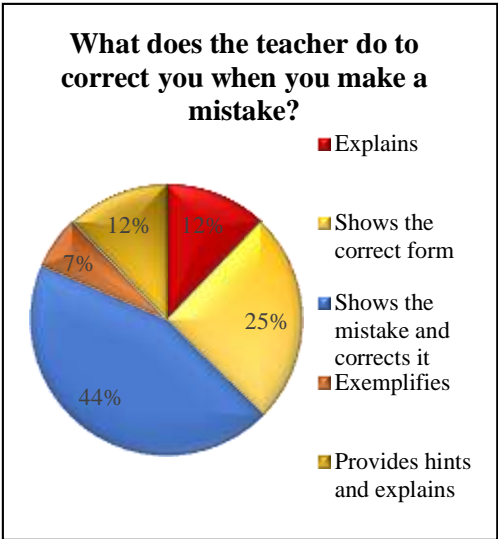
Questionnaire	Observation	Teacher's interview																
<p data-bbox="256 667 613 772">How do you prefer the structure of the sentences to be explained?</p> <table border="1" data-bbox="224 756 695 1176"> <caption>Data for Figure 2: Question No 1</caption> <thead> <tr> <th>Method</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Orally</td> <td>26%</td> </tr> <tr> <td>With examples</td> <td>19%</td> </tr> <tr> <td>Written</td> <td>19%</td> </tr> <tr> <td>As it is currently explained</td> <td>18%</td> </tr> <tr> <td>With games and activities</td> <td>6%</td> </tr> <tr> <td>With much repetition</td> <td>6%</td> </tr> <tr> <td>With material</td> <td>6%</td> </tr> </tbody> </table> <p data-bbox="203 1192 690 1297"><i>Figure 2.</i> Question No 1. Taken from instrument n. 2. Questionnaire for the students. Part III.</p>	Method	Percentage	Orally	26%	With examples	19%	Written	19%	As it is currently explained	18%	With games and activities	6%	With much repetition	6%	With material	6%	<p data-bbox="727 636 1023 709">Part II. Techniques to teach grammar.</p> <p data-bbox="727 741 1084 888">Part II determines teaching techniques implemented during grammar instruction to enhance oral production:</p> <ul style="list-style-type: none"> • Techniques: <ul style="list-style-type: none"> a. Direct explaining b. Discovering the grammar c. Board work explanations d. Oral examples e. Written examples f. Contrasting examples g. Asking concept questions h. Using images • Use of: <ul style="list-style-type: none"> - English - Spanish • Description: 	<p data-bbox="1117 636 1218 667">Part II.</p> <p data-bbox="1117 709 1396 856">Question 2. How do you teach grammar in your Conversational English Classes?</p>
Method	Percentage																	
Orally	26%																	
With examples	19%																	
Written	19%																	
As it is currently explained	18%																	
With games and activities	6%																	
With much repetition	6%																	
With material	6%																	
<p data-bbox="203 1560 308 1591"><u>Results:</u></p> <p data-bbox="203 1633 1412 1812">- In the questionnaire, the students had an open question where they could express how they prefer to be taught grammar. <i>Figure 2</i> shows that their answers were varied; 26% asserts that they prefer oral explanations, 19% prefers the explanations to be example-based, other 19%</p>																		

with written explanations, 18% of the students likes the currently way in which the teacher explains syntax and the rest prefers games, activities, receiving the explanations repeatedly, and receiving material where they can write notes.

- In the classes, it was observed that the teacher uses vast variety of teaching techniques to explain grammar, among them the direct explaining, discovering the grammar, oral examples, written examples, contrasting examples, and using images which overwhelm mixed-up teaching techniques, both deductive and inductive.
- The teacher states that she relies on the deductive teaching method to teach grammar for her Conversational English Classes.

Interpretation:

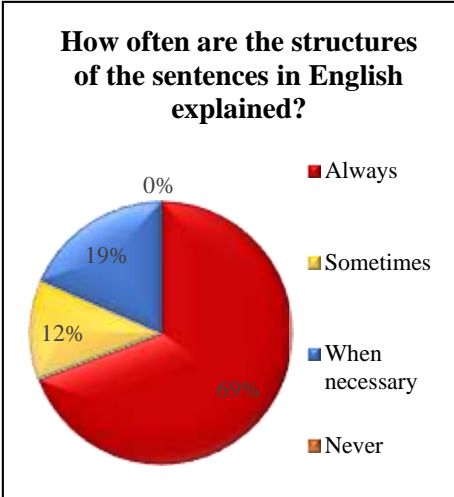
The students' preferences and the observations concurred with the teacher's teaching methodology behind grammar instruction. The deductive teaching strategy is used to explain syntax through direct explaining, discovering the grammar, oral examples, written examples, contrasting examples, and using images. However, having received classes via Zoom platform could affect the observation of other types of strategies that may be implemented on a face-to-face class. Still, what is really clear, is that students are conscious on the needs to learn grammatical structures and their functions before speaking or listening to English.

Questionnaire	Observation	Teacher's interview
<p style="text-align: center;">What does the teacher do to correct you when you make a mistake?</p>  <p>Figure 3. Question No 2. Taken from instrument n. 2. Questionnaire for the students. Part III.</p>	<p>Part IV. Techniques for error correction.</p> <p>Part IV determines the role of error correction during the Conversational English Classes' development:</p> <ul style="list-style-type: none"> • Type of correction: <ul style="list-style-type: none"> a. Peer correction b. Self-correction c. Teacher correction • Frequency of error correction: <ul style="list-style-type: none"> - Pronunciation - Grammar structure • Moment of error correction: _____. 	<p>Part II.</p> <p>Question 8. How do you manage the error correction during your Conversational English Lessons?</p>
<p><u>Results:</u></p> <ul style="list-style-type: none"> - Figure 3 reveals that 44% of students agrees that when they make a mistake, the teacher shows it and then corrects it; 25% of them assures that the teacher shows the correct form of the determined error; 12% says that mistakes are explained and other 12% that hints are provided with a further explanation. A minimum of 7% believes that mistakes are exemplified. - During the observations, the peer correction was not appreciated. The self-correction was observed several times. When students realized their pronunciation mistake or grammar structure error, immediately they correct it or ask the teacher for correct forms. However, the teacher's correction was the predominant error correction at the classes. She emphasizes on the wrong pronunciation or grammar mistakes waiting for the students to finish their participation, immediately, or when the activity has finished. 		

- During the teacher's interview, she expressed that when students are presenting orally, she takes notes and gives them feedback at the end. When they are checking an exercise in class or in a short activity she usually asks their classmates if they agree with the answer or she writes a word on the board and asks them to help find what is wrong or missing in a given phrase. Sometimes there's a repetitive word they're mispronouncing, then, she writes it on the board and asks them to pronounce it.

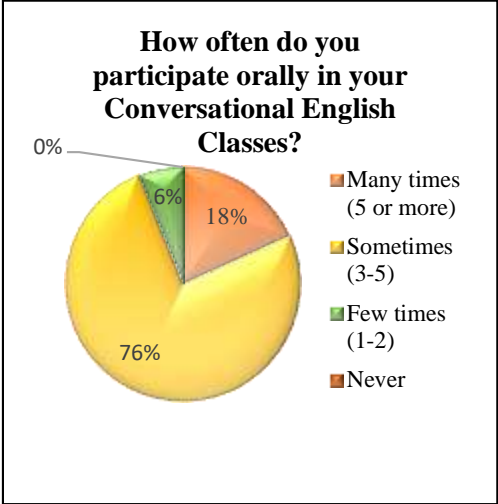
Interpretation:

Correlations among all the sources of data collection show that teacher error correction is the technique mainly used during the Conversational English Classes. The teacher corrects the most relevant students' mistakes. She uses varied techniques and tries to correct at the most appropriate moment. Some minimum mistakes are allowed by the teacher. However, some students are greatly conscious of their own mistakes. The peer correction is one of the vaguely used during the EFL classes. Probably, it is even harder to observe it on an online class.

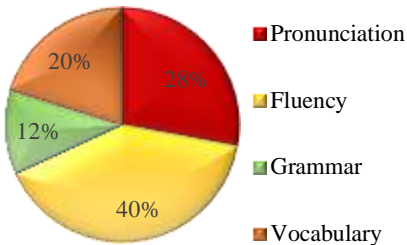
<u>Questionnaire</u>	<u>Teacher's interview</u>	<u>Principal's interview</u>										
<p data-bbox="256 1350 618 1444">How often are the structures of the sentences in English explained?</p>  <table border="1" data-bbox="203 1325 654 1818"> <caption>Data for Pie Chart: How often are the structures of the sentences in English explained?</caption> <thead> <tr> <th>Frequency</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Always</td> <td>60%</td> </tr> <tr> <td>Sometimes</td> <td>12%</td> </tr> <tr> <td>When necessary</td> <td>19%</td> </tr> <tr> <td>Never</td> <td>0%</td> </tr> </tbody> </table>	Frequency	Percentage	Always	60%	Sometimes	12%	When necessary	19%	Never	0%	<p data-bbox="683 1318 792 1346">Part II.</p> <p data-bbox="683 1388 1036 1570">Question 10. According to your opinion, how does grammar instruction influence students' linguistic proficiency?</p>	<p data-bbox="1063 1318 1172 1346">Part II.</p> <p data-bbox="1063 1388 1409 1604">Question 4. What are some of the limitations in high schools that affect the level of linguistic performance of students in the English language?</p>
Frequency	Percentage											
Always	60%											
Sometimes	12%											
When necessary	19%											
Never	0%											

<p>Figure 4. Question No 6. Taken from instrument n. 2. Questionnaire for the students. Part II.</p>		
<p><u>Results:</u></p> <ul style="list-style-type: none"> - <i>Figure 4</i> demonstrates that 69% of students believes that structures of sentences are always explained, the 19% that structures are explained when necessary, and the 12% sometimes. - The teacher declares that grammar greatly influences students' linguistic proficiency. With a certain knowledge on how the sentences structures work, they can create their own sentences and activities developed in classes become successful. For the teacher, another measurement of successful is fluency. - By the principal's point of view, the students' education background causes some of the constraints that limit their linguistic performance at high school as well as the low economic facilities to increment the number of lessons to teach English. 		
<p><u>Interpretation:</u></p> <p>The students and the teacher share a belief that grammar takes place whenever it is necessary for and during the class development. The teacher relies on grammar explanations to have success on the activities planned for the classes. However, she strongly believes that it may also constraints students' fluency when they worry a lot about the grammar mistakes. The principal, by his viewpoint, attributes the lack of number of English lessons as a limitation of a higher standard of students' linguistic competence. Indeed, Conversational English Classes receive special attention. Sadly, the budget does not allow a continuity of this modality until the last level of high school. These classes are taught until ninth level. The last two years of secondary education at La Asunción only affords Academic English Classes.</p>		

4.3 OBJECTIVE 3. To analyze the students' grammar usage in Conversational English Classes.

<u>Questionnaire</u>	<u>Observation</u>	<u>Teacher's interview</u>
<p style="text-align: center;">How often do you participate orally in your Conversational English Classes?</p>  <p><i>Figure 5. Question No 7. Taken from instrument n. 2. Questionnaire for the students. Part II.</i></p>	<p>Part III. Students' oral participation and their grammar usage.</p> <p>Part III examines:</p> <ul style="list-style-type: none"> • Type of oral participation: <ol style="list-style-type: none"> 1. Volunteered 2. Solicited 3. Phrases or chunks 4. Complete sentences • Use of: <ul style="list-style-type: none"> - English - Spanish • Description of oral production: <ul style="list-style-type: none"> - Accuracy, fluency, pronunciation, grammar structures. 	<p>Part II.</p> <p>Question 6. Is students' oral participation mandatory, solicited, volunteered or other? How often do the students participate during the lesson?</p>
<p><u>Results:</u></p> <ul style="list-style-type: none"> - <i>Figure 5</i> shows that 76% of students considers that they participate sometimes, from three to five times during the classes; 18% establishes that they participate many times, more than five times, and 6% few times, from one to two. - The role of participation observed is mainly based on teachers' solicitude. Some students volunteered; however, some others did not participate even when requested. - The teacher affirms that she usually asks in general, and students volunteer to talk, but most of the times, she asks a student specifically because she needs him or her to participate. Most of the students always participate. 		
<p><u>Interpretation:</u></p> <p>Even though a high percentage of students considers that they participate from three to five times during the class, not all the students volunteer to participate orally. Some students do not</p>		

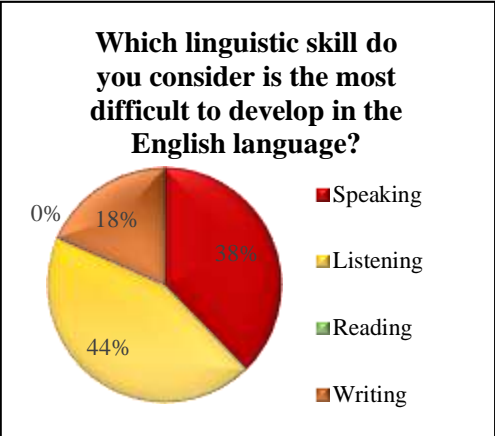
participate even when the teacher asks them directly to do it. However, the teacher affirms that almost all of them always participate.

<u>Questionnaire</u>	<u>Observation</u>	<u>Teacher's interview</u>										
<p data-bbox="293 554 639 684">Which of the following skills is the most difficult to handle when speaking English?</p>  <table border="1" data-bbox="250 690 654 932"> <caption>Data for Figure 6</caption> <thead> <tr> <th>Skill</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fluency</td> <td>40%</td> </tr> <tr> <td>Pronunciation</td> <td>28%</td> </tr> <tr> <td>Vocabulary</td> <td>20%</td> </tr> <tr> <td>Grammar</td> <td>12%</td> </tr> </tbody> </table> <p data-bbox="201 978 686 1083"><i>Figure 6.</i> Question No 4. Taken from instrument n. 2. Questionnaire for the students. Part II.</p>	Skill	Percentage	Fluency	40%	Pronunciation	28%	Vocabulary	20%	Grammar	12%	<p data-bbox="727 508 1031 613">Part III. Students' oral participation and their grammar usage.</p> <p data-bbox="727 655 959 686">Part III examines:</p> <ul data-bbox="727 695 1057 1241" style="list-style-type: none"> • Type of oral participation: <ol style="list-style-type: none"> 1. Volunteered 2. Solicited 3. Phrases or chunks 4. Complete sentences • Use of: <ul style="list-style-type: none"> - English - Spanish • Description of oral production: <ul style="list-style-type: none"> - Accuracy, fluency, pronunciation, grammar structures. 	<p data-bbox="1094 508 1198 539">Part II.</p> <p data-bbox="1094 581 1414 869">Question 7. During the students' oral participation, what is the students' level of proficiency in regard to accuracy, fluency, pronunciation, and grammar structures?</p>
Skill	Percentage											
Fluency	40%											
Pronunciation	28%											
Vocabulary	20%											
Grammar	12%											
<p data-bbox="201 1253 310 1285"><u>Results:</u></p> <ul style="list-style-type: none"> - <i>Figure 6</i> illustrates that for the 40% of the learners fluency is the most difficult skill to handle in English, 28% thinks it is pronunciation, 20% vocabulary, and 12% grammar. - The students' oral production when orally participating was outstanding during the structured observations. There was awareness of accuracy, fluency, pronunciation, and grammar. There was a previous knowledge on the topics, for example: "<i>There is...</i>" and "<i>There are....</i>" - The teacher declares that some students have an appropriate level. She considers that they are able to produce complete sentences without assistance, they understand all the 												

instructions and material used in class in English. She believes that some students have great skills in regards to fluency even if they make mistakes in grammar; however, the message is still clear. For her, other students focus on grammar and it is not always a good idea because they are afraid of making mistakes so they tend to read or they make a lot of pauses when speaking.

Interpretation:

The instruments demonstrate that grammar takes part in the classes. However, it is evident that they do care a lot about fluency. The teacher also considers that fluency should be the aim of speech. However, she also admits that activities where students know in advanced how to use grammar structures become successful because the fear for making mistakes reduces and participation increases.

<u>Questionnaire</u>	<u>Observation</u>	<u>Teacher's interview</u>
<p data-bbox="289 1192 604 1325">Which linguistic skill do you consider is the most difficult to develop in the English language?</p>  <p data-bbox="203 1619 686 1717"><i>Figure 7.</i> Question No 3. Taken from instrument n. 2. Questionnaire for the students. Part II.</p>	<p data-bbox="727 1171 1031 1276">Part III. Students' oral participation and their grammar usage.</p> <p data-bbox="727 1318 959 1350">Part III examines:</p> <ul data-bbox="727 1360 1057 1902" style="list-style-type: none"> • Type of oral participation: <ol data-bbox="776 1430 1057 1608" style="list-style-type: none"> 1. Volunteered 2. Solicited 3. Phrases or chunks 4. Complete sentences • Use of: <ul data-bbox="781 1650 906 1724" style="list-style-type: none"> - English - Spanish • Description of oral production: <ul data-bbox="781 1797 1040 1902" style="list-style-type: none"> -Accuracy, fluency, pronunciation, grammar structures. 	<p data-bbox="1092 1171 1198 1203">Part II.</p> <p data-bbox="1092 1245 1417 1423">Question 9. Which linguistic skills are mainly developed during your Conversational English lessons?</p>

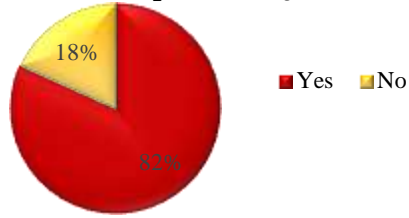
Results:

- *Figure 7* reflects that for 44% of the students listening is the most difficult skill to develop in English, for 38% of them is speaking, and for 18% is writing.
- During the observation, listening and speaking skills were the most developed during the classes. Speaking was the one that presented more difficulties. They committed some grammatical mistakes and had constraints expressing their ideas with accuracy and fluency.
- The collaborative teacher mentions listening and speaking as the main linguistic skills developed during the Conversational English Lessons.

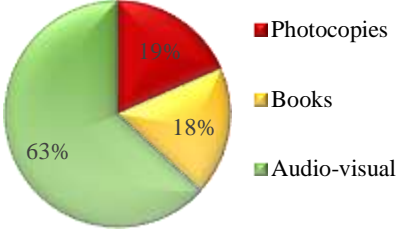
Interpretation:

As to be expected for a Conversational English Class, listening and speaking skills are the main performers. Reading and writing become secondary, but still be developed. The general knowledge on sentences' structures becomes fundamental for students to understand a listening exercise but overall to express orally.

4.4 OBJECTIVE 4. To provide English teachers at La Asunción High School with a booklet to train them in the use of teaching activities that could be applied to improve grammatical skills in the classroom.

<u>Questionnaire</u>	<u>Observation</u>	<u>Principal's interview</u>				
<p style="text-align: center;">Do you consider necessary to be explained the sentence structures to express orally?</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="color: red;">■</td> <td>Yes</td> <td style="color: yellow;">■</td> <td>No</td> </tr> </table>	■	Yes	■	No	<p>Part III. Students' oral participation and their grammar usage.</p> <p>Part III examines:</p> <ul style="list-style-type: none"> • Type of oral participation: <ol style="list-style-type: none"> 1. Volunteered 2. Solicited 3. Phrases or chunks 	<p>Part II.</p> <p>Question 9. Which is the role of Conversational English Classes at La Asunción High School?</p>
■	Yes	■	No			

<p><i>Figure 8.</i> Question No 8. Taken from instrument n. 2. Questionnaire for the students. Part II.</p>	<p>4. Complete sentences</p> <ul style="list-style-type: none"> • Use of: <ul style="list-style-type: none"> - English - Spanish • Description of oral production: <ul style="list-style-type: none"> - Accuracy, fluency, pronunciation, grammar structures. 	
<p><u>Results:</u></p> <ul style="list-style-type: none"> - With 82% of the students' opinion, <i>Figure 8</i> shows that grammar structures are important to be explained for them to express orally in English. - During the observations, the previous grammar instruction was evident, students' self-corrected using information previously learned, or they understood a teacher's error correction because they remembered explanations on grammatical explanations. - The principal considers Conversational English Classes as an important formative action that the institution provides the students with. 		
<p><u>Interpretation:</u></p> <p>Both the students and the observations served of information to see grammar instruction part of L2 lessons. This helps students' linguistic output. Through the understanding of how grammar works, students can comprehend the language and use it for target activities during classes. Besides, teaching grammar structures requires educators to use or design a variety of materials and activities at an institutional level, Conversational English Classes are considered important in the formative life cycle of the young population.</p>		

<u>Questionnaire</u>	<u>Observation</u>	<u>Principal's interview</u>								
<p data-bbox="289 289 607 422">Which didactic materials do you prefer in you Conversational English Classes?</p>  <table border="1" data-bbox="250 422 643 653"> <caption>Data for Figure 9</caption> <thead> <tr> <th>Material</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Audio-visual</td> <td>63%</td> </tr> <tr> <td>Photocopies</td> <td>19%</td> </tr> <tr> <td>Books</td> <td>18%</td> </tr> </tbody> </table> <p data-bbox="201 680 685 785"><i>Figure 9.</i> Question No 5. Taken from instrument n. 2. Questionnaire for the students. Part II.</p>	Material	Percentage	Audio-visual	63%	Photocopies	19%	Books	18%	<p data-bbox="727 268 1068 443">Part I. Conversational English lesson's stages and program implemented at La Asunción High School.</p> <p data-bbox="727 485 927 520">Part I analyzes:</p> <ul data-bbox="727 527 1036 779" style="list-style-type: none"> • Lesson Stages: <ul style="list-style-type: none"> A. Warm up B. Presentation C. Controlled activities: <ul style="list-style-type: none"> Pre, while, post. D. Consolidation • Materials used by the teacher: <ul style="list-style-type: none"> -(Board, photocopies, booklets, posters, flashcards, PowerPoint presentations, videos, songs, realia, others) 	<p data-bbox="1094 268 1198 304">Part II.</p> <p data-bbox="1094 338 1409 590">Question 6. Is there any educational complement or extracurricular support intended for the Conversational English Subject at La Asunción High School?</p>
Material	Percentage									
Audio-visual	63%									
Photocopies	19%									
Books	18%									
<p data-bbox="201 1115 310 1150"><u>Results:</u></p> <ul data-bbox="201 1184 1409 1730" style="list-style-type: none"> - Audio visual material is the most appealed to 63% of the students. <i>Figure 9</i> also reflects that 19% of students prefers photocopies and 18% books. - During the observations, the teacher and the students had a meeting through the Zoom platform and were working on some digital worksheets. The teacher also displayed a Google Jamboard with some exercises based on pictures and played some tracks for listening exercises. Besides, the High School provides the teachers and students with an institutional platform named Woot it where they can send and receive messages, upload homeworks, display scores and others. 										

- The High School Principal points out that the different platforms and digital resources used by the teacher are educational complements and extracurricular supports intended for the Conversational English Subject at La Asunción High School.

Interpretation:

High percentage of students agrees with what was observed on the classes. Audio visual material and activities domain Conversational lessons. The Principal also asserts with what was evidently observed on the fact that the different platforms used by the teacher, and even more during an online methodology, are complements and extracurricular supports for these type of language lessons. The findings exhibit that there is a wide range of attractive possibilities to enhance grammar instruction, which, in fact, goes beyond the presentation stage of the lesson plan.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Information gathered from the data analysis allows to display conclusions in Chapter V. Group 7-3 from La Asunción High School addresses to conclusions in regards to the role that grammar plays in Conversational English Classes.

5.1.1 OBJECTIVE 1

The standard syllabus from the regulatory entity MEP is part of the program implemented for Conversational English Classes. However, it is complemented with other conversational programs. Contents and objectives are adapted and modified according to the different level's necessities. There is also a mixture of implementation of approaches, among them the Task-Based Instruction and Action Oriented Approach.

Conversational English Classes at La Asuncion High School differ from others on the priority of linguistic skills developed from the ones expected from MEP. Listening activities dominate the classes, which is affirmed by 82% of the students, the teacher's responses, and the observations. Speaking is developed at a lower level, but still has an important role, while writing and reading take place but not centralized for a task. Both listening and speaking exercises are based on pedagogic tasks. However, the use of the target language to share experiences, personal judgments on a topic, or just to discuss on a free topic becomes limited. Probably, the lack of time and the necessity of finishing a lesson plan are constraints that inhibit this type of interaction.

It was observed that grammar is taught deductively, based on explanations and exemplifications. Besides, English is used thoroughly for explanations and instructions, and there is a high level of awareness of the grammar usage.

5.1.2 OBJECTIVE 2

Different strategies are used to teach grammar during the Conversational Classes. The deductive teaching strategy is used to explain syntax through direct explaining, discovering the grammar, oral examples, written examples, contrasting examples, and using images. The teacher assures that during face-to-face, explanations on the board are also undertaken. However, virtual classes are a bit restricted to oral explanations.

When students make mistakes, the teacher is the main error- corrector. The teacher corrects the most relevant students' mistakes. She uses a variety of techniques and tries to correct at the most appropriate moment. Interestingly, there is no peer-correction during the online classes but the self-correction is indeed found. Sometimes, the teachers' guidance helps students locate and find the nature of their errors.

Grammar is important for the success of activities. The teacher's viewpoint is that even though grammar is determinant, it sometimes limits students' fluency, which is one of the goals for a Conversational English Class. For students, fluency is one of the most difficult skills to deal with, while grammar is considered for them the easiest one. This could happen because fluency is nuanced as an ability to speak quickly, and the teacher encourages students to speak faster because of the correlation that it has with comprehension. However, there can be a misinterpretation on the concept. There are many ways in which speakers can be fluent. In any case, grammar conducts to accuracy, and in a foreign language, accuracy and the importance of understanding and being able to transmit a message are the core of communication.

Positive backwash is a must in classrooms. The congruence between the formative and summative activities or evaluations come out with a degree of reliability. A concern among

teachers is that grammar cannot be evaluated. This former awareness has developed a chain of misconceptions among high school teachers all around the country. This series of misunderstandings specifically refer to the fact that teachers confuse the idea of not testing grammar with not teaching it. As a consequence, it creates a gap in teachers' lessons plans, a gap that should be filled.

5.1.3 OBJECTIVE 3

In spite of the efforts of conversational syllabi that there are in education, students in high schools are still considering the language useful for academic purposes only. Even those with a higher command of the language switch sometimes from the L2 to their L1 in order to be understood or just for lack of self-confidence during a speech.

Seventy-six percent of the students from the group under study assures that they participate from three to five times during the class, the teacher agrees that students volunteer to participate, but the observations show that not all of them do. There are some students that actually do not participate during the whole class unless the teacher directly asks them to do it. The facts that the platform Zoom allows students to either open or close their cameras and microphones, and that the teacher is not controlling external factors around students' environments may affect participation during the Conversational Classes.

Students' use of grammar is outstanding. The previous knowledge on how to create sentences helps students come out with utterances. During the presentation stage, vocabulary is introduced, sometimes in isolation, but most of the time with examples and contextual sentences. Other stages of the lesson are clearly developed, but the core stage occurs probably during the

controlled activities, where there is the space for students to actively participate under the teacher's guidance.

5.1.4 OBJECTIVE 4

The findings showed that structures are present in Conversational English Classes, but it is not as emphasized as the other skills. Conversational English Classes are focused on the oral skills, speaking and listening. Lessons included little grammar instruction and it is mostly explained during the presentation stage, but it is partially forgotten during the rest of the class.

The final conclusion on the role of grammar is reflected on students who believe that grammar is important, since students are the main reason why different researches are carried out. As a consequence, if one single student believes that grammar has influence in his or her proficiency, grammar should be given importance. They also may be affected by the change and transition that education is taking nowadays. Virtuality demands students' commitment and willingness to learn. Motivation is also an internal and external factor that affects the achievements reached on education, especially with adolescent population.

5. 2 RECOMMENDATIONS

Based on the results and conclusions of this case study, a set of recommendations for EFL teachers in Conversation Classes and future researchers are proposed. These recommendations serve to improve grammar instruction through a booklet with teaching strategies and activities. The main goal is to reach a higher standard level proficiency in students' oral production.

5.2.1 OBJECTIVE 1

Approaches in education are designed, analyzed, and implemented all in favor of an education of quality. The Task-Based Instruction and Action Oriented Approach are the ones under ruling today's public education. Both private and semiprivate institutions follow somehow this line. In the case of La Asunción High School, teachers offer a high standard education on the zone. The fact that teachers designed their own lesson plans can be favorable since possible weaknesses present in the MEP may be avoided and other positive facets can be added to the pedagogical mediation.

In order to boost oral production in the target language, teaching techniques should consider students' different necessities and learning styles. The mentioned approaches should be internalized. In applied education, teacher's centralization should be less prominent and students' protagonist must gain more intensity.

Considering that the TBI and the AOA sees students as active agents, responsible for their own progress in learning, and that communication works as a social activity designed to accomplish specific tasks, time and major efforts should be invested on teaching students' strategies to self-assess their learning progress. Similarly, self-error correction and self-evaluation are necessary if creating a more independent and conscious students' culture is the aim of the pedagogic approaches running today the Costa Rican education.

Trainings and workshops should be given to teachers where they can learn how to teach students, mindset this population and their parents with a new culture, one more teacher's independent and active students, responsible for both the formative and summative evaluations.

5.2.2 OBJECTIVE 2

The teaching strategies implemented during the Conversational English Classes should contemplate students' necessities, likes and dislikes. Appealing classes begin with attractive classrooms environments and interesting themes. It generates a more comfortable atmosphere where possibilities to participate become natural and wide.

Grammar exercises, written and spoken, may support other skills. This micro skill should be not only taught but also evaluated. At first, it would be indispensable that the MEP makes an emphasis on the importance of grammar in English teaching, especially, in Conversational English Classes. This entity might offer teachers opportunities such as training programs, workshops, and congresses so that they can implement new strategies and activities in order to improve their student's grammatical abilities. With detailed procedures about how to incorporate the use of grammar in conversational classes, it would be easier for learners and educators to develop a better teaching-learning process.

Additionally, due to the fact that just the way the collaborative teacher from La Asunción High School follows some of the principles established by the MEP, hundreds of teachers nationwide also do. Consequently, MEP should establish clearer guidelines regarding teaching grammar since it is a fact that the vast majority of high schoolers are not fulfilling the main objectives in EFL education.

The communication ability requires learners to fully understand vocabulary, reading, speaking, writing, listening, and grammar skills. The communicative approach can provide a plus in the improvement of classroom strategies to better the communicative ability. The communicative ability is "the ability of applying the language principle in order to produce

grammatical sentences and understand ‘when, where, and to whom’ the sentences used” (Richard, 1997, as cited in Doddy, 2012, p. 90).

Grammar exercises can be incorporated within a vast variety of Communicative Approach tasks. Doody (2012) proposes that:

The task consists of three aspects: 1) fluency, 2) accuracy, and 3) complexity. It includes classifying, predicting, inducing, taking note, concept mapping, questioning, personalizing, brainstorming, reflecting, and authentic assessment. Students, in doing the tasks are claimed by active participation, diligent, hard-working, and able to communicate, brave to propose opinion, and brave to speak English. The more serious of the students in doing the tasks, the more active they use the language. (p. 91)

5.2.3 OBJECTIVE 3

Factors associated to students’ oral participation may cause rejection or eager towards the language. It is necessary for the educator and probably the principal to know in advanced the backgrounds surrounding their students and consider all the necessities that they have in regards to this foreign language. Fatima (2019), in her research study regarding oral in EFL classes attributes willingness to participate to three conditions, “1) Language; including attitudes and pronunciation 2) Motivational; mainly envisioning areas of importance of English speech, and 3) Affective; social factors such as the classroom environment, self-confidence and opportunities to communicate in and outside the classroom” (p. 3).

With well visionary grammar instruction, all the areas of communication can improve. Consequently, positive attitudes towards the importance of oral communication increase. The change on traditional education requires more than an implementation of new approaches. It is

vital to provide students with new roles inside the classrooms where the teacher-centered classes must decrease. Teaching teenagers requires teachers to also learn about the tendencies surrounding them. This way, materials and activities can be adapted to updated resources used with them.

Scaffolding activities are part of the Action Oriented Approach. Starting new topics with the opportunity of interacting with the teacher and classmates scripting real life situations help convey meaningful tasks like oral presentations, scripted dialogues, or impromptu talks. Widely introducing a Task-Based Instruction into a Conversational Class, activities such as writing a real e-mail, planning a road trip, making a real phone call can be introduced. Teenagers now enjoy using social media. Asking them to create a short video using English, or writing a post about a topic will help them feel that the language is useful for their current life.

The English teachers' guild have limitations in countries where the language is taught as foreign. This guild should have more access to authentic material and realia. There should be more availability of audios, videos, or any other audiovisual material of quality. The MEP should provide educators from the country with accessibility to web sites with valuable content useful for their Academic and Conversational English Lessons. One of the proposals that may be considered is the provision of backup material specialized on each area for those professionals who incorporate or pay a membership of professional teachers. In Costa Rica, COLYPRO is the professional association in charge of regulating the incorporation of educators.

5.2.4 OBJECTIVE 4

Changing the quantity of lessons may not be modified in short term, but in the future, it can be considered an increase of the number of lessons intended for Conversational English

lessons at La Asunción High School. Indeed, the principal at this institution, considers that the low budget represents a limitation that hinders higher standards of language proficiency in its population. A rearrangement of the schedule, so that the Conversational Classes can be altogether in a row causes an intensified effect on the English language acquisition.

The exposure of the students to the language is essential. It is critical to sharpen students' micro and macro skills through constant interaction in the target language, from an instruction, an explanation, and even a friendly conversation. Restricting the use of English to only explanations or summative evaluations, can cause rejection, fear, or nervousness against the language's use.

One more recommendation is to have the learners working with cheerful and challenging activities that promotes instructions while using the deductive and inductive methods in order to solve the tasks effectively. A number of teachers have relied only on copies and as a consequence, students do not receive proper input. That is why teachers should be motivated to incorporate different materials and activities which go beyond books or worksheets. These materials and activities might develop students' interest regarding grammar instruction. For these reasons, a booklet is proposed for teachers of Conversational English Classes in order for them to improve students' grammatical skills and oral production.

This booklet constraints a set of activities to boost student's oral participation relying on grammatical teaching strategies that can be adapted to different topics from the MEPS' syllabus. These activities are instructed and contain their corresponding material.

CHAPTER VI

PROPOSAL

6. PROPOSAL

The following proposal is the outcome of the analysis about the way grammar instruction is taught in group 7-3 at La Asunción High School. The aim of this action plan is to provide EFL teachers for Conversational English Classes with a booklet that contains a set of activities in order to improve seventh graders' grammatical abilities. Through this action plan there is an intent of avoiding monotony in class, and also to demonstrate that it is possible to incorporate sentence structures to reinforce students' proficiency to orally communicate. This booklet is proposed to achieve the former goals. The material includes the activities, the strategies, and the contents taken from the MEP's English syllabus. Communicative activities along with teaching techniques deal with factors that inhibit student's linguistic achievements.

6.1 GENERAL OBJECTIVE

To provide English teachers at La Asunción High School with a booklet to train them in the use of teaching activities through communicative strategies that could be applied to improve grammatical skills and oral participation in group 7-3.

The following table contains didactic activities useful to enhance students' oral participation during EFL Conversational Classes. All the activities are multitask suitable for the different stages of the lesson and can be adapted to diverse topics. However, the activities are proposed for three different lesson stages, where grammar can be introduced, retaken, and assessed, the warm up, the presentation, and the while activity. Besides, the scenario contemplated for all the activities relies on the first one from the syllabus named Here I am! The purposes and the name of the activities are also detailed in the table. In the booklet, the warm up, the presentation and the while activity are presented in order. In sum, there are three sets of

those lesson stages as if they were planned for a Conversational Class for seventh graders at La Asunción High School.

<i>Table 1.</i> Didactic activities for a booklet designed to enhance students' oral participation through grammar instruction.		
Lesson stage	Activity	Purpose
Warm up	Fishing structures	To put into practice grammatical patterns to make sentences while they play a fun game. The team work is promoted.
	Spy my grammar	To make learners produce output by putting into practice the topic and grammar structures previously studied.
	Grammar wheel	To provide students with opportunities to put into practice grammar during speech through team work and competition.
Presentation	What's a personal pronoun?	To understand how a personal pronoun can substitute a proper noun and use it to create sentences.
	Understanding demonstrative pronouns	To use introductory formal and informal phrases according to different situations.
	Having fun with nationality adjectives	To implement the general knowledge about nationalities and contextualized sentences useful to refer to people abroad.
While activity	Grammar race	To make students develop a competitive task while following grammatical rules.
	Guess the structure	To motivate the students to speak in the target language while having a fun time asking, questioning, and trying to guess the answers.
	The grammar beach ball	To interact in the foreign language by incorporating the grammar structures inductively.
<i>Note:</i> activities created and adapted by the researcher.		

6.2 Warm Up Stage

Teaching adolescents is a challenge for educators. This age range requires especial attention on the motivational external and internal factors that affect the learning process. Planning each lesson stage demands a great deal of patience and dedication. The purpose of the warm up stage of the lesson plan implies activities that introduce new topics, catch students' attention, review studied topics, or just provide a space for students to stretch out or relax.

Warm ups help students' mindset and prepare for the upcoming English lesson through “physical movement with activities that keep them active by standing up, walking, jumping, matching pictures with sentences or vocabulary, drawing or writing personal experiences or stories, and singing or listening to familiar songs and chants” (Velandia, 2008, p. 11) for example. Even though the warm up stage is considered as a time for having fun, grammar can be deductive or inductively present.

6.2.1 Fishing Structures

- Scenario: Here I am!
- Linguistic competence: Use spelling words, greetings and leave taking expressions, farewell, politeness, classroom language and questions.
- Purpose: This activity allows students to put into practice grammatical patterns to make sentences while they play a fun game. The students work in groups and compete for obtaining more fish if they create a correct sentence.
- Instructions:
 1. The teacher creates fish of different colors and puts them in a box.
 2. The educator divides the class into two groups.
 3. Each member of the group collects a fish from the box using a fishing line.

4. Each fish has a key word students use to create a sentence. For instance, “name,” “greet,” and
 “say good-bye.”
5. The students write a sentence on the board using those words. For example
 “My/his/her/their name is/are” “Hi, how are you?”
6. The teacher says if the sentence made is correct and if so, the team keeps the fish, but if not, they cannot keep it.
7. The team which collects more fish is the winner and receives a price
8. The teacher corrects the wrong sentences on the board and gives feedback orally.

6.2.2 Spy my Grammar

- Scenario: Here I am!
- Linguistic competence: Use spelling words, greetings and leave taking expressions, farewell, politeness, classroom language and questions.
- Purpose: The purpose of this task is to make learners produce output by putting into practice the topic and grammar structures studied in the previous class because they will identify the partner who has the missing information. The information requires grammar patterns that challenge students to identify the proper structure.
- Instructions:
 1. Students are provided with one card that has half of the information.
 2. These cards contain one sentence such as Hello Chelsey. How are you? And the matching card has the rest of the information; for example: I am fine thanks.
 3. Students read the information carefully and when everybody has finished, they look for the partner with the matching card.
 4. Each person takes turns to read the information and find the grammar partner.

5. When they are ready, students go to the front and read the information aloud.

6.2.3 Grammar Wheel

- Scenario: Here I am!
- Linguistic competence: Description of himself/herself, family and place of living.
- Purpose: The objective of this activity is to provide students with opportunities to put into practice their grammar in their speech through team work and competition.
- Instructions:
 1. The teacher divides the class in two teams (team A, team B).
 2. Next, the teacher asks one member of team A to go to the front and spin the wheel (it has four colors: pink, green, yellow, orange, and purple).
 3. Depending on the color the learner gets, he/she takes out a question from an envelope of this color. As an example of one question, “what is the nationality of a person from Chile?” Students answer the question using the structure “**S/he is** Chilean”. If they answer the question, team A gets the point; if not, team B has the chance to answer and gets the point.
 4. Both teams take turns to spin the wheel and answer the question. At the end of the game, the instructor gives feedback to students.
 5. Feedback is given at the end of the activity.

6.3 Presentation Stage

The presentation stage provides a clear opportunity for the teacher to expose the students to the core of the topic. Clear explanations must be given and grammar instruction must be concise relying on several clear in-context examples. During the presentation stage, there is a controlled practice of the target language and students should be aware of their own learning

process.

6.3.1 What's a Personal Pronoun?

- Scenario: Here I am!
- Linguistic competence: Description of himself/herself, family and place of living.
- Purpose: To understand how a personal pronoun can substitute a proper noun and use it to create sentences.
- Instructions:
 1. Review different greetings and farewells used in every day conversations.
 2. Explain the personal pronouns.
 3. Ask learners to complete some dialogues orally according to what they learned.

6.3.2 Understanding Demonstrative Pronouns

- Scenario: Here I am!
- Linguistic competence: Use spelling words, greetings and leave taking expressions, farewell, politeness, classroom language and questions.
- Purpose: To use introductory formal and informal phrases according to different situations.
- Instructions:
 1. Introduce the students when people use formal and informal introductions depending on the situations.
 2. Explain the demonstrative pronouns such as this is my friend.../ these are my friends... And how to ask questions.
 3. Ask volunteers to go to the front and introduce one classmate or several

classmates.

6.3.3 Having Fun with Nationality Adjectives

- Scenario: Here I am!
- Linguistic competence: Description of himself/herself, family and place of living.
- Purpose: To implement the general knowledge about nationalities and contextualized sentences useful to refer to people abroad.
- Instructions:
 1. Provide the students with a printed list of vocabulary about countries and nationalities.
 2. Read the vocabulary aloud.
 3. Explain on the board the vocabulary in context.
 4. Write on the board the following structure “I am from Costa Rica.” “I am Costa Rican.”
 5. Write on the board the name of some countries and ask some volunteers to say nationality using the previous example written on the board.
 6. Give feedback to students.

6.4 While Activity Stage

The controlled activities provide students with the opportunity of producing language. Usually, the teacher is the main guider for this lesson stage. From the pre, while, and post activity stages, the while activity aims at having students practicing specific contents of the target language. In Conversational Classes, while activities are varied. In this case, the activities proposed build students’ backgrounds and provide new deductive and inductive alternatives for

students to keep learning in a dynamic and interesting method.

6.4.1 Grammar Race

- Scenario: Here I am!
- Linguistic competence: Use spelling words, greetings and leave taking expressions, farewell, politeness, classroom language and questions.
- Purpose: To make students develop a competitive task while following grammatical rules.
- Instructions:
 1. The teacher sticks a poster with the main characters of Mario Kart (a famous Nintendo game) on the board.
 2. The teacher divides the class into 3 teams (blue, red, and green).
 3. The educator explains to students that they are going to do a race. Students choose among 7 cards, the character they prefer to use in the race.
 4. The teacher asks questions about greetings and leave takings. For example, “What **is your** name?” The students will answer: “**My** name **is...**” “How do you say good bye?”
 5. In groups, students discuss and try to answer the question and when one of the teams has the answer, one representative runs and rings a bell in order to be able to answer first.
 6. The team who answers correctly will move the car one space.
 7. The teacher continues asking questions until a team reaches the finish line. At the end, the educator uses the board to correct grammar errors in general.

6.4.2 Guess the Structure

- Scenario: Here I am!
- Linguistic competence: Description of himself/herself, family and place of living.
- Purpose: To motivate the students to speak in the target language while having a fun time asking, questioning, and trying to guess the answers.
- Instructions:
 1. The teacher asks the students to stand up and make a circle giving their backs to each other.
 2. The educator sticks three statements on each student's back (one question and two possible answers).
 3. The first participant asks the only question the classmate in front has on his/her back, and this student answers choosing between the two statements his/her other classmate in front has on his/her back.
 4. The challenge is that each student should analyze the answer carefully since one of the statements is grammatically incorrect and only one is correct. For instance, if the classmate behind asks "What is the name of the teacher?" The student should choose between: "His/Her name is..." and "His/Her name are..."
 5. Finally, the educator checks the structure of the sentence and gives feedback on the board.

6.4.3 The Grammar Beach Ball

- Scenario: Here I am!
- Linguistic competence: Description of himself/herself, family and place of living.
- Purpose: To interact in the foreign language by incorporating the grammar structures

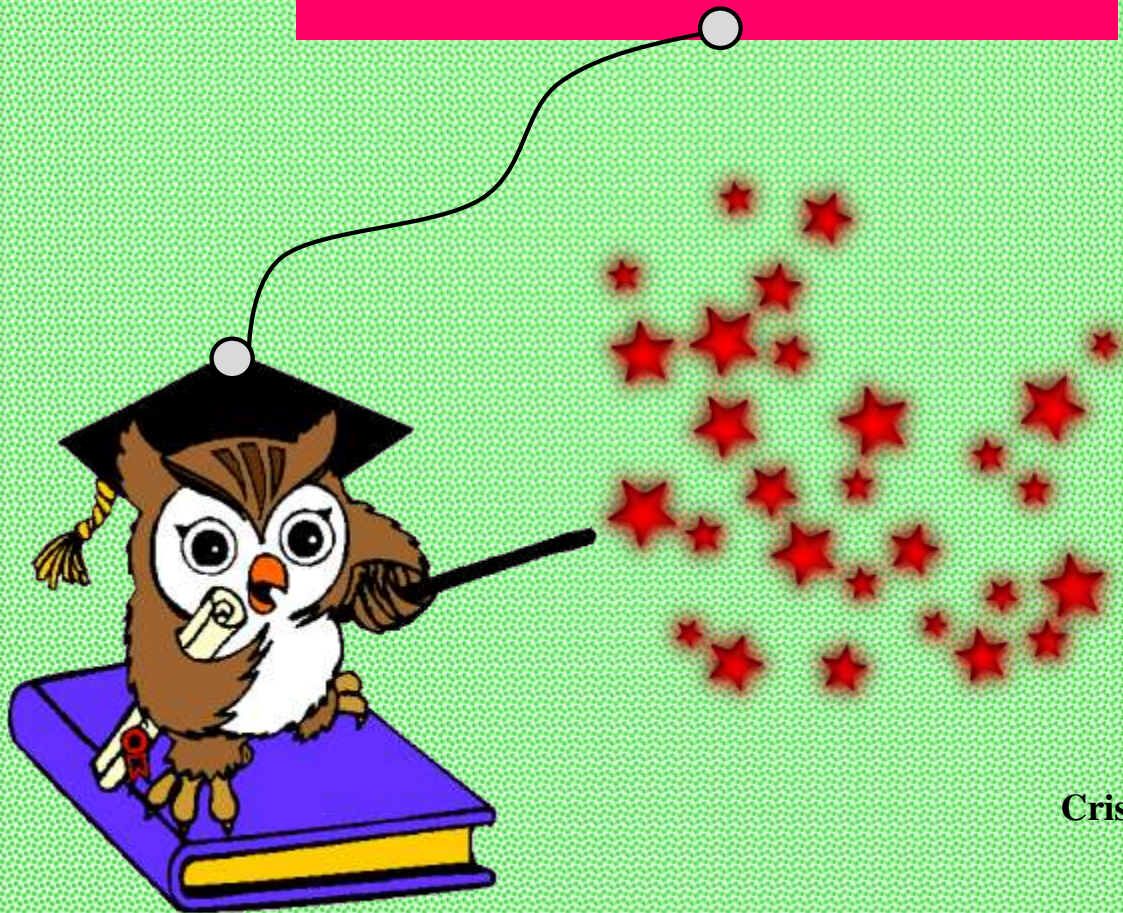
inductively.

- Instructions:
 1. The teacher asks students for the most common questions a person is asked in a TV show.
 2. Second, learners watch a video (Good Morning Show) about a man interviewing a woman.
 3. The first time they watch the video is just for them to understand. The second time, in pairs, they take notes in their notebooks about the name, nationality, and occupation of the presenter and the woman.
 4. After that, learners role play the TV show in front of the class.
 5. At the end of all presentations, the teacher corrects pronunciation and grammar mistakes.
 6. Then, students develop an activity called The Grammar Beach Ball. The ball has 6 questions written on it based on the TV show. The teacher asks the students to make a circle. They take turns to pass the Beach Ball around. When the music stops, whenever student's hand lands on is the question to be answered. They have to answer following this structure "**subject/possessive adjective + verb to be + complement**". For instance, **s/he is from** _____. **Her/his nationality is** _____.

Images and Video References

Description	URL
Owls	https://www.pinterest.com/1802lanana/niurka-barrera/
Fish	https://www.pinterest.com/pin/14214555061387400/
Emoji	https://www.commbbox.io/es/how-emojis-can-make-or-break-every-customer-experience-5-tips-for-using-emojis-effectively/
Mario Kart	https://as.com/meristation/2021/05/17/noticias/1621249890_079009.html
Beach Ball	https://www.amazon.com/4Es-Novelty-Inflatable-Supplies-Toddlers/dp/B07CSGF34H
Nationalities	https://en.islcollective.com/english-esl-worksheets/vocabulary/countries/countries-nationalities-and-languages/8215
Good Morning Show	https://www.youtube.com/results?search_query=good+morning+show+inter+views

**THE ROLE OF GRAMMAR TO ENHANCE ORAL SKILLS OF
SEVENTH GRADE STUDENTS LEARNING ENGLISH AS A
FOREIGN LANGUAGE IN CONVERSATIONAL CLASSES AT LA
ASUNCIÓN HIGH SCHOOL IN THE FIRST
QUARTER 2021**



**Designed by
Cristina Mora Fallas**

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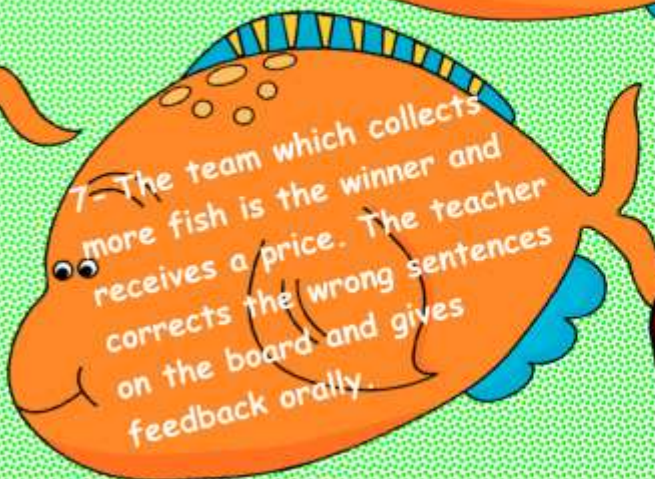
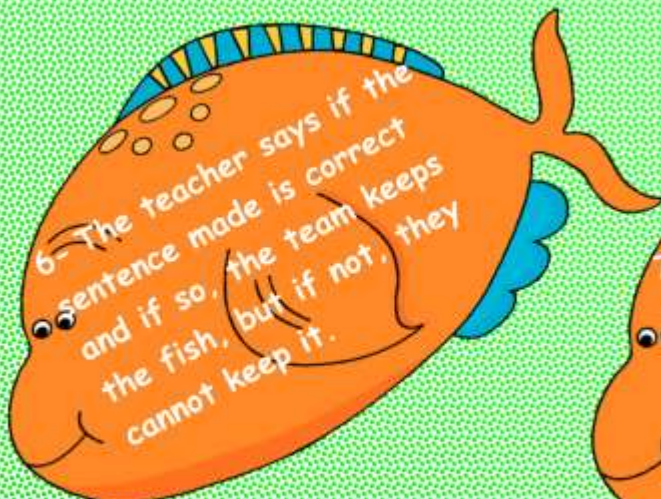
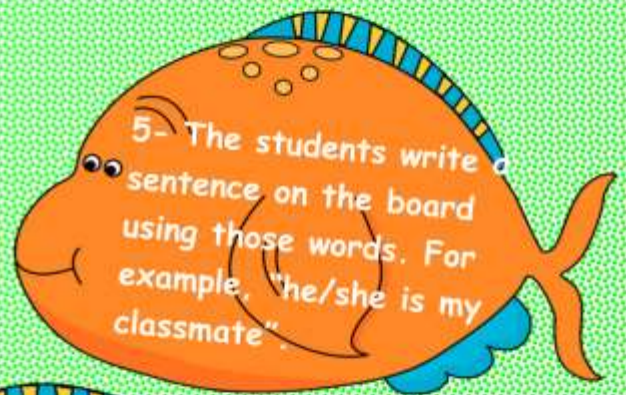
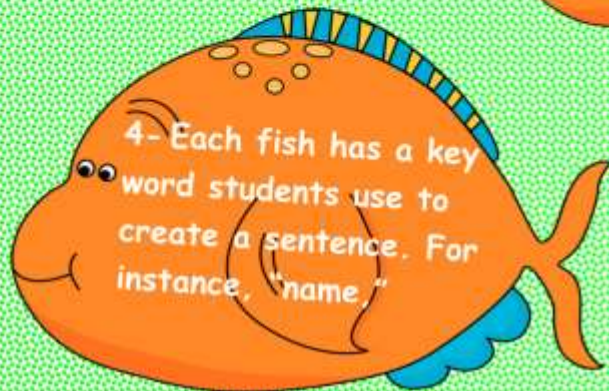
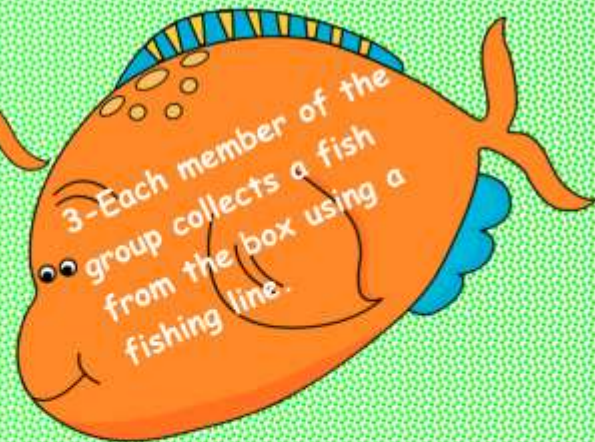
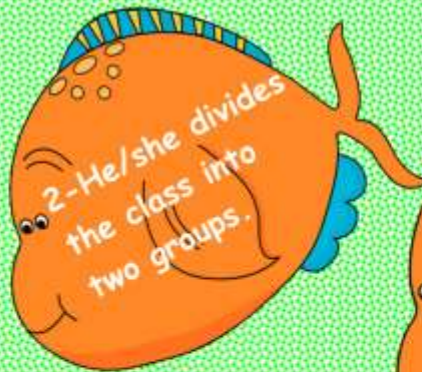
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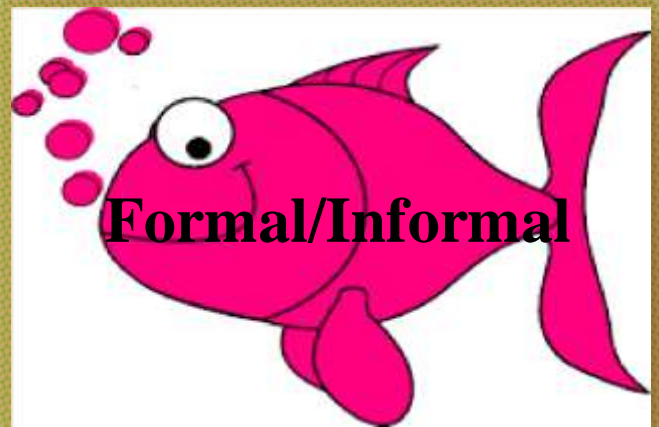
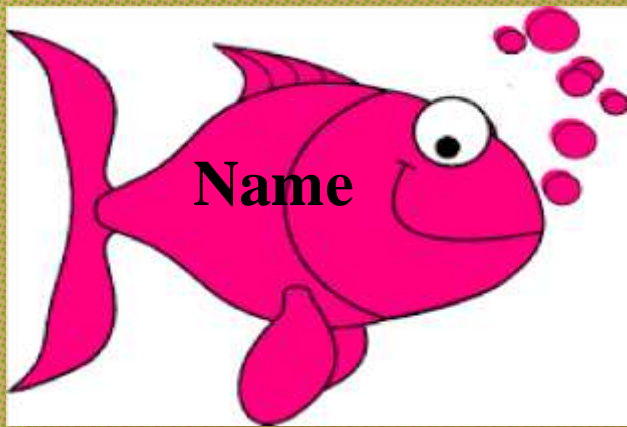
Fishing Structures: Warm-up



This activity allows students to put into practice grammatical patterns to make sentences while they play a fun game. The students work in groups and compete for obtaining more fish if they create a correct sentence.

Steps to carry out this activity





What's a Personal Pronoun? Presentation

- Review different greetings and farewells used in everyday conversations.
- Explain the personal pronouns.
- Ask learners to complete some dialogues orally according to what they learned.



Responses to Greetings

Personal Pronouns

I.....am
 He.....is
 She.....is
 It.....is
 You.....are
 We.....are
 They.....are

Good Health



> I am...
 (Ok, quite well, great,
 doing well, doing great,
 all right, fine, good,
 wonderful, terrific)

Bad Health



> She is..
 (terrible, awful)
 > He is not...
 (good, so good, ok)
 > They/We are...
 (sick, terrible)

How are you today?
Great
Ok

• **How is/How's life?**
 Life is great, wonderful

How are you today?
I am sick
She is bad
They are sad
We are nervous

Time to practice
 what you
 learned



Complete the Dialogues

- Good _____ Maria (3:00pm) How **are** _____?
- Hi Daniel, everything **is** _____
- It is late, I'm going to bed!
- Ok! **good** _____ dear daughter!
- Hi David, how _____ **you**?
- Hello, Richard I _____ not good, I have a terrible headache.





Grammar Race: While- activity

This activity aims to make students develop a competitive task while following grammatical rules. Students are asked questions which require them to answer using the structures in order to reach a finish line.



1- The teacher sticks a poster with the main characters of Mario Kart (a famous Nintendo game) on the board.



2- She divides the class into 3 teams (blue, red, and green).

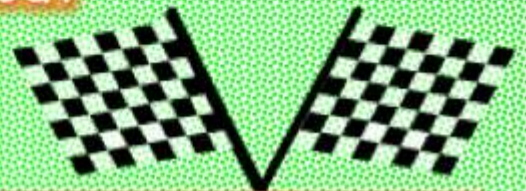


3- The educator explains to students that they are going to do a race. Students choose among 7 cars, the character they prefer to use in the race.

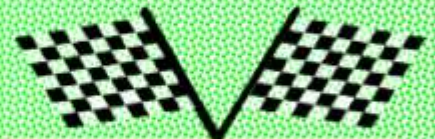


4- The teacher asks questions about greetings and leave-takings. For example, "What **is** **your** name?" The students will answer: "**My** name **is**..."
"How do you say good-bye?"

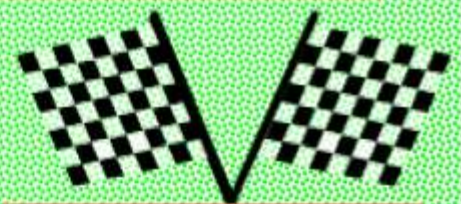
Steps to carry out this activity



5- In groups, students discuss and try to answer the question and when one of the teams has the answer, one representative runs and rings a bell in order to be able to answer first.



6- The team who answers correctly will move the car one space.



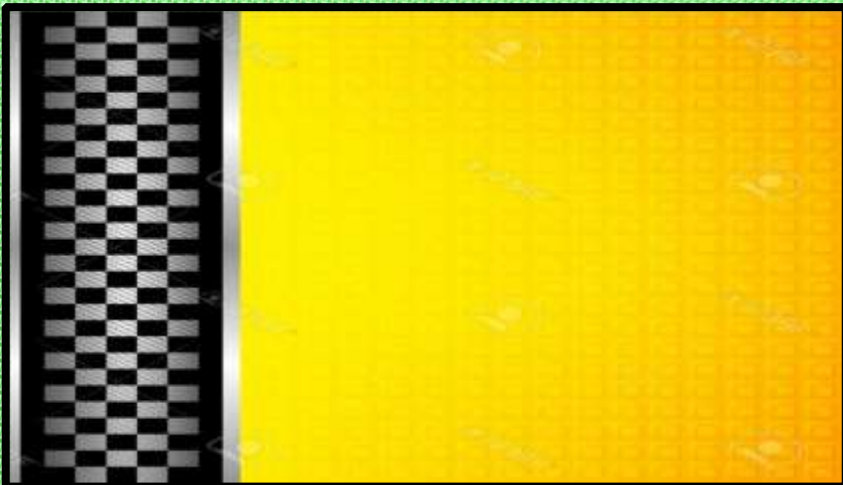
7- The teacher continues asking questions until a team reaches the finish line. At the end, the educator uses the board to correct grammar errors in general.



Characters used for the race



Race track



Questions for students to compete

What is your name?

How do you greet a person formally?

How do you greet a person informally?

How do you say good bye formally?

How do you say good bye informally?



Spy my Grammar Partner: Warm-up



The purpose of this task is to make learners produce output by putting into practice the topic and grammar structures studied in the previous class because they will identify the partner who has the missing information. The information requires grammar patterns that challenge students to identify the proper structure.

Steps to carry out this activity

1-Students are provided with one card that has half of the information. These cards contain one sentence such as "Hello Chelsey. How are you?" And the matching card has the rest of the information. For example, "I am fine, thanks."



2-Students read the information carefully and when everybody has finished, they look for the partner with the matching card.



3-Each person takes turns to read the information and find the grammar partner.



4-When they are ready, students go to the front and read the information aloud.



Hello John.
How are
you?

Fine
thanks.
And you?

This is my
friend
Karina

Nice to
meet you

How do you
feel today?

I feel sick
today

I am Liam.
Nice to meet
you, Jim.

Nice to
meet you
too



Understanding Demonstrative Pronouns: Presentation

Introduce the students when people use formal and informal introductions depending on the situations.

Explain the demonstrative pronouns such as **this** is my friend... / **these** are my friends... and how to ask questions.

Ask for volunteers to go to the front and introduce one classmate or several classmates.



Introducing Others



Formal

- Let me **introduce** my boss, Mr. Anderson
- I **would like** to introduce my husband, Richard.
- I **would like** to introduce my best friend, Mauren

Informal

Demonstrative pronouns

- **This is** my friend Ana
- **This is** Michael
- **These are** my friends...
- **Are these** your friends? Yes, they are. No they are not.

Respond

- **Nice** to meet/see you
- **Pleased** to meet you
- It's a **pleasure** to meet you
- **Glad** you meet you

Respond:

- **Hi**, Ana. I'm Stefany
- **Hello**, Michael. I'm Stefany

Introducing Oneself

- Let me introduce **myself**, my name is _____
- Let me introduce **myself**, I am _____
- I would like to introduce **myself**, I am _____
- I want to introduce **myself**, my name is _____

The responses

- **Nice** to meet you/ It's a **pleasure** to meet you/
Glad to meet you

My name is _____
I am _____

Asking About Name

- What is your name?
- What is your **full/ complete** name?
- How can I **call** you?



Time to practice
what you
learned



Introductions

- Let me introduce _____. My name _____ Andrea.
- _____ to meet you Andrea! I _____ Carlos
- Mom, _____ is my friend Michael!
- _____ to meet you Michael!
- _____ to meet you _____!



Guess the Structure: While-activity



The purpose of this activity is to motivate students to speak in the target language while having a fun time asking questions and trying to guess the answer. Moreover, the task aims to prove students' knowledge about grammar structures since they will be challenged to choose between a correct and an incorrect grammatical pattern.

Steps to Carry out this task

1-The teacher asks the students to stand up and make a circle giving their backs to each other.

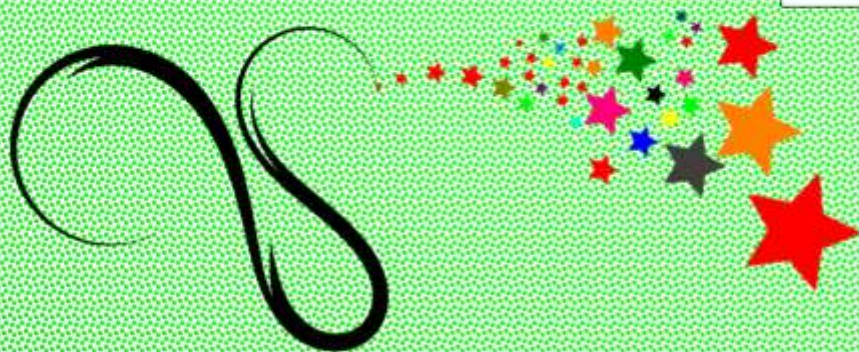
2-The educator sticks three statements on each student's back (one question and two possible answers).

3-The first participant asks the only question the classmate in front has on his/her back, and this student answers choosing between the two statements his/her other classmate in front has on his/her back.

4-The challenge is that each student should analyze the answer carefully since one of the statements is grammatically incorrect and only one is correct. For instance, if the classmate behind asks "What is the name of the teacher?" The student should choose between: "His/her name is..." and "His/her name are.

5-If one student's answer is incorrect, the teacher corrects it. When all the students participate, the teacher asks them to in groups write the accurate structure of the sentence.

6- Finally, the educator checks the structure of the sentences and gives feedback on the board.



Grammar Wheel: Warm-up

The objective of this activity is to provide students with opportunities to put into practice their grammar in their speech through team work and competition.

Steps to carry out this activity

- 1-The teacher divides the class in two teams (team A, team B).
- 2-Next, the teacher asks one member of team A to go to the front and spin the wheel (it has five colors: pink, green, yellow, orange, and purple).
- 3- Depending on the color the learner gets, s/he takes out a question from an envelope of this color. As an example of one question, “What is the nationality of a person from Chile?”.
- 4- Students answer the question using the structure “S/he is Chilean.” If they answer the question, team A gets the point; if not, team B has the chance to answer and gets the point. Both teams take turns to spin the wheel and answer the question.
- 5-At the end of the game, the instructor gives feedback to students.



Having Fun with Nationality Adjectives: Presentation

- Provide the students with a printed list of vocabulary about countries and nationalities.
- Read the vocabulary aloud.
- Explain on the board the vocabulary in context.
- Write on the board the following structure "I am from Costa Rica", "I am Costa Rican".
- Write on the board the name of some countries and ask some volunteers to say the nationality using the previous example written on the board.
- Give feedback to students.



The Grammar Beach Ball: While-activity

With this kinesthetic activity, students will interact in the second language by incorporating the grammar structures inductively. This task also enhances students' communicative abilities since they will answer the questions with proper grammar structures.

Steps to carry out this activity

- 1-The teacher asks students what the most common questions a person is asked in a TV show are.
- 2- Second, learners watch a video (Good Morning Show) about a man interviewing a woman.
- 3- The first time they watch the video is just for them to understand. The second time, in pairs, they take notes in their notebooks about the name, nationality, and occupation of the presenter and the woman.
- 4-After that, learners role play the TV show in front of the class.
- 5-At the end of all the presentations, the teacher corrects pronunciation and grammar mistakes.
- 6-Then, students develop an activity called the Grammar Beach Ball. The ball has 6 questions written on it based on the TV show. The teacher asks the students to make a circle. They take turns to pass the beach ball around. When the music stops, whenever student's hand lands on is the question to be answered. They have to answer following this structure "**subject/ possessive adjective+ verb to be + complement**". For instance, **s/he is from** _____. **Her/ his nationality is** _____.



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APPENDIXES

Instrument # 1: Structured Observation

Universidad Hispanoamericana

English Teaching Major, 2021.

Tutor: M. Sc. Roy Alfaro Alfaro.

Researcher: Cristina Fabiola Mora Fallas.



Research Topic: The role of grammar to enhance oral skills of seventh grade students learning English as a foreign language in Conversation Classes at La Asunción High School in the first quarter 2021.

General Objective: To analyze the role of grammar in Conversational English Classes to enhance students' oral skills and participation at La Asunción High School.

This instrument consists of classroom observations to detail the grammar instruction developed by EFL teachers at La Asunción High School and seventh graders during Conversational English Classes. The purpose of the structured observations is to gather information necessary for academic purposes only. It will be confidentially conducted.

General Information:

Group observed: _____

Number of students: _____

Number of lessons observed: _____

Date: _____ Time: _____

Structured Observation.

PART I. Conversational English lesson's stages and program implemented at La Asunción High School.

Objective: To analyze the program implemented at La Asunción High School and the lesson's stages developed during the EFL pedagogic mediation.

Instruction: The following chart displays the stages of an EFL lesson. Complete it with the activities developed during each stage.

LESSON STAGES	
A. Warm-up	
B. Presentation	
C. Controlled Activities	Pre-activity
	While-activity
	Post-activity
D. Consolidation	

Materials used by the teacher:

Board		Power point presentation	
Photocopies		Videos	
Booklets		Songs	
Posters		Realia	
Flashcards		Others	
Specify which others:			

Structured Observation.**PART II.** Techniques to teach grammar.**Objective:** To determine which teaching techniques are implemented during the grammar instruction to enhance oral production.**Instruction:** The following chart contains techniques used to teach grammar. Write a description of what is observed during the grammar instruction.

Techniques	Spanish use	English use	Description
a. Direct explaining.			
b. Discovering the grammar.			
c. Boardwork explanations.			
d. Oral Examples.			
e. Written examples.			
f. Contrasting examples.			
g. Asking concept questions.			
h. Using images.			

Structured Observation.

PART III. Students' oral participation and their grammar usage.

Objective: To explore accuracy, fluency, and grammar structure production in students' oral participation.

Instruction: The following chart contains descriptors of oral participation. Write what is observed in regards to students' production.

Type of oral participation.	Use of English	Use of Spanish	Description of oral production: accuracy, fluency, pronunciation, grammar structures.
1. Volunteered.			
2. Solicited.			
3. Phrases or chunks.			
4. Complete sentences.			

Structured Observation.**PART IV.** Techniques implemented for error correction.**Objective:** To determine the role of error correction during the English for conversation class development.**Instruction:** The following chart has types of error correction. Write the frequency and the moment in which it takes place during the class development.

Type of correction	Frequency of error correction.		Moment of error correction.
	Pronunciation	Grammar structure	
a. Peer correction.			
b. Self correction.			
c. Teacher correction.			

Instrument # 2: Questionnaire for the Students

Universidad Hispanoamericana
Licenciatura en la Enseñanza del Inglés, 2021.

Modalidad de graduación: Tesis

Tutor: M. Sc. Roy Alfaro Alfaro.

Investigadora: Cristina Fabiola Mora Fallas.



Este instrumento detalla preguntas dirigidas a estudiantes del séptimo nivel del Colegio La Asunción. El fin primordial de la información obtenida será dirigido para fines académicos. Y se manejará estrictamente confidencial.

I PARTE. Información general.

Instrucción: Brinde la información solicitada de acuerdo a su información personal.

Género: F M

Edad: _____.

Lugar de residencia: _____.

II PARTE. Analizar las técnicas utilizadas para la enseñanza de la gramática en las clases de Inglés Conversacional en el Colegio La Asunción.

Instrucción: Lea las siguientes preguntas y marque con equis en los recuadros para responder según su percepción.

1. ¿Ha recibido clases de inglés conversacional anteriormente?

Si No

2. ¿Qué actividades se realizan con más frecuencia en la clase de inglés conversacional?

Diálogos Actividades de escucha Actividades de escritura

Dramatizaciones Actividades de lectura Juegos

3. ¿Cuál habilidad lingüística considera más difícil de realizar en el idioma inglés?

Hablar Escuchar Leer Escribir

4. ¿Cuáles de las siguientes áreas considera más difícil de dominar al momento de hablar en inglés?

Pronunciación Fluidez Gramática Vocabulario

5. ¿Cuáles materiales didácticos prefiere recibir en sus clases de inglés conversacional?

Fotocopias Libros Material audiovisual

6. ¿Qué tan a menudo se les explican las estructuras de las oraciones en inglés?

Siempre Cuando es necesario

Algunas veces Nunca

7. ¿Qué tan frecuente participa oralmente en la clase de inglés conversacional?

Muchas veces (5 o más) Pocas veces (1-2)

Algunas veces (3-5) Nunca

8. ¿Cree usted necesario que se le explique cómo realizar las estructuras de las oraciones para expresarse oralmente?

Si No

III PARTE. Analizar las técnicas utilizadas que promueven la participación oral en las clases de Inglés Conversacional en el Colegio La Asunción

Instrucción: Escriba una breve respuesta para cada una de las siguientes interrogantes relacionadas con sus clases de inglés conversacional.

1. ¿Cómo prefiere que se expliquen las estructuras de las oraciones en inglés?

2. ¿Qué hace el educador para corregirlo cuando usted comete algún error?

3. ¿Qué modificaría de sus lecciones de inglés conversacional?

Instrument # 3: Interview for the Collaborative Teacher

Universidad Hispanoamericana

English Teaching Major, 2021.

Tutor: M. Sc. Roy Alfaro Alfaro.

Researcher: Cristina Fabiola Mora Fallas.



Research Topic: The Role of Grammar to Enhance Oral Skills of Seventh Level Students Learning English as a Foreign Language in Conversational Classes at La Asunción High School in the First Quarter 2021.

This instrument consists of different questions directed to EFL teachers at La Asunción High School. The purpose of the interview is to gather information necessary for academic purposes only. It will be confidentially conducted.

I PART. General information.

Instruction: Provide the following answers in regards to your personal information.

Gender: F M

Age: _____.

Place of residence: _____.

Working experience:

From 1-5

From 5-10

More than 10

II PART. Grammar instruction.

Instruction: Provide the necessary information to answer the questions related to the role of grammar instruction in Conversational English Classes at La Asunción High School.

1. What didactic principles, methods, techniques, or program do you rely on for your Conversational English Classes?

2. How do you teach grammar in your Conversational English Classes?

3. What didactic resources or materials do you use in your Conversational English Classes?

4. What kind of activities do you implement during your Conversational English Classes?

5. Which teaching techniques do you implement to promote students' oral participation in the target language?

6. Is students' oral participation mandatory, solicited, volunteered or other? How often do the students' participate during the lesson?

7. During the students' oral participation, what is the students' level of proficiency in regards to accuracy, fluency, pronunciation, and grammar structures?

8. How do you manage the error correction during your Conversational English Lessons?

9. Which linguistic skills are mainly developed during your Conversational English Lessons?

10. According to your opinion, how does grammar instruction influence students' linguistic proficiency?

11. What limitations and constraints do you face with grammar instruction during your Conversational English classes at La Asunción High School?

Instrument # 4: Interview for the Principal**Universidad Hispanoamericana****Licenciatura en la Enseñanza del Inglés, 2021.****Modalidad de graduación: Tesis.****Tutor: M. Sc. Roy Alfaro Alfaro.****Investigadora: Cristina Fabiola Mora Fallas.**

Este instrumento detalla preguntas dirigidas al director del Colegio La Asunción. El fin primordial de la información obtenida será dirigido para fines académicos. Y será estrictamente confidencial.

I PARTE. Información general.Instrucción: Brinde la información solicitada de acuerdo a su información personal.Género: F M

Edad: _____.

Lugar de residencia: _____.

Años de experiencia como director:

De 1-5 De 5-10 Más de 10 **II PARTE. Analizar las técnicas utilizadas para la enseñanza de la gramática en las clases de Inglés Conversacional en el Colegio La Asunción.**Instrucción: Lea las siguientes preguntas y provea la información necesaria relacionada con la asignatura Inglés Conversacional en el Colegio La Asunción.

1. ¿Cuál es el rol de la enseñanza del Inglés Conversacional en el Colegio La Asunción?

2. ¿Cuál programa de estudio siguen los educadores en el Colegio La Asunción para la enseñanza del inglés conversacional?

3. Según su criterio, ¿cuáles habilidades lingüísticas deben desarrollarse principalmente en una clase de inglés conversacional?

4. ¿Cuáles son algunas limitantes en los colegios que afectan el nivel de desempeño lingüístico de los estudiantes en el idioma inglés?

5. ¿En qué extensión varía la enseñanza del inglés en centros privados en relación con el sector público?

6. ¿Existe algún complemento educacional o extracurricular destinado al uso de las clases de inglés conversacional en el Colegio La Asunción?

7-3 Warm-up

Set background Clear frame

1. bedroom

2. **Bathroom**

3. Kitchen

4. dining room

5. Living room

6. Garage

7. Garden

8. closet

Name the parts of the house. Click on the text box.

Gabriel Alejandro

Juan Diego fernando

Joselin Martho

SHAGONG

Sol Cortés ;^



▶ Listen to four people describe their homes. Number the pictures from 1 to 4.



CARTA DEL TUTOR

San José, 25 de agosto, 2021

Universidad Hispanoamericana

Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Cristina Fabiola Mora Fallas, cedula de identidad número 1-1500-0083, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: ***THE ROLE OF GRAMMAR TO ENHANCE ORAL SKILLS OF SEVENTH GRADE STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN CONVERSATIONAL CLASSES AT LA ASUNCIÓN HIGH SCHOOL IN THE FIRST QUARTER 2021***, el cual ha elaborado para optar por el grado académico 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 obtienen la siguiente calificación:

	<i>Descripción</i>	<i>%</i>	<i>% Obt</i>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	20%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	100%

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

ROY ALFARO
ALFARO
(FIRMA)

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MSc. Roy Alfaro Alfaro

Cedula: 2-306-905

CARTA DE LECTOR

San José, 28 de setiembre, 2021

Universidad Hispanoamericana
Sede Llorente
Carrera de Enseñanza del inglés

Estimado señor

La estudiante Cristina Fabiola Mora Fallas, cédula de identidad 1-1500-0083, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "THE ROLE OF GRAMMAR TO ENHANCE ORAL SKILLS OF SEVENTH GRADE STUDENTS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN CONVERSATIONAL CLASSES AT LA ASUNCIÓN HIGH SCHOOL IN THE FIRST QUARTER 2021", 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.

YANORY
ARGUEDAS
CARBALLO (FIRMA)

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por YANORY ARGUEDAS
CARBALLO (FIRMA)
Fecha: 2021.09.28
20:17:12 -06'00'

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