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IN ENGLISH TEACHING

The benefits of incorporating Conversational Groups and the improvement of the English-speaking proficiency among twelfth level students at CTP Jose Albertazzi Avendaño, located in Desamparados during the 1st semester of 2025.

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***Destinatario: Jessica Ramírez González***

***Carrera: LICENTIATE DEGREE IN ENGLISH TEACHING FROM GENERAL BASIC  
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Estimada señora:

La persona estudiante **Jose Andres Castro Salas**, cédula de identidad número **112020341**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **“The benefits of incorporating Conversational Groups and the improvement of the English-speaking proficiency among twelfth level students at CTP Jose Albertazzi Avendaño, located in Desamparados during the 1st semester of 2025”**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés. En mi calidad de persona 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.

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Estimado señor


El estudiante Jose Andres Castro Salas, cédula de identidad **112020341** , me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **“The benefits of incorporating Conversational Groups and the improvement of the English-speaking proficiency among twelfth level students at CTP Jose Albertazzi Avendaño, located in Desamparados during the 1st semester of 2025”**, 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.

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## **Dedicatory**

First, I want to thank God, who gave me the strength, resources, and health to complete the project. Besides, I want to express my gratitude to my wife, who has always been aware of the project, its progress, and my needs. Finally, I also want to thank my baby girl that gave us a new style of life in recent months, who is another blessing from God and extra motivation to complete the project.

## **Acknowledgment**

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## **Abstract**

The project was developed with the objective of improving English as a second language proficiency in twelfth-grade students at the José Albertazzi Avendaño Technical High School, with a special emphasis on the development of speaking skills. The research aims to identify the main difficulties students face when communicating in English and to implement the conversational groups strategy to improve the English-speaking level of a group of thirty students. Therefore, the research focuses on identifying the main barriers students face when speaking, such as: lack of confidence, fear of making mistakes, and limited communicative practice in real-life situations.

To address these needs, the conversational groups strategy was applied, conceived as a dynamic and collaborative space aimed at developing students' oral skills and thus promoting the natural practice of the language, which in turn improved their oral development in a second language. During the intervention, communicative and interactive activities, such as role-playing games, simulations, debates, and guided conversation exercises were developed in order to foster active participation and contextualized learning in an educational environment.

The research adopted a mixed-methods approach, integrating quantitative and qualitative techniques that allowed for a comprehensive analysis of educational progress in learning English as a second language based in the speaking skills. In the quantitative component, a pre-test and a post-test were applied in order to measure progress and the impact in the speaking performance in the thirty twelfth-grade students.

In the qualitative component, the researcher used a survey and observation to understand the students' perceptions, attitudes, and experiences before and during the implementation of the conversational groups strategy, thus analyzing the improvements in their speaking skills.

The results showed significant improvements in the participants' English proficiency and speaking performance, as well as a notable reduction in anxiety and fear of communicating in public using a second language. An increase in motivation, confidence, and willingness to participate in speaking activities was also observed.

Finally, the conversational groups strategy is positioned as an effective tool within the educational context in order to promote the development of speaking competence and the strengthening of communicative skills in English as second language in the twelfth-grade students at CTP José Albertazzi Avendaño.

## Resumen

El proyecto se desarrolló con el objetivo de mejorar el dominio del inglés como segunda lengua en estudiantes de duodécimo grado del CTP José Albertazzi Avendaño, con especial énfasis en el desarrollo de la expresión oral. La investigación buscó identificar las principales dificultades que enfrentan los estudiantes al comunicarse en inglés e implementar la estrategia de grupos conversacionales para mejorar el nivel de inglés en un grupo de treinta estudiantes. Por lo tanto, la investigación se centra en identificar las principales barreras que enfrentan los estudiantes al hablar, tales como: la falta de confianza, el miedo a cometer errores y, la limitada práctica comunicativa en situaciones de la vida real.

Para atender estas necesidades, se aplicó la estrategia de grupos conversacionales, concebida como un espacio dinámico y colaborativo orientado a desarrollar las habilidades orales en los estudiantes y de esta forma promover la práctica natural del idioma, lo cual promovió a mejorar su desarrollo oral en un segundo idioma. Durante la intervención, se desarrollaron actividades comunicativas e interactivas como juegos de rol, simulaciones, debates y ejercicios de conversación guiada, con el fin de fomentar la participación activa y el aprendizaje contextualizado en un ambiente educativo.

La investigación adoptó un enfoque mixto, integrando técnicas cuantitativas y cualitativas que permitieron un análisis exhaustivo del progreso educativo en su aprendizaje del inglés como un segundo idioma, basado en habilidades orales. En el componente cuantitativo, se aplicaron un pretest y un test posterior para medir el

progreso y el impacto en el desempeño oral en los treinta estudiantes de duodécimo grado.

En el componente cualitativo, el investigador aplicó una encuesta y una observación, que permitieron comprender las percepciones, actitudes y experiencias de los estudiantes antes y durante la implementación de la estrategia de grupos conversacionales y de esta forma analizar las mejoras en las habilidades de conversación de los estudiantes.

Los resultados evidenciaron mejoras significativas en el nivel de inglés y en el desempeño de conversación de los participantes, así como una reducción notable en los niveles de ansiedad y temor a comunicarse en público utilizando un segundo idioma. Asimismo, se observó un incremento en la motivación, la confianza y la disposición para participar en actividades comunicativas.

Finalmente, la estrategia de grupos conversacionales se posiciona como una herramienta efectiva dentro del contexto educativo para promover el desarrollo de la competencia oral y el fortalecimiento de las habilidades comunicativas en inglés como segunda lengua en los estudiantes de duodécimo grado del CTP José Albertazzi Avendaño.

# **Chapter I**

## **Research Problem**

## 1.1 INTRODUCTION

Nowadays it is necessary to improve the English-speaking skills in the last levels students from public high schools. The ability to communicate effectively in English has become an important need in different fields of the society. One innovative strategy in order to enhance the English-speaking proficiency in the high school students is the incorporation of conversational groups. This dynamic and interactive strategy provides the students with the opportunity to practice their language skills in a comfortable and safe environment for them, increasing confidence and fluency in the English as a second language.

By practicing in meaningful discussions with classmates, the students can improve their vocabulary, pronunciation, and listening skills in English, while also get a normal conversation in this language, which give the students an enhance English-speaking proficiency and contribute to improve their communication skills. Effective speaking happens in a communicative context where learners engage in real conversations (Richards, 2006)

The lack of English-Speaking strategies in the English lessons is the result of lack of motivation, interest, and a low English level in order to establish a complete and formal conversation. These results are going to affect the student's performance in the English proficiency, and the students are not going to reach the appropriate confidence and motivation to have an appropriate communication in English, since speaking skills involve more than just vocabulary; they involve interaction, (Harmer, 2007)

The implementation of conversational groups with the last level students in the CTP Jose Albertazzi Avendaño high school will provide the students the practice, confidence, and motivation they are requiring in order to be able to establish a good English communication. Confidence is crucial and speaking practice in a safe environment is a key to improving speaking skills (Cauldhame, 2014).

### **1.1.1 Background about English Speaking**

A good communication in English provides several benefits to the students and the teachers in the class work. Likhacheva (2011) states “Interactive methods in teaching speaking get better and greater confidence and proficiency.” Besides this, the students can understand and feel motivated in a safe and comfortable English environment for them, which can help them in the English class and the supervised practice the students will have at the end of the year. The project will be developed in a technical high school, so the students are going to be able to increase their English understanding and get a better communication in a second language.

If the students do not have an appropriate speaking competence, the students will have problems to show a good performance in the supervised practice and also in the standardization English test applied for the MEP at the end of the course.

This project is going to be based in the implementation of conversational groups with the last level students in the CTP Jose Albertazzi Avendaño, which is a technical high school, located in Los Guido, Desamparados. This strategy is necessary to provide the students a new development field of practice to improve their English-speaking proficiency.

In order to fulfill the purpose of the research project, the researcher will identify the Speaking-English level of the twelfth level students at Colegio Técnico Profesional Jose Albertazzi Avendaño. Also, this project will provide at such institution with some results from the conversational groups strategy in order to improve the students' English-speaking level, so they will be able to improve their speaking skills and proficiency.

### **1.1.2 Problematization**

The twelfth-year students at CTP Jose Albertazzi Avendaño have two important commitments this year, the supervised practice and the standardization test that is going to be applied for the MEP. The students are aware that they need to improve their English skills, since the proficiency in the English as a second language is a skill that different companies in the country and around the world are requesting to have good job opportunities.

### **1.1.3 Problem Statement**

It is necessary to analyze the impact and the benefits from the conversational groups in the twelfth-year students at CTP Jose Albertazzi Avendaño and how this conversation strategy is going to help the students to improve their English skills. Also, it is important to demonstrate the results obtained before and after the implementation of the research.

### **1.1.4 Justification**

In recent years, the English language is applied in all fields from different professions, as it is a globalized language; in addition, it is needed in most professional

fields today. Due to this situation, it is important that different educational institutions, both private and public, provide an appropriate system for teaching this language.

English at the high school level must provide students with an intermediate-high level of class, therefore the students must practice in this second language in order to get the confidence, vocabulary, fluency, and experience to establish a complete conversation in English. This goal will reach only if the students have an English environment to practice the language and communicate their daily situations or experiences, as Wilson (2006) states: "The best way to learn to speak is by speaking."

The CTP Jose Albertazzi Avendaño as a technical high school will send the twelfth level students to different companies in order to develop their technical skills in a supervised practice, those companies are requiring a competitive English-speaking proficiency. According to the MEP records, most of the students get the A2 and B1 bands according to the standardized Language MEP test, which is based on the Common Europe Framework.

## **1.2 RESEARCH QUESTION**

What are the benefits of incorporating Conversational Groups and the improvement of the English-speaking proficiency among twelfth year students at CTP Jose Albertazzi Avendaño, located in Desamparados during the 1st semester of 2025?

## **1.3 OBJECTIVES OF THE INVESTIGATION**

### **1.3.1 General Objective**

- a) To analyze the benefits of incorporating conversation groups in improving the oral proficiency in English of twelfth level students at CTP Jose Albertazzi Avendaño during the 1st semester of 2025.

### **1.3.2 Specific Objectives**

- a) To identify the main difficulties that twelfth level students face when developing their ability to speak English.
- b) To examine the impact of conversation groups on students' fluency, pronunciation, and confidence in expressing themselves in English.
- c) To compare students' level of oral proficiency in English before and after participating in conversation groups.

## **1.4 SCOPE AND LIMITATION OF THE RESEARCH**

### **1.4.1 Scope of the Research**

The research will be developed in the CTP Jose Albertazzi Avendaño, which is a technical high school. This project will be focused on twelfth level students from different groups for a total of 30 students. The students' ages are from 17 to 20 years old. These students will be evaluated by the researcher in their English-speaking level to evaluate their English level before and after applying the strategy. The researcher will identify the results and improvements after the conversational groups strategy. The project aims to

identify the benefits of incorporating conversation groups in the twelfth level students in order to improve their English-speaking proficiency.

#### **1.4.2 Limitations of the Research**

The time is the main limitation for the project because the twelfth level students need to improve their English proficiency and English level in order to take the standardization English test applied for the MEP at the end of the course, beside this, this is the last year for these students, so there have to attend several meetings and engagements regarding their graduation and academic details. For this reason, it is necessary to find the enough time to prepare and practice through the conversational English groups strategy.

In addition, the material and multimedia resources are also limited to use them as a teaching tool, due to the CTP Jose Albertazzi Avendaño is a public high school and these resources are very limited in the public system. Some of the students have multimedia availability but other students do not have this option, due to this reason, it is important to get an agreement with the institution to provide a multimedia lap, in order to have all the students the option to take an English online test in order to analyze the project's results.

# **Chapter II**

## **Theoretical Framework**

## **2.1 INTRODUCTION**

The following chapter contains a literature overview regarding the benefits of incorporating Conversational Groups related to the improvement of the English-speaking proficiency. The chapter is going to provide information about different theories and strategies that the researcher can apply through the conversational groups among twelfth level students at CTP Jose Albertazzi Avendaño. Furthermore, the literature that is going to be reviewed in this chapter, the research will show different theories and topics, which confirm that through the application of conversational strategies, the speaking and English level of the twelfth level students at CTP Jose Albertazzi Avendaño can get important improvements according to their English needs.

The project will be applied with 30 twelfth level students at CTP Jose Albertazzi Avendaño, which is a technical high school located at Los Guido in Desamparados.

## **2.2 HISTORY AND CHARACTERISTICS OF CTP JOSE ALBERTAZZI AVENDAÑO, DESAMPARADOS**

It is important to mention a brief description and some important details about the CTP Jose Albertazzi Avendaño, which is a technical high school where the project will be developed. This technical high school is located in Los Guido, Desamparados, San Jose, Costa Rica.

### **2.2.1 Historical Context CTP Jose Albertazzi Avendaño**

According to the current CTP Jose Albertazzi Avendaño administration the historical context of this technical high school is the following: The excessive population growth and the increase in housing projects in the southern area of the Desamparados canton created an urgent need to create a general basic education center. In 2000, the town of Los Guido had a population of 40,000. Due to this large population, there was a need for a new school to meet the educational needs of the area. The José Albertazzi Avendaño High School opened its doors to public secondary education in the Los Guido sector in February 2000.

In 2010, there was the need to expand the facilities, as the physical plant was insufficient for the number of students attending, so the gym had important improvements and new classrooms and workshops were added. Also, the equipment to teach specialized classes, classrooms for conversational English, and exploratory workshops were included in order to meet the needs of the student population.

In 2012, the construction and expansion of the José Albertazzi Technical High School was finished, allowing 1,100 students from Desamparados, specifically Los Guido and San Miguel towns continue completing their technical studies, which will allow them to get better working opportunities.

### **2.2.2 Characteristics of CTP Jose Albertazzi Avendaño**

Nowadays the CTP Jose Albertazzi Avendaño has 40 classrooms, a technology resource center, restrooms, rest areas, covered walkways, and parking lot. As a technical high school, the students in this institution graduate with a specialty with

different options to keep working in the company where they complete the supervised practice. The high school also offers evening classes, which have had a positive impact on the community.

The CTP Jose Albertazzi Avendaño currently has a student population of 1,205 students, distributed across seven seventh-grade groups, six eighth-grade groups, six ninth-grade groups, five tenth-grade groups, six eleventh-grade classes, and six twelfth-grade groups, where the project will be developed.

## **2.3 THEORICAL CONTEXT**

### **2.3.1 History of English Teaching**

The teaching of English as a foreign language has developed different approaches that reflect changes in the understanding of language and learning. First, the grammar-and-translation method predominated, focusing on the memorization of grammatical rules and the translation of classic texts (Richards & Rodgers, 2014). Later, the direct method emerged, promoting oral communication and the exclusive use of the target language in the classroom. According to Brown (2014) during the last century, structuralist and audio- linguistic methods incorporated different behaviors that emphasized repetition and error correction to form linguistic habits.

The development of linguistics and cognitive psychology, the communicative approaches gained prominence. According to Nunan (1991) the communicative approach to language teaching (CLT) raised the need to teach not only grammatical structures but also the ability to use the language in real-world contexts. In this sense, the communicative competence, as proposed by Hymes (1972), became the central

objective of English language teaching, empathizing not only linguistic aspects but also sociolinguistic, discursive, and strategic aspects.

In recent decades, more interactive approaches have been developed, such as task-based language teaching and collaborative learning, which place the student at the center of the learning process and promote the new language interaction as the primary means of language acquisition (Ellis, 2003). Currently, English language teaching combines communicative, technological, and cultural aspects, adapting to the needs of the current century students (Richards, 2015).

### **2.3.1.1 English Teaching in Costa Rica**

In Costa Rica, English language teaching has played a fundamental role within the education system since the mid-20th century. According to Arroyo (2012), formal English language instruction began to consolidate in secondary and university education starting in the 1950s, with the creation of specialized academic programs. Later, the University of Costa Rica and other institutions trained teachers to teach English using modern approaches.

In recent decades, the Costa Rican government has implemented national policies focused on bilingualism, such as the creation of the Costa Rica Multilingual Foundation and the National English Program of the Ministry of Public Education (Olivares-Garita & Barrantes-Elizondo, 2023). These policies reflect the recognition of English as an essential tool for global competitiveness and the country's economic development. However, recent research points to important challenges, such as a lack

of resources, regional inequality, and the need for ongoing teacher training (Sevilla-Morales, 2018).

### **2.3.1 Skills in the process of learning English**

#### **2.3.1.1 Listening**

Listening comprehension is one of the most important skills for language acquisition, as it provides the primary type of linguistic input. According to Rost (2011), listening involves processing auditory information, interpreting meanings, and responding appropriately based on context. Therefore, teaching listening comprehension is not limited to passive exposure but requires strategies, such as: the use of authentic materials, content prediction, and the identification of main ideas (Richards, 2008). Furthermore, practicing this skill the students are able to improve pronunciation, intonation, and fluency.

#### **2.3.1.2 Reading**

Reading is a receptive skill that contributes to the development of vocabulary, grammar, and overall language comprehension. Nunan (2003) explains that reading in a second language is an interactive process in which the reader combines information from the text with their prior knowledge to construct meaning. In English language teaching, two types of reading are promoted: extensive reading, which fosters fluency and the enjoyment of reading, and intensive reading, which develops detailed and analytical comprehension (Harmer, 2007). Both are fundamental for consolidating the student's linguistic competence.

### **2.3.1.3 Writing**

Writing is a productive skill that allows to organize and express ideas coherently and in a structured way. According to Raimes (1983), writing in a second language is a complex process that involves planning, drafting, revising, and editing. Contemporary approaches, such as the process writing approach, emphasize the importance of the process over the product, promoting continuous feedback and peer collaboration (Brown, 2014). Furthermore, writing helps to strengthen grammar and vocabulary and stimulates the learner's metalinguistic reflection.

### **2.3.1.4 Speaking**

Speaking is one of the most valued skills for English learners, as it represents the ability to communicate effectively. According to Luoma (2004), speaking combines linguistic, cognitive, and social aspects, so its instruction should focus on fluency and accuracy. Harmer (2007) points out that oral practice should be based on meaningful activities such as debates, presentations, role-plays, and guided discussions. Assessment of this skill typically focuses on pronunciation, vocabulary, grammar, and discourse coherence.

## **2.3.2 Speaking Skill**

### **2.3.2.1 Definition**

The speaking skill, is defined as the capacity to produce and express thoughts orally in a foreign language. According to Chaney (1998), speaking is “the process of constructing and sharing meaning through the use of verbal and nonverbal symbols.” Richards (2008) emphasizes that oral competence is not limited to word production, but

also involves social interaction, negotiation of meaning, and adaptation to different communicative contexts. Therefore, teaching speaking involves developing both linguistic and pragmatic competence.

Speaking plays a crucial role in the development of English proficiency for students learning English as a Second Language (ESL). Communication between two or more people reinforces language acquisition and also enhances fluency, pronunciation, and overall confidence in using a second language. Several linguistic theories and studies support the importance of speaking in language learning. According to Richards and Rodgers (2001), "language is acquired through communication" (p. 161). This suggests that students who actively engage in speaking activities are more likely to develop their English skills compared to those who rely solely on reading and writing.

### **2.3.2.2 Relevance in the process**

The speaking has a central place in English language teaching, as it represents the practical application of the other skills. According to Burns and Joyce (1997), oral ability is the visible evidence of language learning, as it allows one to demonstrate fluency, coherence, and comprehension. Furthermore, oral production improves the learner's confidence and autonomy by providing opportunities to use the language in real-world contexts. In higher education, oral competence is essential for participation in international academic and professional environments (Brown, 2014).

### **2.3.2.3 Strategies to enhance the skill**

A strategy is required in order to develop every goal in an educational environment. According to Colin (2009), the strategies are general patterns of teacher-students in the realization of teaching and learning activities to achieve the lesson's objectives. The strategy is the ability to decide, to lead, and also the capacity to understand the objectives that are going to be reached.

In order to develop speaking skills, teachers can employ a variety of pedagogical strategies. Richards (2008) proposes the use of authentic communicative activities, such as debates, simulations, interviews, and role-playing. Nunan (2004) suggests that oral tasks should have a clear communicative purpose, focused on the exchange of information and the negotiation of meaning. Similarly, Celce-Murcia (2001) emphasizes the importance of a low-anxiety learning environment that encourages spontaneous participation. Positive feedback and delayed corrections also contribute to improving fluency and student confidence.

### **2.3.3 Conversational Groups**

Conversational groups is a teaching strategy focused on interaction and communication among peers in order to improve the speaking skills. According to Littlewood (1981), cooperative learning improves active student participation and allows them to use the language meaningfully. In these groups, students practice the language through guided conversations, discussions, or structured activities. Furthermore, conversational groups promote independent learning and the development of fluency by prioritizing communication over immediate correction (Richards & Rodgers, 2014).

### 2.3.3.1 Rol of the teacher

In conversational groups, the teacher assumes the role of facilitator rather than knowledge transmitter. Harmer (2007) explains that the teacher should design activities appropriate to the students' level, provide linguistic support, and create a safe environment that encourages participation. Brown (2014) adds that the teacher should monitor the interaction without constantly interrupting, offering constructive feedback at the end of the activities. In this way, the teacher guides the communicative process and promotes learner autonomy.

The relationship between the teacher and the students is known as rapport. This factor is very important when it comes to the students' overall experience of the lesson taught or in this case the topic that is going to be shared in the conversational group. For example, a student will always remember a teacher from elementary school, high school or college, but this memory can be good or bad according to the kind of rapport that was developed in the class. According to Holleman (2009), a good rapport signals mutual understanding, trust, and the willingness to engage with the students, while a lack of rapport indicates a teacher's estrangement with the students.

Holleman (2009) also recommends four ways to establish rapport in the classroom. First of all, it is necessary to create a shared mental space talking about analogies that invite the students to believe the same truths about general things, inviting the students to consider the objectives of the lesson, proposing interesting questions, and demonstrating genuine curiosity. The second way to establish rapport is the importance of the topic. If the students know what they are going to learn and how that topic can help them in their lives, they will engage immediately.

The third way, according to Holleman (2009), is to have strong communication, and make the necessary pauses to check the students' understanding, since when a teacher acknowledges the students in the learning process they will feel rapport with their teacher. The fourth and last way to establish rapport, according to Holleman, is to use different communication modes. The skilled teachers use different communication modes to accommodate new styles of receiving information and also the different learning styles.

Furthermore, rapport helps the students to acquire good knowledge for life if the classes are fun and more appealing to their interest than with a teacher who shows a negative attitude towards the students, creating a boring atmosphere in the classroom. In a survey conducted in Auburn University, Buskist and Saville (2001) found that "only slightly more than half of the surveyed students reported that they had experienced rapport with the professor." This is good evidence that developing rapport is not an easy task for some teachers, where they have to make a big effort to build a good relationship with their students, while for other teachers a good rapport comes naturally.

If the teacher or in this case the researcher follows these four steps to establish the rapport with the twelfth level students at this high school, the teacher will have the effectiveness to have a good relationship with the students in the conversational groups. According to Holleman (2009), when the teachers are able to establish rapport, they invite the students into an environment which allows the students to learn.

The management of the conversational groups includes how the classroom or physical space is organized, where and how the students are working, and how the teacher appears and talks to the students. It is important to mention that according to

Harmer (2007), the teacher's physical presence influences the environment. It is important for the teachers to consider how close they should be to the students, since some students could be uncomfortable if their teacher sits or stands close to them. Also, the tone of voice is an important instrument for the teachers. According to Harmer (2007), the teachers have to consider the use of the voice, due to the audibility is necessary to get good communication. Therefore, the teachers must be sure that all students can hear well what he/she is saying. Harmer also states that a clear voice projection is more important than the volume, so the teachers have to be sure that the audibility is good in the classroom or place where the conversation groups are developed.

The conversational groups also need a time where the teacher and the students talk, especially if the students are studying, practicing, and learning a new language. According to Harmer the lessons require a balance in the talk time between the teacher and the students. In some activities the students should have a chance to talk in order to practice the new language, develop their new language skills, and also explain their own ideas.

### **2.3.3.2 Rol of the Student**

The students adopt an active and collaborative role in the conversational groups, Nunan (2003) points out that learners should be active participants who negotiate meaning and construct knowledge through dialogue. This approach promotes shared responsibility for learning and the development of social and linguistic skills (Littlewood, 1981). Furthermore, peer interaction facilitates exposure to different speech styles and communicative strategies, enriching overall oral competence (Richards, 2008). Nunan

(2003) states that learners should be active participants who negotiate meaning and construct knowledge through dialogue. This approach promotes shared responsibility for learning and the development of social and linguistic skills (Littlewood, 1981). Furthermore, peer interaction facilitates exposure to different speech styles and communicative strategies, enriching overall oral competence (Richards, 2008).

### **2.3.4 Strategies to Teach in Conversational Groups**

There are several strategies for teaching in conversational groups. Celce-Murcia (2001) recommends planning communicative activities with a clear objective and assigning roles within the group to foster cooperation. Richards (2008) suggests using problem-based tasks, information-gap activities, and simulations that reflect real-life situations. The seating arrangements is a useful strategy that can help the teacher to catch the students' attention in the conversational group. According to Jones (2001) a good seating arrangement is the cheapest way to have good communication from teachers and students.

The teachers have to modify the classroom or place where the conversational group is as they believe the students can work better. Harmer (2007) states that the seating arrangements provides several advantages in order to develop the class. The following figures will illustrate two important arrangements, which the teacher can use to create a good position to develop the conversational groups.

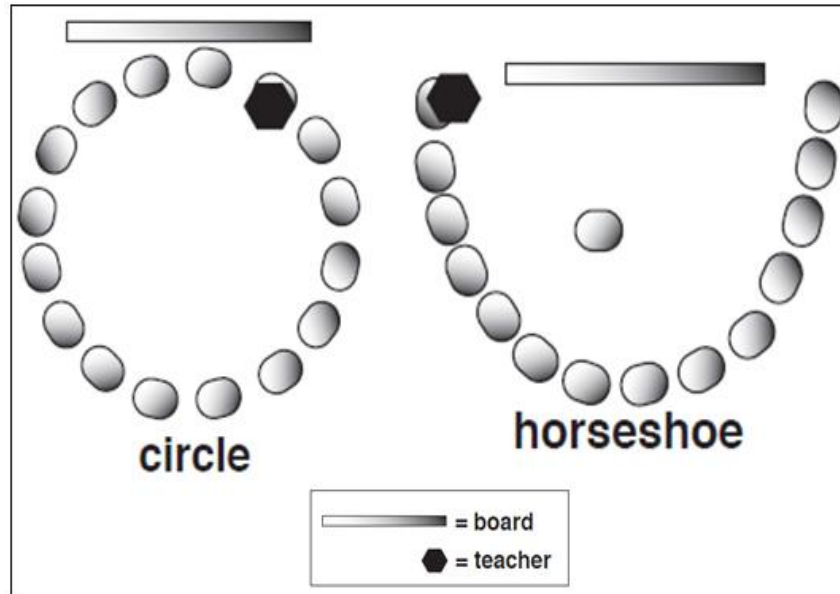


Figure 1 Circles and Horseshoe (Harmer, 2007)

The circles and horseshoe are very useful seating arrangements mainly in small places. Harmer (2007) states that in this arrangement the teacher and the students are in a fair and greater feeling of equality, since even the teacher is seating in the circle or in the horseshoe with the students. The teachers can use this arrangement if they need to decrease the barriers between themselves and their students. Furthermore, the classroom in a circle or horseshoe arrangement is perfect to speak, because the students can see each other and make eye contact. In this case, the students can share their feelings and formation through talking, movements or body language, and eye contact. The teacher also can have participation providing help or guiding the activity.

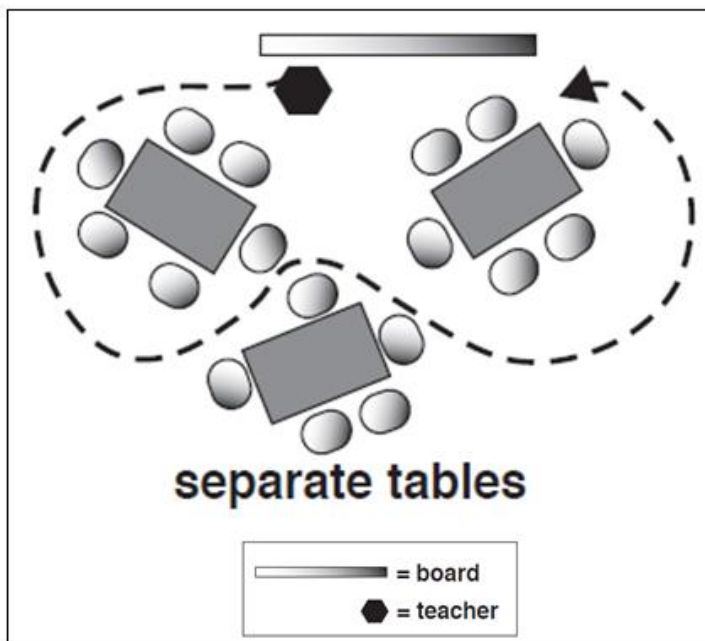


Figure 2 Separate tables (Harmer, 2007)

The Separate Tables classroom arrangement is used to work in groups of students. Harmer (2007) states that when the students are sitting in small groups at individual tables, it is better and easier for the teacher to work with one group helping them out if there are some difficulties, while the other groups are working on their own conversation. In this arrangement, the students can use and share their knowledge among them. The Separate Tables arrangement also helps the students to learn from their other partners. Another advantage of this classroom arrangement is that the groups of students can work together to develop a special idea, concept or topics given in a conversation.

According to Weinstein (2003) the classroom design should respond to criteria of visibility, accessibility, and flexibility, which facilitates teacher supervision, student participation, and the adaptation of the space to different communicative dynamics. When the classroom is organized intentionally, it promotes a climate conducive to

collaboration and linguistic interaction, which will help the students to improve their participation within the conversational groups. Malaguzzi (1993), from the Reggio Emilia approach, introduces the idea that the environment functions as a "third teacher," guiding and supporting learning processes through an aesthetic, accessible, and stimulating design. Although this approach originated in the context of early childhood education, its principles are applicable to students of any level, as they emphasize the importance of a space that encourages exploration, communication, and collaborative work.

The English lessons need that the students have exposure, motivation, and opportunities to use the new language. Harmer (2007) states that the students need important elements that can be developed in the lessons, these elements are Engage, Study, and Activation, and can help the teacher to reach good results in the English speaking. For instance, the students will respond with better results in the learning of the lesson if they are engaged in the topics developed in the activity. According to Harmer, if the students are not engaged emotionally with what is going on, there is not passion, curiosity and the students are not involved in the lesson, so they will not be paying attention, and the results are not going to be as expected. However, if there is an engagement with the lesson and topic developed the learning will be successful.

The engagement is described, according to Harmer (2007), as a hook that catches curiosity, passion, and also involves the students in what is going to be taught. This engagement can be activities and materials, such as: games, music, discussions, anecdotes, stories, stimulating pictures, news and others that engage the students with the topic.

The Study is the second element according to Harmer that focuses the students on the topic. These activities promote in the students the construction of something regarding the language itself. This study of the language construction is the students' perception about the contents or topic that is shared in the conversational group by the teacher, so the students present and practice what it was learned.

The activation is the third element and according to Harmer (2007), this element describes exercises and activities where the students use the language learned in a free and communicative way. The objective in the activation is to promote that the students practice and use all the language learned and that it can be appropriate develop in any instruction or topic in the conversational groups.

When the students use the new language in interesting topics for them, they are involved in the language activation; the language learned is used to understand what they are doing. Some activities to promote the activation element could be role-plays, debates, discussions, stories, perform radio commercials, and news discussions.

The Engage, Study, and Activation elements can be used in different sequences, so the use of these elements does not mean that they should be in the same order. Harmer (2007) illustrates three different sequences with the following figures.

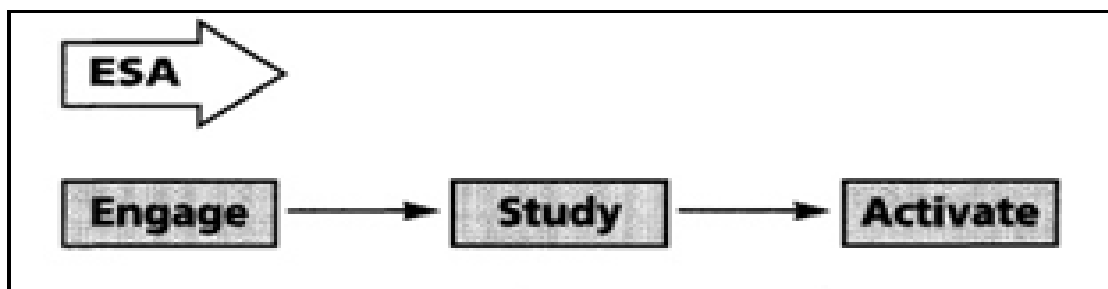


Figure 3 Straight arrows sequence (Harmer, 2007)

The first sequence is in straight arrows, so the teacher has to get the group's interest with the Engage process, so then the class will develop the Study, and finally the production to get the Activation element.

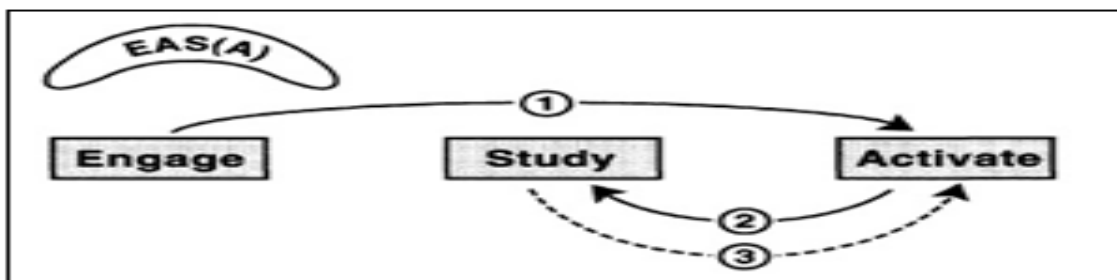


Figure 4 Boomerang sequence (Harmer, 2007)

The boomerang is the second sequence according to Harmer. According to the students' needs and English level from the students, the teacher works in the Activate element after the Engage element, then Study element is covered and then a general activation is performed at the end of the lesson.

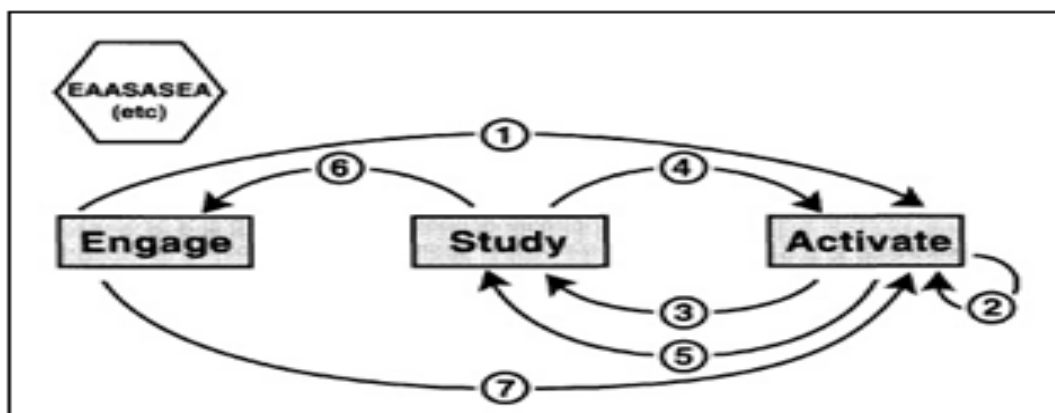


Figure 5 Patchwork sequence (Harmer, 2007)

The third sequence that Harmer (2007) states is the patch work sequence. Many lessons need a mixture of procedures and mini procedures, where a variety of episodes have to be completed to accomplish the lesson objectives. In this sequence, the students can engage looking a picture and then perform the activate element making comments and arguments about it in English. After this, the teacher provides new vocabulary regarding the topic already engaged and activated. Then a new activation is performed to ensure the students understand the new information. The teacher develops the study element, teaching a new structure or construction of new information, which at same time can work to engage again the students in the lesson with the discussion of a relevant topic. At the end the students perform an activity to use what was learned, which could be a commercial using sound effects and music.

Harmer (2007) adds that the teachers have to decide what the students will achieve at the end of the activity. In this case the Engage, Study, and Activation elements provide good opportunities for the students to use the language learned.

Johnson and Johnson (1989) also offer a perspective focused on cooperative work as a driving force for social and linguistic interaction. Their cooperative learning theory maintains that classroom layout should facilitate small group work and promote fluid communication among members. Arranging tables in teams, creating specific areas for conversation, and ensuring sufficient space for movement all contribute to increased participation and meaningful use of the target language. These elements are fundamental in activities where oral interaction is central.

Finally, feedback and assessment become crucial stages in the development of oral communication in a second language. Authors of the communicative approach,

such as Richards and Rodgers (2014), point out that feedback should prioritize fluency and intelligibility over exhaustive grammatical correction, as this allows the focus to remain on the meaningful use of language. Similarly, Ellis (2009) highlights that repetition and extensions of an activity provide additional opportunities for communicative practice, which strengthens language automatization and progressively improves oral performance. Regarding assessment, Brown (2004) emphasizes the value of instruments such as rubrics, checklists, and self-assessments, as these resources promote metacognitive reflection and the student's commitment to their own language learning process.

The strategies to develop the conversational groups explained before provides several tools to the teacher/researcher to improve the English-speaking proficiency among the chosen students at CTP Jose Albertazzi Avendaño in order to develop the project.

# **Chapter III**

## **Methodological Framework**

## **3.1 TYPE OF INVESTIGATION**

### **3.1.1 Purpose**

In the following investigation the researcher is going to show the methodology methods, collection of data instruments, and procedures that are going to be used in order to obtain the most appropriate information from the subjects of the investigation, which are thirty students from twelfth level students at CTP Jose Albertazzi Avendaño in Los Guido, Desamparados.

### **3.1.2 Temporal Dimension**

The phenomenological research is a strategy of inquiry. Creswell (2009) states that in phenomenological research the researcher identifies the essence of the human experiences as phenomena, which are described by the participants. Creswell also affirms that in the understanding of lived experiences phenomenological research becomes a philosophy as well as a method, which involves the study of subjects through engagement patterns and relationships.

The researcher is going to develop different procedures in order to reach the objectives of the investigation. It is necessary for the researcher to establish a list of different activities in order to obtain accurate information in order to reach the project's objectives. The researcher has to identify the English level of the students. Also, it is necessary to identify which are the opportunity improvement areas the students need to work in the conversational group in order to improve their English speaking level. The researcher also has to establish which topics are going to be the most suitable to

implement in the conversational groups, and which are going to be the improvements that the project can add or provide to the twelfth level students at CTP Jose Albertazzi Avendaño, who are the subject of the investigation.

### **3.1.3 Framework (Mega, Macro, and Micro)**

The Mega, Macro, and Micro framework analyzes different levels of scale or scope. In this case the framework designs strategies and interventions with a better sense for the research. The mega framework focuses on large population, for example all the MEP students. The Macro framework includes medium range structures, such as whole high school students. The Micro refers to individuals, as in this case the twelfth level students at CTP Jose Albertazzi, so the research will be developed with the micro framework.

### **3.1.4 Nature (Quantitative, Qualitative, and Mixed)**

The quantitative and qualitative methods are used in order to collect data for the researcher in order to develop the project. According to Creswell (2009), Qualitative research explores and understands the meaning of individuals or groups ascribe to a social or human problem. The process involves emerging questions and procedures such as: data collected from the participants, data analysis from particular themes or activities, and the interpretations of data from the researcher. On the other hand, quantitative research tests objective theories examining the relationship among variables. Creswell also states that these variables can be measured typically by instruments, so that numbered data can be analyzed using statistical instruments.

Creswell also states that there is a general principle to balance between keeping a focus on research issues and avoiding undue influence from the researcher.

The mixed methodology research is an approach used in order to inquiry that combines the qualitative and quantitative forms. According to Creswell (2009), the mix of qualitative and quantitative approaches involves philosophical assumptions and the usage of both approaches in a study. This project will be developed using the mixed methodology. The mixed methodology according to Creswell involves the use of both approaches in tandem that the overall strength of study is greater than the qualitative and quantitative research. Creswell also states that individual researchers have freedom of choice. In this way, the researchers are free to select the best methods, techniques, and procedures of research according to their needs and purposes.

### **3.1.5 Character (Exploratory, descriptive, correlational)**

Exploratory research is conducted to explore a problem or a topic where little information is available. It helps researchers gain insights and ideas for a more detailed investigation. Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon, according to Cooper (2011) "Descriptive research is used to describe characteristics of a population or phenomenon being studied." Finally, the Correlational research examines the relationship between two or more variables to determine whether a relationship exists. Creswell (2009) states, "Correlational research attempts to determine the extent to which two or more variables are related."

According to the previous information, this researcher will combine two characters: Descripted and Correlational.

## **3.2 SUBJECTS AND SOURCES OF INFORMATION**

### **3.2.1 Primary Sources**

Primary sources are original documents, materials or even interactions that the researcher can use in order to provide direct evidence on the research project or topic. These sources are useful to develop the research project based on the improvement of the English speaking through the implementation of conversational groups in a group of students from a technical high school.

The primary sources in the acquisition of a second language generally include: Interviews, surveys, recording activities, learning dairies, and projects as the presentations from the students. In this project the interviews, surveys, and tests will be included to get results from the object of study. This information will help the research to get perspective, data, and general perception from the students and project development.

### **3.2.2 Secondary Sources**

The secondary sources are analyses, comments, or summaries of primary sources, such as: academic articles, textbooks, research projects, literature reviews, among others.

The use of primary and secondary sources in the research projects develops a clear understanding regarding the theme and objectives established. This not only improves the quality of the research but also provides valuable resources to the researchers and the objects of study involved in project development.

### **3.3 SAMPLING (OBJECTS AND SUBJECTS OF STUDY)**

#### **3.3.1 The Population**

The population chosen in order to develop the project is the twelfth level students at CTP Jose Albertazzi Avendaño. This is a public technical high school located in Desamparados. This institution belongs and follows MEP's policies and curriculum.

#### **3.3.2 The Sample**

The selected sample for this research is thirty students from twelfth level in the same group at CTP Jose Albertazzi Avendaño. This population is between seventeen and nineteen years old. These students have received the Academic English subject since the seventh level from the MEP curricula.

### **3.4 TECHNIQUES AND INSTRUMENTS**

This project will include observation, interviews, and diagnostic evaluations. According to Kawulich (2005), observation is a tool used in a variety of disciplines. The observation provides the researcher ways to check for nonverbal expression of feelings, interactions, and participation from the subjects of the investigation.

The observation is going to provide a general concept about how to develop the project and also a new appreciation for the researcher about the students' behavior through the project application. Also, the observation can collect different kinds of data providing the researcher with a better understanding to develop the project.

The interview is based on conversations, which are going to be defined and controlled by the researcher. The interviews will help the researcher to find the most appropriate plans to manage and complement the project development. Also, the interviews will provide the researcher with the perception from the students through the project.

Finally, the diagnostic evaluations are going to help the researcher to establish the most appropriate objectives in order to start with the project, besides the improvement achieved at the end of the project. The researcher will apply a pre-test and a post-test, before and after the conversational groups' strategy in order to analyze the impact from the conversational group's strategy in the twelfth level students at CTP Jose Albertazzi Avendaño.

### 3.5 VARIABLES CHART

#### General Objective:

- a) To analyze the benefits of incorporating conversation groups in improving the oral proficiency in English of twelfth level students at CTP Jose Albertazzi Avendaño during the 1st semester of 2025.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To identify the main difficulties that twelfth level students face when developing their ability to speak English.	Identify the main issues the twelfth level students face when they are trying to speak in English	The main problems the twelfth level students face when they are speaking in English as their second language.	The interview consists in a guide developed by the researcher, composed of open questions related to the main difficulties that twelfth level students face when developing their ability to speak English.	The interview is the process of direct interaction between the researcher and the twelfth level students at CTP Jose Albertazzi Avendaño. The goal is to get information about students' perceptions, attitudes, and

				experiences when they are speaking in English.
To examine the impact of conversation groups on students' fluency, pronunciation, and confidence in expressing themselves in English.	Examine the impact of the conversational group's strategy in the English-speaking skills when the twelfth level students at CTP Jose Albertazzi Avendaño are expressing in English.	The conversational groups impact in the English-speaking proficiency from the twelfth level students at CTP Jose Albertazzi Avendaño.	The observation instrument is used by the researcher in order to analyze specific criteria related to pronunciation, fluency, and vocabulary from twelfth level students at CTP Jose Albertazzi Avendaño during the conversational	Observation instrument is used to systematically record students' behaviors, attitudes, and English-speaking proficiency during the conversational group strategy. Its purpose is to analyze the student's communication

			group's strategy.	skills, during the process.
To compare students' level of oral proficiency in English before and after participating in conversation groups	Compare the students' English speaking level, before and after their participation on the conversational group's strategy	Compare the English-speaking level, before and after the conversational group's strategy from the twelfth level students at CTP Jose Albertazzi Avendaño.	The instrument is a test applied before and after the conversational groups strategy in order to compare the English-speaking level from twelfth level students at CTP Jose Albertazzi Avendaño.	The test is defined as an assessment applied to the twelfth level students to quantitatively measure their English-speaking proficiency before and after the implementation of conversational groups strategy.

# **Chapter IV**

## **Analysis of the Results**

## **4.1 DIAGNOSTIC OF THE CURRENT SITUATION**

The following chapter contains the analysis results from the collection data instruments. These instruments were applied to twelfth level students at CTP Jose Albertazzi Avendaño in order to develop the objectives of the project regarding the benefits of incorporating conversational groups in order to improve the English-speaking proficiency among these students.

### **4.1.1 Analysis of the survey**

This instrument was applied as a printed survey to the thirty twelve-level students at CTP Jose Albertazzi Avendaño (Anex 1). The purpose of this survey was to identify main issues the twelve-level students feel they have to speak in English as a second language at high school, which has correlation the with the first specific objective in the research.

The students` answers helped the researcher to identify the main problems or situations the students feel when they have to speak in English in their current English classes, which help us to take the proper actions to develop the conversational groups.

## Graphic # 1

### Do you feel nervous when you speak English?

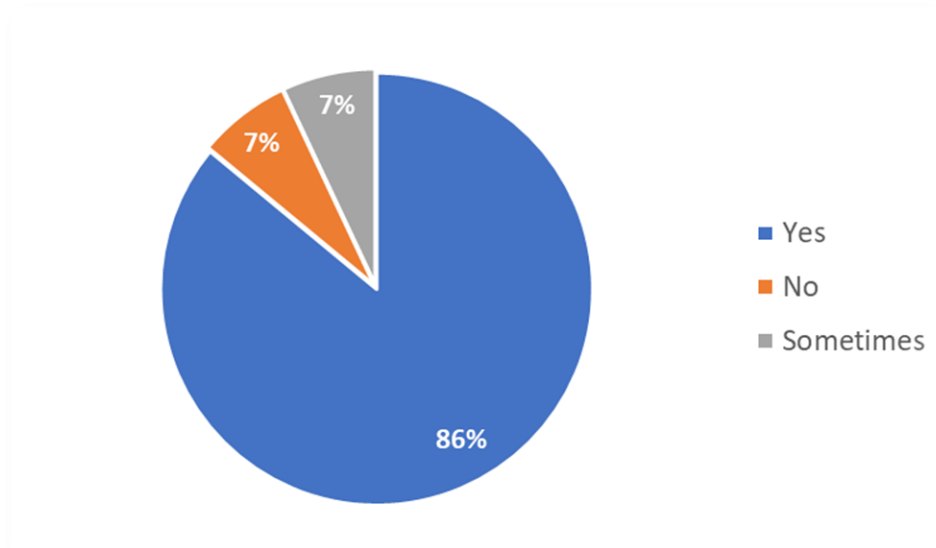


Figure 6. Source: Survey applied to 12<sup>th</sup> level students CTP Jose Albertazzi Avendaño, 2025.

### Results:

Figure six shows that eighty-six percent of the students feel nervous when they speak in English, so the most of students feel nervous when they are speaking in English. Then we have a 7% that indicates the students do not experience nervousness, while another 7% states that they sometimes feel nervous to speak in English.

### Interpretation:

The high level of nervousness reflected in most of the students' results is a problem to get an effective communication in a second language. This affects students' oral performance, limiting their participation in conversations, presentations, or interactive activities.

On the other hand, the 7% of students who do not feel nervous may indicate that around only 2 students have more practice and experience in the English speaking. The another 7% (2 students) that responded "sometimes" shows that nervousness can vary depending on the context or the level of confidence in certain situations.

## Graphic # 2

### Do you have problems to understand English conversations?

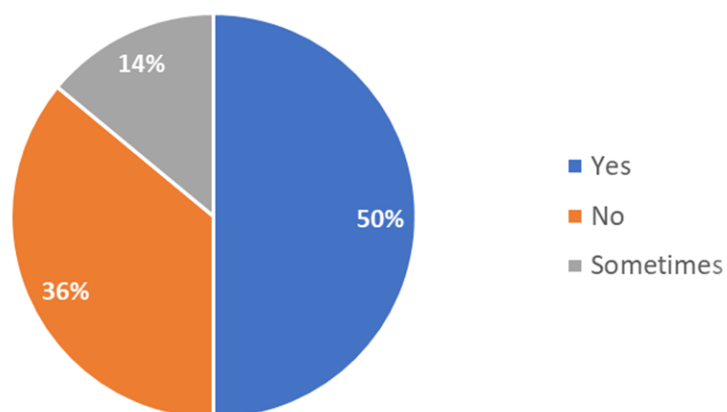


Figure 7. Source: Survey applied to 12<sup>th</sup> level students CTP Jose Albertazzi Avendaño, 2025.

## Results:

Half of the answers (50%) stated that they have problems understanding conversations in another language, in this case English. This shows that listening comprehension is one of the main issues to learn and speak in another language. Then, 36% answered that they have no problems understanding conversations, which shows that more than a third of the group feels comfortable with their listening comprehension skills. Finally, 14% said that sometimes have difficulty. This states that there are specific

situations, such as: speed, accent, or some vocabulary, which the students may have problems.

### Interpretation:

These results shows that most of the students (64% including “yes” and “sometimes” answers) have problems understanding conversations in English. This could be related to the following points: Lack of exposure to the language in real-life situations, low of listening comprehension practice, and limited vocabulary.

### Graphic # 3

**Do you struggle (have problems) to find the right words when speaking in English?**

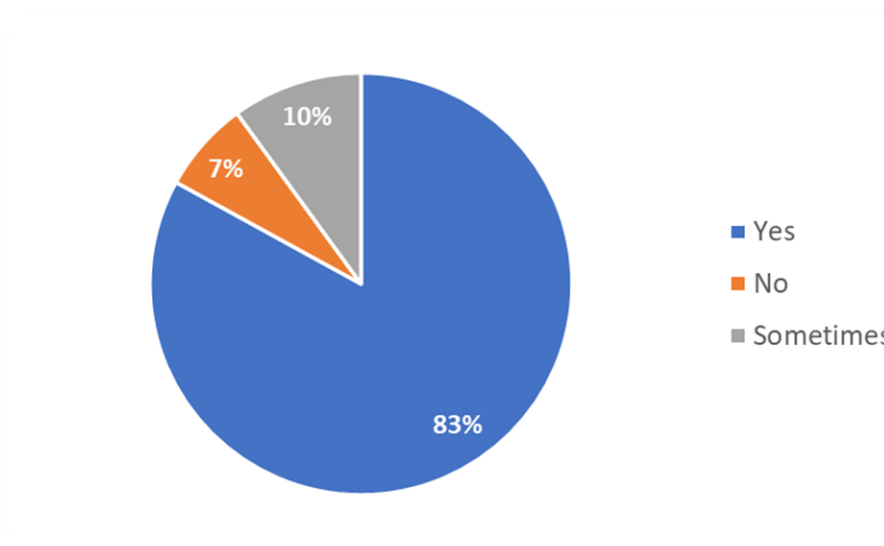


Figure 8. Source: Survey applied to 12<sup>th</sup> level students CTP Jose Albertazzi Avendaño, 2025.

### Results:

Most of the students (83%) realize having problems in order to find the right words when speaking in English. This shows a significant limitation in oral production, specifically in quickly and accurately accessing the appropriate vocabulary during a

conversation. Only 7% states that they do not have this problem, and the 10% of the students report that they sometimes face this type of problems at the time.

### Interpretation:

These results reflect that most of the students experience significant difficulty expressing themselves in English, mainly when selecting appropriate vocabulary for a conversation, which shows that the problem may depend on the context, the topic of the conversation, or even their confidence to speak in English.

### Graphic # 4

**Do you have problems pronouncing English words?**

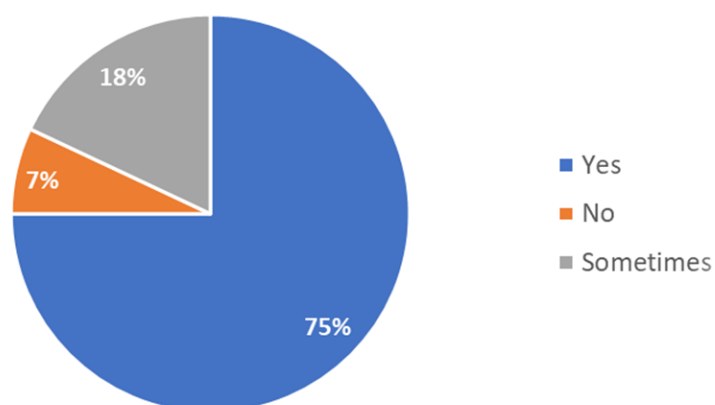


Figure 9. Source: Survey applied to 12<sup>th</sup> level students CTP Jose Albertazzi Avendaño, 2025.

### Results:

In these results 75% of answers stated that they have problems with the English language pronunciation. Only 7% indicated that they do not have this problem, which shows a minority from the whole group of students. The 18% answered that

"sometimes," so this suggests that it depends of the pronunciation and the type of some words, the communicative context, or the stress level.

### Interpretation:

This indicates that pronunciation represents one of the main difficulties when speaking, possibly affecting the speaker's fluency and confidence. This result shows that pronunciation is a common and significant barrier for second language learners or speakers.

### Graphic # 5

**Do you have problems to maintain a conversation in English?**

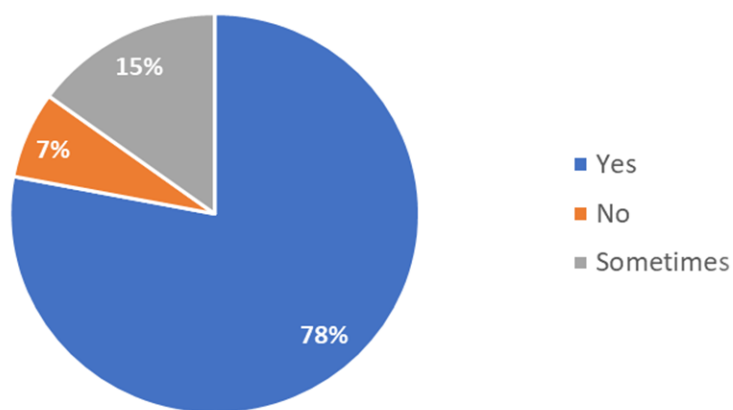


Figure 10. Source: Survey applied to 12<sup>th</sup> level students CTP Jose Albertazzi Avendaño, 2025.

### Results:

According to these results, 78% of the students indicated that they do have difficulty maintaining a conversation in another language. This reveals that most of the twelfth level students face a significant challenge in on order to keep on speaking in

English conversations, which directly affects their ability to communicate fluently. A small percentage (7%) indicated they do not have this problem, suggesting that only this percentage feel confident maintaining English conversations. Finally, 15% responded "sometimes," which shows that some students can vary according to the topics, contexts or their level of confidence at the time.

**Interpretation:**

These results show that maintaining a conversation in another language is one of the most difficult skills for the students. This may include several factors, such as: lack of fluency and sufficient vocabulary, difficulty processing and responding quickly in the English language, insecurity, fear of making mistakes, or lack of real-world English practice.

**Graphic # 6**

**Do you feel you have enough opportunities to practice English outside of the English classroom?**

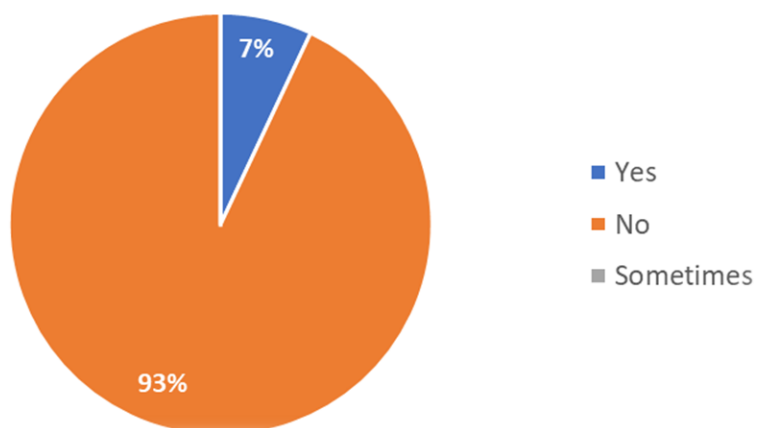


Figure 11. Source: Survey applied to 12<sup>th</sup> level students CTP Jose Albertazzi Avendaño, 2025.

**Results:**

According to these results a 93% of the students responded that they do not have enough opportunities to practice the English language outside of the classroom. This indicates a significant limitation in their everyday environment to practice English as a second language. Only 7% indicated that they have access to external practice opportunities, representing a very small group that likely has additional resources to practice English outside the classroom.

**Interpretation:**

This result shows that most of the twelfth level students do not practice outside the English classroom, which affects their development of communication skills to get the English as their second language.

This result may also reflect a lack of access to important resources to improve their English skills, such as: internet, apps, videos, among others. Also, the lack of practice of English in every day environments where English language can be used, such as friends or family.

**Graphic # 7**

**Do you feel that a lack of confidence affects your performance when speaking English?**

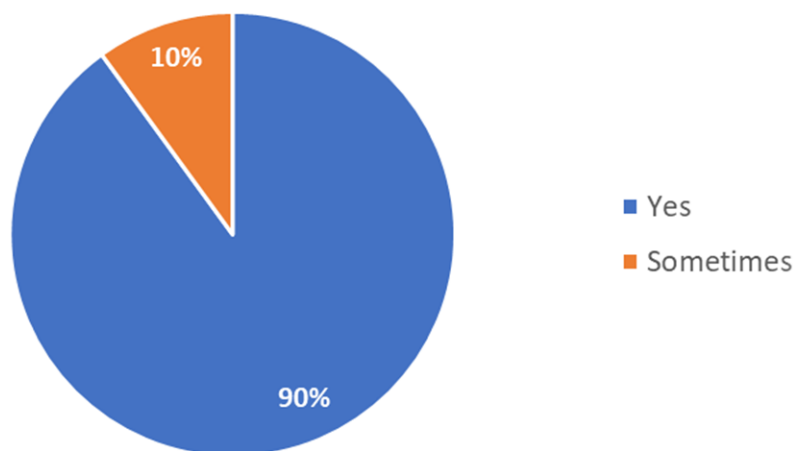


Figure 12. Source: Survey applied to 12<sup>th</sup> level students CTP Jose Albertazzi Avendaño, 2025.

**Results:**

In this question, 90 % of the student's respondent that a lack of confidence affects their English learning. This result clearly shows that personal insecurity is a key factor limiting language development. The 10% responded "sometimes," indicating that, although not always, they are also affected by insecurity at certain times or in certain contexts.

**Interpretation:**

This result reflects that the emotional factor is as important as linguistic knowledge. Lack of confidence can affect the oral production, especially in public or evaluative contexts. Also, if the students do not have the enough confidence to speak in English the fear will increase, which decreases active participation. Finally, the lack of confidence causes a negative perception of the student's oral skills, which limits the student` progress in the English conversations.

**4.1.2. Analysis from observation instrument on the Conversational Groups.**

The second instrument used in this project was the observation (Anex 2), which was developed when the twelfth-level students were working in the conversational groups. The survey helped the researcher to see some improvements in different categories regarding the speaking skill, such as: fluency, pronunciation, and confidence gotten to get a good communication in English as a second language. It is important to mention that this instrument and results are related to the second specific objective from this project.

**Question 1****Do the students communicate fluently without excessive pauses?**

During the last weeks the twelfth-level students have shown important improvements in the fluency when they are speaking in English. At the beginning, starting the project many of them showed many pauses when speaking, mainly to find the proper words; however, most of them can have a fluent conversation in English without interruptions.

**Question 2****Do the students use apply an accurate vocabulary according to the topic?**

The twelfth-level students have expanded their vocabulary through the conversational groups activities. In recent activities they use more accurate words according to the topics developed. Starting the project, they used general terms, but now they can include more specific words, even synonyms in the English conversations.

**Question 3****Do the students use correct grammatical structures during conversation?**

Most of the students have shown a good progress in the use of grammatical structures. In the English conversations, they are using the correct verb tenses according to idea to develop. Some of them have to work in this area to avoid common errors, such as: incorrect use of regular and irregular verbs and third person contexts, however, the overall mistakes in these areas have decreased.

**Question 4****Do the students have a clear and accurate pronunciation?**

Currently, the students pronounce more clearly and are working to improve their intonation. They still make some mistakes, but their pronunciation has improved thanks to the practice and repetitions. Their communication is more fluent and accurate. This has increased their confidence when interacting with their classmates.

**Question 5****Do the students actively participate and maintain the conversation within the group?**

Through the implementation and participation of the students in the conversational groups, they now engage more actively in an organized manner. Previously, some of them showed long silence periods or remained silent, now they improved the implementation of ideas to speak and participate frequently. Something important to add is that the introduction of topics of interest to them, such as: sports, likes/dislikes, news, social media, future plans, among others has motivated their participation in the conversations.

**Question 6****Do the students respond the questions without problems?**

During the observation, the researcher realized that the students have developed better listening skills and they process information more quickly. Now the students provide more complete and correct answers. Practice sessions focusing answer

questions have been very helpful. This point will help the students to provide accurate and complete information in real-life situations.

### **Question 7**

#### **Do the students demonstrate confidence when speaking in their second language?**

Now the students feel more confident when they are speaking in English. During oral activities, they express less fear of making mistakes, which help them to increase their confidence when they are speaking in English as a second language. This confidence has been the key to keep on speaking without fear or making mistakes. Also, they have learned to self-correct and continue without losing the idea of the conversation.

#### **4.1.3. Analysis of the speaking test applied before and after the project.**

In order to identify and compare the speaking level of the twelfth level students at CTP Jose Albertazzi Avendaño before and after the conversational groups, there was applied an online test in <https://www.efset.org/>, which is a website that provides results from the different English skills, in this case it was used to compare the speaking improvements in the students. The test was applied twice, before and after the conversational groups' strategy.

<b>Level</b>	<b>Test 1</b>	<b>Test 2</b>	<b>Comments</b>
A2	53%	6%	Important decrease
B1	33%	23%	Light decrease
B2	10%	63%	Important improvement
C1	4%	8%	Light improvement

The results show significant improvements in students' performance after applying the conversational groups' strategy. There was a decrease in low scores (A2), since in the Test 1, more than half of the students (53%) scored an A2. In Test 2, only 6% remained at this level. This indicates that many students had overcome the low-performance barrier.

The most important improvement is shown with the increase in the levels B2 and C1, since only 14% of students reached the level of B2 and C1 in Test 1, however in Test 2, this percentage shows the B2 level with 63% from the students and in the C1 level the 8% of the students. Finally, the B1 level dropped slightly from 33% to 23%, suggesting that many students who were at this level moved up to a higher level B2

These results show an important improvement to reach the goal expected from the project with the implementation of the conversational groups in the twelfth level students from CTP Jose Albertazzi Avendaño. The conversational groups got an important improvement in the speaking skills from the students, due to the number of students with low scores decreased and the students with high scores increased, which suggests that the conversational groups strategy had an important impact in the students, and also in their English-speaking level proficiency.

# **Chapter V**

## **Conclusions and Recommendations**

## **5.1 CONCLUSION**

The following chapter contains the conclusions and recommendations obtained from the project's development related to the implementation of conversational groups in a group of twelfth level students. The instruments, activities, and different statements are going to help the researcher to provide the proper conclusions to the general and specific objectives of the project. The conclusions are going to be explained according to the information found through the project's results.

### **5.1.1 Conclusion referent to the general objective**

In order to improve the English proficiency in the twelfth level students the project had to be focused in the speaking practice. As the project mentioned in the justification based in the Wilson (2006) quote: "The best way to learn to speak is by speaking." The conversational groups provided to the twelfth level students at CTP Jose Albertazzo Avendaño the practice and proficiency they needed to improve their communication skills in the English language. This improvement was confirmed with instruments applied to the twelfth level students during the conversational groups.

### **5.1.2 Conclusion referent to the first specific objective**

According to the first specific objective, it was necessary to get the students' perception about their skills, challenges, and language barriers about their English-speaking proficiency. Also, to the researcher it was necessary identify and confirm the main issues the twelfth level students could feel to establish an English conversation.

Through the survey results the researcher was able to conclude that there is a lack of confidence in linguistic skills from twelfth level students to speak in English. Also, there was fear to make mistakes, anxiety to speak English in front of others, and a lack of practice in the English language exposition in real-life contexts.

### **5.1.3 Conclusion referent to the second specific objective**

The second specific objective was related to the impact of conversation groups in the English skills of the twelfth level students at CTP Jose Albertazzi Avendaño in order to establish a conversation in English as their second language, so the researcher developed the observation to complete this objective. Thanks to the observation results the researcher was able to conclude that during the conversational groups the twelfth students were able to express themselves clearer and more natural in English, which helped them to reduce the common mistakes in the English conversations. Also, the students are using natural ideas and connectors when they talk about real-life scenarios. Finally, the researcher observed an increase of confidence in the twelfth level students to speak in English during the conversational groups.

### **5.1.4 Conclusion referent to the third specific objective**

The last specific objective was related to the oral proficiency in English of the twelfth level students at CTP Jose Albertazzi Avendaño before and after the conversational group's strategy participation. In order to complete this objective, the researcher applied a pre-test and a post-test. The tests results showed important improvements, since during the first test most of the students got low English-speaking

levels and after the conversational groups strategy only the 6% of the students remained with a low English-speaking level.

These results conclude that the conversational groups strategy to improve oral proficiency in English of the twelfth level students at CTP Jose Albertazzi Avendaño was effective, due to there was a significant reduction in the number of students with low scores and a significant increase in the number of students with high or better scores in their English-speaking level. Also, there was an overall improvement in the English-speaking level performance of the twelfth level students, since the overall results are indicating that most of the twelfth level students have overcome the low-English speaking barrier.

Finally, the researcher was able to conclude that the conversational groups strategy developed in this project was able to help the twelfth level students at CTP Jose Albertazzi Avendaño to get an important improvement in their English-speaking level proficiency. The results obtained by the students during the project showed a positive improvement in their English-speaking performance, which has helped them to have a better communication level in their English-speaking level.

## **5.2 RECOMMENDATIONS**

The project is based in the improvement of the English-speaking level through the conversational groups, so the results and goals obtained in this project suggest the need to reinforce the conversational practice in the high school, beyond the current English lessons. In the conversational groups the students are able to improve their

English-speaking skills with activities, such as: simulations of real-life situations and role-playing dynamics.

Also, it is recommended to work on developing strategies to maintain the communication, such as reframing ideas, asking follow-up questions, and expressing emotions or agreement. It's also recommended to promote a communicative approach, where the main objective is to promote the English speaking in the students beyond the current English lessons.

It is necessary to public educational institutions, such as the CTP Jose Albertazzi Avendaño to extend the English learning beyond the classroom, such as: the extracurricular conversational groups, where the students have the options to have: language clubs, activities with native speakers, the use of online apps or websites in order to keep on improving the English-speaking proficiency in the high school.

The students also need an English environment in order to get or improve their English skills. The students need to practice what they have learned, however if they are not having the change to practice their English skills, they are not going to improve their English-speaking level, so the use of work dynamics in pairs or small groups through the conversational groups will provide the confidence to start talking in English without the fear or lack of confidence to make mistakes or mispronunciation in front of a big number of students. Also, in this kind of strategies, the teacher has more options to provide a personalized feedback and check the students' improvements constantly.

It is recommended to incorporate more pronunciation exercises and guided repetition, using recordings, technological tools, and teacher support in order to provide

the students the motivation to keep on practicing the English language. The students have to know that they are in a process, so the pronunciation errors are not penalized but rather seen as part of the learning process.

Finally, the teacher plays an important role in the conversational groups. In order to help the students to start speaking in English, the students need to be involved in the lesson or activity developed, so the teacher has to promote the English-speaking activation in the students, so it is recommended to promote the students to use what they have learned through the development of the conversational groups' strategy. These strategies will help the students to ensure their learning and improving, also to confirm that they can keep on speaking in English.

# **Chapter VI**

## **Proposal**

## **6.1 PROPOSAL OF THE RESEARCH**

To establish a new strategy to improve the students' English-speaking skills in high schools or any other MEP program where the students can have spaces where students speak in English freely on guided topics by a teacher. This strategy will be firstly developed by implementing conversational groups in public high schools in order to have a space where the students can practice, reinforce, and improve their English-speaking skills.

## **6.2 PLACE TO DEVELOP THE PROPOSAL**

This proposal aims to be developed at CTP Jose Alvertazzi Avendaño, located in Los Guido, Desamparados, San Jose, Costa Rica. However, this proposal also, can be developed in other public high schools, which need to enhance their students' English-speaking proficiency.

## **6.3 OBJECTIVES OF THE PROPOSAL**

### **6.3.1 General Objective**

- a) To enhance the students' English-speaking proficiency at CTP José Albertazzi Avendaño by implementing and reinforcing conversational groups strategy beyond the academic English lessons in order to reinforce the student`s English speaking kills.

### **6.3.2 Specific Objectives**

- a) To reinforce the English conversational practice by creating extracurricular conversational groups where students actively engage in real-life contexts using their English-speaking skills.
- b) To develop opportunities to create activities with native speakers, the use of online apps, and participation in collaborative speaking tasks in order to improve the English communication skills.
- c) To empower teachers by giving them the time and resources to design and implement the conversational group strategies, which can encourage student`s participation.

## **6.4 SUGGESTED ACTIVITIES**

The project is based on improvement English speaking in high school students. The different researches explained in the chapter II promote the speaking practice in order to improve the English proficiency. The aim of these activities is based to improve the English-speaking level in high school students through conversational groups.

First, it is necessary to develop fluency, spontaneity, and confidence when speaking English in real or simulated contexts, so the students can have everyday situations practices, such as: simulate scenes such as ordering food in a restaurant, shopping, visiting the doctor, or a job interview. Also create scenarios with conflicts or challenges, where students must negotiate and make decisions.

Second, the students need to encourage argumentation, critical thinking, and the use of formal structures in English. In order to get these skills, the conversational groups can develop relevant topics, for example: technology in education, social media, climate change, school trending, artificial intelligence`s benefits, among others.

Finally, the English interaction is crucial to continue improving the speaking skills, so in order to encourage ongoing and spontaneous English practice in a collaborative environment the students need weekly sessions where students speak freely about guided topics, such as: hobbies, weekend plans, school life. Also, students can interview and motivate other students to keep on speaking in English during the day, also the students with the teacher`s help could give constructive feedback to other students.

In conclusion, the speaking is a fundamental skill to get an appropriate language proficiency. Through theories and practices shared in this project the implementation of the effective speaking strategies in high schools through conversational groups can create a dynamic learning environment that fosters better English language acquisition.

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## **ANNEXES**

## Annex 1



### Survey

**Instructions:** This instrument is applied to the twelfth level students from CTP Jose Albertazzi Avendaño in order to identify the main difficulties they face when developing their ability to speak English.

1. Do you feel nervous when you speak English?  
 Yes    No    Sometimes
  
2. Do you have problems to understand English conversations?  
 Yes    No    Sometimes
  
3. Do you struggle (have problems) to find the right words when speaking in English?  
 Yes    No    Sometimes
  
4. Do you have problems pronouncing English words?  
 Yes    No    Sometimes
  
5. Do you have problems to maintain an English conversation?  
 Yes    No    Sometimes
  
6. Do you feel you have enough opportunities to practice English outside of the English classroom?  
 Yes    No    Sometimes
  
7. Do you feel that a lack of confidence affects your performance when speaking in English?  
 Yes    No    Sometimes

## Annex 2



### Observation

**Instructions:** This instrument is applied to the twelfth level students from CTP Jose Albertazzi Avendaño in order to analyze the impact of conversation groups on students' fluency, pronunciation, and confidence in expressing themselves in English.

1. Do the students communicate fluently without excessive pauses?

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2. Do the students use apply an accurate vocabulary according to the topic?

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3. Do the students use correct grammatical structures during conversation?

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4. Do the students have a clear and accurate pronunciation?

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5. Do the students actively participate and maintain the conversation within the group?

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6. Do the students respond the questions without problems?

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7. Do the students demonstrate confidence when speaking in their second language?

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