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LICENTIATE DEGREE IN ENGLISH  
LANGUAGE TEACHING**

**TEACHING STRATEGIES NEEDED TO  
ENHANCE ADULT EFL LEARNERS' ORAL  
PARTICIPATION ACCORDING TO THE  
STANDARDS OF THE MEP AT CINDEA  
MORAVIA**

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## **ABSTRACT**

Oral performance has always been one of the main focuses of Foreign Language Learning. Even though productive language skills have been analyzed exhaustively by researchers and educators, little attention has been given to specific factors that hinder or foster adult students' learning. The purpose of this study is to analyze the classroom strategies needed to achieve adult learners' oral participation. The investigation follows a qualitative approach based on an action research at CINDEA Moravia, a night-time secondary public institution in Costa Rica. Data gathering procedures consist of classroom observations, interviews, and questionnaires. Last, an action plan is suggested to provide English teachers at CINDEA Moravia with a booklet based on communicative strategies that could be implemented to promote oral participation in the EFL classroom.

**Keywords:** Strategy, English as a Foreign Language, Oral Participation, Speaking Skills, Communicative Approach, Adults' Learning.

## TABLE OF CONTENTS

Acknowledgements .....	ii
Dedications.....	iii
Abstract .....	iv
Table of contents.....	v
List of figures .....	ix
List of tables .....	x
Chapter I. Introduction.....	1
1.1. Background information .....	3
1.2. Statement of the problem .....	6
1.3. Investigation question.....	8
1.4. General objective .....	9
1.5. Specific objectives.....	10
1.6. Significance of the study .....	11
1.7. Possible constraints .....	12
1.8. Definitions .....	14
Chapter II. Theoretical framework.....	16
2.1. Teaching english as a foreign language in costa rica.....	18
2.2. Teaching adults in the efl context.....	23

	vi
2.3. Students' participation in the EFL class.....	27
2.4. Speaking as a means for classroom participation .....	32
2.5. Classroom activities and didactic resources in the efl context.....	36
2.6. Task-based approach to improve speaking.....	40
2.7. Strategies to enhance efl learners' participation.....	44
2.8. Summary.....	50
Chapter III. Methodology .....	51
3.1. Research design .....	53
3.2. Site selection.....	55
3.3. Participant selection .....	56
3.4. Role of the researcher.....	58
3.5. Data collection procedures.....	59
3.5.1. Instrument #1. Structured observation (Appendix #1).....	59
3.5.2. Instrument #2. Questionnaire for the Students (Appendix #2) .....	60
3.5.3. Instrument #3. Interview for the Collaborative Teacher (Appendix #3).....	61
3.5.4. Instrument #4. Interview for the High School's Principal (Appendix #4)...	61
3.5.5. Instrument #5. Booklet for the English teachers (Appendix #5) .....	62
3.6. Triangulation of data.....	63
3.7. Summary.....	64
Chapter IV. Data analysis.....	65

	vii
Objective 1 .....	67
Objective 2 .....	70
Objective 4 .....	77
Chapter V. Conclusions and recommendations .....	79
5.1. Conclusions.....	81
5.1.1. Objective 1 .....	81
5.1.2. Objective 2 .....	82
5.1.3. Objective 3 .....	84
5.1.4. Objective 4 .....	85
5.2. Recommendations .....	87
5.2.1. Objective 1 .....	87
5.2.2. Objective 2 .....	89
5.2.3. Objective 3 .....	90
5.2.4. Objective 4 .....	92
Chapter VI. Proposal .....	95
6.1. General objective .....	97
6.2. Strategy 1. Visual aids and music .....	99
6.3. Strategy 2. Lexical games and fillers.....	101
6.4. Strategy 3. Real-life tasks .....	103
6.5. Strategy 4. Teamwork .....	104

6.6. Strategy 5. Small groups .....	106
6.7. Strategy 6. Whole class: Mingle .....	108
6.8. Strategy 7. Whole class: Plenary.....	109
6.9. Strategy 8. Grouping and seating.....	110
6.10. Strategy 9. Increasing student-student interaction .....	112
6.11. Strategy 10. Gestures .....	114
6.12. Strategy 11. Scaffolding fluency, accuracy and communication.....	116
6.13. Strategy 12. Pyramid discussion technique.....	118
6.14. References.....	121
References.....	122
Appendixes.....	128
Instrument #1: Observation charts .....	129
Instrumento #2: Cuestionario para los estudiantes .....	137
Instrument #3: Teacher's interview .....	140

## LIST OF FIGURES

Figure 1. Question No 2. Taken from Instrument n.º 2, Students' Questionnaire .....	67
Figure 2. Question No 3. Taken from Instrument n.º 2, Students' Questionnaire .....	68
Figure 3. Question No 4. Taken from Instrument n.º 2, Students' Questionnaire .....	69
Figure 4. Question No 5. Taken from Instrument n.º 2, Students' Questionnaire .....	70
Figure 5. Question No 6. Taken from Instrument n.º 2, Students' Questionnaire .....	71
Figure 6. Question No 7. Taken from Instrument n.º 2, Students' Questionnaire .....	72
Figure 7. Question No 1. Taken from Instrument n.º 2, Students' Questionnaire .....	73
Figure 8. Question No 9. Taken from Instrument n.º 2, Students' Questionnaire .....	74
Figure 9. Question No 10. Taken from Instrument n.º 2, Students' Questionnaire.....	75
Figure 10. Question No 11. Taken from Instrument n.º 2, Students' Questionnaire ...	76
Figure 11. Question No 12. Taken from Instrument n.º 2, Students' Questionnaire ...	77
Figure 12. Question No 13. Taken from Instrument n.º 2, Students' Questionnaire ...	78

## LIST OF TABLES

Table 1. Key Elements for Booklet to Enhance EFL Adult Learners' Participation ....	97
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## **CHAPTER I. INTRODUCTION**

Due to the present globalization characteristics, it is important to develop abilities to communicate in foreign languages like English. The ability to use these languages is necessary for studying, working, traveling to other countries, and interacting with people. This is also one of the main reasons why many institutions emphasize bilingual or trilingual education in their programs. Unfortunately, sometimes oral skills are left behind within the classroom because the objectives that are part of the evaluation, which are mostly reading and writing, are given priority. This is one of the main factors why some students might perform with a low oral proficiency level inside and outside the class.

In addition to this, the lack of linguistic input or quantity of lessons that students receive might impact them when trying to express their ideas or even when they try to answer short questions or statements. Teachers should not only focus on written skills, even if those represent the biggest part of the curriculum. If the oral communication is effective, students will develop different micro and macro skills, which will be reflected in their academic performance.

Brown (2015) explains that “the greatest difficulty that learners encounter in attempts to speak is not the multiplicity of [...] forms that characterize a language, but rather the interactive nature of most communication” (p. 269). When teaching productive skills, teachers should apply different strategies to promote communication during class. By means of oral production, other skills could be improved in a simultaneous way, which lead to higher rates of language proficiency.

## 1.1. BACKGROUND INFORMATION

English has become a universal language and is taught worldwide as a tool for communication. In a foreign context, like Costa Rica, this represents a challenge for many students because of the absence of authentic linguistic input. Many Foreign Language teachers use a variety of methodologies and techniques to develop their lessons. However, those techniques are not always focused on the students' specific needs.

Some teachers use second language teaching materials to develop oral classroom activities, but in most cases, those tasks are not related to the students' immediate context. The previous fact makes the process of learning more challenging because there is not a connection between the way contents are presented and the use students give them in daily life situations.

Previous research has focused on the factors that affect oral production inside a language classroom. A recent qualitative thesis study developed by the Rochester Institute of Technology emphasizes that even though participation is a means to develop language skills and engage learners in higher levels of social skills and critical thinking, factors such as classroom environment, teaching methods, student-teacher, and student-student interaction could also be the responsible for either hindering or fostering this process (Susak, 2016).

A Latin American thesis study conducted by Universidad del Valle in Colombia reinforced the former fact when it explained that "it seems that the manner in which teaching activities are developed promotes or restrains students' use of the target

language (L2) inside the classroom” (Caicedo, 2015, p. 150). Under this construct, participation is an educational phenomenon that goes beyond students’ willingness to learn. It is also part of internal and external factors that take place within the classroom. Caicedo (2015) also mentioned that in most Latin American classroom L2 is only used for the repetition of ideas while L1 is employed for the development of the class. Therefore, even though students are willing to participate, it does not mean that they do it in the target language.

Numerous studies also indicate the importance of developing lessons based on students’ learning styles and preferences. Assadi and Ghobadi (2012) pointed out that classroom participation is a factor that is directly related to students’ success in their language learning process. Examining classroom performance based on students’ perspectives is one of the most effective ways to determine what academic changes could be implemented in EFL classrooms.

Students should be active participants in the classroom. For many years, in different Latin American countries like Costa Rica, their educational systems focused on the evaluation of academic English on written skills. However, according to a series of studies conducted in different contexts, “students’ classroom participation makes them more motivated, supports their learning, improves their communication and promotes higher order thinking skills” (Aziz, Quraishi & Kazi, 2018, p. 211).

Students need to express their ideas and clarify their doubts in order to learn in a more effective way. These studies share the idea that lessons should be student-oriented in order to promote effective and regular classroom participation. Past

studies have shown that when EFL teachers prepare their lessons, they should consider that fostering productive skills vary from teaching receptive ones. There is enough evidence to prove that “through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals” (Trong & Thi, 2010, p. 29).

Those tasks not only reinforce oral production but also skills such as grammar, vocabulary, and fluency. This is the reason why “identifying the factors for purpose of knowing the reasons that motivate the students to speak up in classroom is beneficial to the instructors in managing their classrooms” (Abdullah, Bakar & Mahbod, 2012, p. 521). The common outcomes of these studies rely on the fact that oral participation is the key to increase different skills and that the classroom techniques that enhance this process are not always the proposed by the teachers, but rather the ones that students enjoy the most.

## 1.2. STATEMENT OF THE PROBLEM

English oral participation is a tool for students in order to increase their knowledge of the target language. Participation is a means through which teachers can assess students' learning process and measure their strengths and weaknesses. Based on those measurements, teachers can orientate students' performance according to their proficiency level.

Teachers should implement different activities during the pedagogical mediation to increase students' abilities in the foreign language. These abilities should be interwoven in order to offer students an integral language learning process. In Costa Rica, the Ministry of Public Education aims at developing high school students' proficiency level up to B1 or B2 according to the Common European Framework of Reference. Nevertheless, over 10% of English teachers did not achieve these levels in the last TOEIC test applied in 2015 (Estado de la Educación Costarricense, 2017, p. 173). This could be considered detrimental since the new syllabus is completely standardized across the country and different educational modalities.

The institution under which the study will be conducted is a public academic night high school that was created with the purpose of helping teenagers and adults to finish either their primary or secondary education studies. CINDEA institutions offer three types of learning programs: one for primary school and two for secondary education. Those are based on the MEP curriculum, but present some modifications since they offer abilities for specific jobs, social skills, cultural programs and personal

growth based on students' background.

Learning a new language becomes a challenge for this population since many of these students did not receive EFL classes when they were part of an elementary school. By providing lessons that are more speaking-oriented, learners might acquire understanding about the target language in a more natural way. Even though students are responsible for their own learning and knowledge, the instructors should provide classroom activities and didactic resources that make learners feel more motivated about the foreign language.

When learners participate orally, they can improve their vocabulary, pronunciation, grammar, and fluency. One of the most effective types of participation within the classroom corresponds to volunteered performance, this type of participation is one of the most difficult to achieve, but it could be reached if classes are based on students' learning styles and needs. Given these points, this research aims at determining the classroom strategies applied during the pedagogical mediation that are needed to achieve adult learners' oral participation, according to the Ministry of Public Education' standards at CINDEA Moravia.

### **1.3. INVESTIGATION QUESTION**

What are the classroom strategies needed to enhance adult EFL learners' oral participation according to the standards of the Ministry of Public Education at CINDEA Moravia?

## **1.4. GENERAL OBJECTIVE**

To analyze the classroom strategies needed to enhance adult EFL learners' oral participation according to the standards of the Ministry of Public Education at CINDEA Moravia

## 1.5. SPECIFIC OBJECTIVES

1. To determine which teaching strategies are promoted in class for encouraging students' oral participation in the target language.
2. To explore the level of complexity of students' oral participation in terms of fluency, accuracy, and vocabulary.
3. To analyze the relationship between the programs implemented at CINDEA Moravia and the complexity of students' oral production.
4. To provide English teachers at CINDEA Moravia with a booklet about communicative strategies that promote oral participation based on specific needs of group P2-2.

## 1.6. SIGNIFICANCE OF THE STUDY

Classroom participation has been studied in different contexts and educational modalities. However, few studies have been conducted under the construct of oral participation in EFL adult learners' populations. According to the Ministry of Public Education (MEP), "the Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school" (MEP, 2016, p. 4).

However, there are a series of factors that interfere with these objectives. Even though "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" (MEP, 2016, p. 46) it is significant to reflect that a percentage of night high school students spent a considerable period without being part of an educational institution. Therefore, many did not receive foreign language classes when they were part of an elementary school.

This research aims at determining which classroom techniques are implemented in a night learning institution and which of them work in order to achieve EFL oral production based on the MEP's standards. Based on the findings collected during this study, members of these institutions as well teachers and students from similar schools' modalities could discover different ways to implement speaking techniques inside the classroom, taking as the bases the curriculum provided by their national education systems.

## 1.7. POSSIBLE CONSTRAINTS

Research processes always face a certain amount of limitations that need to be considered in advanced, in order to overcome them in the most effective way. One of the main constraints in this study corresponds to time. Since the research is conducted in a night-time institution, the schedule is shorter than a day-time one.

Investigations require a series of observations, administration of different interviews and questionnaires that provide relevant data, analysis of the data collected, and, in some cases, the creation of an action plan to offer possible solutions to the problems detected within the classroom. Considering that educational institutions present many extracurricular activities along the school year, the investigation process might be organized and reorganized in order to accomplish the needs required. The previous aspects could be also balanced by following the collaborative teacher's guidelines.

One of the most representative constraints depends on the students' and institution context and background. At a night-time high school, students are over fifteen years old. In fact, most of them are adults between eighteen and fifty years old. This kind of school population tends to have a lot of responsibilities besides the academic load, including their families and jobs. Students might feel uncomfortable with the presence of researchers within the classroom because they are not accustomed to being observed during their lessons.

Consequently, students should be carefully informed about the reasons of the investigation and the benefits it could bring in order to avoid interferences with the

classroom performance. In this way, students might be willing to provide reliable information needed for the study. The collaborative teacher could be a great connection between students and the researcher. Even though time, students' background and institution context are limitations of this research, they could be overcome by applying the strategies already mentioned.

## 1.8. DEFINITIONS

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

- Classroom environment: encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors.
- Classroom performance: the conduct and development of someone within the classroom.
- Communicative activities: they bring the language to life by providing a real basis for speaking, and the interactive exchange of ideas, opinions, and feelings with another person.
- Didactic material: can be defined as the didactically adapted resources that the teacher can use during the pedagogical process. For the students who are acquiring or revising their knowledge, these resources are learning materials or learning sources.
- Foreign language: this is not the native language of large number of people in a country or region, it is nor used as a medium of instruction at schools, and it is not widely used as a medium of communication in government, media, etc.

- Speaking: the action of conveying information or expressing one's feelings in speech.
- Strategy: a plan of action designed to achieve a long-term or overall aim.
- Task: a task has a clearly defined, non-linguistic outcome.
- Task Based Instruction: it focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

## **CHAPTER II. THEORETICAL FRAMEWORK**

Learning a new language always embodies a challenge for students due to different factors associated with their second language acquisition process, including, but not limited to, the classroom environment, lack of motivation, fear of making mistakes, and age or maturational constraints. Because of brain maturation processes, adult learners require more time and discipline to flourish their linguistic skills in another language.

Brown (2015) explained that “there is a critical period for language acquisitions [...] when language can be acquired more easily and beyond which time language is increasingly difficult to acquire” (p. 59). Additionally, in the traditional classroom, speaking tends to be more reproductive and imitative while opportunities to interact with the authentic language and produce spontaneous speech are often rare. In this way, it is vital to create an environment in which students feel comfortable receiving feedback and requesting for clarification, not only about classroom contents but also about different features of the language.

As an attempt to examine in depth language production, this chapter collects and analyzes theories, methodologies, and approaches aiming at acknowledging the strategies that enhance oral participation in adult learners. It provides a general overview of English teaching in Costa Rica as well as night-time educational modalities. Additionally, theories and studies about adults' learning, students' participation in the EFL class and its relationship with the speaking skills are portrayed. Based on national and international educational studies, classroom activities and the importance of communicative approaches are also emphasized. Finally, it explains and analyzes core strategies to enhance oral participation.

## **2.1. TEACHING ENGLISH AS A FOREIGN LANGUAGE IN COSTA RICA**

Education in Costa Rica has received much attention in the last decades based on the requirements of a more technological and industrialized country. In fact, since 1990 the government acquired the compromise of offering all children, teenagers, and adults a high-quality, free, and mandatory basic education (Estado de la Educación Costarricense, 2017). One of the most remarkable points about the implementation of these policies is the opportunities that public education has brought to Costa Rican citizens despite their background, socioeconomic status, and location.

“With more access to basic schooling, the numbers entering upper secondary education have increased, and in recent years many more young adults have also returned to education to seek qualifications at this level” (OECD, 2017, p. 14). By the end of the twenty century, subjects such as Computer Science and English as a Foreign Language started to be implemented in order to fulfill the weaknesses and needs of the educational system.

In 2016, with the purpose of providing students with effective learning tools to become linguistically competent, the Ministry of Public Education of Costa Rica (MEP) started to implement a new educational English Syllabus to foster a high command of students’ macro and micro language skills. “The design of the syllabus adopts the socio-constructivist theory of learning, encouraging active learner’s’ participation, interaction, and its adaptation to the context” (n. p.).

In order to fulfill the needs of this socio-constructivist theory, MEP will implement memory, cognitive, compensation, meta-cognitive, meta-affective, and meta-social strategies to allow learners to use the language despite knowledge gaps, evaluate their own language learning, and interact with others (MEP, 2016). By means of these strategies, students will obtain an integrated linguistic, pragmatic, and sociolinguistic competences.

In Costa Rica, most companies request professionals with knowledge not only about their field but also a high proficiency level of two or more languages. Even though English has become one of the basic requirements to emerge into the job market, on average, during the period covered between 2010 and 2015, the percentage of the population that assures to dominate a second language, corresponds only to a 10.8% (Estado de la Educación Costarricense, 2017). This is a worrisome fact considering that students take at least eleven years of English lessons through their primary and secondary education.

Due to the students' unfavorable results in the national testing administrated in the last year of secondary education, it was decided to incorporate a standardized test to the English language teachers to measure their proficiency level. Unfortunately, the TOEIC exam applied by MEP to English teachers in service in 2008, showed that the highest percentage of them was in the lower bands established by the CEFR, at the levels A1, A2 and B1 (beginner and intermediate) (Estado de la Educación, 2017). English teachers under those scores were trained in order to achieve a proficiency level according to the needs of the educational system. In 2015, over 60% of English teachers was in the highest band, which represents an

increase on the scores of over 30% (MEP, 2016). Once those teachers obtained an advanced level, it became a requirement for English teachers to take an international language certification test to work for a public primary or secondary institution.

The new syllabus is standardized for all the country. Teachers are provided with the lesson plans and materials, and 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” (MEP, 2016, p. 35).

The contradiction arises when these new programs based on an Action Oriented Approach are applied to all the modalities of the educational system. “The Common European Framework of Reference for languages in the Costa Rican context [...] provides a common basis for the development of language syllabi, curriculum guidelines, textbooks, and assessment” (MEP, 2016, p. 21). Even though sociolinguistic, linguistic, and pragmatic strategies are considered, a unified syllabus for all the country might hinder a full contextualization of students’ specific needs.

Integrated Education Centers for Adults (CINDEA), for instance, are institutions for the attention of teenagers who are over fifteen years old and adults who have not finished their primary or secondary education or those who want to obtain some technical training (MEP, 2015). Since this kind of institutions work under a different modality, the school representatives are the ones who decide the adjustments of the programs, which lead to modifications of the objectives established by MEP.

Considering that education is constantly changing, it becomes vital to analyze

the purpose of different modalities. Day-time high schools embody the mainstream of secondary institution in Costa Rica. Night-time high schools flourish as a need for those who want to start or restart their secondary studies. New educational modalities arise based on specific populations needs.

CINDEA Moravia is a night-time high school founded in 2017 in Liceo de Moravia's facilities. The lessons started with 159 students. By the beginning of 2019, over 370 students were enrolled in this institution. These students come from different counties of San José, especially Moravia, Guadalupe, Tibás, and Coronado. Twenty employees constitute this institution, including the teaching and administrative department.

Despite the fast growth of the CINDEA Moravia, the institution does not count on facilities such as library or transportation. In relation with academic performance, Ramírez (2017) expressed that English promotion rounds between 50% and 70%. CINDEA Moravia is making great efforts in order to provide students with better opportunities to avoid desertion and academic failure in all subjects.

The Costa Rican government is working on providing better educational opportunities in terms of ICTs, languages, and culture. In fact "the development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system" (MEP, 2016, p. 4). More and more companies require bilingual or trilingual qualified employees. Advances in education can be identified in the coverage, growth, and inclusion. "Upper secondary education is now formally compulsory, and around half of the young adults (25 to 34 years old)

attained at least this level in 2014, up from one third among their parents' generation (55-64-year-olds)" (OECD, 2017, p. 4).

Despite these efforts, secondary studies must be complemented with other abilities to obtain better job opportunities. However, "while national training courses have improved, teachers receive little regular support for and feedback on their teaching practice" (OECD, 2017, p. 10). By providing teachers with more strategies to reinforce their educational practices, learners will also obtain the skills that they need to face the challenges presented in the twenty first century.

Costa Rica has also made big efforts to offer all its citizens equality of access to education by creating and improving teaching centers in all their modalities.

The achievement of more inclusive economic growth and better life chances for all will require a much stronger emphasis in Costa Rica on the quality of basic schooling and learning outcomes, with a particular focus on the most disadvantaged students and communities (OECD, 2017, p. 6).

These learning outcomes have focused on technical and foreign languages skills. "In Costa Rica, 30% of businesses cited mastery of a foreign language as their main challenge" (Cronquist & Fiszbein, 2017, p. 10). For this reason, the Ministry of Public Education designed new and innovative programs and strategies, requested EFL teachers a higher command of English language, and reinforced education modalities across the country by launching more technical, scientific, and night-time primary and secondary schools. CINDEA Moravia is just one of the institutions that offer opportunities for teenagers and adults that want to finish their basic or secondary studies in a successful way.

## 2.2. TEACHING ADULTS IN THE EFL CONTEXT

In Costa Rica, adult learners represent most of the population that is part of night-time education systems. Students over eighteen begin or reestablish their studies because of different purposes and reasons including personal achievement, opportunities to find more profitable and stable jobs, as a requirement for further studies, among others.

The Ministry of Public Education (2018) explained that institutions like IPEC and CINDEA were created not only with the purpose of providing secondary or technical education, but also to enhance the development of systematic analysis and critical thinking, problem-resolution and investigation skills, the use of digital technologies, and social responsibility. Since adults are highly experienced in different fields, the government of Costa Rica aims at taking advantage of their skills in order to enrich the programs that could be implemented specifically for them. This is the reason why the variety of options of education for adults continues increasing around the country.

Teaching adults varies significantly from other kinds of population because it is directly related to students' background and ways of learning. As teachers, it is vital to take advantage of adult learners' experiences to strengthen pedagogical mediation. Rasmussen (2015), explained that adult learners need an environment in which they can direct their own learning by having social interaction, multiple didactic resources, and opportunities to ask questions and correct mistakes (p. 2). One of the most effective strategies to promote social interaction is through communicative activities.

Since every class is different, methods of instruction for this kind of groups include, but are not limited to, case studies, simulations, games, problem-solving activities, self-assessments, reflection, and lecture (Rasmussen, 2015). These methods should be combined with students' preferences to achieve the objectives of the lesson according to their pace.

Lessons should always be adapted to students' context and ways of learning. Learning a new language as an adult might differ from a child. An Acquisition-Learning Hypothesis explained that internalizing a second language for adults "is a conscious 'learning' process in which learners attend to form, figure out rules, and are generally aware of their own process" (Brown, 2015, p. 256).

A study by Cozma (2015) explained that even though adult learners might feel stressed out for the complexity of the tasks or the time that they need to solve them, their conceptual capacity allows them to give more accurate answers. Therefore, it is important to accomplish the classroom objectives by means of scaffolding strategies focused on learning styles. As it was exposed before, adults are interested in acquiring knowledge that is related to their closest reality.

Cozma (2015), for instance, also pointed out that since adults associate their new knowledge with the practicality that it has on their lives, tasks should be concrete and have a clear purpose during their learning process. In general, the classroom atmosphere and the way lessons are adapted to students' needs influence the degree of engagement and evolution in their learning process.

Teaching an adult population also requires focusing on students' background

such as socioeconomic factors, their immersion with technological tools, and their preferences. It also demands to be informed about external responsibilities such as family and jobs. According to Cozma (2015), one of the most crucial teachers' duties is to prepare students not only to master the classroom contents but to "pay particular attention to the process of error correction, focusing also on the positive aspects and on the progress that learners are making" (p. 1214).

Brown and Ackerman (as cited in Jafari & Davatgari, 2015) explained that whenever incorporating social constructivism as an active strategy, students ought to learn and find principles, concepts and facts on their own, hence they encourage and promote the guesswork and intuitive thinking in students. Nowadays, learning is not only focused on content but also on the way that new knowledge is used to face and participate in different environments. Teaching adults in the EFL context varies because of many factors including students' background and skills, preferences, learning styles which could be facilitated by fostering communicative, social, critical thinking and cognitive skills in a constructivist way.

In addition to the factors previously explained, age and maturational constraints also need to be analyzed in order to offer students a teaching- learning process that is focused both on students' internal and external learning factors. Brown (2015) explained that "the Critical Period Hypothesis (CPH) claims that there is such a biological timetable" (p. 59) before puberty in which learners acquire language in a natural way.

In his study about the factors affecting adult EFL learners' oral communication

in Costa Rica, Espinoza (2014) showed that even though learning a new language tends to become a systematic process after the adolescence, “it is important that teachers motivate adult language learners to imitate native speakers’ pronunciation because what matters is to be understood not to sound like a native speaker” (p. 455). Different ranges of ages in the same system lead to a heterogeneous population, in which not everyone learns at the same pace. A heterogeneous population enriches the pedagogical mediation but demands a higher effort and discipline for those who are learning English for the first time or that kept a considerable time without formally studying.

Andragogy involves a series of strategies to provide a learning process according to students’ needs. “The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills” (Harmer, 2007, p. 81). Unfortunately, in Costa Rica, modalities such as night-time high schools do not encompass plans that are fully reflected on the adults’ needs. Programs tend to be generalized, leaving aside diversity and knowledge (Estado de la Educación Costarricense, 2017).

Teachers should consider students’ ways of learning, background, and experiences to offer them an environment in which they feel comfortable participating and receiving feedback. When having a variation of ages inside the same classroom, classes need to be as interactive as possible, but always focusing on students’ immediate context and daily activities. Adults need to learn in a gradual but effective way.

### 2.3. STUDENTS' PARTICIPATION IN THE EFL CLASS

Participation should never be considered a mandatory process, but rather to reinforce the educational practice of learners and educators. Much research has been developed on the factors associated with oral performance and the innovative ways to increase participation in the EFL class. However, most of their analyses are based on the researchers' or educators' point of view.

An investigation developed by Universidad de Costa Rica in relation to the current complexities of English teaching in Costa Rica, widely explained that students firmly state that their lack of basic English knowledge is the:

Result of inadequate teacher preparation and faulty methodological choices [...] this claim carries within it the premise that quality education is the sole responsibility of teachers, and that other contextual and individual variables play little or no role in the learning experience (Sevilla, 2017, p. 154).

These findings drive to the question, which is the students' conception of their participation and its importance with their language learning process in all areas?

Language students should always be in a constant process of reflection about their learning. Teachers as facilitators should decrease their teacher-talking time to provide students with opportunities to participate during the classroom development. "It appears that there exists a close relationship between the types of classroom activities teachers develop and students' participation in and responses to them" (Caicedo, 2015, p. 150).

If the activities are not interactive or they tend to be repetitive in every lesson,

students might lose their interest in the subject and accuse the teachers of their lack of improvement or even their academic failure. According to the sociocultural considerations, “the students in their interactions learn new behaviors, values, and social skills in line with a human rights approach and through democratic participation” (MEP, 2016, p. 18). In other words, there should be an interrelationship between students’ learning and immediate experiences. By providing strategies in which language is related to their reality, students could use that knowledge in different contexts.

Students’ participation is an essential element in an EFL class in order to encourage effective learning. Oral participation in a foreign language classroom is vital for teachers to accomplish the objectives of their lessons in a successful way. While participating orally in the classroom activities, students are unconsciously improving their target language in all the areas. As Brown (2015) emphasized, “learners experience fear when speaking because they are afraid to be judged by others and it is the teacher’s job to provide a warm embracing environment that motivates them to talk” (p. 269).

EFL students commonly participate when they are asked directly to do it or when they really require an explanation about a word or instruction about a classroom task. For this reason, language teachers need to develop an atmosphere in which participation becomes a natural feature of every class rather than an obligation or imposition.

Since communication is not an individual process, social interaction is

fundamental during the development of the classes. Students might participate by playing games, answering questions, expressing ideas and thoughts orally. All these kinds of interaction are important for the students to internalize the target language in a gradual way.

Brown (2015) explained that there are over six types of classroom speaking performance. Imitative performance focuses on a specific element of the language while intensive performance is a self-initiated process. Responsive and transactional participation correspond to short replies and dialogue respectively. Interpersonal and extensive performances are related to advance learning outcomes. Therefore, it is important to determine the students' level to develop and implement those types of participation focusing on their skills, preferences, and learning styles.

The success of English oral participation is highly linked to students' motivation and willingness to learn. Providing opportunities for students to feel engaged in the foreign language classroom is essential. Classrooms should have an environment in which students feel comfortable, what can be called the ideal class discussion. Trong & Thi (2010) expressed that "the teacher uses display questions in EFL classrooms to generate practice in the target language and to increase students' participation in the form of 'natural' conversation which is characterized by non-solicited turn-taking" (p. 33).

If students are interested in the topic, they tend to participate in a volunteer way. This idea is reinforced by Assadi & Ghobadi (2012) when they stated that "class participation is considered as a way that accordingly, the students appeared actively

into the educational process and to help in strengthening our teaching and bringing liveliness to the classroom” (p. 131). However, “anxiety and nervousness, independent of classroom logistics, inhibit students from communicating instead of building their confidence through participation” (Susak, 2016, p. 11). This is the reason why motivation and a positive environment are some of the main factors why students participate and increase their confidence.

One of the biggest issues with oral participation in the EFL classroom relies on understanding what strategies hinder or foster students’ participation. Scrivener (2011) expressed that “very often, when people study a language, they accumulate a lot of ‘up-in-the-head’ knowledge [...] but then they find that they can’t actually use this language to communicate when they want to” (p. 147).

The same phenomenon is described by Universidad del Valle in Colombia when the results of its study about teaching activities and EFL participation showed that “the major barriers to class participation, identified by the respondents, were: low English language proficiency, cultural barriers, shyness, and lack of confidence” (Caicedo, 2015, p. 152). If students participate in order to increase their language proficiency level, they gradually will lose their fear of participation either in a written or oral way.

Students’ oral participation enriches the educational practices at all levels. “Participation allows students to build on their knowledge, demonstrate they have understood the curriculum, develop confidence, and apply theory” (Susak, 2016, p. 5). The more students participate, the more they improve their language skills inside

and outside the classroom. Nonetheless, EFL classes tend to be heterogeneous, which is reflected in students with different learning styles, pedagogical needs, and proficiency levels.

For that reason, MEP (2016) also proposed a Critical Pedagogy that “promotes questioning and inquiry of the learners’ own beliefs and social, political, and economic realities by means of facing different life dilemmas” (p. 21). Based on this, “students with higher performance in the use of English participate more than students with lower proficiency levels” (Ochoa, Cabrera, Quiñonez, Castillo & González, 2016, p. 46). If learners’ linguistic weaknesses are reinforced, participation will also increase. Considering that there are different ways of participating, teachers are in charge of enhancing language output in a volunteer way by means of classroom management strategies and activities.

## 2.4. SPEAKING AS A MEANS FOR CLASSROOM PARTICIPATION

Speaking is a process that involves a two-way interaction. In this way, speaking is not only a skill by itself but rather the result of many language skills to generate a suitable communication process. “It is common to find students who have a lot of problems in communication because many of them don’t feel comfortable speaking English” (Espinoza, 2014, p. 454). Many foreign language speakers present this situation because of difficulties understanding others’ ideas or expressing their own. In order to avoid students’ frustration towards communication, all the linguistic micro and macro skills should be developed at the same pace, especially listening and speaking.

Speaking is considered a productive skill because students construct language structures to express their ideas. For learners, especially adults, speaking and listening are the most complex skills to develop. Based on a Communicative Approach, “different socio-cognitive and collaborative strategies are constantly employed during interaction” (MEP, 2016, p. 45). These strategies might foster students’ oral skills by inviting them to speak up, affirming or valuing that their contributions matter, giving marks/grades for every active participation, being skillful in varieties of teaching techniques, reinforcing that it is fine to speak up regardless of what is said, even if it is true or not as well as being approachable and friendly speaker (Abdullah, Bakar & Mahbo, 2012).

In order to develop accurate speaking skills, students need to follow an integrated process in which other linguistic skills are taught in combination with constant and constructive feedback. By listening to different sources of input,

language features such as vocabulary, pronunciation, and intonation will also be portrayed in oral speech.

Speaking is challenging when students try to learn a foreign language because it is a process that not only demands comprehension of ideas but also a development of other skills and language features such as understanding of verbal and non-verbal clues. One of the strategies for teaching the linguistic competence based on a Communicative Approach is “to help students to develop and show an appropriate disposition for dealing with ambiguity when listening and interacting” (MEP, 2016, p. 41). The teacher should provide methods which involve real-life situations such as role plays, gap-filling activities, and round tables. These techniques could help students to become communicative competent. Students need more authentic input strategies to improve their speaking skills gradually.

Scrivener confirmed that when teachers develop speaking activities “if the subject is relevant and interesting, if the students already knew about or are provided with information to the topic, if they feel motivated to talk about it [...] there is a [...] change of something interesting to happening” (2011, p. 211). Referring to speaking, some textbooks provide instructions to develop a conversation without giving background information or vocabulary to develop it. Students might feel confused and frustrated. When EFL teachers design or adapt their activities or materials, they can integrate speaking with other skills. For instance, teachers can develop a short listening or reading exercise before starting a conversation and end it with a writing task.

As it was shown before, listening to real-life language is one of the most proper ways to improve speaking skills. Speaking cannot be taught in an isolated way. According to the Ministry of Public Education (2012), “the development of the skill [speaking] has to be carried out in conjunction with the development of the other skills. In particular speaking and listening are complementary to each other in the act of communication” (p. 10).

When a speaker keeps a conversation, he or she needs to understand what the other person is expressing. Moreover, it is expected to have proper use of grammar and vocabulary in order to be understood by other speakers. According to MEP (2016), oral comprehension includes “listening for the first time (general understanding); pair/group feedback; listening for the second time (more detailed understanding)” (p. 36). If an EFL student wants to develop productive skills, he or she needs to develop the receptive ones so that he or she can achieve an integrated language competence. The purpose of teaching the speaking skill is to make students experience the first interactions in the target language to prepare them for a more active oral participation, and opportunities to socialize with native and nonnative speakers of the target language as part of general mediation principles.

In order to examine speaking in a deeper way, it is imperative to analyze the relationship between fluency and accuracy in order to become linguistically competent. Language competence is directly linked to linguistic compressibility. Scaffolding is a great strategy to improve fluency and accuracy. Scaffolding refers to the way a competent language speaker helps a less competent one by both encouraging and providing possible elements of the conversation (Scrivener, 2011).

In speaking, fluency and accuracy are correlated. There are students who have a great command of fluency but a very low command of accuracy or the other way around. “Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice” (Scrivener, 2011, p. 36). This strategy is based on MEP’s general mediation principles of communicative learning.

Oral interaction is one of the main purposes of learning a new language. In order to communicate orally, speakers employ a series of language features. “Speaking is one of the most desirable skills that foreign language learners want to develop to communicate their needs and desires” (Parra, 2013, p. 13). To become communicative competent, speakers should acquire a high command of fluency and accuracy by means of vocabulary, grammar, pronunciation, and understanding of not literal language such as slang and idioms. “Speaking is divided into two areas: spoken interaction and spoken production” (MEP, 2016, p. 45). In this way, this skill is a constant process of understanding and producing spoken ideas. By obtaining an integrated learning of skills hand to hand with authentic linguistic input, EFL learners might develop their oral skills in a more natural way.

## **2.5. CLASSROOM ACTIVITIES AND DIDACTIC RESOURCES IN THE EFL CONTEXT**

Developing lessons that are speaking-oriented require the implementation of tasks in which students become the main engine of the class. “Communicative activities are an essential component in the EFL classroom that engage learners in understanding, manipulating, producing or interacting in the target language” (Ochoa, Cabrera, Quiñonez, Castillo & González, 2016, p. 40). Classroom activities are directly related to didactic resources.

In order to choose didactic resources that better fit the pedagogical mediation, teachers should carefully consider the evaluation objectives and functions of the topic that is taught. In fact, “even for stages when you [the teacher] are ‘presenting’ language, be clear to yourself what it is that students are supposed to be doing and what outcome it is leading to” (Scrivener, 2011, p. 41). If the outcome is not the expected, teachers as facilitators should reconsider their strategies and planning, including the way activities and materials are applied.

One of the most relevant aspects to consider when teaching adult learners is the type of classroom activities and didactic resources that are implemented during the pedagogical mediation. These resources or learning experiences should be focused on students’ level and pedagogical needs. “Learning strategies cannot be seen apart from learning styles preferences (within a continuum) and the combination of methodology and materials as well” (Scrivener, 2011, p. 48). Moreover, it is relevant to have a two-way classroom interaction, so:

Students are expected to be present on time and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities. These complementing engagements between lecturers and students do generate conducive classroom environment (Abdullah, Bakar & Mahbo, 2012, p. 516).

Students' opinions should always be considered. Every lesson should include reflection about the aspects to improve regarding the teacher's and students' weaknesses.

Didactic materials need to be constantly contextualized and updated to the students' immediate context to let them be familiarized with the contents and promote active participation. "Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners" (MEP, 2016, p. 12). In addition to this, a study developed by Universidad Nacional (Costa Rica) explained that learners:

Who have the same gender, similar age and language background have similar preferences and likes...but the hardest thing is to find the ways encourage them to use it since most of them [...] take the course because it is a [...] requirement (Espinoza, 2014, p. 464).

Adaptations about textbooks and any other type of material must be considered. Boriboon (2008) expressed that "the topics chosen for instructional materials have to be relevant or contemporary, intellectually appropriate, and invigorating for students" (p. 331). Students might not feel comfortable and willing to participate in topics that are not part of their reality or backgrounds.

Even though the curriculum cannot be modified, the ways in which the contents

are presented certainly do. For instance, “materials should cover as much as possible subject matters relevant to students’ lived experience, as well as the most up-to-date issues in relation to their interests, desires, and aspirations” (Boriboon, 2008, p. 331). Adults need to be provided with reasons and the benefits of every single topic or skill that they work on. Related to this, the Ministry of Public Education (2016) stated that students will be able to “use knowledge, skills, and abilities beyond school contexts” (p. 15). To achieve this, teaching strategies must emphasize learners’ needs and likes. Students would feel more identified with the target language and their participation rates are going to increase by means of sociolinguistic principles.

Like any other field, education has undergone significant changes. Classroom practices should be considered a dynamic phenomenon that needs to be tailored to the contemporary characteristics of the twenty-first century. A study developed by the journal of Education Inquiry expressed that “English programs around the world have, albeit unintentionally, perpetuated myths about the ‘neutrality’ of the English teaching and learning endeavor, about the primacy of the English language, and about the historical and geopolitical context of English” (Solano, 2012, p. 164). In other words, developing unified English practices despite the students’ context might become detrimental.

In relation to that, the same authors highlighted that “English teaching preparation programs need to be modified to include opportunities for instructors and students to develop skills for the critical analysis of reality, and in this case in particular, of our linguistic reality” (Solano, 2012, p. 177). If the didactic resources and classroom activities are contextualized to students’ reality and daily events, their

interest in the topic might increase, which immediately leads to better classroom achievement.

Achieving a high command of another language is a process that requires practice and time. One of the most effective ways of improving language skills inside the classroom is by means of pedagogical activities and didactic resources. Learners:

Feel highly motivated when participating in communicative activities because these enhance their fluency, pronunciation, and performance in the use of English in a realistic and enjoyable way since students are confident when they help each other during interaction in activities (Ochoa, Cabrera, Quiñonez, Castillo & González, 2016, p. 39).

A recent study by Universidad Nacional (Costa Rica) mentioned that “students’ vocabulary size is linked directly to their ability to complete different tasks: from basic oral communication to reading novels in the target language” (Castro-García, 2017, p. 81). Vocabulary and other language features should be taught in a contextualized way, incorporating up-to-date issues, and providing clear instructions.

## 2.6. TASK-BASED APPROACH TO IMPROVE SPEAKING

A great deal of teaching methods has been applied to promote more effective development of oral skills. Nevertheless, “problems in teaching and learning English as a Foreign Language (TEFL) relates to both teachers and learners. This problem is partly affected by teaching methods” (Munirah & Muhsin, 2010, p. 181).

From a variety of educational approaches, Task-Based Instruction (TBI) has become “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” (MEP, 2016, 25). Since Task-Based Learning originates as a branch of the Communicative Learning Teaching, its focus is oral production in authentic contexts.

One of the biggest advantages of TBI is that students are not only solving a task but rather creating or recreating an event that is part of their daily lives to obtain a successful linguistic outcome. This approach is student-centered, for that reason, the teacher becomes a monitor that provides support and gives constructive feedback, including the extension of vocabulary or grammatical expressions.

According to Albino (2017), even though there are many studies that are focused on speaking production, almost none of them have underscored the relevance of task and the use of TBLT approach. A task is a teaching tool that can enhance EFL learners’ development of speaking fluency. In order to achieve the classroom objectives, students decide how they want to work, and they are conducted to use the target language since a measurable output is the main outcome

of the task performed.

The Ministry of Public Education in Costa Rica aims at implementing an Action Oriented Approach for the development of all EFL lesson. This approach could be viewed as a branch of the Task Based Instruction Approach, which main characteristic relies on the use of tasks to reach a measurable linguistic outcome. Another significant feature of this current methodology is that “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” (MEP, 2016, p. 25).

If students do not participate in different tasks, they will not obtain the bases to perform the outcome of the activity. If they do not produce linguistic output, their language learning process tends to decrease or keep the same, leading to a partial or not accomplishment of the school programs. In order to apply this method, EFL teachers need to contemplate some basic principles, for instance, “vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication” (MEP, 2016, p. 25). Teachers should provide students with all the necessary tools to develop every task according to the objective established.

As it was previously explained, classroom activities implemented in TBI vary completely from other approaches because they must have a very clear purpose that is reached by following structured preparation steps. MEP (2016) emphasized that “within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full

potential as national and global citizens” (p. 25). “Appropriate activities could include communicative tasks and improvisation activities, as they have the potential to initiate language use that transcends formulae and reproduction” (Becker & Roos, 2016, p. 9).

Pre-tasks activities might incorporate questions for discussions, brainstorming, and sharing. In fact, MEP has the conviction that “the learner is not speaking or writing for the teacher or pretending to speak or write to another person, but rather speaking or writing in a real-life context for a social purpose” (MEP, 2016, p. 26). By means of TBI, students compare their achievements with their classmates under the construct of always finding rewarding language production.

Many studies have collected information about the actual feasibility of Task Based Instruction in the EFL context. A study about improving speaking fluency in a Task-Based Language Teaching Approach ratified that “what remains to be known, however, is the empirical evidence of how learners in EFL contexts [...] can improve their speaking fluency in a TBLT approach that focuses on meaning and form” (Albino, 2017, p. 4).

When applying TBI or TBLT in the lesson, it is vital to focus only on one language feature. Moreover “learners should be provided with manifold opportunities to become autonomous language users through activities that support their natural desire to interact with peers” (Becker & Roos, 2016, p. 21). In order to visualize activities like an interactive process, learners need to have a general overview of the tasks that they perform and be provided with constant and constructive feedback.

From traditional to current teaching methods, language instruction has been always focused on finding new ways to foster communication. One of the advantages of Task Based Instruction and Action Oriented Approach is the development of one skill at a time. If a class is focused on vocabulary or grammar, a linguistic outcome will be reflected on that specific feature. An investigation by Universidad de Costa Rica found that some ways to improve classroom objectives are “to provide teachers with a methodology [...] that can be applied in a variety of curriculum settings, to enable focused attention to particular lexical items, language structures, and communicate functions through the use of interactive tasks” (Charpentier, 2013, p. 453) which is directly linked to the approaches already mentioned. Tasks that are related to real-life events, increase students’ knowledge of the target language.

## 2.7. STRATEGIES TO ENHANCE EFL LEARNERS' PARTICIPATION

Effective classroom participation is one of the main goals that teachers, regardless of their subject, aspire to achieve. EFL teachers should also consider that the language barrier might hinder students' motivation and willingness to participate. In order to promote an auspicious environment for participation, some strategies should be implemented during the development of the class. However, "the environment alone is not sufficient; the teacher also needs to motivate students in order to create a productive attitude" (Parra, 2013, p. 17).

The classroom environment should be tailored according to the students' preferences, which is based on a holistic approach of learning. MEP (2016) expressed that learners can use:

Socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate [...] content from oral and written text to perform a goal-oriented product...based on an integrated sequence of activities within a domain, scenario and theme (p. 11).

When promoting an environment according to the students' needs, participation tends to increase.

An effective technique to enhance oral production consists of performing attractive pre-activities. Warm-ups and ice-breakers help students to lose their fear about speaking and participating as well as use their previous knowledge to build new meanings. Pre-tasks give time for them to be involved in the target language, which is founded on a socio-constructivist approach. MEP (2016) explained that socio-

“cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping” (p. 11).

Rahman (2010) emphasizes that “it is also important to assess students’ speaking skills based on their prior knowledge and experience and in direct relation to course activities” (p. 7). By developing activities that are based on students’ knowledge and experiences, they might also develop their confidence.

Communicative games and “activities are seen as a means to lower students’ stress” (Becker & Roos, 2016, p. 18) because they learn and have fun at the same time. For this reason, teachers should find ways to engage students in the language before conducting them to produce utterances. Participation in the EFL classroom is highly linked to the teacher’s role. Teachers as facilitators should use different techniques such as group work, round tables, and spaces to discuss the topics presented in the classroom. In this way, there would be a transition between solicited participation to volunteer participation.

Since communication is one of the main purposes of the language, lessons should be focused on activities that enhance social interaction. A Critical Pedagogy Approach “destroys the division between teacher-student, as the dialogue between them is essential for education. Thus, the role of the teacher is to enhance dialogue, debates, collaborative work and help learners question their realities” (MEP, 2016, p. 21).

For that reason, Rahman (2010) pointed out that developing conversation skills

with a sense of stress, intonation and meaning, gestures and body language, participating in informal discussions and situations, using information to make some decision, and making social arrangements with friends are some of the main strategies used in a language classroom. Those activities might also include discussions, small-group activities, simulations about daily activities, role plays among others. Even if the objectives of the lesson are not speaking-oriented, teachers might interweave oral production by means of post-activities, consolidation, or reflection exercises to reinforce their critical thinking skills.

Scrivener (2011), proposed different group strategies that could be adapted to any classroom environment. Pair work is effective in different contexts since it does not need a lot of participants. One of the most useful pair work classroom activities corresponds to information gap, which besides active participation, requires students' concentration, group work, and individual strategies. Students choose pairs or they are randomly selected to play a game, work face to face, back to back, across the room, and communicating about a specific topic (Scrivener, 2011).

For small classes, teachers could also develop groups of discussion integrated by two or three students in which they have a leader. The leader moves from group to group to discuss conclusions and specific ideas about a topic or subtopic (Scrivener, 2011). A remarkable feature of these activities is that even though they are designed for small groups, they work effectively in large classes as well.

For large classes, Scrivener proposed two teaching strategies: mingle and plenary. Both strategies are used for the whole class. When using mingling

techniques, students should only talk to one other person at a time; time limits are set. By means of a ring bell or background music, students look for another person to talk (Scrivener, 2011). This technique enhances spontaneous speech it has a wide number of variations. In terms of plenaries, a conversation or debate topic is managed by the teacher or a student. Students work with intervals of small groups discussions (Scrivener, 2011). A debate could go from current controversial topics to daily-life events. They promote the participation of every single student in a more active and interactive way.

Among all the strategies to teach an EFL class, Rasmussen (2015) provides a series of principles to teach adults in a successful way based on andragogy theories. The first principle reinforces the importance of making sure that adult students understand *why* each activity is developed, in which the author calls MIME (Monitor, Inform, Motivate, Engage). The second principle explains that adults need to learn in their own way by restructuring methods of instruction according to the students' learning styles into a combination of individual and group activities.

Another principle relies on the respect and encouragement that adults should receive by taking advantage of their experiences and perspectives to be in a constant process of reflections. The last principle portrayed by Rasmussen (2015) corresponds to the use of experiential learning. Experiential learning "holds two meanings for the teacher of adult learners: 1) honoring the life experiences and knowledge an individual brings, and 2) active participation in activities during the session" (pp. 2-4). These principles or strategies to teach adults embody two common trends: a constructivist learning based on previous learners' experiences and a classroom

development focused on social interaction.

Even though classes for adults tend to be formal, lexical games and fillers can be incorporated almost in every activity, including the controlled practice. Lexical games and fillers can work for any stage of the lesson, but they are commonly used as warmers. They are activities that can be adapted to any content or become part of another activity. They can also be used to reinforce a previous topic or work on a skill. Most of them are communicative oriented (Scrivener, 2011).

Nevertheless, it is important to focus on students' preferences. Harmer mentioned that adults "can engage with abstract thought. This suggests that we do not have to rely exclusively on activities such as games and songs - though these may be appropriate for some students" (2007, p. 84). These kinds of activities are effective if teachers take into consideration students' past learning experiences.

Classroom management also comprises one of the main factors that lead to active oral participation in the EFL classroom. Grouping and seating are vital. Teachers could arrange the desks and chair in circles, squares, and horseshoes, and they should avoid making structured lines because it might decrease the levels of interaction. Moreover, they could use the board and other classroom equipment, use gestures to help clarify of instructions and explanations, speak clearly at an appropriate volume and speed, grade complexity and quantity of language, among others (Scrivener, 2011). Classroom arrangement needs to be adjusted to every activity. By playing with the position of the classroom students might feel more comfortable and motivated in order to participate in a more frequent way.

EFL teachers should be in constant training to provide students with strategies that better tailor their academic needs. Classroom techniques should also foster continuous students' participation. "Different socio-cognitive and collaborative strategies are constantly employed during interaction. Some examples of interactive activities include: transactions, casual conversation, informal discussion, formal discussion, debates and interviews" (MEP, 2016, p. 45).

In the same way, a study about classroom activities to encourage oral participation, found that "the cultural activities permitted not only an increase in the level of participation but also a reduction in learners' fears which contributed to the loss of confidence in expressing themselves orally in English in public" (Parra, 2013, p. 21). General speaking, warm-ups, group-activities, contextualization of plans, classroom management, and games constitute the main strategies employed by teachers to promote oral participation in an EFL class for adult learners. These strategies are founded on Critical Pedagogy, Andragogy, Communicative Approaches, Holistic and Socio-Constructivism Approaches of learning.

## 2.8. SUMMARY

This chapter explained the main elements related to oral participation in English as a Foreign Language classroom and its relationship with the strategies and approaches that they come from. It provided general and essential descriptions about the factors associated with linguistic output in adults and the way the government of Costa Rica deals with different modalities in the education system, focusing on night-time education.

In the same way, it carefully explained the influence of communicative approaches that promote the integration of skills as well as the implementation of real-life events to obtain measurable oral outcomes. A description of the Task Based Instruction and its relation with the speaking skill was also portrayed by means of examples and recent studies. Finally, an overview of strategies to enhance EFL learners' participation was depicted.

## **CHAPTER III. METHODOLOGY**

The purpose of this chapter is to portray the qualitative approach that is used to answer the research objectives presented in Chapter I. There is one general topic covered in this section. The general unit of the methodology corresponds to the research design, which is subdivided into site selection, participant selection, the role of the researcher, and data collection procedures.

The site selection provides a general description of the context and setting where the investigation is developed. The participant selection specifies the target population and the sampling methods by explaining the aspects taken into consideration in order to select the participants. This chapter also includes the role of the researcher, clarifying the relationship with the participants as well as the rate of involvement in the study. The data collection procedures describe any research instruments used to collect data such as interviews, questionnaires, tests, and artifacts and how they will be administered.

### 3.1. RESEARCH DESIGN

Qualitative research is descriptive and allows the understanding of a phenomenon by exploring and objectively explaining the reality of the participants of the research in its natural context. In this investigation, the context is a night secondary school specialized in education for adults. As Creswell (2014) explained, qualitative research is “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the past settings” (p. 4).

These questions and procedures help the researcher to collect relevant data while exploring the phenomenon in a real-life context. The focus of this study is the teaching strategies needed to achieve adult EFL learners’ oral participation. The researcher attempts to identify the factors related to this phenomenon by emerging in the participants’ learning environment to obtain accurate findings.

This qualitative research adopts an action research method with a constructivist philosophical overview. In the matter of analyzing strategies to enhance oral participation from a constructivist point of view, “the researcher seeks to establish the meaning of a phenomenon from the views of participants. One of the key elements of collecting data in this way is to observe participants’ behaviors during their engagement in activities” (Creswell, 2014, p. 48). By incorporating this approach, the researcher becomes part of the investigation environment. In other words, is not only an observer of the participants but rather another participant of the process.

A constructivist philosophical view is highly connected to the action research

design which “combines diagnosis, action and reflection [...] focusing on practical issues that have been identified by participants and which are somehow both problematic yet capable of being changed” (Cohen, Manion & Morrison, 2007, p. 298). Once the questions that would guide the design are established and the fieldwork is prepared, the investigator of this research develops a series of observations and administrates interviews and questionnaires to the members of the school community including principal, teachers, and students.

Based on the data collected, the investigators present the information by objectively describing the findings. With the results obtained, the main factors that contribute to the implementation of strategies to enhance oral production in this specific context are analyzed.

### 3.2. SITE SELECTION

In Costa Rica, public institutions represent the main option in order to course secondary studies. Day-time high schools either private or public embody most educational options. In San José and surroundings, there are different high schools that are available to assure access for all the inhabitants. However, few of these institutions offer opportunities for those who want to attend to a night modality that allows them the possibility of working or taking care of their families while finishing their secondary education.

CINDEA Moravia is a night-time high school located in Liceo de Moravia's facilities. This high school has a schedule from 6:00 p.m. to 10:00 p.m. This institution aims at promoting primary or secondary education for those students who did not have the opportunity to finish their studies in the past. The only requirement to be part of this kind of modality is to be over fifteen years old. The population of this institution comes from different parts of the region of San José considering Moravia and Coronado. Teachers in this institution are willing to guide students through an educational process that will provide society with prepared citizens.

### 3.3. PARTICIPANT SELECTION

The participants of this action research are students at CINDEA Moravia. They belong to the P2 level, which corresponds to eight graders. These students receive academic English lessons, and they take five lessons on this subject per week. They take English lessons on Mondays, Tuesdays, and Thursdays. There are twenty-five students in this class. Their ages range from 17 to 50.

The sampling technique of this investigation is typical case sampling because the teacher and the principal of the institution were disposed to collaborate by providing their permission to make the observations needed for this study. Another reason to choose this institution is that it accomplishes the characteristics that the researcher needs for their study. For instance, this group is composed of adult EFL students that need to accomplish the MEP objectives in order to obtain their high school diploma. The new objectives of the MEP rely on oral production, which is the emphasis of this research.

Another participant in this action research was the EFL collaborative teacher of the group under study. She obtained her English Teaching Bachelor's Degree and Licentiate's Degree at Universidad Hispanoamericana. She has over ten years of experience working for private and public institutions with different modalities of the Costa Rican education system. She works full-time at CINDEA Moravia. This high school has a semester modality. For that reason, sometimes students could have two teachers during the same school year. She teaches academic English from seventh to ninth grade, and she adapts her plans according to the institution requirements and

educational objectives.

### **3.4. ROLE OF THE RESEARCHER**

The researcher under this qualitative study is an English Teaching Major student who is about to finish her studies in this discipline. Since qualitative research tends to be descriptive and subjective, the researcher aims at being as objective as possible by incorporating data collection procedures that consider at least three sources of information.

These data collection procedures consist of instruments such as questionnaires and observations with the purpose of gathering relevant and accurate information to contribute to the education field. In order to develop this investigation, the researcher becomes part of the classroom during a series of observations in which she not only takes notes about the interaction that students have with the teacher and among themselves but also becomes another participant of the class.

The researcher gets involved in every stage of the class by discussing at the end of each lesson the students' perspectives about the subject matter. The observations are based on description rather than on researchers' opinions to avoid subjective results in the research study.

### **3.5. DATA COLLECTION PROCEDURES**

Four different instruments are designed to collect the essential information for this research. The first one is a structured class observation that consists of three parts that portray the kinds of oral participation developed in class and the teaching strategies to promote oral participation. The second one corresponds to a detailed questionnaire for students from group P2-2. The rest of the instruments correspond to interviews for the English teacher, and the institutions' principal at CINDEA Moravia.

Once each instrument is carefully analyzed, the research technique of triangulation takes place in order to generate concrete conclusions about oral participation and the strategies that foster or inhibit this phenomenon. Additionally to the mentioned instruments, a workshop for English teachers at CINDEA Moravia would be implemented based on the findings.

#### **3.5.1. Instrument #1. Structured observation (Appendix #1)**

The first instrument consists of a structured observation of an English class of two lessons, two days a week, for at least one month, where the main participants are the teacher and students. This kind of instrument represents a key element in qualitative research since “the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations” (Cohen, Manion & Morrison, 2007, p. 396).

Its main purpose is to analyze the classroom techniques needed to achieve adult learners' oral participation according to the Ministry of Public Education'

standards at CINDEA Moravia. The instrument has a section to complete students' general information. It is divided into three parts. Part A is a chart with a classification of common techniques to enhance oral participation. It contains a description of behavior, whether the participation is in the target language or not, as well as the incorporation or not of authentic materials. Part B focuses on the kind and complexity of students' oral participation in terms of fluency, accuracy, and vocabulary. Part C is for the researchers to have a written report of the activities performed during the different lesson stages.

### **3.5.2. Instrument #2. Questionnaire for the Students (Appendix #2)**

The second instrument aimed at collecting students' perceptions regarding their oral participation. The questionnaire was administered to 25 students from group P2-2. "The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse" (Cohen, Manion & Morrison, 2007, p. 317).

To avoid misinterpretations and to obtain accurate and precise answers, the researchers created this instrument in the students' mother tongue. General information like age, gender, and place of residence is asked in Part A. Second part contains a combination of closed and open questions in order to classify data in a more accurate and objective way.

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

The third instrument consists of an interview for the collaborative teacher. The main objective of this instrument is to obtain a pedagogical perspective about the different strategies that foster or hinder oral production in group P2-2 at the institution under study. An interview was chosen for this participant because it allows “an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data” (Cohen, Manion & Morrison, 2007, p. 349).

The heading requests general information about the teacher and the group under investigation. The rest of the interview consists of open questions that might lead to more specific interrogatives depending on the elaboration and meaningfulness of the answers.

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

The fourth instrument consists of an interview for the principal of the high school where the investigation is developed. This instrument aims at obtaining a general perspective about the problems that could cause students' lack of participation in English classes. “The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues” (Cohen, Manion & Morrison, 2007, p. 349). This interview contains open questions about students' English proficiency and how the institution looks for innovative ways to overcome the obstacles presented. The questions are mainly focused on the students.

### **3.5.5. Instrument #5. Booklet for the English teachers (Appendix #5)**

Based on the results of the observations, interviews, and questionnaires, an additional instrument would be designed to cover the needs portrayed. The instrument consists of a booklet that embraces useful communicative strategies to promote the oral participation within the class. This booklet is completely personalized since it aims at providing English teachers at CINDEA Moravia with communicative activities based on specific strategies that could be implemented to promote oral participation in the classroom. Even though the strategies proposed are designed for a specific population, they might be adapted and applied in different classroom contexts.

### 3.6. TRIANGULATION OF DATA

Triangulation is an effective strategy used in qualitative research that consists of analyzing and gathering data from different points of view. In this way, the results of a case study are more balanced and objective. From a wide variety of methods to analyze data, “triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research” (Cohen, Manion & Morrison, 2007, p. 141).

This study collects information from at least three sources including, but not limited to, questionnaires, interviews, and observations, which would lead to an accurate analysis of the phenomenon. It is important to reinforce the idea that “triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour” (Cohen, Manion & Morrison, 2007, p. 141). This perspective is meaningful to compare different perspectives about oral performance and formulate conclusion in an objective and accurate way in order to avoid as much as possible bias in the study.

### **3.7. SUMMARY**

Chapter III embraced descriptions and definitions of procedures needed to carry out a qualitative research. It encompasses the complete research design and methodology, including the geographical location of the study, the role and background of the participants, and the role of the researcher in the process. In addition to this, four instruments were carefully designed and explained. Data collection procedures presented in this investigation comprise a structured observation, interviews, questionnaires, and a potential academic workshop based on the results obtained in the first stages of the research. The purpose of these elements was to accomplish an organized fulfillment of the investigation.

## **CHAPTER IV. DATA ANALYSIS**

Chapter IV encompasses the analysis of the data obtained at CINDEA Moravia by means of questionnaires and interviews administered to the students from group P2-2, their teacher and the principal of the institution. Additionally, structured observations to the group P2-2 were developed to gather information about the classroom environment and the students' behavior.

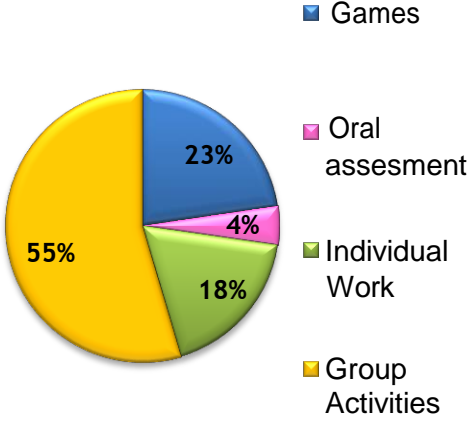
The results of the data are triangulated to obtain different perspectives regarding the phenomenon under study and compile reliable findings. The analysis of the data focuses on the classroom strategies needed to achieve adult learners' oral participation according to the Ministry of Public Education' standards at CINDEA Moravia.

The analysis of data is subdivided into four sections according to the research objectives. The first and second section are based on the objectives to determine which teaching strategies are promoted in class to encourage students to participate orally in the target language and to explore the level of complexity of students' oral participation in terms of fluency, accuracy, and vocabulary. These sections include findings from the students' questionnaire, observation process, and the teacher's interview.

Third and fourth section includes information from the objectives to analyze the relationship between the programs implemented at CINDEA Moravia and the complexity of students' oral production and to provide English teachers at CINDEA Moravia with a booklet about communicative strategies that promote oral participation based on specific needs of group P2-2. These sections show the data collected from

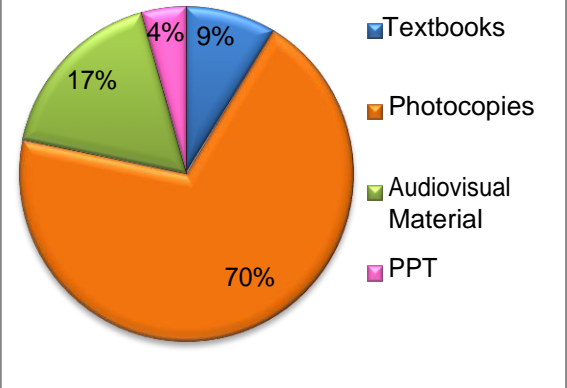
the students' questionnaire, the observation process, the teacher's interview and the principal's interview.

**OBJECTIVE 1:** To determine which teaching strategies are promoted in class for encouraging students' oral participation in the target language.

Questionnaire	Observation	Teachers' interview										
<p data-bbox="248 619 657 720"><b>What activities do you enjoy the most during your English classes?</b></p>  <table border="1" data-bbox="305 787 771 1207"> <caption>Data for Figure 1: Student Preferences</caption> <thead> <tr> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Group Activities</td> <td>55%</td> </tr> <tr> <td>Games</td> <td>23%</td> </tr> <tr> <td>Individual Work</td> <td>18%</td> </tr> <tr> <td>Oral assesment</td> <td>4%</td> </tr> </tbody> </table> <p data-bbox="240 1325 784 1381"><i>Figure 1. Question No 2. Taken from Instrument n.º 2, Students' Questionnaire</i></p>	Activity	Percentage	Group Activities	55%	Games	23%	Individual Work	18%	Oral assesment	4%	<p data-bbox="824 604 1076 758"><b>PART I.</b> Strategies to promote oral participation.</p> <p data-bbox="824 810 1112 1146">Part I consists of a chart that includes the following sections:          ➤ Strategies          ➤ Participation in English or Spanish          ➤ Authentic or not authentic material          ➤ Description of Behavior  <b>Focus:</b> strategies</p>	<p data-bbox="1154 604 1258 636"><b>II PART.</b></p> <p data-bbox="1154 667 1425 909"><b>Question 1.</b> Which teaching strategies do you implement in your lessons to encourage students' oral participation in the target language?</p>
Activity	Percentage											
Group Activities	55%											
Games	23%											
Individual Work	18%											
Oral assesment	4%											
<p data-bbox="240 1501 345 1528"><b>Results:</b></p> <ul data-bbox="240 1533 1425 1749" style="list-style-type: none"> <li>• <i>Figure 1</i> shows that 55% of the students interviewed presented an inclination towards group activities. Games and individual work followed their preferences with 23% and 18% respectively. A minimum of 4% of the students expressed a preference for oral assesment.</li> <li>• Six out of eight observations also showed that group activities are performed. Nevertheless, during all the observations conducted, games were not developed.</li> <li>• During the teacher's interview, she expressed that her teaching strategies consist of lecture methods, discussion methods, role play, buzz groups, students-tutors, and brainstorming.</li> </ul>												

**Interpretation:**

Correlations among sources of information demonstrate that group activities to promote social and language skills are the main strategies implemented during the pedagogical mediation. Even though games are the second activity that students enjoy the most, both classroom observations and the teacher's interview showed that games are not part of the lessons. Moreover, observations and students' answers portray a lack of willingness to participate in oral assessment, including but not limited to oral presentations or speeches.

Questionnaire	Observation	Teachers' interview										
<p data-bbox="305 709 716 814"><b>What materials received in the English class do you like?</b></p>  <table border="1" data-bbox="245 835 808 1220"> <caption>Data for Figure 2: What materials received in the English class do you like?</caption> <thead> <tr> <th>Material</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Photocopies</td> <td>70%</td> </tr> <tr> <td>Audiovisual Material</td> <td>17%</td> </tr> <tr> <td>Textbooks</td> <td>9%</td> </tr> <tr> <td>PPT</td> <td>4%</td> </tr> </tbody> </table> <p data-bbox="240 1272 784 1329"><i>Figure 2.</i> Question No 3. Taken from Instrument n.º 2, Students' Questionnaire</p>	Material	Percentage	Photocopies	70%	Audiovisual Material	17%	Textbooks	9%	PPT	4%	<p data-bbox="833 653 1084 680"><b>PART I.</b> Strategies to promote oral participation.</p> <p data-bbox="833 800 1138 884">Part I consists of a chart that includes the following sections:</p> <ul style="list-style-type: none"> <li data-bbox="833 890 992 917">➤ Strategies</li> <li data-bbox="833 921 1138 978">➤ Participation in English or Spanish</li> <li data-bbox="833 982 1057 1039">➤ Authentic or not authentic material</li> <li data-bbox="833 1043 1036 1100">➤ Description of Behavior</li> </ul> <p data-bbox="833 1104 1110 1161"><b>Focus:</b> authentic or not authentic material</p>	<p data-bbox="1177 653 1357 680"><b>Teachers' interview</b></p> <p data-bbox="1177 716 1279 743"><b>II PART.</b></p> <p data-bbox="1177 779 1425 911"><b>Question 7.</b> What type of didactic materials do you use for your lessons?</p>
Material	Percentage											
Photocopies	70%											
Audiovisual Material	17%											
Textbooks	9%											
PPT	4%											
<p data-bbox="240 1367 342 1394"><b>Results:</b></p> <ul style="list-style-type: none"> <li data-bbox="240 1398 1365 1488">• <i>Figure 2</i> portrays how a majority of 70% of the students prefer photocopies for the development of their lessons while 17% expressed that they like audiovisual material. Textbooks and PowerPoint presentations in combination only represent 13% of students' likes.</li> <li data-bbox="240 1493 1175 1520">• During all the observations, the only material provided was photocopies.</li> <li data-bbox="240 1524 1390 1581">• The collaborative teacher stated that during her lessons she implements the use of the board, brochures created according to the topic under study, flashcards, cellphones, and websites.</li> </ul>												

**Interpretation:**

A total of eight observations depicted that didactic resources in the P2-2 group are limited to paper-based materials, which match with students' preferences. The collaborative teacher mentioned that she uses visual and technological materials such as flashcards, cellphones and websites, which represents 17% of students' likes. Nevertheless, during all the observations conducted none of those materials were implemented. Not authentic materials are the predominant trend in this class.

Questionnaire	Observation	Teachers' interview										
<p style="text-align: center;"><b>What is the purpose of teamwork during your lessons?</b></p> <table border="1"> <caption>Data for Figure 3: Purpose of Teamwork</caption> <thead> <tr> <th>Purpose</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Share ideas</td> <td>57%</td> </tr> <tr> <td>Asking for clarification</td> <td>35%</td> </tr> <tr> <td>Answering an exercise</td> <td>4%</td> </tr> <tr> <td>Division of duties</td> <td>4%</td> </tr> </tbody> </table> <p><i>Figure 3. Question No 4. Taken from Instrument n.º 2, Students' Questionnaire</i></p>	Purpose	Percentage	Share ideas	57%	Asking for clarification	35%	Answering an exercise	4%	Division of duties	4%	<p><b>PART I.</b> Strategies to promote oral participation.</p> <p>Part I consists of a chart that includes the following sections:</p> <ul style="list-style-type: none"> <li>➤ Strategies</li> <li>➤ Participation in English or Spanish</li> <li>➤ Authentic or not authentic material</li> <li>➤ Description of Behavior</li> </ul> <p><b>Focus:</b> description of behavior</p>	<p><b>II PART.</b></p> <p><b>Question 12.</b> Which teaching strategies do you implement to promote teamwork?</p>
Purpose	Percentage											
Share ideas	57%											
Asking for clarification	35%											
Answering an exercise	4%											
Division of duties	4%											

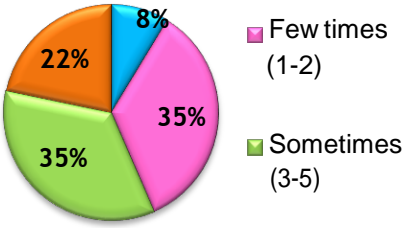
**Results:**

- More than 50% of the students expressed that sharing ideas is one of the main purposes of teamwork, followed by clarification of doubts with 35%. A minimum of 4% mentioned that they work in a team to divide their duties, which is the same percentage showed in relation to answering an exercise.
- Five out of eight observations revealed that during teamwork students clarify their doubts and share their ideas, but they generally do it in their native language.
- During the teacher's interview, she expressed that the purpose of teamwork is that those students who have a higher command of the target language could help those who are starting to learn it. In the same way, she mentioned that her methodology for teamwork consists of assigning each subgroup a student-tutor that could cover the other students' needs and doubts in collaboration with her.

**Interpretation:**

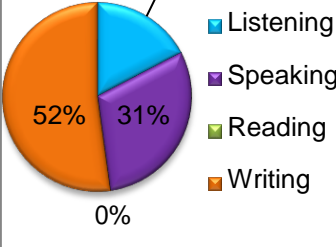
Common ground among observations and learners' answers showed that sharing ideas is one of the main purposes why students work in groups. The teacher's impressions about the purpose of teamwork in terms of division of duties only match with 4% of students' statements. All the sources coincide in group work to clarify doubts.

**OBJECTIVE 2:** To explore the level of complexity of students' oral participation in terms of fluency, accuracy, and vocabulary.

Questionnaire	Observation	Teachers' interview
<p data-bbox="256 863 625 968"><b>How often do you participate in each English class?</b></p>  <p data-bbox="240 1423 678 1476"><i>Figure 4.</i> Question No 5. Taken from Instrument n.º 2, Students' Questionnaire</p>	<p data-bbox="776 842 1141 926"><b>PART II.</b> Level of complexity of students' oral participation</p> <p data-bbox="776 961 1141 1014">Part II consists of a chart that includes the following sections:</p> <ul style="list-style-type: none"> <li data-bbox="776 1024 1024 1077">➤ Types of oral participation</li> <li data-bbox="776 1087 946 1119">a. Solicited</li> <li data-bbox="776 1119 946 1150">b. Volunteered</li> <li data-bbox="776 1150 930 1182">c. One Word</li> <li data-bbox="776 1182 946 1213">d. One Phrase</li> <li data-bbox="776 1213 1011 1245">e. Peer Participation</li> <li data-bbox="776 1245 1141 1297">➤ Participation in English or Spanish</li> <li data-bbox="776 1297 1157 1392">➤ Description of Behavior (fluency, accuracy, and vocabulary)</li> </ul> <p data-bbox="776 1392 1092 1444"><b>Main focus:</b> Complexity of students' oral participation.</p>	<p data-bbox="1187 867 1287 898"><b>II PART.</b></p> <p data-bbox="1187 930 1417 1140"><b>Question 9.</b> Do students speak English during the development of the class? How frequent is their participation?</p>
<p data-bbox="240 1549 345 1581"><b>Results:</b></p> <ul style="list-style-type: none"> <li data-bbox="240 1581 1425 1665">• According to <i>Figure 4</i>, only 22% of the students stated to participate actively during their English lessons. The majority of the students, 70%, participate at least once per lesson. However, there is a percentage of 8% that assures not to participate during the lessons.</li> <li data-bbox="240 1665 1425 1728">• A total of eight observations demonstrate that the number of students that participate actively in the target language is limited.</li> <li data-bbox="240 1728 1425 1822">• The collaborative teacher explained that at first students only spoke Spanish. Now, although not all of them do it, they talk, ask questions, and say phrases and expressions among them. She also explained that she tries to speak English all the time.</li> </ul>		

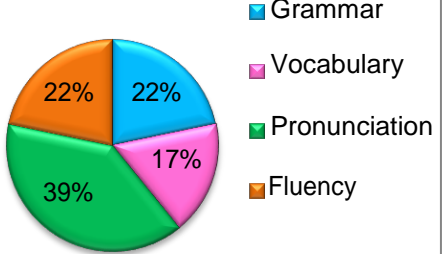
**Interpretation:**

Observations and students' opinions concurred that the percentage of learners that participate actively during the lessons corresponds to a minority. Even though 70% of the students assured to participate at least once per lesson, observations revealed that they do it in their native language most of the times. Observations and the teacher's interview showed that even if students use their native language most of the times, there is a percentage that also speaks English.

Questionnaire	Observation	Teachers' interview
<p data-bbox="305 653 621 793"><b>Which linguistic skill is promoted the most in your English classes?</b></p>  <p data-bbox="240 1083 630 1163"><i>Figure 5.</i> Question No 6. Taken from Instrument n.º 2, Students' Questionnaire</p>	<p data-bbox="708 653 1073 709"><b>PART II.</b> Level of complexity of students' oral participation</p> <p data-bbox="691 743 1089 800">Part II consists of a chart that includes the following sections:</p> <ul style="list-style-type: none"> <li data-bbox="691 806 1089 833">➤ Types of oral participation</li> <li data-bbox="691 837 821 865">a. Solicited</li> <li data-bbox="691 869 867 896">b. Volunteered</li> <li data-bbox="691 900 846 928">c. One Word</li> <li data-bbox="691 932 865 959">d. One Phrase</li> <li data-bbox="691 963 932 991">e. Peer Participation</li> <li data-bbox="691 995 1089 1043">➤ Participation in English or Spanish</li> <li data-bbox="691 1050 1089 1136">➤ Description of Behavior (fluency, accuracy, and vocabulary)</li> </ul> <p data-bbox="691 1169 1101 1226"><b>Main focus:</b> Complexity of students' oral participation</p>	<p data-bbox="1117 596 1398 644"><b>Teachers' interview II PART.</b></p> <p data-bbox="1117 653 1414 833"><b>Question 3.</b> How much time of your English lessons do you spend on practicing oral communication with your students? Is it enough?</p> <p data-bbox="1117 867 1409 1014"><b>Question 11.</b> Which language skills do you develop the most during the lessons? What is the reason?</p>
<p data-bbox="240 1325 345 1352"><b>Results:</b></p> <ul style="list-style-type: none"> <li data-bbox="240 1358 1398 1444">• <i>Figure 5</i> portrays how more than 50% of the students agree that writing is the main skill promoted during their lessons, followed by speaking with 31% and listening with 17%. According to the students' statements, reading is not part of their lessons.</li> <li data-bbox="240 1451 1382 1570">• Five out of eight observations showed that written exercises such as fill in the blanks correspond to the main skill developed during the lessons. Three out of eight observations incorporated oral exercises during the classroom development. Reading was incorporated only in one classroom observation. Listening was not developed during all the process of observation.</li> <li data-bbox="240 1577 1386 1690">• The collaborative teacher expressed that she spends as much time as possible practicing oral communication. Many times up to four classes of five. She also mentioned that the four areas are practiced in small proportion. Writing and speaking are the focus of the lessons because of extracurricular activities.</li> </ul>		

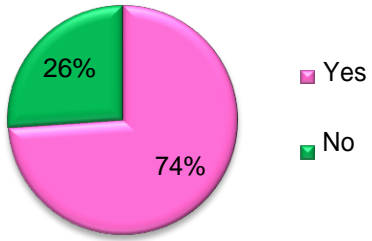
**Interpretation:**

Correlations among all the sources of information demonstrate that writing and speaking are the main language skills developed during the lessons. Listening is implemented in small proportions according to the teacher's and students' statements. Even though students mentioned that reading is not part of their lessons, the process of observation and the teacher's comments revealed that it is part of the lessons occasionally. Productive skills are the main focus of the English lessons at CINDEA Moravia.

Questionnaire	Observation	Teachers' interview										
<p data-bbox="289 655 625 760"><b>Which language feature do you consider the most difficult to develop?</b></p>  <table border="1" data-bbox="251 766 690 1018"> <caption>Data for Figure 6</caption> <thead> <tr> <th>Language Feature</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Pronunciation</td> <td>39%</td> </tr> <tr> <td>Grammar</td> <td>22%</td> </tr> <tr> <td>Fluency</td> <td>22%</td> </tr> <tr> <td>Vocabulary</td> <td>17%</td> </tr> </tbody> </table> <p data-bbox="240 1138 678 1192"><i>Figure 6.</i> Question No 7. Taken from Instrument n.º 2, Students' Questionnaire</p>	Language Feature	Percentage	Pronunciation	39%	Grammar	22%	Fluency	22%	Vocabulary	17%	<p data-bbox="722 655 1088 682"><b>PART II.</b> Level of complexity of students' oral participation</p> <p data-bbox="722 714 1031 741">students' oral participation</p> <p data-bbox="722 793 1088 856">Part II consists of a chart that includes the following sections:</p> <ul style="list-style-type: none"> <li data-bbox="722 856 1120 884">➤ Types of oral participation</li> <li data-bbox="722 888 852 915">a. Solicited</li> <li data-bbox="722 919 901 947">b. Volunteered</li> <li data-bbox="722 951 876 978">c. One Word</li> <li data-bbox="722 982 901 1010">d. One Phrase</li> <li data-bbox="722 1014 966 1041">e. Peer Participation</li> <li data-bbox="722 1045 1120 1108">➤ Participation in English or Spanish</li> <li data-bbox="722 1113 1096 1192">➤ Description of Behavior (fluency, accuracy, and vocabulary)</li> </ul> <p data-bbox="722 1224 1144 1287"><b>Main focus:</b> Complexity of students' oral participation</p>	<p data-bbox="1166 655 1274 682"><b>II PART.</b></p> <p data-bbox="1166 714 1412 924"><b>Question 4.</b> Which factors interfere with the level of students' oral participation in terms of grammar, fluency, vocabulary, and pronunciation?</p>
Language Feature	Percentage											
Pronunciation	39%											
Grammar	22%											
Fluency	22%											
Vocabulary	17%											
<p data-bbox="240 1333 349 1360"><b>Results:</b></p> <ul style="list-style-type: none"> <li data-bbox="240 1365 1412 1449">• Based on students' opinions, <i>Figure 6</i> shows that pronunciation is the most difficult language feature to develop with 39%. Grammar and fluency follow the list with 22% each one. Only 17% of the students chose vocabulary as the hardest language feature of the language.</li> <li data-bbox="240 1453 1388 1570">• During all the process of observation lack of vocabulary and grammatical structures represented the main boundaries for students' oral performance since they were overlapping from the native and target language, which is also reflected on fluency. Even though pronunciation was difficult for most of them, it did not affect their oral production.</li> <li data-bbox="240 1575 1388 1669">• The collaborative teacher explained that the age of the students, economic factors, fear of committing mistakes, lack of practice, and lack of motivation represent the main factors that affect every language feature.</li> </ul>												

**Interpretation:**

Even though a significant percentage of students agreed about pronunciation about the most difficult language skills to develop, observations revealed that lack of vocabulary and grammatical structures are the hardest. Observations coincide with 44% of students' statements in relation to grammar and vocabulary. The collaborative teacher considers that every language skill represents a challenge that is determined by students' internal and external learning factors.

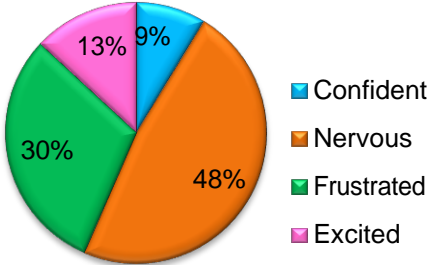
Questionnaire	Observation	Teachers' interview
<p style="text-align: center;"><b>Did you take English lesson in primary school?</b></p>  <p style="text-align: center;"> <span style="color: #e91e63;">■</span> Yes  <span style="color: #2e7d32;">■</span> No         </p> <p><i>Figure 7. Question No 1. Taken from Instrument n.º 2, Students' Questionnaire</i></p>	<p><b>PART III.</b> Relationship between the programs implemented at CINDEA Moravia and the complexity of students' oral production.</p> <p>Part III consists of a chart that includes the following descriptions:</p> <ul style="list-style-type: none"> <li>➤ Warm-up</li> <li>➤ Presentation</li> <li>➤ Controlled Practice</li> <li>➤ Consolidation</li> </ul>	<p><b>II PART.</b></p> <p><b>Question 5.</b> Having not the students received English during their primary school have an impact on their language learning classes? Why or why not?</p>
<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• <i>Figure 7</i> illustrates that more than a quarter of the students did not take English lessons during their primary school education while 74% did receive English classes.</li> <li>• All the observations revealed that students that participate actively during the lesson had previous knowledge of the language in spite of having received English or not during primary school.</li> <li>• According to the teacher's interview, for those students who haven't had previous knowledge of the language, it represents a process of zero. It's a challenge of personal improvement to overcome the obstacles presented.</li> </ul>		

**Interpretation:**

All sources of information show that having not received English during primary school represents an impact on students' oral performance. However, both the teacher's interview and the observations revealed that willingness to learn and motivation might hinder or foster the process.

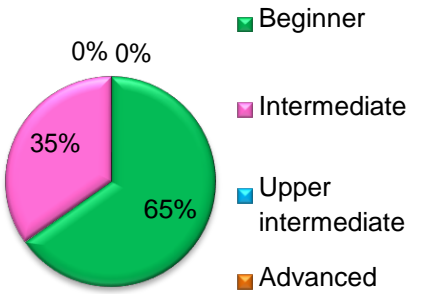
**OBJECTIVE 3:** To analyze the relationship between the programs

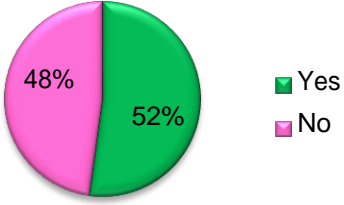
implemented at CINDEA Moravia and the complexity of students' oral production.

Questionnaire	Observation	Teachers' interview								
<p style="text-align: center;"><b>How do you feel when you are asked a direct question in English?</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>■ Confident</td> <td>9%</td> </tr> <tr> <td>■ Nervous</td> <td>48%</td> </tr> <tr> <td>■ Frustrated</td> <td>30%</td> </tr> <tr> <td>■ Excited</td> <td>13%</td> </tr> </table> <p><i>Figure 8. Question No 9. Taken from Instrument n.º 2, Students' Questionnaire</i></p>	■ Confident	9%	■ Nervous	48%	■ Frustrated	30%	■ Excited	13%	<p><b>PART III.</b> Relationship between the programs implemented at CINDEA Moravia and the complexity of students' oral production.</p> <p>Part III consists of a chart that includes the following descriptions:</p> <ul style="list-style-type: none"> <li>➤ Warm-up</li> <li>➤ Presentation</li> <li>➤ Controlled Practice</li> <li>Consolidation</li> </ul>	<p><b>II PART.</b></p> <p><b>Question 10.</b> Do students participate voluntarily by asking and answering questions? Do they do it in English or Spanish?</p>
■ Confident	9%									
■ Nervous	48%									
■ Frustrated	30%									
■ Excited	13%									
<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• A majority of students emphasized having negative reactions towards direct questions in English. In fact, 48% of them expressed to feel nervous while 30% stated to feel frustrated. Only 13% of the students mentioned to feel excited and only 9% of them assured to feel confident.</li> <li>• All the process of observation showed that most students are reluctant to direct questioning. They tend to participate more when the questions are directed to the whole group. When they are asked something directly, they prefer not to answer or doing it in their native language. However, there are few students that are always willing to answer.</li> <li>• The collaborative teacher expressed that depending on their progress, they do it in English, others in Spanish. She said that the change has been amazing in those who challenge themselves to overcome their fears and feel comfortable speaking even if they are wrong.</li> </ul>										

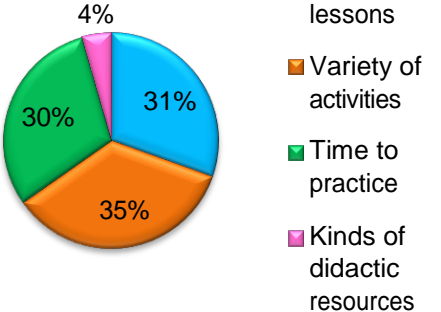
**Interpretation:**

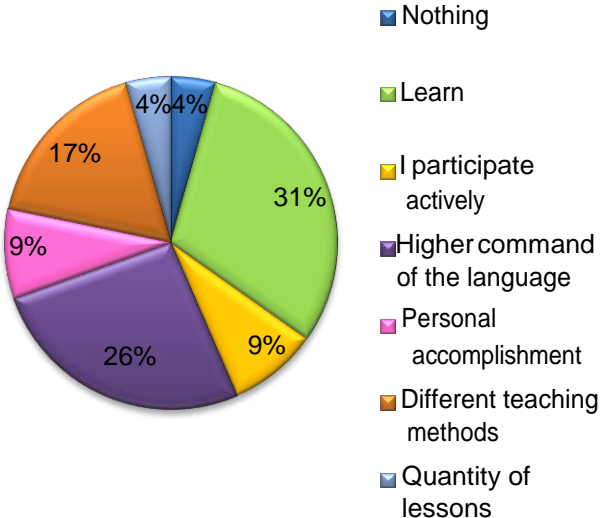
Agreement between the teacher's interview and the observations indicate that oral participation in asking and answering questions are carried out in both, the target and the native language. Students' opinions and observations portrayed that direct questions generate negative emotions such as nervousness and frustration. However, all the sources of information considered that reactions about asking and answering questions depend on students' attitudes.

Questionnaire	Principal's interview	Teachers' interview										
<p data-bbox="267 657 625 730"><b>How do you consider your English level?</b></p>  <table border="1" data-bbox="289 758 722 1050"> <caption>Data for Figure 9: Question No 10</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Beginner</td> <td>65%</td> </tr> <tr> <td>Intermediate</td> <td>35%</td> </tr> <tr> <td>Upper intermediate</td> <td>0%</td> </tr> <tr> <td>Advanced</td> <td>0%</td> </tr> </tbody> </table> <p data-bbox="240 1182 678 1241"><i>Figure 9.</i> Question No 10. Taken from Instrument n.º 2, Students' Questionnaire</p>	Level	Percentage	Beginner	65%	Intermediate	35%	Upper intermediate	0%	Advanced	0%	<p data-bbox="760 653 857 678"><b>I PART.</b></p> <p data-bbox="760 716 1084 898"><b>Question 4.</b> How do you consider students' level? Do students take any standardized test to measure their English level in an objective way?</p>	<p data-bbox="1117 653 1214 678"><b>II PART.</b></p> <p data-bbox="1117 716 1398 926"><b>Question 8.</b> Is oral performance difficult for those students who did not have previous knowledge of the target language? How do you deal with this?</p> <p data-bbox="1117 961 1382 1052"><b>Question 13.</b> How do you consider students' level?</p>
Level	Percentage											
Beginner	65%											
Intermediate	35%											
Upper intermediate	0%											
Advanced	0%											
<p data-bbox="240 1289 342 1314"><b>Results:</b></p> <ul data-bbox="240 1325 1398 1570" style="list-style-type: none"> <li>• <i>Figure 9</i> reveals how 65% of the students interviewed stated to have a beginner level while 35% considered having an intermediate level. None student expressed to have an upper intermediate or advanced knowledge in the language.</li> <li>• The principal expressed that most students have a basic level while few of them have an intermediate level.</li> <li>• The teacher's interview revealed that even though most of them present a basic level, it's a process that involves a challenge for learners and teachers. If the teacher considers that their level is not barrier, students will also believe so.</li> </ul>												
<p data-bbox="240 1593 418 1619"><b>Interpretation:</b></p> <p data-bbox="240 1629 1349 1717">All the instruments showed that students present a basic English level. In the same way, all the instruments indicated that there are not students that have upper and advanced English levels. However, the collaborative teacher explained that gradually they can achieve it.</p>												

Questionnaire	Principal's interview	Teachers' interview
<p data-bbox="297 258 667 401"><b>Do you consider that your English program will allow you to develop a high proficiency language level?</b></p>  <p data-bbox="240 741 678 793"><i>Figure 10.</i> Question No 11. Taken from Instrument n.º 2, Students' Questionnaire</p>	<p data-bbox="760 247 846 279"><b>I PART</b></p> <p data-bbox="760 310 1081 401"><b>Question 3.</b> Which English programs are implemented in this institution?</p> <p data-bbox="760 432 1081 674"><b>Question 5.</b> What kind of training does the institution give to the English teacher in order to achieve the objectives established by MEP? Who gives the training? Could it be about a specific topic?</p>	<p data-bbox="1117 247 1219 279"><b>II PART.</b></p> <p data-bbox="1117 310 1422 489"><b>Question 6.</b> Do you develop the objectives established by MEP or do you make any modification? Justify your answer.</p>
<p data-bbox="240 852 342 884"><b>Results:</b></p> <ul data-bbox="240 884 1422 1098" style="list-style-type: none"> <li>• <i>Figure 10</i> shows that 52% of the students declared that their English program will allow them to obtain a high proficiency level while 48% disagree about it.</li> <li>• The principal stated that this institution implements the new MEP's programs raised in 2017, which allow them to achieve an effective proficiency of the target language. He also expressed that English teachers receive training by the MEP's headquarters.</li> <li>• The teacher mentioned that according to the programs, modifications are made by time depending of the population, by level of difficulty and assimilation.</li> </ul>		
<p data-bbox="240 1157 418 1188"><b>Interpretation:</b></p> <p data-bbox="240 1188 1377 1304">All the sources of information revealed that the programs will allow them to achieve a high proficiency level. Nevertheless, almost half of the students under study consider that they will not develop the level expected. Teacher's and principal's interviews exposed that by training and adaptations to the curriculum, students might achieve an effective English level by time.</p>		

**OBJECTIVE 4:** To provide English teachers at CINDEA Moravia with a booklet about communicative strategies that promote oral participation based on specific needs of group P2-2.

Questionnaire	Observation	Principal's interview										
<p data-bbox="245 506 625 611"><b>What would you improve about your English lessons?</b></p>  <table border="1" data-bbox="289 625 727 934"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Quantity of lessons</td> <td>31%</td> </tr> <tr> <td>Variety of activities</td> <td>35%</td> </tr> <tr> <td>Time to practice</td> <td>30%</td> </tr> <tr> <td>Kinds of didactic resources</td> <td>4%</td> </tr> </tbody> </table> <p data-bbox="240 968 678 1024"><i>Figure 11. Question No 12. Taken from Instrument n.º 2, Students' Questionnaire</i></p>	Category	Percentage	Quantity of lessons	31%	Variety of activities	35%	Time to practice	30%	Kinds of didactic resources	4%	<p data-bbox="789 499 1089 625"><b>PART IV.</b> Strategies that promote oral participation based on specific needs of group P2-2.</p> <p data-bbox="789 653 1078 772">PART IV corresponds to a chronicle about every lesson observed, based on aspects to improve.</p>	<p data-bbox="1123 499 1419 653"><b>Question 6.</b> Is there any educational complement or extracurricular support for the English Subject?</p>
Category	Percentage											
Quantity of lessons	31%											
Variety of activities	35%											
Time to practice	30%											
Kinds of didactic resources	4%											
<p data-bbox="240 1142 342 1167"><b>Results:</b></p> <ul data-bbox="240 1173 1419 1476" style="list-style-type: none"> <li>• With 35% of students' opinions, variety of activities is the main aspect that students would like to change about their lessons, followed by quantity of lessons with 31% and time to practice with 30%. Kinds of didactic resources only represent a 4% of the aspects that students would like to change about their lessons.</li> <li>• Based on the observations, lessons are mainly based on paper-based materials, group activities, and oral exercises. Warm-ups and kinesthetic activities were not developed during the whole process of observation. Extracurricular activities also interfere with the development of the lessons.</li> <li>• According to the principal, this institution offers conversational classes for the first levels in order to improve students' target language performance.</li> </ul>												
<p data-bbox="240 1488 418 1514"><b>Interpretation:</b></p> <p data-bbox="240 1520 1419 1665">Even though the observation process portrays that didactic resources are mainly paper-based materials, it is one of the aspects that students would change only in 4%. 35% of the students would change the kind of activities to improve their English lessons, which concurs with the observation process in which warm-ups and kinesthetic activities were not developed. The principal's statements are correlated with students' opinions about quantity of lessons.</p>												

<p style="text-align: center;"><b>Questionnaire</b></p> <p style="text-align: center;"><b>What would motivate you to participate more?</b></p>  <p style="text-align: center;"><i>Figure 12. Question No 13. Taken from Instrument n.º 2, Students' Questionnaire</i></p>	<p style="text-align: center;"><b>Principal's interview</b></p> <p><b>Question 7.</b> Which factors do you consider that affect academic performance and classroom participation in the English subject?</p>	<p style="text-align: center;"><b>Teachers' interview</b></p> <p><b>II PART</b></p> <p><b>Question 2.</b> In which classroom activities or stages of the lesson do you consider that students participate more orally?</p>
<p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• Learning, higher command of the language, and different teaching methods, represent the main aspects that would motivate students to participate. Personal accomplishment follows the list with 9%. There is a minimum percentage of 4% that stated that nothing would motivate them to participate more.</li> <li>• Lack of interest and commitment because of students' external and internal difficulties.</li> <li>• The teacher's interview revealed that students participate regularly when they respond to practices, questions, and concepts.</li> </ul>		
<p><b>Interpretation:</b></p> <p>Even though the principal mentioned that lack of interest and commitment are the main reasons that affect academic performance and classroom participation in the English subject, students explained that learning, higher command of the language, and different teaching methods are some of the main aspects that would motivate them to participate. The teacher commented that students participate frequently when they respond to practices, questions, and concepts, but students expressed that they would like to have different teaching methods to participate more.</p>		

## **CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS**

Chapter V displays conclusions and recommendations founded on the data analysis. This data collection contributed to the development of the findings, and based on these results, a set of recommendations are provided to address the issue under study. The following conclusions and recommendations are drawn in relation to the strategies needed to achieve adult learners' oral participation according to the Ministry of Public Education' standards at CINDEA Moravia. The specific group under study corresponds to an academic English class from Eighth Grade, which equals to P2-2 in this institution.

## 5.1. CONCLUSIONS

### 5.1.1. Objective 1

A remarkable result to emerge from the data is that the absence of varied activities resulted in lack of oral enhancement during the classroom development. Even though group activities were promoted most of the lessons, these were highly directed to grammar written exercises and written questions that left little space for oral interaction.

On the bases of all the observations, warm-ups and consolidations were not implemented. Different learning styles and multiple intelligences were not considered for the pedagogical mediation since students' aural channels and kinesthetic skills were not reinforced. Lack of linguistic input is reflected in students' unwillingness to perform oral assessments such as oral presentations and spontaneous speeches. Games to enhance or review the use of the target language were not incorporated at any stage of the lesson. Even though social strategies are part of the lessons, constructivist and socio-cognitive skills are not incorporated.

This study has shown that not authentic materials are the predominant trend in this class. Photocopies are implemented as the only didactic resource for the development of the lessons, which matches students' preferences. This tendency towards the use of printed materials hinders the didactic diversification of the class. By incorporating the same kind of didactic resources during the whole school year, students might consider their learning process as a routine and not as a process for their academic formation and development of integrated skills.

When the same didactic materials constitute the only resource that students are accustomed to, they tend to continue choosing it even if other options are available because they feel confident about it. This practice might limit students from exploration about a diversity of tasks and authentic materials that could be fixed to their specific language learning process.

The evidence from this study also suggests that the importance of group activities as strategies to promote oral performance lies in students' spaces to share ideas and clarify doubts. One of the classroom strategies consisted of students-tutors that work as active participants of each class to help their classmates during all the stages of the lesson. However, the implementation of this strategy also leads to higher use of the mother language.

Even though students-tutors help the other students to clarify their doubts, they tend to do it in their native language to facilitate the understanding of the instructions. Sharing ideas is a positive outcome of group work in order to make the learning process more communicative-based, but the use of the native language should decrease to develop their linguistic skills in the target language.

### **5.1.2. Objective 2**

The results of the study indicate that students' native language interfere with their participation during the lessons. Even though most of students argued to participate at least once per lesson, correlations among the researcher and the teacher showed that oral participation tends to be developed in their native language.

Even students with a higher command of the language tend to constantly be switching between their L1 and L2 to be understood by their classmates. When instructions are displayed in English, students translate what they see or hear to their classmates. Participation itself is not a problem with group P2-2, lack of usage of the target language certainly is.

There are plausible indicators to establish that productive skills are the focus of the English lessons of P2-2 group. Common ground among all the sources of information also revealed that writing and speaking are the predominant skills during classroom development. Students are asked to participate actively without being provided with enough linguistic input. Learners are required to be part of conversations and discussions when the only source of English input for this group is the teacher. They are asked to write about different topics without having developed their reading skills. This is one of the main reasons that hinder students' oral performance.

Complexity of students' oral participation in terms of fluency, accuracy, and vocabulary plays a key role in students' volunteered participation and their oral performance. Throughout oral presentations, students are evaluated based on fluency, topic's domain, vocabulary, pronunciation, and grammar usage. Despite the extensive incorporation of grammar exercises during the lessons, explanations were mainly conducted during the teacher's presentations of the topics. Strategies to reinforce these skills are not clearly portrayed during the other classroom stages (controlled practice, consolidation).

### 5.1.3. Objective 3

This research has found that having not received English during primary school represents an impact on students' oral performance. More than a quarter of the students from P2-2 group did not take English classes during their primary school formation. According to Estado de la Educación Costarricense (2017), from 2001 to 2016, important achievements were made in primary education, when the coverage went from 48% to 89%.

From the questionnaire, students expressed that most of them had spent a significant period between their primary to their secondary education, this is the reason why they did not receive foreign language lessons in the past. It could be concluded that students without English background need to make an extra effort to come up with their educational demands.

In general, direct questioning in English generated negative emotions such as nervousness and frustration, which is ratified by students' opinions and observations. On the other hand, spaces in which volunteered participation is part of the language process encouraged students' confidence and willingness to participate in English.

The observation process also revealed that even for those students who participate actively during the lessons, direct questioning is reflected on the constant use of the mother tongue. The use of English increases when participation becomes a volunteered process. For this reason, direct questions as a teaching strategy to enhance oral participation in P2-2, does not generate positive results most of the times.

The results of this study points toward the premise that students at CINDEA Moravia present a basic or intermediate language proficiency level. This is restated by all the sources of information including the principal of the institution, the teacher in charge of P2-2 group, and students. “The new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively” (MEP, 2016, p. 4). Even though all students unanimously stated not to have a high proficiency level, the teacher’s and principal’s interviews exposed that the new programs fulfill the requirements needed for students to achieve the expected level by the end of their secondary education.

#### **5.1.4. Objective 4**

This study has found that kinds of activities, the quantity of lessons, and time to practice constitute the main aspects that students would change to improve their English lessons. The principal’s argued that students could be part of institutional programs that reinforce language skills, including conversational classes, which concurs with students’ opinions about the quantity of lessons. Lack of variety of activities portrayed during the observation process matches with students’ opinions about aspects to improve. In general terms, strategies to address the specific needs of P2-2 group, do not respond to students’ specific claims. Institutional strategies to reinforce the language skills are left behind by the students’ due to lack of time and external responsibilities.

The results of the study evidence that students’ lack of willingness to

participate orally during the English lessons is not only limited to factors related to the language but also to external factors that are not under the teacher's or principal's control. Students explained that in order to participate in English more, they would need to obtain a higher command of the language, be part of different teaching methods, and learn in an effective way. The principal's statements are related to lack of interest and commitment about the subject, but the teacher considers that they participate when they respond to practices and questions. Strategies related to enhance oral performance are not considered in a unified way, since all the sources' opinions differ in significant proportions.

## 5.2. RECOMMENDATIONS

### 5.2.1. Objective 1

In order to enhance oral participation in the target language, learning styles and multiple intelligences should be considered. Teaching strategies should incorporate students' specific ways of learning by means of visual aids, aural material, and kinesthetic activities.

An auspicious environment according to the students' needs increases opportunities for participation. Grammar exercises and written questions could be taught in combination with other linguistic skills. Integration of skills helps students learn English in a more natural way. Constructivist strategies might be enhanced through warm-ups and ice-breakers, which also help students lose their fear of speaking since they are already familiarized with the topics.

Pre-tasks give time for students to be involved in the target language, which is founded on a socio-constructivist approach. Generally speaking, constructivist activities and games, classroom management, and integration of skills constitute effective strategies employed by teachers to promote oral participation in an EFL class for adult learners.

Another recommendation to foster students' oral participation consists of contextualizing materials and creating classroom activities focus on real-life events. Teaching English as a foreign language for adults requires the use of a variety of methodologies and didactic materials including but not limited to Task-Based

Instruction, Action-Oriented Approach, Socio-constructivism, Andragogy, Cooperative Learning, and Critical Pedagogy. During the twenty-first century, teachers continue using the traditional pedagogical methods, in which the teacher is the main character of the class, to develop their lessons.

These methods rely on the use of didactic materials like commercially produced textbooks. These are useful, but they should not be taken as the bases of classroom development because they do not expose students to authentic linguistic input. By adapting and contextualizing materials in combination with the mentioned methods, students can develop their language skills by relating their target language to the use they give them in their daily lives and consequently participate more.

Even though P2-2 implements group activities as strategies to promote oral performance, the full advantage of this educational pro is not being fully exploited. P2-2 group employs group activities to promote spaces to share ideas and clarify doubts. Teamwork could be also used to generate spaces for discussion such as debate or plenaries. Gap activities and mingle techniques also reinforce students' oral production.

Ludic activities such as charades or games in which they need to move from their seats are helping to promote group participation. Students might also change from one group to the other to analyze situations from different perspectives and share with the whole group. A pyramid discussion strategy in which one group joins another one until the whole class is together commenting about a common agreement reinforces students' critical thinking and analytical skills while they are

producing linguistic output.

### **5.2.2. Objective 2**

Most of students from P2-2 participate during their English lessons, the issue that they present is that they do it in their native language. Students should be provided with the vocabulary needed to take part in conversations, questioning, and discussion about the topic under study. In the same way, students need to be familiarized with the language structures related to the topic under study.

As established by MEP (2016), “vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication” (p. 25). Posters or visual material in which students can access to basic classroom commands and phrases help them to start using English in small proportions while they build their vocabulary and grammatical structures in a gradual way. At the beginning of each topic, teachers should provide students with the vocabulary, expressions, and structures needed to produce language under the specific topic and context.

It is recommended to provide students with enough linguistic input before asking them to participate actively. Language should be a process. According to MEP (2016) in order to achieve oral and written production, students need to be exposed to oral and written comprehension first. Students need to scaffold in their learning process to produce language. Many commercialized materials do not allow this scaffolding process for speaking and writing.

Teachers should always provide adaptations to the exercises and visualize

learning in a holistic way. “Learners are required to demonstrate through integrated-skills tasks within a domain, scenario, and theme, specified knowledge, skills and abilities using the target language” (MEP, 2016, p. 50). For this reason, it is vital to activate learners’ receptive skills before producing linguistic output. By means of receptive input, students are exposed to examples of structures, vocabulary and other language features such as rhythm, intonation, and stress while they obtain a reference of the topic under study.

Despite the extensive incorporation of grammar exercises during the lessons, explanations in P2-2 group were mainly conducted during the teacher’s presentations of the topics. These findings suggest several courses of action for reinforcement and feedback during all the stages of the classroom. Encouraging and praising remarks let learners be aware of their oral strengths and weaknesses, and they also improve the development of speaking skills.

When giving feedback, it is important to focus on one issue at a time, to avoid frustration among the students. Grammar exercises, either written or oral, should not be only a string of fill-in-the-blanks tasks. Students should use grammar in an extensive way and combine previous grammar structures with the ones they are learning, which lead to a gradual oral improvement of the target language.

### **5.2.3. Objective 3**

A recommendation to deal with students that had not received English lessons during their primary school process consists of individualized teaching strategies for this kind of learners. Teachers can take advantage of students with a higher proficiency level

to contribute to the learning of beginner students (as suggested by the collaborative teacher). Experienced learners should be support for students without language experience. Teachers need to express their ideas and instructions in combination with body language, visual aids, and changing the tone of keywords. Using the native language should be the last resource.

“Learners will keep developing their oral English proficiency as they progress through high school. Oral performances include participating in personal exchanges, role-plays, interviews, talk shows, debates, oral presentations and impromptu speeches” (MEP, 2016, p. 46). Before taking part in these activities, teachers need to provide beginner students with the necessary tools to participate actively during the tasks. These tools include vocabulary banks, the pronunciation of words and phrases, grammatical structures, and contextualized examples. Teachers can also provide students with extra practice, and the principal should develop strategies to promote the incorporation of the learners in the conversational English program that CINDEA Moravia offers.

Oral participation should not be considered mandatory in order to provide an optimal classroom environment. For this reason, direct questions as a teaching strategy should be decreased as much as possible. Volunteered participation should be one of the main teaching goals. “Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the sociocognitive, socio-affective and linguistic demands” (MEP, 2016, p. 50).

Calling on students that are distracted or not ready to answer a question about a topic, only increases their negative feelings about the subject. One teaching strategy to enhance participation consists of explaining to students what the next class is going to be about, including websites for them to be in contact with the new topic and information videos. Additionally, wide explanations about the covered topic and questions for the whole class constitute effective starting teaching points.

Teachers tend to look for textbooks or online practices to develop their lessons. Some of these materials do not fulfill students' needs because they do not correspond to learners' proficiency level. A recommendation provided by MEP (2016) explained that "lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies" (MEP, 2016, p. 33).

Language classes should not become routine. Even though learning a new language is an individual process that is associated to internal and external factors, a friendly classroom atmosphere in which students' needs are considered might lead to learning the target language in a faster and more effective way. As it was mentioned, oral production is a product of linguistic input. The more language input that students receive, the more they produce oral utterances. Nonetheless, any kind of linguistic input should be adapted to students' proficiency level.

#### **5.2.4. Objective 4**

In order to accomplish students' needs in terms of kinds of activities, the quantity of

lessons, and time to practice, this institution should create lessons based not only on MEP's policies but also on learners' specific needs. MEP proposed an Action Oriented Approach in which "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 learners' needs and competence level" (MEP, 2016, p. 31) are incorporated in the English lessons.

Quantity of lessons cannot be modified because the number of lessons under this educational modality is established by MEP. Nevertheless, students might take part in other English program provided by CINDEA Moravia such as optional conversational classes for the first levels.

Internal and external learning factors affect students' willingness to participate orally during the English lessons. Most of these factors include family and job responsibilities that are not under the teachers' or principal's control. A reasonable approach to tackle this issue could be to create a classroom environment based on learners' experiences and viewpoints.

Adult learners have life experiences to contribute during the lessons. They require activities that are related to their immediate context and daily activities. Despite the reasons why adult learners at CINDEA Moravia decided to return to studies, it is vital to be constantly motivating them to reach their goal. Interactive lessons full of ludic activities, cooperative learning, and constant input not only from the teacher but from different sources are strategies to enhance oral production. CINDEA Moravia does not count on technological equipment or language labs,

however, students' cellphones and tablets can be used to develop listening activities, learn vocabulary and develop group activities.

As a final recommendation, the student-researcher provides high school teachers at CINDEA Moravia with a booklet that contains a set of activities based on classroom strategies that can foster oral production as well as students' volunteered participation. These activities can be adapted to any topic and any classroom stage. They also include instructions and materials. The topics are taken from the MEP's current English syllabus.

## **CHAPTER VI. PROPOSAL**

The following proposal is a booklet for English teachers about classroom strategies to enhance EFL adult learners' oral participation at CINDEA Moravia. The purpose of this material is to explain different strategies and activities that could be developed and adapted during the English lessons. The researcher aims at providing English teachers at CINDEA Moravia with a booklet and its corresponding materials based on communicative strategies that could be implemented to promote oral participation in the classroom. This material includes the description of the activities separated by strategies and contents from the MEP's programs. Speaking activities combined with teaching strategies help teachers deal with students' lack of motivation, willingness to participate, learning styles, and specific backgrounds.

## 6.1. GENERAL OBJECTIVE

To provide English teachers at CINDEA Moravia with a booklet based on communicative strategies that could promote oral participation in the EFL classroom.

The following table is composed by strategies used to enhance oral participation inside the EFL classroom. Each strategy includes its purpose and description. From a wide collection of teaching strategies to promote communicative skills, twelve activities were created and distributed depending on the topic and purpose. The activities can be used as warm-ups, pre-tasks, and follow-ups that could be adapted to any plan and population but keeping an emphasis on adult learners. In addition to the activities, a set of classroom strategies to foster students' motivation and willingness to participate are provided.

Table 1. *Key Elements for Booklet to Enhance EFL Adult Learners' Participation*

Strategy	Purpose	Activities
<b>Visual aids and music</b>	To provide students with contextualized activities based on their individual interests and needs, which increases their understanding of the topic.	<ul style="list-style-type: none"> <li>• The Asking Ball</li> </ul>
<b>Lexical Games and Fillers</b>	To learn and practice words and structures connected with classroom contents by means of interactive activities.	<ul style="list-style-type: none"> <li>• Coffee-potting</li> </ul>

<b>Real-life tasks</b>	To promote activities related to students' immediate context.	<ul style="list-style-type: none"> <li>• Role Play</li> </ul>
<b>Teamwork</b>	To encourage students' teamwork at different classroom stages so that they feel comfortable and motivated when they share with their peers.	<ul style="list-style-type: none"> <li>• What do you See?</li> </ul>
<b>Small Groups</b>	To develop students cooperative learning and critical pedagogy.	<ul style="list-style-type: none"> <li>• Tell me a Little bit about your Holiday</li> </ul>
<b>Whole Class: Mingle</b>	To promote spontaneous speech.	<ul style="list-style-type: none"> <li>• What are you celebrating?</li> </ul>
<b>Whole Class: Plenary</b>	To enhance critical and social skills.	<ul style="list-style-type: none"> <li>• Fishbowl Debate</li> </ul>
<b>Grouping and Seating</b>	To promote an enjoyable environment where students feel comfortable while learning English as a foreign language.	<ul style="list-style-type: none"> <li>• Hurry up or Stand by</li> </ul>
<b>Increasing student-student interaction</b>	To focus on the students' effort towards their own learning while the teacher supervises their progress and productivity.	<ul style="list-style-type: none"> <li>• Roll on A!</li> </ul>
<b>Gestures</b>	To focus on more than one learning style, this might rebound positively on their oral production.	<ul style="list-style-type: none"> <li>• Charades: an Event I'll Never Forget</li> </ul>
<b>Scaffolding Fluency, accuracy and communication</b>	To promote activities in which students obtain opportunities for scaffolding in their learning by means of a constant review of the contents of the lesson.	<ul style="list-style-type: none"> <li>• Story Telling</li> </ul>
<b>Pyramid Discussion Technique</b>	To reinforce confidence and discussion techniques.	<ul style="list-style-type: none"> <li>• What's best?</li> </ul>

*Note:* Strategies adapted by the researcher from educational theories and "Learning Teaching: A Guidebook for English Language Teachers" (Scrivener, 2011).

## 6.2. STRATEGY 1. VISUAL AIDS AND MUSIC

**Description.** Visual aids like flashcards help to show the lexical meaning of an item, tell a story, practice impromptu speech, review grammatical structures, among others. On the other hand, music might be used in variety of ways. By means of songs, students might practice grammatical structures, listen and discuss (Scrivener, 2011). Visual materials in combination with music help students develop their oral skills in an interactive way. The following activity incorporates all learning styles while impromptu speech is also reinforced.

- Classroom procedure: The Asking Ball.
  - Topic. A Day in the Life of My High School.
  - Linguistic Competence. Express common interests about school life such as, *My favorite subject is English, I don't like math.*
- Instructions for the activity.
  - Have the learners stand in a circle.
  - Show them the ball they need for the game and explain to them that it has questions written around.
  - Play the music and start passing the ball.
  - Stop the music and encourage the student holding the ball to read the question his or her right thumb is touching. Once the learner

answers the question, play the music again and continue the activity.

- Tips:
  - Avoid repeated questions: In case learners repeat questions, ask them to read it, but instead of answering it, their classmates will need to remember and say what his or her classmate's answer was.

### 6.3. STRATEGY 2. LEXICAL GAMES AND FILLERS

**Description.** Lexical games and fillers can work for any stage of the lesson, but they are commonly used as warmers. They are activities that can be adapted to any content or become part of another activity. They can also be used to reinforce a previous topic or work on a skill. Most of them are communicative oriented (Scrivener, 2011).

- Classroom procedure: Coffee-potting.
  - Topic. High School Through my Friend's Eyes.
  - Linguistic Competence. Describe common interests about school activities, the subjects and schedule he/she has at school.
  
- Instructions for the activity.
  - Write on the board the name of the activity.
  - Suggest a set of possible questions to be used by writing them on the board.
  - Tell your students that the phrase *Coffee-potting* is an imaginary action that replaces the unknown action.
  - Choose a student from the class and give him/her some seconds to think of an action.
  - The action could be something they normally do or like to do.

- Let your students know that they must discover the action his/her classmate chooses by asking him or her yes/no questions using the phrase *Coffee-potting*.
- Tips:
  - Model an example for the students by having them guess the action you do.
  - Depending on the level, you might provide the learners with cards containing some actions.

## 6.4. STRATEGY 3. REAL-LIFE TASKS

**Description.** Role-plays, real-plays and simulation give learners the opportunity to talk in a natural way. In the case of real-plays, events are chosen based on the participants' own life and world (Scrivener, 2011).

- Classroom procedure. Role play!
  - Topic. Fun times: Inside and Out.
  - Linguistic Competence. Expressing likes and dislikes regarding entertainment and sports.
- Instructions for the activity.
  - The teacher divides the class in groups of five.
  - The teacher gives the students the scenario and some phrases they should use.
  - The teacher also specifies their roles and their actions.
  - Students could use their creativity, but they should follow the format.
  - The teacher gives them feedback.

## 6.5. STRATEGY 4. TEAMWORK

**Description.** One of the most effective ways to promote teamwork or pair work is by means information gap activities. Students choose pairs or they are randomly selected to play a game, work face to face, back to back, across the room, communicating about a specific topic (Scrivener, 2011).

- Classroom procedure. What do you see?
  - Topic. What's your favorite?
  - Linguistic Competence. Ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements.
- Instructions for the activity
  - Divide students into pairs.
  - Give an image or picture to the first student in each pair without showing it to the second student.
  - The first student describes the picture to the second one.
  - The second student then draws the image based on this description.
  - The second student can ask questions to help them understand what the picture or image is.
  - This activity can be adapted for any level.

- Tips:
  - Select pictures that will incorporate language the students have been studying and are familiar with.
  - For instance, in the following example there's a focus on colors.
- Example:
  - *Student A: The background is light blue.*
  - *Student B: Okay.*

## 6.6. STRATEGY 5. SMALL GROUPS

**Description.** Dividing the classroom into small groups reinforces communicative activities. One strategy consists of creating groups from 3 to 5 students, in which they have a leader. The leader moves from group to group to discuss conclusions and specific ideas about a topic or subtopic. At the end they could share their ideas with the whole group and the teacher could give them feedback (Scrivener, 2011).

- Classroom procedure. Tell me a little bit about your holiday.
  - Topic. A holiday to remember: One of my favorites.
  - Linguistic Competence. Describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.
- Instructions for the activity.
  - The class is divided into two teams.
  - One of the students comes to the front of the class as a volunteer, this student will be neutral. It means that the student will not be part of any of the teams.
  - The teacher tells the student a holiday.
  - In turns, each group asks yes/no questions related to holidays in order to guess the holiday assigned to the student in front of the

class. For example one of the groups may ask *Do you give gifts during this holiday?* so the student in the front of the class will answer *Yes/No* depending on the holiday that was assigned to him/her.

- The team that figures out the answer first obtains a point.
- When the holiday assigned to the student is guessed by one of the teams, the teacher chooses another student and gives him/her another holiday and the process is repeated.
- At the end, the team with more points wins.

## 6.7. STRATEGY 6. WHOLE CLASS: MINGLE

**Description.** Students may only talk to one other person at a time. Time limits are set. By means of a ring bell or background music, students look for another person to talk. This strategy enhances spontaneous speech (Scrivener, 2011).

- Classroom procedure: What are you celebrating?
  - Topic. Let's celebrate: Latin American Holidays and Festivals.
  - Linguistic Competence. Ask and answer about local holidays, celebrations and festivals.
- Instructions for the activity.
  - The teacher asks the students to create two circles, one inside the other. Each circle should contain the same number of participants.
  - Each student is provided with a flashcard related to a holiday.
  - When the music starts, students that are part of the circle that is inside move to the left while the ones outside move to the right.
  - When the music stops, students that are face to face explain the holiday that they were assigned to their classmate and vice versa.
  - When the music starts, the process is repeated.

## 6.8. STRATEGY 7. WHOLE CLASS: PLENARY

**Description.** This strategy consists of a conversation or debate topic that is managed by the teacher or a student. Students work with intervals of small groups discussions (Scrivener, 2011). The class could also be divided into two big groups.

- Classroom procedure. Fishbowl debate.
  - Topic. Welcome to my town.
  - Linguistic Competence. Ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.
- Instructions for the activity
  - Randomly select a handful of students to come sit in front of the classroom in a half-circle facing the students
  - Pose a question or a statement to those selected students and ask them to discuss it.
  - The rest of the classmates ask a question to the panel or take turns taking their spot in the fishbowl, but they are not allowed to speak otherwise.
  - This format is used when students have prior knowledge about the topic.

## 6.9. STRATEGY 8. GROUPING AND SEATING

**Description.** By means of grouping and seating, oral production might increase. Students could work on circles, squares, and horseshoes (Scrivener, 2011). The following figure shows some useful ways to arrange the class to oral interaction.

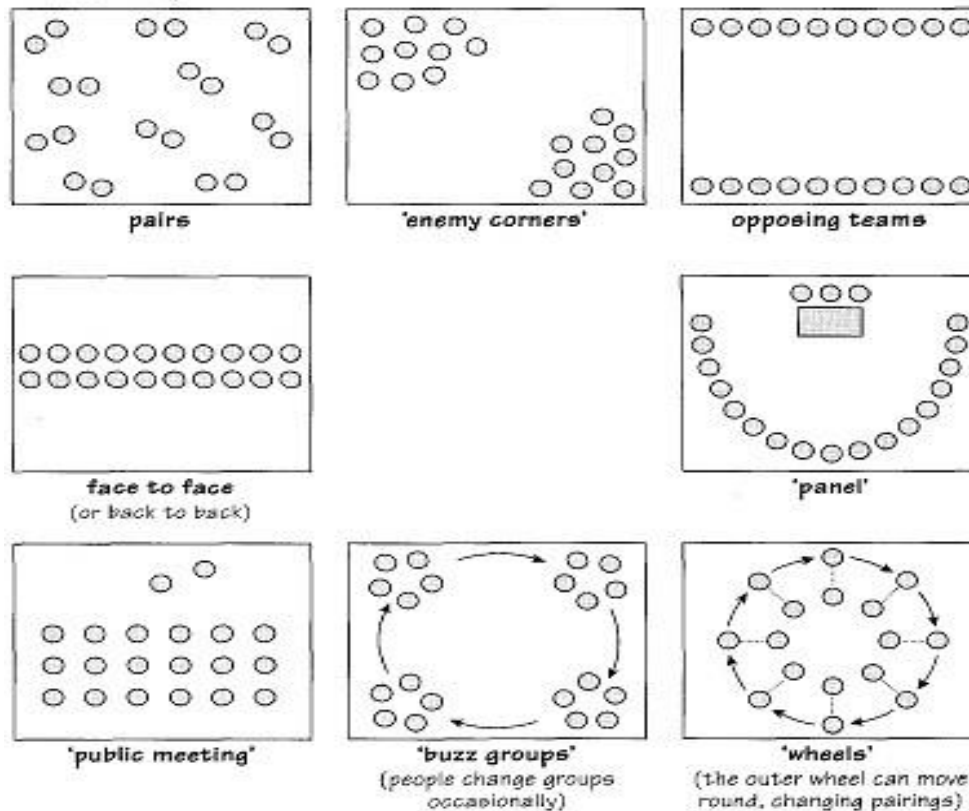


Figure 5.5 Seating possibilities in a standard classroom

89

- Classroom procedure: Hurry up or stand by.
  - Topic. Getting what I need at the right place.
  - Linguistic Competence. Tell a simple direction (e.g., how to get to a location) as well as offer simple explanations to others.

- Instructions for the activity
  - The teacher introduces the topic.
  - Chairs are arranged in a semicircle.
  - When the students are seated on the chairs, they are assigned with a type of service. The services are also written on the board.
  - One student is chosen at random and stands in front of the rest of the class.
  - The chosen student makes a complete statement including a service from the board. Some examples may be the following structures:  
  
*I want to go to the grocery store.*  
  
*I rarely go to the hospital.*
  - All the students assigned with those means of stands in order to take another seat.
  - The student in front tries to take one of their seats.
  - The student without a chair goes to the front and takes the role of the other student. Now, he or she selects another service.
  - The process is repeated for five minutes.

## 6.10. STRATEGY 9. INCREASING STUDENT-STUDENT INTERACTION

**Description.** Increasing student-student interaction fosters students' oral productions. Some useful tips to promote this strategy consist of asking questions rather than giving explanations, making use of pairs and small groups to maximize opportunities to talk, and avoid traditional arrangement. The teacher should not be in front of the class all the time. Increase brainstorming and sharing as much as possible (Scrivener, 2011).

- Classroom procedure: Roll on A!
  - Topic. A Day I'll Never Forget: in My Personal Life.
  - Linguistic Competence. Describe events using simple words or sentence frames about a personal, family, national or worldwide event.
- Instructions for the activity
  - Divide the class into two groups and ask each one to choose a leader.
  - Decide which leader goes first.
  - Provide a leader with two dice (one with letters and the other one with numbers).

- Tell the leader to throw the dice (one by one).
  - The dice with the number indicates the quantity or phrases she/he needs to say, and the one with letters shows the first letter of words that must be part of the expression.
  - Give the leaders the chance to be helped by their classmates. The rest of the class can only aid their leader by saying words.
  - Remind your students that each group will have two minutes. During that time the leader must roll the dice as many times as possible. The group with more phrases wins.
  - Finish the activity by allowing your students to create at least five additional phrases.
- Tips:
    - Design four dice to make the activity more challenging.
    - Depending on your students' level, you might ask the leader to create a story and ask questions instead of phrases.

## 6.11. STRATEGY 10. GESTURES

**Description.** Try to develop a range of gestures (and facial expressions) to save yourself repeating basic instructions and increase opportunities for the learner to talk (Scrivener, 2011). Teachers could also use the board and other classroom equipment, instead of translation. Other techniques to enhance this strategy consist of using gestures to help clarify of instructions and explanations, speaking clearly at an appropriate volume and speed, grading complexity and quantity of language (Scrivener, 2011).

- Classroom procedure.
  - Topic. An Event I'll Never Forget: with My Family.
  - Linguistic Competence. Ask and answer questions about a personal, family, national or worldwide event.
- Instructions for the activity. Charades: An Event I'll Never Forget.
  - Divide the class into two teams (the game is developed with one team at a time).
  - Ask the team to make a line facing the board.
  - One student of the team sits on the chair opposite the board.
  - The first student of the line watches a picture and a sentence that represent a common activity developed in the family e.g., traveling,

eating out.

- The first student of the line tries to make the student sited on the chair guess the activity from the picture by using only gestures.
- When the student sited on the chair guesses the activity, she/he goes at the end of the line. The first student from the line sits on the chair. The second student of the line takes the position of the antecessor and tries to make the new student sited on the chair guess a new activity (a different picture is used).
- When two minutes have passed, the second team plays.
- The team that guesses more family activities is the winner.

## 6.12. STRATEGY 11. SCAFFOLDING FLUENCY, ACCURACY AND COMMUNICATION

**Description.** Scaffolding is a great technique to improve fluency, accuracy and communication, it refers to the way a competent language speaker helps a less competent one by both encouraging and providing possible elements of the conversation (Scrivener, 2011). As language teachers, it is necessary to understand that students learn at different pace. Consider repeat the last word with questioning intonation and give a general description of pronunciation without focusing on particular words.

- Classroom procedure. Storytelling.
  - Topic. Beautiful Costa Rica.
  - Linguistic Competence. Suggest different things to do, places to go in his/her country.
- Instructions for the activity.
  - The class is arranged in a circle.
  - The teacher hands out a flash-card to each student.
  - The students are asked to tell a sentence using a flashcard given to them.
  - The teacher starts with an introductory phrase.

- Then, following the order, all the students tell their sentence.
- The sentences must be in accordance with the previous ones to have coherence.
- Students can help their classmates, whenever they need it.

### 6.13. STRATEGY 12. PYRAMID DISCUSSION TECHNIQUE

**Description.** A pyramid discussion is an organizational technique that works with simple problem-based discussions and especially with item selection tasks. To work on this technique is important to introduce the problem, start with an individual reflection, make pair to find a common agreement, join the pair with another one to reach an accurate agreement, and then join those four students with other four, until the whole class gets together to generate a solution (Scrivener, 2011).

- Classroom procedure. What's best?
  - Topic. Planning My Perfect Vacation.
  - Linguistic Competence. Ask and answer simple questions about vacation plans.
- Instructions for the activity
  - The teacher asks students to make pairs.
  - Students agree or disagree on the following statement:  
  
*My perfect vacation would be abroad.*
  - Once each pair takes a position, they join another pair to create a group of four students taking a position.
  - Once they take a position, they join another group to continue the process.

- The process is repeated until the whole class is together taking a common discussion.
- Students present their reasons.
- The teacher gives them feedback.

### Images and Video References

Description	URL
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Music notes	<a href="https://www.houzz.es/productos/music-notes-wall-decal-prvw-vr-8406849?irs=US">https://www.houzz.es/productos/music-notes-wall-decal-prvw-vr-8406849?irs=US</a>
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Christmas	<a href="https://www.image-illustration.net/shop/family-at-christmas-snow-night-illustration/">https://www.image-illustration.net/shop/family-at-christmas-snow-night-illustration/</a>
Father's Day	<a href="https://www.123rf.com/clipart-vector/happy_fathers_day.html?sti=lt2vzn3rz0aeb619k2">https://www.123rf.com/clipart-vector/happy_fathers_day.html?sti=lt2vzn3rz0aeb619k2</a>
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Dice with Numbers	<a href="http://www.supercoloring.com/paper-crafts/paper-dice-cube-template-with-numbers">http://www.supercoloring.com/paper-crafts/paper-dice-cube-template-with-numbers</a>
Dice with Letters	<a href="http://blocs.xtec.cat/montjuicenglishclass/files/2011/09/abc-blockspic1.png">http://blocs.xtec.cat/montjuicenglishclass/files/2011/09/abc-blockspic1.png</a>
Picnic	<a href="https://www.theallianceofswmo.org/16-summer-family-fun-bucket-list-ideas/family-picnic-with-tent-704x366/">https://www.theallianceofswmo.org/16-summer-family-fun-bucket-list-ideas/family-picnic-with-tent-704x366/</a>
Watching a Movie	<a href="https://www.flickr.com/photos/personalcreations/14963809100">https://www.flickr.com/photos/personalcreations/14963809100</a>
Canopy	<a href="https://www.travelexcellence.com/travel-guides/costa-rica-canopy-tour">https://www.travelexcellence.com/travel-guides/costa-rica-canopy-tour</a>
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**TEACHING STRATEGIES NEEDED TO ENHANCE ADULT  
EFL LEARNERS' ORAL PARTICIPATION ACCORDING TO  
THE STANDARDS OF THE MEP AT CINDEA MORAVIA**



**Designed by Katherine Quirós  
Bonilla**

## TABLE OF CONTENTS

Strategy 1. Visual aids and music.....	2
Strategy 2. Lexical Games and Fillers .....	5
Strategy 3. Real-life tasks.....	8
Strategy 4. Teamwork .....	11
Strategy 5. Small Groups .....	13
Strategy 6. Whole Class: Mingle.....	16
Strategy 7. Whole Class: plenary .....	19
Strategy 8. Grouping and Seating .....	20
Strategy 9. Increasing student-student interaction .....	24
Strategy 10. Gestures.....	27
Strategy 11. Scaffolding Fluency, accuracy and communication.....	30
Strategy 12. Pyramid Discussion Technique .....	34

## STRATEGY 1. VISUAL AIDS AND MUSIC

**Description.** Visual aids like flashcards help to show the lexical meaning of an item, tell a story, practice impromptu speech, review grammatical structures, among others. On the other hand, music might be used in variety of ways. By means of songs, students might practice grammatical structures, listen and discuss (Scrivener, 2011). Visual materials in combination with music help students develop their oral skills in an interactive way. The following activity incorporates all learning styles while impromptu speech is also reinforced.

- Classroom procedure: The Asking Ball.
  - Topic. A Day in the Life of My High School.
  - Linguistic Competence. Express common interests about school life such as, *My favorite subject is English, I don't like math.*
- Instructions for the activity.
  - Have the learners stand in a circle.
  - Show them the ball they need for the game and explain to them that it has questions written around.
  - Play the music and start passing the ball.
  - Stop the music and encourage the student holding the ball to read the question his or her right thumb is touching. Once the learner

answers the question, play the music again and continue the activity.

- Tips:
  - Avoid repeated questions: In case learners repeat questions, ask them to read it, but instead of answering it, their classmates will need to remember and say what his or her classmate's answer was.
- Materials.



- Possible questions:
  - What's your favorite subject?

- What do you like about your classes?
- What do you like about your school?

## STRATEGY 2. LEXICAL GAMES AND FILLERS

**Description.** Lexical games and fillers can work for any stage of the lesson, but they are commonly used as warmers. They are activities that can be adapted to any content or become part of another activity. They can also be used to reinforce a previous topic or work on a skill. Most of them are communicative oriented (Scrivener, 2011).

- Classroom procedure: Coffee-potting.
  - Topic. High School Through my Friend's Eyes.
  - Linguistic Competence. Describe common interests about school activities, the subjects and schedule he/she has at school.
- Instructions for the activity.
  - Write on the board the name of the activity.
  - Suggest a set of possible questions to be used by writing them on the board.
  - Tell your students that the phrase *Coffee-potting* is an imaginary action that replaces the unknown action.
  - Choose a student from the class and give him/her some seconds to think of an action.
  - The action could be something they normally do or like to do.

- Let your students know that they must discover the action his/her classmate chooses by asking him or her yes/no questions using the phrase *Coffee-potting*.
- Tips:
  - Model an example for the students by having them guess the action you do.
  - Depending on the level, you might provide the learners with cards containing some actions.

- Materials.



go to school



have lunch



do the  
homework



play with  
friends



## STRATEGY 3. REAL-LIFE TASKS

**Description.** Role-plays, real-plays and simulation give learners the opportunity to talk in a natural way. In the case of real-plays, events are chosen based on the participants' own life and world (Scrivener, 2011).

- Classroom procedure. Role play!
  - Topic. Fun times: Inside and Out.
  - Linguistic Competence. Expressing likes and dislikes regarding entertainment and sports.
- Instructions for the activity.
  - The teacher divides the class in groups of five.
  - The teacher gives the students the scenario and some phrases they should use.
  - The teacher also specifies their roles and their actions.
  - Students could use their creativity, but they should follow the format.
  - The teacher gives them feedback.
- Materials.
  - **Scenario:** A group of friends decide to go to a soccer game. In their way to the stadium, they run into two famous soccer players from the

national soccer team. What are their reactions?

- **Characters:** Group of friends (two or three).

Soccer players (two).

An additional character created by each team.

- **Key Phrases:** What are your plans for today?

Let's go to the stadium.

Oh, look! Are they (names of famous soccer players)?

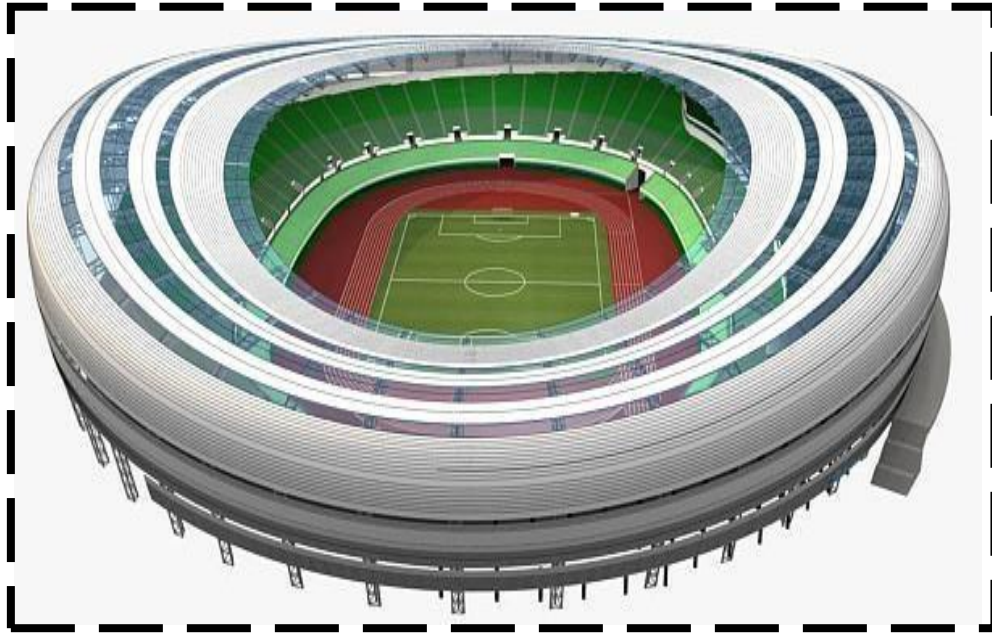
- **Key Vocabulary:**

**Soccer:** A form of football played between two teams of 11 players.

**Stadium:** A sports arena, usually oval or horseshoe-shaped.

**Soccer player:** A person who plays soccer, especially as a profession.

**Goalkeeper:** A player whose chief duty is to prevent the ball or puck from crossing or entering the goal.



## STRATEGY 4. TEAMWORK

**Description.** One of the most effective ways to promote teamwork or pair work is by means information gap activities. Students choose pairs or they are randomly selected to play a game, work face to face, back to back, across the room, communicating about a specific topic (Scrivener, 2011).

- Classroom procedure. What do you see?
  - Topic. What's your favorite?
  - Linguistic Competence. Ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements.
- Instructions for the activity
  - Divide students into pairs.
  - Give an image or picture to the first student in each pair without showing it to the second student.
  - The first student describes the picture to the second one.
  - The second student then draws the image based on this description.
  - The second student can ask questions to help them understand what the picture or image is.
  - This activity can be adapted for any level.

- Tips:
  - Select pictures that will incorporate language the students have been studying and are familiar with.
  - For instance, in the following example there's a focus on colors.
- Example:
  - *Student A: The background is light blue.*
  - *Student B: Okay.*
- Materials.



## STRATEGY 5. SMALL GROUPS

**Description.** Dividing the classroom into small groups reinforces communicative activities. One strategy consists of creating groups from 3 to 5 students, in which they have a leader. The leader moves from group to group to discuss conclusions and specific ideas about a topic or subtopic. At the end they could share their ideas with the whole group and the teacher could give them feedback (Scrivener, 2011).

- Classroom procedure. Tell me a little bit about your holiday.
  - Topic. A holiday to remember: One of my favorites.
  - Linguistic Competence. Describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.
- Instructions for the activity.
  - The class is divided into two teams.
  - One of the students comes to the front of the class as a volunteer, this student will be neutral. It means that the student will not be part of any of the teams.
  - The teacher tells the student a holiday.
  - In turns, each group asks yes/no questions related to holidays in order to guess the holiday assigned to the student in front of the

class. For example one of the groups may ask *Do you give gifts during this holiday?* so the student in the front of the class will answer *Yes/No* depending on the holiday that was assigned to him/her.

- The team that figures out the answer first obtains a point.
- When the holiday assigned to the student is guessed by one of the teams, the teacher chooses another student and gives him/her another holiday and the process is repeated.
- At the end, the team with more points wins.

## STRATEGY 6. WHOLE CLASS: MINGLE

**Description.** Students may only talk to one other person at a time. Time limits are set. By means of a ring bell or background music, students look for another person to talk. This strategy enhances spontaneous speech (Scrivener, 2011).

- Classroom procedure: What are you celebrating?
  - Topic. Let's celebrate: Latin American Holidays and Festivals.
  - Linguistic Competence. Ask and answer about local holidays, celebrations and festivals.
- Instructions for the activity.
  - The teacher asks the students to create two circles, one inside the other. Each circle should contain the same number of participants.
  - Each student is provided with a flashcard related to a holiday.
  - When the music starts, students that are part of the circle that is inside move to the left while the ones outside move to the right.
  - When the music stops, students that are face to face explain the holiday that they were assigned to their classmate and vice versa.
  - When the music starts, the process is repeated.

- Materials.





## STRATEGY 7. WHOLE CLASS: PLENARY

**Description.** This strategy consists of a conversation or debate topic that is managed by the teacher or a student. Students work with intervals of small groups discussions (Scrivener, 2011). The class could also be divided into two big groups.

- Classroom procedure. Fishbowl debate.
  - Topic. Welcome to my town.
  - Linguistic Competence. Ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.
- Instructions for the activity
  - Randomly select a handful of students to come sit in front of the classroom in a half-circle facing the students
  - Pose a question or a statement to those selected students and ask them to discuss it.
  - The rest of the classmates ask a question to the panel or take turns taking their spot in the fishbowl, but they are not allowed to speak otherwise.
  - This format is used when students have prior knowledge about the topic.

## STRATEGY 8. GROUPING AND SEATING

**Description.** By means of grouping and seating, oral production might increase. Students could work on circles, squares, and horseshoes (Scrivener, 2011). The following figure shows some useful ways to arrange the class to oral interaction.

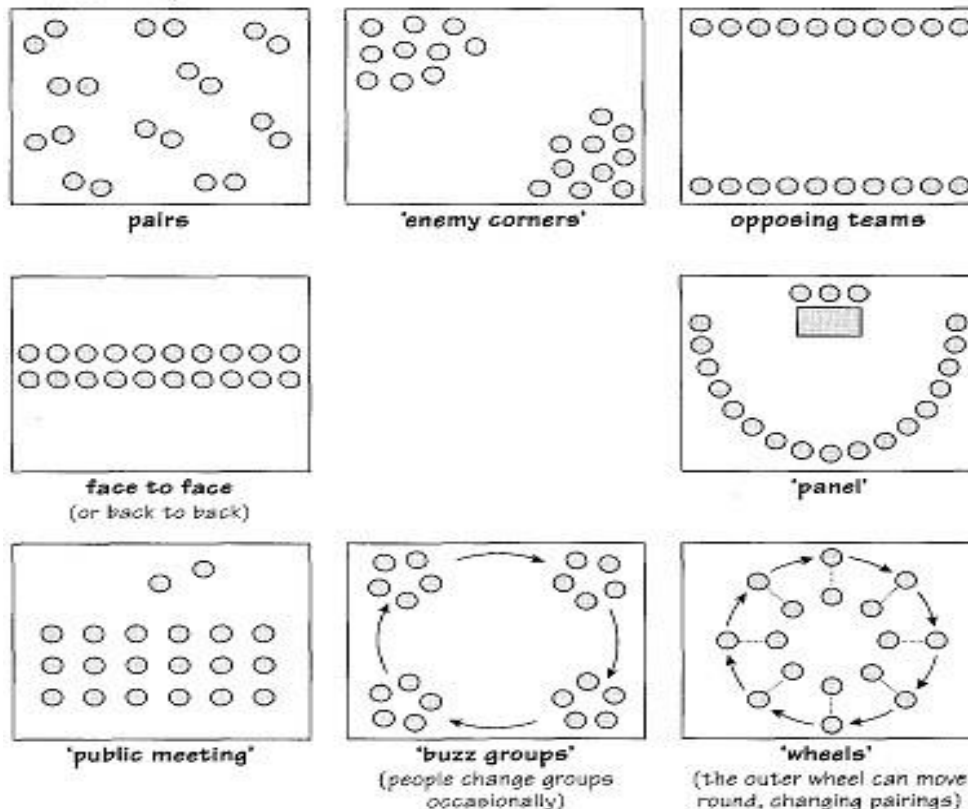


Figure 5.5 Seating possibilities in a standard classroom

89

- Classroom procedure: Hurry up or stand by.
  - Topic. Getting what I need at the right place.
  - Linguistic Competence. Tell a simple direction (e.g., how to get to a location) as well as offer simple explanations to others.

- Instructions for the activity
  - The teacher introduces the topic.
  - Chairs are arranged in a semicircle.
  - When the students are seated on the chairs, they are assigned with a type of service. The services are also written on the board.
  - One student is chosen at random and stands in front of the rest of the class.
  - The chosen student makes a complete statement including a service from the board. Some examples may be the following structures:  
  
*I want to go to the grocery store.*  
  
*I rarely go to the hospital.*
  - All the students assigned with those means of stands in order to take another seat.
  - The student in front tries to take one of their seats.
  - The student without a chair goes to the front and takes the role of the other student. Now, he or she selects another service.
  - The process is repeated for five minutes.

- Materials.



Post Office

ISLCollective.com



Restaurant



Hospital



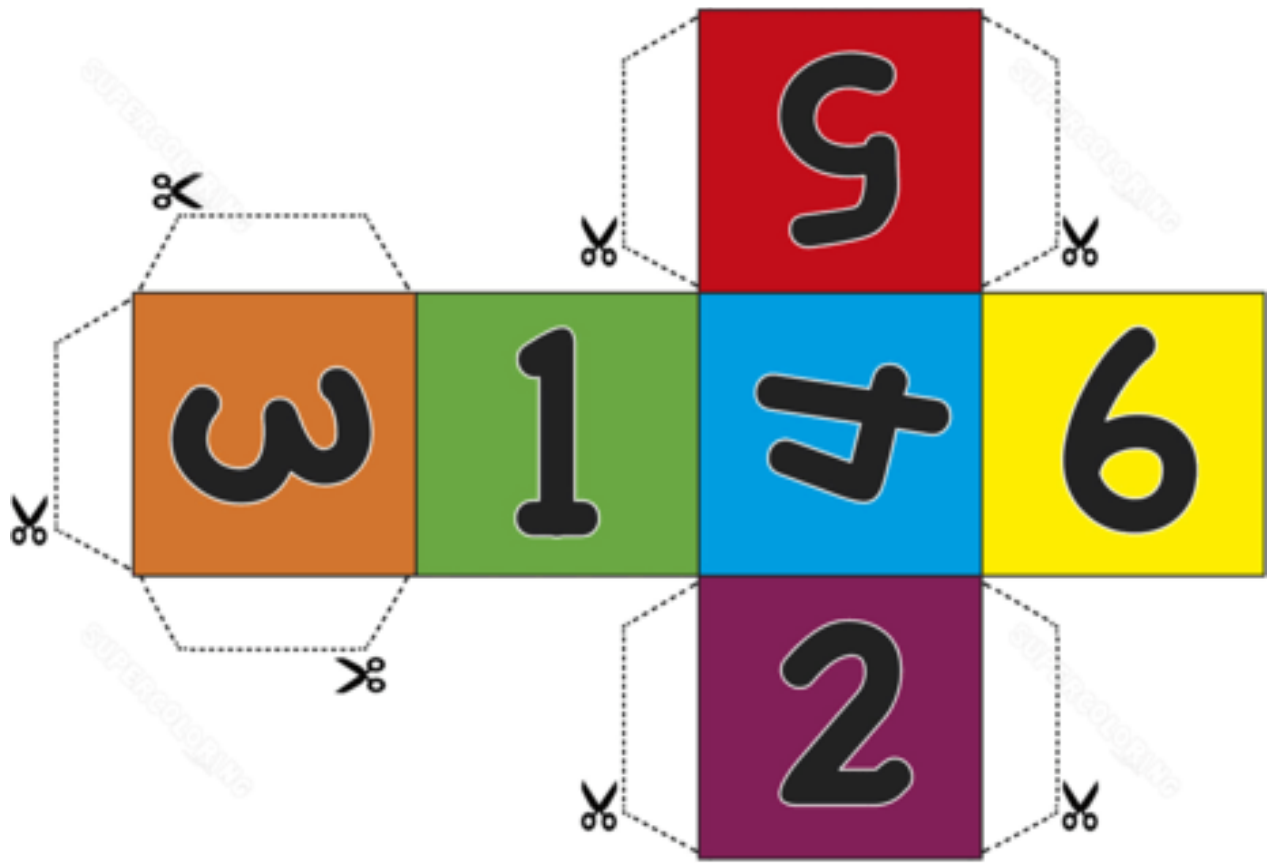
Airport

## STRATEGY 9. INCREASING STUDENT-STUDENT INTERACTION

**Description.** Increasing student-student interaction fosters students' oral productions. Some useful tips to promote this strategy consist of asking questions rather than giving explanations, making use of pairs and small groups to maximize opportunities to talk, and avoid traditional arrangement. The teacher should not be in front of the class all the time. Increase brainstorming and sharing as much as possible (Scrivener, 2011).

- Classroom procedure: Roll on A!
  - Topic. A Day I'll Never Forget: in My Personal Life.
  - Linguistic Competence. Describe events using simple words or sentence frames about a personal, family, national or worldwide event.
- Instructions for the activity
  - Divide the class into two groups and ask each one to choose a leader.
  - Decide which leader goes first.
  - Provide a leader with two dice (one with letters and the other one with numbers).
  - Tell the leader to throw the dice (one by one).

- The dice with the number indicates the quantity or phrases she/he needs to say, and the one with letters shows the first letter of words that must be part of the expression.
  - Give the leaders the chance to be helped by their classmates. The rest of the class can only aid their leader by saying words.
  - Remind your students that each group will have two minutes. During that time the leader must roll the dice as many times as possible. The group with more phrases wins.
  - Finish the activity by allowing your students to create at least five additional phrases.
- Tips:
    - Design four dice to make the activity more challenging.
    - Depending on your students' level, you might ask the leader to create a story and ask questions instead of phrases.



## STRATEGY 10. GESTURES

**Description.** Try to develop a range of gestures (and facial expressions) to save yourself repeating basic instructions and increase opportunities for the learner to talk (Scrivener, 2011). Teachers could also use the board and other classroom equipment, instead of translation. Other techniques to enhance this strategy consist of using gestures to help clarify of instructions and explanations, speaking clearly at an appropriate volume and speed, grading complexity and quantity of language (Scrivener, 2011).

- Classroom procedure.
  - Topic. An Event I'll Never Forget: with My Family.
  - Linguistic Competence. Ask and answer questions about a personal, family, national or worldwide event.
- Instructions for the activity. Charades: An Event I'll Never Forget.
  - Divide the class into two teams (the game is developed with one team at a time).
  - Ask the team to make a line facing the board.
  - One student of the team sits on the chair opposite the board.
  - The first student of the line watches a picture and a sentence that represent a common activity developed in the family e.g., traveling,

eating out.

- The first student of the line tries to make the student sited on the chair guess the activity from the picture by using only gestures.
  - When the student sited on the chair guesses the activity, she/he goes at the end of the line. The first student from the line sits on the chair. The second student of the line takes the position of the antecessor and tries to make the new student sited on the chair guess a new activity (a different picture is used).
  - When two minutes have passed, the second team plays.
  - The team that guesses more family activities is the winner.
- Materials





## STRATEGY 11. SCAFFOLDING FLUENCY, ACCURACY AND COMMUNICATION

**Description.** Scaffolding is a great technique to improve fluency, accuracy and communication, it refers to the way a competent language speaker helps a less competent one by both encouraging and providing possible elements of the conversation (Scrivener, 2011). As language teachers, it is necessary to understand that students learn at different pace. Consider repeat the last word with questioning intonation and give a general description of pronunciation without focusing on particular words.

- Classroom procedure. Storytelling.
  - Topic. Beautiful Costa Rica.
  - Linguistic Competence. Suggest different things to do, places to go in his/her country.
- Instructions for the activity.
  - The class is arranged in a circle.
  - The teacher hands out a flash-card to each student.
  - The students are asked to tell a sentence using a flashcard given to them.
  - The teacher starts with an introductory phrase.

- Then, following the order, all the students tell their sentence.
  - The sentences must be in accordance with the previous ones to have coherence.
  - Students can help their classmates, whenever they need it.
- Materials.







## STRATEGY 12. PYRAMID DISCUSSION TECHNIQUE

**Description.** A pyramid discussion is an organizational technique that works with simple problem-based discussions and especially with item selection tasks. To work on this technique is important to introduce the problem, start with an individual reflection, make pair to find a common agreement, join the pair with another one to reach an accurate agreement, and then join those four students with other four, until the whole class gets together to generate a solution (Scrivener, 2011).

- Classroom procedure. What's best?
  - Topic. Planning My Perfect Vacation.
  - Linguistic Competence. Ask and answer simple questions about vacation plans.
- Instructions for the activity
  - The teacher asks students to make pairs.
  - Students agree or disagree on the following statement:  
*My perfect vacation would be abroad.*
  - Once each pair takes a position, they join another pair to create a group of four students taking a position.
  - Once they take a position, they join another group to continue the process.

- The process is repeated until the whole class is together taking a common discussion.
- Students present their reasons.
- The teacher gives them feedback.

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## **APPENDIXES**

## INSTRUMENT #1: OBSERVATION CHARTS

Universidad Hispanoamericana

English Teaching Major, 2019

**Tutor:** M. Sc. Carolina Ramírez Guerrero.

**Researcher:** Katherine Quirós Bonilla.

**Research Topic:** Teaching Strategies Needed to Enhance Adult EFL Learners' Oral Participation According to the Standards of the MEP at CINDEA Moravia.

**General Objective:** To analyze the classroom techniques needed to achieve adult learners' oral participation according to the Ministry of Public Education' standards at CINDEA Moravia.

### General information:

Number of students observed: \_\_\_\_\_

Number of lessons observed: \_\_\_\_\_

Group observed: \_\_\_\_\_



Date: \_\_\_\_\_

Time: \_\_\_\_\_

**PART I.** Techniques to promote oral participation.

**Objective:** To determine which teaching techniques are promoted in class to encourage students to participate orally in the target language.

**Instructions:** The following chart has statements. Check in the box below according to what you observe. Then, comment on your answers.

Techniques	Participation in Spanish	Participation in English	Authentic Material	Not Authentic Material	Description of Behavior
A. Games					

B. Direct Questioning					
C. Use of Media					

**PART II.** Complexity of students' oral participation.

**Objective:** To explore the level of complexity of students' oral participation in terms of fluency, accuracy, and vocabulary.

**Instructions:** The following chart has statements. Check in the box below according to what you observe. Then, comment on your answers.

Type of Oral Participation	Participation in Spanish	Participation in English	Description of Behavior (fluency, accuracy, and vocabulary)
A. Solicited			
B. Volunteered			
C. One Word			
D. One Phrase			

E. Peer Participation			
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**PART III.** Programs implemented at CINDEA Moravia and the complexity of students' oral production.

**Objective:** To analyze the relationship between the programs implemented at CINDEA Moravia and the complexity of students' oral production.

**Instructions:** The following chart contains the different stages of the lesson. Complete it with the activities observed during each of these stages.

LESSON STAGES					
WARM-UP	PRESENTATION	CONTROLLED ACTIVITIES			CONSOLIDATION
		PRE	WHILE	POST	

**PART IV:** Strategies that promote oral participation based on specific needs of group P2-2.

**Objective 4:** To provide English teachers at CINDEA Moravia with a booklet about communicative strategies that promote oral participation based on specific needs of group P2-2.

**Instructions:** describe classroom behavior and strategies implemented by the teacher (positive aspects/ aspects to improve).

**Chronicle:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## INSTRUMENTO #2: CUESTIONARIO PARA LOS ESTUDIANTES

### UNIVERSIDAD HISPANOAMERICANA

Licenciatura en la Enseñanza del Inglés, 2019

**Modalidad de Graduación:** Tesis

**Tutora:** M. Sc. Carolina Ramírez Guerrero



El siguiente instrumento consiste en una serie de preguntas dirigidas a estudiantes del nivel P2 de secundaria del CINDEA Moravia. La información obtenida será utilizada solo con fines académicos.

### I PARTE. Información Personal

**Instrucciones:** brinde la información solicitada a través de las diferentes secciones de este cuestionario.

Género      F  M      

Edad      :

---

Lugar de residencia:

---

### II PARTE. Analizar las estrategias necesarias para promover la participación oral en clase de los estudiantes de acuerdo a los estándares del MEP en el CINDEA Moravia.

**Instrucciones:** marque una equis "X" en el cuadro correspondiente su respuesta a las siguientes preguntas.

1. ¿Recibió inglés en la escuela?

Sí  No

2. ¿Qué tipo de actividades le gustan más en la clase de inglés?



Después				
---------	--	--	--	--

9 ¿Cómo se siente cuando se le hace preguntas en inglés sobre algún tema en específico?

Seguro  Nervioso  Frustrado  Emocionado

10 ¿Cómo considera su nivel de inglés?

Básico  Intermedio  Intermedio Alto  Avanzado

11. ¿Considera que su programa de estudio le permite obtener un alto dominio del idioma? Justifique su respuesta.

Sí  No

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11. ¿Qué mejoraría de sus lecciones de inglés?

Cantidad de lecciones  Variedad de actividades

Tiempo de práctica  Materiales utilizados

Otro:

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12. ¿Qué lo motivaría a participar más en clases?

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## INSTRUMENT #3: TEACHER'S INTERVIEW

Universidad Hispanoamericana

English Teaching Major, 2019

**Tutor:** M. Sc. Carolina Ramírez Guerrero



**Researcher:** Katherine Quirós Bonilla

**Research Topic:** Teaching Strategies Needed to Enhance Adult EFL Learners' Oral Participation According to the Standards of the MEP at CINDEA Moravia

The following instrument consists of a series of questions directed to high school teachers from CINDEA Moravia. The information gathered will be used for academic purposes only.

Instructions: Provide the information requested through the different sections of this questionnaire.

### I PART. Personal Information

Gender    F        M   

Age: \_\_\_\_\_

Place of residence: \_\_\_\_\_

Years of experience:

From 1 to 5        From 5 to 10        From 10 to 15        More than 15   

**II PART.** To analyze the classroom techniques needed to achieve adult learners' oral participation according to the Ministry of Public Education' standards at CINDEA Moravia.

1. Which teaching techniques do you implement in your lessons to encourage

students' oral participation in the target language?

---

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2. In which classroom activities or stages of the lesson do you consider that students participate more orally?

---

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3. How much time of your English lessons do you spend on practicing oral communication with your students? Is it enough in your opinion?

---

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4. Which factors interfere with the level of complexity of students' oral participation in terms of fluency, accuracy, and vocabulary?

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5. Having not received English during primary school influences students' oral participation? Why?

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6. Do you develop all the objectives established by the MEP or do you make some modifications to the curriculum? Justify your answer.

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7. What type of didactic material do you use for the class?

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8. Is oral performance difficult for people who have not previous knowledge of the target language? How do you deal with this?

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9. Do students speak English during the development of the class? How frequent is their participation?

---

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---

10. Do students participate voluntarily and ask questions? Do they do it in English or Spanish?

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---

11. Which language skills are developed in a higher way during the lessons? What is the reason?

---

---

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12. Which teaching strategies do you implement to promote teamwork?

---

---

---

13. How do you consider students' level?

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## DECLARACIÓN JURADA

Yo Katherine Quirós Bonilla, mayor de edad, portador de la cédula de identidad número 1-1630-0322 egresado de la carrera de Enseñanza del inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que 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 la enseñanza del inglés, juro solemnemente que mi trabajo de investigación titulado: Teaching Strategies Needed to Enhance Adult EFL Learners' Oral Participation According to the Standards of the MEP at CINDEA Moravia

\_\_\_\_\_ 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 treinta días del mes de julio del año dos mil diecinueve.

Katherine Quirós

Firma del estudiante

Cédula: 1-1630-0322

## CARTA DEL TUTOR

San José, 29 de 7 de 2019

**Departamento de Registro  
Enseñanza del Inglés  
Universidad Hispanoamericana**

Estimado señor:

La estudiante Katherine Quirós Bonilla, cédula de identidad número 1-1630-0322, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado Teaching Strategies Needed to Enhance Adult EFL Learners' Oral Participation According to the Standards of the MEP at CINDEA Moravia, el cual ha elaborado para optar por el grado académico de Licenciatura.

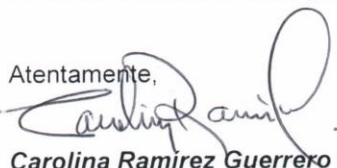
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20%
	TOTAL		100

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

Atentamente,



**Carolina Ramirez Guerrero**

**Ced. 1-573-152**

**CARTA DEL LECTOR**

Heredia, 20 de agosto de 2019

*Registro  
Carrera de Enseñanza del Inglés  
Universidad Hispanoamericana*

Estimados:


La estudiante **Katherine Quirós Bonilla**, cédula de identidad número **1-1630-0322**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **“TEACHING STRATEGIES NEEDED TO ENHANCE ADULT EFL LEARNERS’ ORAL PARTICIPATION ACCORDING TO THE STANDARDS OF THE MEP AT CINDEA MORAVIA”**, el cual ha elaborado para optar por el grado académico de **Licenciatura en Enseñanza del Inglés**

En mi calidad de lector, he revisado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

Los siguientes son algunas correcciones que deben ser efectuadas a la mayor brevedad posible:

- Faltan aspectos introductorios como los reconocimientos, dedicatoria y más importante aún EL ÍNDICE.
- Hay mucha combinación de tamaño de fuente en el documento. Favor estandarizar todo del Times New Roman (o Arial) 16 hasta 12 según corresponda cada nivel.
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- Recuerde que hay imágenes también que necesitan referencias de donde fueron tomadas
- Revisar que no haya más de doble espacio en algunas partes del documento. Revisar y corregir.

En virtud de la revisión hecha, una vez hechas las correcciones arriba detalladas, se avalará el traslado al proceso de revisión filológica y defensa.

  
Atentamente,  
**Lic. Ronald Lobo Vargas**  
1-965-160

**CARTA DEL LECTOR**

Heredia, 9 de setiembre de 2019

**Registro**  
**Carrera de Enseñanza del Inglés**  
**Universidad Hispanoamericana**

Estimados:

La estudiante **Katherine Quirós Bonilla**, cédula de identidad número **1-1630-0322**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **“TEACHING STRATEGIES NEEDED TO ENHANCE ADULT EFL LEARNERS’ ORAL PARTICIPATION ACCORDING TO THE STANDARDS OF THE MEP AT CINDEA MORAVIA”**, el cual ha elaborado para optar por el grado académico de **Licenciatura en Enseñanza del Inglés**

En mi calidad de lector, he revisado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

En virtud de la segunda revisión hecha se avala el traslado al proceso de revisión filológica y defensa.



Atentamente,  
**Lic. Ronald Lobo Vargas**  
**1-965-160**

## CARTA DE REVISIÓN FILOLÓGICA

Cartago, 03 de septiembre de 2019

Los suscritos, Elena Redondo Camacho, mayor, casada, filóloga, cédula de identidad número 3 0447 0799 y Daniel González Monge, mayor, casado, filólogo, cédula de identidad número 1 1345 0416, vecinos de Quebradilla de Cartago, en calidad de filólogos revisamos y corregimos el trabajo final de graduación que se titula: *TEACHING STRATEGIES NEEDED TO ENHANCE ADULT EFL LEARNERS' ORAL PARTICIPATION ACCORDING TO THE STANDARDS OF THE MEP AT CINDEA MORAVIA*, sustentado por Katherine Quirós Bonilla.

Hacemos constar que se corrigieron aspectos de forma, redacción, estilo y otros vicios del lenguaje que se pudieron trasladar al texto. La originalidad y la validez del contenido son responsabilidad exclusiva del autor y de sus asesores.

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Elena Redondo Camacho  
 Céd. 3 0447 0799  
 Bachiller en Filología Española  
 Carné Acfil 0247




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La suscrita Katherine Quirós Bonilla, con número de identificación 116300322 autora del trabajo de graduación titulado *Teaching Strategies Needed to Enhance Adult EFL Learners' Oral Participation According to the Standards of the MEP at CINDEA Moravia*, presentado y aprobado en el año 2019, como requisito para optar por el grado de Licenciatura en la enseñanza del inglés; *SI* autorizo a la Biblioteca de la Universidad Hispanoamericana para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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Cordialmente,

Katherine Quirós 1-16300322  
Firma y Cédula de Identidad

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