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**THE USE OF CONTENT-BASED INSTRUCTION ON
ENGLISH AS A SECOND LANGUAGE TEACHING AS A
STRATEGY TO IMPROVE THE SPEAKING SKILL OF SIXTH
GRADERS AT LA FILA SCHOOL, DURING THE THIRD
QUARTER OF 2023.**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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To my relatives, who have been extraordinarily supportive since the beginning.

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By heart, thank you.

Dedication

To my family and friends who were always near during this formation.

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Abstract

This investigation is centered on understanding the perception of the use of Content-based instruction in English as a Second Language teaching as a strategy to improve the speaking skill. The subjects involved in this study are the sixth-grade students from La Fila Public School. A total of 40 students and their English instructor were studied under a qualitative approach.

During a three-week program, students from control group received regular instruction, and students from Content-based Instruction (CBI) group were instructed under the CBI methodology. Prior program, evaluations of their speaking performance clarified that both groups had a similar speaking proficiency placing the average group scale at an intermediate-low level. At the end of the program the results showed a significant change in the scale, CBI group had an intermediate-high average performance level. On the other side, the Control group was measured at an intermediate level.

After analyzing the results, the main conclusions highlighted that the group instructed with Content-based instruction outperformed their peers who received a standard instruction. Achieving these results in a short-term program underscores the effectiveness of the Content-based Instruction approach in enhancing speaking proficiency.

Resumen

Esta investigación se centra en comprender la percepción del uso de la instrucción basada en contenidos en la enseñanza del inglés como segunda lengua como estrategia para mejorar la habilidad oral. Los participantes involucrados en este estudio son los estudiantes de sexto grado de la Escuela Pública La Fila. Un total de 40 estudiantes y su instructora de inglés fueron estudiados bajo un enfoque cualitativo.

Durante un programa de tres semanas, los estudiantes del grupo de control recibieron instrucción regular y los estudiantes del grupo CBI recibieron instrucción bajo la metodología de instrucción basada en contenido. Antes del programa, las evaluaciones de su desempeño oral aclaran que ambos grupos tenían una competencia oral similar, lo que coloca la escala promedio de los grupos en un nivel intermedio-bajo. Al finalizar el programa los resultados mostraron un cambio significativo en la escala, el grupo CBI tuvo un nivel de desempeño promedio intermedio-alto. Por otro lado, el grupo Control obtuvo un nivel intermedio.

Después de analizar los resultados, las principales conclusiones destacan que los grupos instruidos bajo la instrucción basada en contenidos superaron a sus semejantes que recibieron instrucción estándar. Lograr estos resultados en un programa a corto plazo enfatiza la eficacia del enfoque de instrucción basada en contenidos para mejorar la competencia oral.

This thesis has been divided into five chapters that, in conjunction, will give a body to the research scenario, namely:

The first chapter, Introduction, aims to describe why this topic deserves to be the subject of research. There is a reference to materials previously generated by researchers and specialists on the research topic and their approach to it. It also includes general and specific objectives. As a whole, and as its name indicates, it introduces the reader to the research topic and how it will be approached.

The second chapter, theoretical framework, provides the theoretical and conceptual support that works as a foundation to back up the findings generated during the study. The methodological framework, which corresponds to the third chapter, describes the type of research, methodology, instruments, sources of information, population, and sample, the analysis categories the investigator uses, and the type of analysis this study has.

The fourth chapter, named Results, includes the records and observations for each of the obtained findings after completing the triangulation of the documentary research with the multimedia the investigator uses to approach the subjects and their environment.

Chapter I

Introductory Framework

1.1 Problem Statement

The process of conducting an investigation has the main need of understanding the multiple factors that deal with the topic in question: “One clear, defined, and understood problem is crucial for the finding and application of effective solutions. In this case, the problem statement works as an independent document” (Becas y Convocatorias, 2021).

This paragraph provides the design of the problem statement this study develops: What is the perception of the use of Content-based instruction on English as a Second Language teaching as a strategy to improve the speaking skill of sixth graders at La Fila School during the third quarter of 2023?

Each government conducts multiple efforts in public education. When higher authorities apply changes in the curricula of the field of English Teaching, new modalities, different approaches, and accurate manners to evaluate learners and instructors must be included while making and planning these efforts. Consequently, proposals that integrate these three elements will strengthen the educative program.

Traditional teaching methodologies have helped educators develop their lessons for a long time now. Nevertheless, thinking outside the box is necessary when changes are required, and new methodologies must be seen and considered. That being done, schools and high schools will teach and prepare younger generations more robustly. Hence, their academic performance will be seen by universities and employers looking for well-prepared students willing to contribute productively.

When this investigation offers content-based as a good choice to achieve the previous idea, it is certain that under the appropriate conditions, content-based instruction guarantees that learners are the primary beneficiaries of these efforts.

A separate reality about changing methodologies and the types of approaches used in the classroom is that many educators need to be clearer on applying a new methodology. Having incomplete knowledge about a technique may not result in the desired experience. Knowing the situation, this research project collects useful information about CBI.

Going over the challenges a person faces when looking for a job opportunity, language is heading in the job requirements. To ensure that the requirement will stay open, it is necessary to return to that person's formation and check their first contact with the foreign language; the answer is school and high school years.

The years of academic preparation strongly impact a person's entire life. This is why good education and appropriate approaches are important. This investigation is clear of the problem and searches for an appropriate solution.

Objectives of the Investigation

Because of the complexity of the topic, this investigation has been divided into one general objective and three specific objectives.

1.1.1 General Objective.

To analyze the use of Content-based Instruction on English as a Second Language teaching strategy to improve the speaking skills of sixth graders at La Fila School during the third quarter of 2023.

1.1.2 Specific Objectives.

1.2.2.1

To identify the speaking challenges that occur during ESL learning using an interview.

1.2.2.2

To apply a content-based strategy to enhance speaking skills.

1.2.2.3

To evaluate the final speaking development of the students using a checklist.

1.3 Justification of the Study

In making a research project, the investigator first requires a clear reason for the development of the study (Javed, 2022). Hence, the justification provides arguments and reasons validating the study of the topic.

This investigation provides a complete view of using content-based instruction to teach English as a second language and, simultaneously, an improvement strategy for speaking

skills. Besides, this study benefits teachers in conjunction with the students who will get involved in learning specific content using English as the medium.

On multiple occasions, English instruction in Costa Rica is limited to general teaching methodologies, which, by far, focus only on direct instruction, leaving a side learner's role and other functional approaches. This investigation brings to light a solution to the public education system.

English learning in Costa Rican public institutions is much different than in private locations. The public system has multiple barriers and learning gaps that must be addressed appropriately. The institutions must be allowed to include different learning modalities; traditional teaching methods are only one of the options. By opening these closed doors, teachers will follow different modalities. CBI is a good candidate for a change.

Providing evidence and information obtained using various instruments, this investigation puts on the table the use of content-based instruction as a technique that enhances speaking abilities, sustains learners with relevant content, and leads a secure path to the academic future of English learners.

When a new methodology is included in a classroom, the students are primarily beneficiaries. Every educator must keep an eye on looking for ways to improve their student's learning process and, with the same energy and commitment, find a path to motivate learners and give them meaningful topics, which will then strengthen the educational system.

Content-based instruction is the main topic of this research. Since the students are exposed to the features of this method, this document can be used as a guide for understanding the nature of the approach and as proof of the effects on the scholar population receiving content instruction in a foreign language.

Besides giving the outcomes of applying a different strategy in the classroom, this work walks the reader across the teaching method, providing a guide for program preparation for ESL educators that aims to increase learners' motivation and language acquisition.

The knowledge and understanding of content-based instruction is relevant, but improving English use and application will become a neutral ability with these diverse methodologies. Teachers' intervention, curriculum changes, choices towards functional approaches, and focus on learners' perspectives will make a strong step in public education in Costa Rica.

1.4 Antecedents

Using a specific methodology to improve the speaking skills of English learners requires an understanding of the methods and techniques used to give specific instruction and comprehension of the different abilities involved when speaking a foreign language. The use of content to instruct English needs cognition of all the skills and other available methodologies for a successful accomplishment.

This investigation embraces the scopes of the following investigative works because their development and approach are considerable antecedents of this study. It is important to highlight that the following investigations are not limited to just one region; studies from around the globe are mentioned in this section. With different goals and perspectives, the following topics contextualize, apply, and study Content-based Instruction and its multiple facets.

Content from other subjects increases learners' interest in English, facilitates language learning, and makes English cognition painless. The study Omoto developed in Kenya during 2013 "Content-Based Instruction: A Study of Methods of Teaching and Learning English in Primary Schools in Butula District" to the Maasai Mara University. According to this proposal,

the approach in question increases learners' confidence and ensures a significant acquisition of the content, making English Learning a natural process.

This study narrates that acquiring new idiomatic structures under content instruction is turned into a natural process. In this study, the participants showed that fears and anxiety problems towards language were reduced, and that the environment generated was friendly and talkative. Conversely, the investigator concluded that educators face multiple challenges when implementing CBI.

With a similar outcome, groups taught using Content-based Instruction have a more favorable performance than groups instructed with the Grammar Translation Method, detailed by Amiri et al., in Iran during the year 2014 "The Impact of Content-based Instruction on Students' Achievement in ESP Courses and Their Language Learning Orientation" to Ferdowsi University of Mashhad. This study exemplifies that learning cannot be taken as an individual process and that group work promotes cognition, topic instruction, and methods applied.

In this investigation, it is concluded that groups instructed under this approach outperform other methodologies. Following learners' development, groups change their attitude toward language learning when work is completed in groups, and the level of instruction is appropriate for the class.

Researchers state that learners who were taught using CBI developed problem-solving and critical-thinking abilities. When completing assessments, the CBI group scored better than the Grammar Translation Method team—finally adding that learners' motivational orientation increased during the instruction.

The study performed by Vanichvasin in Thailand in 2019 explains that Content-based Instruction is an essential support that generates opportunities to learn meaningful topics using

English “Effects of Content-Based Instruction on English Language Performance of Thai Undergraduate Students in a Non-English Program” to the Kasetsart University.

This previous study brings the reader to the conclusion that the topic chosen to instruct a foreign language must be meaningful and relevant. This will increase motivation toward learning. Vanichvasin guides on the importance of following the features of CBI, suggesting that creating an appropriate environment, delivering meaningful topics, and involving students in multiple activities build a strong CBI-focused classroom.

Learners face multiple barriers during language acquisition; oral production is one of the most crucial. In other words, the ability to speak in English is limited by several factors. There required ways to overcome these challenges as explained in the investigation made by Paneerselvam et al. in Malaysia in 2019, "Learners' Challenges and English Educators' Approaches in Teaching Speaking Skills in an ESL Classroom: A Literature Review" to the University Kebangsaan Malaysia.

This investigation focuses on the importance of the approaches made by educators that help learners overcome the barriers during ESL learning. These challenges have to be identified and addressed. Otherwise, the learning goals could not be reached.

Going over Content-based Instruction characteristics is significant to be trustful, to master and to understand the topics and concepts imparted. With a well-supported, trusted source, this methodology will become sufficient. The study by Hernández in Costa Rica in 2005 details that using authentic content in classroom tasks promotes the performance of an oral course, "Content-based instruction in an English oral communication course at the University of Costa Rica," to the UCR.

Finally, Content-based usage results in a successful approach that benefits students' performance, as explained in the article made by Bula in Costa Rica in 2014, "Content-based

instruction: A Relevant Approach of Language Teaching" to the UNED (Universidad Estatal a Distancia).

The researcher narrates that the population with CBI must be actively involved for successful and appropriate methodology development. Referred as the key to goal achievement, there must be a commitment on behalf of teachers, students, and the administration. Additionally, Bula emphasizes that the instructor must have significant knowledge of the contents in developing a CBI classroom. In addition, the sources of information used during instruction must be authentic.

The previous investigative works are trustworthy, proving that this topic deserves consideration, and because of their conclusions, they are listed as antecedents to this study.

1.6 Scope:

Among the principal bounds, this investigation allows knowing the manifestations of this topic or:

- a. Understanding the speaking challenges towards English learning.
- b. Generating strategies that enhance speaking skills.
- c. Evaluating student's outcome.

Chapter II

Theoretical Framework

Applying a strategy based on content to improve the speaking skills of English as a Second Language learners requires a prior pedagogic study that supports the strategies and steps taken to reach the goal of the investigation. This study provides a section that simplifies the speaking challenges of learning English as a foreign language. Later, it emphasizes the content-based approach.

With a second emphasis, this chapter compares two evaluation methods applied to measure the speaking ability of ESL learners. Once there is a documental panorama of the topic, it follows the application of the strategy and the eventual assessments of the students at the educative institution.

2.1 Speaking Skill

2.1.1 Definition

Language in human history is one of the most important achievements in evolution. Going back to a person's first years, as part of human nature, every individual has the instinct to develop their communication abilities, learn, and make their language structure used by their community. This process requires time, instruction, and reinforcement. Within years and under appropriate conditions, kids can talk and apply their communicative skills to interact with their environment.

Going back to a person's first contact with speech, Gaunt et al. (2019) explain that sharing thoughts and having complex communication define oneself as a human since

newborns gain awareness of the potential of spoken communication. Given that, every human initiates communication during its first years of life. Following the idea of the text, a person's needs shape language development.

When it comes to growth, people tend to improve speaking. At a certain age, new idiomatic structures are observed and, if needed, studied. There is a strong connection between spoken interactions and speech characteristics. For example, when bilingual abilities are required in the professional field, people based on that need will speak a second language.

Contextualizing second language learning, it is clear that English has a strong significance. In her book, Karen (2021) emphasizes English relevancy globally, as it has more than 750 million speakers and is the main language in fields like diplomacy and technology. As an international communication language, non-native speakers must have an accurate communication basis.

ESL teachers create and shape lesson plans considering the four macro language skills. Listed as speaking, reading, writing, and listening, these cognitive abilities are the main academic developing scope of every L2 classroom. Burns and Siegel (2018) stated that "readers are likely to be very familiar with labels such as 'conversation,' 'academic writing,' 'reading comprehension' or 'listening skills' to describe classes and courses that segregate and focus on a particular language skill area" (p. 2). Among the four macro language skills, this study has an emphasis on speaking.

These four macro language skills are divided into two categories; as Bailey (2020) explained, "Speaking and writing are called the productive skills because the students are

producing language. Listening and reading are called the receptive skills, because the students receive the language when they listen and read" (p. 3).

While acquiring a second language, researchers refer to speaking as a fundamental skill; its importance lies in the fact that it is the one through which the language is learned. (Celce et al., 2014).

2.1.2 Characteristics

In the production of speech, there are multiple features involved. These elements work together as a natural process to make it possible to achieve oral communication. Specific characteristics divide the speaking skill; the current section lists these features.

As a productive skill, speaking can occur in different scenarios or categories (Abeywickrama & Brown, 2018). There are five types of speaking: imitative, intensive, responsive, interactive, and extensive.

2.1.3 Language Barriers

2.1.3.1 Lack of Cognition

When speaking a foreign language, it is of utmost importance to understand what is being said and how it is structured: "Talk is such an essential part of our everyday existence that it is easy to engage in it unthinkingly. However, to neglect spoken language in a classroom does a disservice to the young people we teach." (Gaunt et al., 2019, p. 5) Cognition about one's speaking is crucial, but this ability needs to be instructed in the classrooms to avoid and reduce gaps in the production of a foreign language.

Every spoken communication requires understanding what the information transmitted is stating; to achieve that, learners require a good range of vocabulary to help them communicate in different scenarios. At the same time, grammatical knowledge is crucial in sentence structuring and verb tense accurate usage. Lacking cognition of these language elements results in communication issues limiting the full understanding of the message.

2.1.3.2 Emotional area

As it is part of the learning process, overcoming confronting anxiety, acknowledgment of the differences between people, and acceptance of the individual process of making self-new structures and new languages, in other words: "Overcoming fears gives a person the ability to confidently go into the world and tackle any challenge life can throw at them." (Haunts., 2019. p. 20).

Having a good balance between the emotional and rational parts of the brain promotes overcoming the communicative barriers L2 learners have. Educators need to focus on the emotional side to see the expected results. This type of emotional reinforcement is completed under multiple techniques in which the educator ensures that the classroom is a safe environment for language instruction.

The improvement of speaking abilities is strongly linked to the level of motivation learners have. For this reason, teachers tend to implement multiple strategies and techniques to reinforce the difficulties the scholar group faces. Moreover, talking about strategies for speaking skills, "Talking Tokens" is one of those strategies.

Going over this aid used to improve participation and eventually speaking skills, Dixon (2016) details in her book that:

Many teachers struggle to get students to participate in class. One way to encourage speaking is to have students grab several tokens. A token could be a small coin, a marble, a piece of candy, or any small item that can be quickly passed out. Each token represents the number of times a student will be required to speak. This encourages students to participate and stop those few who may answer all the questions. (p.16).

When learners' attention is gathered correctly, acquiring new concepts, language production, and dynamic listening are more effective. Strategies like "Talking Tokens" are great teaching aids.

On the other side, there are multiple benefits at a brain level linked to L2 learning. In his blog, Spence (2022) narrates that multiple areas in the brain have a direct impact on people who are learning a second language. Based on studies, areas such as memory, concentration, creativity, communication, and academic development have significant cognitive improvements. In synthesis, L2 learning stimulates neurons and areas in the brain that benefit learners.

Following the previous explanation, Spence (2022) explains: "Bilingual people have more of these neurons and dendrites compared to people who speak only one language. This means that their grey matter is denser." (p. 5). This demonstrates that clinical observation makes it possible to identify changes in the brains of bilingual people.

That said, language acquisition benefits social relationships, enhances work opportunities, and significantly improves brain areas relating to linguistic processes.

2.1.3.3 Complexity of the Language

Speakers and learners of English as a foreign language encounter several factors that make it difficult to produce spoken tasks. Brown (2007), cited by Celce et al. (2014), explains that the complexity of the speaking skill is based on features such as clustering, hesitation makers pausing colloquial language, and suprasegmental features.

Researchers divide these difficulties into nine different types:

2.1.3.3.1 Clustering

Spoken production results from transmitting phrasal information; during the first attempts at speaking a foreign language, speech is not fluent, and production is made word by word. Following the explanations of Brown & Lee (2015), clustering is used to organize words and phrases, making speech fluent; this process is made at a cognitive and physical level.

2.1.3.3.2 Redundancy

Redundancy is applied as a tool for making sense clearer; under natural circumstances, the speaker will use redundancy to get confirmation that the message given is being followed and understood. "Such redundancy helps the hearer to process meaning by offering more time and extra information." (Brown & Lee, 2015, p. 323).

2.1.3.3.3 Reduced Forms

O'Malley (2021) stated that reductions occur under informal scenarios and involve reducing functional words. It is important to acknowledge that this occurs during spoken production daily, and learners must be guided on how common these changes are.

Precisely, Brown & Lee (2015) explained that "these reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language" (p.324). Given that, it is crucial to teach complete forms along with their weak ones so that learners can identify and use these variations.

2.1.3.3.4 Performance variables

We are described as pauses or performance hesitations that occur in the thinking process of speakers. Even though it is a mental procedure, it is not silent, and certain sounds or words are included while this is happening. In other words, "in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, or like" (Brown & Lee, 2015, p. 350).

As a common and natural event, the hesitation phenomena are present daily in native speakers' lives. L2 learners need to be instructed on how these utterances emerge during spoken interactions so they will eventually include them, resulting in a more natural interaction.

2.1.3.3.5 Colloquial language

There is a strong relationship between how language is addressed and the setting in which it is used. Sparks (2023) clarified that "colloquialisms are informal words, phrases, or

sayings often specific to one geographical area and typically only used in informal settings."(p. 1). As a result, speakers have different ways to express or communicate under informal circumstances.

From this point, it is important to consider colloquial language in the teaching programs. Students must compare and understand informal and formal language, which will help them communicate effectively in both scenarios.

2.1.3.3.6 Rate of delivery

The speech rate tells whether a person talks slowly or fast. It is measured by the number of words produced within a minute. Not having an accurate delivery rate is deduced in a message not being fully or partially taken. (Dugate, 2022)

Learners are required to be instructed and polished in their fluency development. Achieving a good pace of speech is a rigorous process for ESL learners but ensures that others can fully understand the shared message in speaking.

2.1.3.3.7 Stress, rhythm, and Intonation

These three elements are key features of English pronunciation. A document by Anglia (2019) dictates that in phonetics, the rhythm encompasses the velocity at which a sentence is produced. Intonation modifies the meaning of a phrase; for instance, with a rising intonation, the same sentence can be turned into a question. Anglia continued explaining that stress is when part of a word or sentence is produced more strongly, contributing to meaning and the accurate production of the word.

Without proper training and practice regarding this “tripod” of pronunciation, ESL students struggle and encounter difficulties in the spoken production of the language.

2.1.3.3.8 Complexity

Acquiring a foreign language includes understanding new structures and patterns not part of the learner's life. Being exposed to an unfamiliar system became a challenge for many, and at the moment of speaking, the need for more understanding reveals gaps in grammatical rules or discourse structures.

Observed as a challenge, complexity is presented in two ways when learning English. As given by Brown & Lee (2015), the complexity of grammatical structures is a challenge for learners; educators must see that the complexity of tasks generates a sort of difficulty and learning barriers for students.

2.1.3.3.9 Interaction

Interaction plays a crucial role in terms of speaking development. It comprises a set of rules, including negotiation, clarification, attending signals, turn-taking, and topic development (Brown & Lee, 2015). Speakers with good interaction skills can negotiate for the meaning of something misunderstood. Interaction involves asking for clarification, providing feedback, and sustaining a topic during a conversation.

Insufficient knowledge and practice in interaction abilities make it harder for ESL speakers to obtain the meaning of a message as they are not used to asking for clarification. Most of the time, the message that was not obtained is left behind, and the dialogue needs to be completed.

2.1.4 Methodology

In teaching speaking skills, it is important to distinguish between what is referred to as knowledge and what falls under skill. As presented by (Bygate, 1987), learners require knowledge about the language involving the notion of grammar and vocabulary and skill in using the language. This clarification is relevant since there are different pedagogical actions for problems in each area.

Since teachers often look for the best methodology to teach language skills Bailey (2020), educators should select teaching methods that address the students' needs rather than the instructors' preferences. It is important to understand the needs of the scholar group before exposing them to a different approach.

2.1.4.1 Stages

Three different stages are considered in the process of conducting a speaking lesson. Regarding traditional structures, Bailey (2020) explains that the PPP or presentation, practice, and production structure is a standard procedure for elaborate lesson plans. Thornbury (2012), cited by Bailey (2020), proposed modifying this structure for the speaking skill. Thornbury presented awareness-raising, appropriation activities, and autonomy.

In the awareness-raising stage, learners discover the features of the spoken language. The teacher needs to tell the features of the learning topic directly; instead, students get the information from their effort. This process is accompanied by analytical activities (Bailey, 2020). Based on this contribution, learners have contact with the topic or concept assigned without direct intervention on behalf of the educator.

The stage of appropriation activities includes tasks like reading aloud and dialogue presentation. Bailey (2020) explains, “It is in this stage of language lessons that students can use the TL in risk-free contexts, develop confidence, and build fluency. Appropriation activities also give learners opportunities to internalize new vocabulary items, pronunciation accuracy, and grammar structures” (p. 85). This process is seen as a self-growth process in which students now enhance their knowledge.

The final step is the autonomy stage; here, students obtain speaking autonomy by being exposed to activities like debates, discussions, and formal presentations. The student prepares spoken materials and performs the assigned task (Bailey, 2020). In this process, learners can develop these tasks thanks to the previous stages.

2.2 Content-based

2.2.1 Definition

Content-based is the starting point for this study. To put this methodology into practice, it is crucial to understand the nature of the studied approach. Going back to the method's origins (Snow, 1991), as cited by (Walenta, 2019), explains that this approach was first applied in the 1960s during French courses in Canada.

Contextualizing the origins of the CBI approach, Thornbury (2017) explains that it emerged as the solution for a learning problem in 1963 when Canadian parents gathered in a meeting to figure out possible ways to improve their children's French development. The solution was to teach some of the school subjects in French. After being supported by university experts, this radical proposal began instruction two years later.

With a considerable time since the first immersion in the classroom, CBI has spread around the globe, involving multiple languages and thousands of learners. In this period, other methodologies have emerged with similar scopes, such as CLIL (content and language integrated learning), which, according to Zemach (2021), originated in Europe back in the 90s. There is the same language and content integration in CBI, but there is a stronger emphasis on content.

It is important to highlight multiple varieties of approaches that encompass content and language learning at the same time; there is a concept that integrates all these terms. Surkamp and Viebrock (2018) explain that CBLT, or content-based language teaching, groups all the different terminologies under these umbrella concepts. In other words, CBLT is a general definition used to denote all approaches that possess this nature.

Regarding the method in question (2018), CBI is defined as "an instructional approach in which nonlinguistic content such as geography, history, or science is taught to students through the medium of a language that they are learning as an additional language." The previous explanations clarify that language instruction uses specific content that differs from the language content traditionally utilized. For example, students acquire language knowledge while being taught in a foreign language about the solar system.

Content-based has the focus on integrating content and language. Talking about this integration (Davison & Williams, 2001), cited by (2017), coined the phrase, "CBI uses meaningful language to motivate students and enable content learning along with language learning" (p. 44). Given the fact that learners' inspiration is the result of including topics and contents that have certain relevance to them.

2.2.2 Methodology

Traditionally, there have been three different models in which CBI is conducted: Theme-based, sheltered, and adjunct courses.

The models differ in functionality as they are developed under specific circumstances. Understanding how each model works; hence, the model that best matches the program's needs will be selected when the method is applied.

Additionally, only some of the models are functional in every environment. Depending on the type of setting, there will be institutions that cannot allow coordination between subjects. Because of that, it is recommended first to review the conditions in which a model will be applied to facilitate the development of such.

2.2.2.1 Models

2.2.2.1.1 Theme-based courses

As the name indicates, this model directly focuses on themes. Kemp (2022) explains that learning is centered on one specific theme. Before instruction, the educator selects the topic, or to provide learners autonomy, students can be asked about the theme they would like to learn about. Later, the activities, lessons, and assessments are created based on the topic selected. It is important to vary the topic according to the grade; this ensures that the topic is learned with enthusiasm.

Giving students the chance to select which topic they will be using as a way of language learning is a good option for encouraging class participation and motivation as they are learning about something they were able to decide.

2.2.2.1.2 Sheltered courses

Also described as structured immersion, this model gathers contents from a different subject and develops them in the studied language (Kemp, 2022). Many private schools opt for a sheltered content instruction model in which subjects like science or social studies courses are developed in the secondary language. Kemp also details that during this modality of instruction, students are immersed in a safe environment where the contents are given at an accessible level, and the lessons connect with the student's experiences and interests.

Sheltered courses differ from theme-based ones in the type of content applied; the sheltered model selects the content from subjects within the educative institution, whereas the theme-based model has a wide range of topics that do not necessarily belong to the subjects in the institution.

2.2.2.1.3 Adjunct courses

Adjunct courses differ from the other models as two courses are required for development. Kasper (2000) clarifies that the adjunct model connects content and language courses developed in interdisciplinary work between both subjects (p. 78).

Since the model utilizes two settings, correlating the lessons requires additional effort. For example, in the content class, students learn about Canada's geography. Because there is a connection between the programs, they will be asked to write a descriptive paragraph about the same topic in the language course. There has to be a constant connection between both subjects. Otherwise, the nature of the model is disturbed.

Both educators must develop their programs, activities, and examinations as part of the program connection. The concepts must follow the same timeline in each of the classrooms.

2.2.3 Application

The art behind including CBI in a classroom requires educators to have a balance of knowledge. Understood as a key to developing this method, expertise in content and language is vital. According to Lin (as cited by Cammarata & Ceallaigh, 2020). Lin divides this key element into two scenarios: a language teacher must be content-wise so the class is handled appropriately, and a content teacher must be language-trained so the content instruction is also supported by language guidance.

This first step makes the reader understand that this rule is simple but crucial whenever this methodology is applied. For instance, a technical high school aims to teach networking concepts in English to its students. However, a regular professor without an English teaching degree is assigned. In this panorama, the learning will be focused mostly on content, leaving language learning apart.

Before instruction, educators must be certain that they are prepared to conduct this methodology. CBI seeks knowledge about the language and knowledge of the content. Depending on the model of instruction, there must be an additional effort in the language teacher preparation as the topics used for instruction may change weekly or monthly. Hence, constantly reviewing new topics is needed to apply CBI successfully.

2.3 Content-based strategy for the speaking skill

2.3.1 Skill integration

Speaking and listening are skills that coexist simultaneously; both of them work together to make spoken communication possible. Regarding functionality, one skill is receptive "listening," and the other is productive "speaking," which means they complement each other. A good speaker needs to be a good listener, too.

One of the most relevant listening techniques is active listening. It has been used in different scenarios, such as training and conflict resolution; this technique requires the listener to focus completely on the information being said. As a result, responses are complete; more information is retained and understood (Trang, 2020).

Regarding good listening skills and the relationship with effective communication, Coleman (2018) explains that active listening is an emotional process in which the listener places in the other person's shoes. With such empathic action, the attention is fully placed on what is being said, and the speaker is open to sharing more information.

Speaking lessons must be reinforced with techniques such as active listening; learners eventually will avoid distractions, retain more information, and follow any speaking or listening task given. A stimulation like active listening enhances the hearing capacity and promotes effective and complete spoken communication for ESL learners.

Even though speaking and listening require each other to fully communicate, writing and reading should be included as these other competencies are strongly needed to acquire a certain level of language development.

2.3.1 Definition

The center of work of this study has the starting point of registering and assess the Content-based approach effects on students speaking performance. This process is considered a strategy for developing the learners' speaking abilities. That being stated, understanding the terms "educational strategy" and "CBI strategy" is necessary.

Going over the definition of an educational strategy, Lawinsider (n.d.) narrates that in this process, possible solutions are prepared in response to the learning process, tasks, or problems encountered in a specific program. This clarifies that a strategy of this type aims to offer a planned and presented solution to the scholar group to walk learners out of the situation and eventually place them in a better condition or level.

For instance, every strategy begins with the educator's awareness that a situation needs to be granted the appropriate course development. Once identified, the procedure or solution that best answers the issue is first selected. Depending on the strategy, there should be modifications to the program, and students may be notified of the change.

Content-based is characterized by teaching language using meaningful content as the medium for learning; this language-content integration increases the learners' motivation. Specifically, in language teaching, motivation is significant; as stated by Cambridge University (n.d.), the attitude children have toward language learning "motivation" is crucial. Students with a positive attitude persist in task completion and will make additional effort when the learning is challenging.

CBI, by itself, is a solution to motivational problems. If there is an emphasis on a specific skill, such as speaking, the expected outcomes will reflect an increase in the student's motivation and, at the same time, in their speaking performance.

Defined as a content-based strategy for speaking skills, it is a possible solution for gaps in speaking development by applying the described methodology.

2.3.2 Contents

The content of CBI is subject to multiple disciplines, and the context in which it is developed indicates that the content instructed under the US educational system is eventually based on the subjects of Mathematics, Science, and Social Studies (Peng, 2023).

2.3.3 Lesson Planning

Within any instruction, the educator must possess a well-documented and organized program with a goal listed for the scholar year. Hence, the concept given as a program refers to an organized group of teaching activities designed to reach a specific goal during the educational cycle. (UNESCO, 2011).

The process of preparing a program conducted using CBI begins by knowing why it is being done. Kasper (2000) explains that the first step in program designing and lesson planning, is clearly understanding why the new program is being created. In other words, a purpose must be identified to answer the need to include CBI in the program.

After selecting the model adopted for the course, the three possible modalities for content-based instruction are described in the previous section. The choice involves understanding which model of instruction is more appropriate for the scholar group, considering the program's expected goals and the learners' academic needs.

2.4 Content-based Evaluation

2.4.1 Definition

The presented investigation is based on educative contexts with English as a second language; for this reason, CBI evaluation is observed and described in this type of language learning setting.

In measuring the students' development, an ESL teacher must differentiate when to apply an assessment or an evaluation. As explained by Ontesol (2022), it is important first to check how students are developing about the objectives listed in the/ lesson plan. For that, a method must be created in which students do not receive grades or marks but instead understand how they can perform better and their mistakes.

The next step, as guided by Ontesol, is to begin the evaluation process; here is where the student gets grading and percentages that demonstrate the knowledge acquired during skill and concept instruction. It is deduced that the assessment helps students build a stronger understanding of the topics and tells the instructor if any change must be made within instruction. On the other side, evaluations show if the learner is meeting the linguistic objectives expected for the lesson and what areas of the language require reinforcement.

2.4.2 Methods

The nature of the approach is to blend language and content learning in the same place; in this situation, the first step in conducting a CBI-related evaluation is to make awareness that both areas must be evaluated. Liontas (2018) indicates that evaluating students under a content-based approach integrates language and content as the method's main goal is succeeding in acquiring language and content.

2.4.3 Procedure

Going over the development of an evaluation under a CBI course, Kasper (2000) explains that assessments must be authentic and interactive with a focus on completing discourse-level tasks, giving way to engage higher thinking. In addition, the tasks presented should make students integrate the information with what they already know and then generate their conclusions about the topic presented.

Chapter III

Methodological Framework

This chapter lists the procedures required to develop this investigative work.

There is a description of the type of investigation that will be developed. This section also details the sources from which the information displayed is obtained.

3.1 Research Approach

Due to the nature of this study and how the population is addressed as an informational source, this investigation is carried out using a qualitative method. As defined by Brannan et al. (2022), qualitative research is about giving a complex view of a situation faced in the world; this type of procedure leads to the generation of a hypothesis and additional paths for investigation and understanding of quantitative information.

The focus here is on answering open-ended questions, such as why and how, that cannot be answered with numbers. Brannan et al. continued by stating that the qualitative approach also deals with explaining and understanding the behavioral processes and experiences of the researched population.

Talking about the details of the method, Cornell (2023) added that during qualitative research, the main purpose is to collect detailed and well-supported insights about the subject in question, considering the audience's emotional side. In synthesis, the information displayed during this research model must provide a complete panorama of the topic and, at the same time, descriptions of how the behavioral part of the consulted people reacted towards the topic.

During this research style, different steps or procedures are conducted to ensure the correct development of the approach. Busetto et al. (2020) listed five steps and stated that

there is a constant back-and-forth between the steps in this investigation. It starts with the design of the research question, followed by the research design and the central elements, data collection, and data analysis. Here, it is typical to require additional data collection after the first data analysis and research question review to change the emphasis. The final step is reporting the result of this process in a well-documented way.

3.2 Research Design

The research design described by Bhat (n.d.) "is the framework of research methods and techniques chosen by a researcher to conduct a study. The design allows researchers to sharpen the research methods suitable for the subject matter and set up their studies for success" (p. 1). This investigation encompassed two methodologies to resolve the problem statement, starting with the descriptive type, followed by the action research type.

As explained by Emeritus (2023), descriptive efforts are centered on theory and content; here, the researcher's job is to describe the topic of study utilizing several data collection techniques. Carrying out this process answers why and how the research is done.

On the other hand, the action research type, as explained by Arteaga (2023), drives the researcher's efforts to make meaningful changes through critical action and collaboration in a community. In this style, the collected data is used for change generation. As expected, the action research process involves consistent effort in planning, observation, and acting.

3.3 Information Sources

A source of information is considered "everything that provides data to reconstruct facts and knowledge bases. The sources of information are instruments for the knowledge,

search, and access of information. Rivera et al., (2015). Every source of information provides the theoretical and contextual foundations of any situation under study.

The sources of information implemented in this research consist of primary, secondary, and tertiary sources.

On its website, the University of Puerto Rico (2021) states that primary sources are significant documents in the investigative process. In addition, these sources result from historical moments and provide a personal look at space and time. It is thus a pillar in the investigation that offers a clear panorama of the topic under study. A considerable example of a primary source utilized in this investigation is the book *Effective Communication Skills* by K Coleman in 2018.

On the other hand, on its page, Life Pacific University (2021) clarifies that secondary sources are based on interpretation and do not involve first-hand experience or direct involvement in the subject. An example of a secondary source of information within this study is the investigation performed by Vanichvasin in 2019 called *Effects of Content-Based Instruction on the English Language*.

Going over tertiary sources of information, Ryan (2023) explains that these sources are also referred to as reference work and consist of the combination of primary and secondary sources without including interpretations or analyses of the information displayed. The *Law Insider* online dictionary is a good example of this type of information.

This study includes various documentary contributions and makes bibliographic consultations on theses, books, articles, and magazines. These sources are related to the subject under study, and there is an emphasis on the year of publication and its respective author.

3.4 Analysis Categories

Talking about its definition, Tover (2015) explains that analysis categories are in the qualitative approach, and the variables are in the qualitative one, consisting of a methodological strategy that describes the subject matter. The present investigation comprises two analysis categories: the first is listed as Content-Based Instruction, and the second is under Speaking Skills.

CBI is an instructional approach that originated in the 1960s and has been used worldwide to teach foreign languages by integrating content teaching and language. This approach collects content from other subjects and develops it in the target language.

On the other hand, speaking is described as one of the four macro skills of language learning and is grouped as a productive skill since it requires oral production on behalf of the L2 learner.

3.5 Data Collection Instruments

3.5.1 Class Observation Checklist

The initial tool applied is referred to as the "class observation checklist," which aims to collect information about the environment of the scholar group. Here, several group features are observed and documented to obtain a defined panorama of the students.

They start with ten initial characteristics that provide collective information related to the speaking development of the class during their normal ESL lessons. This observation will provide details on the learners' participation, how descriptions regarding students with special needs are applied, and the curricular adaptations. Finally, with this instrument, there is a chance of including any other detail encountered during the class observation.

The design of this investigation tool is based on identifying general characteristics of social skills presented by a scholar group during the observed time.

3.5.2 Interview

In this case, all the information gathered is obtained from the school's English teacher. Students have had contact with this educator since they were in first grade; getting their teacher's perspective and comments about the students is important for this study.

Hence, an educator interview will be scheduled, consisting of ten open-ended questions that will gather details of how lessons are developed and how the students respond to the different tasks in which they get involved.

3.5.3 Speaking Performance Evaluation

Pre & Post Evaluations:

This instrument has the purpose of measuring the speaking skills of the sixth graders before and after receiving five lessons. In the first evaluation or "pre-test," the results reflect the starting performance level of the students without the investigator's intervention. On the final evaluation or "post-test," the results work as a comparison tool to identify changes in performance after the investigator's intervention.

This evaluation consists of a series of questions asked to the students about themselves, such as name and age, and questions about a set of pictures they will be provided; students will answer accordingly to the pictures.

Each interaction is recorded first and later is listened to be scored and evaluated. The score is obtained using a rubric encompassing criteria like fluency, vocabulary, grammar, and accuracy.

As part of the formal process of recording the students' voices, it is necessary to have consent from the parents and the institution's principal before making the evaluations.

3.6 Collection Data Process and Data Analysis

During this research process, two types of information are described. Starting with the contributions that explain the dynamics of the scholar groups and how the academic curriculum is designed. To achieve this understanding, this investigation begins with a class observation performed on both sixth-grade classes, 6-1 and 6-2, respectively.

This first investigative instrument is labeled as an observation checklist. It begins by scheduling a visit to the institution; during the visit, the investigator, under the role of observer, sits in the back of the class and starts to document and register the different features of the groups. The checklist narrates the class's speaking development, placing the performance grade in areas like pronunciation, vocabulary, grammar, and language understanding on a scale. Additionally, this instrument describes their level of participation, confidence, and other general features.

Once completed by both groups, this information is presented as a group development report. With this information, it is determined in which areas the group lacks reinforcement and which ones have a proper stage.

Going over the interview, the first step is to coordinate a day with the school English teacher to conduct the instrument. A series of questions are asked to the educator that will be audiotaped. Once collected, this data will be exposed as a professional's perspective on the main difficulties these groups have, their preferences, and how lessons are carried out in the public system. This data is key to understanding the conditions in which learners learn a foreign language.

Lastly, the main information resource for this investigation is the Pre- and Post Evaluation. Since the two groups are being taught different topics and an initial evaluation must occur, the evaluation type must be simple and standard. Hence, both groups are evaluated with the same test, and the results will not differ in terms of type of evaluation.

Samples of the Movers speaking tests from the Cambridge Universe, two samples on the Cambridge English website, are downloaded and laminated to apply the tests. It is important to say that the samples are not the same but equal in their composition and difficulty level. Since the investigation is centered on speaking skill development, only the speaking part of the Movers test is applied.

Each student is evaluated at the beginning of the program and by the end of it; during the assessment, their voice is recorded to measure their speaking performance; areas such as pronunciation, fluency, vocabulary, and grammar are rated on a scale from 0,5 to 2,5 being low and high, respectively. Students are given a consent letter for voice recording that needs to be signed by their parents. In the case of opting out parents, the test is done with no recording, and the rating is completed as the test takes place.

After this evaluation process, each test is grouped in an Excel file, and the average performance rate is obtained on the four areas assessed. The group's average speaking level

determines the weakest and strongest areas, any improvement or failure in spoken production, and the general speaking development of the groups.

Chapter IV

Data Analysis

This chapter establishes the analysis and interpretation of the data collected from the various instruments applied to the participants of the developed study. Considering the importance of the data analysis chapter. Crossley (2021), explains that the findings are presented, and the data is discussed and interpreted. It is the section where the information is gathered and presented to the reader in an organized format. Referring to the data analysis, Maksud (2023) explained that data analysis requires applying qualitative analysis techniques, which eventually lead the investigator to suggest relevant facts about the gathered information.

The following data results from the school visits and three-week teaching program imparted to the sixth-grade groups 6-1 and 6-2. Obtained results are displayed and analyzed to understand the speaking performance of sixth-grade students at Excelencia La Fila School before and after the teaching program. Such groups received differentiated instruction and an equal level of assessment. By its nature, analyzing the obtained information is the key to recognize whether Content-Based Instruction is a strategy for speaking skills.

4.1 Analysis and Interpretation of the Results

This segment encompasses the information gathered from instruments applied to the scholar group and their educator. With this data, the group's dynamics are presented, which, as Drew (2023) explained, consist of "patterns of behavior and interpersonal relationships within a group." Hence, this data provides an understanding of the relationships between the groups and student's reactions toward the flow of the lessons. The analysis of the contributions from the educator are presented which provide a complete sight of the learning environment.

Furthermore, the discussion, comparison, and study of the data obtained from the pre & post-exhibit the outcomes and changes established in the first chapters.

4.1.1 Observation

The group observation checklist is the first effort to collect information about the sixth-grade groups. The first impressions and general behaviors are documented and analyzed using this instrument. Going over the concept of class observations, Gustafson (2022) mentioned that it is an effortless technique in which an observer is present during a certain amount of time in a teaching setting; in this lapse, class information and teaching suggestions are generated. With this explanation, it is clear that during a class observation, there is no active participation on behalf of the investigator. Instead, its role lies merely in documenting and observing the lesson.

In the same contribution, Gustafson continues, adding, "The data collected can also be used to identify areas of strength, areas for improvement, and instructional trends"(pp. 2). Given this, a class observation is an excellent tool for understanding the students' performance level.

4.1.1.1 Control Group

From now on, the first class observed is the 6-2 class, referred to as the control group. This group will not see any change in the curriculum assigned; topics and activities will stay the same during the three-week program.

General Class Features:

This observation occurred on September 29th, 2023, and lasted 80 minutes or two lessons.

A total of 17 students showed up on that date.

The topic developed was The Rainforest.

Speaking Skill Development:

Based on the documented information, it is evident that students in this context display varying degrees of proficiency and engagement in their English language learning. While some students communicate their contributions effortlessly, this is not the case for everyone. There is a distinct need for improved learner interaction, particularly when comprehending the language used by their peers. Many students rely heavily on teacher support to grasp the content, indicating room for enhancing their independent language skills.

Regarding students' spoken language and vocabulary, there is an opportunity for further development to ensure that their communication is smooth and linguistically rich. While grammar is managed effortlessly by the class, there is still the need to improve and expand their vocabulary and language expression.

Despite the consistent urging from the English teacher to use English exclusively during class, it appears that there is a tendency for students to revert to their native language, especially at the outset of activities. This behavior potentially obstructs the immersive learning experience, and addressing this challenge is essential to language development.

Participation levels among students are quite diverse. While some are eager to engage in classroom activities, others choose not to participate. Additionally, some students may need more support to contribute even when the teacher requests it. Fixing these varying levels of participation is crucial for creating an inclusive and engaging learning environment.

In terms of emotional dynamics, students generally have a sense of tranquility and confidence during lessons. This might be attributed to the familiarity of having the same teacher for six years, which fosters a comfortable and reassuring atmosphere. Moreover, there are no students with special needs in the class, meaning that the majority can follow the lessons without significant adaptations, although some may require occasional extra support.

As a more general observation, the students struggle with issues related to motivation and awareness. This may be linked to the timing of the class, suggesting that strategies to enhance energy and enthusiasm during lessons may be beneficial.

On a positive note, it is recognized that visual aids are a valuable resource in this context. Visual materials can effectively engage learners, especially in activities that combine visuals with oral communication. Therefore, maximizing visual aids could contribute to a more interactive and engaging learning experience.

4.1.1.2 CBI Group

The second class observed was the 6-1 group, referred to in this investigation as the CBI group since this group is the one who receives the three-week program under the content-based instruction methodology.

General class features:

This observation took place on September 29th, 2023. This observation lasted for 80 minutes or two lessons.

A total of 19 students showed up on this date.

The topic developed was The Rainforest.

Speaking Skill Development:

Based on a careful analysis of the documented information related to this ~~particular~~ group of students, it is evident that effective communication of their contributions heavily relies on the active involvement of the teacher. The teacher's guidance and support are essential in empowering these students to grasp and easily assimilate the language employed by their peers. Similarly, the domains of speech and vocabulary necessitate the teacher's intervention to ensure a continuous and enriching learning experience. The teacher's assistance is indispensable in aiding students in building sentences and ensuring their accuracy and fluency in language use.

Much like their counterparts in the group, this class also requires native language intervention to comprehend the assigned tasks fully. Notably, most of the class actively participates, displaying a nice level of engagement and enthusiasm. The teacher's knowledge

check questions are responded to positively, reflecting the student's receptiveness to the educational material. However, it is worth mentioning that a few students refuse to participate, thereby warranting further attention.

Turning the attention to the emotional dynamics within the classroom, it is optimistic to observe a usual sense of confidence and tranquility. The students display a collective confidence that encourages an environment where they feel comfortable seeking clarification when encountering unfamiliar words or concepts. When faced with the unknown, their first instinct is to ask, "How do you say ___?" This enthusiasm to learn is worthy. However, it has some exceptions. Some students sometimes wrongly assert their understanding of a concept when, in reality, they are struggling to comprehend it fully.

While there are no students with special needs in this class, it is important to note the presence of a group of students who show certain behaviors that can occasionally disrupt the smooth flow of the class. This disruptive behavior includes jokes, creating unnecessary noises, and frequently interrupting the teacher. Managing these behaviors becomes a pertinent aspect of ensuring the overall development and harmony of the classroom.

In summary, the students exhibit the capacity to follow the teacher's instructions and actively engage in the learning process. They are not shy about asking questions when they seek clarification, which is a sign of a healthy learning environment. Nonetheless, there are some instances where the teacher's questions require repetition, indicating a need for enhanced comprehension. This comprehensive overview of the group's dynamics is a great aid to understanding the development of the class.

4.1.2 Interview

Interviews are good investigational aids that provide relevant information. It is defined as "a qualitative research method that relies on asking questions in order to collect data.

Interviews involve two or more people, one of whom is the interviewer asking the questions."(Tegan, 2022, p. 1). Given this, an interview is a great instrument to gather information, so selecting an appropriate subject to interview and preparing adequate questions is crucial.

The educator interview was performed on the same day the group observations took place. Here is presented the interpretation of the information given by the teaching professional.

General Information:

Date of the interview: September 29th, 2023.

Name of the interviewed: Any Elizabeth Masís.

Location: Excelencia La Fila School.

Duration of the interview: 11 min.

Information gathered:

1. How many English lessons per week do sixth graders have?

Every week, sixth-grade students receive five lessons of forty minutes each. These lessons are distributed all over the week.

2. What type of materials are the students used to work with?

Students are used to working with guides, PowerPoint presentations with videos added, and worksheets.

3. Is there a workbook for students? Have you considered using one?

Currently, they do not use books, and since some activities could be more useful, it is preferred to search for them. In addition, not all students can afford to buy books.

4. How is the student's performance evaluated?

A 30% score is assigned for two evaluations of 15% each; one is an oral test, and the other is written. Based on the contents given by the government, class work is assessed mostly by oral participation.

5. Do you consider that including technology in the classroom increases students' motivation?

New generations are more likely to be involved with technology. When they are asked to work with the school computers, their motivation increases as they enjoy this type of activity more.

6. What are the main speaking difficulties sixth-grade students have?

Learners should be investing time in reviewing previous topics. So, when a practice is given related to the topic, the knowledge could be fresh, and they get stuck in the activities.

7. Based on your experience, why do students avoid speaking in English?

In the beginning, because of the embarrassment of failure, the main challenge has been the lack of motivation and interest to complete the tasks over the years. Parents play a strong role in the student's perception of language acquisition, as parent support is key to increasing their desire for knowledge.

8. About teamwork, is it usual for the students to work in groups?

Class behavior is affected when they are assigned to work in groups. Even though it is a great tool, they only sometimes use it.

9. Is there unity between the students? Are there any segregated groups that do not relate to the rest of the class?

Integration tends to be difficult; group work cannot be deliberate as they need help.

10. Is there any topic the students prefer during English lessons?

They mostly prefer technology and food-related topics. The first theme mirrors that learning responds to the environment's needs.

4.1.3 Evaluation

To understand what an evaluation is, the definition provided by Education Summary (2022) explains that it is an organized process that measures the achievement of the teaching goals, determines how much the students have improved, and achieves the expected goals by the end of a certain instruction. This section guides understanding the assessment results that are the core of this research. Results are organized so they can be seen at the original stage and the outcome obtained at the end of the program.

Figure 1

Pronunciation

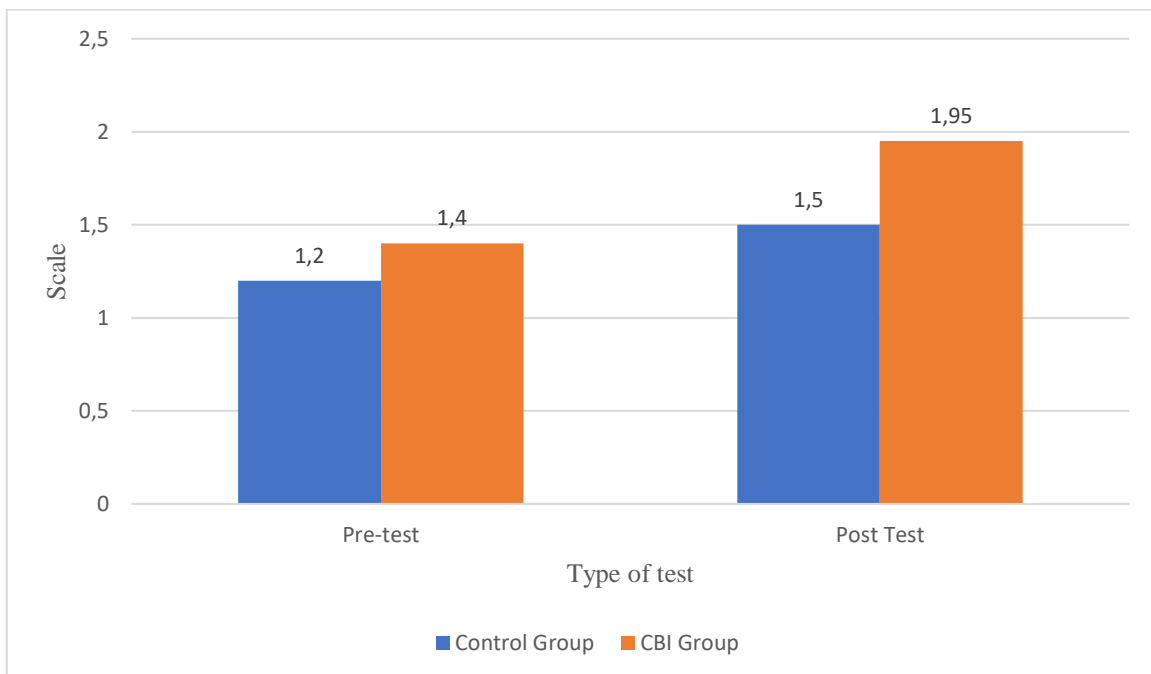


Figure 1. Pronunciation average level of each group before and after the program.

This scale ranges from 0.5 to 2.5, where 0.5 represents a low level of proficiency, and 2.5 represents a high level of proficiency. 1.5 is considered to be at an intermediate level of pronunciation proficiency.

Revising the pre-test results, the control group has an average pronunciation of 1.289. This indicates that, on average, individuals in the control group are below the intermediate level regarding their pronunciation skills. Conversely, the Content-Based Instruction (CBI) group has an average pronunciation level of 1.4. This group's average pronunciation level is also below the intermediate level but slightly higher than the control group's.

Following the same scale range, the results obtained in the final test show that the average pronunciation proficiency level for the control group is 1.5. This means that, on average, the participants in the control group scored at the intermediate level in terms of pronunciation proficiency. The average pronunciation proficiency level for the CBI group is 1.95. This suggests that, on average, participants in the CBI group scored closer to the high end of the intermediate level, indicating a somewhat higher pronunciation proficiency level than the control group. On average, the CBI group performed better in pronunciation proficiency than the control group.

Following the figure, it is observed that the increase rate is higher in the CBI group. This indicates that the CBI group experienced a more substantial improvement in pronunciation skills than the control group over the program.

Figure 2

Fluency

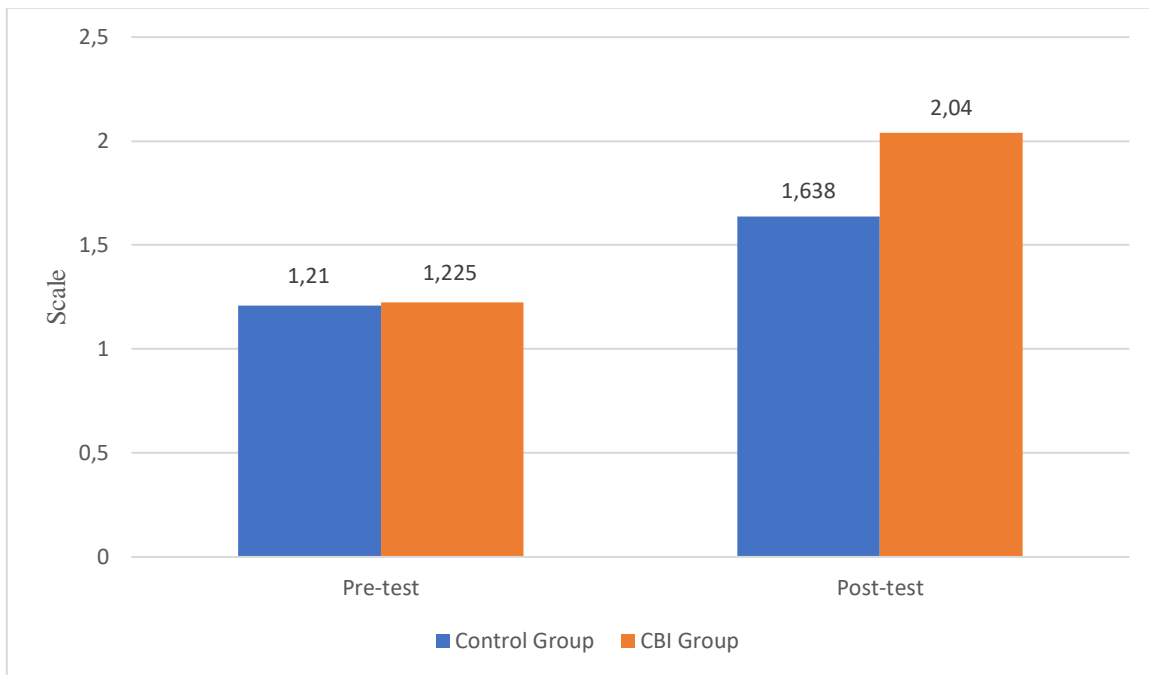


Figure 2. Fluency average level of each group before and after the program.

This scale ranges from 0.5 to 2.5, where 0.5 represents a low level of proficiency, and 2.5 represents a high level of proficiency. 1.5 is considered to be at an intermediate level of fluency proficiency.

By the beginning of the program, the control group had an average fluency level of 1.21. This means, on average, the control group participants had a moderate fluency level at the start of the program. At the end of the three-week program, the control group's average fluency level increased to 1.638. This suggests that, on average, participants in the control group had a minor improvement in their fluency during the program.

Going over the other team, the CBI group started the program with an average fluency level of 1.225. Initially, their fluency was moderate but slightly higher than the control groups.

After completing the program, the CBI group's average fluency level increased to 2.04. This indicates that the CBI group significantly improved their fluency, as their average fluency level increased noticeably during the program, almost reaching a high level.

In summary, the CBI group started with a slightly higher average fluency level than the control group and showed a more substantial improvement by the end of the 3-week program. This suggests that the Content-Based Instruction method may have been more effective in enhancing fluency levels compared to instruction the control group received.

Figure 3

Vocabulary

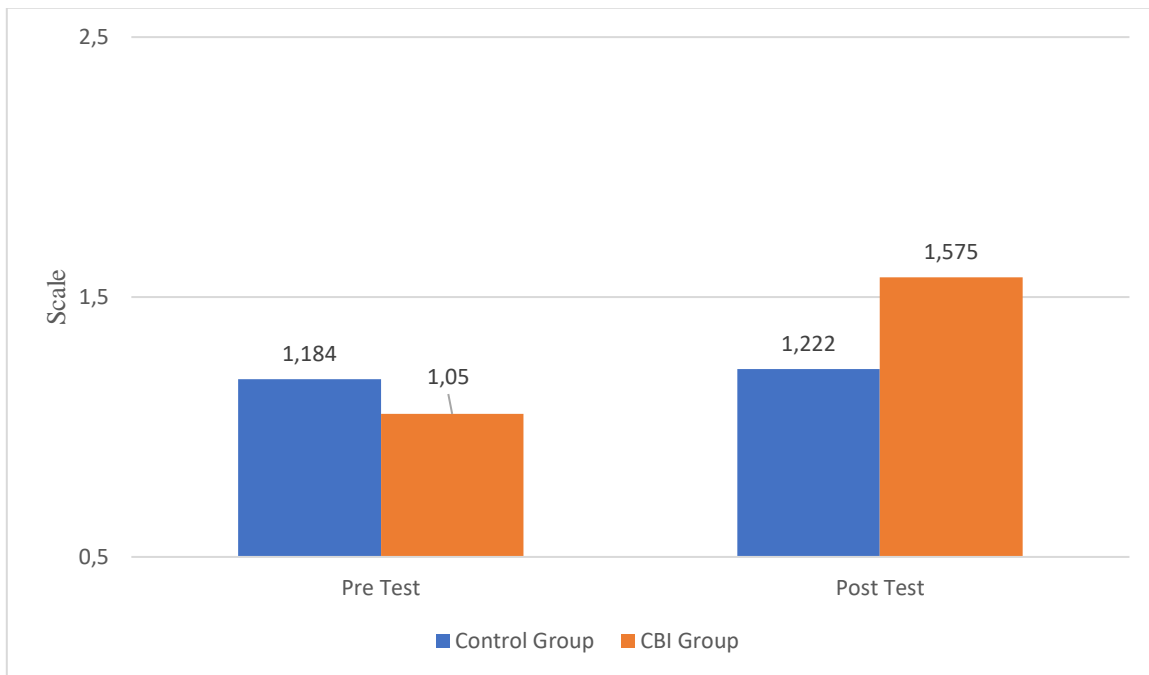


Figure 3. Vocabulary average level of each group before and after the program.

This scale ranges from 0.5 to 2.5, where 0.5 represents a low level of proficiency, and 2.5 represents a high level of proficiency. 1.5 is considered to be at an intermediate level of fluency proficiency.

The average vocabulary level in the control group after the program was 1.184 on this 0.5 to 2.5 scale. This means that, on average, the control group started with a quite low vocabulary level. Ultimately, the average vocabulary level for the control group increased to 1.222. This suggests that their vocabulary skills improved, but the change, as observed, was small.

Analyzing the data of the CBI group, initial results showed the group had an average vocabulary level of 1.05 on the same 0.5 to 2.5 scale. This means they started with a slightly

lower vocabulary than the control group. The group's final results indicate that the average vocabulary level for the CBI group increased significantly to 1.575. This means the CBI group's vocabulary skills substantially improved throughout the 3-week program.

The control group started with a moderately low vocabulary level. It showed a small improvement while the CBI group started with a slightly lower vocabulary level but substantially improved their vocabulary skills. This information demonstrates the effectiveness of content-based instruction in enhancing vocabulary.

Figure 4

Grammar

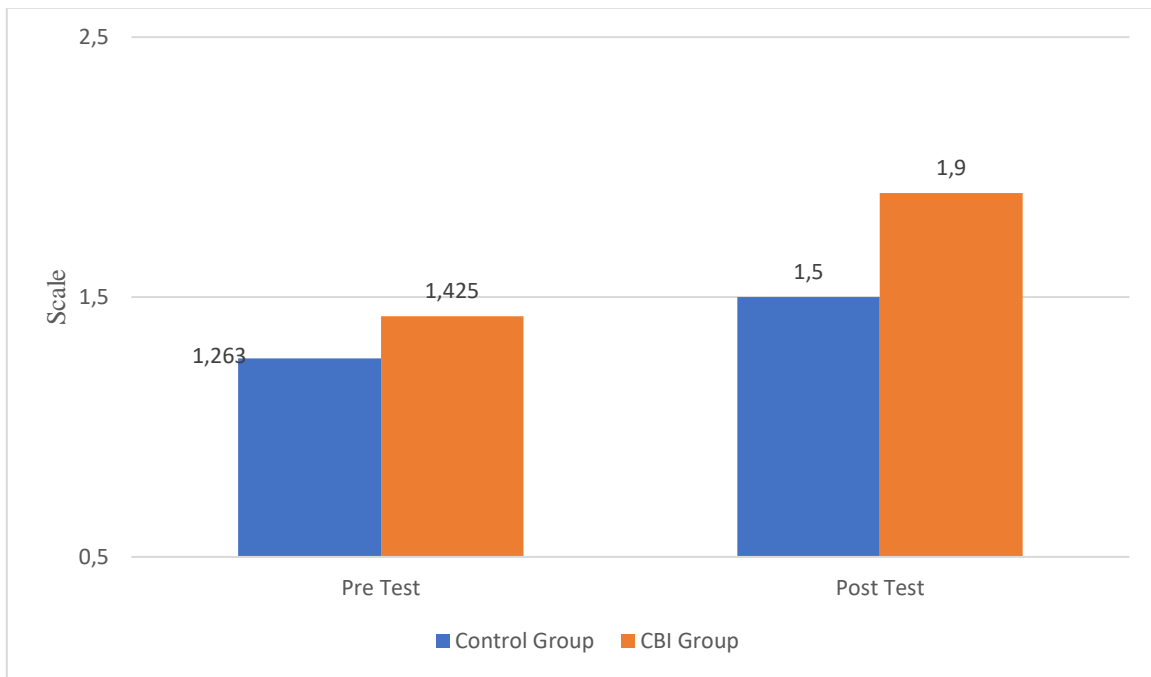


Figure 4. Grammar average level of each group before and after the program.

This scale ranges from 0.5 to 2.5, where 0.5 represents a low level of proficiency, and 2.5 represents a high level of proficiency. 1.5 is considered to be at an intermediate level of fluency proficiency.

The average grammar level in the control group at the beginning of the program was 1.263. Hence, on average, the participants in the control group had a medium level of grammar skills when the program started. After three weeks, the average grammar level in the control group had improved to 1.5. There is a difference of 0,4 on the final scale compared to the control group. This indicates that, on average, the participants in the control group had a slightly better understanding of grammar by the end of the program.

In the pre-test, the CBI showed an average grammar level slightly higher than one of the control groups, standing at 1.425. This suggests that, on average, the participants in the CBI group had a little more grasp of grammar skills at the beginning of the program. When the program ended, the average grammar level in the CBI group significantly improved to 1.9. This indicates a notable increase in the understanding of grammar among the participants in the CBI group.

In summary, both groups saw improvements in their grammar levels throughout the 3-week program. However, the CBI group, which had a slightly higher beginning point, showed a more substantial improvement, with their average grammar level increasing from 1.425 to 1.9. In contrast, the control group's average level increased from 1.263 to 1.5. This suggests that the content-based instruction method enhanced grammar skills more effectively than the control group.

Figure 5

Pre-test

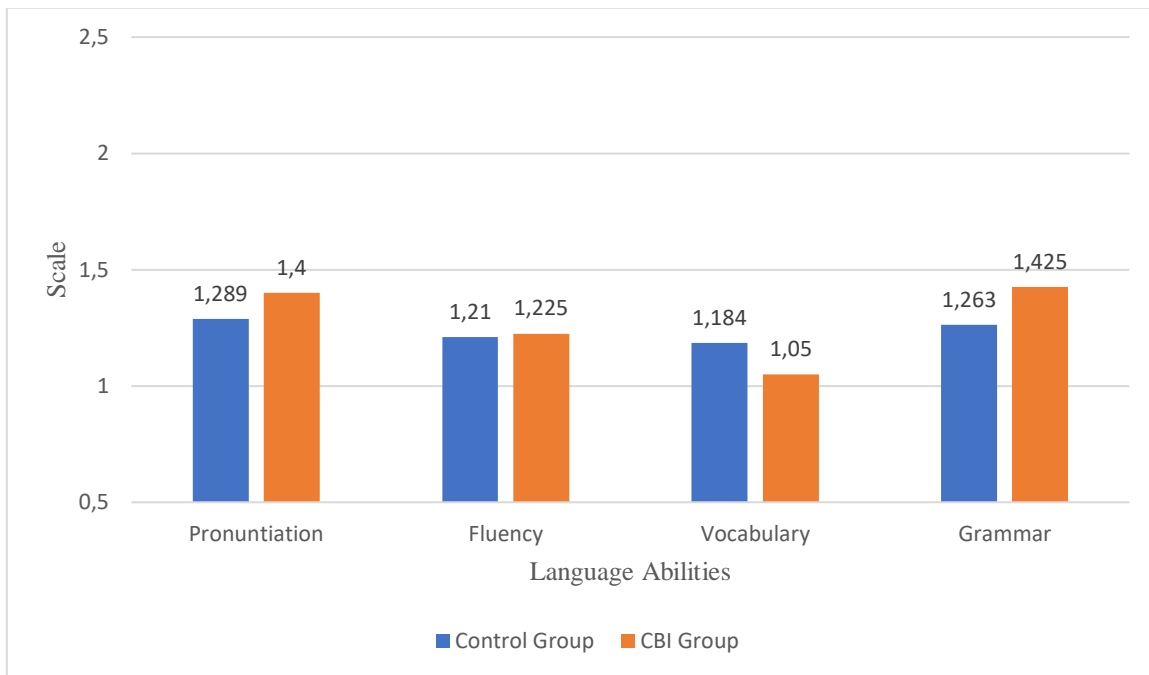


Figure 5. Complete groups' average performance before the program.

The two groups were assessed on a scale ranging from 0.5 (low) to 2.5 (high) regarding four key language proficiency areas: pronunciation, fluency, vocabulary, and grammar.

The control group showed pre-test results with an average pronunciation level of 1.289, fluency level of 1.21, vocabulary level of 1.184, higher than the CBI group, and grammar level of 1.263. All these scales place the group in a low-intermediate level of proficiency.

In contrast, the CBI group showed slightly higher proficiency in pronunciation with an average level of 1.4, fluency at 1.225, vocabulary at 1.05, and notably stronger grammar skills with an average level of 1.425. These scores provide a starting point for understanding the

language abilities of the two groups before any interventions or treatments, with the CBI group demonstrating a more pronounced strength in grammar and pronunciation than the control group.

Both groups are following a similar line of development. This is explained by saying that both have worked under the same circumstances with their school educator. Even though some areas are slightly lower or higher from one group to the other, both can still be placed in the pre-test under a low-intermediate scale.

Figure 6

Post Test

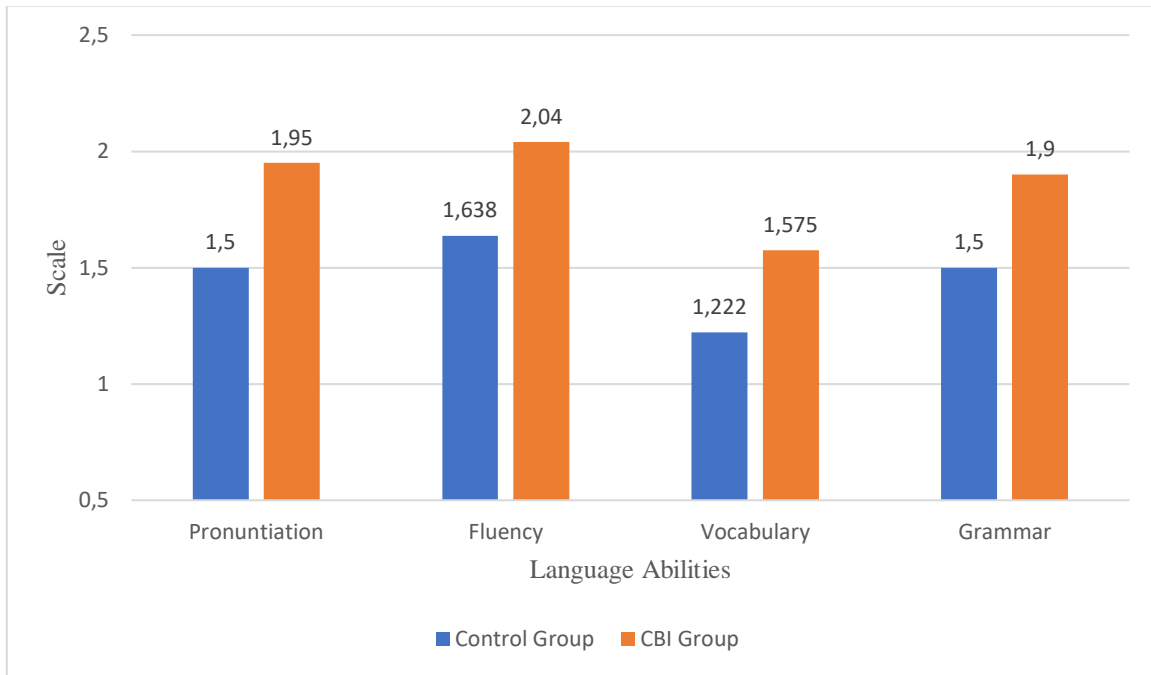


Figure 6. Complete groups' average performance after the program.

These results show the outcome of the three-week program of the two distinct groups. Their performance is measured on a scale ranging from 0.5 (indicating low proficiency) to 2.5 (indicating high proficiency). The groups were assessed in four key areas: pronunciation, fluency, vocabulary, and grammar.

The post-test results revealed that the control group exhibited moderate language proficiency levels, with an average pronunciation score of 1.5, fluency at 1.638, vocabulary at 1.222, and grammar at 1.5. Among all the areas, vocabulary is the only one that remained on the low-intermediate scale and has the lowest score. The other areas reached up to the intermediate level.

In contrast, the CBI group demonstrated notably higher language proficiency, scoring an average of 1.95 in pronunciation, 2.04 in fluency, 1.575 in vocabulary, and 1.9 in grammar. These results indicate that the CBI group outperformed the control group across all evaluated language skills, with more substantial gains in pronunciation, fluency, and grammar, suggesting the effectiveness of content-based language instruction in enhancing language proficiency. Notably, vocabulary is also at a lower level compared to the other areas; this is a signal that due to the type of evaluation done, the vocabulary learned during the three weeks was separate from the one required for the assessment.

Chapter V

Conclusions and Recommendations

This chapter exposes the investigative conclusions established through the perception of the responses obtained after applying the instruments to the study subjects.

5.1 Purpose of the Conclusion

In essence, the conclusion is the culmination of the investigator's work; it is one of the last procedures completed by the investigator. It provides a clear, structured, comprehensive overview of what was learned and achieved during the investigative process. It is a crucial part of the investigative report, guiding readers to the most critical information and ensuring the investigation's purpose has been fulfilled.

Going over the structure and definition of the conclusion, as it is explained by Tegan and Shona (2023), this section has to be summarized and, at the same time, has to engage the reader; it presents a comprehensive view of the main findings and includes the answer to the research question. Given that, this section consists of a concise document where the main points and results of the investigation are synthesized.

5.2 Conclusions

5.2.1

To identify the speaking challenges that occur during ESL learning using an interview.

Conclusion of the objective

In the early stages of this investigation, the focus has primarily been the revision of related documents, revising the dynamics of speaking abilities in the context of language acquisition. These abilities are categorized as productive skills, as they involve the active generation of language. Language acquisition is a complex journey, accompanied by numerous barriers and challenges that learners must confront and overcome.

One prominent challenge that significantly impacts speaking performance is the failure to understand caused by the lack of knowledge. This blockage in comprehension can impede a learner's ability to communicate in the target language effectively, and for this reason, highlights the crucial role of knowledge acquisition in language proficiency. Additionally, it is essential to recognize that language learning is directly connected to the emotional facets of the human brain. Motivation emerges as a fundamental factor influencing spoken production; the more motivated a learner is, the more likely they are to engage actively in acquiring and using a new language.

Furthermore, second language learners often need help with the complexities of acquiring new linguistic features. The characteristics of a foreign language can become formidable obstacles for learners, potentially delaying their ability to attain fluency. Consequently, this underlines the need for effective teaching methods, resources, and supportive structures that facilitate the acquisition of these linguistic nuances.

Moving to the data analyzed in the previous chapter, the initial two instruments provided a more profound understanding of the conditions and dynamics within the groups under observation. The combination of class observations and the educator interview showed various challenges faced by the learners but also exposed their strengths and areas in need of improvement.

The observational data showed that a significant language barrier exists due to a lack of knowledge. As previously explained, both groups rely on teacher intervention to assist them in making contributions. This highlights the importance of addressing their knowledge gaps as a primary concern.

Besides, it is evident that the student's motivation levels are impacted and require reinforcement. This is reflected in the reduced participation of certain students and their hesitancy to engage in assigned tasks. From the interview, parents play a vital role in nurturing the students' motivation. When parents encourage their children to learn a new language, the student's perception of the language has a direct and positive impact. This leads to the need for the involvement of parents to create a supportive and motivating learning environment.

5.2.2

To apply a content-based strategy to enhance speaking skills.

Conclusion of the objective

As the center of action in this investigation is the application of content-based instruction, at first glance, it was primordial to understand in a complete way the history behind this methodology and how it is carried out in the teaching of English as a second language. Working with three main models, theme-based, sheltered, and adjunct courses, each one is selected based on the conditions of the program that will be carried out. After researching this methodology, it is clear that English educators adopting the CBI approach must have gained enough quantity of the content developed, and at the same time, the topics, guides, and materials given to the students must come from a trusted source.

Once it was documented and understood, it was time to develop the lesson plan and the activities that would be the foundation for carrying out CBI as a strategy for the speaking proficiency of the sixth-grade students. The contents developed were centered around the field of science, specifically about astronomy. There was meticulous content research before selecting and designing the activities.

Eventually, in practice, the topic generated many questions on behalf of the students who were curious about what was outside in the observable space. An evident increase in class participation and the degree of motivation towards unknown concepts were noticed.

After comparing the results obtained, it is concluded that the CBI group outperformed the average scale on the four areas measured. This was achieved quickly; thus, the group's reactions were mostly positive.

5.2.3

To evaluate the final speaking development of the students using a checklist.

Conclusion of the objective

The primary scope of this objective was to assess the proficiency in speaking skills among the two groups of English as a second language learners. This objective was carefully structured into two stages to ensure the accuracy and reliability of the results. These stages involved the application of two measurements: an initial assessment at the beginning of the three-week program and a final evaluation after the program. This sequential approach was adopted not only to measure the performance of each group independently but also to facilitate a comparative analysis between the control group, which followed the standard teaching program at the school, and the Content-based Instruction group. The purpose was to comprehensively understand any proficiency change induced by the CBI approach.

Upon studying and analyzing the data from the evaluation results, most of the questions planted at the outset of the investigation were answered. The findings presented in the study revealed a significant divergence between the two groups in the final evaluation, a contrast that was absent in the initial assessment.

The data demonstrates that the Content-based Instruction group outperformed their counterparts who had undergone instruction through the standard teaching program. In essence, the results underscore the effectiveness of the Content-based Instruction approach in enhancing speaking proficiency, supporting the benefits of this instructional method for English as a second language learners.

5.3 Restatement of the Research Question

After conducting the investigation, the information generated, and the study of the results collected from the application of the instruments, it was established that all these data sources and outcomes obtained can answer the perception of CBI as a strategy for speaking skills. Given that, the research question in this investigation does not need to be restated. It is going to remain as it was planted in the first chapter, which reads: What is the perception of the use of Content-based Instruction on English as a Second Language teaching as a strategy to improve the speaking skill of sixth graders at La Fila School, during the third quarter of 2023?

5.4 Unexpected Results

The results in the previous chapter follow a range of expected information to be gathered on this type of investigation. Nevertheless, in the CBI group, during the lessons, one observed behavior turned out to be unexpected. This was the fact that girls' participation was notably lower than boys. An explanation for this is that astronomy is not as interesting for girls as it is for boys. It is important to mention that this conclusion is drawn from the observed behavior of the class.

On a separate term, despite the CBI, planning was fully centered on instruction using content, the control group was also instructed using content. The only difference was the level of focus in such content; the Content-based Instruction group experience was more substantial and profound. Realizing that exposed the fact that the level of motivation could influence the degree of performance more than the type of instruction.

5.5 Recommendations

After applying the methodological steps exposed by experience, it is recommended to perform the evaluations in the computer lab with the students following digital tests using headphones and utilizing technological resources. The students are assessed more easily and more adequately. Conducting this instead of a one-on-one test will economize time that can be utilized in the classroom if the groups are large.

Even though the results obtained in the lapse of three weeks of teaching greatly aided the investigation, it would have been more substantial to analyze and study data with a longer age range. A teaching program of sixth weeks would be more significant.

Conducting the study revealed multiple speaking challenges faced by students, it is recommended to work in conjunction with the parents, their reinforcement and awakening of the student's perception of language learning is a pillar to overcome these challenges. On the other side, educators must opt for different methodologies that increase the student's level of motivation. Lastly, creating a secure and comfortable learning environment where mistakes are helpers instead of detractors and students' emotions are a priority.

This investigation works as evidence of the effectiveness of CBI. Achieving positive outcomes requires adequate preparation, the content from other disciplines may result challenging and confusing not only for students but also for ESL teachers. It is highly important to select appropriate themes and adjust them to the student's level. Additionally, it is recommended to involve the students in the selection of the content for the following unit, thus, students' agency is promoted.

Future investigations should consider measuring the pre- and post-level motivation of the students toward the teaching program, as results may be affected by other scales that are not measured in this investigation. In addition, selecting an appropriate environment for CBI teaching will ensure a meaningful reason for the participants to be part of the program. For instance, working under CBI with high school students who receive any technical career will be a beneficial option.

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Annex

Annex #1 Instrument applied to the scholar groups.

Observation Checklist Group Speaking Skill Development

General Aspects:

Teacher:	
Observer:	
Class:	
Number of lessons:	
Date of Observation:	
Topic developed:	
Number of students:	

Based on speaking exercises during the observed time.

Students were able to:

1. Communicate their contributions

effortless with some help with a lot of help with difficulty

2. Understand the language used by others

effortless with some help with a lot of help with difficulty

3. Keep speech going smoothly

effortless with some help with a lot of help with difficulty

4. Pronounce well enough to be understood

effortless with some help with a lot of help with difficulty

5. Produce suitable vocabulary

effortless with some help with a lot of help with difficulty

6. Manage the necessary grammar

effortless with some help with a lot of help with difficulty

7. Is there native language intervention during the class?

Yes No

Comments:

.....
.....
.....

8. Do all students are involved in participating in the speaking tasks?

Yes No

Comments:

.....
.....
.....

9. Do students reflect a sense of tranquility and confidence during the lesson?

Yes No

Comments:

.....
.....
.....

10. Is there any student with special needs? How curricular adaptations are applied?

Yes No

Comments:

.....

.....
.....

General Comments about students' development

.....
.....
.....
.....
.....
.....

Annex # 2 Instrument applied to the school educator.

Educator Interview

Purpose: This interview has the purpose to obtain information about the sixth-grade students from their English Educator

General Information:

Date of the interview: __/__/____

Name of the educator: _____

Name of the interviewer: _____

Location: _____

Duration of the interview: _____

Series of questions:

1. How many English lessons per week do sixth graders have?
2. What type of materials the students are used to work with? egg (worksheets-ppts-songs-games)
3. Is there a workbook for students, if not have you considered using one?
4. How is the student's performance evaluated?
5. Do you consider that including technology in the classroom increases students' motivation?
6. What are the main speaking difficulties sixth-grade students have?
7. Based on your experience what are the main reasons why students avoid speaking in English?
8. About teamwork, is it usual for the students to work in groups?
9. Is there unity between the students? are there any segregated groups that don't relate to the rest of the class?
10. Is there any preferred topic by the students during English lessons?

Annex # 4 Consent letter for parents.

Consentimiento informado

Estimado/a Padre, Madre o Encargado:

Reciban un cordial saludo, mi nombre es Luis Roberto Valverde, soy estudiante de la carrera de Inglés con Énfasis en la Enseñanza en el Universidad Internacional de las Américas.

Por un total de 3 semanas estaré trabajando con los estudiantes de sexto grado, durante este periodo se realizarán dos pruebas de habla, una al inicio y una al final (estas pruebas no tendrán ningún impacto en la nota del estudiante son únicamente con motivos de investigación).

En las evaluaciones se requiere grabar **únicamente la voz** del estudiante mientras hace la prueba.

Favor indicar su posición con su debida firma.

Nombre del/la estudiante: _____

Marcar con una equis.

Sí estoy de acuerdo

No estoy de acuerdo

Firma: _____

Nombre: _____

Annex # 5 Evaluation guides



Movers Speaking

MOVERS SPEAKING. Find the Differences

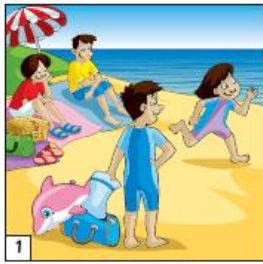


Movers Speaking

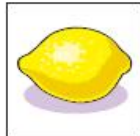


Movers Speaking

MOVERS SPEAKING. Find the Differences



Movers Speaking



MOVERS SPEAKING. Odd-one-out

Annex # 6 School Acceptance Letter



Escuela La Fila del Rosario
Circuito Escolar-03 Aserrí

Dirección Regional de Educación de Desamparados

San José, 22 de setiembre 2023
ELFR-041-2023

Estimada
Lineth Salazar Pacheco
Jefatura del Departamento de Registro
Universidad Internacional de las Américas

ASUNTO: **ACEPTACIÓN PARA REALIZAR SEMINARIO DE GRADUACIÓN**

Estimada

El suscrito Jason Antonio Trejos Angulo, cédula 7 0152 0856 en calidad de Director del Centro Educativo Escuela de Excelencia La Fila del Rosario, código 0552, circuito escolar 03 Aserrí, hago del conocimiento de la aceptación para que el joven estudiante Luis Roberto Valverde Pereira, realice su Seminario de Graduación con estudiantes de sexto año; bajo la supervisión de la docente Elizabeth Masís Alpízar.

Cordialmente;

Firmado digitalmente
por JASON ANTONIO
TREJOS ANGULO
(FIRMA)
Fecha: 2023.09.22
15:24:02 -0600



MEd. Jason Antonio Trejos Angulo
Director de Centro Educativo

C: Archivo / 041-23
Realizado por: JATA

"Ante el apagón educativo, encendamos juntos la luz."

La Fila, diagonal a la Iglesia Católica La Fila

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