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**“THE USE OF ORAL PRESENTATIONS AS AN EDUCATIONAL
STRATEGY IN RURAL AREAS TO IMPROVE THE SPEAKING
SKILLS ON SEVENTH GRADERS AT SABANILLAS’ HIGH
SCHOOL DURING THE I QUARTER OF 2024”**

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

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Dedication

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Abstract

This investigation consists of trying to improve the spoken English of students in seventh grade in a rural area such as Sabanilla's High School, its main method was the implementation of presentations all the time to improve their speaking skills. In addition, this project answers the research question of the advantages of giving a good speech to improve the speaking skill on seventh graders at Sabanillas High School during the I quarter of 2024, those advantages fall into content, grammar, pronunciation, and body language. Moreover, in the development of the project, the researcher worked with the teacher in charge of the group, with students in seventh grade, and with the help of her mentor. Besides, the findings of the research were positive due to the students' improvement in their spoken English. Furthermore, the main conclusion, states that the implementation of oral presentations played the most important part of the research in order to prove the improvement in the students' language development.

Resumen

Esta investigación consiste en intentar mejorar el inglés oral de estudiantes de séptimo nivel de una zona rural como lo es el Liceo de Sabanillas, su método principal fue la implementación de presentaciones durante todo el tiempo para así mejorar sus habilidades orales del idioma. Además, este proyecto responde a la pregunta de investigación sobre las ventajas de dar un buen discurso para mejorar la habilidad del habla en séptimo nivel en el Liceo de Sabanillas durante el primer cuatrimestre del 2024, dichas ventajas recaen en contenido, gramática, pronunciación, y lenguaje corporal. Por otra parte, en el desarrollo del proyecto, la investigadora trabajó con el profesor a cargo del grupo, con los estudiantes de séptimo año, y con la ayuda de su mentora. También, los resultados de la investigación fueron positivos debido a la mejora de los estudiantes en su inglés hablado. Además, la conclusión principal, dice que la implementación de presentaciones orales jugó la parte más importante de la investigación para la mejora del desarrollo del idioma inglés de los estudiantes.

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CHAPTER I

Introductory Framework

Some people say that practice makes perfect, which is completely right; the more frequently someone tries to do a job, the greater the number of positive possibilities to achieve the goal. Besides, when the word "speech" is mentioned, it may feel very threatening without practicing it. However, this investigation will help young high school students know and acquire the advantages of oral presentations when learning a language to improve their speaking skills.

1.1 Problem Statement

The main problem is the students' lack of spoken contact with the English language. So, assigning them topics in order for them to present a speech during the class will break that barrier of learning. According to De Jong and Perfetti (2011) in the fine sense of fluency, the "speed of access and control of linguistic forms become fluent only with much practice in speech production". The aforementioned highlights the importance of placing students in practicing language situations. On the other hand, English public programs mainly focus on assigning written works. However, English teachers are in charge of creating classes involving every skill. In the paper *How to Talk to Myself* (2022), Li and Zhou said that teachers should be "encouraging learners to constantly assess and monitor the quality of their speech." This can be perfectly done with the help of those oral presentations.

Once the problem has been solved, students will be able to communicate fluently with others thanks to all that practice they implemented before in classes. In addition, there will be more bilingual students around the country, having plenty of opportunities thanks to the facilities speeches bring to people.

Also, this problem can be seen more clearly in some rural areas, where access to English is reduced to zero in elementary schools. In Sabanillas de Acosta, most elementary schools need

English teachers, so students arrive at high school without any knowledge of the language. In consequence, these kids are losing many years of preparation. That is why this investigation is going to be applied to them, seventh graders at Sabanillas High School. In addition, because of the rural zone, they are supposed to have less technological support. However, Sabanillas High School is oriented toward technology, which means many opportunities for their students in the English field.

What are the advantages of giving a good speech to improve the speaking skill on seventh graders at Sabanillas High School during the I quarter of 2024?

1.2 Objectives of the Investigation

1.2.1 General Objectives

To evaluate the use of oral presentations as an educational strategy in rural areas to improve the speaking skills on seventh graders at Sabanillas High School during the I quarter of 2024.

1.2.2 Specific Objectives

To identify the deficiencies of students of spoken English while presenting.

To apply oral presentations as a strategy to improve speaking skills.

To analyze the results of the implementation given to seventh graders.

1.3 Justification of the Study

There are plenty of reasons why oral presentations are important in the educational process of students. High schools worldwide believe in the good results of oral presentations, and students are already used to this assessment method. So, that simplifies the teaching and learning process for both parties. This investigation is for the improvement of the students when speaking, to turn into more fluent people. Likewise, this strategy will help students express their ideas straight to the point and avoid beating around the bush. When people talk in front of an

audience, especially teenagers, they tend to feel under pressure, which is normal. However, there are several ways of getting better at giving speeches, for example, improving body language and gestures, using the proper words, managing nervousness, being fluent, and having good pronunciation when learning a new language. When all those aspects are accomplished, people achieve good communication skills.

When talking about learning English, oral presentations become an essential part of teachers' strategies. This is because it gives students confidence in a topic and increases their abilities. In addition, oral presentations allow the teacher to correct and give feedback immediately after finishing the presentation. In other words, oral presentation opens a space for learning in a friendly and face-to-face environment. In fact, people like to be corrected in real-time instead of waiting for a mail grade or for the teacher to check a written test. Besides, when a group of students prepares for oral presentations, while each passes individually, the rest can learn from the others' feedback. At the same time, the whole group of students is learning from a new topic, learning new vocabulary, and they are stimulating their listening skills because of their concentration on understanding the speech in the target language.

Additionally, the principal benefit of this investigation will be taken from students in seventh grade at Sabanillas' high school situated in San Ignacio de Acosta. To clarify, seventh grade was chosen because of the lack of English they have been receiving in elementary school. These kids have zero knowledge and much desire to learn. It will be crucial for them to learn how to prepare proper oral presentations and how to behave in them in order to improve their abilities and skills in the language. Also, because they are in seventh grade and are just beginning high school, they will learn about oral presentations not only for English but for all the future years they will have to take courses in the following years at high school until graduating.

Furthermore, because this is investigation research, not only can seventh graders of Sabanillas' high school have the advantage of this information, but anyone who reads it will benefit.

Furthermore, the problem of this research is proper of the rural area mentioned before. It will be solved under the analysis of the information collected throughout the instruments' usage. After that, students must present an oral exposition to collect more information and give feedback. It will be a win/win in which the teacher, as the student, will put every single effort into teaching and learning how to make proper oral presentations for the good of the English learning process and improving the speaking skills to be fluent and gain vocabulary.

1.4 Antecedents

This first historical antecedent is called "History and American Studies of Oral Presentations" by the College of Arts and Sciences in 2011. Regarding that, this article is going to touch on some important points of the oral presentations in the timeline of the years. In fact, according to History and American Studies (2011), "Formal and informal oral presentations are an important complement to historical writing. They provide other opportunities to share your ideas, whether in a formal presentation or class discussion." As mentioned, these oral presentations make up part of a significant fragment of writing. Mainly because each of the skills is linked to one purpose: to express correctly in the language; for that, this investigation brings us several points to be better at leading seminars, such as ensuring that people understand the material, developing good presentation skills, simplifying discussion of new ideas, etc. Also, there are some guidelines to present in the best way possible: seminar readings and leading class discussions. An important part of teaching is giving good oral presentations while the class is running; students learn what you tell them and how you do it. This antecedent gives all teachers proper indications of how the class should be led.

Furthermore, having control over good class discussions is part of teaching a group, especially one oriented in English. One of the purposes of an English teacher is to encourage their students to talk in the target language. History and American Studies have an adequate list of characteristics teachers should adopt in a classroom while leading discussions on a certain topic. As mentioned before, a good discussant speaks loudly, clearly, and respectfully, just the way their students should learn how to.

In second place, "Using Oral Presentations to Improve Students' English Language Skills" is the title of this international investigation in Japan in 2014. The authors Gavin Brooks and John Wilson center their research on the importance of getting university students in near touch with the English language to improve their possibilities in the future and be able to express their ideas in the language in a fluent way. In addition, teachers can turn the class into this centered-learner oral activity to improve the student's communicative competencies through oral presentations. However, this should be teacher-planned in a correct way because, in most cases, students find these oral presentations very challenging, and talking in front of people is challenging for everyone at different levels depending on the variables, such as the public, the settle, the topic, the time, etc. In consequence, it can vary the results into negative ones because of an incorrect control of the teacher's guidance, which could lead to getting away from the pedagogical benefits of using presentations inside the classroom.

That is why this Japanese research will support those above. Brooks and Wilson (2014) state, "This paper outlines some of the benefits of implementing oral presentations in the L2 classroom as well as some of the difficulties involved in using presentations in university language classes in Japan." This will greatly help teachers who want these oral implementations in their classes by receiving pedagogical ideas and warnings of possible difficulties. Also, at the same time, it will be a huge help for those students to practice the language orally and, most

importantly, have the corresponding tools to eliminate the obstacles that can appear in the way of improvement.

In third place, "Oral Presentations for English proficiency purposes" by Richard Miles from the University of Nanzan in Japan, is the third supportive investigation chosen. This research is kind of similar to the previous one. Miles talks about the importance of teaching university students how to give good oral presentations in the English language because of the benefits this could mean in their job fields. Moreover, Japan is a very touristy country with widely used English, so university students need to support their careers with good speaking abilities. Oral presentations, again, are extremely recommended when practicing fluency.

In addition, the focus of the class is always given by the teacher, along with the tools that help with the process, such as textbooks. This paper believes in the importance of teaching students visuals and organization when discussing oral presentations. Miles (2022) states, "An analysis also showed that some textbooks are often concerned with non-English skills such as organizing thoughts, visuals, and body language." That is why the implementation of a variety of skills and using the right focus in teaching how to give a good oral presentation is the principal of this paper—also, choosing a more appropriate textbook that supports with plenty of information what teachers want to transmit to their students in order to succeed.

Furthermore, this research analyzes all the recommendations students have regarding giving presentations. In this way, there was a comparison between what is already established and what students believe is primordial to take advantage of the course and learn what they want to. As a result, the survey showed that students want to improve their oral communication rather than only learn how to give good oral presentations.

In fourth place, "The Importance of Oral Presentations for University Students" by Slađana Živković at the University of Niš in Serbia in 2014 is one more of the international supports for

this investigation of oral presentations. In this case, Živković, in contrast to the previous author, Miles, develops her investigation focusing on the improving aspects of giving a good oral presentation perse. There is no variable in learning English; her main point falls into having developed skills that make the presentation look professional for the preparation of university students.

Besides, there are so many aspects to look closely into to improve communication skills. According to Živković (2014), "By making students aware of basic points, types, characteristics and styles of scientific and technical communication, the paper is to serve as a starting point in an attempt to make them expand and perfect their oral presentation skills." The aforementioned refers to the importance of giving all that material to students in order to guide them into improvement; in the end, by having had enough practice, students will be able to develop excellent academic and, in the future, professional oral and well-structured presentations.

Živković also talks about not only having a degree that demonstrates the student has been prepared for the career but showing the skills he/she has developed all the way through the obtention of that degree, knowing the person is beneficial for the company just by noticing his/her communication capacities. Živković (2014) states, "One especially relevant part of language curriculum at universities is teaching students how to prepare, organize and deliver successful oral presentations for professional purposes." Employability skills include good communication skills, which are worth improving in college.

The fifth and last supportive paper is a national one called "Implementation of Oral Production Activities through Remote Learning: A Case Study of EFL Students at Universidad Nacional, Costa Rica" in 2021. Priscilla Carranza-Marchena y Carolina Tapia-Loría are the formal authors of this investigation research. They talked about the change Costa Rice suffered in 2020 because of the pandemic situation, in which the educational system had to start offering

online classes. This article is based on the experience of two groups of students taking English as a Foreign Language in the course of English II at UNA. That experience involves the oral production activities implemented during classes, summarizing three main statements: planning, scaffolding, and feedback.

In addition, Carranza and Tapia-Loría say that this qualitative study deeply defines and analyzes the students' perceptions and their proper experiences during their learning process, specifically in terms of oral skill and their development in online classes. This paper follows the path with interesting topics, such as How Should Oral-Production Activities Be Planned? Why Is Scaffolding Relevant? and How Should Feedback Be Provided? All of them are stimulating to read because of the proper experience lived by two of those groups.

The Implementation of the Oral-Production Activities is one of the most important points of this research due to the little details explained, for example, when talking about the creative, engaging, and eye-catching resources and material the professors were using for this course. According to Carranza and Tapia-Loría (2021), "Students had multiple opportunities for rehearsing and practicing what they had learned in order to be able to produce accurately in the target language." This shows the importance of the teacher's guidance throughout all the oral production activities.

1.5 Scope

From this research is hoped that the students achieve good communication skills by implementing oral presentations inside the classroom. It is known that the more people keep practicing, the better they become. That is why teachers in this investigation aim for the improvement of students' speaking skills. They will gain significant advantages and benefits thanks to that. Moreover, presentation skills are valued by employers, and people should care about it. The world outside of high school is huge, full of opportunities, and at the same time,

full of obstacles; it depends on each individual to put some effort into getting better at something during the high school years to go out then and open all those doors of benefits. Having good communication in the language not only is going to help students in high school but in life.

Furthermore, from this research, it is also hoped that seventh-grade students can improve their speaking skills through correct guidance and clever use of strategies as a tool that leads them to become fluent with smart communication abilities. Students of this level of this area are not used to the language, which is why it is important to get them in touch with it. English not only works for high school, it can also be an advantage in the area because of the tourism movement, several families possess businesses in which English is of great value for their customers and buyers. The implementation of this strategy will help local entrepreneurs communicate with people from other places as well.

CHAPTER II

Theoretical Framework

This chapter will analyze the books found and serve as informational help to complete the chapter best. It will discuss the importance of giving well-structured oral presentations, how to perform on the stage, and everything related to accomplishing a good oral presentation in front of a public. Some famous people also present them as examples of great public speakers and how they can inspire other people. Besides, how kids learn and how their brain works regarding language learning. Some book activities will be reviewed to help teachers inside the classroom, etc. All kinds of information about the English language are going to be presented in this chapter.

2.1 Literature Review

According to Chapter II, this investigation gathers plenty of information to fulfill the necessity of data in implementing this essential part. Plenty of books were collected to help students enhance their speaking skills. Each of the following books is carefully analyzed to conclude that all of them have significant information for the context of the investigation.

2.1.1. Communication is the clue, and practice makes perfect

The first book we found was called "I Know English, but I Cannot Speak," and this is where we go back to the English learning part. Many students have studied English for many years and still struggle with the speaking part. In this book, people will find what students are missing: practice. Peterson (2018) says he cannot guarantee good results by reading the book. However, he can guarantee excellent results by having the reader practice using the methods of the book. So, Kevin Peterson brings us a book full of methods and practices for people to use as a tool and not only as a sort of information; the data must be practiced to have good results, and, in this case, English should be practiced constantly to master it.

Peterson says, it is shown in his paragraphs about the absence of a speaking space in high school; he says that teachers are mainly focused on teaching grammar and vocabulary, but aside from reading, writing, and listening, speaking skills are the only one that needs a second person to practice. This is where the teacher should focus. That is why this investigation tries to focus on the speaking skills of the students, making them practice by assigning them homework as oral presentations, where students can orally express themselves to improve their confidence when speaking a new language, letting them know through this, that they really can do it. They can do it alone if teachers give them the facilities to perform, such as teaching them how to greet and usual expressions when talking. Communication is the most important factor in whether grammar is being used correctly. Peterson (2018) claims that the main objective of his investigation based on ESL teaching must be effective communication without using perfect grammar.

Moreover, what matters the most for successful oral communication is to practice constantly. Nowadays, it still exists xenophobia around the world, and native English speakers are still into it. However, having English as a second language in the majority of countries around the globe makes it easier to understand that the most important thing among people is understandable communication, not a perfect one.

Peterson also talks about the difference between learning a language aside from the other subjects, for example, math or history, that is about memorizing; he says a language student cannot memorize every conversation he has studied because situations will always be different. Furthermore, each person has a different purpose for studying English; among them are working or studying abroad, for business or traveling. Effective communication matters and practice is needed; breaking barriers is awesome, and speaking freely is, too!

2.1.2. The importance of debate, causing good impressions, and keeping motivated

On the other hand, the second book reviewed has the name "Public Speaking." This one has the purpose of helping people to improve their abilities to speak in front of an audience. Even if someone is not very used to the language but truly is charismatic as part of a personality, they can take advantage of that while talking in front of many people. As Zaid (2018) mentioned in the book's preface, all people who have ever suffered from stage fright or those who have always felt inferior in a discussion with someone else will be the ones enhancing their abilities by using this book as an example of improving. By this, Zaid means that with the correct preparation, anyone can give a proper presentation in front of people by improving their speaking skills and others.

In the preface of the book, it is also mentioned that no matter the situation, it is always important to know what to say and how to say it; for example, it could be in front of a single person or front of a group, or even when raising a glass at a family gathering to share some words, in any case, would be great to communicate in the best way possible. It is crucial to mention that this book is focused on the persuasive way of giving a speech, they say; for example, parents confronting their children, teachers trying to persuade the Ministry to improve their salaries, and also experts in their fields; they are all trying to convince the other part. When learning English, it is important to know about this type of speech, to talk in front of people, and most importantly, to persuade them to what we think is the right or best option. For example, in a classroom, the Spanish-speaking teacher assigns different speech roles to their students so that they can out each type and perform it in the best way possible, of course, in the t, target language to improve pronunciation, intonation, and speaking in general.

Something interesting to mention and why this book is so good and helpful is that it is based on the International Debate Theory, which has already been proven that using its

principles can considerably improve someone's public speaking skills. Some important people were members of debating clubs at their universities around the world who became civic and political leaders later in their lives. However, the book relates that a large percentage of the British Parliament people graduated from debate clubs, which can be the greatest proof that, in this way, people learn how to give a proper oral presentation in Public. Finally, Zaid (2018) clarifies that he would not discuss the debating theory in this book. However, I will make use of the theory's principles and apply them to the reality we live in people's everyday lives. To reach a goal, according to the title of the book, as Zaid mentioned before, the book is not about debating theory. However, it will be based on that point to have a strong argument throughout the book's explanation.

Keeping the path of public speaking, the third book, "Public Speaking Secrets," is very similar to the previous one but truly different regarding the information each provides. For example, this one is more directed to working professionals who need to manage themselves in English for the best of their job position, aside from the previous book, which talks about very similar points but in a more general way, for all kinds of the Public who has the pleasure to read and learn. This third book brings tips for people to prepare very good professional presentations: how to manage their fears, record the audio, manage time, use visual aids, etc. However, in a more business way. All the important things to do in a presentation to be excellent.

Nevertheless, Nelson (2018) claims that native speakers naturally whine about stage fright, and they get nervous and scared of forgetting their lines or what they should say or perform. However, this happens twice as difficult for somebody who has to perform in front of a large audience with English as their second language. Non-native English speakers have a tough job, not only knowing what will be presented but also how to do it in another language.

Some excellent high schools perform splendid work when talking about how they teach English as a Second Language; they make sure students graduate speaking English. How do they do it? Letting students practice speaking skills and assigning them homework to put into practice what they have learned. High schools would raise their level of teaching; students could have learned all about these types of books in high school. Students could learn about how to manage their fears on stage, how to prepare excellent visual aids, how to manage time, and how to record themselves to autocorrection. All of the information provided by these books can be taught in high school because this data can create extraordinary human beings full of capabilities and language abilities. If students learn how to perform on a stage and communicate in ESL at a young age, when they reach adulthood, they will not have such impediments or fears at their jobs, such as public speaking insecurities. Nelson (2018) says in her book that according to some experts in the field, the level of anxiety of someone who does not speak English as their native language is indeed greatly increased compared to what a native speaker could feel. Let us consider all the benefits education can give students by preparing them best for their future.

Again, with another similar title but different content, the next book is called "The Book on Public Speaking." In a more inspirational way, Morrison (2017) said to their readers to think in a big way, think in a better way, and always be willing to surprise the people around them by saying something they have never heard before—no more worries about being the next one to do whatever. Instead, focus on being the first one of your own. The author of this book feels like a real motivator, which makes the book an incredible piece of enthusiasm for the reader.

Regarding this book, in particular, its main idea focuses on being a great public speaker. The author cares a lot for the reader to understand and see the difference between their types of publics (if it is skeptical or open-minded) to better get to them in a great way. Why is this being said? The author mentions many names of important figures from the past who were very good

activists, such as Mahameed Gandhi and Nelson Mandela, which could be a big inspiration for someone who is enhancing their speaking in public skills. Famous people from the past can impact how someone sees expressions of the English language, and a lot can be learned from them as the figures they represent.

2.1.3. The way babies learn speaking and how the memory brain works

The next book is "Think in English, " a common phrase most English learners have heard. According to Pathak and Sharma (2021), It is normal for students to be scared or nervous about presenting a topic in English. Most of them will avoid English interaction and escape the situation by using their native language as their primary language of communication. It is normal to be scared or nervous about doing something wrong; the teacher's labor is to inspire and give confidence to all those students who feel that way. By implementing oral presentations, in the long term, kids get used to talking in front of their class; they also learn how to greet the class, organize their ideas, and memorize their presentations. Students refrain from frequently thinking about the large range of possibilities that speaking a second language can bring them in the future. Students should know that one of the top skills required to get any decent job is fluency in spoken English.

The book talks about how incredible it is that people can have the chance to buy hundreds of books on how to learn English, but they all focus on teaching grammar, and a very low percentage teaches how to speak the language. Pathak and Sharma say that it has always been assumed that if a person manages written English and translation skills, they would also be magically good at speaking the language. It sounds completely irrational, but it has been observed and acknowledged over decades. For example, people learn English because they taught it themselves or because of their environment. When a teacher has to speak in English to their students and colleagues the whole time, it is how native speakers learn due to their

environment. Another case is when a family emigrates to an English-speaking nation and must learn because of the necessities they will be living daily.

Also, the book discusses the methodology schools need to use to teach a language. Pathak and Sharma (2021) say that the right methodology to learn English in a spoken way is significantly different from the system people are used to. The right way should be effective, practical, intuitive, natural, and simple enough for everyone to get and use the idea conveniently. Indeed, we learn our native language differently than a second language. Let us think about how it is possible that a baby masters their native language just by hearing. At first, the baby repeats words and so on. The baby's brain understands and connects words with meaning; they learn how to talk first, they talk, and it is then that babies learn about grammar in the form of reading and writing. So, why is it so different when we learn a language as an adult? Pathak and Sharma (2021) claim that adults are more mature, smarter, and better equipped; adults have more knowledge and better intelligence. We are also experts in speaking our native language, and we possess the resources to learn a new language. The only thing that needs to be added is a practiced behavior called discipline. If people could be disciplined enough, they would learn a second language and more.

So, getting back to the point of the research; seventh grade students at Liceo de Sabanillas are like babies in the English language, they have no English data in their brains because of their rural conditions where there is nobody in elementary school destined to teach them English. That is getting us babies in seventh grade. For a high school teacher, this could be not very comforting or be taken as a tool to go against the educational system. Of course, the program should be followed. However, everybody knows that a course no matter if it is the same program, the difference always falls in how the teacher explains and works inside the classroom.

So, it is here where it can be used frequently in oral presentations for them to start speaking as a child does.

Going forward, the next book is called "Memory Improvement for Kids," and now we are talking about the learning process in kids, it would be awesome to understand better how their little brains work and how this all-magical thing of the language happens. Again, our new author Marshall (2021) claims that the usual and traditional method of teaching English lacks efficacy in boosting the children's learning aptitude resulting in an overload memory deficit. The word "again" is mentioned because it happens one more time that the educational programs and current system are being attacked. The traditional method does not allow kids to learn happily. Instead, they learn for purposes besides preserving the information by heart or for their entire life. There are different ways in which memory and retention can be boosted, and this book aims to let people know how to do it.

Before reviewing how to improve memorization, it is more important to know where the memory comes from. Marshall (2021) states that our brain's most important and most developed structure is the forebrain. The forebrain is related to memorization, thinking, planning, visualization, and intellectual activities. So, this is from where the brain processes the English learning process. It also exists in the midbrain and hindbrain. Those two focus on other aspects, for example, movements that are very important in the gesticulating part when pronouncing while speaking.

Furthermore, there are three steps in the process of getting knowledge. In there, we have encoding, storage, and retrieval. Encoding is about receiving the information inside the brain. Storage is about retaining that information. Retrieval is how we take out to use the information already kept. For example, somebody learned that $2+2=4$ until there is encoding. Then, keeping

that info in your brain is storage. Moreover, finally, counting and using $2+2=4$ is getting the information back to perform in real situations, so that is retrieval.

Now, there are also three types of memory: sensory, short-term, and long-term. Our senses perceive the first one, sensory memory. Short-term memory last about 20 seconds for example when someone dictates you a phone number and you repeat it several times while you get something to annotate it. Under the short-term memory, we have another two of them called working memory that last less than a minute. Marshall (2021) says it is a big challenge for the children's brain to move information from their working memories to their long-term ones. It is also mentioned that if the transfer of data last more than a minute the information will be lost and not saved in the long-term memory. To increase the children's mental retaining of facts there are several study activities such as vocabulary word meanings and match formulas for them to keep working and exercising their long-term memory. The rote memory could be higher when talking about school subjects. For example, a list of vocabulary in English that can be given to a student will be easily forgotten because it is not something of the kid's interest, if it is not linked to something they like it will be harder to keep in the long-term memory. However, many learning strategies can help adults with children to study such as personalizing, motivating, and connecting with other elements of their interest, which can be very easy for them to study. It also works when assigning students an oral presentation; if the teacher lets the students work on whatever topic they like the most, students will create connections to remember their presentations and competently deliver them. Long-term memory is divided into three. Explicit memory needs consciousness. Implicit memory does not require consciousness.

Moreover, autobiographical memory constitutes our biography. To sum up, this little lesson about memory and this book give people plenty of knowledge to understand how our

brain works. Starting there, focus on what can be done with students to boost their learning process to something they will retain in their little growing heads.

2.1.4. Speaking ideas inside the classroom

On the other hand, the next book is called "New Ways in Teaching Speaking". This book came to us with the only objective of sharing more than 100 activities to implement inside the classroom with people dedicated to the educational field. Due to the main point of this investigation, all these activities found in the book aim to enhance the students' speaking skills since every single one of them are exercises where speaking should be accomplished to practice fluency in the language. All these activities have been done by teachers all around the world in order to help more and more professionals in their classes. All of them volunteered to share their point of view as instructors in English as a second language and English as a foreign language context. It is also, considering that they are native and non-native English speakers which can be very helpful when discussing implementing the language. Vorhold (2019) mentions that teachers' submissions constitute a wide range of engaging activities that have succeeded in their classrooms. It is also mentioned that their contributions will represent several different approaches, techniques and methods applied in the language teaching learning appearing from many situations of their own. This is the book's second edition, which proves how famous it has become that they have decided to keep teaching. More than 100 new activities count in this new edition of Teaching Speaking. Besides the book is divided into five categories or parts. Developing fluency, developing accuracy, developing pronunciation, speaking in specific contexts, and speaking and technology are they. It is awesome how help at this level could exist for all those teachers or even students who want to improve their abilities.

2.1.5. Online learning the language with or without a teacher

Have you ever thought about how many people decide to start learning English and never finish? Learning a new language never ends because it keeps constantly changing. However, it is said that millions of people start learning English as a second language and never achieve fluency in speaking it. The next book review is called "English Fluency". According to Nelson (2017), one linguist estimated that only ten percent of the people who learn English are fluent. Only ten percent. What would be a very low percentage of a hundred percent? So, what happens with the others? Do they give up? Nelson claims that people must immerse themselves in the language and have it present in their everyday life, and whatever they read, listen, and respond to should be in English for people to get used to it, even when dreaming! The author also talks about how people underestimate the hard work it means to master and learn English. When people realize how much effort mastering English means, they walk away and leave behind their commitment. Not wanting to give their best is why people fail when learning ESL.

However, when talking about public education and young students, I changed a little bit the situation. Regarding students, the teachers are responsible for encouraging and motivating students to learn their subjects. It could be a tricky job because not every student wants to learn English, but anyway, the teacher's labor is to wake up the desire; it is easy just focusing on the ones already interested in language learning. However, teachers can transform students' points of view. It is important to conscientize students about the benefits they can achieve later in the future if they manage to communicate in another language. Again, teachers have plenty of resources, knowledge, and information to use in their classrooms to get into their students. For example, oral presentations can be scary because it means talking in front of people, it means that mistakes can be made and everyone would laugh, but a teacher has the power to transform those fears into a challenge. Teachers can work with their students to respect others, be

empathetic, and not laugh about others' mistakes. It may not be easy, and it is a slow process for the teacher and their children, but it does not mean it is impossible. It would be a pleasant recompense when students learn to present and talk fluently in the target language when nobody laughs because they behave correctly when others speak.

The first thing people should ask themselves before learning English is: Why do they desire fluency? It may be for a job promotion, or because someone such as a parent or wife is making pressure. However, what is important is to truly want to get into the process of learning English because nobody else is going to pass through it, it is not the same if people do it to satisfy someone else. To want to start a process is the most important aspect to take into consideration before beginning. Nelson (2017) encourages by saying that that is the only reason to start learning anything and that it will be the best way to ensure that someone can become one of the ten percent who reach fluency. After all, people's futures are in their own hands.

Also, learning English nowadays is very different from before, considering that times have changed and technology constantly advances daily. Let us think about how difficult could it have been for people to study before the internet was invented. Imagine how hard it was to gather different sources of information for an essay or even for a final graduation project. Now, getting back to the point, imagine how hard it could have been being a teacher looking for information for their students in libraries, it would have been the longest hours ever. Nevertheless, now, is all different, people count on the huge help of the internet. There is no longer going to and spending so many hours in libraries. Now, everything you need is to open your laptop and click search. This next book is called "Learning English Online" and why not? Due to the pandemic situation we went through in 2020, almost everyone received online classes. There are plenty of sites where people can find information on the web about learning everything, and English is one more subject. The author of this book had the pleasure of gathering all sorts of information and

sites to practice English like anyone has not done before. Over the years, Hill (2017) says that he has tested many sites on the web and reviewed them in his blog. All his work would be more than a pleasure to share in this piece of book. As if the internet were not enough, Jeffrey Hill brings to people a book full of every kind of site to speak English. Everybody knows that technology is a great help for people in their routine life, now it also offers a new way to learn. The web is a great tool for preparing presentations, taking advantage of this, there are also plenty of pages that aim for people to use as a tool for preparing presentations.

In the educational system, there are high schools oriented in technology, students are mostly used to using technologically equipped classrooms and that is why with more motivation, students can use these facilities to perform the greatest oral presentations. With the usage of apps and equipped classrooms, they will feel more comfortable when presenting their performances in the language. It is all about letting them know they are not alone in the process and they can use whatever they need to achieve their objectives.

They were so, keeping the path of the book. Who is this guide for? Moreover, Hill says that is for everyone. It could be teachers looking for their students' material or it could be just random people wanting to enhance their English in an online way. Another common question is: Can people learn English online? Well, the author claims that it would be awesome for beginners to have a tutor while they review the book to clarify items for example. Alternatively, it could be that someone already knows basic English and this book is a great opportunity to enhance some forgotten or not very sharp abilities, speaking for example. The last question is: What is the most effective way of learning English? Hill (2017) thinks that no matter how many opportunities for learning can be provided on the internet, the real truth is that there are no magic solutions and there is no easy way to go through them. Learning a language will always require much work

and motivation to accomplish the objective. So, once again, teachers must grow their students' motivation to learn English and enhance their future.

Some advice Hill gives to their readers is to fix their objectives, make a plan, motivate themselves, make learning enjoyable, and be active learners. No matter what, as the other books tell, the most important thing to do is practice and do it from the heart. Speaking perfectly could be hard, but if it is done with love, people enjoy and master it because it becomes a passion.

This book brings a list of benefits for learning online, such as apps, blogs, culture, dictionaries, flashcards, games, idioms, listening, news, online teachers and tutors, podcasts, pronunciation, radio, music, speaking, translation, and so many more online items to practice whenever and wherever you would like. The most interesting thing is that aside from grammar, every part of the book can be taken in the way the reader likes. For example, each piece of content can be used as a speaking practice to improve a skill in particular.

The next book consulted is "The Black Book of Speaking Fluent English," the author specifies that this book is not for beginners. People should know basic English to improve their fluency. Hill (2020) states that no matter what your motivation is to start. The key to reaching the goal is that if you dedicate yourself to practicing and understanding the language, you will be able to achieve what most people are trying to get fluency. Remember that the key to success is to be constant, people can achieve anything. Students of high school are very young to understand the simplicity of it. However, teachers are in charge of pushing them to acknowledge the peak of their capabilities.

It is interesting how millions of books, videos, and articles aim to improve fluency while learning another language. Of course, learners of language care for improving their ability to communicate in the target language, which is how people can proudly say they have mastered the language. Even though there is a lack of grammar or vocabulary, the capability of expressing

yourself in communicating with other people in another language is completely magic, a capability that only a portion of people can completely understand. The most interesting thing is how people already are fluent in their native language and they did not even notice, that is what ESL learners aim for. Hill (2020) explains that fluency is the ability of a person to hold a conversation with another speaker full of self-confidence. This is accomplished by using the correct words and properly combining them into sentences, all done with easy confidence. Is not incredible how our brain is capable of such a thing, or even better, people are not only capable of learning a second language, the brain is so awesome to keep information in more than 50 languages.

However, let us focus on the English language. Is English a difficult language to learn? Firstable, all people are different so while for a person could be so easy to learn English for another can be the hardest thing in the world. However, in general, the most difficult thing for English speakers is to hold a conversation with another person because in the process of talking and responding could misunderstand words or not know how to express an idea. Hill (2020) claims that it depends on the situation someone could be in and the conversation people are having.

Nevertheless, fluency always requires understanding and using logic to choose the best word combination to create an accurate sentence. For example, understanding what the author says is commonly part of being fluent and understandable, as is understanding what other parties say. Fluency is important when expressing an idea, so students beginning in the language get nervous about presenting orally. It is a normal behavior that can be treated with practice and motivation.

The book also talks about how long fluency takes, and the answer will depend on what kind of student you are. It has already been mentioned that people are always different in

learning. Learning a new thing will always depend on how much time and effort a person puts into it. Also, every single one of us has a different learning style so that it would depend on that detail, too. Hill (2020) says that constantly learners or students of a language will typically know about their learning speed, being a student of anything gives you the knowledge of how much it last to become fluent in English. Besides, to better learn a subject, time and patience are needed. So, it would be better to take your time and take what it takes at our rhythm some people are particularly fast at accomplishing their objectives and others need more.

The following book is named "Teaching ESL Conversation and Speaking." This one, as the title refers, has plenty of speaking exercises for people to enhance their skills. The author says the book is for every age, from teenagers in high school, passing on some college students, to adults in general, mostly whoever would like to practice their English. Jackie Bolen also mentions that her book is for intermediate students who possess basic English in can understand the grammar exercises and talk in the conversational activities. Bolen (2022) says that the main objective of English lessons is to have students discuss a certain topic during classes of 30 minutes to two hours. It depends on how many people are together receiving the class because Bolen explains that if there are 2 to 4 students, the lesson can be done together, the teacher with students. However, if the class is more than 6 people, it is recommended that the class be divided into pairs so that they can have a partner and work on each exercise alone with their classmates.

The book works as follows: at first, it is a list of words as vocabulary of a certain topic in specific. Students will be able to deeply review word by word to analyze their meaning and level of difficulty. In the second place, students will have a fill-in-the-blanks exercise to write the corresponding word to each of the blanks; those words will be the same as the ones learned before in the previous vocabulary. Finally, students will have to answer and discuss some of the questions assigned to each of the different topics in the book. This is a book that a teacher can

use to include the dynamic in the classroom. However, it can also be used by someone who wants to increase vocabulary conversationally. Due to how the author constructed the book, a person can practice each of the final questions and have an opinion about it. People can also practice conversation alone by talking to themselves in the shower or when alone, to lose the fear of speaking the language aloud or with other people.

Another title from the same previous author is "47 Conversation Topics," which can be found in several subjects that require reviewing and gaining vocabulary. There are also idioms and questions to discuss in class. For example, Christmas, countries, eating out, getting a job, habits, and so much more are the topics that are offered in the book. Students need to start talking in the target language inside their classrooms; it is the only way in which they can practice without feeling ashamed if they commit a mistake because they will be practicing with their classmates who are at the same level of knowledge in the language to learn. This kind of book can be a great help for teachers because thinking about the oral presentations, the teacher can implement all the different topics during the hours in class and then, assign each of the students a different topic for them to present in front of the class. It could be very helpful because it would be a topic already seen and discussed in classes, so it would leave enough confidence to the student to present something that he or she already manages. Also, they are very good topics for beginners.

The book's author is a prepared person who has worked with students of all ages for many years in the educational field. She has released plenty of books to help people worldwide improve their English with her exercises. Bolen (2020) has plenty of experience in teaching; she says she holds a Master of Arts in Psychology. Also, while in Korea, she completed some other degrees in certification programs at Cambridge. It is easy to believe in the abilities of someone

who has studied that much. The years always bring wisdom, and learning about someone with her experience is interesting.

Turning the sight to another book, the next one is named "Launch your English," which is very easy because of its content. It has been clear throughout the research that communication in the target language is important, no matter if the person needs more grammar. However, this book is going to give a review of what refers to very simple and basic grammar. After all, English is the universal language, and nobody would like to commit a mistake that can be learned as easily as reading this book. Kelleher (2016) said that English is the global tongue all around the world, with a total of 1.5 billion people speaking the language. So, improving someone's English is the best investment that can be made in their lives. English teachers insist a lot on the importance of learning the language. However, because of the huge range of possibilities that means for someone's future life, in students' lives in particular because they are just starting to open their path in life, it is awesome to influence in a good way in someone's good decisions and victories.

People have many reasons for learning English. However, this research is focused on improving people's speaking skills when giving oral presentations. Kelleher (2016) mentions that people often purpose in learning English to deliver good presentations or tell stories to their friends and family in a different, more articulate, or creative way. This research is to improve speaking in seventh-grade students; they need to know the basics of grammar, and for whatever reason, the goal is to enhance their English talking ability. This book will teach people about six key English areas: verbs, nouns, adjectives, adverbs, metaphors, and similes. All of them are important when it comes to good communication, such as expressing ideas while talking to another person or even when giving a speech.

Moving forward, the following book reviewed is called "Improve Your English without a Teacher." In this one, you will be shown five methods and practices to do. Oral Split Reading is the first method on the list. This one consists of reading aloud. It says that everybody's voices play a very important role because no one else in the world has the same voice; each of them is unique, and that fact has a positive effect on our brains when learning. Johannes (2018) states that people's brains respond rapidly to hearing and being exposed to the resonance frequencies produced by people's voices, and that fact will help accelerate the learning process. Furthermore, when speaking, a person tends to articulate and create facial movements; this also activates patterns of psychological areas of the brain that cause connections along the areas associated with language and communication.

On the other hand, the word split is interpreted in this method as dividing the sentence into parts and cutting them into pieces. Johannes (2018) says that when somebody reads a word fluently without the split, what happens inside our brain is that it becomes more difficult to maintain attention, it becomes harder to remember and to integrate the meaning of the sentence. The decision of where to cut is up to the reader; there is a list of recommendations to implement, for example, before and after proper nouns, before and after phrases, before and after clauses, etc. Johannes says that even if people do not notice an improvement, their brains do, so do not stop practicing.

The other method in the book is the embodied OSR method. This is about mixing the method before reading and splitting words with body movements. It says it will be helpful to our brain when it comes to strongly remembering something and making it part of people's normality. Johannes (2018) claims that embodied OSR practices will help people eliminate the sense of the language being something "foreign." Instead, he will help to integrate it into a new aspect of their own. This makes perfect sense because later on in the reading, famous TED talks

are mentioned. It says that when people practice these methods together, they become better at speaking fluently and, at the same time, manage very well when giving an oral presentation; this is a real technique to put into practice when preparing for an oral exposition to practice and do great. Johannes (2018) says that in the majority of cases in the TED talks, the speakers are trying to avoid hiding behind a PowerPoint slide or any screen because they want the audience to pay less attention to them per se—only some of the way around. In TED talks, the speaker is part of the message and must be seen as an elemental part of the presentation. Truly, in TED talks, people have tons of confidence; the way they speak, gesture, move, and engage the audience is great.

In the case of high school students, this is what is pursued for them to learn a way of practicing to develop oral presentations and to become better at that. Teaching students this technique will greatly enhance their public speaking skills while also improving their English because of the constant cutting of sentences that makes the reader pronounce in a better way and, at the same time, stimulates their brain to remember the information.

The third method explained in the book is called Repeating, which is about looking for someone to help you with the exercise. That person will say a sentence, and you will have to repeat the sentence but add at first "you said that," and at the end, it would be adding the question tag "right?" as a manner of question, asking for acceptance. If it is ok, your partner will say, "Right!"; if it is not ok, your partner will say, "Sorry, try again," and it will be repeated from the beginning. Furthermore, after each successful repetition, they move forward to another new sentence. In this way, another method to improve speaking and memorization has been taught to seventh-grade students.

Finally, the last book found is named "10 Rules for Achieving English Fluency," in which, of course, ten brand new rules are explained for all those who want to become better at fluency.

The first rule is about using synonyms. Kelleher (2017) states that the usage of synonyms makes a difference. Words have a level that is the same as your English. From the words someone uses, it can be inferring their English level. Some words mark a difference regarding the level and how much a person can express themselves in the target language.

The next rule is quite easy for the ones who pay attention to details. To listen is an art that not everybody can achieve correctly. Kelleher (2017) says that listening is the way babies learn a new language; they hear and learn. Listening is the way people can write and spell. Learning a new language has always been about listening to get what the other person is trying to say. Listening should be applied from the beginning of learning because, as mentioned before, babies learn to speak whatever language by listening, and people can learn the same way. People can pay attention to the details and repeat to polish their pronunciation, as kids do when they are learning large and new words in their native language. To sum up, there are many ways to improve people's speaking skills with all its components, such as pronunciation, intonation, rhythm, fluency, and so on. People have to commit to getting new knowledge in order to get good results.

CHAPTER III

Methodological Framework

This chapter will present a deep analysis of a couple of important decisions that will be made to establish the path of the investigation. It is significant to mention that these pages will show proper information about how the study will focus and how it will perform in real life. Variables will be identified and discovered throughout the whole chapter.

3.1. Research Approach

There are different ways of analyzing a study and its findings; there exists a way in which can be done by using numbers as a way of measuring data for all those investigations that fall into using so many quantities to examine something in particular. Also, there is another way in which it is more like a descriptive style that would be different from the first one due to the lack of any number, just data collecting and analyzing. Finally, the third guy combines the previous two, using numbers and data. These research approaches are quantitative, qualitative, and mixed methods commonly used by researchers in their investigations.

First, the qualitative approach aims to address scientific and practical issues. This type of research is based on analyzing data from case studies, life experiences, and personal stories that show people's routines and problems that individuals struggle with. Those cases cannot be explained with numbers, so qualitative research focuses on information cases. Taherdoost (2022) claims, "Qualitative research aims to collect primary, first-hand, textual data and analyze it using specific interpretive methods. It is a useful method in studying a phenomenon with limited accessible information as its nature is exploratory". The aforementioned refers to how this approach works with new insights and ideas and generates new theories as the base of their purpose.

In the second place, the quantitative approach goes a different path, where numerical results are delivered from the observations collected through the investigation. This approach uses numbers because it best explains and reflects how things have been done. Taherdoost (2022) states, "Quantitative research aims to define a particular phenomenon by collecting numerical data to address specific questions such as how many and what percentage in different fields including education." Due to the nature of the approach, it also can collect non-numerical information but transform the results into numbers depending on the instruments used.

Lastly, there is the mixed method approach, in which a combination of the quantitative and qualitative approaches is used to take advantage of both ways to collect information and gather better-explained information for their analysis. Taherdoost (2022) states, "Utilizing the integration of both methods can help researchers to address complex research circumstances in different research fields such as social and health research." To sum up, the mixed methods easily satisfy people's hunger to gather enough information in two different ways that people can decide which to pay attention to.

A mixed-method approach will be chosen to analyze the data collected in this research. The decision was based on gathering students' behavior before applying the instruments and gathering numbers to compare how they could improve by utilizing the oral presentations in their classes. Furthermore, reading about the mixed method approach, I found a repetition of the following: According to Taherdoost (2022) "Nowadays, mixed methods are utilized in different fields and disciplines ranging from psychology to health and education as well." this research is focused on students and public education, making the impression that the educational field will be better explained in this mixture way.

3.2. Research Design

In the previous stage, there were different types of research designs. For example, exploratory research designs are more informal than the others. There is the descriptive research design, which is based on the description of characteristics. Finally, the causal research design is mostly known as the experimental one.

First, exploratory designs are used to explore a determined situation, and what makes it unique is that the researcher is not in familiar territory. Khan (2022) states, "Exploratory design is useful in gaining background information and deciding about future research approaches." It is such a way to collect data to make a future decision.

In second place is the descriptive design, which describes characteristics. Khan (2022) mentioned that "this type of research design generates quantitative information." For example, surveys are used to measure descriptive numbers.

Finally, causal research designs, better known as experimental designs, use cause-and-effect relationships. Khan (2022) claims that "a well-designed experiment is the best way of understanding how one variable may influence another variable." This is why causal research is related to cause-and-effect experiments: What happens before can affect the after.

In this case, this investigation seeks to use the descriptive research design because they aim to implement a strategy in one group of students and, from that, to give several descriptions to analyze the results. That population would be the seventh graders at Sabanillas High School. The strategy to implement would be to involve them in oral presentations to enhance their speaking skills by practicing a lot in the target language for them to gain vocabulary, improve their intonation and pronunciation, manage stage frighten, and with that, prepare them for their future in real life outside to high school.

3.3. Information Sources

There are three different ways of gathering information—primary, secondary, and tertiary sources. Primary sources are about the information you just got from books. Secondary sources come from thesis investigations, articles, or magazines. Tertiary sources are obtained and found in the dictionary. Furthermore, people, in general, are curious and are always trying to know and learn by nature, and this kind of research happens the same. The researcher tries to gather information from any sources that can be helpful to the investigation's improvement. Nowadays, it is very easy to find specific information on a topic using the internet. So, primary and secondary sources were used to look for data for this research. Also, this work aims to count on the help of people for future analysis data, and of course, the population will be informed about collecting their informed consent.

3.4. Analysis Categories

Regarding this part of the investigation, two primary categories will be deeply analyzed after examining the main topic. This will help to better recognize and apply the variables in the research. Since these categories are included in the study, they should also be presented as they correspond; the educational strategy comes before the speaking skill, and both of them impact the investigation. The categories will be explained in the lines below.

3.4.1. Educational Strategy

Educational strategies have always been part of classrooms. Teachers and even parents have implemented this tool. Besides, there are several educational strategies around the world. IGI Global (2022) states, "The combination of teaching and learning techniques enable the teacher and student to create a fruitful and optimal educational process." This category shows how education has always been an art in its field due to the importance of its proper implementation.

3.4.2. Speaking Skill

This category is the skill that uses language as verbal and oral contexts that can be enhanced by learning a language. According to Colle (2023), "In Webster's New World Dictionary, speaking is to say words orally, to communicate by talking, to make a request, and to make a speech." Speaking skills become crucial when referring to language and the learning process to obtain the capability.

3.5. Data Collection Instruments

When the use of instruments is mentioned, it refers to the teacher's applications of learning inside the classroom to collect the data needed to test the objectives of this investigation. In this case, due to the principal point of the title, which refers to putting into practice speaking skills, the activities or instruments that will be used are mainly oral expositions in front of the class. Those mentioned above will help the students start learning about the importance of speaking in public properly and, most importantly, gain confidence in English learning, especially with fluency, pronunciation, and memorization of significant vocabulary. Besides, the collection of instruments will greatly help the researcher collect the information needed from the group of students and then analyze the data to get the investigation results. After that, evaluate if the investigation had or had yet to succeed. Therefore, the data collection for this investigation will be structured as follows: an observation checklist, a pre-test, the development of class activities centered on public speaking, and a post-test. As a result, with the implementation of these instruments inside the classroom, student's responses will be analyzed to get to the conclusion of the investigation, and with those conclusions, get to the real answer about if it does or does not work putting into practice several expositions to improve students' learning of English as a second language.

3.5.1 First Observation Checklist

Here, it is the first instrument to be put into practice. The observation of the class is the first step before doing anything else. Why this will happen in that way? Just because the researcher needs a base to start collecting data. The observation consists of just sitting and looking at how the class behaves. According to everything the researcher notices, they will take notes and use the checklist prepared in advance. The checklist is a list of aspects to observe that the researcher will use to help herself recognize some important points, for example, pronunciation of words, understanding of the language, behavior in class, desire to learn, vocabulary management, organization of ideas, etc.

Because of the low level of English students in seventh grade, is the usage of this instrument. Thanks to the observation and its checklist as the first step in the investigation application, the researcher can think about future activities to be done later. Also, this is important because the teacher/researcher can evaluate how fast or slow the progress will be due to the knowledge that will be represented through the checklist. How that is going to be shown? Right beside each of the aspects to observe will be three different divided spots on the page to mark a check; there will appear "Never," "Sometimes," and "Always." In that way, the person observing can gradually identify how much the students do or do not count with each of the abilities organized in the list.

Therefore, it is important to mention that the checklist will be applied to the group in general; it will not be applied student per student individually because the problem is present in the whole group and because students come to almost the same schools where there was no English. They already know each other, and they commonly present the same level of language and similar ways of communicating. However, teachers can always notice differences in each student because people are always different from other people; that is why in the following

instrument, the researcher will evaluate the group more separately, paying attention to each student to identify their capabilities. There is a general need for more English in seventh grade, but each student will develop their learning process differently.

3.5.2 First Questionnaire

In the second place, this questionnaire will be applied to three different English teachers at Sabanillas' High School. Why a questionnaire for teachers instead of students? Because of the need for more knowledge of the English language among seventh-grade students, most English teachers in this institution know how difficult the class can get when there is a program to follow. Students need bases in the language, so going back to elementary school, teaching English is a big problem when the educator tries to move forward with the high school program, and students need to prepare for the level they are. For educators, English teaching becomes twice as difficult as it should be with this problem. English teachers face real challenges because of working in this institution.

In this set of questions, teachers of this place will be questioned as nobody has done before because everybody in this high school knows that the inconvenience exists however, there is not much to do to change it. Also, teachers will have the chance to think deeply about the problems students possess because they are located in a rural area where it is difficult to have real competencies in the teaching area. Therefore, teachers will be asked about the longevity of this problem in the zone, the principal people affected, how they handle the situation, how they can improve to disappear the problem, and how normal they think this condition is. The answers will be grouped and compared to get the conclusions of the following chapters.

3.5.3 Pre-test

In the third place, the pre-test will be very simple and quick. This instrument is about telling the students to do something so that the teacher can see the abilities they possess or do not

possess. The pre-test is important because it is the first duty the researcher gives the class and the first set of instructions the class receives. Therefore, this is the first activity in which the class will be tested without them knowing.

This activity will be about a question made by the teacher and students individually, orally, and in front of the class responding to it. The question will be, "In your free time, what do you like to do?" the teacher will explain that before responding to the question, they should greet the class by saying, "Good morning". Then, they should respond to the question using a structured sentence starting with "In my free time, I like to..." followed by the activities they frequently like. Finally, they should close the little presentation by saying "Thank you".

The teacher will also try to explain to them the importance of giving a good presentation by memorizing what they will talk about in front of the class, this will make them look more prepared by not having a cue card to read because reading is not the skill we want them to practice, the one putting into practice in this investigation is learning through speaking. Furthermore, the teacher will show them body language and the big part that plays in formal presentations and students will pay careful attention to the do's and don'ts about body language on stage.

Besides, the pre-test will be qualified with the implementation of a rubric that helps the researcher measure how well or poorly the students developed the activity. The rubric will be similar to the observation checklist, with the difference that the list of aspects to evaluate will be categorized into content, grammar, pronunciation, and body language. This is to analyze the students in different fields of knowledge.

3.5.4 Activities in between

After the pre-test, which was a little warm-up activity, comes the more extended and better-performed activities. The activities in between are those that the researcher implements to

put into practice her investigation and apply everything said in the chapters before. In this case, the three activities in between are going to be oral presentations in front of the class, students will be performing on different topics regarding their educational program of the high school, and the researcher as the teacher of the group will be observing and evaluating them to see and follow their progress if there is any. Also, each of the activities are going to be observed and evaluated through a rubric to the control of details. First, students will do a presentation of themselves. Second, they will present a dialogue in pairs in front of the class. Moreover third, they will make an exposition in groups of 4 or 5 students.

3.5.4.1 Introducing myself

Because the school year is beginning, classes are just starting, the group needs to get to know their classmates better. Because one of the first topics on the program is personal information, this activity consists of each student going in front of the class and introducing themselves to the others. As the teacher explained in the pre-test, students must start with a greeting and end by saying thank you. In the middle of the formalities, they will practice the topic of personal information that the institution's teacher has already explained to them. So, the researcher wants them to tell the class their names, where they live, how old they are, and where are they from. Students must respond to those questions with long answers and well-structured sentences, for example, "Good morning, my name is Kimberly, I live in Acosta, I am 24 years old, and I am from CR. Thank you", as easy as it is. However, for them, it is more complicated than it sounds; it means a complete challenge because of their low level of English, and that is exactly what the researcher wants to challenge them to accomplish it in the best way. Besides, the researcher wants the students to memorize their presentation to learn some vocabulary and pronunciation by heart, not only to present and participate in class. Furthermore, these types of activities will be measured in a general way with a rubric the same way it happened with the pre-

test. The rubric will evaluate content, grammar, pronunciation, and body language. After each presentation, the class and the teacher will make comments in a very respectful way as a manner of feedback to improve their classmate's presentations. In that way, if students can see their classmates' mistakes, they will avoid doing the same on their own when it is their turn to present.

3.5.4.2 Dialogue in pairs

According to the program, seventh graders will be learning the following topic: "Greetings and Farewells". This one will be very useful for them because there are little phrases easy to learn and easy to put into practice every day in order for them to get used to the language and slowly apply English to their lifestyle. So, students already know that a presentation must have a greeting at the beginning and a thank you at the end. However, with this new topic, it will be better for them to get into a more extended explanation that the researcher will give them to do the next activity. Also, having a list of vocabulary will help people choose what fits each personality better. So, that vocabulary list will be given together with the explanation of the topic.

This second activity will include the new topic. After explaining the teacher, students will work in pairs with a classmate. Each pair will prepare a short dialogue that includes greetings and farewells. Students will memorize the dialogue and present it orally in front of the class. As with the previous activity, this will generally be measured with a rubric. The rubric will evaluate content, grammar, pronunciation, and body language. The students have practiced the previous points since the researcher's arrived at the class.

In this part of the class, students will have several minutes to create the short dialogue. They will also practice it before going in front of the class to present. Meanwhile, the teachers will evacuate doubts about structure and pronunciation. In this way, they could practice their performance word by word to improve the implementation of the new information learned.

Finally, teachers encourage the class that practice makes perfect and that there are no dumb questions.

3.5.4.3 Presenting My Family

“Family members” is the next topic to review in the class, which is why this activity will be about students talking a little bit about their families. First, the teacher is going to give to the class the corresponding vocabulary about the topic for them to be able to recognize it. In the second place, the teacher will explain some grammar with demonstrative adjectives and use the possessive "s" for them to express a complete idea such as: "This is my mother. My mother's name is Mary.". After that, the teacher will give them a colored paper page to make a drawing of their family tree and use it as a visual aid for them to present in front of the class. Students will have enough time to prepare each of their presentations, including the topic's vocabulary and the grammar explained at the beginning of the class. The point is that the students can associate grammar and vocabulary with each of the members present in the family tree they will draw. Being able to express at least two spoken sentences about each member of their family will be the main objective of this activity aside from the principal one, which is to accomplish learning through oral presentations. According to the previous statement, students will have, as well as the other activities, the challenge of memorizing their presentations to learn the class content better. Furthermore, they will also be evaluated in a general way as a whole group with a rubric similar to the others; it will only vary in terms of grammar and content.

3.5.5 Post-test

The post-test is the same as the pre-test because both parts of the tests are needed to analyze the data collected to get to the results and conclusions. Through this pair of instruments, the deficiencies of the group will be identified with real practice because the observation checklist was only about noticing and taking notes about how the class behaves and looking far

inside at their actions to identify why they do or do not do certain things. However, with the implementation of the post-test, the researcher will be putting the class into practice one more time and last. Furthermore, with the post-test, the researcher can vary the study if the results work. How it can be possible? From the pre-test to the post-test was a list of activities that were supposed to teach students how to do some aspects in the best way, if the investigation is truly working, students of seventh grade with a low level of English will be enhancing in the language thanks to the oral presentations practiced in class. However, how will the researcher notice an advance in learning? , the same rubric was applied to each student in the pre-test, and they were evaluated under the same aspects present in the pre-test. In this way, there will be differences to be checked and explained in Chapter 4.

To get straight to the point, students will be evaluated for doing a post-test similar to the pre-test. Therefore, the class will answer the question: "What have you learned these three weeks with teacher Kimberly's classes and activities?". So, students will think about the learnings and respond to the question with a long answer using a structure; they will start it with: "With teacher Kimberly's classes and activities, I have learned to/about...". After using that phrase, they will list their thoughts about their sincere learnings. In addition, and as usual, reading in the presentation is not allowed, so they should memorize their answer to be evaluated.

3.5.6 Second Questionnaire

In this part, the researcher will apply a second questionnaire to the teachers of this institution to analyze the previous responses collected in the first set of questions regarding this new set. Also, this questionnaire will focus on the good side of the situation. Instead, this will be about also paying attention to the positive details that could show any progress in the years of having the problematic case. In addition, this new set of questions will ask teachers about the existence or absence of an improvement in seventh-grade students who arrive at the institution

with a low language level. Also, there will be questions about how much time students spend on the improvement process, if it is quick or slow, or if it is slow because of the condition they suffer.

3.5.7 Final Observation Checklist

The final observation has the same purpose as the post-test: to analyze if there is or is no improvement from the first observation to this one. After applying all the study instruments and putting the group class into a process of detailed watch, the researcher looks for any advancement of learning in students, even though it means the tiniest. The final observation will be applied to seventh-grade students by watching them develop themselves in English classes without them knowing they are being qualified. As in the first observation, students will be evaluated again by implementing the same checklist. The teacher will pay careful attention to them to mark a check in each of the spaces determined. Therefore, aspects such as structured and polite communication, understanding and expression of ideas, intonation and pronunciation of words and sentences, questions and answers in the target language, and so much more are the abilities the researcher expects to accomplish. In addition, this last instrument follows the main point of the research's third specific objective, which claims an analysis of the results of the implementation of oral presentations to seventh graders.

3.6 Collection data process and data analysis

As mentioned throughout the investigation, this research will take place in Sabanillas High School because the problem is in the institution's seventh-grade population. Moreover, after receiving the permit letter from the college, this one will be sent to Sabanillas' High School. That process requires permission to interact with and evaluate students in their educational place. After that, the researcher will ask one English teacher for permission to have a seventh-grade group work with them and give them classes and activities to perform in their English lessons.

Because the chosen group of seventh grade only has innovation English classes once per week on Fridays, the researcher will be visiting the institution for three weeks to have three Fridays to work with the class and apply the instruments needed.

In the first week, the researcher will apply the observation checklist to follow the first specific objective of the investigation: to identify the deficiencies of seventh-grade students. Also, the pre-test will be applied to implement the same specific objective when it is said to identify aspects while presenting them in spoken English, so the pre-test will help with asking them to speak a little bit in the target language in front of the class. Moreover, a questionnaire will be sent to three different teachers of the institution so they can ask questions about their experience giving classes to this group of seventh graders.

In the second week, the activities will take place in between. This set of three activities is for students to lose fear when presenting and get them better at speaking. This second Friday morning, students will introduce themselves in front of the class and be qualified with a subdivided rubric. Then, the class will be tested with the second activity, which consists of a dialogue in pairs about greetings and farewells. These two and the third activities that will be performed last Friday during the visit are part of the second specific objective, which is about applying oral presentations as a strategy to improve speaking skills.

In the third and last week, the third one of the three activities in between will be done. This one is called "Presenting My Family". Therefore, students will be introduced to the topic of family members receiving a class from the teacher/researcher that will include vocabulary and grammar. The class will create their visual aids with the material given by the teacher, which will help them present their short exposition in the best way. It is important to mention that the researcher will evaluate each of the activities and instruments using a rubric. Also, the class will do the post-test after their family expositions, and this one, and the main purpose of the whole

investigation, will be about presenting in front of the class. The student will answer a simple question in front of the class, which will be evaluated using the same rubric as the pre-test.

After those expositions have finished, the researcher will apply another questionnaire to the same three English teachers about the positive aspects of their seventh-grade students concerning English learning since they arrived at their high school. Answers will be collected, and then, as a final instrument to apply, the researcher will make a final observation to verify progress thanks to the activities and the instruments used in classes. The same checklist will be used, waiting for better results than the first observation in the first week. Finally, the visits to the institutions will be finished, and the researcher will have to play their part in analyzing the result in the next chapter.

CHAPTER IV

Data analysis

This chapter will show the results of the activities applied through the instruments on the previous pages. All the implementations will be analyzed with the information collected to get the results, and the results will be shown through tables and figures. This will happen as a way of having visual help for the researcher to be better explained so that the final results of the investigation can be presented. Also, those above will help the reader to have visual support for a better understanding of the chapter. Furthermore, in a logical order, this chapter will show each of the instruments applied and their function in improving the seventh-grade population at Sabanillas' High School. The instruments to collect the data are checklists, questionnaires, activities, and tests. If there is no improvement, it will also be shown in the graphics.

Data analysis is an important step in the investigation process because of the examination of the instruments applied. As a result, they are studying the information collected. Simplilearn (2024) states, “Data analysis plays a pivotal role in today's data-driven world. It helps organizations harness the power of data, enabling them to make decisions, optimize processes, and gain a competitive edge.” In other words, data analysis is helpful for this type of investigation and in many other fields.

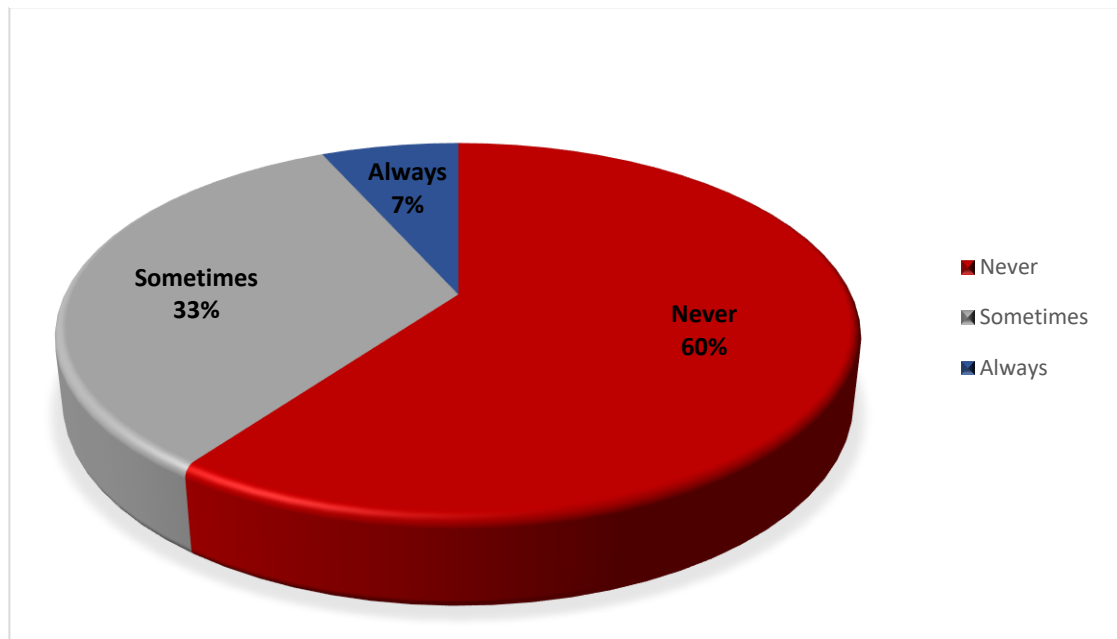
Moreover, it means that data analysis is frequently applied to companies all around the world as a manner of improving their product or service quality. Data analysis is a big help for companies in knowing their clients' needs. Data analysis is needed to determine how the investigation went and the students' actual needs. In addition, this chapter works as a chain that emerges from the previous one because the data was collected before. Moreover, at the same time, this chapter will help conclude the next one.

4.1 Analysis and Interpretation of the Results

As mentioned, this section will have all the instruments organized logically as applied for their analysis. There will be an examination of them individually, together with the creation of each respective figure to explain the results visually and in more detail. Among the instruments applied are checklists, questionnaires, activities, and tests to collect the information and get to the results in this chapter. They will be explained as follows:

4.1.1 First Observation Checklist

The first observation checklist aims to observe the group's behavior regarding the English language and their knowledge inside the classroom. At the same time, this instrument works in the name of the first specific objective. The instructions are easy to follow; students will start with their normal class routine with their teacher. Meanwhile, the researcher will sit in a corner, next to the teacher, to better look at the whole classroom. The researcher will silently observe the classroom behavior and mark checks in a list according to how the students develop their activities. The aspects to observe are expressing ideas, appropriate communication, correct pronunciation, use of diverse vocabulary, showing interest in the activities, showing a positive attitude, paying attention, using and understanding the target language, avoiding using their mother tongue, and more. All the previous was measured in a checklist by marking in "never," "sometimes," and "always." Students' knowledge and behavior will be classified in the three measured levels. In addition, students will be checked in a general way, and the whole group will be evaluated together, which means there will be just one checklist to observe and mark the group completely.

Figure 1*First Observation Checklist*

Note. The graphic represents the 7-1 group of Sabanillas' High School according to how they behaved in the observation measured by percentages of each criterion.

Then, there are 15 aspects to observe on the checklist representing 100% of the total. This percentage is shown in the graphic in a divided way according to what the students showed in the observation. For example, 60% of the graphic represents the nine times that were marked the criteria "never" on the checklist because the group failed in aspects such as expressing their ideas, communicating with few pauses and hesitation, speaking with minimum pronunciation and grammatical errors, using of diverse vocabulary, avoiding to use their native language, using the target language with the teacher and classmates, and asking and answering in English. Students do not show an understanding of the topic because they need the usage of the Spanish language; the teacher translates everything he says into Spanish, and they do not use diverse vocabulary because they do not have enough or even basic vocabulary to express their ideas or questions to the

teacher. However, the teacher should have tried to organize the topics to have them practice what they should be learning daily in a chained way. For example, by teaching in an organized way, it would be easier for students to learn something new if they had the basis to get that knowledge. How would the students learn to pronounce without seeing the alphabet? Or how would the students learn to express themselves in the target language inside the classroom if the teacher gave them the class commands after the first day of class? So, this group of seventh grade needed more abilities; however, most of the fault falls on his professor for not encouraging them to learn or not being as organized as he should be.

In addition, 33% of the graphic represents the three times that were marked the criteria “sometimes” because the students barely showed a positive attitude with their classmates and teacher, they sometimes paid attention to the class, and the other half of the time were playing with their classmates, students talked and made much noise while their partners were presenting in front of the class. One of them, in particular, was rude to the researcher. At the same time, some of them showed a positive attitude toward the activities, but in general, they were so neutral and bad-behaved when trying to perform practice. Regarding actively working and participating during class time, it was marked "sometimes" because some of them practiced very poorly to finish quickly and did not learn the topic. Also, just a couple of students understood what the teacher said in English, and the rest only remained silent or asked for a translation.

Continuing with the percentages, 7% of the graphic represents only one time that the criteria “always” was marked because students were paying attention to the teacher’s instructions. Either way, they do not understand English. They paid attention to the first instruction given in the target language, and the rest of the instructions during class were in

their native language, so there was not much encouragement from the teacher either.

To conclude this result, thanks to the observation, this graphic shows that students of seventh grade at Sabanillas' High School were most often classified into the criteria "never" with the winning number of 60%; they barely reached some of the points by being marked in the criteria "sometimes" with 33%, and they only could reach one point from the criteria "always" with 7%.

4.1.2 First Questionnaire

The first questionnaire was applied to three different teachers at Sabanillas' High School to get some answers about their seventh-grade English problem. The three professors are teachers of seventh grade, which means that they are aware of this problem/situation happening there, so they are related and can talk about the low level of English their students possess. This questionnaire has only six questions that are easy to respond to and will be presented on the following pages.

The first question was, "How long have you been working in this institution?" the 3 of them responded that they have been working there for 1 to 5 years, which is a considerable amount of time. However, how can this question help the researcher in the investigation? Because it is not relevant to know what information was asked for. However, the following question can help this one to be significant in data collection. The second question asked, "Do you consider students in seventh grade have been arriving at Sabanillas' High School with a low English level since you started working in the institution?". The 3 of them answered yes, which only means this problem was seen in the area more than five years ago. It is something to be worried about, and the most tragic is that people do not even notice or care about it.

The third question was, "Do you believe that seventh graders with low English

levels are a problem for the institution, their English teachers, or themselves? Why?" Two of three teachers answered that there is a problem for everybody because they need to get a better proficiency level in English and it is hard to reach them under that condition. The third teacher answered that this is not a problem because later it can change. So far, it is noticeable that teachers recognize this condition as a problem that has been present for many years.

The fourth question was, "How do you handle the seventh graders' low level of English?" Teachers responded with some strategies that have been useful for them in their years of teaching. For example, one of them said that she used to give them a summary of the basic topics at the beginning of the year for them to be able to recall the information or, at least, if they have not seen it before, have it in their hands for whenever they like to ask the teacher. Another one said he tries to explain the topic as clearly as possible, going step by step with the class, not to keep everyone in the learning process. Also, he demands that they review the topics every week to remember and use the material they have already learned every week when they go to English classes. The third teacher said he tries to prepare the lesson in a way that benefits the students because even though the MEP asks for certain methods and activities, he tries to use simple but effective activities to help the students in the process, not only by giving them the activities but also support them to answer in the best way. This last teacher claims that the most important part of teaching is encouraging them to learn no matter how difficult the activity could be from their point of view because the teacher says he does not like to use numbers to qualify their job instead of that his priority is to make them feel comfortable in the class for them easily learn the topics, without feeling pressure or stress that can be linked to the learning process.

The fifth question was "How do you think you can improve seventh graders'

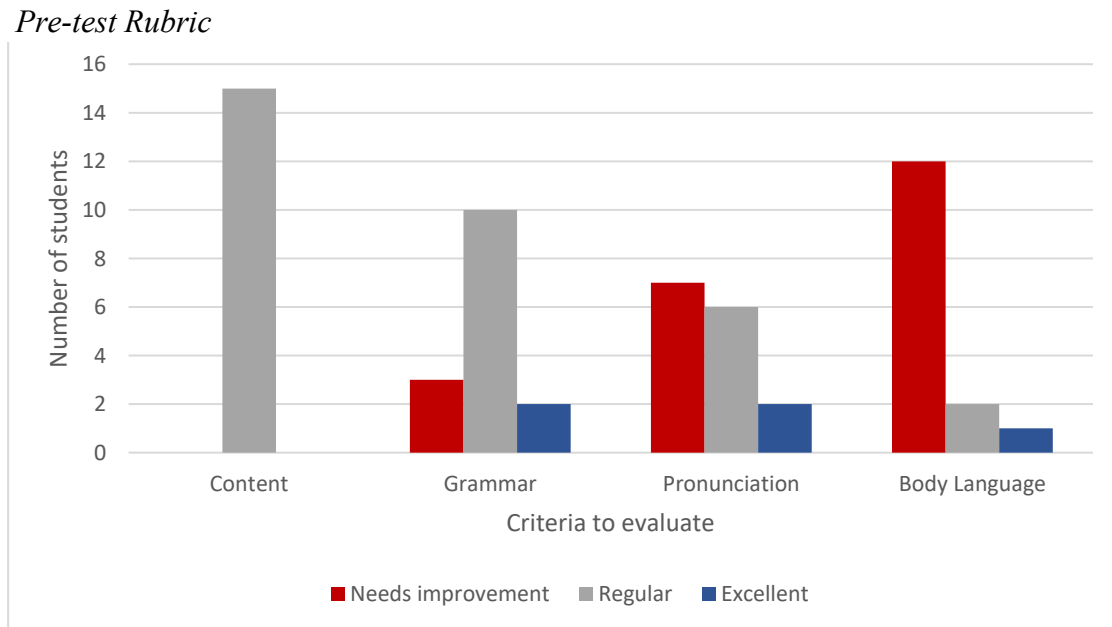
problems with a low level of English?" Teachers claim that it has to do with their motivation. Students need to have motivation for learning inside of the class; it is very difficult for a professor to try to teach with enthusiasm when the class is low motivated, it is as if they have been obligated to attend the classes, so students should definitely have to worry about the motivation for learning, and families should as well help to increase their kids' inspiration in scholarship. Also, teachers create as many English activities as possible to improve students' knowledge. English classes must be 100% English, and students must try as hard as possible to communicate in English with their teacher and classmates. However, they do not. Ultimately, it only matters if the teacher implements all kinds of activities if the class is not interested in learning. Furthermore, the teachers say that they have to modify the activities to reach all students, not only the ones with a certain level of the language but also the low or zero-level English students. Also, try to motivate students to continue learning the language outside of the English class; whether on vacation or weekends, they must continue practicing what they learn in classes.

This questionnaire's sixth and last question was, "Do you consider this problem normal or commonly used to happen in other institutions? Why?" The three teachers agreed by responding yes to the question. The three think this problem is normal or commonly happens in other institutions because students do not care about learning a new language and do not see it as an important subject as others. Moreover, one of the teachers said this is a very common problem in rural areas because many schools do not have access to English lessons, which hugely affects their capabilities later in high school. As was mentioned before, their motivation to learn a subject they have never received before.

4.1.3 Pre-test

The pre-test aims to know the students' knowledge when speaking in the target language. The teacher wants the class to complete this pre-test by responding to a very simple question in front of the class. Students will have a couple of minutes to respond in the indicated form. The teacher evaluated them with a rubric marking a check depending on how they developed on the stage. For example, students were evaluated in content, grammar, pronunciation, and body language. The teacher will mark a check on the three different existence options according to how well they are presented. The researcher will mark a check on "needs improvement" if the student does not show the correct management of the evaluation aspect. The researcher will mark a check on "Regular" if the student seems to be managing the evaluation aspect. Also, the researcher will mark a check on "Excellent" if the student proves to manage the evaluation aspect as it corresponds.

Figure 2



Note. The graphic represents how many students were evaluated in the pre-test rubric according to each criterion.

Sabanillas' High School has two seventh-grade groups, 7-1 and 7-2. However, this investigation is based on the first group, the 7-1 group. This section has 15 students, with eight male students and seven female students. According to the graphic above, it can be seen that regarding content, 15 students could reach the “regular” criteria, showing a total number of the group being regular regarding content in aspects such as showing understanding of the topic, using likes and dislikes, and mentioning real leisure activities. The researcher marked a check-in regularly because students showed regular management of these evaluation aspects while they answered the questions asked.

During their presentations and gathering the information that the graphic shows above, three students need improvement in grammar. However, most ten students regularly used complete sentences, conjugated verbs correctly, and dominated subject/verb agreement. Also, a minority of two students were excellent in the aspects mentioned before, which is great, but they are still a minority.

Most seven students need improvement in pronunciation, which is a negative aspect. Also, there are six students in the regular criteria and 2 of them show to be excellent in aspects such as gesticulation of the words, using a correct tone of voice, and intonation of tenses.

Regarding body language, the majority of 12 students also need improvement; 2 were regular, and only one showed to be excellent in aspects such as correct hand movement, good body posture, and sight to the audience.

In conclusion, this graphic shows a positive aspect: a majority of students being regular regarding their abilities in content and grammar while presenting. However, it also shows a negative aspect: a majority of students need improvement in pronunciation and body language while presenting.

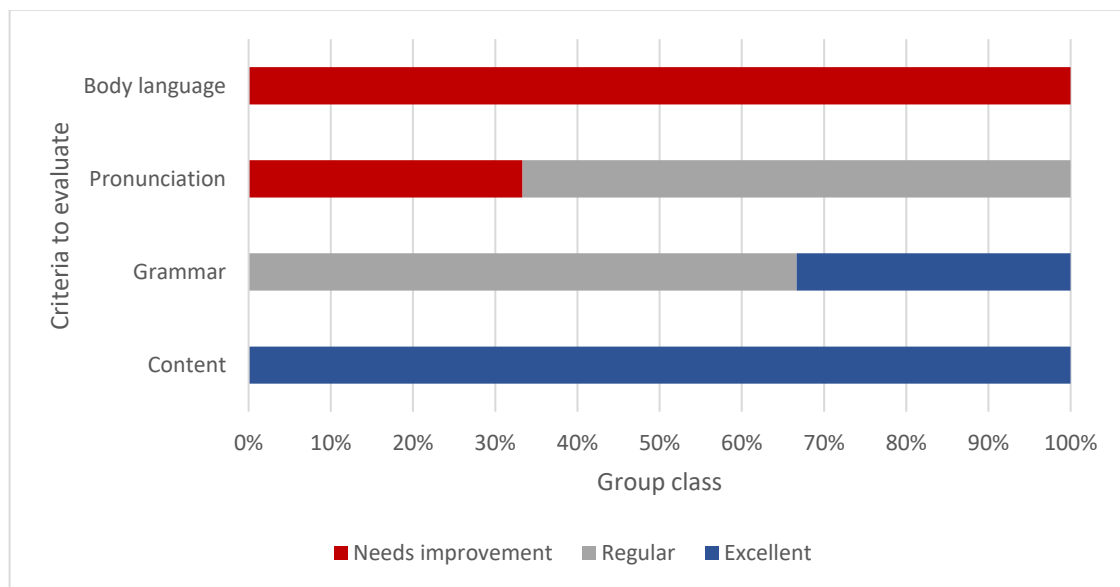
4.1.4 Activities in between

In this part, the researcher looks for an improvement in the group. According to the pre-test results, the researcher wants the students to practice more oral presentations to improve their English vocabulary and, at the same time, their speaking skills. That is why students will be practicing with three different activities involving speaking in front of the class without reading and being evaluated with a rubric similar to the one used in the pre-test. This one will have categories such as content, grammar, pronunciation, and body language, each with different aspects for the researcher to evaluate the students' expositions.

4.1.4.1 Introducing Myself Activity

This activity teaches the class how to greet and thank the audience, starting with finalizing a presentation. In this way, students will gain common vocabulary. Also, students will present themselves simply by telling the class about their personal information. Responding to the following questions: What is your name? Where do you live? How old are you? Where are you from? They will be asked to respond to those four questions in complete sentences, first adding a greeting and, last, a thank you to the audience. The purpose of this activity is to analyze the students' English when presenting in the target language; this presentation could be simple for them because it is something they already have seen with their teacher. However, they are not used to presenting in front of the class but that is exactly the fear that the researcher wants to fight against in order for students to get used to speaking in the target language with their classmates and teacher without feeling shame. This activity will be qualified with a rubric very similar to the one from the pre-test, but with some variations regarding the content because it is different on this occasion.

Figure 3
Introducing Myself Rubric



Note. This graphic represents in percentages how the group was evaluated on each criteria.

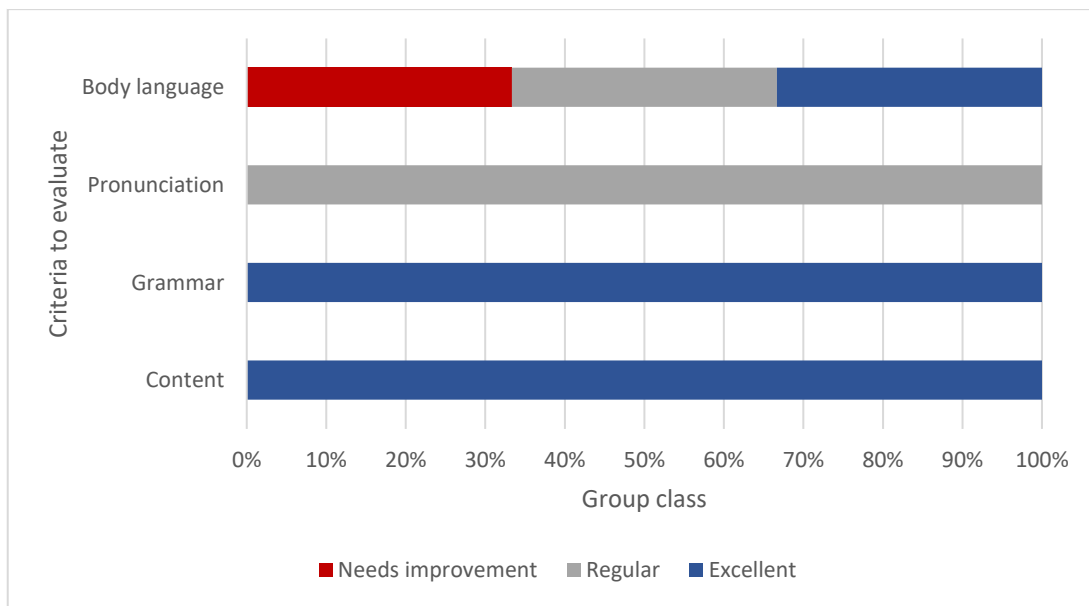
This activity was evaluated generally, and there was only one rubric to evaluate the whole group. Thanks to the graphic it can be observed that regarding content, 100% of the group did excellent in evaluation aspects such as showing understanding of the topic, greeting and saying thank you, and mentioning their names, ages, where they live, and where they are from. Regarding grammar, 66% of the group did regular presentations in aspects such as conjugating verbs correctly and dominating subject/verb agreement. Also, 34% did excellent in evaluation aspects, such as using complete sentences, in each oral exposition. When it comes to pronunciation, 34% of the group needs improvement in the aspect of using a correct intonation of the voice. Furthermore, 66% of the group presented regularly in aspects such as gesticulation of the words and intonation of the tenses. Lastly, regarding body language, it is shown in the graphic that 100% of the group failed and needs improvement in aspects such as correct hand movement, good body posture, and sight to the audience.

4.1.4.2 Dialogue in Pairs

Before the researcher tells the students to do this activity, the investigator, in her performance as the teacher of the class, has to explain to the students the topic they will be using for the good implementation of the activity. The topic that the class has to study is "Greetings and Farewells", which is about giving the class some useful vocabulary to use daily. The researcher, as the professor of the class, has to explain the difference between the formal and the informal way of greeting or farewell to the different people around us.

The purpose of this activity and the previous one is to analyze the students' English when presenting in the target language. They will be evaluated with a similar rubric from the previous activity that will contain aspects to observe in the different categories, such as content, grammar, pronunciation, and body language. Each of those categories has three different options for evaluating the group. For example, the group can be classified depending on how they develop in front of the class; they can be classified as if they "need improvement," as if they did "regular," or as if they did "excellent." In addition, students and the previous activity will be evaluated in a general way in which there will be just one group evaluation. This activity aims to improve students' skills and abilities through frequent presentations in front of the class, where they will pass through an evaluation each time they do a different activity. The evaluation will be very similar to the previous one, so students can try again since they can do it perfectly. Having more chances would enhance students' failures and push them to keep trying to improve and reach their educational goals. The implementation of this activity motivates the class to enhance whatever they need to improve in the previous activity as a second chance to get better at English.

Figure 4
Dialogue in pairs Rubric



Note. This graphic represents in percentages how the group was evaluated on each criteria.

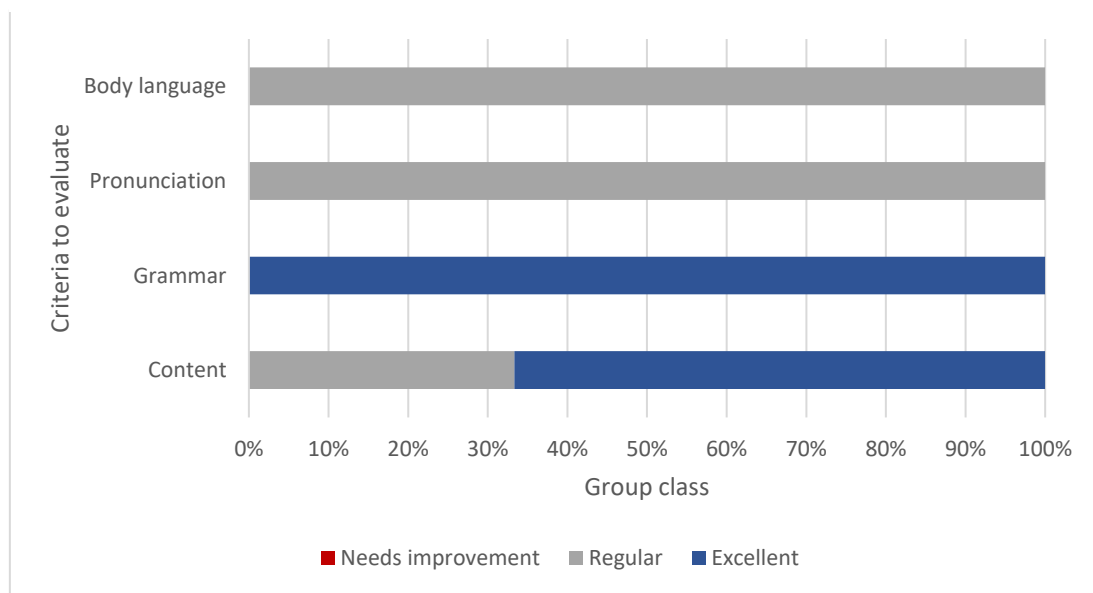
According to the graphic, it is shown that, as has been mentioned above, thanks to the frequency of these activities, evaluating almost the same once and once again, there is an improvement in the individual abilities of the group. For example, regarding content, 100% of the group did excellent in aspects such as using greetings, using farewells, and showing an understanding of the topic. Regarding grammar, there is a huge improvement as well, with 100% of the group doing excellent in aspects such as using complete sentences, conjugating verbs correctly, and dominating subject/verb agreement.

Regarding pronunciation, there is also an improvement because no percentage of the group needs improvement. Instead, 100% of the group did regular gesticulation of the words, using a correct tone of voice, and intoning sentences accurately. Lastly, with the implementation of body language, 33% of the group needed improvement in aspects such as correct hand movement, another 33% did regular in sight to the audience, and the last 33% did excellent in having a good body posture.

4.1.4.3 Presenting My Family

This activity is the last of 3, as was mentioned in the previous activity, this one is the third chance to improve on what students have yet to do. In order to complete this class activity successfully, the researcher first needs to explain to the class the new topic they will need to accomplish what the teacher wants. The researcher will introduce some new topics to the class; these new topics are "Family Members," "Demonstrative Adjectives," and "Possessive s." With the explanation of the family members, the students will gain vocabulary and improve their pronunciation by saying the vocabulary aloud. In addition, by explaining the demonstrative adjectives and the possessive s, they will learn new grammar to add and be evaluated in the rubric. The rubric and other activities will be used as a general tool to evaluate the whole class together. The evaluation rubric will vary in the aspects of the content because new topics will be added to this category. Regarding grammar, pronunciation, and body language, the same aspects of the previous rubrics will remain to analyze how much the students have been improving at a scale level or not.

In this last activity in between, students will improve their capabilities as demonstrated since the first. An advantage of the population of seventh graders is that because of their age, students tend to learn whatever is shown to them quickly. This advantage is used as a positive aspect to get the researcher's desired results. After much time invested in long hours of investigation, redaction of instruments, and the creation of material for the group class, it is hoped that students of seventh grade at Sabanillas' High School could advance a little bit, in these three weeks, in their process of learning English as a second language for the improvement of their speaking skill through oral presentations.

Figure 5*Presenting My Family Rubric*

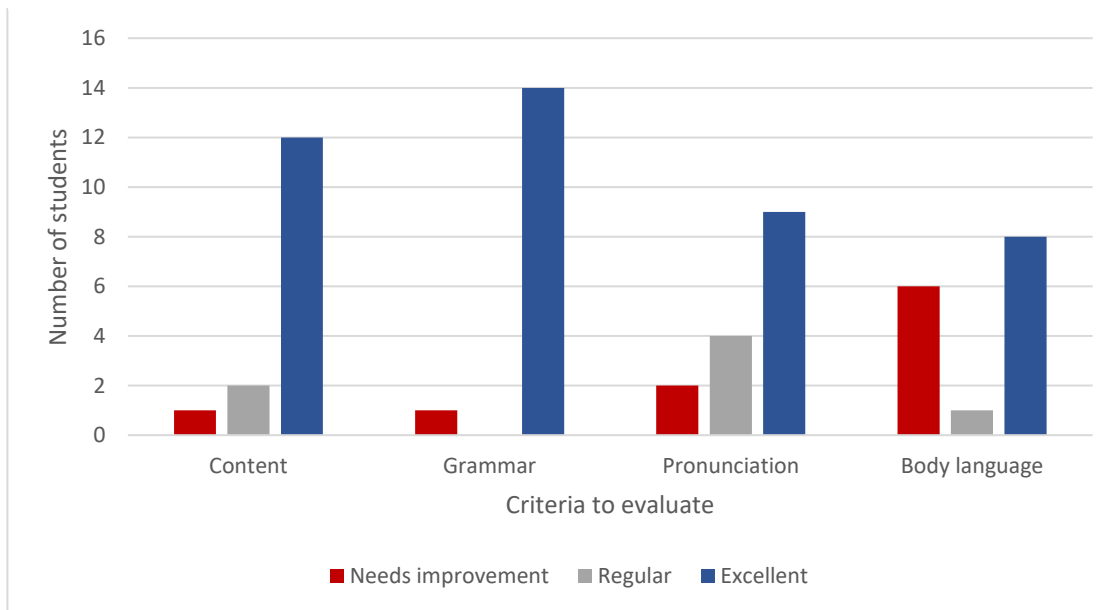
Note. This graphic represents in percentages how the group was evaluated on each criteria.

As was mentioned above, in this third activity, it was hoped to count with improvements, and here we have them. Regarding content, 0% of the class needs improvement, which is a very good acknowledgment at this point of the investigation. The graphic shows that 34% of the class regularly showed understanding of the possessive s'; it seems that students needed help to get the complete idea of its meaning and use, which is why later on, they failed in its pronunciation. Also, 66% of the group did excellent in aspects such as using family members vocabulary and demonstrative adjectives. Regarding grammar, the improvement is seen here because 100% of the class did excellent in aspects such as using complete sentences, conjugating verbs correctly, and dominating subject/verb agreement. When it comes to pronunciation, there is also an improvement because 100% of the class did regular in aspects such as gesticulation, tone of the voice, and intonation. Finally, regarding body language, another improvement because 100% of the class did regular in the whole 3 points of the rubric.

4.1.5 Post-test

The post-test has a similar purpose as the pre-test. The only difference is that the post-test is done at the end of the activities to measure how much the students could learn due to the implementation of the techniques throughout the investigation. Like in the pre-test, the post-test mainly aims to know the students' knowledge when speaking in the target language. Moreover, the instructions for this one are very simple. As in the pre-test, students should orally respond to a question that the researcher will ask the group. The question has a structure that students must use when responding to it. The question is specific because it helps appropriately with the activity and lets the researcher know what the students think about the investigation. The question is, "What have you learned in these 3 weeks with teacher Kimberly's classes and activities?" With the implementation of this question, the researcher will get a well-structured and pronounce answer and an honest and sincere answer to what the students learned from the investigation.

In the same way as in the activities in between and in the pre-test, the post-test will be evaluated using a rubric very similar to the previous ones. The rubric will also be divided into categories, each with three aspects to evaluate students. According to how the students will develop themselves while presenting, the researcher will mark a check in "needs improvement", "regular", or "excellent". The main idea of doing a post-test is that students improve the different aspects to evaluate, which could mark a difference from the pre-test applied at the beginning of the investigation. In addition is important to mention that this post-test will be individually evaluated as in the pre-test.

Figure 6*Post-test Rubric*

Note: The graphic represents the number of students evaluated in the post-test rubric according to each of the criteria.

In contrast with the pre-test, there is a huge variation in the number of students who acknowledge an improvement in learning. Regarding content, only one student needs improvement, two students did regular, and a majority of 12 students did excellent in aspects such as mentioning real learnings, using the indicated structure answer, and showing an understanding of the question. Regarding grammar, only one student needs improvement, and most 14 students did excellent in aspects such as using complete sentences, conjugating verbs correctly, and dominating subject/verb agreement. Regarding pronunciation, two people need improvement, four people did regular, and a majority of 9 people did excellent in aspects such as gesticulation of the words, using a correct tone of voice, and the proper intonation of tenses. Lastly, six people need improvement regarding body language, one student did regularly, and a majority of 8 students did excellent in aspects such as correct hand movement, good body posture, and sight to the audience.

4.1.6 Second Questionnaire

This second questionnaire has five more questions, applied in this case just to two teachers of Sabanillas' High School. It was pretended to apply this second questionnaire to one more teacher. However, it was discovered that the third one could not see the results of the investigation on students in seventh grade because he needed to work with the group being analyzed. However, two people's answers were collected, and the following were the results.

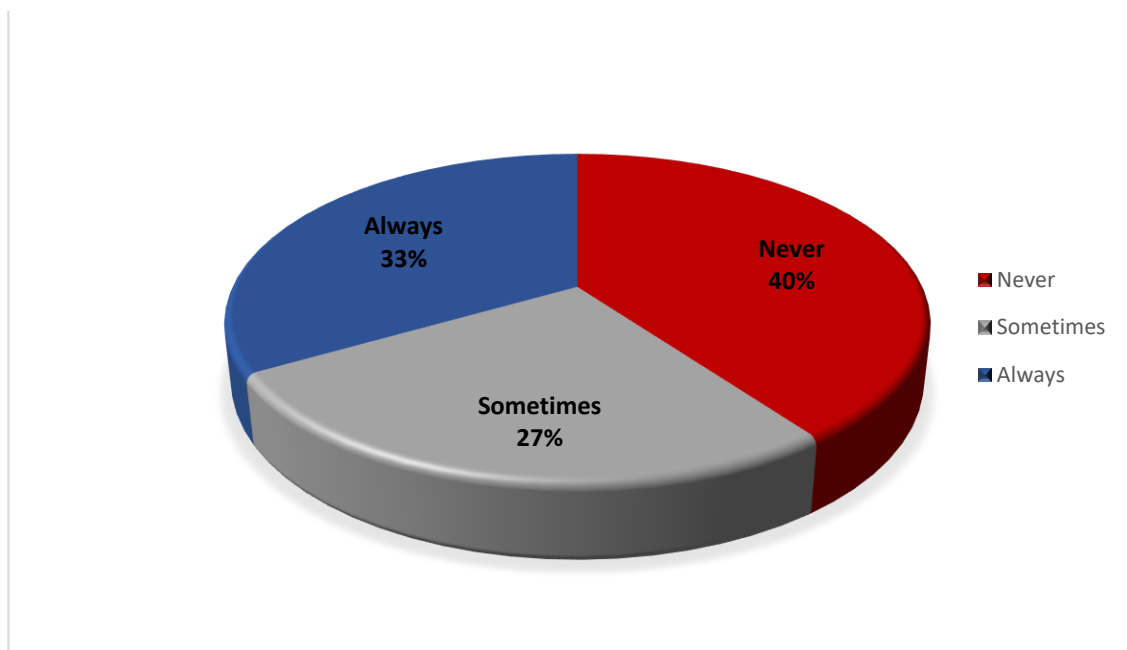
The first question was "Have you seen improvement regarding vocabulary acquisition in students of seventh grade after this investigation?". Two professors marked the affirmative option which is a positive aspect for the investigation. The second question was "Have you noticed better pronunciation in students of seventh grade after this investigation?" The options were; none, normal, a lot. One professor marked the option saying that have seen a little better pronunciation. Meanwhile, the other professor marked a different option, saying that seventh-grade students noticed a normal pronunciation improvement. The third question was "Have you noticed a better body language expression while presenting oral expositions in students of seventh grade after this investigation?". Two of the teachers marked yes as an affirmative answer, which could only mean that the implementations the researcher has been applying to the class are working. Because every teacher can notice different perspectives of the students and groups, the fourth question was "Do you believe students are willing to learn the language after not being used to it?". Two of the teachers responded with an affirmative answer, which is also a positive aspect for the investigation because it is easier for the researcher to go inside their minds to teach something valuable for their lives. The fifth and last question was, "Is there any recommendation of advice that you as a professional can give to the researcher for a better

understanding and improvement of this challenging case?”. So, one teacher said that students tend to like games and songs, so it would be better for the researcher would use more gamified strategies to encourage students to present their expositions. Also, the other teacher said that the researcher had a good relationship with the students, knowing how to handle them, so a good piece of advice would be to keep it like that, and students will learn a lot from the researcher.

4.1.7 Final Observation Checklist

The final observation checklist is quite similar to the first observation checklist. The researcher will use the same checklist to observe the class again and mark checks as the first time in the corresponding spaces depending on how the class will develop after implementing activities and tests during the investigation. This final observation checklist compares the first observation checklist to this one to see the group's behavior regarding the English language and their knowledge inside the classroom before and after the implementation of the research. The main purpose of this is to see if the class behavior regarding English improved or not.

The final observation checklist is the same as the one used in the first observation, which means there are 15 aspects to observe in the class regarding behavior and English knowledge. There are three columns beside the aspects in which the researcher will mark never, sometimes, or always as it corresponds depending on how the group responds. For the correct completion of this checklist, students will initiate their normal class routine as always with their institution teacher giving them instructions. Meanwhile, after implementing activities learned with the researcher, the researcher will silently observe how students interact with the teacher and classmates to check each aspect of how the students develop the English language.

Figure 7*Final Observation Checklist*

Note. The graphic represents the 7-1 group of Sabanillas' High School according to how they behaved in the final observation measured by percentages of each criteria.

So, according to the graphic, there are 15 aspects to observe on the checklist, representing 100% of the total. This percentage is shown in the graphic in a divided way according to what the students showed in this final observation. For example; there is a diminution of the percentage in this column which means a positive point for the investigation because six times marked the criteria "never" on the checklist, which represents 40% of the graphic because the group failed in aspects such as communicating with few pauses and hesitation and using diverse vocabulary. At this point, they keep using their native language and do not even avoid doing it. Also, they ask and answer questions in their mother tongue. When it comes to the next column, four times were marked the criteria "sometimes" on the checklist which represents 27% of the graphic because the group sometimes they speak with pronunciation errors, sometimes they communicate with

minimum grammatical errors, sometimes they demonstrate interest in learning, and sometimes they understand what the teacher says in the target language.

Regarding the last column, there is an incrementation of the percentage in this column, which also means a positive aspect for the investigation. It is shown that five times were marked the criteria "always" on the checklist, representing an incrementation of 33% of the graphic because the group seems to improve in aspects such as expressing ideas logically and showing an understanding of the topic. The class expresses interest and enthusiasm during class and the proposed activities, they actively work and participate, and they also show a positive attitude during the class. Lastly, they pay careful attention to the teacher's instructions.

In conclusion, there is an improvement from the first observation to this final observation thanks to the implementation of the investigation activities. Students can quickly learn what they have lost in their elementary school years. With the correct intervention from the teacher, with tools and material appropriate for their level and interest, students can significantly enhance their speaking skills by implementing frequent oral presentations in front of their classmates and teachers. The process of this group has been seen in a short period. Now imagine how much this group can improve throughout the year by receiving English classes with the correct intervention. Young students can easily learn without even trying it, and Sabanillas' High School possesses very good seventh-grade students; teachers must encourage them to improve in everything they do, especially in their education field.

CHAPTER V

Conclusions and Recommendations

This chapter will show the reader the conclusions and recommendations the researcher believes are important enough to be mentioned here. In this way, future investigators will have the opportunity to read this chapter and consider this information. At this point, the researcher of this investigation has almost finished the procedure and knows how a document like this should be correctly done. That is why this chapter is important for the researcher to express the cautions he or she had to take and for other people who are starting an investigation to take as well.

5.1 Purpose of the Conclusion

Regarding purposes, the conclusions play an important part in the whole research. Due to the application of different instruments and the data collection to get the results together, a conclusion must also exist for the investigation. Because procedures follow an order, this is the final step in finishing the research. The conclusion will show the final words and how the information went at the end of the research. It is important to mention the final statement of how the investigation ended. The purpose of the conclusion is to give closure to the project by putting into proof what was told in the first chapters and if those statements could get to the hoped results. The investigation has a purpose; in the conclusions, the reader will be told if that purpose was reached. Also, details such as what the investigation missed to reach the goal or how some of the instruments could be better implemented will be explained in the conclusions. In addition, conclusions may vary depending on what the specific objectives were about and what they waited for the investigator to obtain. Conclusions and recommendations work as a form of analysis of the complete process of the investigation.

5.2 Conclusions

As mentioned before, to reach real conclusions, the specific objectives have to be proven through the restatement and analysis of the specific objectives and the implementations of each of the instruments in each of the objectives. That is why, in the following pages, the conclusions of each of them will be as detailed as they should be so the reader can get the best way possible to see how the investigation was accomplished.

5.2.1 To identify the deficiencies of students of spoken English while presenting

A couple of instruments were used in its name regarding this specific objective. For example, to identify the deficiencies in students' spoken English while presenting, the instrument of the observation checklist was implemented at the very beginning of the visits to the institution. In this way, the researcher could have close contact with students by being present in their class and observing how they behave in the English class. In addition, there was a very helpful coincidence when the teacher of the group asked the students to go in front of the class to practice questions and answers with a classmate; the presentations in pairs were about their personal information, which helped a lot to the researcher by having the opportunity to listen to each of the students spoken English during their expositions. Thanks to the observation of them receiving a class and performing on stage in the target language, the researcher could complete the checklist containing the aspects to observe the class. After that, the researcher could analyze their response based on the checklist marks, and students had a very low level of English, as stated from the beginning. Since starting the investigation, the researcher already knew the level of English that students in seventh grade have, but because of these instruments, the problem could be proven. The deficiencies found because of this instrument were regarding the expression of ideas, appropriate language communication, speaking clearly, and managing the target language

instead of using the mother tongue.

Furthermore, after the first observation checklist, the researcher implemented a questionnaire for English teachers in the institution. The purpose was to know information about this problem of seventh graders from another point of view. For example, the researcher asked for how long there have been students of the institution suffering this problem, or what they used to do about it during their lessons regarding handling the group's lack of English and how they could help this problem disappear, among other questions. The teachers answered very nicely about helping the researchers with their work. Those responses could be analyzed to conclude that students have been arriving at Sabanillas' High School with this problem for more than five years. Teachers, the only thing they can do is give them summaries of the topic they have yet to see before and give them much support during their classes to advance in the program. In this way, the instrument also helped the researcher identify the students' deficiencies in the target language by asking seventh-grade professors about their points of view regarding the matter.

Moreover, implementing the pre-test could also help the investigation accomplish this objective. After the researcher introduced herself to the class, she asked them to respond to the question of the pre-test and how to do it. In that way, students could present in front of the class, and the researcher evaluated them using a rubric. In that rubric, the researcher could measure how they presented by marking a check on each of the aspects depending on how they performed as "needs improvement," "regular," or "excellent." The same as in the observation checklist, the group got a very low level of English regarding their speaking skill evaluated in their pre-test activity. As a result, the graphic of Chapter 4 shows that most students got a high level in the criteria of "need improvement," which

supports the idea that the group of seventh grade has deficiencies in the language, and this instrument showed it as well. The deficiencies found with this instrument were in content, grammar, pronunciation, and body language expression while presenting.

5.2.2 To apply oral presentations as a strategy to improve speaking skills

Regarding this specific objective, only one instrument was implemented to accomplish good results in the investigation. That instrument was the execution of the activities in between. The activities in between were about teaching the class some short topics for them to learn and gain vocabulary and then putting the class into a proof by asking students to present in front of the class and, in this way, evaluate their progress from the first activity to the last one. In the previous chapter, the researcher discussed the importance of these activities because they give the class three different chances to improve in evaluating aspects. For example, if the student could have been better in grammar in the first activity, he or she could be better next time in the second or third activity. That is exactly what this group of seventh-grade students needs: a chance to commit mistakes in the language, to be corrected by the teacher, and to have many opportunities to improve. Learning English is a process, and these students need much support.

These activities in between were about applying oral presentations as a strategy to improve speaking skills. Students first did the presentation called "Introducing Myself." In the second place, they did a presentation called "Dialogue in pairs." Last, students did the presentation called "Presenting my Family." The first and second presentations happened on the second visit to the institution, and the third one happened on the third and last visit. In each of the presentations, students were introduced to a new topic and had already learned it; they presented using the new learnings. These three activities were evaluated with a rubric in which, depending on how they performed in the stage, they were going to

be qualified by marking a check on "needs improvement," "regular," or "excellent." Thanks to this instrument implementation, students failed at first but improved their speaking skills. The most fruitful activity for the group regarding learning and improvement was the third one. The first activity helped students to present and give the teacher a chance to give them feedback. The second activity they were trying to do better.

Moreover, the third one proved that mistakes in the first two presentations can be improved by practicing. When students presented themselves in the first exposition, they made mistakes by having checkmarks in the "need improvement" column. When students presented their dialogue in pairs, most of the checkmarks were in the columns "regular" and "excellent," and only one checkmark on the column "needs improvement." In contrast, when students presented their third exposition about their families, students did not have checkmarks in the first column, "need improvement," they only had marks in the columns "regular" and "excellent." In that way, the activities show a gradual improvement because of the students' learning steps. In the end, the group improved in content, grammar, pronunciation, and body language while presenting to the class.

5.2.3 To analyze the results of the implementation given to seventh graders

Regarding this specific objective, some instruments were applied in its name. For example, to analyze the results of the implementation given to seventh graders and after the execution of the activities in between was completed a post-test for students to present as an exposition, as was very similar to the pre-test. In this case, students were asked a question and had to answer it in front of the class to be evaluated with a rubric similar to the pre-test. In that rubric, students were going to be evaluated individually as "needs improvement," "regular," or "excellent." As the previous chapter shows in the graphic, most students showed an increment of improvement, being marked in the criteria "excellent" in

most of the aspects to evaluate in the rubric.

Moreover, another instrument was applied to analyze the implementation results given to seventh-graders. Applying a second questionnaire to the English teachers of seventh grade of this institution was a very helpful tool to know from the teachers' point of view if the group improved their speaking skills. Teachers were asked if they saw an improvement in seventh-grade students' vocabulary acquisition, pronunciation, and body language expression. The two of them responded positively, marking the affirmative option of the questionnaire. Then, it can be proven from a more professional point of view from the institution's teachers that the research implementation positively impacted the group.

Furthermore, there is one last instrument that helped with the accomplishment of this specific objective. The implementation of a final observation checklist helped the researcher to make a comparison between the first observation and the final one. The researcher observed the group differently because the investigator used the same checklist from the first observation. It can be detected how students reached more points this time in contrast to the first observation. As Chapter 4 shows in the graphics, in the first observation, there are more students in the criteria "never"; in the final observation, that percentage decreased from 60% to 40%. The criteria "always" increased from 7% to 33% of the group, allowing them to manage better the evaluation aspects presented on the checklist. This means that students did improve their speaking skills thanks to the investigation. The group could improve content, grammar, pronunciation, and body language. As a result, students can communicate better in the target language than in the pre-test. Students now manage better language expression and have learned and received feedback from the investigator in aspects such as gesticulation, intonation, conjugating, using complete sentences, and good body posture, among others.

5.3 Restatement of the Research Question

This investigation aimed to improve the seventh graders' speaking skills by implementing oral expositions. The researcher believes in the phrase "practice makes perfect" and that students of Sabanillas High School never received English classes until they enrolled in seventh grade. That is why the researcher wanted to work with this population and improve their English abilities by having them practice the language a lot. The researcher thought that a great way to accomplish that desire would be to encourage the students to speak as much as they can and to reach that goal, they must be asked to present topics in front of the class. In that way, students will put so much effort into trying to learn, pronounce, and act the best when people are watching.

Furthermore, this investigation aimed to answer the following question; "What are the advantages of giving a good speech to improve the speaking skills of seventh graders at Sabanillas High School during the I quarter of 2024?". This question was successfully answered through the execution of this investigation. Students responded positively throughout the research process, and they learned and improved their speaking skills. Students reached a higher level of English than they had at the beginning of the investigation. The group improved in aspects such as content, grammar, pronunciation, and expression of body language. Finally, thanks to the instruments applied, the researcher can get adequate results supporting the conclusions' veracity.

In addition, thanks to the instruments, the researcher could answer the research question. The instruments helped at first to find the deficiencies of the group. Also, they helped apply activities to support the group regarding their expositions by having them present on several occasions and improve at it. Finally, the instruments helped analyze the results of the information gathered when implementing the activities. The research question

was effectively answered with the support and execution of the instruments. In the end, the advantages of giving a good speech to improve the speaking skills of seventh graders at Sabanillas High School during the I quarter of 2024 are the learnings that students of this institution got while finishing this investigation. The advantages fall in the only objective of helping students improve in the spoken language so they have more job and professional opportunities after graduating. Students improved their speaking skills by applying the instruments regarding aspects of content, grammar, pronunciation, and body language. The advantages of giving a good speech are improving the language through students' expositions and their ability to lose the fear of speaking in the target language in front of an audience. Students of seventh grade at this institution are now familiar with the evaluation through oral expositions and the importance of giving a good speech for learning the spoken language. Thanks to this investigation, students used their potential in a positive way in which they were put into proof and could acknowledge great results. The investigator answered the research question, and both parts had positive results.

5.4 Recommendations

Because an investigation is a large procedure, there are some recommendations or advice that the researcher can give future investigators who want to do a thesis similar to the one presented. The researcher's first observation at the beginning of the investigation is the importance of going one step before the stipulated delivery of chapter dates. For example, there is a specific date for the first three chapters to be delivered, and nothing gives more inner peace than having the pages needed for each part ready. Even when there is no delivery date, the researcher must have good time management skills to be aware of the corrections and have everything ready for the final delivery of the whole investigation. It would be better to make a schedule in which the researcher can spend 2 or 3 daily hours

to redact their project. As mentioned, it is very important to complete each chapter with the number of pages asked for by the professor of the course because, in the end, in an investigation like this, there should be 70 writing pages in total to have the document accepted by the college.

In addition, the researcher has to be informed about all the procedures he or she should be doing before starting to put into practice and prove the investigation. For example, the researcher needs to go to the institution where the investigation will be conducted and ask for permission to do visits and work with the scholar groups. Most of the time, the institution asks for a letter from the college. So, the investigator must ask for that letter in college and be aware of the time they will spend elaborating on the document. This time has to be taken into consideration to ensure the beginning of the visits to the institution is on time.

Besides, the researcher has to be very careful with students under the age of 18 regarding taking photos of them or similar situations in which there is a violation of their privacy as minors. To avoid getting into trouble, ask the institution how to proceed if some photographs or details are needed from their expedient as students. Also, the researcher has to be aware that he or she will be working alongside another teacher. Usually, professors do not like to be told how to act in their classes or what to do, so it would be better for the researcher to establish a good relationship with the institution's teacher and be careful with the activities or instruments that there are going to be used in class time, communication is the clue and is recommended to ask the other teacher if the ideas can be implemented in their group class.

Besides, having a good interaction with the class would make everything easier. The researcher goes to the institution to prove their investigation project and needs the students

to be able and willing to participate. That is why it is recommended to go with a positive attitude and show the class that what they will do in the investigator's hands could be interesting instead of being mad if they do not show interest. Young students always work to give them little prizes such as stickers or candies to increase their concentration levels in the instructions. Always be respectful to others, and the rest will come naturally.

Moreover, the methodological recommendations are regarding what the investigator believes could be done better in this research. With emphasis on the previous, the researcher would better choose another professor to work within the institution. Because this high school has few professors of the language and because of schedule reasons, the researcher could not have the possibility to choose a more active teacher to do the project. The researcher would like, in another opportunity, to work with a more dynamic professor because the chosen one could have been more energetic in general, not only as a teacher. In addition, because the researcher of this investigation is almost a graduate professional from an education career, it would be nice to work with a person who can teach and offer new learnings to the investigator as a colleague, not someone who barely stands up from his desk. The recommendation would be to choose a better teacher who shows to be a good professor because he is the one you will work with.

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ANNEXES

ANNEX 1

LESSON PLAN 1

Institution: Liceo de Sabanillas

Teacher: Kimberly Monge Arias

Topic/Scenario: Here I am

Time: 2 hours

Grade / Level: 7-1

Objectives	Activities	Procedures	Materials	Time	Evaluation
<p>SP.1. Introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).</p>	<p>Introducing myself</p>	<p>At the beginning of the class, the teacher will call attendance and then students will receive a little recap of the topic of personal information they saw last week. Students will introduce themselves in front of the class by saying their names, where they live, where are they from, and their ages. The teacher will ask them to prepare their presentations and if they have a doubt ask for pronunciation or anything they need to do a good exposition. They will have plenty of time to practice and learn what they will say in front of the class by heart without reading. After practicing, students will present one by one and the teacher will give them feedback.</p>	<p>Their notebooks and pencils.</p>	<p>1 hour and 30 minutes</p>	<p>Through the implementation of a rubric, students will be evaluated in content, grammar, pronunciation, and body language.</p>

ANNEX 2

LESSON PLAN 2

Institution: Liceo de Sabanillas

Teacher: Kimberly Monge Arias

Topic/Scenario: Here I am

Time: 3 hours

Grade / Level: 7-1

Objectives	Activities	Procedures	Materials	Time	Evaluation
SI.2. use basic greeting and leave-taking expressions, farewell, and politeness (e.g., hello, goodbye, please and thank you) and basic classroom language.	Dialogue in pairs	Students will be introduced to the topic of greetings and farewells for them to include them in a dialogue to perform in front of the class with correct pronunciation and intonation. The teacher will give them plenty of time to practice and give them support when elaborating the dialogue in pairs. After that, students will present two at a time and the teacher will give them feedback.	Their notebooks and pencils.	1 hour and 30 minutes	Through the implementation of a rubric, students will be evaluated in content, grammar, pronunciation, and body language.
SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives.	Presenting my family	The teacher will present vocabulary about family members and some grammar such as the possessive “s” and demonstrative adjectives. Students will make a drawing of their family tree to present it in front of the class one by one and practice speaking.	Colored paper pages and pencils.	1 hour and 30 minutes	Through the implementation of a rubric, students will be evaluated in content, grammar, pronunciation, and body language.

ANNEX 3

FIRST OBSERVATION CHECKLIST

Purpose: Get to observe the group's behavior regarding to English language and their knowledge inside of the classroom.

Instructions: Students will initiate their routine class as always with their teacher while the researcher will silently observe them and mark a check in each of the aspects according how they develop in the target language.

Aspects to Observe Students are able to...	Never	Sometimes	Always
Express their ideas in a logical order showing an understanding of the topic.	()	()	()
Communicate appropriately with few pauses and hesitation.	()	()	()
Speak with minimum pronunciation errors that interfere with communication.	()	()	()
Use diverse vocabulary that conveys appropriate meaning; appropriate for the level.	()	()	()
Communicate appropriately, with minimum grammatical errors.	()	()	()
Express interest and enthusiasm during class and the proposed activities.	()	()	()
Actively work and participate in the activities proposed during class.	()	()	()
Show a positive attitude with their classmates and the teacher during class.	()	()	()
Pay attention to the teacher's instructions.	()	()	()
Frequently use the target language with their classmates and teacher.	()	()	()
Try to not use their mother language throughout the class.	()	()	()
Understand what their teacher says in the target language.	()	()	()
Ask and answer questions in the target language when they have a doubt or teacher asks	()	()	()

ANNEX 4

PRE-TEST RUBRIC QUESTION: IN YOUR FREE TIME, WHAT DO YOU LIKE TO DO?

Purpose: Know the students' knowledge when speaking in the target language.

Instructions: The teacher will ask the class a question and students will have a couple of minutes to think about their answers. Then, they are going to present their answers in front of the class and the teacher will evaluate them according to the chart below:

EVALUATION ASPECTS:	NEEDS IMPROVEMENT	REGULAR	EXCELLENT
<u>CONTENT:</u>			
Mention real leisure activities			
Use likes and dislikes			
Show understanding of the topic			
<u>GRAMMAR:</u>			
Use complete sentences			
Conjugate verbs correctly			
Dominates subject/verb agreement			
<u>PRONUNCIATION:</u>			
Gesticulation of the words			
Use a correct tone of the voice			
Intonation of the tenses			
<u>BODY LANGUAGE:</u>			
Correct hands movement			
Good body posture			
Sight to the audience			

ANNEX 5

INTRODUCING MYSELF ACTIVITY

Purpose: To analyze students' English when presenting in the target language.

Instructions: Students will present in front of the class an introduction of themselves by giving their personal information in English. The teacher will generally evaluate the group according to the chart below:

EVALUATION ASPECTS:	NEEDS IMPROVEMENT	REGULAR	EXCELLENT
<u>CONTENT:</u> Mention their names, ages, where they live, and where they are from			
Greet and say thank you			
Show understanding of the topic			
<u>GRAMMAR:</u> Use complete sentences			
Conjugate verbs correctly			
Dominates subject/verb agreement			
<u>PRONUNCIATION:</u> Gesticulation of the words			
Use a correct tone of the voice			
Intonation of the tenses			
<u>BODY LANGUAGE:</u> Correct hands movement			
Good body posture			
Sight to the audience			

ANNEX 6

DIALOGUE IN PAIRS ACTIVITY

Purpose: To analyze students' English when presenting the target language.

Instructions: Students will present in front of the class a dialogue in pairs about greetings and farewells. The teacher will generally evaluate the group according to the chart below:

EVALUATION ASPECTS:	NEEDS IMPROVEMENT	REGULAR	EXCELLENT
<u>CONTENT:</u>			
Use greetings			
Use farewells			
Show understanding of the topic			
<u>GRAMMAR:</u>			
Use complete sentences			
Conjugate verbs correctly			
Dominates subject/verb agreement			
<u>PRONUNCIATION:</u>			
Gesticulation of the words			
Use a correct tone of the voice			
Intonation of the tenses			
<u>BODY LANGUAGE:</u>			
Correct hands movement			
Good body posture			
Sight to the audience			

ANNEX 7

PRESENTING MY FAMILY ACTIVITY

Purpose: To analyze students' English when presenting the target language.

Instructions: Students will present in front of the class about their families, using vocabulary and grammar explained by the teacher. The teacher will generally evaluate the group according to the chart below:

EVALUATION ASPECTS:	NEEDS IMPROVEMENT	REGULAR	EXCELLENT
<u>CONTENT:</u>			
Use family members' vocabulary			
Use demonstrative adjectives			
Show understanding of the possessive “s”			
<u>GRAMMAR:</u>			
Use complete sentences			
Conjugate verbs correctly			
Dominates subject/verb agreement			
<u>PRONUNCIATION:</u>			
Gesticulation of the words			
Use a correct tone of the voice			
Intonation of the tenses			
<u>BODY LANGUAGE:</u>			
Correct hands movement			
Good body posture			
Sight to the audience			

ANNEX 8

POST-TEST RUBRIC QUESTION: WHAT HAVE YOU LEARNED IN THESE 3 WEEKS WITH TEACHER KIMBERLY’S CLASSES AND ACTIVITIES?

Purpose: Know the student’s knowledge when speaking in the target language.

Instructions: The teacher will ask the class a question and students will have a couple of minutes to think about their answers. Then, they are going to present their answers in front of the class and the teacher will evaluate them according to the chart below:

EVALUATION ASPECTS:	NEEDS IMPROVEMENT	REGULAR	EXCELLENT
<u>CONTENT:</u>			
Mention real learnings			
Indicated structured answer			
Show understanding of the topic			
<u>GRAMMAR:</u>			
Use complete sentences			
Conjugate verbs correctly			
Dominates subject/verb agreement			
<u>PRONUNCIATION:</u>			
Gesticulation of the words			
Use a correct tone of the voice			
Intonation of the tenses			
<u>BODY LANGUAGE:</u>			
Correct hands movement			
Good body posture			
Sight to the audience			

ANNEX 9

FINAL OBSERVATION CHECKLIST

Purpose: Get to compare with the first observation checklist this final one in order to see the group's behavior regarding to English language and their knowledge inside of the classroom.

Instructions: Students will initiate their routine class as always with their teacher while the researcher will silently observe them and mark a check in each of the aspects according how they develop in the target language after the implementation of activities with the researcher.

Aspects to Observe Students are able to...	Never	Sometimes	Always
Express their ideas in a logical order showing an understanding of the topic.	()	()	()
Communicate appropriately with few pauses and hesitation.	()	()	()
Speak with minimum pronunciation errors that interfere with communication.	()	()	()
Use diverse vocabulary that conveys appropriate meaning; appropriate for the level.	()	()	()
Communicate appropriately, with minimum grammatical errors.	()	()	()
Express interest and enthusiasm during class and the proposed activities.	()	()	()
Actively work and participate in the activities proposed during class.	()	()	()
Show a positive attitude with their classmates and the teacher during class.	()	()	()
Pay attention to the teacher's instructions.	()	()	()
Frequently use the target language with their classmates and teacher.	()	()	()
Try to not use their mother language throughout the class.	()	()	()
Understand what their teacher says in the target language.	()	()	()
Ask and answer questions in the target language when they have a doubt or teacher asks	()	()	()