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**IMPLEMENTATION OF THE MODERN COMMUNICATIVE
APPROACH FOR TEACHING GRAMMAR USAGE AT
FORMARTE ENGLISH ACADEMY DURING THE SECOND
QUARTER OF 2021**

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

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Contents

Chapter I	9
Introductory Framework	9
1.1 Problem Statement	9
1.2 Objectives	9
1.3 Justification	10
1.4 Antecedents	11
1.5 Scope	20
Chapter II	22
Theoretical Framework	22
2.1. History of Education in Costa Rica	23
2.2. English Education in Costa Rica	28
2.3 The English Study Program of the Ministry of Public Education	32
2.3.1 Teacher Profile for Teaching English	33
2.4. Written and Oral skills	35
2.4.1. Written Competences	38
2.4.2. Oral Skills	39
2.4.3 Pedagogy	41
2.4.4 Pedagogical Theories	43
2.5 Communicative Approach	45
2.5.1 Characteristics of the Communicative Approach	48
2.5.2 Implications for a Communicative Approach to Teaching	50
Chapter III	52
Methodological Framework	52
3.1 Research Approach	52
3.2 Research Design	53
3.3 Information Sources	54
3.3.1. Subjects	54

3.3.2 Information Sources 54

3.3.3 Population and Sample 55

3.4 Analysis Categories..... 56

3.5 Data Collection Instruments..... 59

3.6 Collection Data Process and Data Analysis..... 60

Chapter IV..... 62

Results 62

Chapter V..... 79

Conclusions and recommendations..... 79

References..... 87

Tables

Table 1. Profile of the English teacher33
Table 2. Contextual differences36

Abstract

This research has been developed with the intention of enhancing language acquisition through the implementation of the modern communicative approach for teaching grammar at Formarte English Academy. This research aimed especially for teachers at this institution; although, students were also taken into account.

In this investigation the researcher revealed through the instruments applied the lack of knowledge about the usage of the communicative approach to teach grammar.

Besides, it was demonstrated that teaching grammar using the modern communicative approach may enrich language acquisition; however, it requires to be included in the educational system 'syllabus, as well as in the lesson plan because it is a priority aspect in the language instruction.

Additionally the researcher deduced that applying the modern communicative approach to teach grammar would help students to obtain positive results since the motivation of learning a language in a more natural way. Moreover, the teachers can change the concept of boredom that traditional methods such as controlled exercises perform in English lessons. To conclude, the researcher evidenced that the teachers are willing to be instructed in the usage of the approach in order to implement it in a formal way in future classes due to the success of the approach.

Resumen

Esta investigación desarrolló con la intención de potenciar la adquisición del idioma inglés como segunda lengua a través de la implementación del enfoque comunicativo moderno para la enseñanza de la gramática en Formarte English Academy. El grupo de participantes estuvo formado por docentes pero también se tomaron en cuenta los estudiantes. En esta investigación el investigador reveló a través de los instrumentos aplicados la falta de conocimiento sobre el uso del enfoque comunicativo para enseñar gramática.

Además, se demostró que la enseñanza de la gramática con el enfoque comunicativo moderno puede enriquecer la adquisición del idioma, sin embargo, esta requiere ser incluida en el plan de estudios del sistema educativo, así como, en los planeamientos ya que es un aspecto prioritario para el aprendizaje del idioma.

Adicionalmente el investigador considera que la aplicación del enfoque comunicativo moderno para enseñar gramática ayudará a los estudiantes a obtener resultados positivos ya que encontrarán la motivación de aprender un idioma de una manera más natural y así eliminar el concepto de que la gramática es aburrida debido a los métodos usados tradicionalmente como por ejemplo los ejercicios escritos controlados. Para concluir, el investigador evidenció que los docentes están dispuestos a ser instruidos en el uso del enfoque para implementarlo de manera formal en futuras clases debido al éxito del enfoque.

Chapter I

Introductory Framework

1.1 Problem Statement

One of the difficulties when teaching English is that the written practice of grammar rules is not enough. People do not think about language structure if they want to speak naturally. This implies that there is a need to develop grammar in the same conversation. The modern communicative approach has the characteristic that it is based on practices related to social interaction, values, and situations that arise in everyday life.

Therefore, if it is applied in a way that is oriented to grammar, it can help students, in this case, students at Formarte English Academy, where individual teaching predominates. However, this is an impediment to develop grammar in speech. Consequently, this leads to the following problem: How can the modern communicative approach be implemented according to the grammar needs of the students at “Formarte English Academy” during the Second Quarter of 2021?

1.2 Objectives

1.2.1 General Objective

- To investigate the Modern Communicative Approach according to needs of the students at “Formarte English Academy” during the Second Quarter of 2021.

1.2.2 Specific Objectives

- To identify the grammar needs of students at “Formarte English Academy”
- To implement the Modern Communicative Approach for teaching grammar with A2 students “Formarte English Academy”
- To propose how the Modern Communicative Approach should be taught by teachers at “Formarte English Academy”

1.3 Justification

Formate English Academy educational center is an institution in charge of teaching English as a second language. All levels are taught, as they go from basic to advanced English, to obtain an international certification. Its population is young people, adults, and also English teachers.

As main strengths it can be mentioned that it is possible to cover the subjects assigned by the University of Cambridge which-are not covered in a regular English course. Moreover, all skills are worked on simultaneously and in an integrated way; the student takes a diagnostic test, therefore, he starts in the level he is at; virtual and face-to-face modality is offered, so many people can access the classes; and several current methodologies are used, for example Learning based on thinking,

Gamification, Communicative approach. Regarding the main weaknesses, it can be noted that the courses that are aimed at teachers who need to obtain a linguistic certification are master classes, as they are focused on the presentation given by the teacher in charge of the course. Therefore, the participation of the students is not very active, as the classes are focused on completing assigned tasks, due to the nature of the course. Consequently, group, face-to-face, or virtual interaction is minimal and there is a lack of specialized education programs to promote it.

The Communicative Approach is of great importance as it allows the interaction with the environment, so, in this way, personal experiences are used to exchange experiences, talk about them, and incidentally internalize a foreign language as an everyday aspect. This can be complemented with a series of activities outside the direct supervision of the teacher . However, today the Communicative Approach focuses more on fluency than on precision. It is not really an important methodology at Formate English Academy.

Therefore, this affects the process of understanding and practice, and it has to be taken into account that the use of a language is mostly social, so this can have a great impact on the way in which grammar and pronunciation are used. For this reason, this method is chosen to improve grammar, as it is considered a fundamental element, especially in the search for a job.

1.4 Antecedents

As Sánchez, Fonseca Lara, and Rodríguez (2010) state, English teaching has been characterized by being basically grammatical, as it prioritizes grammatical knowledge and managing a lists of words. This means that at the end there will be great limitations in speech and pronunciation. In this context, the communicative approach was approved with the aim of overcoming these deficiencies. Sanchez et al. indicate that this approach originated in the 1960s in Britain, and later on it was adopted in other parts of the world. The aim of this approach is to create genuine learning situations in a collaborative environment, i.e., to give greater priority to social interaction.

This is based on communicative competencies; therefore, as Sánchez et al. (2010) indicate, it has its starting point on the ability of the listener/speaker to make

known and share a finite number of rules in a community considered homogeneous. In the grammatical case, Sánchez et al. (2010) state that "Grammatical competence: mastery of the linguistic code that includes syntactic, lexical and phonological knowledge of the language." This approach has been present, according to Sánchez et al., since the 1970s, but despite today's emphasis on comprehension and speech, courses are still traditional, as they are based on repetition. In addition, Sánchez et al. indicate that in order to explain grammatical aspects, teachers usually tend to do it in Spanish.

One argument that drives this work is to improve strategies for teaching a foreign language in secondary school, in this case, the English language. Unfortunately, the Sixth State of Education Report indicates that "Traditional didactic techniques contrary to the new curricular guidelines" continue to predominate on the part of many teachers (Programa Estado de la Nación, 2017, p.32). In spite of this, there are books and publications that show better ways of teaching, new approaches directed towards learning and acquiring a new language. Such approaches are based on the internalization of language, speech, and grammar, taking into account the context of the students and their experiences.

Ur (2012) in his book *A Course in English Language Teaching* describes that there are different teaching methodologies that help to improve the acquisition of any language, such as the communicative and the post-communicative scope, which are more focused on the student. At the same time, he explains that other methodologies are not the most adequate for learning a language, such as the grammar translation, the direct method, the Audio-linguistic method, and the PPP (Presentation-Practice-Production) method (p.7-8). However, something important is that the authors

consulted have done little research on how grammar is taught within the communicative approach. They focus on the fluency of speech or pronunciation, as well as on interaction, but leave aside this topic. Hence, the need to address it since teaching and assessment of a language must be given in an integral way.

Among the “big approaches” or “big paradigms” for English teaching, it can be found the “Grammar-Translation,” “Audiolingüismo,” PPP” (Presentation-Practical-Production), and the communicative approach. They were widely used along the past century, as according to Richards and Rodgers (as cited in Ur, 2012). In fact, the communicative approach is still used today in a partial form in the new programs of seventh and eighth level in MEP in Costa Rica (Teacher's Guide for the New English Curriculum - Seventh Grade, 2017, 16-17). However, y Ur considers that at present, it is applied the approach that she designates as post-communicative (2012, 18).

The post-communicative approach, which is similar to the communicative approach, states that the main function of is communication; consistently, didactic technicians are based on the significant use of the language, and have to aim to communicative activities (Ur, 2012, 19). However, what differs from it and its predecessors, is that it allows and defends the explicit education of the grammar, vocabulary, pronunciation, spelling, and even the learning of the new language through translation (p.20). Ur not only states that the explicit education of the components of the language and the implementation of grammatical exercises continued using such methodologies, bus she also states that the approach post-communicative approach is widely used by professors. The latter is present in a lot of text books, as for example the books “Interactions Integrated” of the publisher

McGraw-Hill Contemporary, which are used in the first year of the careers of Bachillerato in English and Bachillerato in the Education of the English at University of Costa Rica (2012, 20). In spite of the great importance given by Ur to the post-communicative approach, it will be reviewed other approaches or “big paradigms” of education, so the reader can understand how post-communicative approach was born.

Grammar Translation Approach. Grammar rules predominate. That is why people start with what they read in their native language, which then has to be translated into the new language. That is why, similarities are made to notice the grammatical change, and then this is used when speaking. Hernández (2006) indicates that today it is technical, with a series of limitations. A series of functions can then be used in translation to explain new words where internal functions are implicit to understand different semantic structures and forms of expression. This helps the mastery of the language, and if done spontaneously, it implies a series of auditory and oral habits. The above is opposed to the mere grammatical repetition and repetition of terms.

In other words, it proposes the understanding of the grammatical structure by communication and boosts the practice to translate from Spanish. Hernández (2000) considers this a big limitation, as it is more devoted speaking. Besides, it boosts the practice to do literal translations what is too complicated, as the varied context and the many linguistic variants. López (2002) states that the activities of this method have their origin in school texts of Latin. First, grammar is read, and then the explanation is given in the native language. Later on, the students go through a process of correction. Moreover, the lessons are recited to favor memorization. Unlike other methods, it allows comments in the mother tongue that usually deal with the texts used in class. It

also gives much importance to discipline and order, which are related to a traditional system that revolved around what the teacher teaches and indicates. In other words, all part of the reading of a series of texts, afterwards the professor asks and corrects answers, possibly in Spanish. The student makes exercises, where predominate the translation of the texts, in morphological analysis, or comments, especially writings. That is to say, like the approach mentions, big part of the activities is related to grammar and writing, where it is trusted what the professor commented. It is little the own initiative.

Direct Approach. The paradigm is popularized precisely against the conception of grammatical translation to give greater emphasis on communication. Likewise, the use of the native language is prohibited, that is, the language taught must be used to learn. It is indicated that this approach is mostly known for being used in Berlitz academies. Reynoso (2000) indicates that this was one of the methods more used during a good part of the 20th century, and that it is associated with the Institute Berlitz. This method is based on the development of four skills, especially the oral one. In this context the translation is eliminated, the student is required to express everything in their own words, even if they have errors, as it is based on the fact that this is the way of learning in everyday life. In other words, the idea is not to think what is being said, that a process that can be said unconscious can be reached. Speech as part of a social interaction can also help interest and motivation.

It gives importance to the oral skills, and splits of the similarities between the written language and the native language, and at the end they will reinforce one to the another. Here, it is incorporated the visual methods, and the oral methods are emphasized. Hernández emphasizes that it tries to delete the errors, since afterwards

these tend to be repeated by the student. The appeal of this method is the affirmation that it can be learned in little time with it. Khatib (2017) states that the preparation of the method is product of the Orthodox behaviourism and other psychological currents that looked for obtaining some reactions from the students that afterwards are given feedback.

Leffa defines the form to make the activities. It can be said that what is wanted is to be exposed to the experience of the language as such, dialogues on everyday life. Then, writing is left for a second moment. The language is used in the classroom. Dictation is abolished as an exercise. In other words, first the professor speaks on determinate situations, and afterward, he indicates that there it would be some oral exercises, a narration, or description of something he asks. Later, all this has to be repeated several times, as the premise is that-repetition carries the interiorization unaware of the language. The professor never has to use the native language in the classroom; therefore, he can help with gestures or images, and videos. Moreover, it has to be stated that dialogues have to be in accordance with the student's level of the language, for example, my day in the bank, or the walk with my friends to the beach. In addition, it can be used small reading passages.

Audio linguistic Approach. It is based on the repetition of what it was heard, that is, repetition and memorization. Under the teacher's guidance, pronunciation and correct diction are privileged, rather than fluency and spontaneity of language. The professor continues to worry about grammar. This method, for Hernández (2000), arose from the advances in technology after the Second World War and the intention of United States to promote this language to a global level. The following are some objectives of the direct method, indicate that in the spoken language the system of

sounds that are emitted in social communication is privileged. In addition, as the teacher has preeminence, the correction is always present. It also pretends that the spoken is related to the visual, and mechanical exercises are usual. Previously, the recorder was used as a support method, but today the new interactive technologies offered by the Internet are also available. In this case, it reinforces more the association between the word spoken and the visual, and all this is based on repetition, mechanical exercise and imitation, where it can be used a recorder, and other abundant available resources of multimedia.

This method represents the behaviourism. Hernández (2000) indicates that it characterizes because it gives little importance to the rational and conscious part of the learning. Although, it allows the learning of the language, for Hernández (2000), it limits the spontaneity and the creativity in the speech, that is to say, what is suitable for each person. Moreover, Aicart (2015) states that its principles are based on the direct method. It is emphasized that language learning is constituted by habits, the so-called "good and bad habits" are valued. Throughout this process, the oral is privileged, and grammar is left for a second moment. Equally, technicians try repetition, but try to adapt, according to Aicart (2015). Some sentences adapt to the interest of the students. What is new is that it allows the students to read dialogues from the text, and afterwards to carry out exercises on conversation and writing, which leads them to a greater command of the writing part, so they can write essays on a determinate topic.

The communicative approach is a technique that was born in the 1970s. It can be considered generalist, as its purpose is interpersonal communication; that is, a paradigm that can be considered simple and comprehensive. Moreover, it deals with

the fact that the foreign language must be learned similarly to the mother tongue.

Then priority is given to the communication of ideas and meanings. It uses two basic techniques, task-based instruction and integrated content and language learning.

Hernández (2006) self-evident that it is the newest approach, since the most important are not the linguistic forms, but the communicative intentions. The methodology is eclectic as it uses several procedures, included the ones of the others methods reviewed.

Hernández (2006) say that for the cognitive psychology, learning is an active process, and basically comes from cognitive structures, how information is organized and processed. The receiver perceives a series of meanings that he interprets in his own way. For this reason, personalized learning is required, and there is a relationship between the particular and the personal, generalization and the use of analogies. That is why while behaviorism is based on repetition for learning, the cognitive current favors understanding. That is to say, the learning of the language is no longer mere repetition or interiorization without any reasoning; on the contrary, the perception of the significant and the particular situations are very notable.

Learning is a cognitive process, where the learnt previously in other fields can be incorporated to the new cognitive diagram. Besides, doing emphasis to its names, in the practical application it gives mportance to group appearances, like theatrical representations, talks, among others.

In Costa Rica there are few studies on the communicative approach. Cubillo, Esquivel, Hernández, Sancho and Zeledón (2008) say in the article "Which Approach Is More Effective in Costa Rica: Processing Instruction, Communicative Language Teaching or a Hybrid of These Two?"

This study attempts to identify the best teaching approach from the results obtained applying the Processing Instruction, Communicative Language Teaching and a Hybrid of these two. The research's aim is to test which method is superior to acquire grammar structures of the target language, in a foreign context. The investigation addresses seventh grade students from two public experimental high schools in Costa Rica, Central America. (p.1)

The authors indicate that they find good results with the use of communicative methods, and suggest more research in this regard,

It is interesting to note that, as can be seen in Graphic 1, even though the CLT increased more than the hybrid in the post-test (immediately after instruction), the hybrid is the only variable that constantly increases over the periods of instruction. Also, it was superior on the delayed post-test than the CLT.

However, although the hybrid constantly increases and the PI decreases over the time of the delayed post-test, the PI is the type of instruction that increases the most compared to the other ones. This means that even though the CLT could provide meaningful input, it is forgotten one week later; while steady explicit grammar instruction is necessary for the students to have a good intake of Grammar Structures. (p.25)

Therefore, a series of questions are raised, among them that it is a purely exploratory study, and that a community of researchers in Costa Rica is needed to investigate these issues. The third cycle education program of the Ministerio de Educación Pública (MEP) (2003) mentions that:

The Communicative approach provides the basis for the methodology used in the English classroom. Its main features are:

1. It creates a stress-free atmosphere conducive to learning a language with plenty of opportunities to communicate.
2. It provides ample opportunities for interaction promoting a pleasant, warm and enjoyable environment which features positive feedback for the learner from both the teacher and peers.
3. The learners' needs and interests are taken into account making them as the center of the learning process.
4. The methodology used is participative, dynamic and offers the opportunity for real use of the language.
5. The teacher guides the learning process but shares the responsibility with the learners. They use critical thinking to solve problems, work in groups, take risks, discuss different topics, and appreciate and reinforce their own as well as English speaking cultures. All these aspects take place in real-life situations.

(p.14)

From there, it indicates a series of characteristics of the method and the way of teaching it, but it does not refer properly to a pedagogy.

1.5 Scope

Help to create meaningful sentences, rather than having a grammatically perfect structure. This so there is naturalness in speech, where it is avoided to translate what is thought.

Use of a language is mostly done in social situations, having an impact on the way in which grammar and pronunciation are used.

This method is chosen to improve grammar, which is considered a fundamental element, especially in the search for employment options.

Improve the teaching of the English language at Formarte English Academy, so that the institution may have a greater demand of students.

Chapter II

Theoretical Framework

The theoretical framework is the base from which all the knowledge for a research study is built. It serves as a structure and support for the justification of the study, the statement of the problem, the purpose, the importance and the research questions. The theoretical framework provides a fundamental basis, or an anchor, for the literature review and, more importantly, the methods and analysis. Without a theoretical framework, the structure and vision of a study are not clear.

Speaking English has become an essential tool in Costa Rican culture, where the education system has undergone the need to achieve this goal for bilingual citizens in two or more languages through a comprehensive curriculum, articulated from kinder garden to high school. Given this mandate, the new curriculum has been sequenced, so that students achieve a minimum level of English proficiency, that is A2, upon completion of primary education and B1 or B2 (depending on the curriculum) upon completion of secondary education progressively, according to the levels described by the Common European Framework of Reference for Languages

The issue is that many teachers that give English classes in public schools do not have a good English level, many of them based on the European Reference Framework are B1, so the students cannot learn as they should do. Every teacher has to improve and try to look out for improvement. The gap between public schools and private schools is enormous and the government needs to think of a plan to renew all the public education services, mostly on a second language like English(CEFR).

Therefore, this theoretical framework, it will be possible to see the importance of each of the aspects that will be observed during the development of this research, as it intends to implement speech techniques to improve the spoken production of students when learning, through the application of the communicative approach.

2.1. History of Education in Costa Rica

The education in Costa Rica originated approximately from the XVI century through a process of Indo-European nuances. Through time, there has been an addition of autochthonous features due to the Spanish influence that was dominating at the time.

Because of that in some sense, the European education, by settling in definitely in the life of natural population of those remotes regions, it moved the autochthonous culture away from a millennial town. That was the price of the so-called Cultures Encounter, ever since 1492 in America and, in Costa Rica, from 1502 forward (Martinez, 2016, p.10).

The Costa Rican history can be said to be the history of the democracy's institutionally, where it contemplates the effects that this has on the Nation. The education in Costa Rica can be seen in phases, as indicated by Martinez (2016):

Indigenous education: the education in the Costa Rican autochthonous societies answered, as it has been observed, to the living of men as an individual and as a social group that in a spontaneous way was looking for better ways of living in harmony with Mother Earth. (p.13)

Education in the XVI century (1500 to 1600): 1502: once the first expeditions to the inner part of the recently discovered region have started, it also started the conquer process (...) the first teachers were the European clergymen that were with the conquerors. **1544:** the father Francisco Bajo became the first clergyman that went deep in Costa Rican territory. It is said that he catechized the Tucurrique area, alongside Diego Gutiérrez. **1565:** it initiates the first big indigenous instructive campaign in the territory, It was under the mandate of Fray Lorenzo de Bienvenida. **1594:** the XVI century closes –in educational matters- with a really relevant fact. In that same year, Diego de Aguilar, priest and principal sacristan of Cartago, founds there the first school of the country (pp.13-14).

Education in the XVII century (1600 to 1700): 1623: it closes the first communal school that existed in our country founded by Diego de Aguilar in 1594. In the next years actions and openings are made in the education centers from other regions of the Spanish Crown isthmus, Costa Rica was not favored in that movement. (Martinez, 2016, p.15)

Education in the XVIII century (1700 to 1800): 1738: Due to the lack of schools in the country, the Costa Rica province government hires José Sánchez, a prepared teacher, to teach reading, writing and elemental arithmetic. The measure was taken thanks to the studies revealed by the Governor at the time, Garrandi y Menón, about the lack of instruction. **1751:** It is created in Cubujquí of Heredia, a school under the mandate of the Nicaragua and Costa Rica bishop, Pedro Morel de Santa Cruz, who appoints a teacher for the classes in Nicoya, an important colonial settlement since the XVII century. **1792:** it is settled, for the first time, the mandatory teaching in Cartago. It is established as compulsive measurements, penalties to the parents of the children that don't assist to the lessons (p.17). **1797:**

some San José neighbors, worried about the absence of an educational center in their location, hire themselves through public scripture, a school on the 1 of June of that year (Martinez, 2016, p.17)

Education in the XIX century (1800 to 1900): 1801: being Tomás de Acosta the Governor of the Costa Rica province, the father Baltasar de la Fuente, provides lessons of Philosophy and Humanities in Cartago. By that time, it was required that the functionaries of the government knew at least to write and read. **1814:** The Teaching House of Santo Tomás, the great school of first letters at the end of the Colony, was created in the month of April in San José, which played a determining role in the course of its own events, at the gates of the independent life of the American colonies. **1821:** year of the emancipation from the Spanish colony, the Act of Independence is drawn up. Regarding education, countries can already determine their own policies and can decide for themselves. **1824:** The Teaching House of Santo Tomás is empowered to confer the title of Bachelor to its students. With such provision, this study center is allowed to teach pre-university courses from 1825. (p.19). **1832-1842:** The first law of school compulsion is decreed, establishing, in addition, a school in each school circuit. (...) In September 1842, the San Luis Gonzaga School was created; however, it should be clear that, although it was created by law in that year, it did not open its doors until 1869. **1843:** Being Dr. José María Castro Madriz Minister of Foreign Affairs of the José María Alfaro administration, the first center for higher studies, the University of Santo Tomás, was created on May 3.

1844: Public education is granted a constitutional legal framework with the article 180 of the Political Constitution of that year. Said constitutional section establishes that: “It is a sacred duty of the Government to put all the means

available to illustrate the people. (art. 181). **1849:** On October 4, the Organic Regulation of the Council of Public Instruction is promulgated, in which it is established that school Instruction will henceforth be free. (...) The Normal School for Girls was established around that time. **1858:** Education is officially declared to be obligatory for all classes of society. From then on, all children from 7 to 12 years old will have to attend lessons; otherwise they and/or their parents will be subject to severe punishments, some of them. **1874:** In July of this year, the National Institute was created with headquarters at the University of Santo Tomás, considered the first secondary school. (Martinez, 2016, p.21)

Education in the XX century (1900 to 2000): **1905:** This year marks the moment from which mixed education begins in secondary school. This highly relevant event took place at the San Agustín de Heredia School, under the direction of Roberto Brenes Mesén, mentor of national education and witness of the incipient coeducation in schools. **1912:** El Germinal is created, a study center that brought together young intellectuals of the stature of María Isabel Carvajal, José María “Billo Zeledón”, Omar Dengo and Joaquín García Monge. Its purpose was to instruct the working class free of charge in matters of political and social interest. **1914:** The Normal School of Costa Rica is created. Its foundation was given by Decree No. 10 of November 28 of this year, although as it may well be supposed, it opened its doors until 1915. With the birth of said school, the Liceo de Heredia (formerly San Agustín School) was closed.

1926: The first public kindergarten in the country is created in San José, with the name of Montessoriana Maternal School and directed by María Isabel Carvajal (Carmen Lyra). This unprecedented event marks the starting point of preschool education in Costa Rica. **1936:** By executive decree of August 28 of this year, it is

pointed out that from now on, the title of Bachelor in secondary education will be a requirement to pursue studies of teaching profession at the Normal School of Costa Rica. **1940:** The 1940s began with the founding of the University of Costa Rica, which resulted from the project presented by the Chilean Mission, although with the character of creation and not of re-establishment, as suggested by Professor Galdames. On October 8 of this year the Higher Education Council was installed, according to Law No. 1362 and by constitutional mandate (1949) and its regulations were issued by decree in 1953.

1955: An agreement is signed with a Technical Mission of International Cooperation of the United States, this allows vocational institutions to be established in various regions of the country. **1971:** ITCR (Technological Institute of Costa Rica), in Cartago, is created by Law No. 4477 of June 10, 1971, a center of higher studies with a properly technical emphasis that had already developed since the Trejos Fernández administration. **1974:** The government of Daniel Oduber Quirós outlined in education a plan that contemplated three dimensions: adult education, teacher training, and the strengthening and opening of university education. **1978:** During the government of Mr. Rodrigo Carazo Odio, while María Eugenia Dengo Obregón was Minister of Public Education, it was the turn of the educational policy called Regionalization, which addressed four fundamental axes: the philosophical, the administrative, the qualitative, and the legal.

1986-1990: CENADI or the National Center for Didactics (which will have another focus from 2008) is created in the last years of the 1980s, the Scientific Colleges, which started in 1989 with headquarters at the ITCR and another in the UCR. **1990-2002:** The Higher Council of Education approved in October 1990 the

Curricular Policy that would be from then on the basis for the approval of the study programs that would be carried out from then on, programs that appeared consecutively from 1991 to 1993 for the various levels and specialties. From now on, aspects such as compliance with the Central American agreement of 200 school days, the final archive of the EDU-2005 Plan, and the preparation and execution of new study programs between 2004 and 2005 can be cited (Martinez, 2016, p.33)

2.2. English Education in Costa Rica

The teaching of English in Costa Rica arises when there were changes in the economic environment during the 20th century, as governments saw the importance of teaching a foreign language as part of the country's development; This was supported by the fact that the company's coffee producers in Costa Rica were in the hands of the English. Marín (2012) mentions that in 1901, the teaching of the English language was formalized among students. "The teachers who give the English lessons are mostly foreigners and some Costa Ricans who had had the opportunity to travel to an English-speaking country" (p.5). Moreover, in the 1920s the reform of 1926 emerged, and it aimed at pedagogical practices dependent on the social area. However, the country during that time had problems hiring foreign educators to teach English classes. Marín (2012) indicates that due to such problems, a cultural exchange of English teachers began. This exchange received the name of "International League of Friendship." In addition, at that time, the emergence of private schools for the teaching of English began. The government took care of the expenses of the scholarship holders due to the great interest it had in having English-speaking teachers.

In 1936, the Trade Agreement between the United States and Costa Rica was signed, which aimed to promote the teaching of English. Among the schools that emerged from this movement were the Minerva School of Commerce, the Manuel Obregón School, and the Castro Carazo School, located in the San José area. Private institutions such as Home High School, West End School, Alpha Cottage, Salvation Army School, among others, were also created in other provinces, mainly in Limón. In 1958, Marín (2012) mentions, a plan was launched by the University of Costa Rica for the training of teachers in English by Mrs. Elsa Orozco Carrillo. The importance for the government of having people with knowledge of the English language was due to “The arrival of foreign capital to the country and the boost to the industrial sector, which would only be the precise excuse to begin training the population in that foreign language” (p. 9).

Turning to the year 1990, the identification of issues related to globalization began, where people were more required in terms of technological and educational updating. More than anything, it required that people mastered the English language in order to develop. In education, English study programs were developed in Diversified Education and in Third Cycle. For the XXI century, Marín (2012) mentions “there is a resurgence of the English Program for the country's primary schools” (p.13). In addition, the Educational Policy towards the XXI century: Proposals and Achievements was created and the curricula of the Universities were modified towards the new demands that the market demanded. Córdoba, Coto, and Ramírez (2005) indicate:

(...) That the changes in the programs in the teaching of English led foreign language teachers to implement the Audio-lingual Method, whose purpose is to develop four skills in students: oral

comprehension, oral production, reading comprehension and written production ; The teachers apply among the students for the implementation of this Method the repetition of patterns, memorization of dialogues and mime. (p. 5)

Proficiency in the English language is currently a necessity for the Costa Rican population, especially to ensure that students in primary and secondary levels of the classrooms master the language. This command of the foreign language is necessary, as it would be a tool when they enter the labor market and from the classrooms where children are in contact with the language and this becomes a habit in their lives. For teaching of English, different methods have been used, but they have been based only on memorizing and repeating, which has been a boring process for students. That is why, specialists have been given the task of using the best method or a combination, to make this teaching the most ideal.

On the website Education Advisors Group (2019), it is pointed out the most widely used English teaching methods, which are listed below:

Grammar Translation Method: This technique focuses primarily on grammar and translation skills. Although, it may be the easiest method for teachers with limited English proficiency, some teaching resources or many students are often neglected, extensive criticism of this method cites pronunciation, speaking and active engagement with the language of arrival.

Direct method: developed by Maximiliano Berlitz and Gouin Françoise, in the 19th century, it represented the first game and improvement in the method of translating grammar. This approach encourages direct connections between meanings or objects in the student's native language and English, without

translation. Teachers and students use English exclusively in class, with new material demonstrated through actions or pictures.

Natural approach: this method tries to imitate as much as possible the way a student acquires their first language. The natural approach competes explicit knowledge of the linguistic rules of a language as non-essential to the learning process; therefore, the method places little emphasis on formal rules and grammar, as students acquire knowledge on the language in a intuitive way and through experience.

Audio-lingual method: on the basis of linguistic and psychological theory, this method theorizes that language acquisition occurs through habit and repetition. With speech as its focus, the method emphasizes oral exercises and the imitation of set phrases, as well as pronunciation.

Cognitive approach to academic language learning: The cognitive approach to academic language learning incorporates the development of English, the area of instruction, and the explicit teaching of learning strategies. With its main focus on subject matter content, this method teaches and develops academic skills in English, if necessary.

Total Physical Response: Uses commands and action performance to rapidly integrate new language material through kinesthetic learning. This technique recognizes that understanding English precedes the student's ability to communicate orally in the language.

2.3 The English Study Program of the Ministry of Public Education

Given the changes that are emerging in today's world, the Ministry of Public Education identified the need to update the English study program with which it had been working. Therefore, in 2016, a change was made in the curricular level in the study programs in the levels of first, second, and third cycle and diversified education. It is mentioned, on the website of the Presidency of the Republic (2016), that,

The new program places learning within authentic real situations, domains, and problems, incorporates three main dimensions of the New Citizenship approach: global citizenship with local roots, digital citizenship and sustainable development. It also correlates knowledge of Science, Mathematics, Spanish, Social Studies, Arts, among others, and proposes the use of Information Technology (ICT) so that each student can build their own learning process. (par. 6) Many of the lesson plans made by MEP are pragmatic, where the most important aspect for the teacher is to finish all the activities planned in the given time. That has been a problem because students are not really learning, instead, they are been submitted with all kinds of information where the only thing they do is to memorize for a test and then afterward they forget all of it. This method needs to change and teachers must go slower and try to teach beyond memorizing and teach in a more vivid way.

These new English programs used the European Reference Framework for diagnosis, the development of teaching materials and the curricular design for their preparation. Where preschoolers are expected to reach levels A1 and A2; third cycle

children and diversified education reach level B1; and the diversified education levels and the bilingual modality reach level B2. When the new program was implemented in the teaching of English, it implied that teachers had a greater command of English, so some of them had to attend training to obtain the required level. Moreover, teachers had to design new lesson plans for better use in classrooms of the developed topics. In addition, the new program required teachers to have knowledge of phonology, as well as knowledge of the use of ICT (information and communication technologies).

2.3.1 Teacher Profile for Teaching English

The new program established by MEP means that teachers must meet new profiles that contribute to the teaching of English. They must know more deeply the language, theories, methodologies, and technologies applicable to current teaching. It is mentioned in a document of the National Council of Rectors (2017) that regarding the profile of the educator,

Regarding pedagogical mediation, it establishes what the teacher must do, how to encourage, promote, implement, design and participate in the tasks that their students perform inside or outside the classroom, and, finally, what they need to be and live. in a community that is aware and sensitive to the affective and sociocultural situations of its students. (p. 171)

The Ministry of Education developed a series of principles with which the teacher is guided to apply, in pedagogical mediation, principles that help the teacher in the training of students. The following table presents the principles:

Table 1. Profile of the English teacher for the first and second cycle, Study Program, 2016

Learn to know	To learn to do	Learn to be and live in community
<p>Their language skills are certified B2 / C1.</p> <p>They possess knowledge of Costa Rica's educational policies, curriculum, assessment frameworks, and guidelines.</p> <p>They are knowledgeable on local and global issues.</p> <p>They are knowledgeable about up-to-date theories and methodologies about English.</p> <p>They develop research practices in order to improve teaching practices.</p> <p>They know the implications of human actions on the environment.</p> <p>They know basic ICT to favor the implementation of teaching units.</p>	<p>They support self-learning and co-learning communities and collaborative environments between colleagues and students.</p> <p>They promote meaningful and reflective learning.</p> <p>They promote the ownership of cultural property and intercultural representations.</p> <p>They implement cognitive and metacognitive affective strategies in the teaching and learning processes considering the preferences of the students.</p> <p>They implement diverse and relevant methodologies and ICT as tools to promote learning and action research.</p> <p>They design effective lesson planning based on comprehensive communicative tasks and context to develop knowledge, skills and attitudes for</p>	<p>They are aware of and sensitive to local and global problems and the affective and sociocultural needs of students.</p> <p>They promote high expectations for students with inclusive and positive classroom environments.</p> <p>They support critical and creative thinking processes outside of class.</p> <p>They promote qualities for the development of new citizen principles.</p> <p>They encourage the family participation of students in the learning process.</p> <p>They reflect on teaching practices and ethical assessments to respond to the needs of students.</p> <p>They are aware of human action on the planet and the role of education as a preventive element to reduce the effects.</p> <p>They are aware of the</p>

	communicating in English.	benefits of ICT as support tools. They promote the autonomy of students, the ethical and socially responsible use of ICT.
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Source: National Council of Rectors (2017) p.171

With the implementation of the new MEP English teaching program, it is expected that the paradigms where teachers want to generate significant changes in the classroom will be broken. They are also required to master the theory that supports the classes and the developed program. Teachers must organize the new contents and structure of the program into six units per level, where each unit lasts about six weeks and develops three or four topics per week. In the next two weeks, an assessment of the learning process of students is made and a mini project that integrates all the skills developed in this step, is performed.

2.4. Written and Oral skills

The whole learning process aims to prepare students for their future and how to face different real-life scenarios by providing them with skills and knowledge that produce competencies at the same time. Competencies refer to the ability of a person to apply certain knowledge and skills in real life academic, personal life, or work situations. Schools try to provide students with the necessary tools, so that they can function in a multi-paradigmatic society and to participate in the areas they want with the correct knowledge and skills. These skills are part of what is called a generic competence. According to Kallioinen (2010), generic competencies can be defined as

the application of multifunctional skills, knowledge, and attitudes in real-life situations, and these competencies can be divided into five types:

1. **Ethical:** refers to people's awareness of their own values, norms, philosophies, or ethics and the impact of these on the actions or perspectives of others.
2. **Reflection:** with this competence the student must be able to identify and evaluate their own learning process taking into account self-development, difficulties, and strengths or weaknesses.
3. **Innovation:** means that the student is able to plan and organize new ways that can help him to improve his own learning process, taking into account objectives, methods, and actions.
4. **Networking:** this competence can be defined as the ability of a person to work respectfully and actively in an intercultural group through visual, verbal and written communication styles.
5. **Globalization:** this competence refers to the ability of a person to adapt and use new methods, technologies and sources implemented by the constant updates of society. (pp. 59-58)

For the purposes of this research, the focus is on written and oral skills in an academic setting. The following table details the contextual differences that may occur between the oral channel and the written channel.

Table 2. Contextual differences

Oral canal	Written channel
1. Ear canal. the receiver understands the	Visual channel. The receiver reads the text with his eyes. The visual channel has

text by ear.	a transmission capacity than auditory information (Escarpit, 1973).
2. The receiver perceives the different signs of the text successively (one after the other).	The receptor. The information is perceived simultaneously (all at once). This fact implies differences in the comprehension strategies of the two channels.
3. Spontaneous communication. the sender can rectify, but not clear, what has been said. the receiver is obliged to understand the text at the time of issuance and as it is issued.	Elaborate communication. The issuer can correct and redo the text, without leaving traces. The reader can choose how and where he wants to read the text (in what order, speed, etc.).
4. Immediate communication in time and space. oral is faster and more agile.	Deferred communication in time and space.
5. Ephemeral communication (verba volant). sounds are perceptible only during the time they remain in the air.	Durable communication (scripta manent). The letters are engraved on a stable medium and last. The writing acquires social value of witness and record of the facts.
6. Uses a lot of non-verbal codes: physiognomy and clothing, body movement, tactile behavior; the paralanguage, the space of the situation, etc. In normal conversation, the social meaning of non-verbal codes is 65% versus 35% of verbal codes (Knapp, 1980)	Uses them little: the layout of the space and the text, the texture of the support, etc.
7. There is interaction during the emission of the text. the sender, while speaking, sees the reaction of the receiver, and can modify his speech accordingly. oral language is negotiable between the interlocutors (Mcdowell, 1981)	No interaction during composition. The writer cannot know the real reaction of the reader.
8. The extralinguistic context has a very important paper, oral leans on it: codes no-see-Bales, deixis, etc.	The context is unimportant. The writing is autonomous from the context. The author creates the context as he writes the text (Byrne, 1979).

Source: Zebadúa and García (2012), pp.25-26

2.4.1. Written Competences

When it comes to written competencies, these can be defined as the set of skills and abilities that a person learns during the socialization processes in and out of school related to improvement. Communication and written competences should be analyzed, according to Flores (2014), taking into account the linguistic, discursive, strategic, and information domain. Moreover, written competences are considered learned rather than acquired, this because learning mostly requires conscious processing of the information to be internalized, while acquisition means that it mainly involves unconscious processes. Therefore, it is necessary to learn written skills, so that the person is aware of their own learning, mistakes, comprehension, and written production. As mentioned by Flores (2014),

Writing is the product of a sociocultural context that determines their functions and requires writing experiences carried out by themselves; It can be characterized by a situation of distance in time and space between the person who reads and the person who writes. In summary, written expression requires more sophisticated cognitive, sociocultural and linguistic skills than oral expression (p.46).

In written competences, people have to be able to adapt their written messages to the language, context, and norms of the place or situation where it occurs, according to the message to be transmitted and to the target audience, in a planning process, checking, correcting, and issuing said message. With the mastery of these skills, the main objective of written competencies will be fulfilled, which is to allow a person to participate efficiently and actively in a society or in a specific real-life setting.

2.4.2. Oral Skills

Oral competencies are defined as the ability of a person to understand and process the meaning, context, intention, and encoding involved in the oral communication system. According (Araya, 2012), oral skills can be divided into ideative, pragmatic, syntactic, semantic, and technical.

- **Ideative:** this competence allows the person to plan and refer to the content and purpose of the message to be delivered and the desired target population.
- **Pragmatic:** refers to the identification of the elements present in the communicative situation to adapt the content of the message to the context.
- **Syntactic:** with this competence the person must be able to form grammatically correct messages that have coherence in factors such as exposition of ideas, pronouns, verbs, word order and pauses.
- **Semantics:** consists of the correct use of words, in terms of lexicon and meaning, so that the person can choose the appropriate words to legitimately communicate the desired message.
- **Technique:** with this competence the person must be able to transmit a message with the correct pronunciation required for each word in the oral discourse used in the message. (p. 171)

According to Araya (2012), the analysis of oral competences, when it comes to oral productions, should be carried out in units of analysis, some of which are the statement (the connection between oral forms and written texts), textual sequence (leads to the creation of conversations, debates, dialogues, narrations, etc.), body

movements (they can be spontaneous or planned, but both types can have an effect on oral discourses), and finally the phonetically, lexicon, or analysis morphosyntactic of speech. Moreover, speaking techniques are the skills that give us the ability to communicate effectively. These techniques allow the speaker to convey their message in a passionate, thoughtful, and compelling way. Speaking techniques also help to ensure that your listeners do not misinterpret you. Speaking is the productive skill in the oral mode. This variable is divided into three different indicators. Students are required to demonstrate through integrated skills tasks within a domain, setting and topic, specific knowledge, skills, and abilities using the target language.

Good pronunciation skills not only give speakers confidence to communicate, but also improve their listening comprehension, the foundation of successful conversation. As long as MEP does not reinforce pronunciation into the curriculum and add a series of phonetics lessons, students will always be missing a key element in becoming fluent English speakers. Pronunciation is vital for a student to develop self-esteem and feel confident to speak with others. Students often do not practice the words they know because students around them make fun of them. Consequently, students who know how to pronounce, is because their teacher emphasizes phonetics in class. Pronunciation is not something that a student can assimilate without being exposed as correct pronunciation comes from listening. If the lessons do not expose the student to speaking and listening activities, the student will not be able to learn it. Pronunciation can only be mastered by practicing and knowing proper phonetics. MEP does not focus on pronunciation and lacks lessons that teach phonetics to students, making it difficult for the teacher to even include it in a lesson.

2.4.3 Pedagogy

When doing the study programs of English or another subject, there is an aspect that is fundamental to chart the course towards where the program wants to go, and that is the pedagogical approach. To begin with, it is important to know your own definition of pedagogy. According to Peel (2017), pedagogy refers to the study of different learning and teaching methods, taking into account factors such as educational objectives, target students, and expected goals to be achieved. In addition, pedagogy considers three elementary factors that are the teacher, the student, and the subjects and how they all have a role in the learning process. Therefore, different pedagogical approaches give these three actors different roles and perspectives in classes. Despite the different approaches, Peel (2017) gives a general explanation of each of these aspects:

Teachers: teachers have the general role of being a leader and guide for students. Consequently, teachers have the power to influence the quality of the perception that students have of their own learning process and their academic development. For this perception and development to be adequate, the teacher must find a balance between maturity and a sense of humor to interact with the students; they need to be strict but cool; care about students, but careful not to overstep personal boundaries, and should be a leader, but also actively participate in the student learning process to ensure that no one is left behind.

Students: the student's cognitive development is a fundamental part of the learning process, if not the main objective. The person enters with little or no knowledge about academic subjects or generic competences and the objective is that the students have an exit profile of having a considerable knowledge about human nature and the entire process that this involves. The school process is not

just a teacher lecturing on a topic, it also includes the involvement of studies through learning, association, participation, practice, and memorization. The components of the child's general educational growth are physical and mental maturity, experience, formal teaching through language, and an urge in the learner to resolve discrepancies, anomalies, and dissonances in experience.

Subjects: to ensure a better development of the students, the subjects should be divided into 5 general categories: humanities, mathematics, arts, sciences, and languages, in order to provide students with the necessary tools to be prepared in these general aspects that are present in a large proportion in society. When it comes to languages, it helps students to develop written and oral competencies through different production methods from an early age. In the case of the humanities, it offers the opportunity for students to analyze the cause-effect relationship that people have with themselves, their peers, the environment, and institutions through the development of critical thinking. When it comes to science studies, this encourages students to develop investigative thinking through problem statements, induction, hypothesis building, and trial and error experiments. The area of mathematics gives students the possibility of solving problems that can improve people's ability to symbolize and deduce. Finally arts studies provide students with a safe space to create, discover, and express themselves through different types of artistic expressions. (p.3).

The creation of pedagogical programs at the time of teaching needs to involve a general instructional design, this, explained by Peele (2017), has three phases, which are the following:

1. **Prior knowledge about the students and the objectives:**

before starting the learning process, teachers must investigate and

be aware of two important factors which are the abilities, achievements, strengths, backgrounds, weaknesses, and interests of the students; and also the objectives and goals that they, as teachers, want to achieve with the students class by class, and also in the long and short term.

2. **The teaching-learning situation:** this aspect takes into account the way in which all classes are part of a broader school curriculum, so teachers must find a way to connect each lesson to complete the curriculum of this school in an interactive and didactic way to help students better understand the information given to them. The teacher selects and partially orders the material to be learned, and that is what is meant by guiding the student's discovery and construction activity.

3. **Evaluation of results:** at the end of each unit, lesson, or school year it is important to evaluate the results of the pedagogical approach used to see how it influenced the learning process of the students during that time. Therefore, the development that students had during that time helps provide a general frame of reference to compare with past progress and the creation of new techniques to improve later development. (p. 20)

2.4.4 Pedagogical Theories

Regarding pedagogical theories, according to Peele (2017), these can be divided into different categories: traditional theories (which include mental discipline theory, naturalistic theory, and apperception theory) and behaviorist theories (which

include cognitive theories, maturation theories, and structural theories). Everything will be explained as follows:

Theories of mental discipline: this theory proposes that the main objective of teaching and education is not the learning process itself, but what it translates into at the end of the educational process, which includes intelligence, attitudes, and values. Therefore, choosing the right teaching materials, methods, and approaches can help discipline the mind and enhance intellectual development.

Naturalistic theories: this theory sees the academic development of people as a developing event and emphasizes the fact that the human being himself can have an intellectual development. Therefore, the role of the teacher in the learning process is to provide an optimal environment and tools for the individual to develop academically. In this theory, one of the main aspects that the person has to develop is through experiences and that the skills that the person needs for this development are natural and are biologically embedded in the person.

Theory of apperception: this theory assumes that the person must be able to make associations with the experiences, ideas, and information acquired to have a good intellectual development. Through the apperception process, the student can make assumptions and associations between the new information that is being given and the old information that is stored in the brain to create a large matrix of ideas called the apperception mass. A tiered process has been proposed regarding apperception that includes preparation, presentation, association, generalization, and application.

Cognitive theories: this theory explains how the student's intellectual growth can be defined through a process of manipulation, play, association, and symbolization that prepares the person for the understanding and comprehension

of information. This process includes steps such as awakening intellectual interest, exploring the problem, formulating hypotheses, selecting previously acquired ideas, and testing hypotheses.

Maturation and Preparation Theories: This theory is based on the fact that the intellectual growth of the person depends to a large extent on the stages of biological and mental development. Therefore, teachers have the duty to adapt the materials, methods, and topics to adapt them to the different stages that a person goes through before reaching maturity. These tools mentioned above have to be implemented according to the period of sensitivity that the person goes through. This can be defined as certain periods of time in which a person is more sensitive to acquire certain types of knowledge more easily.

Structural Theories: the structural theory is heavily influenced by Gestalt psychology, which views processes as a whole rather than just separate parts. With this information, when it comes to educational processes and the acquisition of new information, the student begins to see relevant characteristics about this information because it is new for him. After being able to understand the new information, the person can relate this new information with the previous one. The information they have at the end of the learning process, ~~this~~ new acquired information, is seen as a complete structure. This theory sees the teacher as an animator and co-constructor of the mental structures that students are constantly creating with the passing of classes and the delivery of new information on topics that may be unknown to the person. (p. 194)

2.5 Communicative Approach

The communicative approach emerged in the 70s as a consequence of a paradigm shift in relation to the teaching of English as a second language, as it was

visualized that the language could be used as an instrument of communication. It is not only focused on using correct grammar, but also on suited statements to the situation and the communicative context, because to know how to speak a language implies knowing what to say and how to say in each context or situation. As mentioned by Alonso (2014),

The communicative approach (*Communicative Approach*) is also known as communicative language teaching (*Communicative Language Teaching*), as a notional-functional approach (in English, *Notional-functional Approach*) or as a functional approach (in English, *Functional Approach*). From its nickname, it follows that with this didactic model it is intended to train the learner for real communication - not only in the oral aspect, but also in the written one - with other SL speakers. For this purpose, authentic texts, recordings, and materials are often used in the instructional process and activities are carried out that attempt to faithfully imitate the reality outside the classroom. (p. 28)

In the teaching of English, regarding pronunciation, it has been followed a topic that has been somewhat relegated or completely discarded, so to achieve an improvement in this aspect, a new Method or Approach has been adopted in the communicative part, said Method can be defined, according to Alonso (2014), as,

The Communicative Language Teaching is an approach in which emphasis is placed on helping students to use the language in a wide variety of contexts and places emphasis on learning the functions of the language. Its main objective is to help students create meaningful sentences (rather than help them build perfectly correct grammatical structures or achieve perfect pronunciation). (pp. 4-5)

Another definition of the Communicative Method is the one provided by Flores (2014), who indicates that "Learning a language is successful when students face real-life situations that need to communicate. Consequently, classes are developed based on contexts and functions of everyday life " (p.9). This new communicative method has been characterized as a generalized teaching approach, where the student learns English in a different way, since through constant practice it is possible to master the different grammatical structures.

As mentioned by Fruns (2020), the Communicative Approach indicates that the teaching of the language must reflect the needs of the students; therefore, its goals should be defined in a general way, so it presents the following levels of objectives,

A level of integration and another of content (language as a means of expression).

An instrumental and linguistic level (language as a semiotic system and object of learning).

An affective level of personal relationships and behavior (language as a means of expressing values and opinions).

A level of individual learning needs (intervention in learning from error analysis).

A general educational level with extra-linguistic objectives (learning the language within the school curriculum). (p. 10)

Alonso (2017) also indicates that,

Communication is not a mere product, but rather a process, which is carried out with a specific purpose, between specific interlocutors, in a specific situation. Consequently, it is not enough for the learners to assimilate an

accumulation of data - vocabulary, rules, functions ...-; it is also essential that they learn to use this knowledge to negotiate meaning. For this they must participate in real tasks, in which the language is a means to an end, not an end in itself. (p. 29)

The main idea of the Communicative Method is that the classes stop being a type of teaching in which only phrases, words, or sentences are repeated. What is sought is that classes can be more interactive and communicative; different tools and instruments can be used, such as watching movies, videos, board games; and that after the activity, the students can make their comments orally and thereby, practice the making of all the necessary grammatical structure.

2.5.1 Characteristics of the Modern Communicative Approach

The Modern communicative approach has been characterized as a general teaching medium, where its class practices are clearly defined. It uses group techniques to start forums, theater games or any other, organize roundtables, seminars, and debates, so it encourages students to practice by making speech, where the teacher chooses a topic and students develop their points of view. EcuRed website (2017) mentions that there is a well-known list prepared by David Nunan in the year 1991, in which the five characteristics of the communicative method are presented as follows.

It emphasizes communication in the foreign language through interaction.

It introduces real texts into the learning situation.

It offers students opportunities to think about the learning process and not just about the language.

It gives importance to the personal experiences of the students as elements that contribute to their learning.

It tries to relate the language learned in the classroom with activities carried out outside of it.

According to the characteristics mentioned, it can be identified that the teaching of a second language is intended to be carried out in a more practical way than it has been done-for quite some time. In addition, Retreage (2017) mentions that language is developed through five competencies.

Linguistic competence: the ability to formulate understandable sentences is developed.

Discursive competence: through this, the person determines the appropriate text or dialogue to the circumstance that is faced.

Textual competence: build a well-organized text (take into account grammar and spelling rules).

Pragmatic competence: It is the ability to achieve a certain effect or response through the text made.

Encyclopedic competence: These are all the previous or acquired knowledge that allows effective dialogue between interlocutors. (p.11)

The communicative approach integrates a series of new competences, mentioned above, which according to their nature have an integrating character. In addition, with this new approach, other terms considered frequently used by the interlocutor have emerged. The one that stands out the most is the context that, " regardless of the historical time and space in which something is said, can be understood as the framework variable in which the discursive and changing

interventions of the communicative relationship between people are elaborated"

(Retreage, 2017, p.12).

2.5.2 Implications for a Communicative Approach to Teaching

The communicative approach emphasizes the acquisition and development of new strategies to achieve have a better understanding of a second language like English, as well as written literature. In addition, it is known as a communicative teaching of the language for which the people involved must be trained to carry a real and contextualized communication. This communication must go hand in hand with technology and the use of modern tools such as videos, audios, movies, dramatizations, and conversations, as already mentioned above, which has to be adapted to the needs of students through culture in the learning process. Retreage (2017) mentions that it is the task of teachers to work on certain criteria in class that can help students to become well-trained professionals, which is what today's society requires. These criteria include:

Promote autonomous learning.

Train the student to solve future situations in real life, both in the personal and professional fields, relate the theoretical foundations with the real world.

Carry out cooperative work, with the aim of promoting decision-making and social / oral relationships among students.

Develop communication skills (argue, inform, negotiate, talk) through real activities.

Develop the attitude in each student, helping him to understand that at any given moment he will have to face only the social and professional reality.

Enhance self-learning. (p.15)

The communicative approach links the relationship that exist between learning the language and their components with performance that has the social field, so it poses as principal purpose to achieve communication and thereby, to consider the needs of the student to achieve the skills developed in everyday life, so that the knowledge gained is used in real situations and in socio-cultural codes

Chapter III

Methodological Framework

For Arias (2006), the methodological framework is the "Set of steps, techniques and procedures used to formulate and solve problems" (p.16). This method is based on the formulation of hypotheses which can be confirmed or discarded by means of investigations related to the problem. It is defined as a "process that, through the scientific method, seeks to obtain relevant information to understand, verify, correct ,or apply knowledge." Said knowledge is acquired to relate it to the hypotheses presented in the face of the problems raised.

3.1 Research Approach

The development of this research is based on the Qualitative Research, which is an exploratory method that permits the researcher to interpret and analyze the data through interviews and questionnaires. Hernández (2019) point out that qualitative research is a multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (p.6). In other words, the data collected is gathered using structured research instruments such as interviews. This research will be based on numeric data provided by the quantification of data through the statistics taken from tools such as figures and charts that will analyze the information needed in a more efficient way, and help with the decision making. Moreover, it aims to prove or refute the hypotheses intended at the beginning of the inquiry, which is to prove the effectiveness of the use of short stories within the Action –Oriented Approach principles to improve the Oral Comprehension Competence.

3.2 Research Design

The purpose of this research is to develop a case study, checking procedures and necessary elements for the use of such method as scientific research. For his part, Martinez (as cited in Yin, 1989 and Chetty, 1996) points out some definitions of the case study method according to Rodríguez (2019):

The case study method is a valuable research tool, and its greatest strength lies in the fact that it measures and records the behavior of the people involved in the phenomenon studied, while quantitative methods only focus on verbal information obtained through questionnaire surveys.

In the case study method, data can be obtained from a variety of sources, both qualitative and quantitative; that is, documents, file records, direct interviews, direct observation, observation of participants, and physical objects or facilities. On the other hand, argues that the case study method has been an essential form of research in the social sciences and in business management, as well as in the areas of education, policy youth and childhood development, family studies, international business, technological development and research on social problems. (p.167-168)

The case studies are qualitative research, which is the research that focuses on studying a phenomenon in depth instead of using statistics to draw general conclusions. This type of research can be used for different purposes (Rodríguez, 2019, p.52).

3.3 Information Sources

3.3.1. Subjects

The subjects of an investigation are the people from whom information related to the study topic is obtained; that is the people who are selected to carry out the research work. According to Barrantes (2010):

They are all those individuals or corporations that will provide information.

Within this, it is specified which is the population and the sample, being the size and characteristics of the population where it comes from, also what size and characteristics the sample has, the procedure followed to obtain it, why it was chose that procedure and how you will get those subjects (p.135).

The teachers of “Formarte English Academy” will be considered as the subjects for this research.

3.3.2 Information Sources

González & Maranto (2015) indicate that the sources of information are related to everything that provides the investigation with the data that is required to reconstruct facts. Information sources are defined as “an instrument for knowledge, search, and access to information. We will find different sources of information, depending on the level of search we do”(p.1). Moreover, González & Maranto (2015) affirm that the primary sources of information are those that, “contain original information, that is, they are first-hand, they are the result of ideas, concepts, theories and research results” (p. 2). Among these types of sources are books, periodical publications, thesis, and newspaper articles, among others. In the same way, González & Maranto (2015) affirm that secondary sources “are those that have already processed information from a primary source. The process of this information could

be given by an interpretation, an analysis, as well as the extraction and reorganization of the information from the primary source” (p.2). As an example of secondary sources are lists, compilations, summaries of primary sources, among others.

The primary sources for this research would be English teachers from this institution, the researcher will be conducting an interview with English professors and some of the students to collect information also an observation will be carried out. The secondary sources will be all kinds of physical or digital material, internet books, among others.

3.3.3 Population and Sample

The population is made up of all the people who can provide the necessary information for the development of the project. Hernández, Fernández, and Batista (2014) indicate that expert testimonies and forums of people are included. Moreover, Bernal (2006) explains that “they are queries from which direct information can be obtained, either at the time an event occurs or by recall, and where it is a question of applying instruments so that the information is accurately captured” (p.175). For his part, Cienfuentes (2011) says that the sample is a part of reality that must “be examined to make inferences about the whole from which it comes” (p.4). For the present investigation, it is constituted by English professors and students of “Formarte English Academy.”

In addition to the number of minutes of lessons in this group is 3 lessons of the English subarea for communication of 50 minutes each. The ages of the students from this institution vary between 15 and 17 years. The sample that was chosen is the type for convenience, which is characterized by a deliberate effort to obtain samples representative by inclusion in the sample supposedly typical groups. Its use is very

frequent in pre-electoral polls of areas that in previous votes have marked voting trends. The sample of the present study is made up of a group that has greater exposure to more conversational technical English lessons; in addition, to be a group of approximately 10 students between boys and girls aged between 15 and 17 years.

3.4 Analysis Categories

A good qualitative investigation has to let clear to the reader the different aspects or categories to be considered or studied independently, as those aspects are linked and form a whole in the investigation. A category is a fragment of something bigger. Zicus Cognitive Procurement (n.d.) defines category analysis as general description of one specific aspect, later explores it deeply and finally develops a concluding analysis. The importance of this research will be better understood by the reader thanks to the explanation of some of those categories as they are the base of the investigation.

Since the beginning the aim and the main motivation has been to implement the modern communicative approach for teaching grammar. On the other hand another aspect to consider is the population that will participate in this investigation are English professors and students from Formate English Academy.

Therefore, it is relevant to develop this study to know if the teachers use the communicative approach to take advantage of potential of the students.

Next, the analysis categories of this research are shown, as well as the subcategories and their respective descriptions.

Objective 1

Identify the grammatical needs of students at “Formate English Academy” and teachers’ characteristics.

Analysis Category

Grammar teaching

Subcategory

Conceptual definition

The **teaching** of grammar involves not only the presentation and practice of a number of structures, but also the detailed explanation of the meaning and the contexts in which these structures should be used.

Instruments

Interview and observation

Objective 2

To establish the theoretical foundations and instruments of the teacher approach and its relationship with grammatical needs.

Analysis Category

Modern communicative approach

Subcategories

Communication

Speech

Role of Interaction

Reading and writing

Context

Word formation, spelling and sentence structure

Conceptual definition

The **communicative approach** maintains that language learning consists of knowing how to communicate and produce meaningful communication within the different functions it promotes.

Instruments

Interview

Objective 3

Propose how the “Formate English Academy” teachers should teach the modern communicative approach.

Analysis Category

Teaching communicative approach

Subcategories

Planning

Activities

Evaluation

Conceptual definition

The characteristics of the communicative approach should be: Communication through language always trying to say something to someone, either orally or in writing. The communicative process never occurs in isolation, but within a context or situation.

Instruments

Interview and observation

3.5 Data Collection Instruments

The instrument used to obtain information from this qualitative research is the in-depth interview, which according to Barrantes (2010) is aimed at understanding the experiences, perspectives, situations, and lives of the subjects of investigation. This was possible due to the dialogued encounters between researchers and informants.

This instrument was selected because it was thought about the relevance of deepening people's beliefs and experiences, which was very necessary for the purposes of the study. Moreover, this is a very important method of gathering information for qualitative research. Since the interview consists of a set of questions, aimed at obtaining information about a particular topic through a dialogue, where the interviewee answers each of the questions posed by the interviewer, in addition, the person interviewing. The researcher must be attentive not only to the responses that the interviewee gives you, but also to gestures and other forms of non-verbal language, which in turn, will provide you with a richer and more experiential response.

In addition, observation is the information gathering technique that basically consists of observing, accumulating, and interpreting the actions, behaviors, and events of people or objects, as they are usually carried out. This process seeks to carefully and systematically contemplate how these characteristics develop in a given context, without intervening on them or manipulating them. This term is also known as the written note that explains, clarifies, or corrects a fact, error or information that can confuse or cause doubts. In general, this clarification is found in books, texts, or writings.

3.6 Collection Data Process and Data Analysis

Once the in-depth interviews with the selected people have been carried out, the information obtained should be reviewed and the data reduced, it would be complemented with the contributions of the researchers to start an analytical process, validated through statements, the theoretical framework and substantiated with quotes extracted from the data. Moreover, it was necessary to give the information collected an organized structure to discover the units of analysis. The data obtained was reduced in understandable terms and then arranged by subject or in the form of categories (Hernández, 2006).

These categories, for their better understanding, transformed the data itself in relation the explanations, synthesis, and conclusions of the research could be finalized in accordance with what it was investigated and achieved. The analysis process is then considered, which allows to achieve greater knowledge and understanding of reality, through the description and understanding of the phenomenon studied.

-Data reduction

It indicates to proceed to the reading of the information obtained from the interviews, and then to carry out the ordering and systematization of the data.

-Disposition and transformation of data

In this phase, the relationships and interpretations of the information were established in an orderly manner and the categorization was carried out in a way that facilitated its theoretical analysis and favored the development of conclusions.

-Obtaining results and verifying conclusions

In this last phase, the results are obtained and conclusions are drawn regarding the problem studied.

The following information was obtained during teacher's interview.

The researcher concluded that the method used to teach grammar was mostly based on teaching grammar rules in a written form.

Despite the fact that two out of the three professors have university studies, none of them knew about the communicative approach or its theories and methods.

Teachers recognized that they carried out some activities taking into account some of the bases of the Modern Communicative Approach even though they did not know.

As well this information was obtained during student's interview.

Students learn grammar mostly by memorizing grammar structures

The Modern Communicative Approach have never been considered as an alternative option to learn grammar

The students are focus on getting exercises done correctly.

The following information was obtained during the class observation

It was possible to establish the level of participation and commitment with the lesson

It was evident the connection of the students with their teachers.

A feature that caught the researcher's attention was the use of Spanish in a reciprocal mode between teacher and students and the translation of some words mentioned in the lesson and on the printed materials used that day.

Chapter IV

Results

This chapter is dedicated to explain the results obtained during the application of the instruments. This because a clear interpretation of those results and the actions done will allow to the researcher to determine if the objectives of this investigation were achieved. Thorne (2000) stated that the investigator can implement different ways of getting data and his comprehension of the most important information to answer the research question, as for example the analytic procedure that affects data.

Moreover, for Miles, M. & Saldaña, J. (2020), the analytic dare in qualitative investigations is to give reasonable explanations, even when there is lack of consistency or disagreement. Each instrument used in this investigation to collect data will be explained by organizing the information generated and the boundaries that might be present in the results. Considering any relevant circumstance and the phenomenological development in the process, the researcher will analyze the data carefully by following a logical order during the examination of the data.

4.1 Teachers' Interview

This important instrument was implemented with different purposes. In this case, the main objective of the interview was to acquire firsthand information concerning the techniques that the teachers mainly used, their proffessional formation and experience. The interview sustained with the teachers revolved around 11 questions that provided the researcher with the initial collection of data in the present study. McGrath et.al. (2019) explained that the interview is the opportunity that a researcher has to understand in a deep way the perspective of the interviewee about

the context in which he is involved in the investigation. The interview took place on October 04th, 2021, and it was a face-to-face meeting at the institution.

The questions allowed the researcher to have a glimpse of the related to the personal experience teachers have, the methodologies they used to teach grammar, what were their needs when it came to teaching, and how they planned their activities.

Besides that the students were also interviewed. Therefore, they provided feedback about their perception of the English classes.

Consequently, the researcher deducted that if they implemented the Communicative approach to teach grammar their experience would be positive taking into account that the groups have already knowledge about general grammar aspects.

Moreover, something relevant from the conversation with the teachers was the confirmation of the use of the approach as despite they did not know much about it they somehow applied some of the techniques.

Later on in the interview the teachers expressed that they have never received that kind of instruction. Regarding that, the researcher understood that it is a good scenario to proceed with the implementation of the approach to enhance the Grammar and speaking skills.

Teachers interview

Grammatical Needs

1. What training do you have in teaching English?

“Interviewee 1

“I am a native speaker(Canadian) and I was hired by Formarte English Academy without a University degree, but I took the Cambridge test and got certified by them.”

Interviewee 2

Bachelor in English Teaching”

Interviewee 3

I graduated from ULACIT University, “ I have a bachelor’s degree.”

From the above it is clear that one of the interviewed people is a native speaker, as English is her first language. Moreover, the other teachers learned it in universities.

2. What is your teaching English experience?

“Interviewee 1

I have been teaching for five years, mostly to teenagers.

Interviewee 2

I have been teaching for around ten years in different institutions with different population.

Interviewee 3

I have been teaching since 2006. In a regular School but also in the Academy.”

It can be considered that all the teachers have a lot of experience, since one of them has five years of experience, and the others over ten years. Therefore, they have a notion of how to teach English. What are the characteristics of the students of the institution?

“Interviewee 1

There are a variety of personalities and needs. Some are focused on grammar and others just in the speaking part.

Interviewee 2

I teach young people who want to get an international certification from Cambridge university.

Interviewee 3

I teach young and adult people.”

At this point there are not much information about the preferences of the young people as, it was not provided.

3. What are your their needs regarding grammar?

“Interviewee 1

Since I am native speaker I know very well grammar structures, but I would say that my challenge is to explain them in an easy way to my students.

Interviewee 2

Depending on the student my challenge is to explain grammar points in English and to make them clear to the student.

Interviewee 3

Maybe to update methodologies, to take cursos de actualizacion profesional, to know what it has been implemented in recent years.”

In the end, it was clear is that teachers basically have a good knowledge of grammatical structures, but their challenge is trying to teach them to students, and to know how to explain them.

Modern Communicative Approach

4. How much do you know about the Modern Communicative Approach?

“Interviewee 1

The communicative approach is based on the idea that learning a language comes from having to communicate it in a meaningful way.

Interviewed 2

I had to google the terminology to have an exact definition of the approach but I actually use this approach, I work with my students so they can use language in real communication, in daily activities

Interviewee 3

I did not know that this approach had a name, nevertheless I implement this kind of activities to get engage my students into the language.”

Despite the popularity of this approach, any of the interviewees fully uses it. This as indicated that he had a general notion, and the other two were completely unaware of it. This is striking, since two of the interviewees have a university degree.

However they said that they teach using such method based on what they have just understood and practiced it empirically in class .

5. What are its theoretical foundations and what does it handle?

“Interviewee 1

I do not exactly know

Interviewee 2

No answer

Interviewee 3

I have no idea”

Corresponding to the above, no one has a notion of the theoretical foundations of the communicative approach.

6. What role does context play?

“Interviewee 1

Definitely context plays an important role, a variety of language is needed to have a fluent communication.

Interviewee 2

I consider that the context is very important in order to have a coherent conversation.

Interviewee 3

Context is always important when it comes to communication.”

Aside from considering that it plays an important role, no one could mis-define the subject.

7. Comment on aspects of language, pronunciation, reading and writing?

“Interviewee 1

No answer

Interviewee 2

All of the aspects mentioned before are important in order to achieve fluent communication.

Interviewee 3

Learning another language is complex. We have to teach each aspect mentioned before step by step. In my experience writing is the most difficult skill to learn. It requires a lot of grammar knowledge.”

Regarding this question one person did not know anything about it and another one only said that it was important. Only one teacher indicated that the grammar is complex and takes practice.

8. How do you think the approach can be applied to grammatical aspects?

“Interviewee 1

Round tables, making interviews, role plays etc

Interviewee 2

No answer

Interviewee 3”

Having activities where the students have to communicate in oral and written form.

It is striking that the person who does not have a university degree and who does not know the approach is the one who proposes the most related activities, as the others did not specified.

Teaching with the Communicative Approach

9. How to plan the classes?

“Interviewee 1

Thinking in the content I have to teach during the quarter

Interviewee 2

I have a curriculum to follow.

Interviewee 3

I have to make sure to cover the content of the quarter, but also I have to know, so I can state which activities will enhance their communicative skills.”

It was only indicated that classes were planned according to the scheduled time. Even, a teacher commented on what is related to the development of skills. It is clear that the development of the curriculum is not a priority for the people interviewed.

10. How do you define activities?

“Interviewee 1

Knowing my students' specific needs, I define my activities.

Interviewee 2

I define my activities according to the topic that I have to develop in my class.

Interviewee 3

I plan my activities according to the needs and preferences of my students.”

Again the answers are vague and reflect little knowledge on the subject. It was indicated that they do so according to activities and topics, however the procedure is not mentioned.

11. How do you carry out the evaluations?

“Interviewee 1

During classwork, making sure they speak in English, with projects, test etc

Interviewee 2

Oral presentations, quices, exams.

Interviewee 3

Mostly exams and oral activities.”

It is indicated that the evaluation is given in two ways, through exams and oral activities. A teacher mentioned the tests; nonetheless, he did not provided further information.

12. How do you use the modern communicative approach in these aspects?

“Interviewee 1

I encourage the students to use the language as naturally as they can to use familiar words and relate them to the environment.

Interviewee 2

Emphasizing the importance of communication naturally.

Interviewee 3

I try to motivate my students to communicate with each other in a natural way, using familiar vocabulary in different scenarios.”

Actually this question loses validity to the extent that none of the interviewees handles the teaching approach. Of course communication is important, but the approach is more than that.

13. How do you use that approach in grammar?

“Interviewee 1

I use grammar implicitly in this approach by playing games, role plays, discussion activities

Interviewee 2

Carrying out activities that provide opportunities to use grammar structures in oral situations.

Interviewee 3

Having activities where they can use grammar structures in a natural way. Ex: Sketches, round tables, having hot topics etc.”

Again, the activities are mentioned are acceptable, but in reality, there is not link with specific theories and methodologies, and therefore all people reflect that they work basically empirically.

4.2 Students interview

1. What activities does your teacher carry out?

“Interviewee 1

He carried out a bunch of different methods like: Videos, exercises during class and on recorded videos. Also, I believe that he took the time to explain some of the most common errors in grammar of level B2, during class using web pages on the internet.

Interviewee 2

A lot of activities where we have to speak to each other, discussions, debates, online activities, fill some readings and grammar activities

Interviewee 3

The teacher used to Schedule meetings where students practiced the four skills and the teacher answered students’ questions. Moreover he taught us the different parts of the linguistic test focusing in the oral part (communicating as natural as possible)”

Students carry out many activities during the class. Although, the teacher of first interviewee relies heavily on videos and exercises

2. How much do you like these activities?

“Interviewee 1

I think I was great because he explained exactly what we needed to pass the exam, which is the main objective, right? So yeah, it was perfectly suitable to my goals.

Interviewee 2

I really liked the activities carried out by the teacher during the course.

Interviewee 3

I enjoyed the activities because the group was small and when we made mistakes he corrected us kindly.”

It can be stated that students are satisfied with the courses. Nevertheless, the reasons they provide are to pass the exams,

3. How do they teach you what is grammar?

“Interviewee 1

With exercises, explanations during class, other examples on the same topic, using the booklet.

Interviewee 2

I learned a lot of grammar topics in comparison to highschool.

Interviewee 3

The teacher was always emphasizing the importance of being natural when it comes to communication whether is written or oral so grammar was part of it.”

It is mentioned that the activities are the basis for learning grammar, but it is not explained how.

4. How much do you think you learn grammar?

“Interviewee 1

The teacher uses different techniques to explain grammar. Depending on the objective of the lesson, sometimes it is implicit grammar and some others explicit grammar.

Interviewee 2

No answer

Interviewee 3

The teacher taught grammar as a part of a test, he explained it in a very detailed way and he provided extramaterial. I think I learned grammar as much as I needed, because I did not have enough time to cover more lessons”

Two interviewees indicated that they think that the teacher applies the appropriate techniques for teaching grammar, and that the teacher takes the time to explain them.

5. How do you rate your grammar in relation to its level?

“Interviewee 1

For me it was a difficulty, so it is 7.5, because of some new topics. But it was easy to understand thanks to the teacher.

Interviewee 2

From 1 to 10 I considered that I have achieved a better level of grammar, I would say 9.

Interviewee 3

From 1 to 10 I considered myself 8 because this is what is taught since high school.”

Although, a score on grammar was not suggested, it can be stated that one of the interviewees is considered himself to be a fair performer, and the other two indicated that they have a better learning now.

4.3 Class Observation

The observation was an important step in the initial part of the actions took by the researcher before implementing the Modern Communicative Approach. Arseven (2018) stated that the observation includes aspects such as inspection, explanations made from a determined perspective, approach, and concrete facts or events always contemplated by someone's opinion, his or her position with reference to a specific situation. The observation carried out allowed the investigator to create his own perspective of the groups grammar level.

Through the observation, the investigator obtained detailed data about different characteristics regarding the activities carried out by the English teachers.

For example, it was possible to establish the level of participation and commitment with the lesson . Although, not all of them were engaged since the beginning, most of them participated at some point. In addition, it was evident their connection with their teacher. The groups made questions and expressed opinions and comments not only related to the subject, but also to non academic topics.

On the other hand, a dominant feature that caught the researcher's attention was the use of Spanish in a reciprocal mode between teacher and students and the translation of some words mentioned in the lesson and on the printed materials used that day.

Moreover, the students made questions and received answers from the teachers. These particular situations are considered by the researcher as unfavorable to the educational purposes and motivated them to make a difference and use only English to implement grammar and oral speech as natural as possible.

Observation 1: Teacher 1

Topic: Future with going to

Activities: The teacher asked questions about their future plans. First, students read: Are you going to...? Then, the teacher paired up the students and they asked each other questions using the be going to grammar structure. When they were finished, they told the rest of the class about their partner's future plans.

Relevance of activities: This communicative going to activity helped to teach the students how to ask and answer questions about their future plans and arrangements.

Mistakes: At somepoint of the activity the students started talking about other topics not related with the grammar structure.

Relationship with the Modern Communicative Approach: The idea of communicative competence was taught by the teacher by using familiar vocabulary in

different contexts and providing a space where the students could talk without thinking about grammar rules.

Observation 2: Teacher 2

Topic: Comparative adjectives

Activities: The teacher explained the grammar rules in order to properly use the comparative form. Moreover, she provided a worksheet to each student, so they had to complete it in certain time. After that they had a guessing game, where the students had to guess the missing comparative adjective in sentences about fun facts.

Relevance of activities: Grammar rules were taught step by step until the students understood. The game was the best part because they could use their previous knowledge to guess the comparative adjective according to the sentence.

Mistakes: The teacher was more focused on getting the worksheets done correctly than providing a space to the students where they could communicate themselves in a meaningful way.

Relationship with the Modern Communicative Approach: There is not a relationship with the modern communicative approach, since grammar was explained explicitly by the teacher.

It was noticed there was a great difference in the way of teaching grammar.

This because, in the first case, the activity was done in an oral way, as the students had to answer questions related to grammar with the intention of providing a management in a natural way, using different contexts. This coincided with the

modern communicative approach in regards to conversation but due to lack of direction, the purpose was lost in grammar.

In the second case, there was a greater knowledge and structuring of the activity. However in this case the purpose was explained from the beginning, and the sentence games were carried out as a way of teaching various rules. Step-by-step follow-up was recognized, but the communicative approach was lost, since everything was limited to what it was written and was not complemented verbally.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

This section of the investigation is the last report of the results obtained by the researcher during the inquiry. The educational research was made to provide a contribution to other investigations, since it is precisely in the conclusions where the researcher has the opportunity to do so. After having the opportunity to develop this investigation with teachers and students at Formarte English Academy, the researcher was able to identify some aspects that can be implemented in order to improve the teaching of grammar using the communicative approach.

Consequently, the teachers may accomplish their main objective with the help of this investigation.

Besides, the researcher used the appropriate instruments to obtain the information in order to carry out the final analysis of this study. As stated at the beginning, the aim of the present investigation is to know how the Modern Communicative Approach for Teaching Grammar is implemented at “Formarte English Academy” This is because it is basically an important aspect that must be taught not only in a the written level, but also orally, which is something that has been left aside by the institution's management.

5.2 Conclusions

5.2.1 To identify the grammar needs of students at “Formarte English Academy”

In this research, the general objective was to investigate the Modern Communicative Approach according to needs of the students at “Formarte English Academy” Moreover, to identify the grammar needs of the students was possible through the application of the two instruments, the interview made to teachers and students and an observation. The researcher decided that his first task would be to interview the current English teachers of the institution. Consequently, the researcher concluded that the method used to teach grammar was mostly based on teaching grammar rules in a written form. Despite the fact that two out of the three professors have university studies, none of them knew about the communicative approach or its theories and methods.

However, they did recognize that they carried out many of their activities taking into account some of their bases. This because at some point in context and communication situations are important, but they are not structured practices under this or any other theories.

In addition, through this instrument it was collected information about the teachers' knowledge and experience in teaching English as a second language.

Another useful instrument used was the observation made by the researcher. Such observation allowed the investigator to have a personal point of view about the group's

behaviors, their organization while working, their interaction with the teacher and

classmates during in the class and their participation. During the observation, the researcher understood that the group was very accessible and willing to learn.

Moreover, it can be stated that the participants were educated and respectful.

Regarding their performance it was noticed the overuse of Spanish and the lack of knowledge related to the topic they were studying that day.

Moreover, it is necessary to say that their attitude permitted the researcher to consider that the interaction between the group and teacher was not a problem to implement the approach .

When students were doing the exercises with a familiar component in comparison to unfamiliar components. It this established the importance of contextualization while teaching grammar. After properly using the instruments to get information and to decide the following

actions, the researcher considered that students can improve their grammar and oral skills through the implementation of the modern communicative approach

If a student is motivated when learning and the more strategies the teacher uses the better as students will learn and produce a more natural communication in oral and written form .

Furthermore, teachers need to introduce students to grammatical features and language in context rather than learning rules and just using worksheets, since language will be meaningless because most of the students are not able to think in abstract ways.

Teachers need to involve students in investigations, problem-solving, games, role plays to develop their awareness and interest in how language works in daily situations.

5.2.2 To implement the Modern Communicative Approach for teaching grammar with A2 students at “Formarte English Academy”

The goal of the researcher was to implement the Modern Communicative Approach to the students from this institution so they could enhance their grammar knowledge. The acquisition of grammar could be observed and measured through the activities carried out; Therefore the Modern Communicative Approach for Teaching Grammar could be implemented having in mind the main principles of the approach. In other words, learning the language by using it to communicate, focus on meaning and appropriate usage, focus on accuracy and fluency, consequently, it also is important to use authentic material to reflect real life situations.

During the experience, the researcher was able to compare the effect of using the correct materials to provide the students with opportunities to perform grammar activities and the effect when those characteristics were not present during the class.

Despite the fact that two of the professors have university studies, none of the three knew the communicative approach or its theories and methods.

However, they did recognize that they carried out many of their activities taking into account some of the bases of such approach. This because at some point context and communication situations are important, but they did not structure their practices under this or any other theories.

5.2.3 To propose how the modern communicative approach should be taught by teachers at “Formarte English Academy”.

From the activities observed, it is clear that the communicative approach seemed to be very well received when carried out in person-to-person conversations, or through group talks. However, the teacher should not make the mistake of only reducing grammar to practice through written games. Although it can be a complement.

Moreover, grammar instruction is not limited to introducing grammar items. having learners to do controlled exercises, and then assessing students on their ability to understand grammar item.

On the contrary, communicative grammar could be taught through games, role plays, discussion activities. Games are an excellent method for carrying out communicative grammar practice as it allows students the opportunity to practice and develop language skills in an enjoyable and low- stress manner.

5.3 Restatement of the Research Question

There is a research question to be answered through the research: What really is the communicative approach in the context of grammatical learning?

Communicative Approach in language learning is an approach that is used when learning a second language or a foreign language which emphasizes on the improvement of the communicative ability. In other words, the ability of applying the language principle in order to produce grammatical sentences in a more natural manner.

The researcher carried out the research process by doing some interviews, and an observation through active participation.

After having analyzed the instruments and the results, the conclusion obtained by the researcher were satisfactory, as he realized the success of implementing the Communicative Approach in grammar.

5.4 Recommendations

The researcher realized that the usage of this specific approach is not a priority to our educational system, the syllabus, or the lesson plan of most institutions. Therefore, he recommends meditating about the importance of understanding that the approach has the same relevance for the four main skills considered in English as a second language learning.

Moreover, as being a teacher implies having the responsibility of doing things properly; the researcher recommends creating a good environment to work the student's communicative abilities and to carefully contextualize the topics to permit the students to establish meaningful relationships with communication. Besides, it is important to take into consideration that teaching requires creativity to catch the students' attention and to provide opportunities to communicate focusing on both fluency and accuracy.

Subsequently, teachers can use authentic materials to reflect real life situations in order to integrate the four skills to capture the students' attentiveness.

Furthermore, the researcher exhorts the teachers to include the approach in their lessons plans, to dedicate more time to the instruction with this approach, and

the creation or application of effective strategies and techniques to enhance the communicative skills in the different areas.

This investigation considers important to implement the communicative approach techniques not only with language acquisition purposes, but also in all subjects, so the students can be more familiarized with its use.

Moreover, the teacher has to focus a more on the fluency of the learners rather than the accuracy of grammar structures. Therefore, in this way learners will acquire it gradually and naturally.

There needs to be a way of changing the methodologies implemented in the classrooms and rethinking the effectiveness of monotonous techniques used to teach speaking.

This issue is fundamental to be analyzed; therefore, the researcher advocates for finding new ways of teaching.

Another recommendation for future investigations in the education field is considering the implementation of the communicative approach to enhance natural speaking skills acquisition, as a referent to better the mediation strategies in the classrooms and thus, to go beyond the scope of this investigation and develop new investigations

around the technique, its applications, its effectiveness when adapted to other skills or subjects, its effectiveness for teachers as part of their strategies, and any other possible

application of techniques in the educational field.

Regarding English programs, the researcher suggests the institution to make an in-depth analysis of the lack of importance that natural communication received in the current programs, situation that affects the main four skills of the second language learning.

Moreover, the same recommendation is to the institutions that prepare professionals of the education field, and urge them to provide future teachers with strategies to teach integrally.

What is certain is that the approach must be managed with more foundation and knowledge, and from there and from there to better plan educational programs where there are weaknesses.

In this sense, the handling of the curriculum where all the above is related to a series of objectives and which is then shown in an evaluation is something that is not fulfilled.

And if it reveals that at the university training level the pedagogical part seems to be insufficient in the cases studied, so it is necessary to review the programs.

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Appendixes

In this part of the document the reader can find all the instruments applied in this investigation to collect data which are: Interview, observation, pre-test and post-test.

In addition there are included the lesson plans, rubrics and evidences of the work made at the school by the researcher during the investigation.

Teacher interview

Universidad Internacional de las Américas Inglés con Énfasis en Enseñanza

Student: Joel Díaz Corrales

Date: October 4th, 2021

Institution: Formarte English Academy

Grammatical Needs

1. What training do you have in teaching English?
2. What is your experience teaching English?
3. What are the characteristics of the students of the institution?
4. What are your grammar needs?

Modern communicative approach

5. How much do you know about the modern communicative approach?
6. What are its theoretical foundations and what does it handle?
7. What role does context play?
8. Comment on aspects of language, pronunciation, reading and writing?
9. How do you think the approach can be applied to grammatical aspects?

Teaching communicative approach

10. How to plan the classes?
11. How do you define activities?
12. How do you carry out the evaluations?
13. How do you use the modern communicative approach in these aspects?
14. How do you use that approach in grammar

Students Interview

Universidad Internacional de las Américas Inglés con Énfasis en Enseñanza

Student: Joel Díaz Corrales

Date: October 06th, 2021

Institution: Formarte English Academy

1. What activities does your teacher carry out?
2. How much do you like these activities?
3. How do they teach you what is grammar?
4. How much do you think you learn grammar?
5. How do you rate your grammar in relation to its level?

Appendix 3

Observation sheet

Universidad Internacional de las Américas Inglés con Énfasis en Enseñanza

Student: Joel Díaz Corrales

Date: October 11th 2021

Institution: Formarte English Academy

Teacher name:

Day

Hour

Activities carried out related to grammar

Relevance of activities

Mistakes

Relationship with the modern communicative approach

Lesson Plan

Universidad Internacional de las Américas Inglés con Énfasis en Enseñanza

Student: Joel Díaz Corrales

Date: October 13th, 2021

Institution: Formarte English Academy

Objectives	Mediation Strategies Topic: Talk Show Interview Role Play	Evaluation Criteria
<p>Make sentences using correct grammar structures</p> <p>Answer questions as natural as possible</p>	<p>T. Introduce himself and make an ice breaker (10 min)</p> <p>T. Provide to the students the vocabulary about “Celebrities” (10 min) playing charades.</p> <p>T. Divide the class into small groups, one member of the group is going to conduct the interview and the celebrities (classmates) are going to answer. They switch roles (10 min)</p> <p>S. Create some questions using WQ format to ask the “celebrities” (10 min)</p> <p>S. Answer the questions using correct grammar structure in an spontaneous way (10 min)</p>	<p>T. performed an structure interview using “ celebrities” vocabulary and W Questions</p> <p>S. Participate actively, expresing opinions about things</p>

