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The use of the methodology of creation of class routine in the Teaching of English as a way of improve oral expression in the classroom of the ninth-grade group of C.T.P Mario Quiros Sasso in the canton of La Union, Cartago in the second quarter of 2024

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Dedication

This project is dedicated to people who doubt their own ability to fulfill their dreams and aspirations. This work is proof that everything in life can be achieved if one as a person keeps the goal in sight. Despite the complications that may arise along the way, the most important thing is not to give up, since the most important thing is to overcome obstacles with courage and determination and continue forward until victory is achieved.

First of all, I want to express my sincere gratitude to my father, a role model throughout my life. He is a person who has been by my side during my darkest moments, extending his unconditional hand of support. His constant encouragement has driven my pursuit of life's aspirations and has guided me to become the person I am today.

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Abstract

This investigation research the use of the methodology of creation of class routine in the Teaching of English in order to develop and improve the speaking skill on ninth graders.

First, the research question was How the use of the methodology of creation of class routine can be applied in the Teaching of English as a way of improving oral expression in the classroom of the ninth-grade group of C.T.P Mario Quirós Sasso in the canton of La Union, Cartago during the second quarter of 2024?

In addition, as the question mentioned above the high school in which this investigation was conducted it is C.T.P Ing. Mario Quiros Sasso, located in San Diego, La Union, Cartago. The research approach was a qualitative methodology, this means that all the information gathered through the investigation process was non numerical. Furthermore, the students were enthusiastic about the investigation making more easier the data collection process.

Finally, the investigation concluded that the effectiveness of the use of the methodology of creation of class routine in the Teaching of English as a way of improving oral expression in the classroom was positive.

Resumen

Esta investigación valga la redundancia, investigó el uso de la metodología de creación de rutinas de clase en la enseñanza del inglés con el fin de desarrollar y mejorar la destreza oral en estudiantes de noveno grado.

En primer lugar, la pregunta de investigación fue ¿Cómo se puede aplicar el uso de la metodología de creación de rutinas de clase en la enseñanza del inglés como una forma de mejorar la expresión oral en el aula del grupo de noveno grado del CTP Mario Quirós Sasso en el cantón de La Unión, Cartago durante el segundo trimestre del año 2024?

Además, como se mencionó anteriormente, el colegio en el que se realizó esta investigación es el C.T.P Ing. Mario Quirós Sasso, ubicado en San Diego, La Unión, Cartago. El enfoque de la investigación fue una metodología cualitativa, esto significa que toda la información recopilada a través del proceso de investigación fue no numérica. Además, los estudiantes se mostraron entusiasmados con la investigación, lo que facilitó el proceso de recolección de datos.

Finalmente, la investigación concluyó que la efectividad del uso de la metodología de creación de rutinas de clase en la enseñanza del inglés como una forma de mejorar la expresión oral en el aula fue positiva.

Table of Contents

Acknowledgments	2
Dedication	3
Abstract	4
Resumen	5
Chapter I	8
Introductory Framework	8
1.1 Problem Statement	8
1.2 Objectives	10
1.3 Justification	10
1.4 Antecedents	13
1.5 Scope	17
Chapter II	19
Theoretical Framework	19
2.1 Literature Review	19
2.1.2 Methodology of creation of Class Routine	28
2.1.3 Application of the Class routine in oral expression classes	34
Chapter III	39
Methodological Framework	39
3.1 Research Approach	39
3.2 Research Design	40
3.3 Information Sources	41
3.4 Analysis Categories	42
3.5 Data Collection Instruments	43
3.6 Collection Data Process and Data Analysis	44
Chapter IV	46
Data Analysis	46
4.1 Analysis and Interpretation of the Results	47
4.2 Didactics Guide	53
4.2.1 Figure 1	53
4.2.2 Figure 2	54
4.2.3 Figure 3	55
4.2.4 Figure 4	56

4.2.5 Figure 5	57
4.2.6 Figure 6	58
4.2.7 Figure 7	59
4.2.8 Figure 8	60
4.2.9 Figure 9	61
4.2.10 Figure 10	62
4.2.11 Figure 11	63
4.2.12 Figure 12	64
4.2.13 Figure 13	65
4.2.14 Figure 14	66
4.2.15 Figure 15	67
4.2.16 Figure 16	68
4.2.17 Figure 17	69
4.2.18 Figure 18	70
4.2.19 Figure 19	71
4.2.20 Figure 20	72
4.2.21 Figure 21	73
4.2.22 Figure 22	74
4.2.23 Figure 23	75
4.2.24 Figure 24	76
4.2.25 Figure 25	77
4.2.26 Figure 26	78
4.2.27 Figure 27	79
Chapter V	80
Conclusions and Recommendations	80
5.1 Purpose of the Conclusion	80
5.2 Conclusions	81
5.3 Restatement of the Research Question	88
5.4 Unexpected Results	89
5.5 Recommendations	90
References	91
Annexes	94

Chapter I

Introductory Framework

The word *teach* within the vocabulary of people is simply a word, but for those who dedicate themselves to giving full meaning to such word, it means much more than just a simple word. Therefore, this research work is linked to teaching that, as far as is known today, there can be dozens of types of teaching, as well as the different branches of which a teacher can or wants to teach his students. Consequently, this research work will be focused directly on the teaching of English, for those readers who wish to acquire knowledge related to the aforementioned. The following research work has the purpose of fulfilling objectives related to the main topic, which is to analyze the effect of using the class routine creation methodology in the teaching of English as a way to improve oral expression in students in a classroom. Therefore, throughout this research work, the causes, effects, and aspects that involve studying this topic will be analyzed.

On the other hand, this research will be addressed to any reader who is interested in acquiring knowledge on the effect that this methodology has, since in the future a teacher can use the methodology with their students and not only benefit themselves by the quality of learning that it provides, but students also can benefit in terms of learning by practicing the methodology that is focused on improving the student's oral expression. Now, aspects related to the problem statement of this research work will be mentioned, which, as already mentioned, is linked to the improvement of the student's oral expression in the English language in the classroom.

1.1 Problem Statement

Oral expression for many people is a complicated topic, since regardless of the language in which it is spoken, this skill always brings problems for some people. This problem becomes even

more challenging when a person or, in this case, a student wants to learn a second language and does not have sufficient knowledge or is affected by other aspects such as anxiety, as this makes the student nervous when expressing themselves in English inside the classroom with the teacher and his classmates. The problem, as such, goes beyond just trying to get the student to acquire more knowledge about the foreign language. It also seeks to analyze and identify the causes of why certain students find it difficult to express themselves in English, since in a country like Costa Rica, the second most important language is English because it not only gives students more knowledge of the language, but it is even mandatory for many jobs that a student headed to be a professional master English as a second language.

The problem is reflected in an English teaching classroom when a person working as a teacher sees his students mainly uses their mother tongue, when in reality the students should be empowered and try or at least make an effort to practice English in a more constant way, either by asking the teacher for permission for something, asking questions about the subject or, practicing with another student certain words or phrases. This because in the future those same students are the most benefited in their professional life. Consequently, the investigation question is, How the use of the methodology of creation of class routine can be applied in the Teaching of English as a way of improving oral expression in the classroom of the ninth-grade group of C.T.P Mario Quiros Sasso in the canton of La Union, Cartago during the second quarter of 2024?

In the following segment, the general and specific objectives that are projected for this research work will be mentioned in order to analyze the effect that the class routine methodology has on improving the oral expression of English.

1.2 Objectives

1.2.1 General objective.

- To analyze the effect of the use of the methodology of creation of class routine in the Teaching of English as a way of improving oral expression in the classroom of the ninth-grade group of C.T.P Mario Quirós Sasso in the canton of La Unión, Cartago in the second quarter of the two thousand twenty-four

1.2.2 Specific objectives.

- To identify the most prevalent oral expression problems faced by the ninth-grade students at C.T.P Mario Quirós Sasso through a diagnostic survey. To test teaching tools in the classroom to improve oral expression
- To test the effectiveness of three specific teaching tools: role-playing activities, group discussions, and short presentations, in improving oral expression in the target classroom
- To evaluate the final outcome of the implemented routines by comparing pre- and post-test scores, analyzing student reflections, and collecting teacher observations on students' oral participation

1.3 Justification

Now, in this segment, certain important aspects related to the investigation will be mentioned, since it is extremely important to speak clearly about what is being sought in this work and what it will serve for. Moreover, it will provide the benefits and other aspects that this may entail not only for the interest of the reader, but for anyone who is looking for to use the methodology. This research topic was chosen since it covers a very important area in teaching, specifically the teaching of English as a second language, and it is important to emphasize that the

topic is focused on improving speaking ability during the lessons in a secondary group. Therefore, its importance goes beyond simply getting students to pronounce certain words correctly related to specific vocabulary.

With this research, the aim is to achieve that, through a class routine, students practice oral expression with more freedom and empowerment, since in some cases, such as those seen in high school classrooms, many students use their mother tongue to refer to any aspect that they want to consult the teacher or even when communicating with another classmate. It is important that, through a class routine, students gradually improve their oral expression in the foreign language during the English lessons; some with more satisfactory results than others, because although it is true, not all students can learn at the same pace. Therefore, it is believed that a class routine would repeat English speaking concepts during the lessons and that over time students would be able to express themselves more freely in English.

This research is not only convenient for English, but also for teaching in general, since by creating a routine, habits are also created and habits, being repetitive, are learned in a faster and more satisfactory way. Therefore, the investigation of this topic is important because it can provide the reader with remarkable ideas that in the case of teaching, can be very helpful in classes with student groups. Although, teachers benefit from knowing this information to later apply it with their students, it is not a secret that they benefit greatly when such a methodology is applied because, as already said, it is focused on the student to gradually develop and improve his oral expression in the classroom. This can also be very beneficial for the students, as they and not only develop their oral expression in the classroom, but also, in the best of cases, in their daily life.

As is already known, it is important to emphasize that the methodology that you want to apply is the class routine would complement each other through activities, as well as expressions

that are used in the classroom to refer to a situation. In particular and thus, the student learns from this and the day by day the routine is beneficial for the teacher who observes progress in the oral expression of his students. Therefore, the class routine becomes more important in the area of teaching a new language because a student engages in the learning process, is involved in the activities that the teacher performs, and, in turn, improves skills such as writing, reading, listening, and speaking. This last-mentioned skill is the one that is most related to this research work, but it is important to recognize that for a good command of oral expression, it must be linked to the other three skills, since they all form a set that will teach the student to better solve the activities proposed by the teacher. When a student complies with a daily routine of activities in the classroom, it is clear that the four skills will be involved since, as previously mentioned, it is important that a skill such as listening be developed in the best way, setting an example of a repetition activity, where the student first listens to the correct pronunciation of the word and then uses speaking to mention that word.

Now, the class routine activities cannot be extensive, since it would take away a lot of time from the activities or practices that the student has to develop in the classroom; that is why, the routine is carried out in the best way. This should be linked to certain activities or actions that become a habit for the student, so that over time he can develop it more easily. Moreover, the four main skills will also benefit, especially oral expression, which is what is directly related to this work. Some phrases or customs such as saying good morning, good afternoon, how are you? what are you doing? what do you work? can I ask you a question? and thus, an endless number of phrases and vocabulary that is seen daily could be part of a routine. Moreover, short activities in the classroom can be part of a routine, as they allow one student to work with another and ask everyday questions and repeat the already known vocabulary to empower the student to remember constantly

phrases and sentences, which will improve the person's vocabulary to a certain degree when expressing themselves orally.

The population to which this research work is focused on, is a group of ninth-year students of a high school. The issue that can be observed is that students find it difficult to develop the oral expression of English in the classroom. It has been seen that when asking questions, either to the teacher or among themselves, they use the mother tongue a lot and speak English more frequently during the oral activities that the teacher proposes. That is why, it is sought that students can carry out a class routine where they are shown vocabulary, as well as activities to reduce stress and anxiety when it comes to empowering themselves to speak in English.

1.4 Antecedents

Now, in this segment, certain aspects will be mentioned, as well as the opinion and/or the bibliographical citation of some authors that will help this research to have a relevant theory regarding the main topic of this work. Next, the first theoretical contribution to this research will be mentioned and will put context on the issue related to the improvement of oral expression in students. The first historical document mentioned below refers to the authors Paul Davies and Eric Pearse, who wrote the book called *Success in English Teaching* which details the following in one of its pages.

If you take all the natural opportunities to Use English for Communication in the classroom, you remind the learners of the main goal of the course. If you create additional opportunities, you send an even stronger message. If you do not take and make such opportunities, you send them a message that the purpose of the course is just to learn information about language and pass tests. (Davies & Pearse, 2000)

As it was possible to read in the previous quote, Paul Davies and Eric Pearse explained that if the teacher takes advantage of all the opportunities for the students to develop their oral expression skills through activities, these students will have a daily challenge in the lessons within the class. Students will have a greater chance of learning and not just seeing the subject, such as learning vocabulary and approving tests. As a basis for this research, it is important to consider this historical reference to be clear about the oral improvement approach through communicative activities, in which the authors briefly mentioned activities such as dialogue ideas between teacher-student or even student-student, where specific aspects of vocabulary are asked, or also, in another case, the teacher can consider an object, animal, or person and asks several questions about it. Finally, the authors also mentioned using WH-Question words as an activity, as questions about what is done in different tenses, are asked.

The second document in this section is international, specifically a research work carried out by Jennifer Gonzalez Reyes. Her document was entitled "Educational games in English to improve Oral Expression for eight grade students at the public school "Trece de Abril" La Libertad-Province of Santa Elena School Year 2014-2015" which mentions an interesting aspect, as shown below.

The game also favors the development of attention and memory, while playing children concentrate and remember better than in other situations because their mind and body are actively connected. The development of the language is also influenced significantly by the action of the game, since it requires each child's particular ability to communicate. If a child is not able to understand verbal peer instructions, if it is unable to clearly express his or her wishes, she or he will have problems and disgust in these cases stimulates the development of the language.

(Gonzalez, 2015)

In the quote above, Jennifer Gonzalez Reyes clearly mentioned the use of games to be developed with students and detailed that such games can help the development of attention and memory while students concentrate and remember aspects of the games. This knowledge is of great help in this research because it shows that the development of oral activities improves the foreign language and that, in addition, certain games can become a routine, so that these students can memorize words and also learn in a case where the vocabulary that the teacher provides to them has some difficulty when it comes to memorizing or to learn the subject in a more entertaining way.

The third document in this section is international. It is specifically a research work carried out by María Eugenia Camacho Oleas. Such document is entitled "Total Participation Techniques (TPT) for the Oral Communication Skills Development," which mentions an interesting aspect stated as follows. "ESL/EFL learners should take advantage insofar as possible, of the opportunities to participate in classroom activities to enhance their communication skills. She adds, that the more interest and enthusiasm is displayed during the process, the more efficiently skills are developed" (Camacho, 2021). According to María Eugenia Camacho Oleas, students should take the opportunities to participate in classroom activities to enhance their communication skills, since the more they participate in oral activities in the classroom, the more likely they are to memorize words and sentences that are focused on in this research. Routine activities can be done in the classroom, empowering and motivating the student to participate in the dynamics or activities that the routine can obtain and so, that the students are involved in the process of teaching and developing oral skills.

The fourth document in this section is international, specifically a research work carried out by Takako Inada. Such document entitled "Teachers' Strategies for Decreasing Students' Anxiety Levels to Improve Their Communicative Skills," which mentions an interesting aspect as shown below.

The teachers' suggestions for decreasing the students' levels of anxiety included creating risk-free classrooms (including decreasing the levels of stress), increasing opportunities for speaking practice (including more pair/group work), and ways of using classroom dynamics. The italicized sentences are key excerpts (quotes from the interviewees translated by the researcher; however, the native English speaker's statements were not translated) that were used to demonstrate ways of decreasing the students' levels of anxiety. (Inada, 2021)

According to Takako Inada, a problem that is often common among students can be noticed, is the anxiety and nervousness that students feel when they have to speak. This is very common in learners of a second language, since the fact of trying to speak in a language that is not their mother tongue is quite complicated for many people. For this reason, Inada mentions certain strategies that can help the student to express himself orally. In the classroom, it is also important to develop activities to change the class routine, since when changing the activities, these must be developed in different ways such as in groups, or creating dialogues in pairs to name a few. Now, within a routine, opportunities must be created for all students to participate equally and reduce the levels of anxiety and stress that often play a trick on the student when using the oral expression of English.

The fifth document in this section is national, specifically a research work carried out by Mónica Retana Villegas and Jessica Rodríguez Reyes. Their document is entitled " Implementation of Constructivist method by using real life scenarios to improve English oral communication skills on students of 7th grade at CINDEA San Vito High School during 2021," which mentions an interesting aspect as shown below.

The use of constructivist techniques in the classroom for the teaching-learning process of a second language, in this case English, helps promote interaction between students and teamwork, as well as allowing less advantaged students to benefit from collaboration

and interaction with students with higher skills to receive guidance, clarifications, and explanations, reducing their level of anxiety and therefore, the affective filter. In summary, their motivation towards teamwork and learning increases. (Retana & Rodriguez, 2022)

According to the authors, the theme of constructivism can be of great help in the classroom since, as they recently mentioned in the previous quote, this helps to promote interaction between students and teamwork, giving students the opportunity to reduce more learning problems incorporated into the oral activities of the group and therefore, decrease levels of anxiety and stress in the face of the development of the skill and the activities as such. Therefore, when the teacher carries out activities related to constructivism with his students, he manages to increase the participation of the students in the activities. Regarding the present investigation, this aspect is of the utmost importance since it can be implemented in a class routine that in addition to the activities, include the empowerment of student participation as well as their learning.

1.5 Scope

In this segment, certain specific aspects related to the investigation of this work are mentioned and will help to determine some points of view which will be shown below.

- The specific group of people that is being analyzed and investigated corresponds to a group of ninth-year students at C.T.P Mario Quiros Sasso, who present problems in expression and or oral participation in the classroom.
- The improvement of the expression and oral participation of the students in the classroom is the key element that seeks to be improved with the use of the routine creation methodology.

- The estimated time to which this research work is focused is approximately a time close to six months.
- The geographical location in which the analysis and study of the group of students will be carried out is in the C.T.P Mario Quiros Sasso, a technical high school located in San Diego de la Union, Cartago, Costa Rica.
- The importance of carrying out this research work is for all readers linked to the learning of teaching, as well as teachers who want to know about the use of the methodology of creation of routine in teaching, whose purpose and importance is that students can develop more freely the oral expression of English in the classroom.

Chapter II

Theoretical Framework

This chapter of the research work is of the utmost importance because here the reader can read the different topics on which this project will be based on. In addition, in this section the reader can find the theoretical content included in each of the divisions and subdivisions of the different topics that are linked to the main theme of this investigation. To start, the reader can read the three parts in which this section is divided. The first section is related to Oral Expression, and has three subdivisions appointed as definition of oral expression, oral expression problems, and how to treat speech problems. Now, the second section is related to the Methodology of Creation of Class Routine. It this has three subdivisions, which are the definition of Class Routine, techniques or types of Class Routine, and tools and/or skills to carry out the Class Routine. The last section deals with the application of Class Routine in Oral Expression Classes, and, also has three subdivisions just like the first two sections, which are to identify population and problems, identify methodology and apply it, and conclusion and results. Therefore, as it could be read, these are the three sections and subdivisions in which the reader was shown the theoretical content, as well as references linked to the different topics.

2.1 Literature Review

In this section, it can be found the theories that make up this investigative work as such, since this is one of the most important sections of the entire work due to the theoretical content is reinforced with the help of author's quotes that will feed even more research. Therefore, the different theories that will be seen one by one below will be of great help for what is sought to be

obtained. In addition to the theories and opinions of experts on the subject, it seeks to show certain examples that will accompany and further feed the theories shown in this document.

2.1.1 Oral Expression

Oral expression is a skill that many people can perform better than others and, like all kinds of skills, it requires an endless number of aspects that will allow the person to express themselves orally in the best way. For this reason, in this section of the chapter, certain aspects related to oral expression will be addressed, since this research work is focused on improving this ability in high school students. This section comprises three sub-topics, which are the definition of oral expression, the problems that oral expression entails, and the treatment that can be given to speech problems. As previously mentioned, each of these subtopics will be developed with theory, references, and opinion on each one of those mentioned, since it is extremely important for the research work and for the reader that each of the subtopics that make up this area, have well classified theory and aspects that help with the development of this work. Now, the first sub-theme to be covered in this research is to find an expanded and concrete definition of oral expression.

2.1.1.1 Definition of Oral Expression

It is said that for a long-time, oral expression has helped people to communicate with each other. Moreover, when the language factor is involved, it makes people of different cultures unable to communicate, until the moment in which a person of a different culture, country, ethnicity, or religion regardless of the classification, manages to learn the language the other person speaks. Until that moment is when people from different cultures manage to understand each other and engage in the process of human communication.

The teaching of English is an area that allows precisely that people whose mother tongue is different be able to communicate. Therefore, through a guide or teacher, they can acquire knowledge based on the second language, in this case English. In the classrooms, the students commonly tend to use the second language only to carry out didactic activities included in the planning that the class teacher has; nevertheless, the students, when using English only in the activities given by the teacher, understand writing activities, and listening, speaking, and reading make students to limit themselves to the use of the second language only in those cases. Consequently, the most appropriate thing for students to empower themselves to use English more, is that they try to speak in English at all times in class even if they want to ask for permission to do something specific. Given this, the use of oral expression in English benefits even more the person who practices it constantly, so that later the student practices it even more, not only in the classroom but in everyday situations that will make the person or student not only obtain more knowledge, but also benefit in many aspects of their daily lives.

Oral expression is very important in learning and developing the use of English as a second language, and it is precisely why this investigation begins from the most basic in order to make the reader understand the definition of oral expression within a topic in which the skill is focused. Therefore, the definition provided by Ami Rathod, who wrote a book entitled *Use of Videos in Developing Oral Expressions of Students* will be mentioned below to provide the definition of such a word in an understandable to the reader. According to Ami Rathod, oral expression can be defined as a skill that “It involves the articulation of all the components such as the sound (vowel, consonant), stress, pause, intonation and use them in isolation and in combination and also the reception, identification, perception and development of communicative competence at the productive level” (Rathod, 2017). With this definition, the concept is clear, since oral expression

is a very important aspect and more when it is mentioned in a context where it is about the improvement of English speaking in the classrooms of an educational center, since both the teachers and the students would benefit from a good production of speech and as mentioned before, it is a great opportunity for students to acquire more knowledge and increase their skills by the simple fact of using many oral activities connected with the remaining skills such as reading, writing, and listening, so the person can excel in many aspects when practicing a second language.

2.1.1.2 Oral Expression Problems

The problems that involve oral expression go much further than just being difficult for a person in general or a student as such, since the fact that it is difficult for a person to express themselves. Nevertheless, to try to communicate something is a great opportunity for this person, as he/she can try to correct that problem that is affecting him from any point of view. If we consider a child and this type of problem prevents him from learning to express himself or from-being able to understand the topic provided by the teacher, and thus he will not be able to participate in oral activities that the teacher designs or even, he will have doubts about the subject, but will not be able to ask the teacher for clarification. Such problems can be recurring and can accompany high school students throughout the different levels. Therefore, this can become a serious problem also in adulthood, where these problems can prevent the person from getting a job opportunity.

That is why these types of problems should be worked on as soon as possible in the classroom. For instance, in the case of Costa Rica, the mother tongue is Latin Spanish, and perhaps a large percentage of high school students may not be affected when expressing themselves orally in their mother tongue, However, when entering a classroom where English is the subject many students can find it difficult for different reasons, ranging from not handling vocabulary to express

themselves in the most correct way possible, to a person may have a lot of knowledge about vocabulary, but he can be invaded by fear of expressing himself, shyness, or even the same fear of expressing himself but for not wanting to fail by saying something an incorrect, mispronounce to, or using a grammatically incorrect sentence. Moreover, there can be found oral problems from birth, which are caused by some extra-medical condition. Nevertheless, type of cases will not be considered, since this type of problem totally addresses other types of treatments and this is a topic for a medicine specialist or even another area that has to do with special health conditions.

It is known that like with any skill, there are always problems that will prevent the practitioner or student from developing it in the best way, which is why the sub-theme related to problems in oral expression will be shown below by means of theory and the opinion of authors that reinforce it. It is important to understand what kind of problems occur in oral expression. Moreover, it should be clear that problems in oral expression would be more evident when a student has difficulties learning to read and write. Vincent C. Alfonso and Dawn P. Flanagan authors of the book entitled *Essentials of Specific Learning Disability Identification* mentioned some difficulties. "Their language problems may be more obvious in their struggles to learn to read and write than when listening and speaking" (Alfonso & Dawn P, 2018). The aforementioned confirms the theory regarding the issue that problems in oral expression that are linked or, at least, become more evident when seeing students developing reading and writing activities.

Now, after emphasizing what the problems in oral expression of the students are linked to, it is time to investigate and report precisely what are the most common problems that are seen in high school students. This topic of research work was thought up precisely because an English teacher can face the fact that high school students can have certain problems to express themselves in the second language. That is why improvement is thought of and in this way to find the reason

why it is difficult for a high school student to express themselves in the second language. Therefore, by consulting the book *AECon 2020: Proceedings of the 6th Asia-Pacific Education and Science Conference* written by Saefurrohman, Malim Muhammad and Heri Nurdiyanto, it can be found that in a study carried out, the most common problems are the followings.

The result showed that the most problems faced by the students are less confident, lack of vocabulary, low participation in classroom activities, and difficulties in expressing the sentences... another finding has revealed that the difficulties faced by the students are due to fear of making a mistake, anxiety, shyness and lack of confidence. (Saefurrohman, Malim, Heri, & Nurdiyanto, 2020)

Therefore, it can be clearly understood that the problems faced by students are linked not only to the lack of participation and learning itself, but also to conditions of some students who present shyness, lack of confidence, and fear of being wrong when expressing themselves in a second language. This previously mentioned aspects are natural and common in the sense that humans always feel this type of thing in many cases and moments where they are invaded by uncomfortable feelings that prevent them from being able to do many things related to good oral expression in a second language. Consequently, it prevents them from taking an oral English test in the best way and thus, this can prevent them from getting a good job opportunity in any job worth that demands it. Therefore, the best action that a student or person in general can take is to act when they are learning and seek help and some advice that may be useful to avoid these problems that prevent them from expressing themselves in English, which can become even bigger in the future if they do not work on speech problems that prevent them from showing, detailing, expressing, describing, and so on, hundreds of actions that are linked to speech.

2.1.1.3 Treatment of Speech Problems

Now that some of the problems students face when developing speaking skills are known, it is important to reinforce some sort of solution or treatment that can address a speaking problem and thus, to allow students to get involved in the language learning process in the best possible way. Therefore, based on the book *Deep Learning in Adaptive Learning: Educational Behavior and Strategy* by Chia-Chen Chen, Patrick Hung, Erol Eǧrioǧlu, and Kuo-Lun Hsiao, it can be stated that the teacher must create an emotional experience which is positive for the student through strategies, so that the student can perform without any type of pressure, but rather they can reduce levels of stress and anxiety, as such factors often make it more difficult. Therefore, the student can be able to adapt to the teaching process, as the authors mentioned as follows.

In other words, creating a positive emotional experience using effective strategies is helpful in reducing anxiety of students in practicing oral English. The teachers can alleviate the language learning anxiety of students by arousing their English learning interest and creating a comfortable English learning atmosphere. (Chia-Chen, Patrick, Erol, & Kuo-Lun, 2022)

In the same way as mentioned above, the fact that the teacher must create a positive environment through strategies will allow the student to better adapt to an eventual activity of oral production of English, is reaffirmed. Consequently, the previous point on how to address this issue of the treatment given to a student, who shows problems when expressing himself orally in a second language, has been made clear and understood, and the term strategy was mentioned, it has to be stated that a strategy is needed for the student to reduce levels of anxiety and shyness and to gradually be able to express themselves orally better and better. Next, according to the theory found

in the book *English Linguistics, Literature, and Language Teaching in a Changing Era* by Suwarsih Madya, Willy A. Renandya, Masaki Oda, Didi Sukiyadi, Anita Triastuti, Ashadi, Erna Andriyanti, Nur Hidayanto P.S.P, a very important strategy that can be of great help for a student or a group of students to reduce levels of stress and shyness and in turn learn vocabulary among other aspects related to English speaking, is through the activity called “Role-play” as it is mentioned as follows ”From all of this research, it can be said that the role play is able to recreate real-life situations by giving students the space to practice with their peers. It can also increase students’ engagement and interaction because roleplay activities can be fun in the classroom” (Madya & et al, 2020).

Other activities of general or public knowledge are discussion activities. In this type of activity, the teacher gives the students a topic of general interest or, if it is with young people, they can be given topics related to a sport, a book, a movie, series, animation where the teacher can ask questions related to them or discuss whether a movie, series, sport, or animation is better than another. With this type of practice, students motivate themselves to want to give their opinion on a topic that is interesting to them because precisely the key to reducing anxiety levels can be linked to seeing that a student is empowered to give their opinion on a topic that they find-interesting. Another activity that can be very useful is debates. Nevertheless, it has to be stated that it is true that is a bit similar to discussion topics. However, when dealing with debates, the teacher has to divide the class in two groups of students and propose a controversial or interesting topic. For both groups and between the groups, give questions and answers about the topic are provided, either to be in favor of or against the specific topic.

Another interesting way to get students to deal with these speech problems is by describing pictures. This practice can be done in a way that the teacher shows vocabulary on a specific topic

and then gives students pictures for them to look at and describe the images they see related to the vocabulary learned. This is a great practice because the students are remembering learned vocabulary and, at the same time, they are visualizing their physical form. Another very important way to help students to boost their confidence when speaking is by creating and telling a story. Therefore, the teacher, when teaching vocabulary to the students, can apply this activity by starting to tell an interesting story for the students and for them to continue the story by adding sentences and words that give meaning to the story until reaching an end. On the other hand, another very good and entertaining activity that comes to mind are the interviews. This activity can be carried out between two students or, the teacher can be the one interviewing the students. To begin with, the teacher must teach the vocabulary of the same way as in the previous activities and then ask a series of questions that the student can answer about informative aspects or about the specific topic that the teacher offered in class.

Each and every one of the activities shown above can be very helpful for students to avoid the problems they sometimes face when they want to express themselves orally. In this way, the theories are reaffirmed, showing types of strategies such as role plays, interviews, debates, storytelling among others that will be of great help, so that the student can trust more and more in making use of the English language and decrease their fear and anxiety levels, and increase their levels of self-confidence and not find it a problem to express themselves orally. It is also important to use the strategies, so that the students can improve in terms of vocabulary, sentence formation, among other aspects such as pronunciation, fluency, and grammar, which are various aspects linked to the proper use of the English language and that can be a problem or advantage, depending on how quickly you act when a person tries to get a job opportunity related to the English language and its expression.

2.1.2 Methodology of creation of Class Routine

A methodology begins when a person creates something specific in order to prove that something is true, correct and that it works either for their own benefit or for the general benefit of the people. For a person, the methodology is composed of steps, advice, theory, and tests that will make that a methodology can be fulfilled within an area. In this case, a class methodology to try to prove a theory goes hand in hand with various aspects in relation to the results that it generates. That is why the ways and the treatment in which the topic that is addressed, must be well investigated in order to reach good conclusions about the result that the methodology has in the population the method is applied on.

For the teaching of English, there are many types of methodologies the teacher can guide his students to carry out different activities in order for the student to learn about the subject in general. In this case, this research work focuses on the methodology of creating class routine, so that the student(s) can improve their speaking ability, as some of them present difficulties when trying to express themselves through class participation in different activities. Moreover, with this tool and also that the teacher can show good habits and actions that will make the student not only to use English in activities, but also during break times or even when they want to ask a question in general.

In this section, the reader will be able to read about three subtopics that make clear the theory about the class creation methodology. The subtopics that address this main section are the following: Definition of Class Routine, where the reader will be able to know and identify what the term class routine refers to; specifically, its meaning given by an expert on the subject. The second subtopic deals with techniques or activities of class routine, where the reader will be able

to find out about the different techniques or activities that exist in a class routine that can be applied to improve oral expression. Finally, the last subtopic is tools to carry out the class routine. In this section, the reader will be able to realize what didactic tools a teacher can apply to carry out the class routine in the best possible way, all the above reinforced with theories given by experts in the topic.

2.1.2.1 Definition of Class Routine

It is known that a class within a classroom of an educational institution, no matter what subject it is, is always the learning center for many children, young people, and adults. Therefore, learning is the basis for a place like the classroom to be able to be very useful at the moment a person decides to expand knowledge. In this case, the subject that is taught in English, so with much more reason learning must be the most efficient and correct as possible for the student. However, not always the student manages to learn English in the best possible way, because in some cases he does not find motivation or interest in such a subject or because they find problems to develop in the subject. That is why, it is thought necessary to create a class routine where the student can carry out different activities that motivate him to be interested in learning the subject and the topics that are taught. This because many of the topics are linked to real life by means of contents, vocabulary, and expressions that allow the students to develop this aspect in the best way.

A class routine can contain many features that make students interested in completing the routine. For instance, it can be created a game for students to consider indications regarding the vocabulary to be used in the classroom and the activities that are assigned. Moreover, in some creative way, to give or lower points within the game to create simulation, so that students who meet the objectives are benefited something in particular. It is known that by participating in such

activities, the students are already winning and absorbing knowledge and, at the same time decreasing anxiety levels and increasing self-confidence reflected in participation.

Therefore, a concept such as the class routine is what this research work focuses on because the word routine is often heard and some people associate it just with the term repetition. Nevertheless, the most important thing of all, is that a routine can have variants, so it does not have to become boring for a student who spends a lot of time in a classroom. In fact, a class routine becomes a positive aspect in which students can develop activities related to the subject in the best way and thus, have more effective learning. According to the book *Doing Reflective Practice in English Language Teaching* by Thomas S. C. Farrell, "Routine in how classes are conducted also helps the students follow what is going on in class, otherwise they would have a difficult time trying to figure out what was expected of them in each class" (Farrell, 2022). Given this theory, the importance of a class routine is known. In addition, the definition of class routine can be deduced as a habit where the teacher and students carry out daily to make classes a good practice for learning and, as previously mentioned, it should be avoided to be too repetitive, as it becomes boring for both the teacher and the student, and thus, it ceases to become a great opportunity to learn.

Students must find a class routine that they find entertaining because being bored demotivates them and removes interest from the subject. A good class routine must cover different activities, so the teacher can provide learning to reinforce knowledge and practice the four types of skills without neglecting the oral part. This since this skill, is the one that is more sought that the students learn and improve. This experience tells that normally routines mostly encompass writing and reading activities, but speaking and listening are left aside. Nevertheless, listening is very helpful for the student to understand the correct way in which a phrase, sentence, or word should

be pronounced within a context. As it is known, English has variables in terms of the pronunciation of words, so the listening exercise will always be linked to speaking, so that the student can use such skills in the most appropriate way.

2.1.2.2 Speaking Activities of a Class Routine

The application of activities that allow the student to develop skills is of great importance; in this case, speaking or oral expression. In a class routine in the English language classroom, the development of the four special skills such as Speaking, Writing, Listening, and Reading stands out. Consequently, this is the reason why the research seeks to apply a routine to use other skills as well, but focusing on the improvement of oral expression.

According to Tan Bee Tin, author of the book entitled *Stimulating Student Interest in Language Learning: Theory, Research and Practice*, the student must also be interested in wanting to learn the language and also to know and improve knowledge as it is mentioned below.

Saw Dins interest was raised by oral activities such as speaking with the teacher, speaking in English with classmates. Even in classes where the teacher did not employ interactive speaking opportunities for students, in order to make himself interested, he created an opportunity to speak by echoing and speaking softly what the teacher said, reading out softly along with other students... (Tin, 2016)

Teachers must create opportunities for students to use oral expression. Throughout the life of a teacher and a student, it is known that activities related to speaking are of great help since they not only allow the students to learn the vocabulary acquired, but also experience. This because both, the student and the teacher, when they gain confidence, they can stop side negative aspects

such as anxiety and shyness to express themselves. The activities previously considered are merely linked to interaction, as for instance activities that everyone has ever experienced, such as: role play activities, discussion activities, debates, picture describing, storytelling, interviews, among others. All the previous public knowledge that is appropriate to the type of student and the type of vocabulary can be of great help to reinforce such ability.

On the other hand, it is logical that the teacher should also teach the student how to apply the activities and strategies before developing the routine focused on oral production. As mentioned by Annika Kolb and Marita Schocker in the book *Teaching English in the Primary School: A task-based introduction for pre- and in-service teachers*, a theory that can help more in the present investigation is that “...teachers should show children how to apply appropriate strategies. They could for example demonstrate how to compile words and chunks in a word web, how to make notes which can be effectively used in a presentation...” (Kolb & Schocker, 2021). All this so the student can learn not only oral, but also written aspects that can be useful in the future in oral presentations and thus, they can perform in a better way when creating materials that make students to write their ideas and calmly conform what they want to refer to in a presentation, game, or dynamic related to oral expression. Since, through this knowledge, the student will be able to benefit in all aspects and in all abilities, such as speaking, writing, reading and listening.

2.1.2.3 Tools to carry out the Class Routine

It is normal to think that the necessary tools to carry out an English class routine with a focus on the expression and oral improvement of the students, may be related to aspects such as the materials with which the oral activities will be carried out, as well as how the teacher can assess or at least have a type of evaluation either verbal or written before the development of the activities

proposed. In this case, the necessary tools would be of a material and verbal nature, since visual material would be needed, so that students know what they should do when committing to the oral communication process through activities. The tools to carry out a class routine must be adaptable to the type of activities that the teacher wants to perform. This is based on being able to carry out the activities proposed by the teacher in the best way. As mentioned by Avgerinou, Maria D., Pelonis and Peggy in the book *Handbook of Research on K-12 Blended and Virtual Learning Through the iFlex Classroom Model*,

...instructional practices and delivery must be adaptable to the needs and desires of the diverse groups composing ESL-EFL classes. As technology progresses, media access advances, and social media use increases, teachers must also consider the changing needs of their students and apply them to their instruction, while taking into account the pedagogical goals desired according to the standards and benchmarks of each respective school and Institution. (Avgerinou & al, 2021)

Another important point to take into account is the choice of tools that will be used during the process. Obviously, such tools must be well chosen based on the type of oral activity that is going to be carried out. The tools can be studied and then, the teacher can consider the aspects such as, if in the oral assignment it is sought to evaluate intonation, vocabulary linked to the topic, grammar used by the student, the content, among other aspects.

According to the book *Teach Meaningful: Tools to Design the Curriculum at Your Core* written by Lauren Porosoff, the choice that must be made in terms of course activities to carry out the class routine, as well as to assess it, is if they are adequate or not and in case of needing a change Porosoff states that "...the tools that follow will help you assess how well your course

strands, task variety, and unit sequence serve your values so that you can reflect on whether you want to change anything”(2020)

2.1.3 Application of the Class routine in oral expression classes

The way in which the class routine method is applied, is determined in this section, as well as the theories that will lead this study to theoretical conclusions regarding the way in which the routine should be carried out. For example, the aspects that involve the application of the routine such as the study of the population to which the routine is going to be applied and the oral problems that involve them without taking into account medical conditions, since that is another separate topic. The fact of identifying the methodology or rather, the type of class routine and the type of activities is more adjusted, so that students can develop themselves in the best way and they can improve the oral aspect. Moreover, within the same activities the use of other skills is reflected, so they are also being improve.

This last section presents the application of the class routine focused on improving the student's oral expression. Aspects related to the sub-themes will be developed below: Identify population and problems, identify methodology and apply it, and conclusion and results. Each and every one of these subtopics contain theory that will help to further clarify the topic, as well as important aspects that surround it and quotes from different experts on the subject through references with content that may be useful for the development of the subtopics.

2.1.3.1 Identify population and problems

Identifying the population and the problems that students have when expressing themselves are very important aspects to take into account, since the opinion of students about what or why

they are affected when developing or getting involved in a speaking activity is a very important way for the teacher to correct those aspects that are affecting the student's involvement in the learning process. An important aspect is to identify the population of students and recognize what is affecting them. This because English is not their mother tongue and they need to adapt and acculturate with the English language in an efficient way. According to Scott, Diane M., author of the book *Cases on Communication Disorders in Culturally Diverse Populations*, "...educators will need to understand and recognize how the acculturation process may impact social and academic learning behaviors." (Scott, 2020).

Identifying oral expression problems is an important task for the teacher, since these problems can be addressed in different ways depending on the condition or the given problem. This is of great significance for the teacher, as once aware about these problems that hinder learning and oral participation, they can be corrected. According to Yu Ren Dong, author of the book *Teaching English Language Learners in Secondary Subject Matter Classes: 2nd Edition*, "Teachers need to identify specific ESL language difficulties and design effective ways of addressing those difficulties" (Dong, 2019). As previously mentioned, teachers must know their students and identify difficulties to correct errors by designing strategies that benefit both, the teacher and the student.

2.1.3.2 Identify methodology and apply it

To order to identify the methodology, it is necessary to study the students and thus, to determine the aforementioned. This because the methodology for creating class routines must go hand in hand with the oral or vocabulary needs that students must learn. Therefore, the student population must be studied to determine what to do. It is known that a natural and unplanned

methodology is to practice the English language in the classroom, as if the student is empowered to do so, he can do it calmly without fear of being wrong. Moreover, if he makes a mistake, he must correct himself in the most appropriate, so that the student does not lose confidence when trying to express vocabulary and thus, he then can overcome fear and shyness and make speaking enjoyable. According to Selviana Napitupulu, Fenty Debora Napitupulu and Kisno in the book *Research Methodology in Linguistics and Education*, “Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable” (Napitupulu & et al, 2019).

Now, an important point is that the methodology is linked to the content of the course, since in this way the teacher can couple and determine it through the activities that fit into the class routine. For this reason, the teacher must generate strategies, so that the students try to memorize words related to the subject that is being taught at that moment. In this way, memorizing certain vocabulary can become an important part of the same methodology of class routine. According to Shahnaz Shoro, author of the book *Teaching and Learning English in Non-English-Speaking Countries*, it is necessary to teach vocabulary so students practice it and even memorize words unconsciously because it is no longer exhausting and can be an entertaining routine.

The content of the course should be based on the most commonly used and important vocabulary in the medical field and the selection of significant words should be particularly connected with the nature of the participants everyday job routine. Simple and uncomplicated words and phrases should be taught efficiently. (Shoro, 2019)

The above quote refers to the field of teaching in medicine, but it can clearly be adapted to the teaching of English because both are within the field of teaching, only the type of subject changes.

The teacher works with the same vocabulary for a period of time so that the students can practice the routine and identify with vocabulary that they can mention later thanks to the use that is given to them in the different activities.

2.1.3.3 Conclusions and Results

Regarding the conclusions and the results of the research work, they are expected to be satisfactory both for the investigation and future readers, since it is a valuable theory that with knowledge on the subject can be applied in different learning scenarios. However, as for the students, it is expected that they can develop the class routine in the best way and manage to learn the vocabulary, so they can be empowered to improve their oral expression. On the other hand, the teacher must be attentive that the students carry out the activities in the best way. Motivation is key to those ~~for~~ students who find it difficult to express themselves, without feeling pressured before carrying out the activity, The idea is that people who find it difficult to express themselves can feel free to express it. The teacher has to ask the students how they feel about carrying out such an activity, and they also need to know if these students suffer from mockery or some type of harassment by other students. This is a good point to take into account because in those cases the right thing must be done, so that those situations do not happen anymore, since some students may feel that they are not part of the group due to this type of behavior.

Although, it is always important that the teacher ask the students what they thought about the lesson and if they think that there are some aspects can be changed to improve the routine for the common good of both the teacher and the students. As mentioned by Rita Schellenberg, author of the book *The School Counselor's Desk Reference and Credentialing Examination Study Guide*, “A post classroom guidance measure that asks students to describe what they liked about the lesson

and their suggestions for how the program may have made more of a positive difference for them” (Schellenberg, 2018). For this reason, the importance of the teacher listening to the student and being able to define strategies to improve the teaching and learning processes.

Chapter III

Methodological Framework

At the beginning of this chapter, different important areas for the realization of the project will be shown and tools will be created and determined, so this research work will be carried out. The chapter will consist of important sections to take into account such as the research approach, where the reader will be able to find the description of the method, either qualitative or quantitative. Moreover, in the following section, area the reader will be able to know the research design that is related to the method selected based on the problem posed, objectives, time, and even the budget allocated for the investigation. In the next section, it can be found the information sources. In this part, it will be explained who or what is the source of information, which can be people or theoretical content.

In the next section is Analysis Categories. In this part, the reader will be able to read about the categories of analysis that will go hand in hand with the focus that is given to the investigation. Then, it comes the Data collection instruments, so the researcher will describe the instruments and why they were selected to collect the information. Finally, in the last section, the reader will be able to comprehend the data collection process and data analysis. This part is related to the explanation of the data taken from the students who present difficulties when doing use of oral expression or also of students who need to improve oral expression, as well as participation in activities given by the teacher. In addition, this part will also show how the analysis of the results extracted from the documents bring valuable information to this investigative work.

3.1 Research Approach

In this case, since it is a subject related to the teaching of English, the aim is to study a group of students to get to know the problems they have in the development of oral expression in

the classroom; regardless of the fact that some students may not have a problem as such, but they do need to improve their oral skills in terms of participation in classroom activities in relation to the English subject. That said, the most appropriate method to carry out this research is the qualitative method because it is the one that best suits the interests of this project, since it seeks the opinions and responses of the students to get to know how students can improve their oral expression in the classroom. In most cases, the students use a lot their mother tongue to refer to the teacher and during activities where the English language is used. The qualitative method, as stated above, is the most appropriate because, the aim is to find out what a specific group thinks, in this case secondary school students. Moreover, it seeks to assess the method, in this case, class routine, to obtain valuable information than can be accessed for the development of this research.

3.2 Research Design

In this case, in terms of the design or plan for obtaining data, aspects are sought to determine a series of questions, so people can give their opinion about the situation or problem they face when trying to use English or when trying to improve oral expression in English regardless of whether it is for the development of an activity or to communicate with the teacher and classmates. Moreover, it is thought that in the first place the situation of the class group should be studied and the students should be observed when performing oral activities, as well as their behavior in the class, to understand how much they use English. Another very important aspect to take into account is that after the study is carried out to determine certain complications, problems, and to see improvements in the students, a type of survey is applied. This with the purpose of answering the assigned questions to obtain the opinion of the students in terms of what is sought to improve, that is students 'oral expression.

When obtaining the answers, a class planning will be sought for students to carry out activities focused on oral production and the majority of students can participate, so that they can lose their fear and shyness. As the latter is seen as the main problem that students face, so the researcher's intention is to allow students to practice English orally through planning. The planning will be focused on a class routine made up of different activities that will make the routine beneficial for the oral performance of students in the classroom. At the end, this will be measured by means of an instrument to evaluate the oral situation and see if there has been improvement in the oral expression of the students, after applying the method. Each of the steps make up the collection of data, as well as the creation and implementation of activities to reach a point where the improvement of the students' oral expression can be measured.

3.3 Information Sources

The means of obtaining information for this research work are specifically primary and secondary resources. This is due to the nature of the research work where the aforementioned are adjusted, so that said information is attuned according to what is requested to know to achieve the objective of the investigation. The primary sources would be the information taken from students of a secondary school group. This as they will be asked for their opinion on certain questions through a document that will be delivered to them with the authorization of the teacher, educational institution, and, of course, the approval of the parents, who are the ones who approved that their children do the corresponding survey and allowed their children to participate in the activities that are part of the class routine, as this research is focused on improving the oral production of students in the classroom.

On the other hand, it is also talked about secondary sources because the information on how the class routine will be applied in terms of ideas, thoughts, opinions and theory is taken from

books, thesis, articles, magazines, among others. All the selected information that can be of great help for this research work, will be the activities related to the improvement of oral expression, as well as the planning of the class; therefore, the secondary sources are of great help in this investigation.

3.4 Analysis Categories

The most important aspects to be researched are defined as: pronunciation, grammar, fluency and vocabulary.

- **Pronunciation:** According to Merriam-Webster (2023), pronunciation is defined as “the act or manner of pronouncing something”. This is the first element used to take into account in the oral test rubric to grade students in the pretest and posttest. In this case, the pronunciation is graded from ascending to descending with the following aspects: very good, which means a grade of 3, good, which means a grade of 2, regular, which means a grade of 1, and need improvement, which means a grade of 0 respectively.
- **Grammar:** According to Merriam-Webster (2023), grammar is defined as “the study of the classes of words, their inflections, and their functions and relations in the sentence”. This is the second element used to take into account in the oral test rubric to grade students in the pretest and posttest. In this case, the grammar is graded from ascending to descending with the following aspects: very good, which means a grade of 3, good, which means a grade of 2, regular, which means a grade of 1, and need improvement, which means a grade of 0 respectively.
- **Fluency:** According to Merriam-Webster (2023), fluency is defined as “the quality or state of being fluent”. This is the third element used to take into account in the oral test rubric to grade students in the pretest and posttest. In this case, the fluency is graded from ascending

to descending with the following aspects: very good, which means a grade of 3, good, which means a grade of 2, regular, which means a grade of 1, and need improvement, which means a grade of 0 respectively.

- **Vocabulary:** According to Merriam-Webster (2023), fluency is defined as “a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined”. This is the fourth element used to take into account in the oral test rubric to grade students in the pretest and posttest. In this case, the vocabulary is graded from ascending to descending with the following aspects: very good, which means a grade of 3, good, which means a grade of 2, regular, which means a grade of 1, and need improvement, which means a grade of 0 respectively.

3.5 Data Collection Instruments

In this research work, the instrument chosen to collect the appropriate information is the rubric. This due to the type of research carried out in the current project. The choice of this instrument is of utmost importance because it will help to determine different factors involved in the study and the analysis of the investigative work. In fact, due to the elements that the researcher wants to analyze, the rubric, in this case, is the best choice to develop a better study and detailed analysis of the points to take into account and obtain more precise results. More directly, this instrument was chosen as it serves to collect the appropriate information and also the precise aspects on which the results will be based, according to the type of objective to be achieved. In this case, as the strategy to be implemented is the creation of a class routine to improve the oral expression of students within the classroom, and thus, the type of tool, as mentioned above, is the rubric. This because it will show results and from there is very decisive to start towards an improvement in the oral expression of the students, which is the element that the researcher seeks

to find out. On the other hand, the elements that contain an oral evaluation rubric are the best way to determine if the routine is successfully applied and analyze the change, as well as the results that will be obtained from it. That is why this instrument and method is chosen because it is believed that based on academic experience over the years, the best and most accurate way to evaluate an oral work or in this case an oral evaluative investigation, is this tool.

3.6 Collection Data Process and Data Analysis

Data collection is essential topic because it is a fundamental element that will help to know, recognize, and quantify the different elements to take into account for the investigation. This data collection is of great importance because it will allow the research to make sense in terms of the objectives that are to be achieved, which will be done through tools that will ensure that said elements and research data have an appropriate quantitative, as well as qualifying order depending on each element that is taken into account to know the future results. The data collection will be carried out in such a way that since the research is focused on improving the oral expression of the students, first it will be done the observation of the class since it will be possible to quantify the number of students, as well as to assess the class routine, which is an essential tool in this project, to achieves an improvement in the way students express themselves orally in the English language.

Therefore, a pre-test and a post-test are carried out to determine if there is improvement in oral expression after the application of the class routines. These tests will have a great purpose in data collection because they will have the function of showing significant elements in the student's oral production, which will be shown through the rubric tool in which qualifying elements will be seen; for instance, when grading oral expression aspects such as the use of grammar, fluency, vocabulary, and pronunciation. Therefore basically, this is the way in which the data is collected

to quantify the number of students, to carry out the class routine, and both tests that will be graded according to the level shown, as per the level shown by the student, as the student teacher will consider it.

As for knowing how the analysis of such data will be carried out, first the class routines and the tests must be applied, which will also serve as a qualifying tool in this research process as well as the knowledge of different behaviors in the students when expressing themselves orally in English within the classroom. Having said this and having the knowledge of all the aspects necessary to begin the analysis, these have to be analyzed in a careful and decisive manner to find final results to show the greatest possible veracity according to the elements taken into account and applied therein. According to each element that is graded, the student can show different levels of skills and these will be reflected in the grade given by the student teacher. The analysis will show several elements according to the behavior and ability that each student has, by taking into account the score obtained in the pre-test. The aim is to empower him/her and that with the guidance of the student-teacher, he/she can improve different areas or skills as required after carrying out the activities. Moreover, it will be shown if there was a change in the student's oral expression. Having said that, of course, each student will be analyzed in the most concrete way to determine, according to their oral skills, how many of them have difficulties in fluency, use of grammar and vocabulary, and pronunciation, after finding precise results, it will be determined if the class routine works as a method to improve oral expression of the English language in the classroom.

Chapter IV

Data Analysis

The task of this chapter, data analysis, is to show the reader two essential areas in this research work, which are the analysis and interpretation of the results and the didactic guide that will lead to knowing, determining, and yielding results according to the area under analyzed. It is of utmost importance to be clear about the meaning of data analysis and its importance because it will not only serve as self-knowledge, as this analysis will show the reader a vision with possibilities in which the data can be applied in various areas of education. According to Jan Vanthienen and Kristof De Witte (2018), data analytics refers to a set of techniques and applications to explore, analyze, and visualize data from both internal and external sources. It then follows that the analysis goes through different processes involved in techniques and applications that are given to the topics and in this way the exploration, analysis, and visualization of the data available on the base topic is reflected. Knowing the meaning, of course the importance of data analysis goes hand in hand and the fact of doing, this involves expanded knowledge on the subject, since according to Jan Vanthienen and Kristof De Witte (2018), thanks to the use of data analytics, the learning environment can better correspond to student's characteristics in terms of cognitive abilities, earlier acquired knowledge and skills, interest, learning style, motivation or mere cognitive abilities. In addition, it becomes an example of great importance when applying data analysis in general and, in this case, the approach given to the educational issue. This is an issue that can benefit the teacher, as well as the students.

Keeping in mind the topic of data analysis and returning to the topic of the areas into which this chapter is divided, it is important to highlight the areas of analysis and interpretation of the results that will show subareas such as observation, rubric evaluation, questionnaire, and interview,

which will be shown later with their respective information. On the other hand, the second and last area of this chapter is presented. It deals with the didactics guide, where the subareas of Tables, Figures and Appendices will also be shown, to detail in a more graphic way the results that we want to show to the reader.

4.1 Analysis and Interpretation of the Results

As mentioned previously, in this area of analysis and interpretation of results, the elements under study and analysis carried out and their interpretation will be reflected. Each of the processes and aspects, by which they were taken into account, will be emphatically and carefully shown to carry out a complete analysis from start to finish. The first aspect to take into account is the observation, that without delving too deeply into these subareas, considers aspects of utmost importance to detail the analysis and other sub-areas, such as the evaluation rubric and its composition, the appropriate questionnaire, and interview that helped to know more aspects about the student. Last but not least, the subarea of the pretest and posttest are important points because all the aspects or subareas mentioned, allow the reader to cover each of them and see them in the analysis and interpretation of the results that were given in context.

Regarding the interpretation of results, when the data obtained is clear, the interpretation process involves a detailed study of each of the points that we want to take into account, trying to ensure that the results obtained, are combined as fully as possible and its interpretation can be carried out in the best way and thus, this area can conform in its entirety to the duly interpreted subareas.

4.1.1 Observation

As the first point to take into account, the observation is essential, since it is in this part where the details that will emerge in this investigation, are known in plain sight. Its importance ranges from the moment the student teacher enters the classroom and visualizes every detail of it from what can be known as the physical space in which the student carries out the lessons until the point of observation, as well as the students' behaviors, abilities, and skills that will characterize the group and each student and the aforementioned environment.

At first glance, what could be observed in the physical space of the place, is that it is a classroom that has all the necessary elements for learning such as acrylic blackboards, erasers, markers, the desk with the respective teacher's chair. In addition to other elements such as posters with English vocabulary, garbage can, among others that are of lesser detail. The aforementioned serves to clarify to the reader that the classes were held in a common and pleasant space for learning, and problems regarding the infrastructure of the place or of any other specific nature, were never found. Then, we find what is the most important and specific topic, which is the observation of the students. It can be detailed that it was a group of ninth grade, an exact count of seven boys and seven girls, all with an average age of fifteen years, none had cognitive learning problems, and only one who had a physical disability.

Regarding attitudes, it could be seen that the majority of students were encouraged to participate in class, as well as with the activities that were explained throughout the classes. Moreover, it could be seen that the rest found it a little more difficult. Participation was low due to fear of making mistakes, but, in in this case, the student-teacher motivated them to participate in the same way, showing them that it is not wrong to make mistakes, but that it was all part of learning. The topic of camaraderie was reflected much more easily as it was a small group of

fourteen students, which was positive because it reflects the good treatment among classmates and the teacher, and these are aspects that could be detailed from the class observation.

4.1.2 Evaluation rubric

In this section, the evaluation rubric was designed mainly for the evaluation of two oral expression activities, which students must perform based on diagnosis. It is important to highlight that the creation of the evaluation rubric was intended according to previous knowledge on the subject under evaluation, taking into account that it depends on the student's speech. Moreover, this rubric fulfills the function of determining different levels according to the area that is graded in relation to the appreciation and listening that the student-teacher can capture; therefore, the student was evaluated based on what he produced, as well as the indications that the student-teacher gave him to provide a result according to the objectives.

In this case, since the rubric was made with prior knowledge, it can be detailed that the rubric has general identification aspects such as the name of the institution to which the student-teacher belongs, the name of the evaluator, and the name of the student to whom the diagnosis is applied; in addition, to aspects such as the total number of points and the score obtained. On the other hand, aspects such as pronunciation, grammar, fluency, and vocabulary are specifically chosen for evaluation. These four elements will be graded in ascending order as are the qualifiers: need improvement, regular, good, and very good, which is the highest point where the student, if he gets all the points in that box, has a perfect score. It is important to detail how the qualification of what was said above is shown for each of the items. For example, what qualifies the evaluative aspect according to the category will be shown below.

Need Improvement

Pronunciation: Makes pronunciation and vocalization mistakes.

Grammar: Rarely uses grammatical structures appropriately during the evaluation

Fluency: Expresses him/herself with constant hesitations, losing the natural way to express the message

Vocabulary: Rarely uses relevant vocabulary in the assessment

Regular

Pronunciation: Makes pronunciation mistakes, the vocalization is correct.

Grammar: Sometimes uses grammatical structures appropriately during the evaluation

Fluency: Able to speak at an adequate pace but the pauses that make are long, losing continuity in the message.

Vocabulary: Uses relevant vocabulary on some occasions in the evaluation

Good

Pronunciation: Pronounces correctly but the vocalization is not correct.

Grammar: Uses grammatical structures appropriately for most of the assessment

Fluency: Expresses him/herself correctly with ease and spontaneity, the pauses that makes do not spoil the message

Vocabulary: Uses relevant vocabulary throughout most of the assessment

Very good

Pronunciation: Pronounces words correctly and vocalize well.

Grammar: Uses grammatical structures appropriately at all times

Fluency: Able to speak naturally without hesitation with an appropriate rhythm

Vocabulary: Uses relevant vocabulary throughout the assessment

Obviously, depending on the level that the student demonstrates according to the aspect that the evaluator considers, this will be the grade and a space is also added to the rubric, so that the evaluator can write down the student's observations if he or she considers it so.

4.1.3 Questionnaire

In this case, the questionnaire is an important element in this project since after completing the class routine, it helped to understand many aspects and points of view regarding the student's opinion in relation to the questions given by the student-teacher. This questionnaire was focused on questions oriented to the frequency in which a student performs an action such as trying to speak in the English language with the knowledge he has or using some tool, whether technological or not, to encourage himself to speak, and that if the students had confidence in themselves to develop or at least try to engage with such a skill. Then, other questions were focused on yes or no questions, so that the student could choose in relation to the activities that were put into practice during the class routine to improve oral expression in the English because such questions helped to know and have more accurate points of view in this research will give images of the results that can be shown in the figures section of this project.

4.1.4 Pretest and Posttest

Due to the type of research carried out in this project, as mentioned above, the rubric is the most appropriate tool to evaluate students when carrying out oral expression activities since, due to the experience that exists, the rubric manages to organize and show the aspects in which-the student-teacher wishes to evaluate. The rubric can be constructed by all the qualifying aspects that the evaluator has available which, as mentioned above, are divided into grammar, pronunciation, vocabulary, and fluency. It is also important to highlight that this evaluation will be graded by points and then grades where the minimum grade will be seventy, any lower result does not pass the diagnostic test.

Therefore, the evaluation rubric is used as a primary tool in this project. Consequently, the investigator decided to perform a pretest as a diagnosis to know the level according to the different

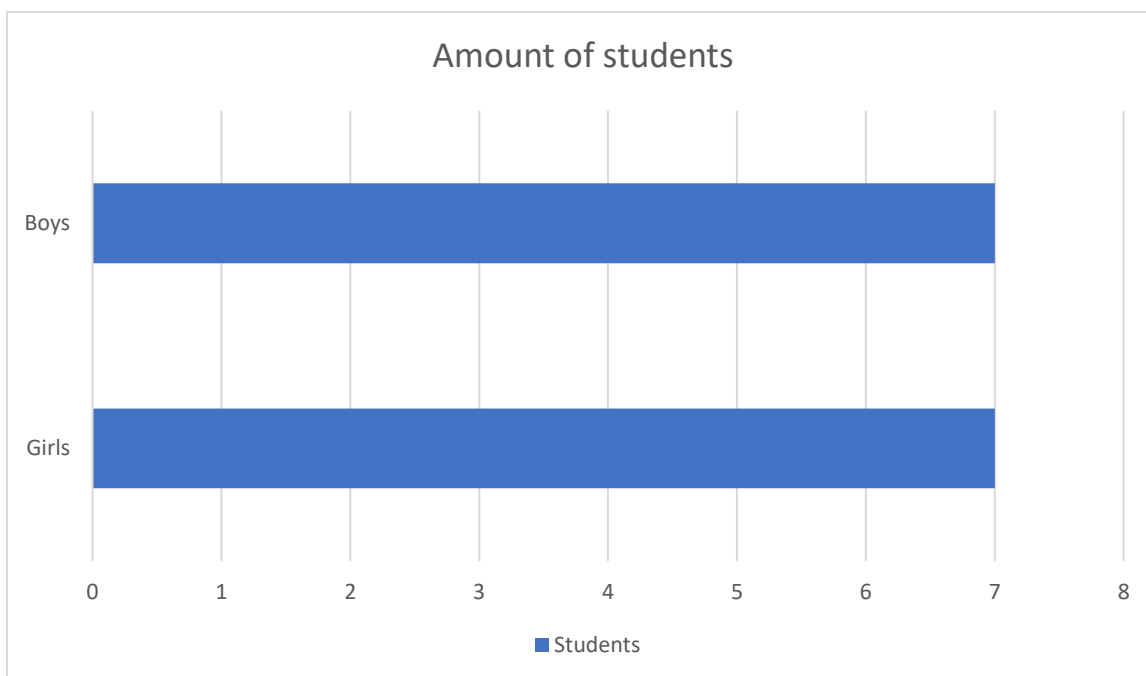
aspects that are qualified in the rubric. This because it will give the evaluator a vision of the level that each student generally handles according to the activity the evaluator decides to carry out, for instance a dialogue in pairs as part of the initial diagnosis. The dialogue would have to be at least a full sheet of notebook in length. After carrying out the pretest, through the document the evaluator is able to know the different skills and characteristics of each student who was evaluated, with this, the evaluator proceeds to provide activities in the classes and supervising the students who had difficulties in the pretest, and thus to encourage them to participate in the class activities that the student-teacher provides.

After carrying out the class activities, the evaluator, after putting into practice the class routine to improve the students' oral expression, offered them a last activity, which is the elaboration of the dialogue with the objectives given by the evaluator. The students will be assessed which these elements to know the levels. They were given the same activity to know if after applying the class routine, these students showed improvement in oral expression, which is the primary theme of this project and the completion of the pretest and posttest that will determine, according to the results obtained, whether or not the objective was achieved.

4.2 Didactics Guide

4.2.1 Figure 1

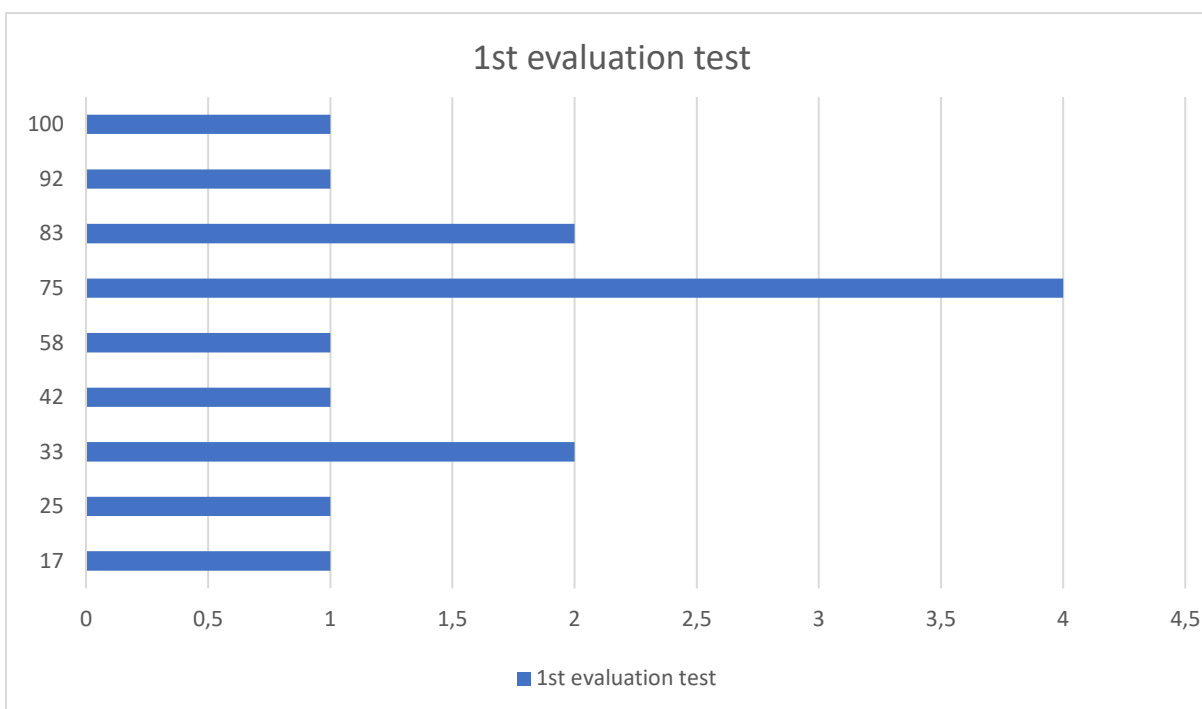
Students' population and genre



Source: Observation of the ninth-grade class at CTP Mario Quiros Sasso

As previously stated, there were 7 male and 7 female 9th grade students in the classroom between 14 and 15 years old and they were in section 9-1. When the student-teacher arrived, the teacher in charge told his students that he was going to be in charge of carrying out some classes with activities to complete his investigation project.

4.2.2 Figure 2
1st evaluation grades

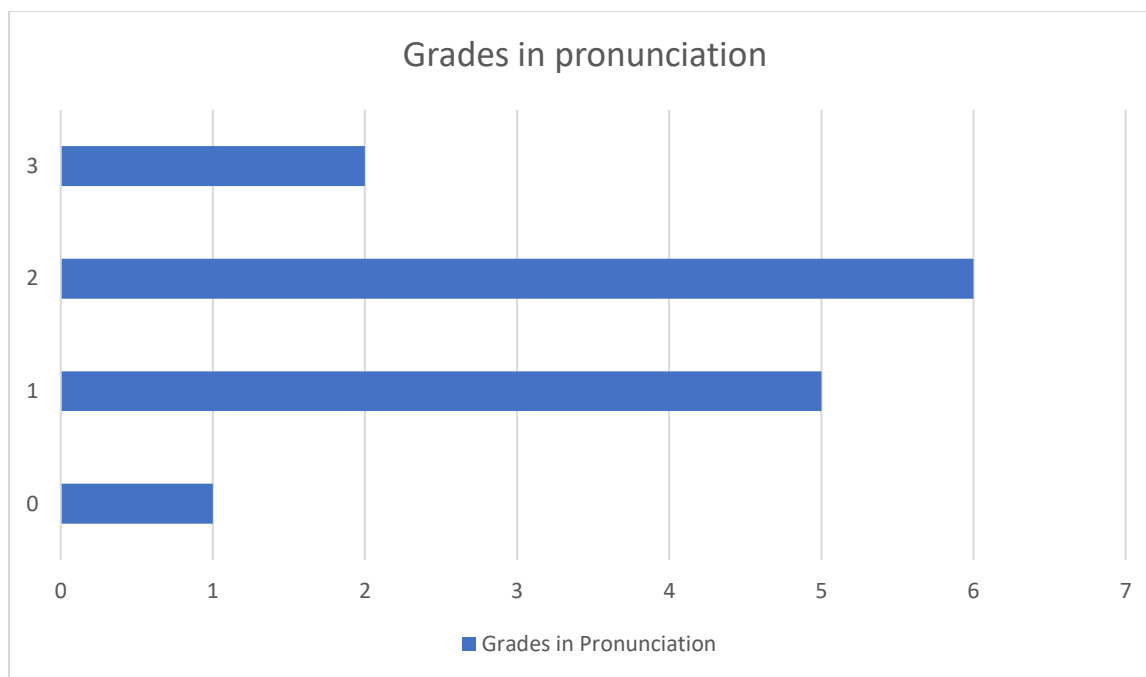


Source: 1st evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

As can be seen in the previous figure the results are clear in terms of the diagnostic pretest activity. It shows, as stated above, the minimum grade to pass the pretest was 70. Therefore, as the previous figure shows, 8 students passed and 6 failed this pretest. After taking the pretest, the students were able to see their grades and the teacher provided individual feedback to each student, so that they could correct their errors in a future activity.

4.2.3 Figure 3

Rating of students' pronunciation according to the first evaluation

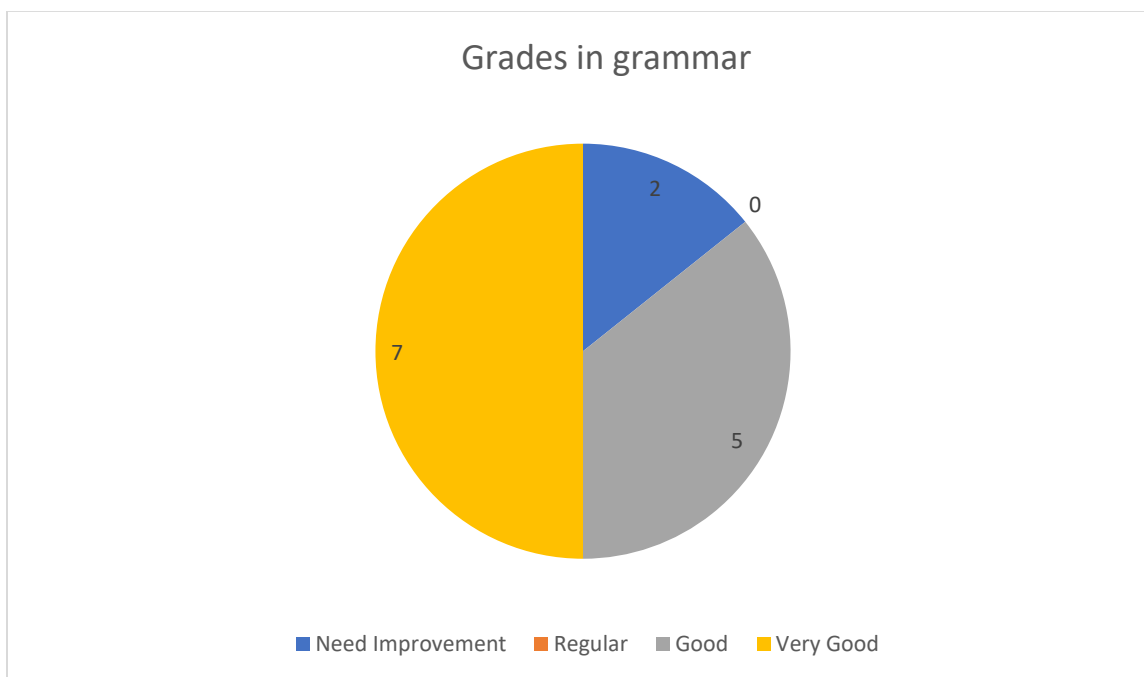


Source: Rating of students' pronunciation based on 1st evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

According to the pretest, each of the evaluative aspects of the rubric can be shown here and thus analyze each area in which the students were evaluated. In this case, the scores are shown in the aspect of pronunciation, which clearly shows 2 people obtained a rating of very good, 6 people obtained a rating of good, 5 people obtained a rating of regular, and only 1 obtained a rating of needs improvement.

4.2.4 Figure 4

Rating of students' Grammar according to the first evaluation

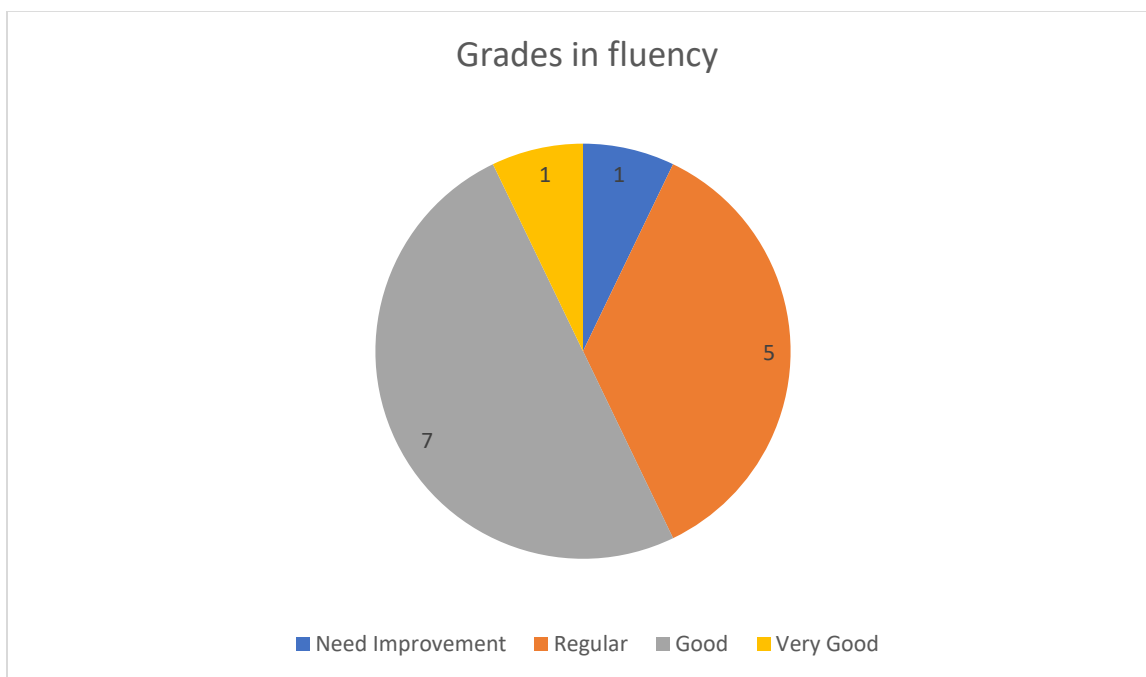


Source: Rating of students' grammar based on 1st evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

In this case, the scores notes are shown regarding grammar, which clearly shows where 7 people obtained a rating of very good, 5 people obtained a rating of good, no one obtained a rating of regular, and 2 people obtained a rating of needs improvement. It clearly shows that the majority of students did not have major problems in the grammatical composition of the oral activity imposed by the student teacher in the pretest.

4.2.5 Figure 5

Rating of students' Fluency according to the first evaluation

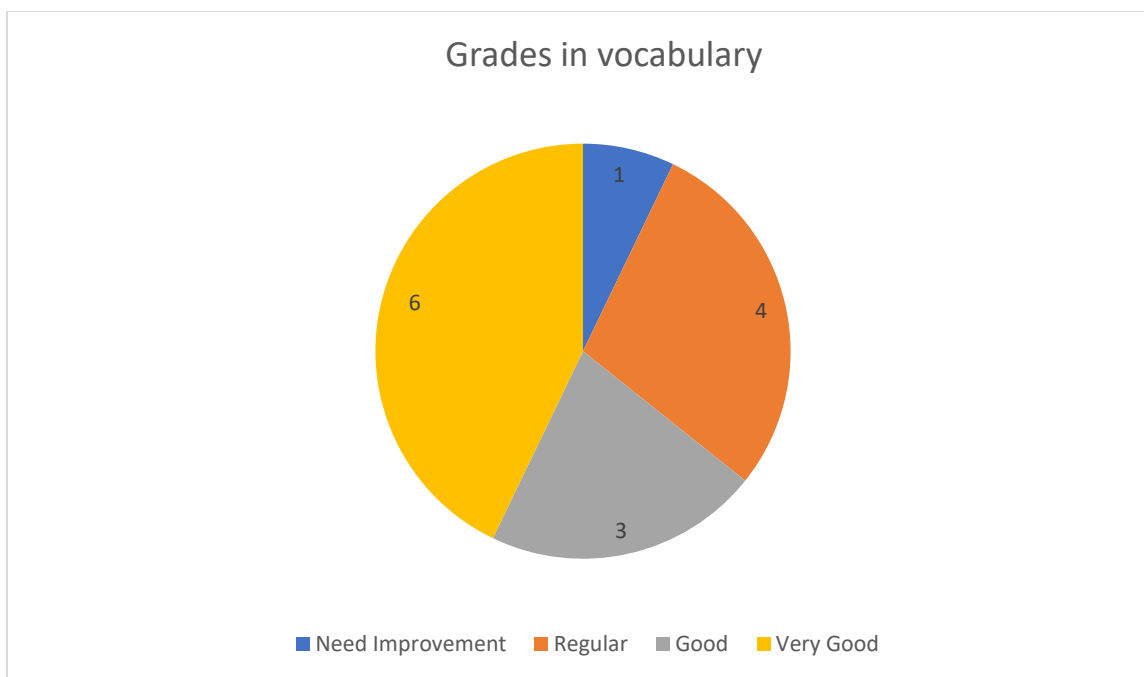


***Source: Rating of students' fluency based on 1st evaluation test applied to the 9th grade students of CTP
Ing. Mario Quiros Sasso***

Now here, the scores are shown regarding fluency, which clearly show that just 1 people obtained a rating of very good, 7 people obtained a rating of good, 5 people obtained a rating of regular, and 1 person obtained a rating of need improvement. Showing this, it is clear that the majority of the students obtained a fair to good rating regarding the fluency aspect.

4.2.6 Figure 6

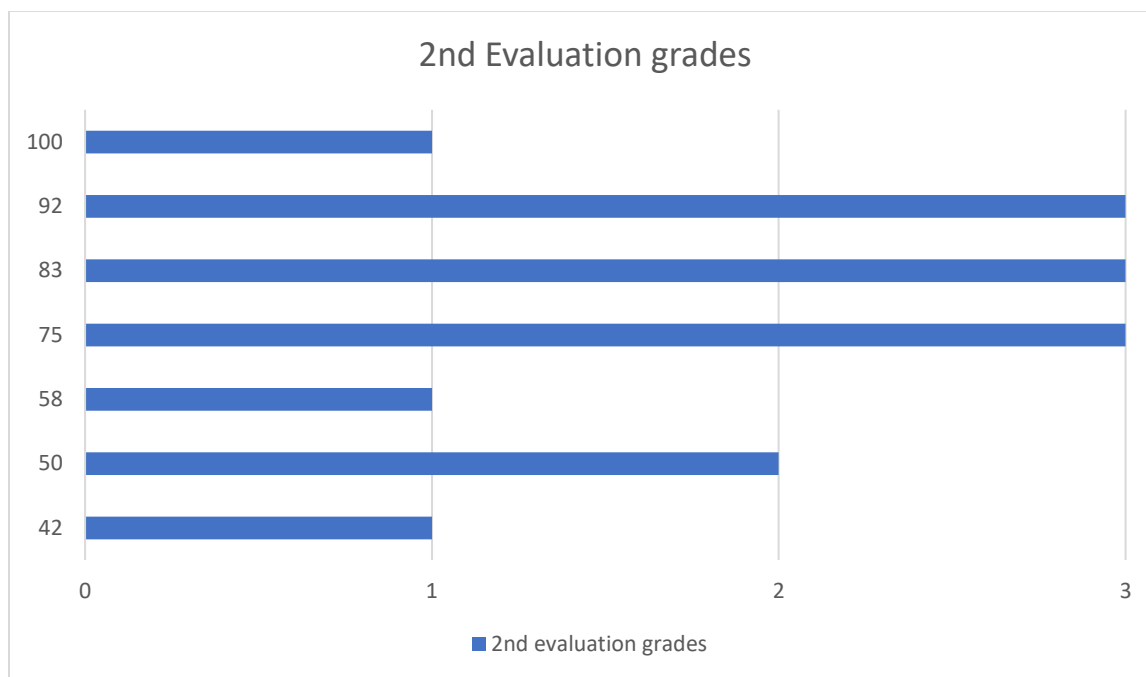
Rating of students' Vocabulary according to the first evaluation



Source: Rating of students' vocabulary based on 1st evaluation test applied to the 9th grade students of CTP Ing. Mario Quiros Sasso

As the reader can see, the scores are shown regarding vocabulary, which shows that 6 people obtained a rating of very good, 3 people obtained a rating of good, 4 people obtained a rating of regular, and 1 person obtained a rating of needs improvement. Having shown this, in the activity, the vocabulary had to have some specific questions shown in the lesson plan which some students missed and because of this, some were deducted points in addition to the general use of the vocabulary or thus the extension of the dialogue if it was very short, it directly harmed the issue of vocabulary in the evaluation.

4.2.7 Figure 7
2nd evaluation grades

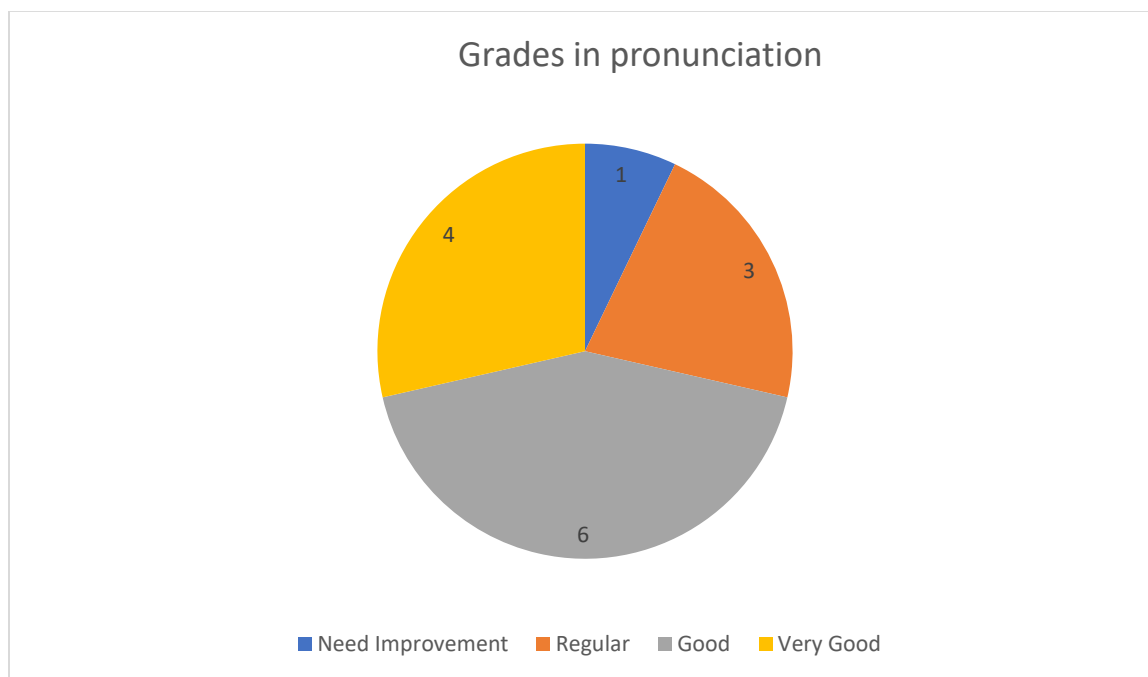


Source: 2nd evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

As can be seen in the previous figure, the results are clear in terms of the diagnostic posttest activity which shows, as stated above, just like in the first evaluation, the minimum grade to pass the posttest was 70. Therefore, as the previous figure shows, 10 students passed and 4 failed this evaluation. After taking the posttest, the students were able to see their grades and the teacher provided individual feedback to each student. It should be noted that in this case, the second evaluation was also based on a dialogue activity in pairs, as well as the first evaluation with the detail that this time some questions and elements that the student had to add in their oral production were changed, such elements are shown in the lesson plan. In addition, this activity was the best way to analyze the improvement of the students after having applied the class routine method to improve oral expression in the 9th group class.

4.2.8 Figure 8

Grades of students' pronunciation according to the second evaluation

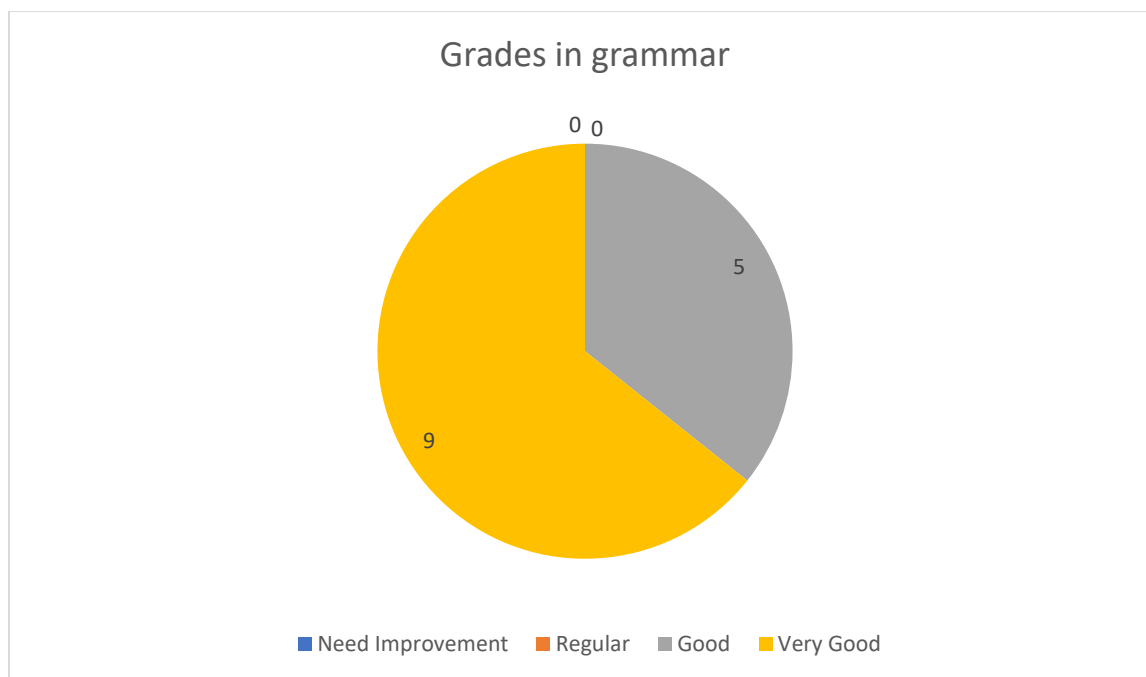


Source: Rating of students' pronunciation based on 2nd evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

According to the posttest, in this case the scores are shown regarding pronunciation, which clearly shows that 4 people obtained a rating of very good, 6 people obtained a rating of good, 3 people obtained a rating of regular, and only 1 obtained a rating of needs improvement. According to this, the majority of students obtained a good result in pronunciation while the second data is a very good, as it details a great statistic.

4.2.9 Figure 9

Grades of students' grammar according to the second evaluation

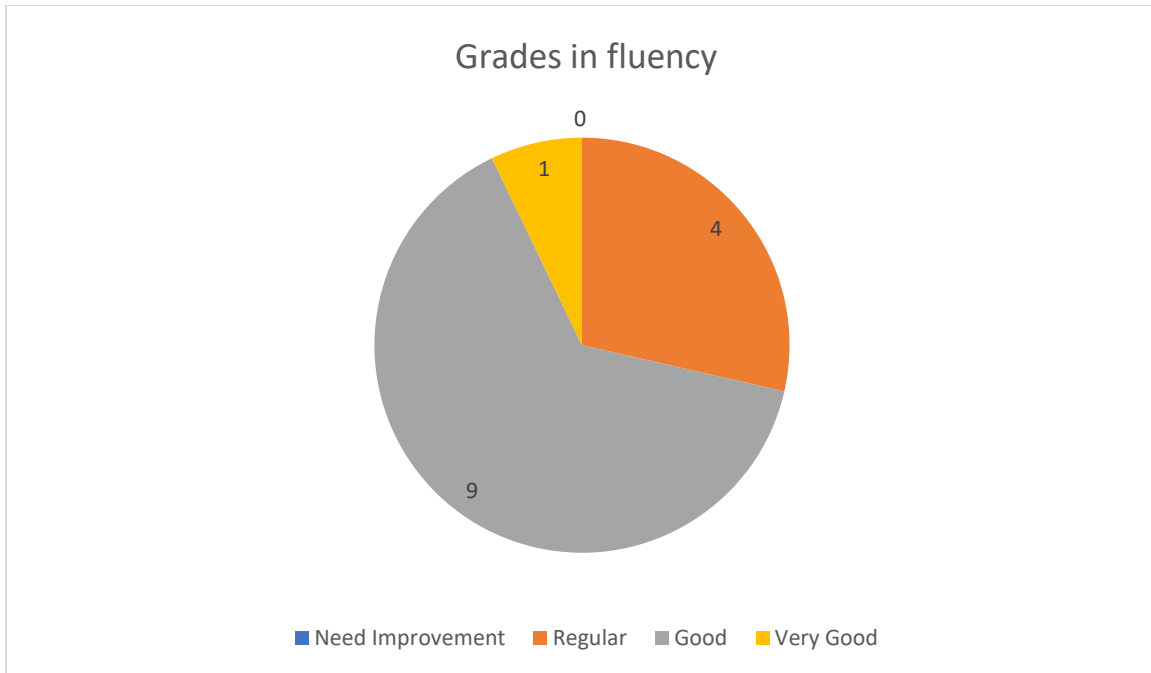


Source: Rating of students' grammar based on 2nd evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

As can be seen, in this case, the ratings of the posttest are shown regarding grammar, which clearly shows that 9 people obtained a rating of very good, 5 people obtained a rating of good, no one obtained a rating of regular, and no one obtained a rating of needs improvement. The fact that all students obtained a grade from good to very good in grammar in this second evaluation, is a good sign in the grammar aspect.

4.2.10 Figure 10

Grades of students 'fluency according to the second evaluation

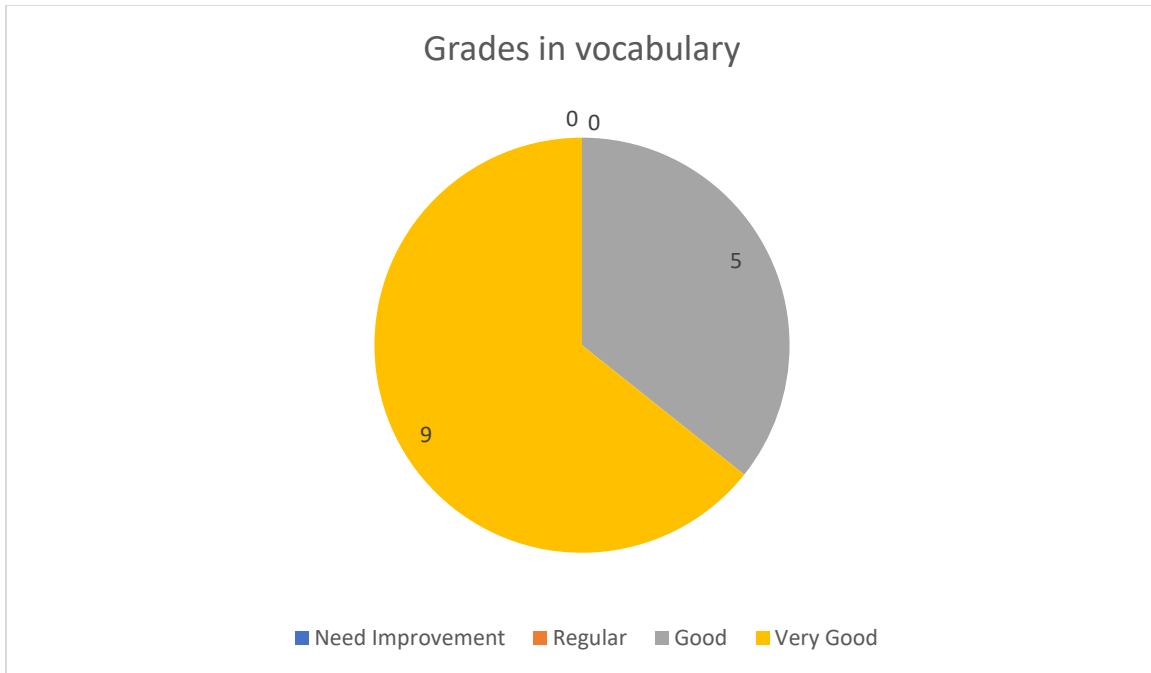


Source: Rating of students' fluency based on 2nd evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

Here, the scores are shown regarding fluency, which clearly shows that just 1 person obtained a rating of very good, 9 people obtained a rating of good, 4 people obtained a rating of regular, and no one obtained a rating of needs improvement. According to this, it is clear that the majority of the students obtained a fair to good rating regarding the fluency aspect.

4.2.11 Figure 11

Grades of student's vocabulary according to the second evaluation

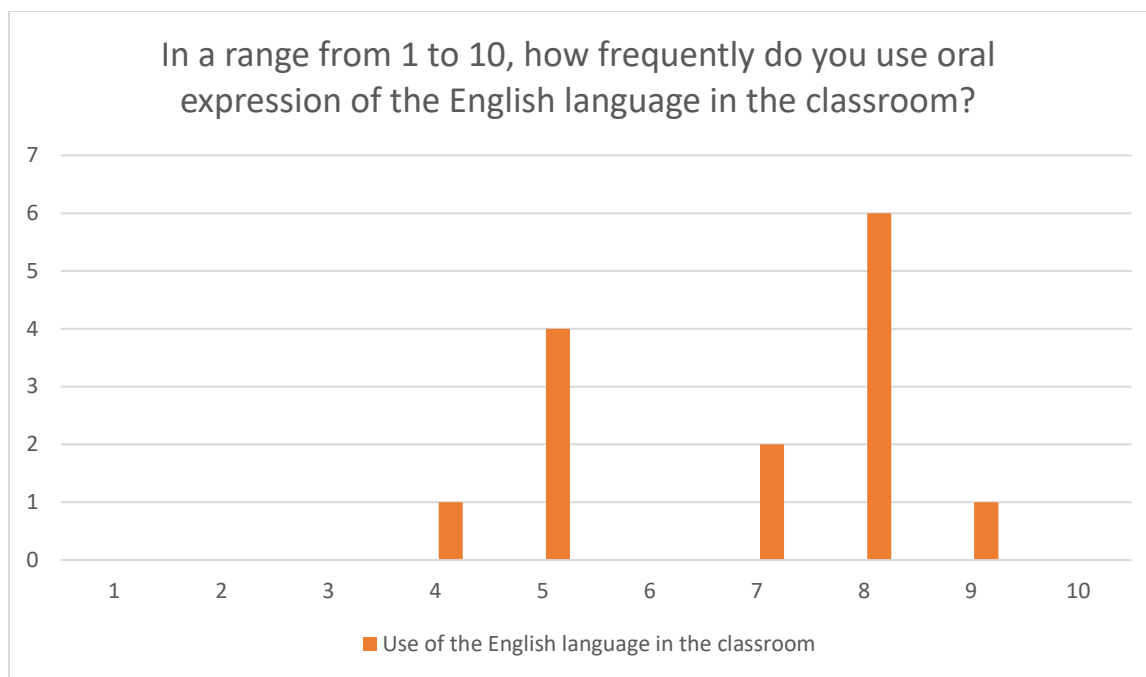


Source: Rating of students' vocabulary based on 2nd evaluation test applied to the 9th grade students of CTP Mario Quiros Sasso

In this case, the scores are shown regarding vocabulary, which clearly shows that 9 people obtained a rating of very good, 5 people obtained a rating of good, no one obtained a rating of regular, and no one obtained a rating of needs improvement. This states that the majority of students achieved the objective of engaging the vocabulary objectives shown by the student teacher.

4.2.12 Figure 12

1st question made in the questionnaire

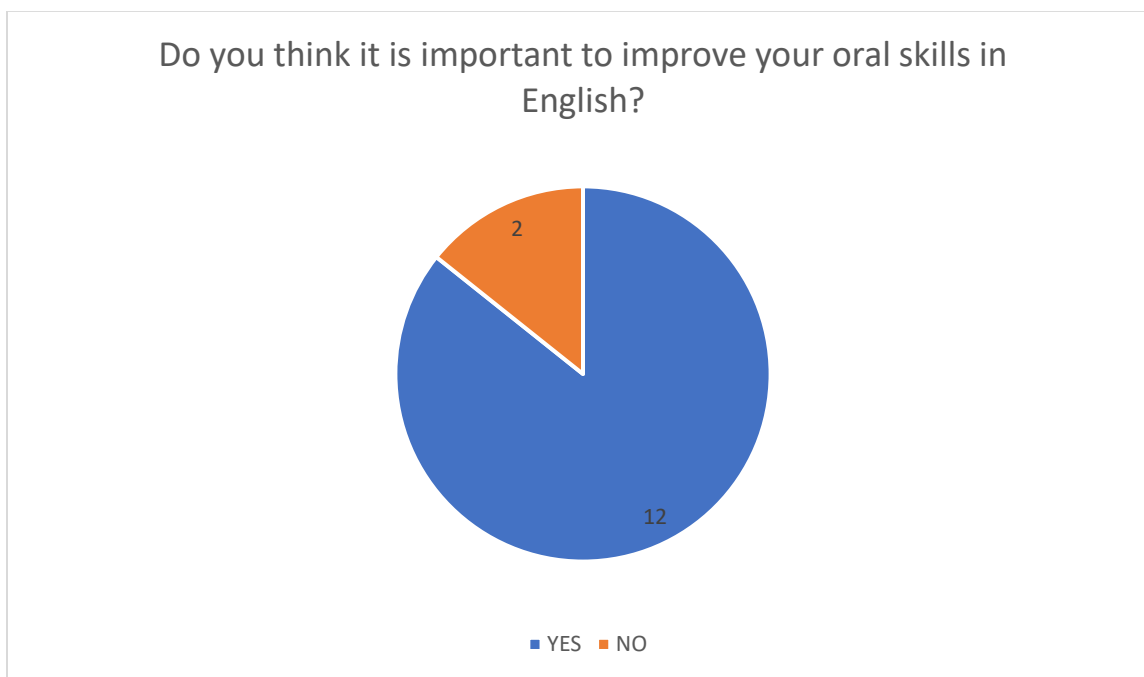


Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

This first question of the questionnaire was asked in order to know how much the student used the foreign language in the classroom. In this way, it is possible to know through the student's opinion how much they believe, from a range of 1 to 10, they use oral skills in the classroom. As shown in the previous figure, 6 people voted for an 8 on the scale, secondly 4 people voted for a 5 on the scale, 2 voted for 7 on the scale, and 1 voted for 4 on the scale, adding that also one person voted a 9 on the scale.

4.2.13 Figure 13

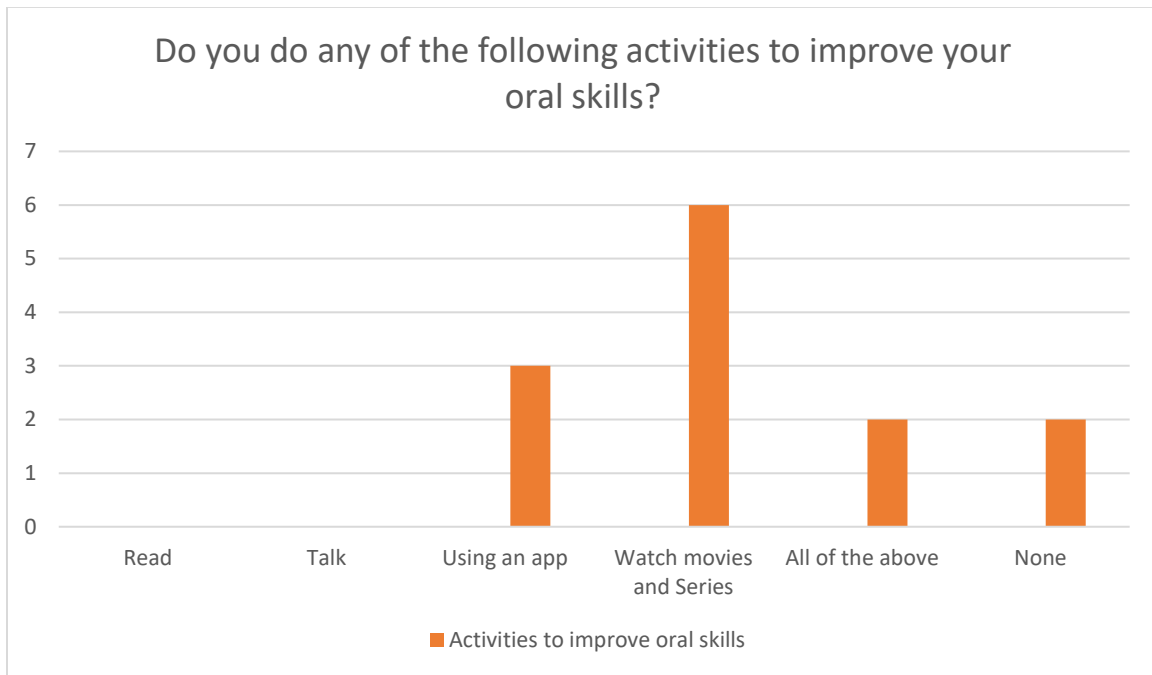
2nd question made in the questionnaire



Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

As can be seen in the last figure, the second question of the questionnaire was focused on knowing if the students think that it is good to improve oral skills in English, which 12 people chose yes and only 2 people chose no. This question is intended to know if there are students motivated to improve their oral expression of the foreign language.

4.2.14 Figure 14

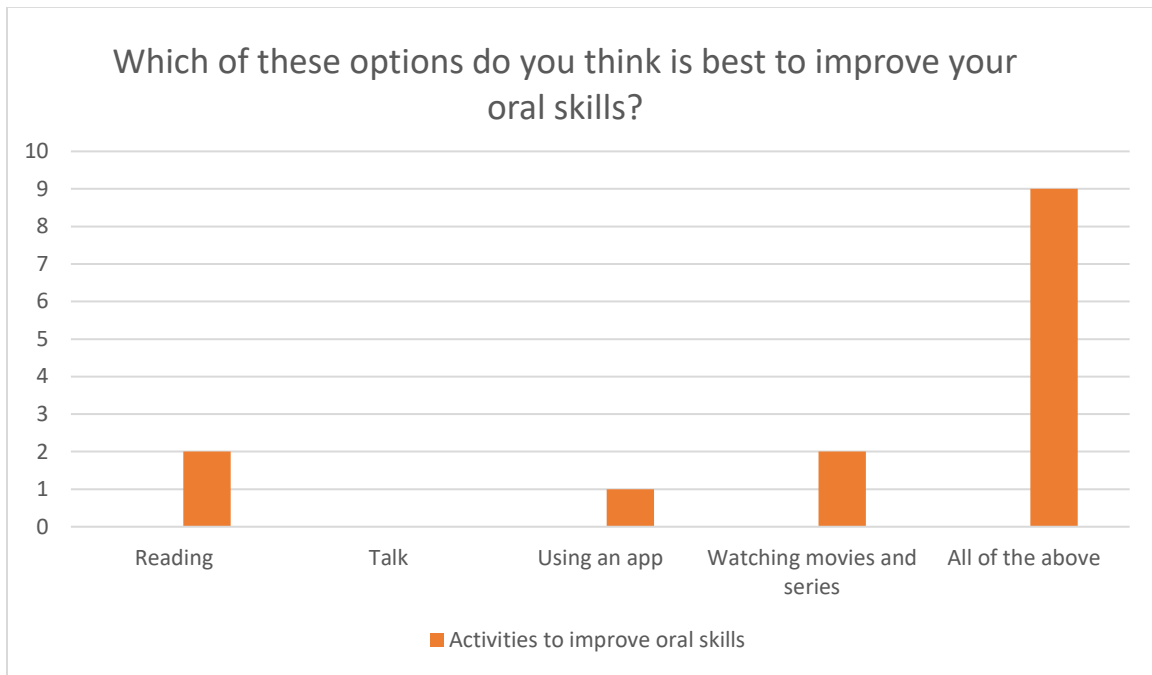
3rd question made in the questionnaire

Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

As can be seen in the previous figure, the students were asked if they carry out any of the activities shown, to know how much they get involved with the foreign language outside the classroom. Even though, the project is focused on improvement of oral expression within the classroom, it is still important to know the percentage in which they show real interest in the language and how much they get involved in other activities such as those shown in the figure.

4.2.15 Figure 15

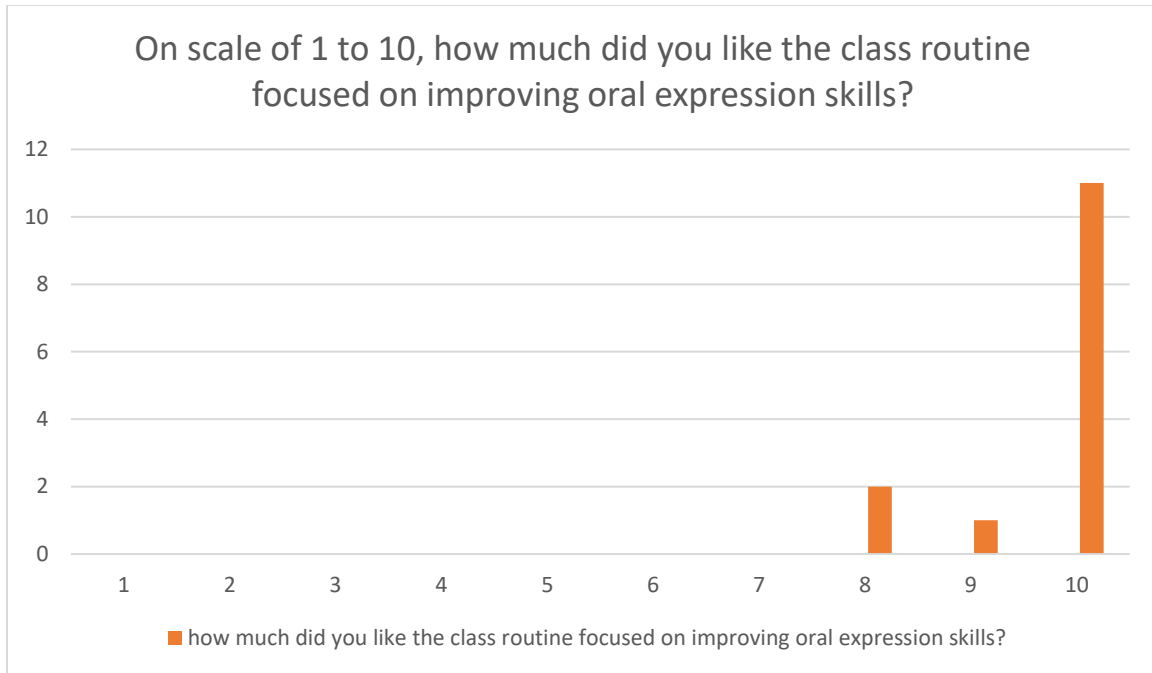
4th question made in the questionnaire



Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

This question was related to the previous question, since many students think it is important to get involved in some or all of the activities presented in the questions to improve oral skills and as it can be seen in the figure, the answers are clear.

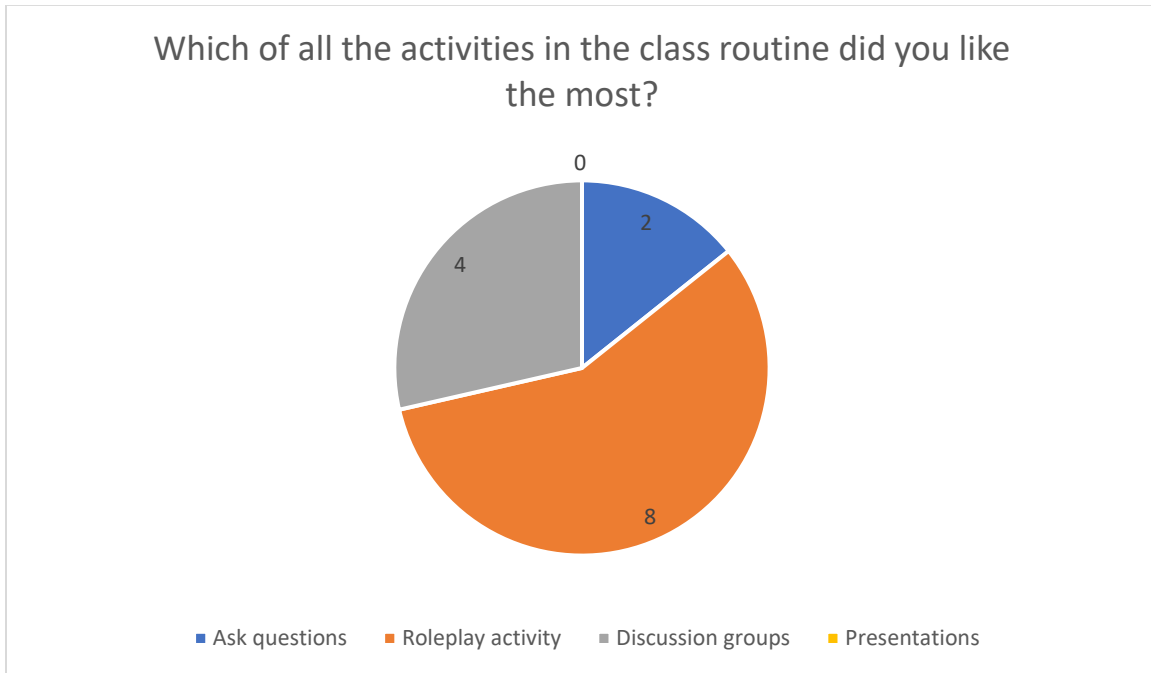
4.2.16 Figure 16

5th question made in the questionnaire

Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

As can be seen in the previous figure, after completing the class routine, the students were asked in the questionnaire, using a scale from 1 to 10, how much they liked the class routine focused on improving oral skills. As noted in the figure, 11 students voted a 10, 1 student voted a 9, and 2 students voted an 8.

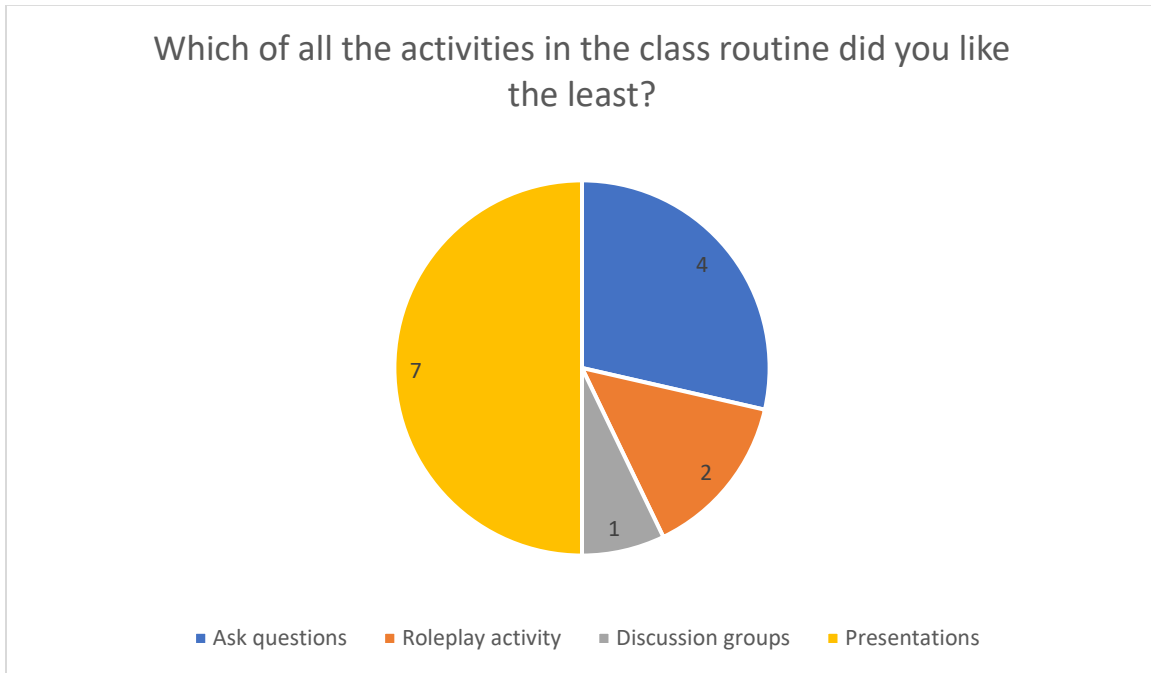
4.2.17 Figure 17

6th question made in the questionnaire

Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

As can be seen in the previous figure, after completing the class routine, the students were asked in the questionnaire, which activity guided by the student-teacher was the one they liked the most. The figure is clear in showing that the activity that the students liked the most was the roleplay activity.

4.2.18 Figure 18
7th question made in the questionnaire

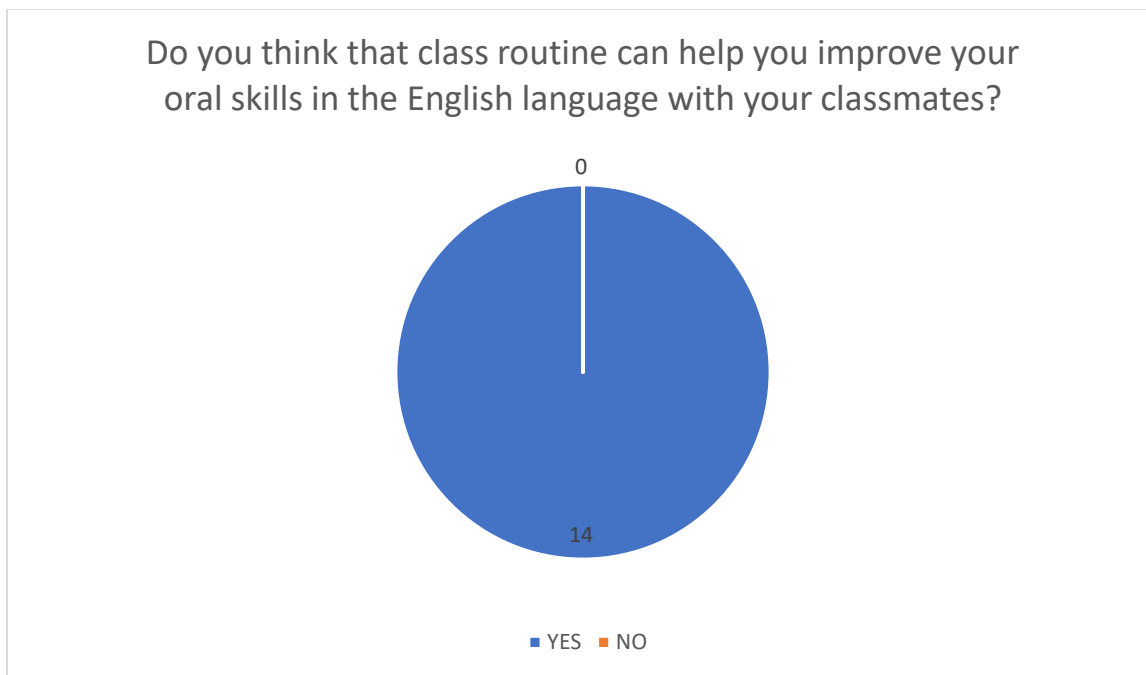


Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

Here, as it can be seen in the previous figure, after completing the class routine, the students were asked in the questionnaire, which activity guided by the student-teacher was the one they liked the least. The figure is clear in showing that the activity that the students liked the least was the presentations.

4.2.19 Figure 19

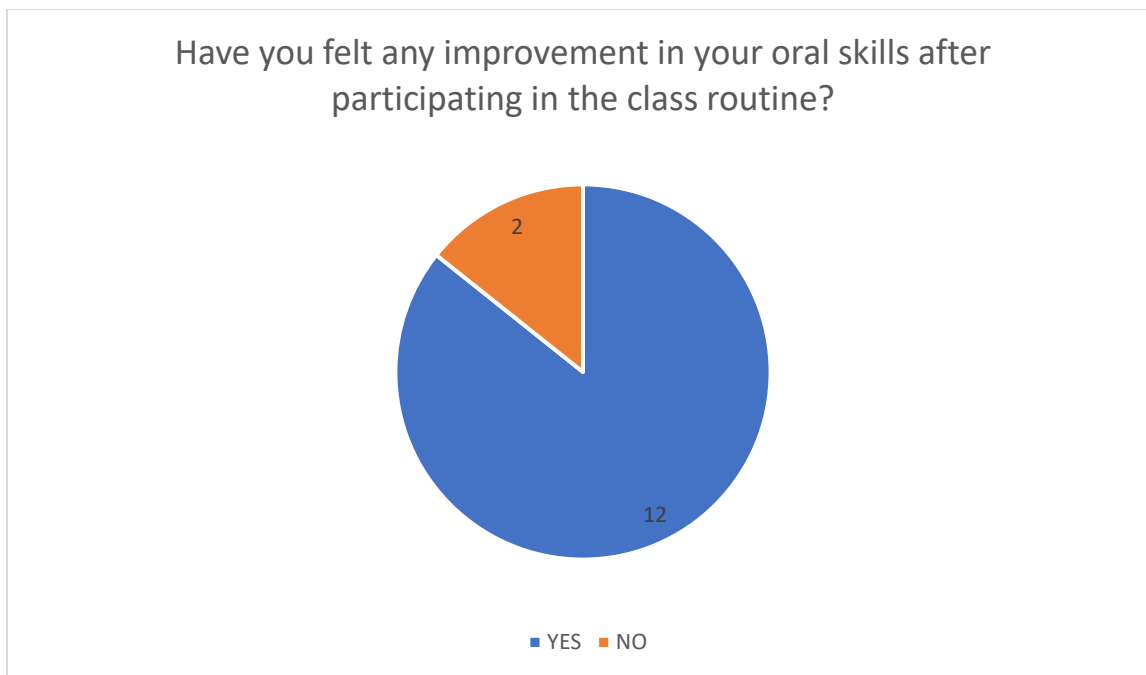
8th question made in the questionnaire



Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

In this case, the students are asked if they think that the class routine can help them to improve their oral skills in the English language with their classmates and the answer is strong, as 14 students chose yes as an option. This is important, since the student noticed that routine can be of great help in their classes.

4.2.20 Figure 20
9th question made in the questionnaire

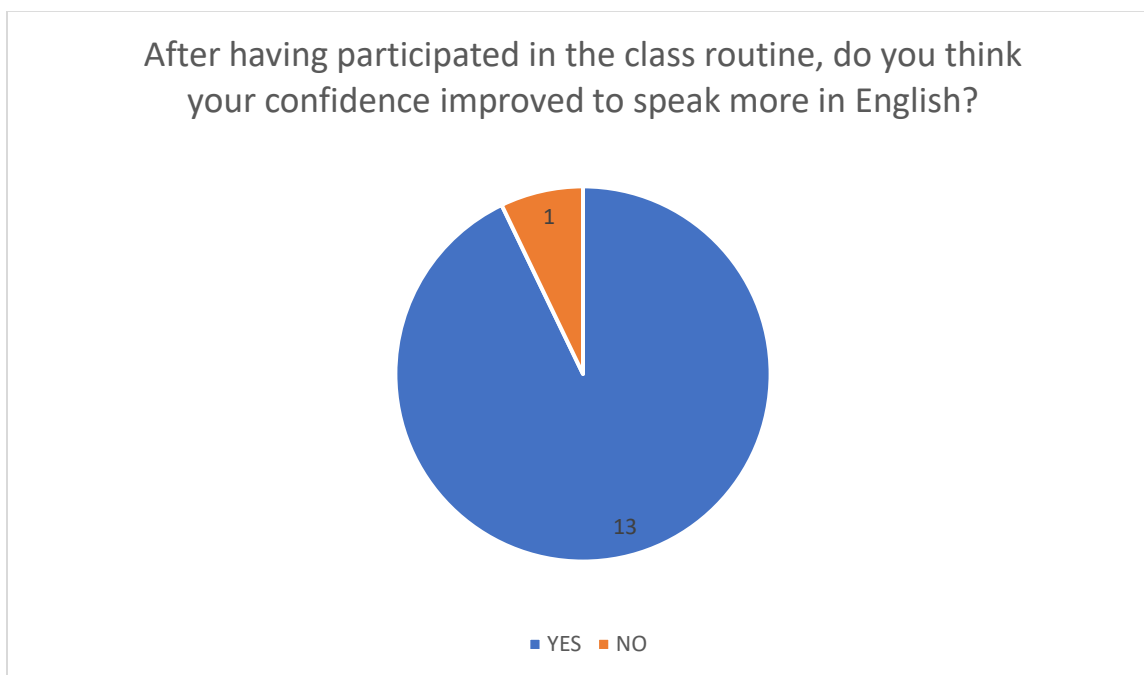


Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

In this question, students were asked if they felt any improvement in oral skills after participating in the class routine to improve oral expression. According to the answers, 12 students chose yes as an option and only 2 students chose no. This is an important fact since it is noted that the majority of students there was an improvement in oral skills.

4.2.21 Figure 21

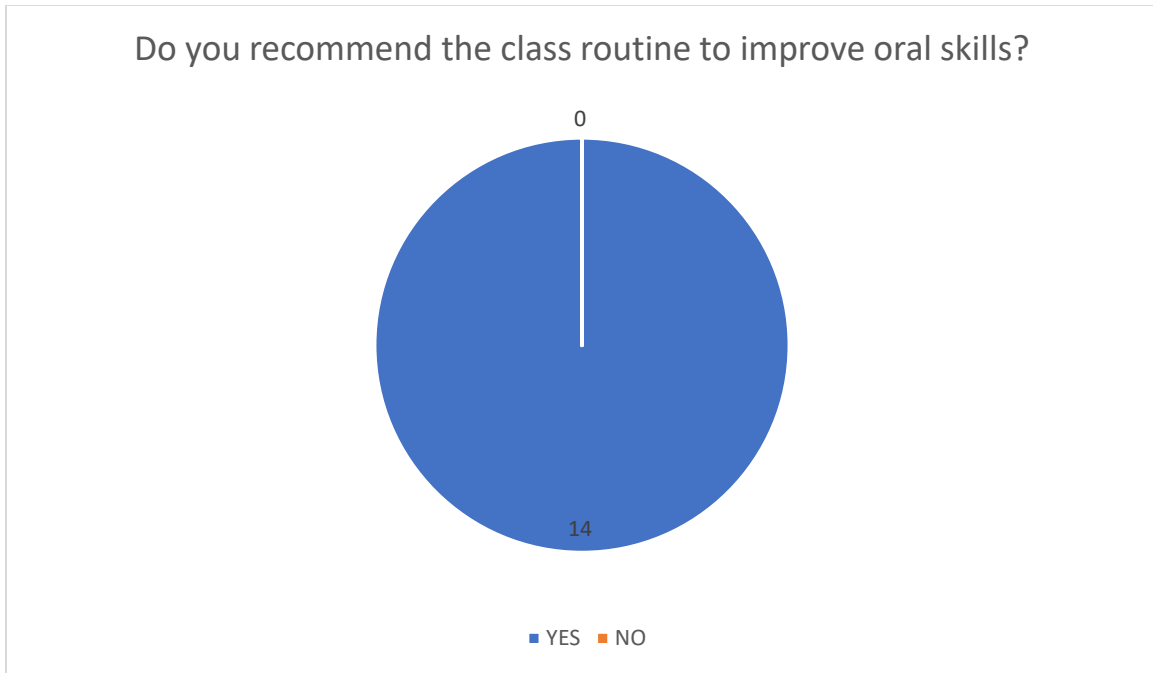
10th question made in the questionnaire



Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

As shown in the figure, the students were asked if they felt that their confidence in developing oral skills improved. The answer was clear and visible, as 13 students said yes and only one student said no. It is a significant fact since it is known that many students were not motivated to speak English due to the issue of confidence.

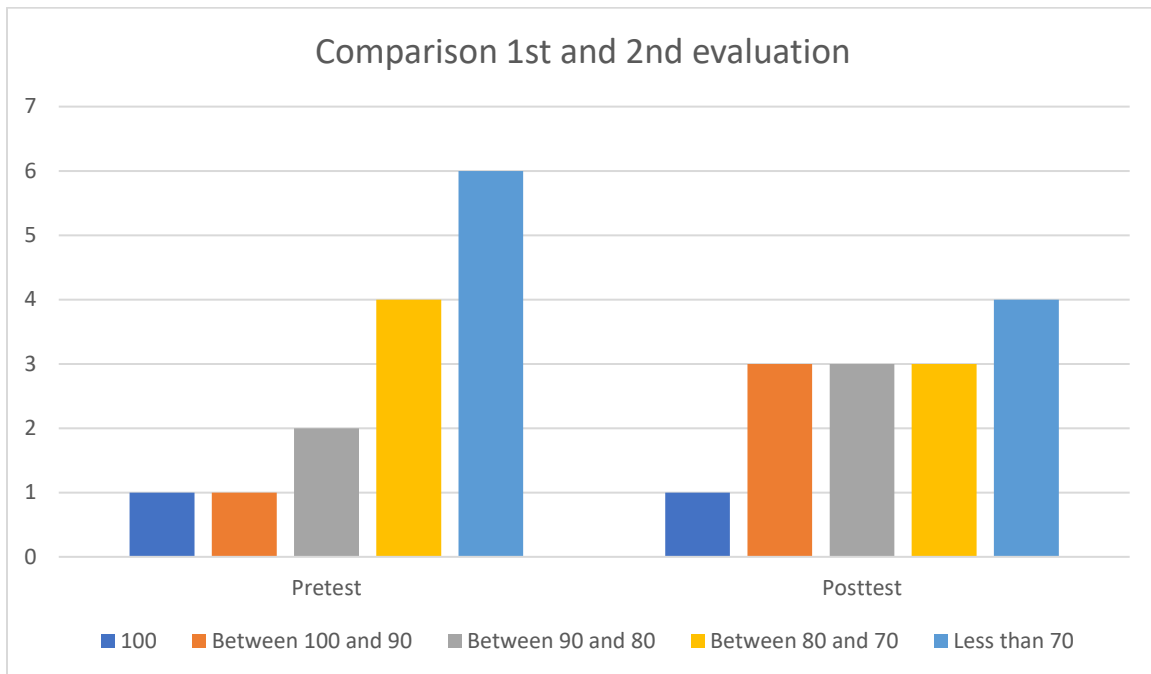
4.2.22 Figure 22

11th question made in the questionnaire

Source: Questionnaire made to the students of 9th grade at CTP Mario Quiros Sasso

As the last question of the questionnaire, students were asked if they recommended the class routine to improve oral skills in the English language within the classroom. The response was clear and forceful, as 14 students said saying that the class routine was recommended.

4.2.23 Figure 23

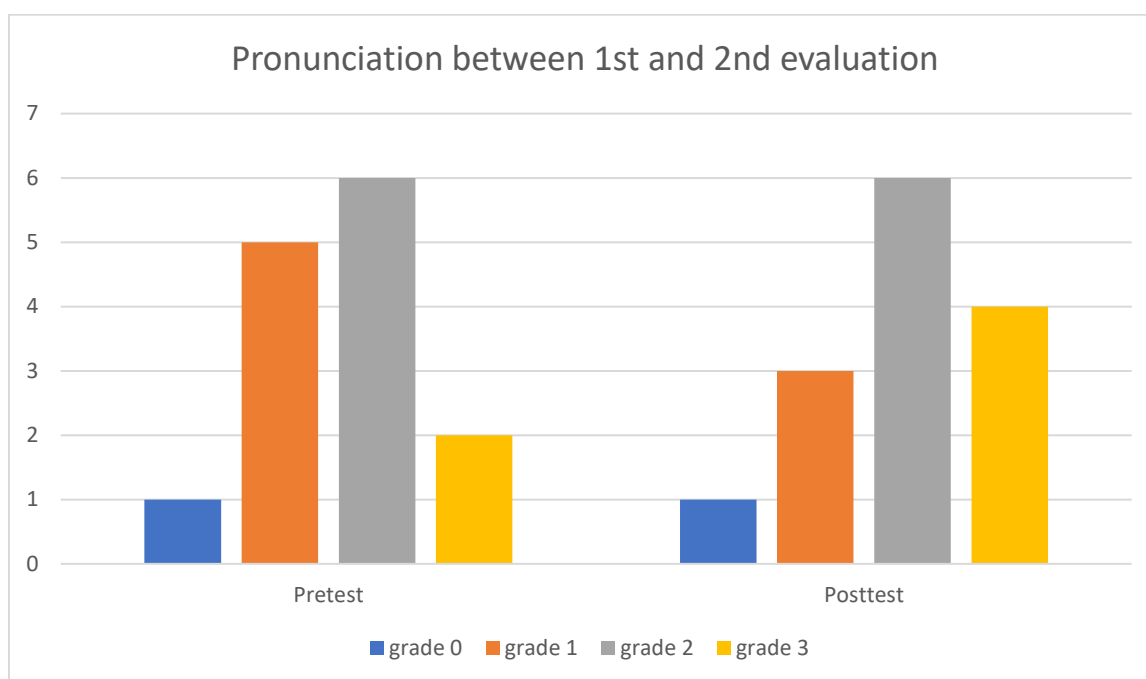
Comparison of the results between the 1st evaluation and 2nd evaluation

Source: 1st and 2nd evaluation applied to the 9th grade students of CTP Mario Quiros Sasso

The following is a comparison between the results obtained in the pretest and posttest. As it can be seen, 1 person obtained a perfect grade, then in relation to the people who scored between 100 and 90 there was an important increase, between 90 and 80 there was an increase, as well. Then between 80 and 70 it decreased a little and the most positive change was less than 70 which favorably shows a decrease in people who did not pass which is favorable for the purpose of the research.

4.2.24 Figure 24

Comparison of the results in pronunciation between the 1st evaluation and 2nd evaluation

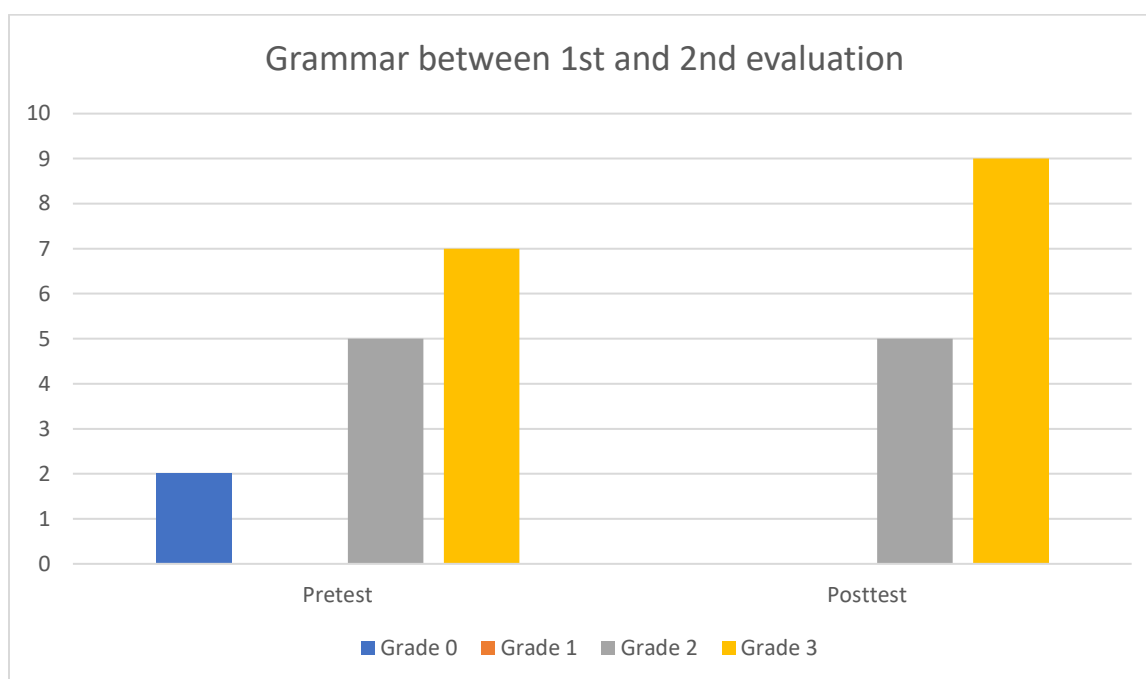


Source: Grades in pronunciation between 1st and 2nd evaluation applied to the 9th grade students of CTP

Mario Quiros Sasso

From now on, the following figures compare the items evaluated in both evaluations. First, according to pronunciation which, as it can be seen, remained essentially in grade 2 of qualification which shows that in the majority of students, the pronunciation was good in both oral expression diagnoses.

4.2.25 Figure 25

Comparison of the results in grammar between the 1st evaluation and 2nd evaluation

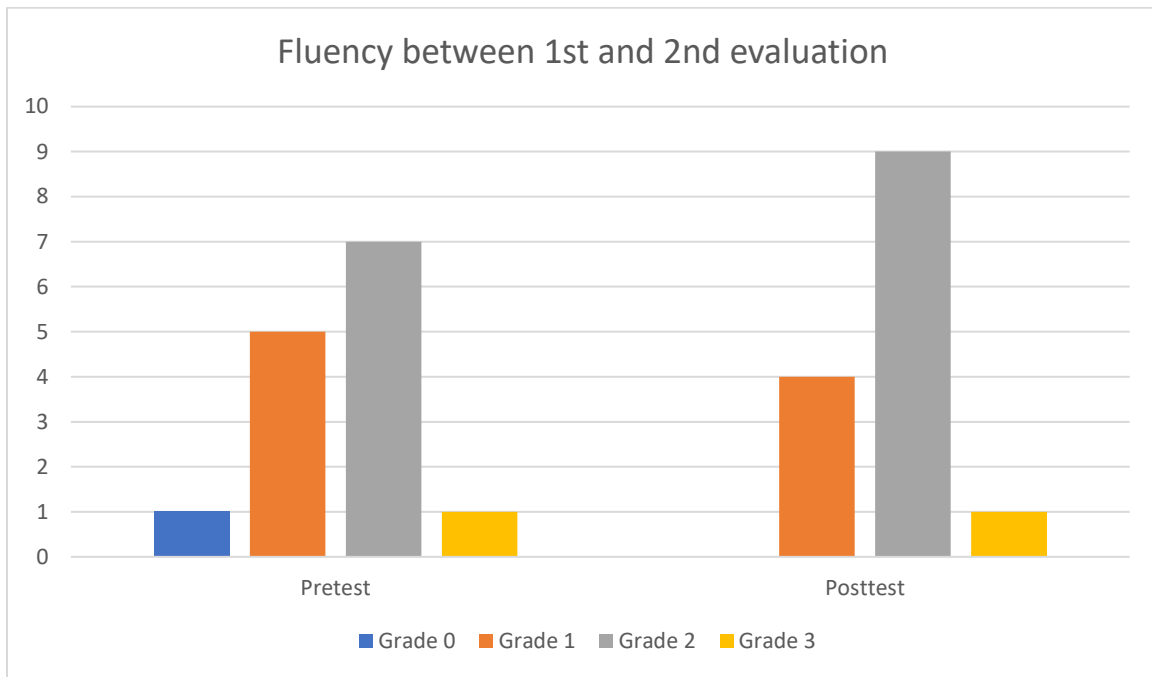
Source: Grades in grammar between 1st and 2nd evaluation applied to the 9th grade students of CTP

Mario Quiros Sasso

Second, according to grammar, as it can be seen, it had a significant increase in the post-test in relation to the pre-test. This is a good indication regarding that the grammatical aspect improved, and errors decreased. As for the students who obtained grade 2, it was maintained and fortunately in the post-test there were no scores of 0 and 1.

4.2.26 Figure 26

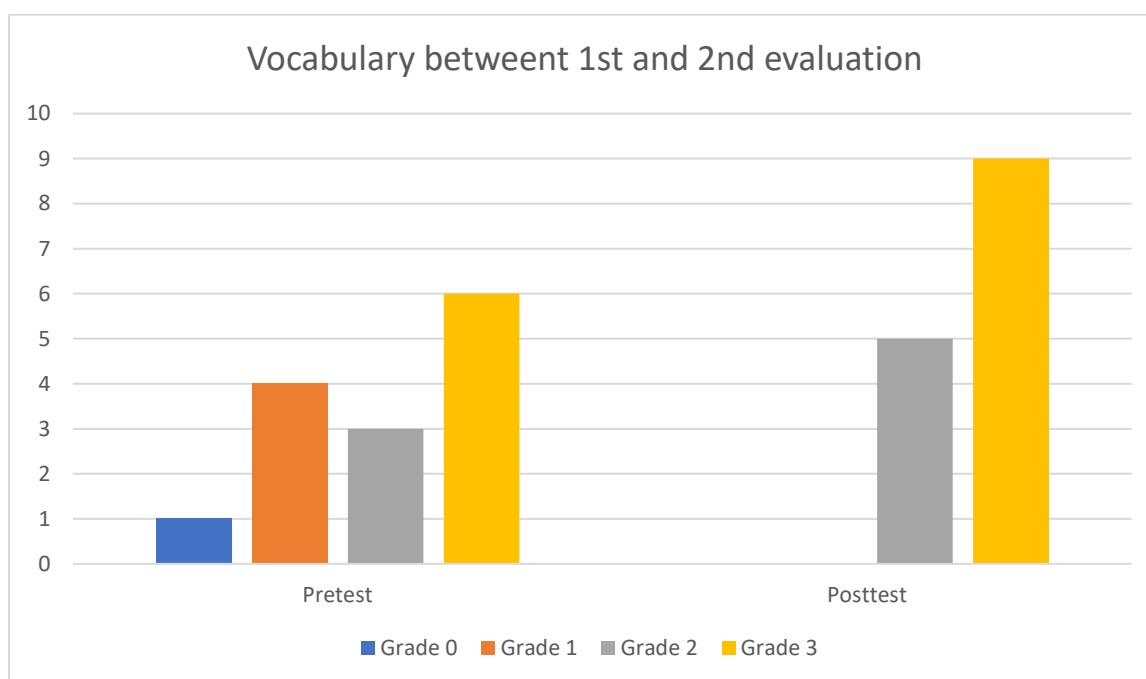
Comparison of the results in fluency between the 1st evaluation and 2nd evaluation



Source: Grades in fluency between 1st and 2nd evaluation applied to the 9th grade students of CTP Mario Quiros Sasso

Third, according to fluency, as it can be seen, there was a decrease in grade 1 but a significant increase in grade 2, while it remained with one person in grade 3. Even so, it is important since there is an increase in grade, it deduces that the fluency increased and improved in the posttest in relation to the pretest.

4.2.27 Figure 27

Comparison of the results in vocabulary between the 1st evaluation and 2nd evaluation

Source: Grades in vocabulary between 1st and 2nd evaluation applied to the 9th grade students of CTP

Mario Quiros Sasso

Finally, we have the vocabulary item comparing the pretest with the posttest. It can be seen that it improved significantly as there were no students with a grade of 0 in the posttest related to the pretest where if there is grade 1. This is of utmost importance because there was an increase in the statistics of grade 2 and grade 3 where a good increase is shown in the inclusion of vocabulary in the posttest in relation to the pretest.

Chapter V

Conclusions and Recommendations

Throughout this fifth and final chapter, the final results will be presented and all aspects related to the use of the methodology of creation of class routine in the Teaching of English as a way of improve oral expression in the classroom of the ninth-grade group of C.T.P Mario Quiros Sasso. The results obtained through the evaluation tools as well as the experience of the methodology that was applied will be presented and a final answer will be given to conclude the various aspects that make up the research. Each of the results obtained will be carefully detailed and explained to give the reader a closure that can make it clear whether the imposed objectives were achieved or not. And finally, this chapter will provide recommendations and aspects to take into account for future researchers or readers who are interested in the topic of class routine to improve students' oral skills.

5.1 Purpose of the Conclusion

After obtaining results in this research and subsequently analyzing them, we find an important issue which is the conclusions. These conclusions will be the missing element that will provide closure in this detailed investigation as is the topic: The use of the methodology of creation of class routine in the Teaching of English as a way of improving oral expression in the classroom of the ninth-grade group of C.T.P Mario Quiros Sasso. Therefore, the purpose of these conclusions related to the topic just mentioned is to clarify and show the reader the final results and thus be able to provide definitive conclusions based on the results obtained and analyzed.

It is always important to extract from the results the most important and determining details that will make this project obtain conclusions based on its analysis in each of the points to be taken

into account. Therefore, the purpose of concluding such results depends on the way in which each aspect is shown according to the pre-established objectives.

5.2 Conclusions

5.2.1 To identify the most prevalent oral expression problems faced by the ninth-grade students at C.T.P Mario Quirós Sasso through a diagnostic survey. To test teaching tools in the classroom to improve oral expression.

Once the students have completed the questionnaire, the researcher realizes the importance of having added aspects of self-knowledge to such questions for the student since with each of the answers that the student can provide to the research, for example of course, it not only fills the space of the unknown that is presented in this research objective but also achieves through class observation the problems regarding the oral expression of English that the student may have. Therefore, it is important for the student-teacher in this case to observe the class and while the different activities are carried out, to notice the different behaviors of the students in the classroom that directly involve oral expression and that such a questionnaire serves as a basis to know the problems that a student may face when motivating himself to speak English in the classroom.

Taking into account what was said above, it is of utmost importance to emphasize the aspects involved in identifying the most prevalent oral expression problems faced by the ninth-grade students at C.T.P Mario Quirós Sasso. This is where the different behaviors and oral expression problems for students are mentioned. First, taken from the figures in relation to the responses obtained from the students in the questionnaire, it is possible to detail and at the same time conclude aspects such as: In the figure 12, the frequency in which students claim to use oral expression within the classroom ranges from a range of 4 to 9 in terms of frequency where they

highlighted that four students value their participation in a range of 5 and six students in a range of 8, while only two students evaluated themselves in a range of 7 and only one person in a range of 4 and only a person in rank 9 respectively. This shows that the majority of students try to participate as much as possible in class activities. Another aspect is that in the questionnaire, it can be seen in the figure 13, the students are asked if it is important for them to improve oral skills in English where the majority with a total of twelve students out of fourteen mention that yes, this is pleasing for the research since it is most of them are interested in improving oral expression in English. Then in the figure 14, the students are asked if they carry out activities already proposed by the teacher to improve oral skills in addition to knowledge of vocabulary and others, and the responses were mostly a total of six students who chose the option to watch movies. and series where in this way students can watch and listen to the pronunciation and vocalization of a lot of vocabulary in English, important for learning. Additionally, three students chose the option of using a technological application to improve their learning. A total of two people mentioned that they had carried out all the activities described, while another two said they did not carry out any of the activities described in the figures given previously. As a conclusion regarding these mentioned activities, the students were asked which ones they believed were important to improve oral skills and the majority opted for the option all of the above.

Another important point to take into account is that, in the questionnaire, as it can be seen in the figure 16, the students are asked after having completed the class routine, to what extent, from 1 to 10, they liked the class routine focused on improving oral expression skills and the responses were quite positive since a total of 11 people chose a range of 10 while one person said a range of 9 and two people respectively said a range of 8. This concludes in this case that the response towards participation in the activities was pleasing to the students. Then, as it can be seen

in the figures 17 and 18 respectively, the students are asked which activities were applied in the class routine that they liked the most and those they liked the least. For the most part, the activity most liked by the students was the roleplay activity, thus deducing by the type of activity, being more interactive between them, was more enjoyable while the least liked activity was the oral presentations. In the figure 19, the students are asked if the class routine can help them improve oral skills in English after having experienced this method and all the students chose the option yes since it demonstrated that when interacting with each other and in turn with the teacher it generated interest and acceptance for the study method. In the figure 20, they were also asked if they felt improvement in their oral skills after having participated in the class routine and for the most part, twelve people said they felt improvement, deducing that they felt they had more opportunity for vocabulary and participation among themselves. Likewise, in the figure 21, they were asked about the issue of confidence when participating orally in English, which is a problem that always exists in these cases and the answer was that for the most part they did feel more confident when developing this speaking skill. Finally, in the figure 22, they were asked if they would recommend the class routine to improve oral skills and all students said they would recommend it.

This was in relation to what was collected from the questionnaire, now, as mentioned before, it is also important to take into account what the student-teacher observed in the class in each of the activities and that is, in fact, the biggest problem and the most notable factor for the student to develop in speaking the language is confidence. That said, it could be seen in the first activities where some students found it a little difficult to get involved with the rest of the class when trying to participate, which the student- teacher noticed and immediately tried in a good way to involve them in the activities and mention that everyone is there to learn equally and that they should not be afraid of making mistakes, that would make them try to do it better the next time.

Then, another problem noticed was that some students had trouble concentrating and dispersed quickly, which the student-teacher agreed to notice and immediately placed those students with students who would help them carry out their activities better. Such activities used in the students had the purpose that everyone equally without any type of distinction would be able to get involved and the final result was satisfactory because not only did everyone end up getting involved but the activities were carried out in a great way that could be useful for learning.

5.2.2 To test the effectiveness of three specific teaching tools: role-playing activities, group discussions, and short presentations, in improving oral expression in the target classroom.

In this section, the conclusions will be drawn up regarding the effectiveness of the different oral activities imposed in the didactic planning of the student-teacher. Such conclusions go through an analysis where it will be mentioned what effectiveness, whether positive or negative, the different activities proposed in the class routine had to improve the oral expression of 9th grade students.

First, the roleplay tool was carried out satisfactorily since not only was it the most liked activity by the students but its application left very good impressions on both the students themselves and the student-teacher, in turn this type of tool demonstrated among the positive aspects that each student had to fulfill an assigned role and together among the students themselves they had to support each other to ensure that the roleplays were executed according to the characteristic given to each student. Thus, each student felt very comfortable with their participation and the group seemed very united, an important fact to take into account since in this case some students who found it more difficult to participate agreed in a good way and the

realization of the activity had a great positive impact on them. Furthermore, it was noted that in this activity they used vocabulary and characteristics that showed a good understanding of the topic.

Then, the group discussions tool was carried out in a satisfactory manner since the student teacher asked the students to form groups and then gave them instructions on the topic they should address and showed them how to carry out a group discussion. setting topics with questions which were shown in the lesson plan and each group had to discuss the topic and reach a conclusion depending on the questions imposed by the student-teacher. This tool had good effectiveness from the participatory point of view as well as the oral expression of each of the students since the student teacher went through each group to see how the discussions were going, thus motivating the students who noticed the lack of participation. and correcting those who tried to speak in their mother tongue as well as correctly correcting those who made a mistake in pronouncing a word and at the same time clarifying doubts, but in general positive aspects were obtained that deduce the good effectiveness of this tool.

Finally, the short presentations tool was carried out in a good way although the students in this case and as shown in the graphs, it was the activity that they enjoyed the least since they had to present the conclusions of the previous activity in front of the class and although it was the least liked, but it was carried out well and everyone was able to participate in the activity. The student-teacher in this case was in charge of listening to and observing the presentations and then being able to provide feedback on the corrections made during such presentations. It was noted that it served as good feedback for the students since with the corrections the student-teacher passed to the board and show the entire 9th grade group how the errors noted during the presentations should be corrected.

In general, the three tools used in this class routine had good effectiveness in addition to a positive impact by empowering the student in participation and also in learning, which is an important element so that what is learned has a positive impact on the mind of these students and they are able to carry out more oral activities so that they feel comfortable being able to be included in their participation and learning.

5.2.3 To evaluate the final outcome of the implemented routines by comparing pre- and post-test scores, analyzing student reflections, and collecting teacher observations on students' oral participation.

The final result of this research goes through a series of determining factors that range from the application of the routine itself and observations to the application of the questionnaire given to the students since each element said is part of a whole that manages to bring together the pieces of the puzzle. which have been essential for the conclusions that have been given in this project.

First of all, we have the comparison of results previously seen and analyzed in the graphs that detail the pretest and the posttest carried out before and after the class routine. It can be seen in the figure 2, can be deduced from the pretest that at the beginning without any knowledge or activities carried out, it is noted that there were several students who obtained a grade lower than 70, which was the object of observation since according to the other graphs shown and according to the evaluation of the rubric, they separately detailed each qualifying item in the pretest seen in the figures: 3, 4, 5 and 6, such as pronunciation, grammar, fluency and vocabulary. Each of the graphs shown at the end differentiates the newly named elements in comparison of the pretest with the posttest seen in the figures: 8, 9, 10 and 11. As also shown in figures: 24, 25, 26 and 27 respectively, the comparisons of the pretest and posttest of each of the items that were evaluated.

In pronunciation, it can be deduced that compared to the first evaluation, there were a couple of notable changes in the second evaluation that were positive for the benefit of the students and the research itself. In the grammar area, a considerable change could be noticed, positively speaking, since it denotes that in relation to the first evaluation, some students corrected certain grammatical errors to then put them into practice and thus improve in their second evaluation. Then, fluency was seen on a smaller scale, positively improved in relation to the first evaluation, which deduces that this area did not have a major change, but the graphs show a significant improvement that makes many students realize and become empowered to also improve in this aspect. Finally, in terms of vocabulary, this area was improved on a larger scale since some students did not follow instructions correctly in the first evaluation. After the student-teacher evaluated them and gave them feedback, most of them agreed to improve in terms of vocabulary. vocabulary that had to be shown in the oral activity.

Looking at each of the analyses, it remains to be seen the final result and comparison of the pretest with the posttest seen in the figure 23. From both evaluations, factors can be determined such as: the student who achieved a perfect grade in the first, also achieved it in the second, the students who obtained between a grade of 100 and a grade of 90 increased the post-test in relation to the pre-test, thus seeing a positive change in the class routine in addition to its oral participation, the students who obtained between a grade of 90 and a grade of 80 increased in the posttest in relation to the pretest, this being another positive fact, the students who obtained between a grade of 80 and 70 decreased in the posttest in comparison to the pretest, and the students who obtained less than a grade of 70 also decreased in the posttest in relation to the pretest.

In conclusion, these are positive data since an improvement was obtained from the point of view that initially eight students passed with a grade greater than 70 and six failed, to that in the

second evaluation 10 students passed and four failed. Even so, the students who passed showed great improvement in each of the areas and the students who failed still showed significant improvement, which makes them realize that no matter how many problems they experience, whether it be confidence or knowledge of the subject, this can be improved by dedicating time to it. and effort in the area that is needed and obviously with the help of a facilitator or teacher.

5.3 Restatement of the Research Question

The principle of this investigation originated from a research question, which can be noted along the way in all this time that the objective was always clear and that, despite the inconveniences in the process, it is always possible to conclude. maintaining a direction in this project as was and is the use of the methodology of creation of class routine in the Teaching of English as a way of improving oral expression in the classroom of the ninth-grade group of C.T.P Mario Quiros Sasso.

Having kept this objective clear, one can know and recognize that the same parameter is met from the beginning of the research to its conclusion, thus being a methodology applicable to any person who develops in the area of language, in this case English. Having this clear, it is possible to corroborate with exact data according to the application of evaluation tools final results and thus the effectiveness and in turn the effect caused by applying said methodology is determined. It is possible to determine a positive effectiveness of the applied methodology, giving these results that are mostly favorable for the conclusions of this research.

The initial question that was the subject of the guide achieved its objective, which was to maintain the order and direction of this research, bearing fruit as were the different applications of didactic tools within an initial method that remained clear until the end, subsequently showing

detailed results. Likewise, the application of the evaluation tool served to produce even more detailed results in the results that each student obtained from a detailed beginning to the final result.

In conclusion, the initial question was the great guide that ensured that the research work never lost its direction and managed to adapt to the objectives sought. Having clear results and conclusions, it can be stated that this gave a positive impact within the research that could serve as a guide for many readers interested in its theoretical content.

5.4 Unexpected Results

Regarding the results obtained after the application of the methods as well as the evaluation tool, there is nothing unexpected. In general, the results may be different depending on the place and class where these mentioned are being applied, but curiously some perhaps unexpected aspects were found that over time dissipated and made this investigation end in the best way.

An aspect that caused curiosity is the number of students who failed the evaluation in the pretest, since despite giving the instructions in the most correct way possible, some students did not comply with the instructions and that cost them points at the end of the test. assessment. Many times, attention goes wrong because a distraction can arise in the student that causes him to ignore it when receiving instructions, a situation that was later mentioned and fortunately for the second evaluation many students improved in that aspect. Another issue to take into account and that was already mentioned is confidence, this issue is worked on from the first moment that a teacher identifies that the student has difficulty in this area since throughout the classes an aspect of disinterest may form. in the student due to not getting involved in learning activities which, if the problem becomes bigger, results in negative aspects.

5.5 Recommendations

Being a very helpful subject, oral expression in a language can help people in general in many topics of focus. The fact of investigating, having a question that focuses on the objective that is sought, reading data, pages, finding articles and data that can serve to further feed the result that is sought are some of the aspects that are recommended in terms of being interested in a particular topic.

Merely with research and own experience, researchers are recommended to take all possible measures from the time dedicated to research, try to get educational institutions to give all possible lessons and as much time as possible to the researcher so that he can carry out the investigation and manage to collect the greatest amount of data possible that will serve to feed the investigation and that in turn be as enriching as possible in content and thus be able to give the reader decisive and detailed conclusions. The response of the students to the activities may vary, therefore it is recommended to talk with them to find a way out of the problems that may occur if they are linked to learning or some other type of problem such as shyness, confidence, among others.

Researchers are also recommended to inform themselves about every detail requested by the institution in charge because from there they can start a direction towards the quantity and characteristics of the group with which they are going to work, many times they have an idea of what the researcher can be found but upon arriving at the institution, he or she may provide other details not taken into account and it is important to go in the direction indicated by the educational center. All this said so that interested researchers can develop their projects to the best of their ability and not act in ways that could harm or endanger the research that can be very useful not only for the person who is interested but also for the contribution that it can give in the future within the investigation.

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Annexes

Didactic Planning unit 2 Describing Sports and Pastimes

Asignatura: Inglés Conversacional

Período lectivo: I

Semestre

Week: JUNE 10TH TO JUNE 14TH

Pedagogical Practice Plan: Conversational English		
Institution: CTP MARIO QUIRÓS SASSO	Level: Ninth	
Student Teacher: KEVIN SANABRIA CORDERO	Time: 4 hours	
Subject Area: English for conversation		
Learnings		
Functions and Discourse Markers	Grammar	Vocabulary
<p>FUNCTIONS</p> <ul style="list-style-type: none"> Expressing likes and dislikes. Describing preferences and dislikes. Describing equipment and features of sports 	<p>What is your favorite sport? What is the most popular sport? What sport is better? What is the worst sport and why? In which sports is a ball used?</p>	<p>LANGUAGE CONTENT</p> <ul style="list-style-type: none"> Sports: football, basketball, baseball, soccer, and others. I like soccer, I don't like swimming. Is there a field of...? Words: running, swimming, teams, equipment, player ...
Goals	Task Mediation Activities	Indicators of Learning
<p>Listening</p> <ul style="list-style-type: none"> Interpreting information from sentences. <p>Speaking:</p>	<p>Task-Building Process: (Connection- Clarification) Warm up: The T starts the class with a class routine and asks the SS questions like what day is today? what was the topic seen last week? among other questions, this motivating the SS to speak in English. Then the T reviews with the SS vocabulary</p>	<ul style="list-style-type: none"> Application of learned language into dialogues, conversations and roleplay activities. Application of learned language into group

<ul style="list-style-type: none"> Asking for and answering questions about the topic. 	<p>about Sports and asks them which is their favorite</p> <p>Presentation: Brainstorm vocabulary about Sports and characteristics.</p> <p>Pre-Task: The T provides the SS with an oral diagnostic activity where it asks them to carry out a dialogue in pairs of no less than one page in which the SS will have to include questions such as: if you had to invent a sport, what would it be like? How do you imagine your favorite sport after 100 years? What is the worst sport and why? Then, the T will give them time to carry out the dialogue and practice it so that they can later present it in pairs in front of the T.</p>	<p>discussions and short presentations</p>
<p>Reading:</p> <ul style="list-style-type: none"> Understanding and extracting information from texts 	<p>Practice: The T provides the SS with a sheet and instructs them to work in pairs and do exercises such as make questions about the topic: sports in Costa Rica, also the T ask the SS to make a roleplay activity and then the SS have to personify different athletes doing a conversation about the sport that corresponds. Then the T asks students to form groups of 4 people and discuss questions such as what is the most popular sport? what is the least popular sport? what is the sport with the most athletes? what are the most famous athletes in history? among others.</p>	
<p>Writing</p> <ul style="list-style-type: none"> Writing sentences about the topic using the language. 	<p>Post Task: Construction /Application (Oral and Written Production)</p> <p>The T will ask each group to make a short presentation related to the answers and conclusions obtained from the</p>	

	<p>questions given by the T in the last activity.</p> <p>Assessment: Project: Construction /Application</p> <ul style="list-style-type: none">• The T provides the SS with a second oral diagnostic activity where it asks them to carry out a dialogue in pairs of no less than one page in which the SS will have to include questions such as: What is the most popular sport? What sport is better? Who is your favorite athlete and why? How do you imagine the worst sport in the world after 100 years? Then, the T will give them time to carry out the dialogue and practice it so that they can later present it in pairs in front of the T. This is so that the T can identify the changes and improvements in oral expression of each SS.	
Resources: Website Internet, Classroom, Material		

Universidad Internacional de las Américas

Total score: 12 points

Evaluator-professor: Kevin Sanabria Cordero

Score obtained:

Name of the student: _____

Final score:

Diagnosis Rubric Oral Test					
Aspect	Very Good 3	Good 2	Regular 1	Need Improvement 0	Score
Pronunciation	Pronounce words correctly and vocalize well.	Pronounce correctly but the vocalization is not correct.	Make pronunciation mistakes, the vocalization is correct.	Make pronunciation and vocalization mistakes.	
Grammar	Use grammatical structures appropriately at all times	Use grammatical structures appropriately for most of the assessment	Sometimes use grammatical structures appropriately during the evaluation	Rarely use grammatical structures appropriately during the evaluation	
Fluency	Able to speak naturally without hesitation with an appropriate rhythm	Express correctly with ease and spontaneity, the pauses that makes do not spoil the message	Able to speak at an adequate pace but the pauses that makes are long, losing continuity in the message.	Express with constant hesitations, losing the natural way to express the message	
Vocabulary	Use relevant vocabulary throughout the assessment	Use relevant vocabulary throughout most of the assessment	Use relevant vocabulary on some occasions in the evaluation	Rarely use relevant vocabulary in the assessment	

Observations: _____

Universidad Internacional de las Américas

Evaluator-professor: Kevin Sanabria Cordero

Name of the student: _____

Questionnaire

The purpose of the following questionnaire is to collect data for the research work of student-professor Kevin Sanabria. The answers you provide will not be graded; they will only be the subject of analysis for the recently mentioned project.

Instructions: Circle the option according to your criteria.

1. *In a range from 1 to 10, how frequently do you use oral expression of the English language in the classroom?*

1 2 3 4 5 6 7 8 9 10

2. *Do you think it is important to improve your oral skills in English?*

a. Yes

b. No

3. *Do you do any of the following activities to improve your oral skills?*

a. Read

b. Talk

c. Using an app

d. Watch movies and series

e. All of the above

f. None

4. *Which of these options do you think is best to improve your oral skills?*

a. Read

b. Talk

c. Using an app

d. Watch movies and series

e. All of the above

5. *On a scale of 1 to 10, how much did you like the class routine focused on improving oral expression skills?*

1 2 3 4 5 6 7 8 9 10

6. *Which of all the activities in the class routine did you like **the most**?*

- a. Ask questions
- b. Roleplay activity
- c. Discussion groups
- d. Oral Presentations

7. *Which of all the activities in the class routine did you like **the least**?*

- a. Ask questions
- b. Roleplay activity
- c. Discussion groups
- d. Oral Presentations

8. *Do you think that class routine can help you improve your oral skills in the English language with your classmates?*

- a. Yes
- b. No

9. *Have you felt any improvement in your oral skills after participating in the class routine?*

- a. Yes
- b. No

10. *After having participated in the class routine, do you think your confidence improved to speak more in English?*

- a. Yes
- b. No

11. *Do you recommend the class routine to improve your oral skills?*

- a. Yes
- b. No