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*The Lack of Internet Access in Classes for English as a
Foreign Language in Eleven Graders of Liceo Santa Gertrudis*

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DECLARACIÓN JURADA

Yo, ACUÑA UREÑA SHEILA ROSA estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la Tesis / Proyecto de Grado titulada (o):

THE LACK OF INTERNET ACCESS IN CLASSES FOR ENGLISH AS A FOREIGN LANGUAGE IN ELEVEN GRADES
OF LICEO SANTA GERTRUDIS

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Grecia a los 16 días del mes de abril del año 2021.



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Abstract

The following thesis is about the lack of internet access in students from high school. It has seven chapters including conclusions and recommendations. Classes are temporally suspended because of Covid-19 pandemic, and learners have to connect to online tutorials. The findings of this thesis include that because students have no internet connection they are left behind. Also, it demonstrates that teachers needed to adapt their planning and classes to online modality. This thesis also has evidence on how the learning process is being affected by online classrooms. In addition, it has information about strengths and weaknesses of online learning as well as advantages and disadvantages for online classrooms. Throughout this thesis strategies and activities are presented. The methodologies are appropriate for online classes as well to reinforce student's support.

Resumen

La siguiente tesis trata sobre la falta de acceso a internet en estudiantes de secundaria. Tiene siete capítulos que incluyen conclusiones y recomendaciones. Las clases están temporalmente suspendidas debido a la pandemia de Covid-19 y los estudiantes deben conectarse a tutoriales en línea. Los hallazgos de esta tesis incluyen que debido a que los estudiantes no tienen conexión a internet, se quedan atrasados. Además, demuestra que los profesores necesitaron adecuar su planificación y clases a la modalidad virtual. Esta tesis también tiene evidencia de cómo el proceso de aprendizaje se ve afectado por las clases en línea. Además, tiene información sobre las fortalezas y debilidades del aprendizaje en línea, así como las ventajas y desventajas de las clases en línea. A lo largo de esta tesis, se presentan estrategias y actividades. Las metodologías también presentadas, son apropiadas para clases en línea y también para reforzar el apoyo de los estudiantes.

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CHAPTER I

Introduction

1.1. Introduction

The use of technology in education has been integrated as an essential tool throughout the last years. The following investigation shows examples on how technology becomes part of classes for English as a Foreign Language. Several years ago, teachers had limited access to include technology in their classes. In fact, computers were not created yet nor printers, internet, video beams and some others. Indeed, society was emerging new needs and people as well, had the necessity of developing easy ways to work. Currently, technology is an essential tool for finance, medicine, and education.

The thesis has references on how education in Costa Rica has been impacted with the use of technology. It is going to take place in Liceo Santa Gertrudis located in Grecia for a group of students of 11th grade with ages between 16 and 17. Moreover, Costa Rica has implemented virtual platforms that provide students an easy way of hand over their homework. There is also an important detail to address, schools and high schools around the country have implemented online classes using different platforms due to the currently pandemic. So, the syllabus needed to be adapted for online development. Teachers needed to develop their plans for activities that involve technology. This has been a big challenge not only for teachers but also for students. Another topic cover in this thesis is, how those students who do not have access to technology are dealing with online classes. About two hundred and fifty thousand of the students do not have internet access. The Ministry of Education has implemented a plan called “educación a distancia” which consists on providing online classes to students. As mentioned, there are students who do not have access to internet so, even though technology has progress during the last years, there are still families who have limited access to internet and technology. Teachers needed to implement technology in the past time, but this is not available for all the students. Facilitators have had included webtools, online activities and methodologies to a virtual education which is challenging considering that not all are experts in technology. In other words, is essential to incorporate digital devices and online platforms because it makes people life's easier. But it is also important to point out that teachers are not well trained, and some students do not have the chance to have access to technology. The lack of these resources in the teachers and student's site, is going to affect the learning

process. Teachers are unable to cover the topics and learners are not going to perform English properly.

In addition, besides the big challenge teachers are facing they are doing their best to provide students with alternatives to have the material and continue with learning English as Foreign Language. A well-developed society requires professionals that fit their needs, in areas like medicine, finance and education. So, this project is going to reflect how education is being influenced by technology to provide the community with well-prepared citizens.

1.2. Problem Statement

Technology has become an important role in education; however, teachers and students do not include it in the learning process. The main reason why this happens, is because teachers do not handle technology as good as they should, they prefer to use strategies that do not include web tools, Moodle (virtual platforms) among others. So, even though, they are required to include innovation activities in their classes, they do not do it and it affects student's development. On the other hand, learners are being affected because they do not have the chance to buy a computer, a smartphone nor have internet access. In other words, technology has evolved by the pass of the years, but teachers and learners are not being part of this evolution.

1.2.1. Investigation questions

- a) How do students with lack of internet access are dealing with the new Ministry of Education plan about online classes for English as a Foreign Language?
- b) What consequences do students have in their learning process for English as a Foreign Language?

1.3. Justification

Education faces the need of implementing online classes due to the pandemic the country is passing through. Currently two hundred and fifty thousand of the students do not have internet access nor the chance to purchase a digital device. On the other hand, teachers are not well-prepared to handle technology. The researcher has chosen this topic because even though teachers are doing the best, they can't provide students with the materials they need

for the classes, students are also facing problems because of the lack of internet access. Such as, difficulties understanding the topic, lack of teacher's explanation and concentration. It is also important to mention that the country is going to continue with online classes and education needs technology to be implemented. Costa Rica is in the transition of adapting technology and this is going to continue over the years. Students are also going to need education because is an important key of success and this makes the topic relevant.

1.4. Objectives

1.4.1. General Objective

a) To analyze the English learning process through virtual modality during the national emergency of COVID-19 in 11th grade students from Liceo Santa Gertrudis.

1.4.2. Specific objectives

a) To recognize the English learning and teaching challenges through the virtual modality in 11th grade students at Liceo Santa Gertrudis.

b) To identify English teaching methodologies implemented through virtual modality for developing English classes in 11th grade students at Liceo Santa Gertrudis.

c) To propose English learning strategies for improving the learning process through virtual modality in 11th grade students at Liceo Santa Gertrudis.

1.5. Scope and limitations

This thesis is focus on the lack of internet access from students in ages between sixteen and seventeen from Liceo Santa Gertrudis high school. This also covers teachers that needed to adapt their syllabus to online modality because of Covid-19 pandemic. The thesis aims to provide new strategies and methodologies to improve online classrooms as well as support teachers in this new modality. It is also limit to students, teachers, and Ministry of Education. Some of the limitations were the lack of population or specific participants to sample the strategies. The pandemic did not allow the researcher to be in contact with students or teachers to investigate about the topic. In addition, previous investigations and examples were limitations since the topic is new.

CHAPTER II

Literature Review

2.1 Literature Review

The new virtual modality implemented in Costa Rica has challenges for students and for teachers as well. Because of COVID-19 classes are suspended and the Ministry of Education has implemented virtual modality for teaching. But this is a big challenge for those students who do not have internet access.

While it may seem like almost everyone has internet access, a shocking number of families lack fast or reliable internet connections. There are roughly 5 million households with school-age children who don't have broadband internet access at home. That means millions of students are being left behind." Lynch, M (2020, September 22). Texas A&M University-Commerce Admissions: Everything You Want to and Need to Know. The Edvocate.

As the author stated there are students who are left behind due to lack of internet access which is also affecting their learning process. When students were attempting to classes, this gave them the opportunity to be familiar with the target language because elements like music, videos, native speakers interaction were implemented in the classroom through technology. This provides the same level of learning to all students equally since the high school among with the teacher's help were giving the chance to interact with internet for the students. Unlikely learners studying at home requires them to connect to a device and receive classes which is complicated if they have lack of internet connection.

Certainly, the use of internet and technology is an essential contribution to the learning process and an important tool as resource for education. It is also important to understand how students use a virtual learning environment. It encourages students throughout lectures, recordings, videos, quizzes, web tools among others. To elaborate this, Costa Rica has a university that provides virtual modality named Universidad Estatal a Distancia (UNED). "The public value of UNED is to serve all human beings" (Rodrigo Arias Camacho, UNED rector). That is why, in facing the emergency that the country is suffering, from the moment the Covid-19 began, UNED has made an extraordinary effort to help, through the academia, to the national struggle against the pandemic. The efforts and initiatives are numerous. There is institutional and human commitment to contribute significantly to the struggle of our people in this difficult ordeal". Ruiz, H. (2020). From the Academy: UNED's response to Covid-19. Universidad Estatal a Distancia. According to Ruiz, Universidad Estatal a Distancia has

reinforced their virtual modality due to the pandemic, and since 1977 they implemented the virtual learning in the country. The university provides classroom tutorials very often during the quarter and most of the education is given online. In addition, Costa Rica has the privilege to say that they have virtual modality since 1977 and the students from Universidad Estatal a Distancia were already prepared to face the COVID-19 pandemic. So, even though the country has implemented virtual classes whether for the COVID-19 pandemic or because that is the modality the institution has, students with limited access to internet are left behind.

According to Khazan, “In the COVID-19 era, life has moved to the internet, but not everyone has it. As many districts start virtually this fall, some teachers say they’re fighting to ensure that all of their students can log into class each day.” Khazan, O. (2020, August 18). Online School Is Harder Thanks to Unequal Internet Access. The Atlantic. This source was from United States districts which proves that limited internet access is also affecting students out of Costa Rica. Moreover, students may not have home internet access to virtual learning resources because various reasons, for example, financial issues, lack of internet access in the area they live, which is more difficult for students who live in a rural zones, concerns about online privacy, and children’s safety. As mentioned, this affects the study of English as a Foreign Language. On the other hand, homework is a good way for students to improve the target language at home. But it could be also unfair for those students who do not have internet connection who have more access and tools to develop their homework, compare to those students whose internet and technology access is limited. This also happens with virtual modality, it is implemented because of the pandemic, but students who have plenty of resources have better opportunities of improving than students who do not have.

As the pandemic requires students and most of the population be at home, the house environment can also affect the learning process. The sounds and people around the place where the student interact with the teacher online, can distract them from paying attention.

2.2 Strengths and Weaknesses of Online Learning

As online class is considered as an easier way of teaching, it also has its pros and cons. Regarding some strengths, virtual classes is accessible 24/7, it saves money and people’s time. It gives the opportunity for people who have limited access to education as well as

creative teaching for facilitators. “In online classes, learners are not being judged on factors like physical appearances, age, dress, race, gender and disabilities. The entire focus and attention is on lectures, the content of discussions hence each student can concentrate and intelligently contribute to the material provided.” Rashmi, S. (2020, July 7). Online Learning — Strengths and Weaknesses - *Schoolnow. Medium*. With face-to-face classes students are more vulnerable for suffering bullying. Their believes, appearance and race are more likely to be judged by other students. In fact, virtual modality helps to avoid bullying during classes and it helps students with confident and motivation. In addition, there are weaknesses about online learning, some of them are lack of concentration, lack of internet access considered the most important. Absence of computer and technology knowledge. Cheating and plagiarism as the author stated, “precise methods have to be developed to prevent cheating in online assessments and exams as students are sitting in isolation without being monitored. Also, they have access to the computer, so the essays, content and assignments can be easily plagiarized.” Rashmi, S. (2020, July 7). Online Learning — Strengths and Weaknesses - *Schoolnow. Medium*. It is also important to mention that students can plagiarized their assessment with a relative’s help due to the lack of teacher’s face-to-face help.

In addition, mobile networks are also a way for learners to be connected to their online classes. However, a statistic shows that Costa Rica has the slowest mobile internet on the planet, “Global State of Mobile Networks (February 2017). (2019, October 27). Opensignal.” The country with the faster mobile internet is South Korea as per the overall download speed comparison shows on the statistic. So, even though students and their parents try to be on top of the online classes, nor internet connection or mobile connection, help them to avoid being left behind.

Furthermore, teachers also face challenges with online modality. As previous mentioned, technology is a great tool for teaching. There are teachers who have difficulties when getting into a computer or having access to a certain device. The pandemic has forced them to receive training, use network connection at home and adapt syllabus to online modality. Some of the challenges teachers face is for example, parents are present in the online class which makes facilitators feel more pressure to do their work with excellence. There are also parents that know the target language, so they also try to correct the teacher if he/she makes a

mistake. Manage discipline is also a difficult task on online modality, some students say present when teacher calls the role, but they turn off their cameras and microphones, meanwhile they are doing something else.

“Most teachers have a portfolio of their favorite and effective materials and activities that give a lesson their “signature touch.” If possible, they would like to use these same ideas and methods in the virtual classroom.” Ovcharova, M. (2020, January 24). How to Overcome Common Difficulties When Teaching. Vedamo. As the author states, teachers have their own and preferred material they want to use in online modality. So, adapt this material to their classes makes teaching more difficult because the content in online classes may vary depending on the topic and tools the teacher wants to use and has access to it. Handle paperwork is more difficult as well, because the Ministry of Education changed the way students are evaluated. It requires extra work for teachers to document and evaluate learner’s performance. The thesis and information present that teaching and learning process for English as a Foreign Language can be difficult for students who have lack of internet access due the pandemic which requires classes to be as distance education for high school and school educators around the country.

2.3 Physical vs Virtual Classroom

Technological tools have allowed people to learn things like, languages, cooking, marketing, entrepreneurship among others. Traditionally, schools have been the place where students and teachers meet with and communicate with each other to learn something new. Things have changed and people have had to adopt their routines to easy tools and strategies to deal with common habits and plans.

According to Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers 360, “COVID-19 has affected each one of us, the online classes have helped teachers to complete the syllabus which has not been possible in any other way”. The author also states a comparison between physical and virtual classroom in the charts below.

- **Communication**

There is no secret that communication between teachers and students plays an

important role in expecting good results. In order to get good results, students and teachers should have communication.}

Table 1

Physical Classroom	Virtual Classroom
Communication between students and teachers is very good in the physical classroom. In case of any doubt, students can ask at that very moment and get it cleared.	The interaction between students and teachers is comparatively less in virtual classrooms.

Source: Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers360.

- **Concept Clarity**

The key of any exam is to have a clarity on the concepts. If a student lacks the understanding of concepts, he or she will be left behind.

Table 2

Physical Classroom	Virtual Classroom
The concepts become clearer when discussion is done face to face.	In the virtual classrooms, students might find it difficult to understand the concepts clearly.

Source: Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers360.

- **Time Management**

Time is precious. Wasting even a single minute is not recommended. Students are always advised to not to waste time.

Table 3

Physical Classroom	Virtual Classroom
To attend a physical classroom, students are required to spend time on commuting from home to classrooms.	Virtual classes can be attended anytime and anywhere. No extra time is spent on commuting which can be used to study.

Source: Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers360.

- **Study Material**

the right study material at the right time is also important. Having access to the study material helps candidates to do self-study.

Table 4

Physical Classroom	Virtual Classroom
Teachers take up chapters one by one and provide students with extra notes.	Students are provided with updated study material that can be studied anytime.

Source: Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers360.

- **Comfort Level**

Table 5

Physical Classroom	Virtual Classroom

For many students, raising doubts in front of the whole class is a big task. This often results in uncleared doubts.	It has been observed that students are more comfortable raising their doubts in a virtual classroom.
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Source: Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers360.

- **Flexibility**

Table 6

Physical Classroom	Virtual Classroom
Students have to follow a strict schedule given by the authorities.	Students find themselves more flexible while attending classes in the virtual classrooms.

Source: Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers360.

2.4 Advantages and disadvantages of online learning

Although, online learning is implemented because COVID-19 new regulations and it is a great tool to stay connected with education, entertainment, it also has advantages and disadvantages.

Some of the advantages by Armstrong, S. (2020, 23 April) are, “Students have the chance to study in their own time and especially for free. It represents a great way to study many fields and to boost the level of self-motivation. Online learning is so effective because students can finish their homework quickly, and there is more time left for hobbies or for finding a job”. So as the author suggests, online learning facilities teachers and students for time, flexibility, and self-motivation. People also have easily access to platform without moving from their houses,

even if they live in areas where education is not accessible for some reasons, they can still get in touch with people online for education purposes.

Some disadvantages by Tamm, S. (2020, 6 August). 10 Biggest Disadvantages of E-Learning. e-student.org.

- Online student feedback is limited
- E-Learning can cause social Isolation
- E-Learning requires strong self-motivation and time management skills
- Lack of communicational skill development in online students
- Cheating prevention during online assessments is complicated
- Online instructors tend to focus on theory rather than practice
- E-Learning lacks face-to-face communication
- E-Learning is limited to certain disciplines
- Online learning is inaccessible to the computer illiterate population
- Lack of accreditation & quality assurance in online education

As Tamm claims, online learning affects people interactions as well as social interaction. Physical classrooms allow students to interact and have face to face conversations however, online classrooms take apart people's interaction. Online learning is helpful for students and people who do not like to interact with others. On the other hand, people who are outgoing is complicated to stay at a computer for two or three hours.

“At school, students learn how to make friends, be patient, get rid of disappointment, and especially to compete. Competition between colleagues can be very stimulating and students will only benefit from it. Online learning cannot offer human interaction.” Jain, I. (2020, 1 May). Physical vs Virtual Classroom: Which is better. Careers360. As this author states, students are vulnerable of competitions, interactions with other to get good results in practices, but with online learning students are limited to socialized, make friends, develop soft skills and others.

CHAPTER III

Theoretical Framework

3.1 Research Method

This thesis is based on a deductive research method. The researcher for this thesis looks for what others have done, reads existing theories, and investigates projects according to the phenomenon. It is a deductive research method because it tests an existing theory and it does not provide new information. It explains a certain phenomenon throughout previous investigations, and it verifies the existing data.

3.2 Type of investigation

The type of investigation for this thesis is descriptive. According to Cambridge, descriptive refers to “describing something, especially in a detailed, interesting way”. So, the researcher investigates the problem to describe in detail without interfering the existing data. This type of investigation focuses on observing a behavior of a group of people. The researcher provides accurate information about the phenomenon without attempting to infer. The thesis shows teenager’s behavior with virtual modality implemented in Costa Rica in 2020 because of COVID-19 pandemic. The research does not infer in the phenomenon but uses theories and information to describe the problem in question.

3.3 Research approach

Because of the characteristics of this thesis, the research classifies it as a qualitative research. Qualitative research involves collecting and analyzing non-numerical data for example, texts, videos, or audio to understand concepts, opinions, or experiences. In addition, researcher investigates non-numerical data to show a certain behavior in a group of students which is the lack of internet access.

3.4 Sources and subjects of information

Primary sources provide a first-hand account of an event or time period and are considered to be authoritative. **Secondary sources** involve analysis, synthesis, interpretation, or evaluation of **primary sources**. They often attempt to describe or explain **primary sources**.

The main source for this thesis is the internet, it is based on articles, opinions and reports taken from different websites. Some of the websites are from universities in the United States and some are from Costa Rica. The information also includes articles from different authors who express how the online classes may affect those students who have limited internet access. The sources prove how students and teachers are dealing with the new modality implemented by the Ministry of Education in the country because of the COVID-19 pandemic.

3.5 Population

Liceo Santa Gertrudis is in Santa Gertrudis Norte of Grecia. It was founded in 1996. The Liceo Santa Gertrudis has available to all students of this school multiple services, such as photocopy center, library, dinner room, grocery store, scholarships, transportation, gym, security guards, internet connection, green areas as well as free internet access areas. Which facilitates and help the entire educational community so that their well-being and stay during school hours are very useful, always looking for the teenager not to miss the education system. The population for this thesis is a group of 26 students from 11th grade from Liceo Santa Gertrudis. They have basic level of English. From 26 students twelve are girls and fourteen are boys, from ages between sixteen and seventeen.

CHAPTER IV

Results and Analysis

4.1 Results

The results regarding the lack of internet access in classes for English as a Foreign Language are the following:

Table 7

Author	Statement
Ruiz, H. (2020)	States that UNED has made an extraordinary effort to help students to the national struggle against the pandemic.
Lynch, M (2020, September 22)	Said that “There are roughly 5 million households with school-age children who don’t have broadband internet access at home”

Elaborated by the researcher of this thesis using the information from the literature review.

On the other hand, Khazan, O. (2020, August 18) claims that because of the COVID-19 life has moved into the internet, but not everyone has it, specially for students that are getting classes throughout virtual modality. He also mentioned that in some states of the United States teachers are fighting to ensure that all their students can log into classes each day.

In addition, Global State of Mobile Networks (February 2017). (2019, October 27) suggests that Costa Rica has the slowest mobile internet on the planet, according to Global State of Mobile Networks the country with the faster mobile internet is South Korea.

Table 8

Author	Statement
Rashmi, S. (2020, July 7)	Claims that as an advantage of online learning, learners are less vulnerable to be judge by factors like physical appearance, age, dress, and others.

Elaborated by the researcher of this thesis using the information from the literature review.

Table 9

Author	Statement
Ovcharova, M. (2020, January 24)	Suggests that teachers have to adapt their preferred material and personalized portfolio into a new virtual modality.

Elaborated by the researcher of this thesis using the information from the literature review.

Other different authors from the literature review of this thesis suggest about the difference between physical classrooms to online classrooms. According to Jain, I. (2020, 1 May) factors like communication, concept clarity and time management are challenges that students and teachers face in the new online modality for COVID-19.

Table 10

Author	Advantage/Disadvantage
Armstrong, S. (2020, 23 April).	Said that students have the chance to study in their own time and especially for free.
Tamm, S. (2020, 6 August).	Claims that in online classrooms student feedback is limited, E-Learning can cause social Isolation. People cannot develop soft skills. Lack of face to face communication.
Jain, I. (2020, 1 May).	States that students at schools make friends, learn to be patient and be competitive.

Elaborated by the researcher of this thesis using the information from the literature review.

CHAPTER V

Strategies/Activities

5.1 Strategies/Activities

Strategy number one

Level: 11th

Unit: 1

Week: 5

Theme: Working to Live or Living to Work?

Objective: To implement new vocabulary in virtual modality.

Instructions: As a warm-up activity, teacher asks learners to go to [wordit.com](https://worditout.com/) and create a word cloud with jobs and professions. Learners send the picture to the teacher and present it to the rest of the class and discuss the new vocabulary.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://worditout.com/>

Strategy number two

Level: 11th

Unit: 1

Week: 1

Theme: Help wanted

Objective: To improve grammar a new methodology for online classrooms.

Instructions: Teacher asks students to go to youglish.com and type expressions with past perfect. The web tool is going to help students to improve their pronunciation. Learners pay attention to prosodic features (stress, intonation, rhythm) and discuss with the rest of the class.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://youglish.com/>

Strategy number three

Level: 11th

Unit: 1

Week: 4

Theme: Working to Live or Living to Work?

Objective: To evaluate learners' development through a web tool for online modality.

Instructions: Teacher asks learners to go to [canva.com](https://www.canva.com/) and create a curriculum vitae. Learners are going to pretend they are applying for a job position. With teacher's help students develop their own resume. The website provides learners with easy templates, so they just have to fill them out with their personal information.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://www.canva.com/>

Strategy number four

Level: 11th

Unit: 1

Week: 1

Theme: Ingredients for Healthy Living

Objective: To analyze the use of modals: should, have, might have, in online classrooms.

Instructions: Teacher asks learners to go to [powtoon.com](https://www.powtoon.com/) and create a video. Learners must include tips about a healthy lifestyle using the modals should, have, might have. Learners discuss about their video with the rest of the class.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://www.powtoon.com/home/>

Strategy number five

Level: 11th

Unit: 2

Week: 1

Theme: Inventions that Have Changed our Lives

Objective: To analyze comparative and superlative adjectives for online classes.

Instructions: Learners go to [pixton.com](https://app-es.pixton.com/) and create a comic with teacher's help using comparatives and superlatives about technology. Teacher chooses four volunteers to share their comic and checks grammar and spelling errors.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://app-es.pixton.com/>

Strategy number six

Level: 11th

Unit: 3

Week: 1

Theme: Natural Disasters-Is Nature Against us?

Objective: To recognize new vocabulary about natural disasters.

Instructions: Teacher divides the group in two. One group is going to create a survey on [mentimeter.com](https://www.mentimeter.com/) with definitions about natural disasters. The rest of the same group have to participate and guess the meaning of the definition. In the meantime, the other group creates a too survey and the rest guess the correct answer. At the end, the group with more points is the winner.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://www.mentimeter.com/app>

Strategy number seven

Level: 11th

Unit: 4

Week: 1

Theme: Get ready: Take a Look at your Dreams and Fears

Objective: To comprehend new vocabulary about dreams and fears for online classrooms.

Instructions: Teacher asks learners to play bingo using myfreebingocards.com. Teacher provides students with a link where they can see their bingo card. Teacher calls the bingo and students choose the word they listen from the teacher.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://myfreebingocards.com/>

Link with bingo cards for learners: <https://mfbc.us/m/qkngzkd>

Strategy number eight

Level: 11th

Unit: 5

Week: 1

Theme: Shut up...Issues from Health and Medicine

Objective: To recognize new vocabulary related to health and medicine for online modality.

Instructions: Students watch the video "How to Talk About the Coronavirus in English" by accessing to eslvideo.com. Students listen to the video to understand vocabulary about the

current pandemic. Learners listen to the video again to ask the questions provided by the teacher.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://eslvideo.com/index.php>

Strategy number nine

Level: 11th

Unit: 5

Week: 1

Theme: OMG... Stereotypes and Cultural Differences

Objective: To recognize stereotypes and cultural differences around the world.

Instructions: Teacher assigns each student a country. Teacher asks students to go to voki.com and create an avatar, record themselves talking about cultural facts about the country teacher assigned to them. Students create 5 sentences about it and share them with the rest of the class.

Materials: computer/cellphone, Microsoft Teams, microphone.

Link: <https://l-www.voki.com/>

Strategy number ten

Level: 11th

Unit: 3

Week: 1

Theme: A Helping Hand

Objective: To understand the importance of preserving the planet.

Instructions: Students create a mini blog using a Google tool named Blogger. Teacher helps students to use the webtool and asks them to create a mini blog about facts and tips that help to protect and preserve the planet. Teacher selects four volunteers to share the blog with the rest of the class and all together have a round table discussion.

Materials: computer/cellphone, Microsoft Teams.

Link: <https://www.blogger.com/>

CHAPTER VI

Conclusions

6.1 Conclusions

The purpose of this thesis was to demonstrate difficulties and challenges that students and teachers face in online virtual modality. The Ministry of Education has made a big effort to provide quality of education throughout the current pandemic. However, students with limited internet access are left behind. This thesis showed that students need the teacher's support. A computer or technology cannot substitute the teacher role. Starting with factors like, emotions, face to face support, easy and fast help, social interaction are left behind in online classes. The researcher also concludes that learning process is affected by online classes. Learner's needs are complex, they require attention and support during the learning process. This also summarizes that home distractions interrupt student's concentration.

To summarize, this thesis includes methodologies and strategies that teachers can implement to improve online virtual modality. The researcher provided useful tools that are user friendly not only for teachers but also for learners. The problem showed in this project is that first, some students have limited access to internet and second that virtual classrooms need an improvement. With the use of the presented tools, teachers can enhance learners to develop the use of technology and at the same time learn a second language. Through the researcher's analysis it's been proven that there are advantages and disadvantages of online classes, but the thesis focused on proving with solutions that can help teachers, parents, and learners to handle it. In addition, social interaction is considered essential to every aspect of our health. Therefore, the thesis provided virtual interaction meetings to assist students with extra material and as well to have a time to share problems and ideas with others.

In general, the researcher also showed that money is another factor why students have limited internet access. As well as learner's location is another reason why students do not have internet connection. It is also important to conclude that teachers should encourage students to use devices they can borrow from a relative or friend in case they do not have one. Also, small study groups may support student's learning process like share internet connections and technology devices. In addition, a little collaboration for students to buy their self study guide may help the ones that have financial limitations. Clearly, humans cannot stop the pandemic, but they can do an effort to make better strategies and methodologies that can help others to handle it. For instance, teachers that have the power to provide learners with

tools and knowledge, should encourage the rest of the population to support the education in the country. Throughout the investigation for this thesis, researcher was able to find problems and solutions for online classrooms. Some authors presented in the thesis showed the importance of implementing strategies to make better the learning process in online modality.

In conclusion, online classrooms are an easy and effective way to have education from home. It provides simple access to knowledge and tools to support people's education. The new modality implemented by Ministry of Education is a powerful strategy to keep students involve in their learning through their life. In addition, it has been an enormous challenge for teachers and parents. Parents have become advisers and facilitators for their children among with teachers like a team. This process has success because of the effort that everybody is making. The thesis presented gives new opportunities to make education interesting, easygoing, and enjoyable. It pretends to make better methodologies and strategies that a teacher can implement in the class. It also suggests new ideas to make online classrooms more effective, where students can interact more and feel confident as if they were in physical classrooms. Equally important, it helps learners to develop skills that enhance them to talk and interact in the target language.

As a summary, the new implementations from Ministry of Education are things the society must deal with but as a team the process could be enjoyable and productive. The country needs professionals to face economy and real-life situations. Indeed, parents and teachers are the facilitators to implement knowledge and tools that may help students to be good citizens.

CHAPTER VII

Recommendations

7.1 Recommendations

In general, the first population the researcher suggests using this thesis is, U Latina. To apply it as an example for new generations who are going to make their thesis. The researcher also indicates to use the document as a sample of the structure of a bibliographic thesis, if applicable. In addition, new generations can use it as a guidance for their projects and can take ideas as well. The second group of interest is the Ministry of Education. The researcher claims to apply the strategies and methodologies founded in the thesis to improve the new virtual modality. To reinforce virtual classrooms with ideas, to have a class more interesting and creative for learners. To encourage teachers to use different web tools that make the class more interesting for learners. Also, to make sure students that have limited internet access are not left behind and teachers as facilitators can implement new methodologies to motivate students through their learning process. As well as teachers that can inspire other teachers to renew their planning and class materials in which learners are more interest in the class. To frequently look for new resources in internet and technology for using them on the class.

The researcher also wants to highlight the importance of using new strategies in the virtual modality for students from high school as learners need methodologies that can keep them motivated in the class. On the other hand, the third group are parents. As mentioned, they are the new advisors and facilitators in this new modality. The researcher suggests parents to encourage their children to have the necessary tools they need, such as a cellphone, computer, microphones, internet access. For the ones that do not have internet connection, researcher claims to inspire parents to take advantage of community resources. To find public places with Wi-Fi so using their cellphones learners can access their online classes. In addition, to be updated about new educational applications, web tools and devices that may facilitate their learning process. In the meantime, researcher claims parents to contemplate children emotions. Like motivation, self-esteem, social interaction among other as insolation may affect their well-being. Finally, to consider the strategies and methodologies suggested in this thesis to keep them motivated for the school year and help them into the process of being good professionals and good citizens for the country.

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Annexes

Annex 1

Wordit website for strategy number one.

<https://worditout.com/>

Annex 2

Youghlish website for strategy number two.

<https://youghlish.com/>

Annex 3

Canva website for strategy number three.

<https://www.canva.com/>

Annex 4:

Powtoon website for strategy number four.

<https://www.powtoon.com/home/>

Annex 5:

Pixton website for strategy number five.

<https://app-es.pixton.com/>

Annex 6:

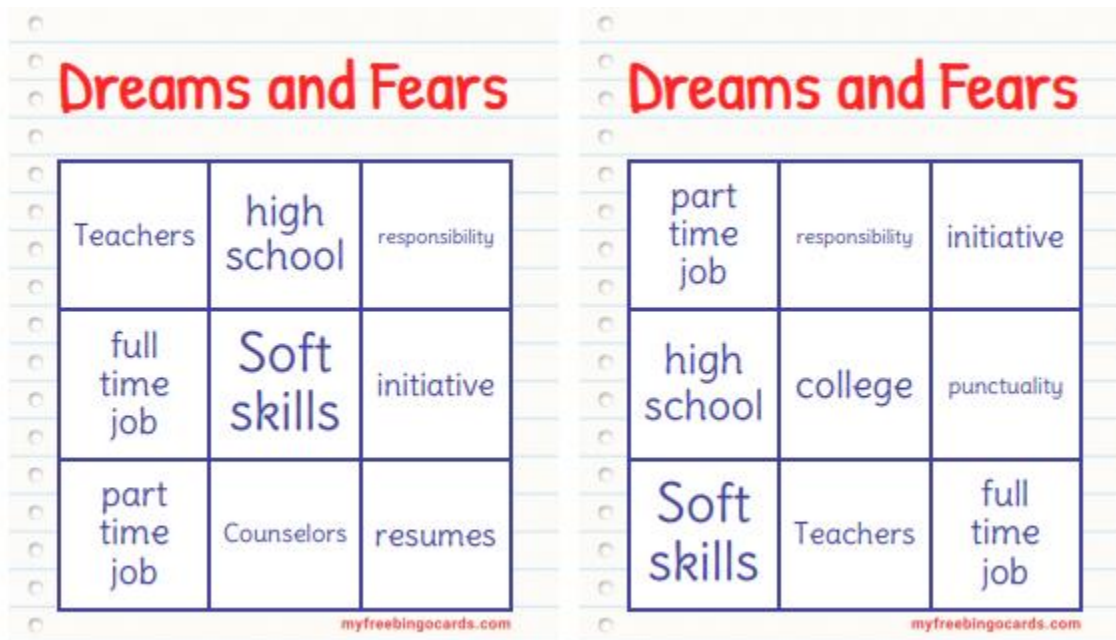
Mentimeter website for strategy number six.

<https://www.mentimeter.com/app>

Annex 7:

Bingo cards and website for strategy number seven.

<https://myfreebingocards.com>



Dreams and Fears

punctuality	resumes	high school
Teachers	initiative	Soft skills
interviews	Counselors	part time job

myfreebingocards.com

Dreams and Fears

full time job	Soft skills	initiative
college	high school	part time job
punctuality	responsibility	Teachers

myfreebingocards.com

Dreams and Fears

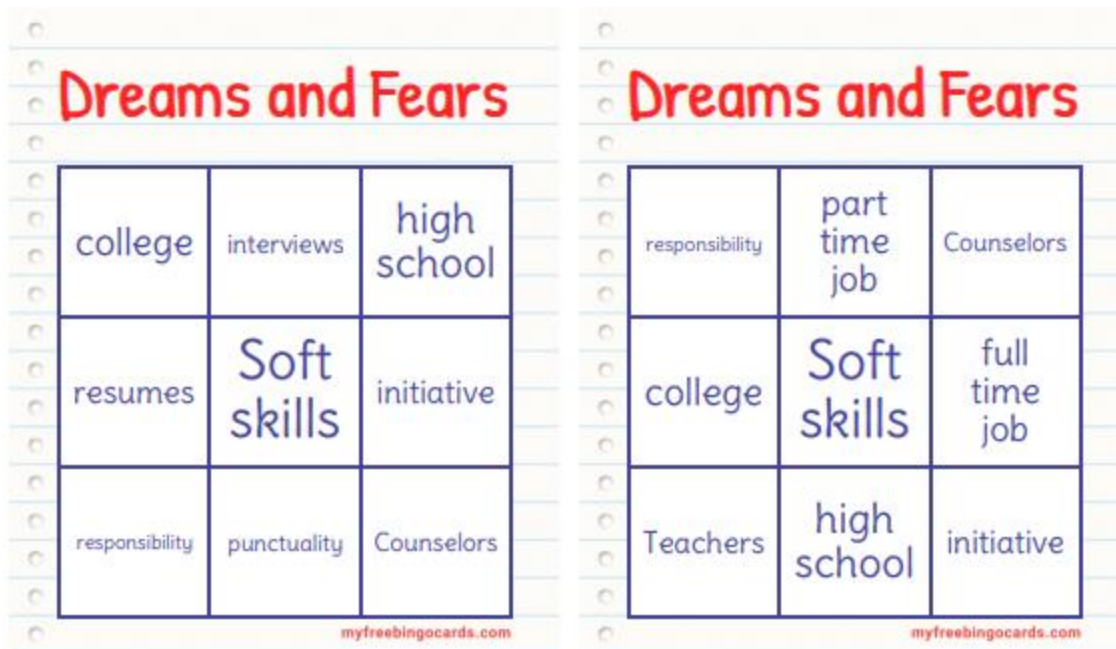
full time job	Counselors	initiative
part time job	Soft skills	Teachers
responsibility	resumes	college

myfreebingocards.com

Dreams and Fears

Teachers	college	high school
initiative	Counselors	resumes
part time job	full time job	punctuality

myfreebingocards.com



Annex 8

Esl video website for strategy number eight.

<https://eslvideo.com/quiz.php?id=35010>

Questions for the video:

1. An outbreak is _____.

- ☐ a.) when someone escapes from prison or jail.
- ☐ b.) when there's a sudden increase in the number of people getting sick with a particular disease.

2. A contagious virus or disease means _____.

- ☐ a.) it can be spread from person to person.
- ☐ b.) it is very sick.

3. If someone contracted the coronavirus, that means that he or she _____ the virus.

- ☐ a.) got
- ☐ b.) stayed away from

4. Because of COVID-19, many restrictions have been put on people. For example _____.

- ☐ a.) schools are distributing free bottles of hand sanitizer.
- ☐ b.) some countries are limiting travel and telling people to stay home.

5. To protect ourselves from catching or contracting COVID-19, there are several precautions that we can take. For example, we can _____.

- ☐ a.) avoid crowded places, wash our hands often, and don't shake hands or hug and kiss when you greet people.
- ☐ b.) purchase supplies such as toilet paper, napkins, and hand sanitizer.

6. Coronavirus symptoms include _____.

- ☐ a.) cough, difficulty breathing, runny nose, and fever
- ☐ b.) avoid touching your face, don't cough into your hands, and stay home if you are sick.

7. When an outbreak is contained, that means it _____.

- ☐ a.) isn't spreading
- ☐ b.) is out of control

8. True or False? "Vaccination is one of the most effective ways to prevent diseases. A vaccine helps the body's immune system fight viruses."

- ☐ a.) true
- ☐ b.) false

Annex 9

Voki website for activity number nine.

<https://l-www.voki.com/>

Annex 10

Blogger website for activity number ten.

<https://www.blogger.com/>