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ACTION RESEARCH PAPER

"Implementation of the LiveABC e-Lab English platform to enhance the receptive skills of seventh graders at Corralillo Technical High School in Nicoya Regional Office of Education, 2020"

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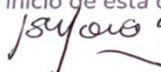
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Abstract

The research focuses on the implementation of a digital platform as a didactic support resource in the teaching of English, taking into account that the efficient use of information and communication technologies facilitate the teaching-learning process.

In this way, this study is developed from the following variables: receptive skills, platform of English LiveABC e-Lab and receptive skills with the English platform and its general objective is: To implement the English platform LiveABC e-Lab platform to enhance the receptive skills of seventh graders at Corralillo Technical High School in Nicoya Regional Office of Education, 2020

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Dedicatory

 This Action Research is dedicated to my mother who always supported me and gave me the best advice, to my girlfriend Fabiola and my son Esteban that have supported and have guided me on my way to reach my goal and become a professional in this field.

 Throughout this experience and thanks to the help of the teachers that have taught me values, principles and to be a better person and student day by day, I was able to acquire knowledge that will help me improve my quality of life as a person and as a professional in the area that I am developing.

 And lastly, I dedicated this Action Research to my God, thank you for the guidance, strength, power of mind, protection and skills and for giving me a healthy life.

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Chapter 1

INTRODUCTION

1.1.   Introduction

As the world is changing, the way students learn also change, so teachers need to be constantly updating about the use of tools that can fulfill students' needs, in this case technology takes a very important role in the teaching and learning process because several elements for example the facility to get different information at any time just by using a cellphone. There are several websites and virtual platforms that not only students but teachers benefit by implementing those in a classroom. English platform (LiveABC e-Lab) is a clear example of a helpful tool, it is a virtual platform that is based on twelve units and in each unit students can find compelling vocabulary-boosting exercises that utilize both audio and visual components, appealing exercises based on real-world situations to improve listening skills, a wide range of activities that encourage students to apply what they have learned, engaging video clips that demonstrate the proper use of vocabulary and grammar, systematic review activities to reinforce an understanding of the material

About the plan expected to be done, it mainly be focused on the students' needs of seventh grade for example how to increase the students 'motivation and attention to perform a productive English lesson. About the methodology, it is something modern that is suitable to the actual situation with the COVID pandemic, for example the LiveABC e-Lab English platform develop exercises which are completed by students in a virtual way, taking into account listening, reading exercises, additionally students have the access to the platform 24/7, which is a positive aspect.

If students learn based on the way actual teachers teach, why do teachers do not change the way they teach in order to perform qualified lessons? The LiveABC e-Lab English platform takes into account quality and guarantee in the methodology use on the different exercises.

In chapter 2 is focused on information about the background of the students of seventh graders and some theories related to the use of technology in the English learning and teaching process, chapter 3 is about a description of the methodology used when applying an online resource with students in this case the LiveABC e-Lab English platform, chapter 4 basically takes into account the analysis of the date gathered about the comparison of using technology in the class and the performing of a classical English lesson (teacher centered). Chapter 5 is based on a series of elements like the knowledge or experience obtained by the performing of the research. Chapter 6 covers the conclusions and provide a feedback about the benefits of applying online platforms in English classrooms. Chapter 7 is mostly about the recommendations when dealing with an English platform in this case the LiveABC e-Lab English platform.

On the other hand, taking into account the fact of using technology in the classroom, it sometimes can be seen as a distractor that can possibly affect the students 'progress, but the real fact is that technology encourage the active participation of students in the classroom, this happens because most of the time activities that are considered tough to teach can be transformed into interactive and fun activities just by applying technology. Another fact to be considered is that students learned in a different way, and this is something that does not have to represent a problem for a teacher, instead of that by the use of technology teachers can adjust the activities, and transformer them into suitable resources for student to get the maximum benefit from each activity, so the tough part is to know how to design a proper activity that will fulfill the different way each student learn in the classroom. Besides, about the tools used to implement technology in the classroom some of the essentials are computers, cellphones or tablets, iPads, those which the internet is something necessary for their proper developing in the classroom, so it means, without technology it is almost not possible to work with those devices, this can represent a negative fact because some students do not have internet access.

Finally, the information of this document is a helpful instrument that shows not only the importance but also necessity to apply the technology in the classroom, also the positive benefits students achieve by using platforms like LiveABC e-Lab English platform.

1.2.   Rationale

The topic is mainly an inspiration about the English methodology used when teaching affects the way students learn, and also to improve the listening comprehension skill and the reading skill so that is why it is necessary to start looking for new strategies that can fulfill the students 'needs and also for students to have solid bases for daily situations related to English, it means persuade them to learn and communicate in English not only orally but also in a written way. LiveABC e-Lab English platform is a complete source that benefits students with their learning process, this research shows the way different exercises are created in order to achieve a positive result, for example, an important aspect is that the platform is completely online, and it automatically save the students advance just by clicking the ¨finish¨ button. This research is also an important instrument for teachers that would like to get some data about new English teaching strategies and the way technology in this case apps or websites like LiveABC e-Lab English platform can be a tool that provides advantages for students, it is also necessary to mention that the students learning process is a fact to be always considered and students also deserve a qualified education.

On the other hand, there must be a comparison between classic English teaching and the use of different websites and virtual platforms when teaching, for example students get bored when a teacher implements a teacher-centered class, but when students are the center of the class they get motivated and also by sharing information by the use of technology, to it means those are important facts that teachers have to consider, and start implementing

technology as a motivational resource for students to learn. In addition, the number of benefits by implementing English platforms like LiveABC e-Lab can be quite a lot of, for example in order to mention some, when a teacher performs technology in the classroom, he or she unconsciously is providing a preparation for students to adapt to the future, because as the world changes technology also changes, and when students get used to it, it will be less difficult for them to familiarize with that new stuff.   Besides, another important benefit of applying technology is the classroom is to help students develop critical thinking, which is advantageous due to students understand in a better way, and they can develop their judgment, evaluation and solving abilities skills, those positive aspects cannot be developed just by teaching students vocabulary or individual words, because by memorizing students learn a specific amount of vocabulary but they are not able to differ, compare or even provide a brief opinion about a topic of interest, that is why critical thinking is considered as a vital element to be settled in a classroom, by promoting critical thinking, teachers are also promoting a generation of students that will be more independent and self-direct learners.

One positive fact to mention is the improvement of knowledge retention that students acquire when dealing with technology, but how is that possible? the answered is very simple because since previous time humans learned by doing, so it means a student needs to experience a situation better by having fun in order to internalized what he or she learned, and not just by memorizing specific data. In addition, when students are immerse in real life situations related to language acquisition they are at the same time experiencing something new which is at the same time something attractive, so it promotes students to never forget the information they are involved in, if there is a comparison of studying (memorizing) for a specific test with specific contents, students are probably going to forget the information the same day they apply the test, this happens because there is a lack of motivation, and there is not an interest of students to keep that information for future purposes.

However, is it important to mention not only students get benefits from technology, but also teachers because it automatically updates them with actual and useful facts, so it means technology promotes teachers to adopt new strategies, methodologies and techniques to improve the way they teach, also another benefit for teachers is to safe time, by applying virtual lessons and online assessments. Taking into account saving time, teachers can invest that time with students that have some difficulties with specific topics, also teachers have a better monitoring of the advance of each student, even when there is a large number of students in a classroom.

1.3. Purpose

The main purpose of this document is to improve students learning process and it is important to consider that students are the central objective, because the idea is to look for technological strategies that allow students to accomplish positive benefits, also it allows teachers to update their knowledge and get an open mind role in the teaching process.

1.3.1. General objective

- To implement the English platform LiveABC e-Lab platform to enhance the receptive skills of seventh graders at Corralillo Technical High School in Nicoya Regional Office of Education, 2020

1.3.2. Specific objectives

- To search out about the receptive skills of seventh graders at Corralillo Technical High School.

- To Design a plan using English platform LiveABC e-Lab platform to enhance the receptive skills of seventh graders at Corralillo Technical High School

- To assess the progress in the receptive skills of seventh graders through the platform.

1.4. Research questions

Nowadays the use technology in the classroom has played an important role to get students´ motivation, also to immerse students in real language situations which allow students to learn real English, to use common phrases and to communicative in an universal way, it means understandable and clearly, also by the use of technology students can interact with real native English speakers and have a more positive experience.

1. How can an English platform like Live ABC e-Lab affect in a positive way the students 'learning process in the receptive skills?

2. What is the role of Live ABC e-Lab to improve the teaching process?

3. What is inside (exercises) the different units the Live ABC e-Lab?

4. How can English platform like Live ABC e-Lab impact students 'motivation in the English class?

1.5 Hypothesis

LIVE ABC Platform online platform provides a positive result in the way students learn English, this is achieved because students daily deal with real English, but what does it means? well, basically it means students practice based on real English situations applying common language structures and the way they learn vocabulary is by learning phrases not specific words, this allow them to communicative in an effective way faster than just by studying individual words.

Chapter 2.

REVIEW OF LITERATURE

Nowadays, technology has been an important tool that provides a lot of profits to the students, for example, the use of different applications that can improve the skill to listen, what involves no only speak, but also read and write, by what the teachers have to update constantly on new resources. Like applications, websites, virtual platforms, among others.

According to Skaf (s.f.) Quoted by Bill Gates (s.f.) "The technology is only a tool. In terms to do that the boys work together and motivate them; the teacher is the most important". (p.40). Regarding this, or positive appearance on the use of the technology in the education, is that it motivates to the students the greater part of the time, because this generation is growing surrounded of technological devices, thus, is not difficult for the students adapt to a new technological tool.

The Organization of the United Nations for the Education, the Science and the Culture, UNESCO (2019) self-evident:

> That the technology can facilitate the universal access to the education, reduce the differences in the learning, support the development of the educational, improve the quality and the relevance of the learning, reinforce the integration and perfect the management and administration of the education. (p.1).

To educational level, the technology is present no only like a useful tool ploughs the learning, but, like part of the process of education-learning. It is for this reason, that in this section develops the theoretical frame-conceptual of the investigation, with the purpose to provide notable information to the variables of study, which bases in authors that sustain the information developed.

2.1. Receptive Skills

Generally, to the students hampers them learn a new language, especially, when it has to develop the skills to listen and speak for his efficient learning. The life bases mainly in receiving information of external sources, the majority ingress to the cognitive system, though, its eyes and hearings, therefore, when it learns a new language, develop skills receptive and productive.

Bringas (2020) quoted by Harmer (2015) mentions that;

The educational tend to speak of the forms that use the language, in other words they speak of the four skills that uses the individual to communicate; the skill to read, write, speak and listen. Which divide in two types; skills receptive and productive skills. (p.25)

While it is true, the skills that people develop are a complement for good learning, reading, writing, speaking and listening elements, they are essential to facilitate the teaching-learning process, however, for study purposes, skills are developed receptive, which according to Ávila and Ávila (2018) conceptualize them as follows:

The skills receptive are those in which the students receive and process the information, but do not need to produce a language to do it. (..) Lace skills receptive refer to the understanding of the language through the reading and listening it. The message understands and interprets with the correct light only when decode properly. (p.38)

According to the above, receptive skills are those that are developed, through listening and reading, in this case, the student develops them when he hears and reads a language, so he receives the language and decodes the meaning to perceive the language. message, for study purposes the English language.

Learning another language, in this case, the English language, means acquiring a complex cognitive skill, in such a way that, from the didactic point of view, receptive or interpretive (listening, reading) and productive skills are fundamental to learning a language or expressive (speaking, writing). In this way, promoting innovative learning strategies, where the skills of the learner are developed in a dynamic and creative way, becomes a way to achieve the full development of the potentialities of the students.

2.1.1. Reading comprehension

According to Bueno, Díaz and Orozco (2014) cited by Prosopio, Ochoa, Álvarez, Rosales and Cassana (2010), they define reading comprehension as follows: "it is a complex constructive activity of a strategic nature, which implies the interaction between the characteristics of the reader and the text, within a specific context". (p.28). In other words, and referring to what the author mentions, reading comprehension is the ability that people have to understand what is read; analyzes, understands and interprets written texts and builds knowledge.

In accordance with Mountains, Rangel and Kings (2014) quoted by Díaz Barriga (2002);

> During the comprehension process, the reader uses all their required cognitive resources such as psycholinguistic skills, schemes, skills and strategies to reconstruct a representation that corresponds to the meanings exposed by the author of the text, in addition, makes use of textual markers and format found in speech.

The above refers to the fact that, based on the information in the text, the reader must expand their interpretations to achieve a deeper understanding of what the author wanted to communicate, however, for reading comprehension to be efficient and effective, it is necessary to use strategies and techniques that allow to facilitate it. That is why it is characterized by being a constructive activity, because, during the process, the reader tries to reconstruct the text using all their cognitive resources.

Therefore, Bueno et al. (2014) say that, with reading comprehension in the English language, "not only can vocabulary be learned through reading, you can also learn grammar, punctuation rules, construct sentences, texts and among others, etc.". (p.29). With an effective reading comprehension, the person obtains many benefits, because the interpretations, inferences and integrations that they use to achieve depth in what the reading says, are widely developed.

According to Bueno et al (2014) cited by Barret, L. (1968), the reading comprehension process is organized according to the following categories: literal comprehension, inferential comprehension and critical comprehension, which are developed below:

2.1.1.1. Literal understanding

For Escobar and Jiménez (2019), the level of literal understanding is conceptualized as follows;

Recognition of all that that explicitly appears in the text (own of the school field). It involves to distinguish between notable and secondary information, find the main idea, identify the relations of cause – effect, follow instructions, identify analogies, find the sense to words of multiple meanings, dominate the corresponding basic vocabulary to his age, etc. for afterwards express it with his own words. (p.66)

The above mentions that literal understanding is when the reader recognizes everything that is explicit in the text and manages to identify everything that is relevant.

Figure 1. Literal understanding
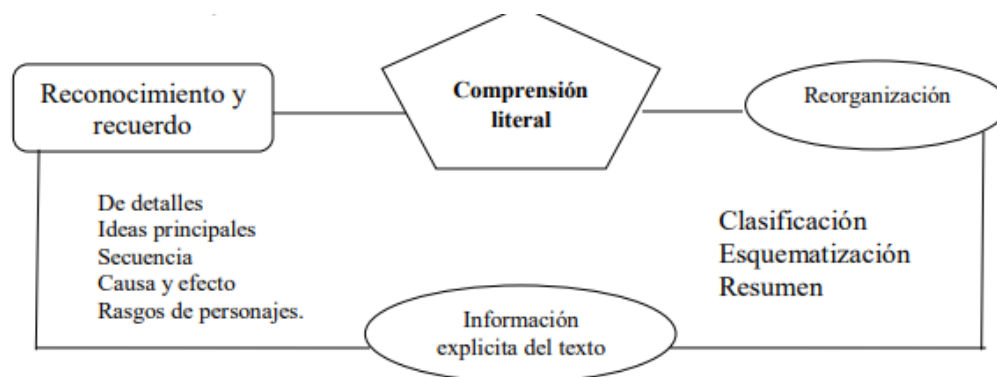
Source: Bueno, Díaz and Orosco (2014) quoted by the Taxonomy of Barret (1999), p.30.

2.1.1.2. Inferential understanding

Bueno et al (2014) conceptualize it as follows: "ability to conjecture and make hypotheses from the explicit information raised in the text. It requires the reader to use his intuition and infer (deduce) from details, main ideas and sequences or cause and effect relationships". (p.31).

With base in the previous, this level of understanding reader is the one who active from the indications; the constant interaction between the reader and the text does that this attains to take out the information, combine and generate conclusions.

Figure 2. Inferential understanding
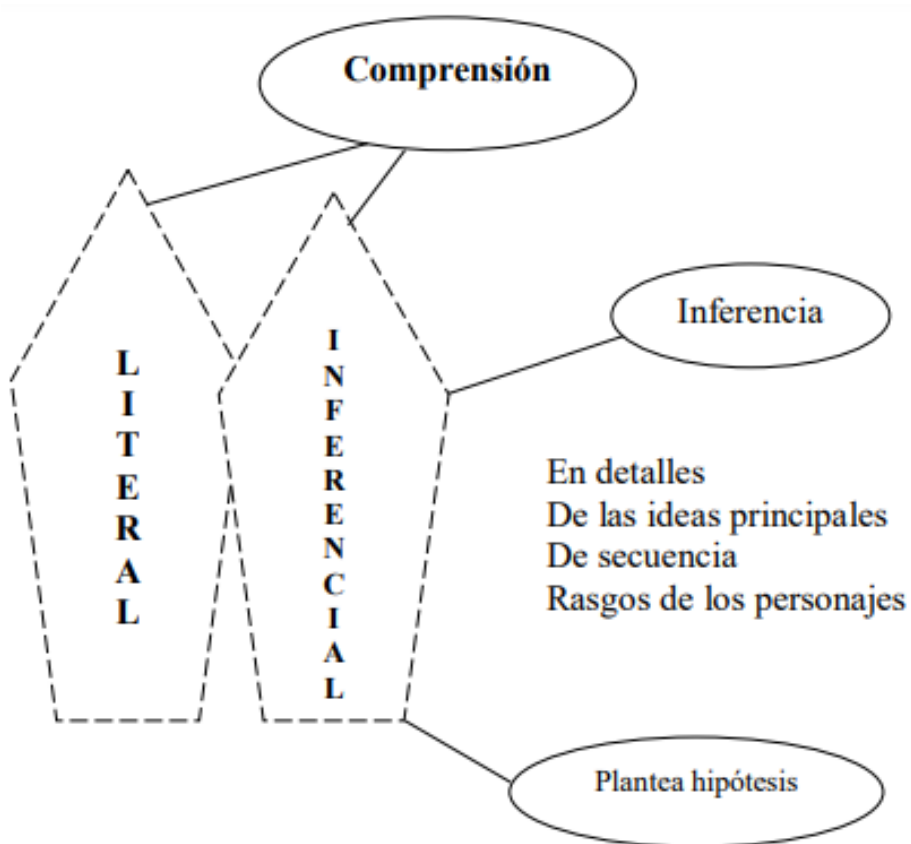
Source: Bueno, Díaz and Orosco (2014) quoted by the Taxonomy of Barret (1999), p.31.

2.1.1.3. Critical understanding

Escobar and Jiménez (2019) mention that the critical level and metacognitive is the:

Level deeper and involves a training of own trials of subjective character, identification with the characters and with the author. In this level teaches to the students to: judge the content of a text from a personal point of view, distinguish a fact, an opinion, issue a trial in front of a behavior, manifest the reactions that causes them a determinate text, and begin to analyses the intention of the author. (p.67).

As the previous, this level of understanding reader is the one who allows him to the reader issue trials of value between the real of text and the fantasy of the author, that is to say, expresses his personal criterion regarding the text read.

Figure 3. Critical understanding
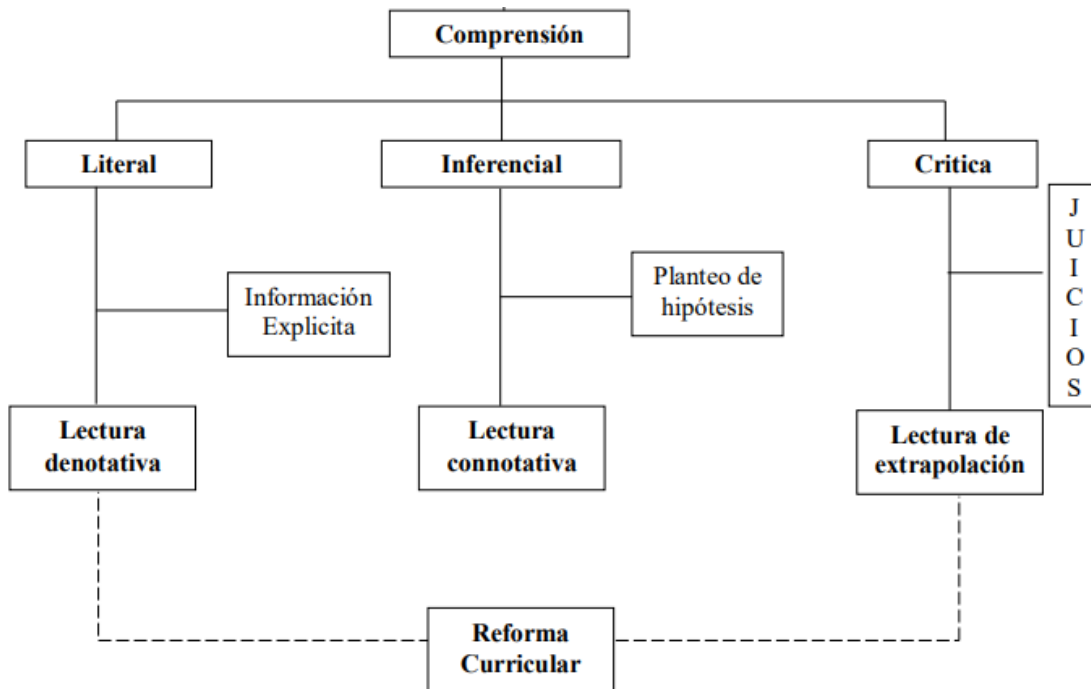
Source: Bueno, Díaz and Orosco (2014) quoted by the Taxonomy of Barret (1999), p.32.

2.1.2. Auditive comprehension

To attain comprise the broadcast of an oral message, the person (receptor) has to put a lot of attention to what is listening, in other words has to have an auditory understanding; in the process of education-learning of the English language the level of concentration has to be greater, this to attain successful results.

Córdoba, Coto and Ramírez (2005) define the auditory understanding of the following way:

The auditory understanding involves a series of appearances that go from the simplest, or was the understanding of the phoneme, until other paralinguistic appearances more complex like the meaning of what is listening, in addition to the intonation, the emphasis and the speed with that bills the message. (p. 2 and 3)

For the process of auditory understanding, involves a series of factors that play a crucial paper, as the previous the linguistic knowledges, communicative and sociocultural that possess the receptor are essential for an efficient understanding.

It is important to stand out what mentions Bueno et al (2014) quoted by Harmer, J. (1988), "the listen appropriate strips provide to the students obtain a vital information no only about the grammar and the vocabulary, but also on the pronunciation, the rhythm, the intonation, the tone and the tension". (p.33). In this sense, listen turns into a fundamental component for the efficient understanding of the English language, excepting those people that do not have the auditory capacity (deaf), by what his learning is by means of other strategies.

2.1.2.1. Characteristics of auditive comprehension

Like part of the skills receptive, the auditory understanding has a series of characteristics, which Córdoba et al (2005) mention the following:

- What a person hears is, most of the time, of an ephemeral nature, for which, generally, the person cannot review what they have heard and reevaluate it, as is the case in reading;

- The understanding of listens requires, to a large extent, the use of the memory, since the person has to store the information to be able to answer to her;

- The listen involves a series of appearances that the act to read does not possess, such as the emphasis, the intonation, the rhythm, the volume and others.

- In the oral message there are a series of non-grammatical forms, reductions, eliminations, repetitions, pauses, corrections, redundancies and other phenomena that, in general, do not appear in the written message, so the person who listens must make sense of the message, even when it is not entirely clear and complete;

- In a lot of cases, exists the need to process and answer of immediate form;

- Usually, the listener loses concentration quickly, causing them to "get lost" in the message and then not be able to respond appropriately;

- On many occasions, the oral message is accompanied by a series of noises (music, other conversations, speakers, speakers, for example) that interfere with the message; therefore, the listener must eliminate what does not work and use what is important. (p.7).

All the above characteristics show the importance of listening comprehension in English or another language. This ability includes receiving and responding to messages

and is of great importance in the classroom, because in learning another language it is of vital importance.

2.2. Platform of English LiveABC and-Lab

To attain improve the learning in the education of the English language, have attained create didactic strategies that facilitate the learning of the student, already was with visual elements (drawings, recorded, slides, etc.) auditory (audios, recordings) or a mix of both (videos, films), these and other strategies are using in the classroom for a greater learning of the language.

At present, an innovative technician that is implementing is the use of the technologies of information and communication (TIC), which have earned peak in the education of foreign tongues.

Escobar and Jiménez (2019) conceptualize ICT as "the set of technologies that allow the acquisition, production, storage, treatment, communication, recording and presentation of reports, in the form of voice, images and data contained in acoustic, optical or electromagnetic signals. (p.54). All of the above, at an educational level, allow the student to have their own study rhythm, in addition, access to technology in the classroom or at home, can favor the learning of receptive skills.

That is why, as a way to improve the teaching of English, a platform is presented specially to teach a second language, called LiveABC e-Lab English, this virtual platform is a useful tool for students, because it consists of six different books, divided by academic

degrees, is also easy to use because teachers can measure the application to verify if it really works.

Below is an explanation of the correct use of the LiveABC e-Lab online platform and what its use implies for teaching the English language.

Figure 4. Virtual platform LiveABC e-Lab

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

The figure 4 sample the start of the platform, to attain have access to her the person has to register his data, creating like this a profile that serve of user and create a password for greater security.

This platform LiveABC and-Lab English creates with the only purpose to improve the process of learning of the students related with the English, this platform is a tool on line to which the students can have access when having a computer or an intelligent telephone, although for many is an advantage to facilitate the learning of the English

language, for others represents a disadvantage, because some students do not have access to these technological tools, possibly by economic problems.

The first step is that the teacher must have a profile with access to the six books that are called outstanding 1, outstanding 2, outstanding 3, outstanding 4, outstanding 5 and outstanding 6. According to this special profile for teachers, it is created by providers of the book, this company is not located in Costa Rica, but it has promoters, and they are in charge of having the professor contacted by a foreign person who is in charge of monitoring and clarifying the professor's doubts.

Once a teacher has the profile activated, it is time to apply the second step which is to create profiles with different channels used as levels, for example, for seventh grade the outstanding book 2 is commonly used, this occurs because the outstanding book 1 It consists of basic vocabulary with different activities that are also basic, so it is recommended to start working with book 2 for seventh grade.

However, to be able to activate the profile of the students for the first time, the educational has to take into account elements, an element is to have the smart channels because it is necessary to situate the students in his corresponding level (degree). The process to create channels is simple, what the professors have to do is to do click in the option of class MGMT, think in a code for the class that bases in numbers, afterwards write the name of the channel, that is the name of the class, in this case can be of seventh degree.

Figure 5. Creation of channels for the class

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

Figure 5 shows the way in which the option to create channels is selected, which correspond to the level or grade that the lesson is to be taught, in addition, once the channels are created and divided into the different levels, the teacher is ready to create the profile of each student, and it means that it is time to start with the third step, the only requirement to create the profile of the students in the LiveABC e-Lab. English, is that students need to get the book according to their grade, for example, 7th grade students must get the 2 outstanding books.

A negative aspect is that students must buy the book regardless of the academic degree in which they are, it is necessary to buy it because it has a special code within which is the card number and a pin, very necessary to activate the profile on-line.

Once a student receives the book, it is important to consider some elements, first the student must have a valid email address with the corresponding password. Additionally, teachers must ensure that each student has a valid email address. Once there is a valid email address and the student has purchased the book, it is time to activate the book and create the

online profile, both actions must be done at the same time and you must be connected to the internet; without internet connection the platform does not work.

Figure 6. Activation and selection of the book
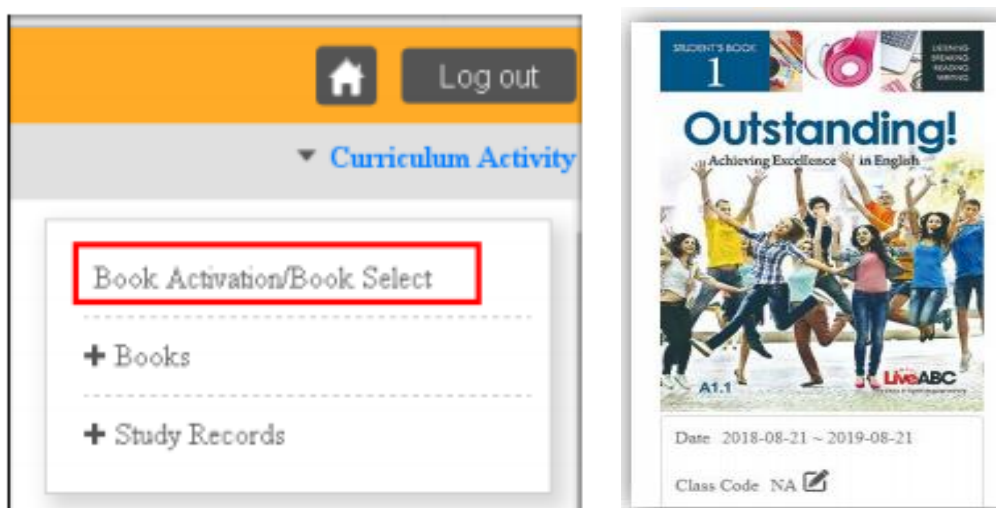
Source: Manual of user of LiveABC e-Lab, (s.f.), p.9.

Figure 6 shows how the book should be activated, however, as mentioned above, for a correct activation student must open the email address first, this is necessary because a confirmation link will be sent to that email specific email, so once they have the email open, they have to write the following link in the Google search engine: https://elab-latam.liveabc.com. The link is the online website that students must use to activate their profile on the English platform, the first step is to click on the registration option, once they open this option they have to complete a series of requirements as a form of register an account, in the User ID option they have to write the valid email, there is a note that reminds students that they will receive a confirmation to this account and they should follow the link in the email to verify their email account with LiveABC e-Lab, all this, as shown in figure 7.

Figure 7. Register of the account LiveABC and-Lab

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

Figure 7 shows the steps that the user (teacher or student) must follow, for a correct access to the online platform, it usually takes about a minute to receive the email, but it depends on the internet connection, and it is important to remember that the email must be opened.

When activating the product, the next step is to select the school, so they have to ask the teacher what is the school code or the correct name that the school represents on the platform. When students already select the correct high school on the platform, the next step is to select the class, so it is necessary for teachers to have the class codes ready, it means that students need to search for the code that represents their class, once they select the correct class code, they must click on the option to join the class and a message appears confirming the name of the teacher and the grade in which they are.

Figure 8. Enter to the class in the platform

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/
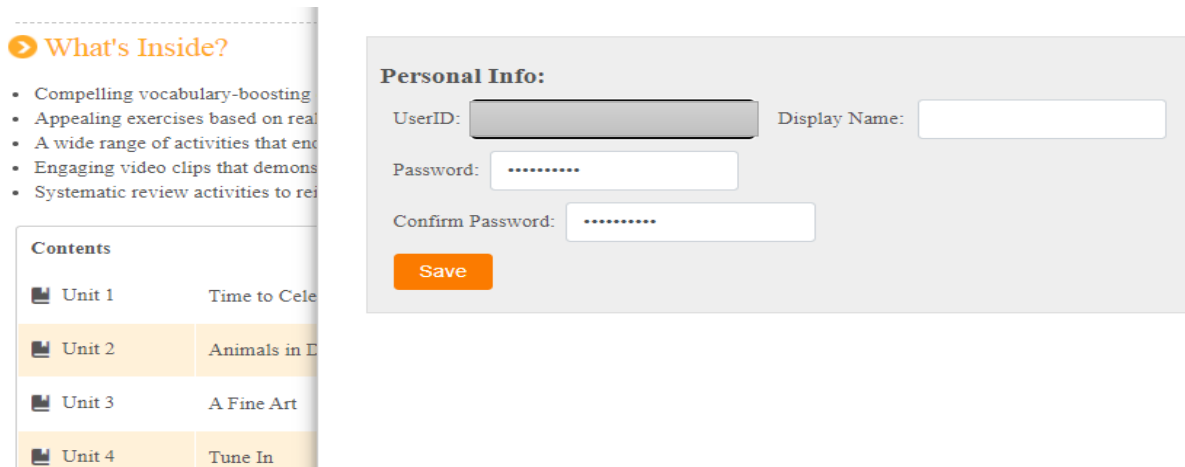
Figure 8 shows the steps that must be taken to enter the class, then, once all the steps have been completed, the student can correctly use the platform. This is divided by unit, for example unit one is based on six elements, the first element is the electronic book, this session is about a virtual practice book in which students can support their knowledge by practicing in this book, it is important mention that they cannot download it because it is an online resource; it is to practice.

According to the LiveABC e-Lab User Manual (s.f.) "there are a variety of topics available for students to learn (different sets of books also have different topics) such as: conversation, reading, video description, Mp3". (p.10). This means that once access to the virtual platform is achieved, students get enough didactic material for learning the English language. Figure 9 shows the list of teaching materials that make up the platform.

Figure 9. Variety of topics available for students to learn

Source: Manual of user of LiveABC e-Lab, (s.f.), p.10.

With respect to figure 9, the part of the ebook is completely virtual and takes into account all the information from the first unit, so that the students have the outstanding body book and this virtual practice book. The second element of a unit is the MP3 part, which is shown in figure 10, this is basically the audios for the students to complete exercises, practice listening and repeating speech.

Figure 10. Section of Mp3

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

Each section of Mp3 is composed by roughly 10 tracks, these tracks are available in the platform the 24 hours of the day, the 7 days of the week, by what the students can listen them when they wish it; this section is an useful resource because it composes of real

situations in English, spoken by native speakers of English, by what the students are experiencing a real language.

The third element is the conversation; this section contains a video on a subject related with the first content of the unit. An important detail is that this video has his screenplay corresponding so that the students can listen the conversation and read it at the same time to be able to practice the pronunciation. This section shows stages that represent situations of the real life, by what is a strategy that has positive results in the students. The figure 11 sample the option of conversation.

Figure 11. Conversation

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

The section of conversation contains a narrator that presents the subject and the location of the characters and commonly is a conversation. Between two people. In the figure 12 observes the content of the section of conversation.

Figure 12. Content of the conversation section

Source: Manual of user of LiveABC e-Lab, (s.f.), p.11.

Figure 12 shows the resources that this section has, there is an autoplay option whose function is to stop the conversation when the students want to do it, for example, if there is something that the students did not understand, they can click on the autoplay option and verify the information. Alongside the autoplay option is the slow audio option, in which students can slow down the conversation if they find it too fast.

In addition, the conversation section contains another resource, which is practice, in this option, students have to complete two different exercises, as shown in figure 12. The first exercise is called practice A, which consists of relating statements to the Correct answer, when the student completes all the affirmation, he has to click on the option to finish, and automatically verifies the exercise and in case of an error, he usually provides a red letter "x" to show that the students must correct the statement. To correct the statement, students must click on the option to try again, and this time choosing the correct answer, they have to click again on the option to finish and in case the entire statement is correct, a symbol will appear that it is a green circle. After Practice A is finished and the statements are correct, it is time to move on to Practice B, which is also part of the Conversation section.

Figure 13. Practice A

Practice B consists of a dialogue that the students have to listen to complete a true or false exercise as shown in figure 14. The dialogues are approximately one minute long and there is no way to slow down the audio, so the students must listen as many times as necessary to complete the options, once they complete the options they have to click finish. In case of error, a red X will appear and the correction process is the same as in practice A, students must click on the option to try again and correct the failure, they must click on the option to finish and if all are correct, a green circle will appear.

Figure 14. Practice B

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

On the other hand, the fourth section of a unit is the reading part, as shown in figure 15. It is a dialogue related to the content studied in the unit, this dialogue contains the script and the option of automatic playback and slow audio, the functions of which were explained above. After listening to the dialogue, students should continue with the practice, which is also part of the reading section.

Figure 15. Reading

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

Like the conversation section, the practice option appears in the reading section and is divided into two parts. The first part is practice A, it is about filling in the blanks with the correct forms of the words provided, in parentheses the students have a bank of words to complete the sentences, when they finish, they must click on the option to finish and check if everything is correct, in case there is something wrong the correction process is the same as in the conversation section. Once students complete practice A, it is time to move on to practice B.

Practice B of the reading section is about an article that students must listen to, and then choose true or false, then they must click on the finish option and the platform automatically checks the exercise, in case there is something wrong, students can correct it. repeating the same process explained as in the conversation section.

Based on this, the LiveABC e-Lab (n.d.) user manual mentions that, "each unit of conversation and reading provides extracurricular exercises and the number of questions and the number of questions is not fixed". (p.13). Although the procedure is similar, it is important to be aware that the number of questions will vary from one section to another.

Once that the students finish the section of reading is the moment to continue with the section of video of description, east is a segment that consists of four videos different, the figure 16 in the right upper corner shows it.

The first video calls opening and treats of a professor that explains of what treats the unit 1, the second video calls dialogue and treats of a conversation on the main subject of the unit. The third video calls reading and treats of examples on the main subject of the unit.

The last part of the video descriptive calls grammar, and consists in an educational that offers a deep explanation on the grammar focused in the unit, this considers the most important part because it offers the bases that the students need to begin to produce with regard to the grammar studied in the unit. Some positive appearances are that the students have access to this grammatical explanation anytime, another profit is for the professors because it helps them to explain the grammar that sometimes is a bit difficult to teach.

Figure 16. Description video

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

The section of video of description, shows the reproduction of the videos with the option to do click in the function of subheads, such as it shows in the figure 17, this finds in the corner inferior right of the film and works like a help for the students.

Figure 17. Click on the subtitles functions

Source: Manual of user of LiveABC e-Lab, (s.f.), p.17.

Finally, the section tests of review is the last unit of the platform and consists of four parts.

Figure 18. Revision test

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

The section of proof of review is a useful tool that offers an approximation of the knowledge that the students obtain when working in each unit, this information on the results is not alone for the students but also for the teachers, and provides an idea so that the

teacher notice which are the weaknesses of the students and work in this to improve and support this specific part. It is a strategy that allows him to the educational facilitate the help to the students in the process of learning.

This section, to as it shows him the figure 19 consists of four parts. The first part calls part I, which treats on vocabulary and sentences on the subject focused in the unit, the purpose of this part I is to verify if the students handle the vocabulary on the subject studied.

The second part calls part II, that treats on grammar, and is an exercise of multiple option that measures the knowledge of the students on the specific grammar of the unit.

The third part designates cloze of the part III and treats on an exercise in which the students have to choose the best answer to complete each space in white and the last part, calls question of passage of the part IV and treats on a reading in which the students have to read a passage and afterwards choose the correct answer of a question based in the reading. It is important to mention that in each part the students have to do click in the option to finish to save automatically the exercises.

Figure 19. Review tests section division

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

On the other hand, when the students know how use properly the platform LiveABC e-Lab English, is the moment that the professor explain how can check his own progress in the platform. Do click and the option of activity of the plan of studies, afterwards do click in the option of registers of study and finally select the book in which they are working. Such as it shows in the figure 20.

Figure 20. Study records

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Test
Conversation	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	▬
Practice A	60	100	100	100	100	80	100	100	100	100	100	100	▬
Practice B	100	100	100	100	100	100	100	100	100	80	100	100	▬
Reading	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	▬
Practice A	80	80	100	100	80	100	100	100	0	80	100	60	▬
Practice B	100	100	60	100	100	100	100	100	100	100	100	100	▬
descopening	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	▬
descdialogue	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	▬
descreading	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	▬
descgrammar	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	▬
Review Test I	100	100	100	100	100	100	100	100	100	100	80	100	▬

Study Records: Outstanding! 4

Instructions : Click on the Unit link to look in more detail. ✘ unread ✔ read ▬ NA

Export

Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

Once they select the book, the platform provides a visual resource for students to check their completion rate and the time they spend working on the platform, so that they can have control over the exercises they have already completed.

The individual progress of each student allows teachers to monitor and control the progress of students on the platform. For teachers to check student progress first is to click

on the activity option in the syllabus, then click on the MGMT lesson record option as shown in figure 21.

Figure 21. Lessons records

Source: Source: Platform LiveABC e-Lab, recovered of: https://elab-latam.liveabc.com/

In figure 21, teachers have access to consult the class code, the name of the book, the number of study times of the students, the total study time and details about the work on the platform; the platform shows the progress of each student and the exercises they have to complete.

All the mentioned previously, shows how uses this platform LiveABC e-Lab English, acts like a complete resource that offers a big quantity of profits in the process of education and learning, and is a suitable tool that satisfies the needs of each student, due to the fact that, allows to develop the four skills (listen, read, speak and write) necessary to learn a second language.

2.3. Receptive skills with the English platform

The use of technological tools in the educational field has become an advantage for the teaching-learning process, as mentioned by Rea (2016) "a teaching and learning process with technological support and aligned to the pre-established educational planning is of great positive impact". (p.52). The correct use of technology generates great benefits at the educational level; therefore, it has become a trend.

Like part of a good learning of the English language, have developed a lot of strategies of learning that allow to facilitate the process, one of them, is the use of technology in the classroom or, from house. The educational has concerned for implementing technicians of innovative education, due to the fact that, the world goes in progress and the students each day are more lovers to the technology, by what teach of traditional form, is not the only option to learn.

Such as they indicate it Argüelles, Ranzola, Calzadilla and Spanish (2005) of the following way:

> The teaching of the English language is growing every day in today's world. The use of new technologies and distance education, in the development of new products for educational purposes, has been patented and promoted with the emergence of platforms for teaching. (p.2)

The use of the technology in the education of languages, in this case, of the English language offers to the students a greater cognitive development and a greater development of skills so much receptive like productive, besides, the professor orients the process of the learning of the students, due to the fact that, although the technology has turned into an important didactic tool, will not be able to substitute the feedback and alive interaction of the professor, thus, the role of the educational is indispensable for an effective learning.

2.3.1. Advantages of the TIC in English language learning

The TIC Are turning into tools increasingly indispensable in the educational institutions, favors to the educational, students and the educational community in general, by what the use of them and the virtual platforms are increasingly used for the education.

Arteaga (2011) quoted by López (2007) comments that, "the virtual learning allows the instructiveness and promotes the motivation, efficiency and the improvement of the knowledge in some flexible surroundings". (p.4). What comports to an evolution in the education-learning; big part of the didactic strategies based in the TIC (virtual platforms, computers, mobile devices, applications), son tools that allow to the users the interaction of another form and in the pedagogical field, turn into half of learning, which by means of the interaction the person attains some knowledge.

Usán (2013) quoted by Marquis (2000) and Rivers and Cebrián (2000) stand out the following advantages that have the TIC in the education of second tongues, in this case, in the education of the English language.

- They allow to access to a big quantity of information of a faster form.

- They favor the self-learning, since it allows that each student carry his own rhythm of learning. And also, the socialization not only of the group-class, but also, offers the possibility to communicate us with far groups with tongues and different cultures.

- They allow to make simulations of some contended that favor the learning of the students.

- They motivate the work in the classroom. When introducing in the education new resources, arouses in the students a wish of experimentation of activity. Like this, we have to take advantage of this motivation like main engine of his learning.

- They create forms to work the knowledge that approach to the students to his future professional life.

- They allow to learn from the errors. The TIC characterizes for offering an immediate feedback, that is to say, the student knows his just errors in the moment in that they produce. Like this, has the possibility to think and change his answer until reaches the correct.

- It favors the communication between educational and students. Internet offers crowd of channels of communication where the students and professors have the possibility to interact and share ideas. (p.10)

All the advantages mentioned previously, allow a significant learning in the students, these allow that his skills develop and favor the cognitive level of the students.

The TIC has turned into innovative pedagogical tools, in which, if the educational explodes efficiently the use of the technological resources, the results will be positive.

2.3.2. Advantages and disadvantages of the LiveABC e-Lab English platform

On the other hand, it is important to highlight the advantages and disadvantages that has the platform LiveABC e-Lab, so much for the educational as for the students, by what stand out the following.

Table 1. Advantages and disadvantages of the LiveABC e-Lab English platform

Advantages		Disadvantages	
Educational	**Students**	**Educational**	**Students**
• It saves time, due to the fact that, the practical exercises create them the platform. • Monitor and clear the doubts of the students. • The educational has access to the progress of the	• The platform is a useful tool that contains the physical book, the book of virtual practice, a platform on line with a personal profile to the that have access with a safe method, so	• If the teacher takes a test, it can only be for reading comprehension, multiple choice, filling in the blanks, but not for the production part. • Without access to internet	• The students see the videos of the units of the alone physical book scanning the code QR that is in the book. • If it forgets them the password, the educational has to reestablish it and

students and check his advance in the platform. • Additional resource, a CD so that the educational believe personalized proofs on the units that wish to evaluate.	that anybody can steal his users or password. • The physical book contains a CD with the tracks of each unit, so that they can listen the track home, in case that they do not have access to internet. • There is an application for mobile telephones iPhone and Android, this application is available in the shop of applications and the students can download it. • Interact with students of other countries.	cannot access to the page.	give them the new key. • Without access to internet cannot access to the page.

	• They can review the unit that costs them more.
	• They develop skills receptive.

Source: own Preparation, based in the information of the platform LiveABC e-Lab,

It is important to mention, that the students are surrounded of technology, thus, the educational has to take advantage of this resource like a didactic strategy. The application in the classroom of this platform of English LiveABC e-Lab, goes to generate an innovative learning, creative and motivator, due to the fact that, the student builds his own knowledge and interact of easy and fast form.

Therefore, it is necessary for teachers to adapt to a new way of teaching in which technology represents a useful tool and not a problem; students deserve to learn with strategies that promote real life situations and not fictional facts.

2.3.3. Advantages of the TIC in the development of the receptive skills

The use of technology in the classroom also has benefits in relation to the basic skills of reading comprehension and listening comprehension, as mentioned by Ruiz and Barbero (2014), some of these advantages are:

- Reading comprehension: The TIC can use for the stimulation of the understanding written of the students by means of the research in internet of suitable texts to his

level and to the contents that the educational want to give in each one of sessions. Regarding tools TIC to improve the reading, can appoint some like the multimedia texts, which have images, videos, clips of audio and other elements that help to attract the general sense of the message.

- Oral Comprehension: The TIC offers a big quantity of auditory material that it can employ to help to the student to comprise better the language used to manage in a big quantity of distinct situations. (p.20)

Concerning the previous, the use of the technology favors the learning of the students, showing a variety of elements that they can use with the technology, didactic applications and virtual platforms, thus, can say that the technological tools help with the development of the receptive skills of any person that him of efficient use to this resource.

Chapter 3.

DESIGN AND METHOD

3.1. Research Method

As part of the research method, this study focuses on action research in which Kemis and McTaggart (1988) mention the following: The essential feature of this method is to test the practice of ideas, as a means of improving and to achieve an increase in knowledge about the study topics. That is why it calls itself "ideas in action." (s.p.)

This action research uses a combination of the teacher's theoretical and practical knowledge. In this case, it allows evaluating the progress of the receptive skills of the seventh-year students with the use of the LiveABC e-Lab English platform and allows as a teacher to innovate the teaching techniques used for learning; therefore, the purpose of this research is to transmit theoretical knowledge and put it into practice.

3.2. Type of approach (Qualitative, quantitative or mixed)

The mixed approach is used, Hernández Fernandez y Baptista (2014) explain that;

Mixed methods represent a set of systematic, empirical and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences because of all the information collected (meta-inferences) and achieve a better understanding of the phenomenon under study (p.534)

In other words, the mixed approach uses statistical data and theoretical data to achieve the collection and analysis of information; it is an approach that allows results with greater chances of success.

3.3. The Context

This research is carried out at the Corralillo Professional Technical College, of the Nicoya Regional Office of Education, Guanacaste.

Next, a brief historical review of the professional technical college of Corralillo is presented.

The Professional Technical College of Corralillo de Nicoya was founded in 1977, under Executive Decree 35252, of Law 8131.

The initiative of this educational project was taken by a group of families from the community, among them the families: Ugarte Díaz, Díaz Ugarte, Mayorga Ugarte, Villagra Castellón, Obando Granados, Baldonado Baltodano, Mayorga Díaz, Lawson Stone, who, concerned about the educational needs of the inhabitants, not only of Corralillo but also of the entire third district, decided to solve the existing problem and joined forces to carry out the corresponding procedures.

The deputy of the area, Mr. Guillermo Vargas Sanabria supported the management of the residents, also counting on the approval of the then Minister of Education Fernando

Volio Jiménez. The institution opened its doors with an enrollment of 120 students, 15 teachers and under the direction of Professor Frank Castillo Briceño. At that time there was no infrastructure and for that reason the lessons were taught in different parts of the community, among them; communal hall, church and under the trees.

This educational center began as an Industrial Technical Training Institute, teaching only the third cycle of Basic General Education. The first Administrative Board was made up of Nicolás Cortés Matarrita, Juan Baltodano, Professor Bruno Villalobos Fonseca and Melva Baltodano Toruño.

The Teaching Staff with which the Institution started was made up of: José Manuel Fonseca- Spanish Teacher, Elieth Obando Briceño- English Teacher, José Alberto Castillo Torres - Social Studies Teacher, María Higinia Esquivel Barrantes - Mathematics Teacher, Héctor Ricardo Orozco Angulo- Professor of Sciences, José Ángel Arias González- Professor of Physical Education, Daniel Arias Arias- Professor of Wood Industry, Ana Victoria Garita- Professor of Secretariat, Ulises Jiménez Obregón- Professor of Technical Drawing, Marcos Vinicio Salas Mora- Professor of Electricity, Inés Casares Castillo- Concierge

The Exploratory Workshops were the following: Wood Industry, Industrial Mechanics, Electricity, Technical Drawing, Nutrition and Secretariat.

In 1981, the acquisition of a lot was achieved where the current physical plant was subsequently built. From 1977 to 1993, the College worked until a third cycle, a situation that brought with it many problems, since after eight years of its founding, enrollment begins to drop considerably. In 1994, the opening of the Fourth Cycle was achieved, and it became a Professional Technical College in the industrial and service modality, to give students the opportunity to acquire the Baccalaureate and a Technical Specialty.

Consequently, many of the graduates have been successfully incorporated into companies and institutions both in the region and outside of it. In addition, as of 2012, the Night Section began to operate with the specialties of Tourism in Food and Beverages and Executive for Service Centers.

3.3.1. Description of the chosen setting

This research is carried out in a professional technical college, with seventh-year English students.

The professional technical college of Corralillo is an educational institution that offers technical specialties to students of the day and night section, with the purpose of training competitive students for the workplace; these specialties are the following: tourism, secretarial, business informatics, electro mechanics, accounting and refrigeration.

The school is located in the third district (San Antonio) of the canton of Nicoya, Guanacaste.

- **Mission of the institution**

The Professional Technical College of Corralillo, assumes the responsibility of giving an integrated training to each of its students through an excellent academic, technical, cultural and axiological education, promoting the maximum effort in the

cultivation of human values and in the creation of I habit of study, teamwork and coexistence to achieve academic and technical excellence, according to the demands of our society.

- **Vision of the institution**

To be a quality educational institution in constant innovation that favors the best alternative for our students; guaranteeing an excellent academic and technical training, which allows them to enhance themselves personally and professionally, to contribute to the improvement of our society.

3.3.2 Participants (Population)

Arias (2012) population is "(…) a finite or infinite set of elements with common characteristics, for which the conclusions of the research will be extensive. This is limited by the problem and by the objectives of the study". (p. 81).

The population under study are all the seventh grader students of the Corralillo Professional Technical College, the English teachers and the Advisor of the Regional Office. Covering 30 people.

Students: 28, Teachers: One, English advisor: One.

3.4. Data collection Procedures and Tool of Initial Research

For data collection, an evaluation instrument is used to obtain the information related to the problem statement.

3.4.1 Procedures of initial research

Currently, the arrival of COVID-19 has caused a radical change in the teaching-learning processes in the educational field. The classes went from face-to-face to virtual, which has generated limitations in the students, because not all have access to the internet and those who do have access to the internet do not understand efficiently.

For this reason, new didactic strategies have been implemented to facilitate reading comprehension. The LiveABC e-Lab English platform is a technological tool that facilitates student learning; it allows awakening the receiving skills of students and helps to improve the transmission of knowledge of English.

From this perspective, as part of the diagnosis of the problem to be investigated, the strengths and weaknesses shown by this study are identified.

3.4.1.1. Strengths

- The student learns in an innovative and easy way.

- It is an online platform, which allows saving the educational progress of students.

- It is an online platform, which allows interaction with other students from different places.

- The student improves their receptor skills by practicing the exercises performed on the platform.

- It is easily accessible.

3.4.1.2. Weaknesses

- If the student does not show interest in learning with the LiveABC e-Lab English platform, it would be a useless didactic strategy

- The limitation of internet access would be a problem for students, because they cannot access the LiveABC e-Lab English platform.

All of the above is part of the diagnosis of the problem being investigated; however, this platform is an innovative tool with great advantages.

3.4.2 Instruments

The evaluation instrument is important to obtain the necessary information that is used for data analysis; this information is obtained from the research subjects, in this case, the seventh year students, the English teacher and the advisor of English.

The instrument is used as a form of information gathering.

3.4.2.1. Questionnaires

For study purposes, the questionnaire will be used. For Hernández et al (2014) the questionnaire is the "set of questions regarding one or more variables to be measured". (p.217). In this case, there would be three study variables, obtained from the specific objectives.

The questionnaire consists of eight questions closed by study subjects (students, teacher), except for the English advisor, this questionnaire consists of seven questions; so the total of the questions in the questionnaire would be twenty-three.

3.4.3 Diagnostic Data Analysis

The analysis and interpretation of the closed questions are developed, applied to the people under study belonging to the Professional Technical College of Corralillo, covering a sample of nineteen people, where twelve correspond to seventh grade students, six to teaching staff from English and one to the English advisor; all the data obtained will be expressed by means of tables and graphs.

In this section, the data are described and then a statistical analysis is carried out to relate the variables; first, the frequency distribution of each data is carried out, in relation to this, Hernández et al (2014) say that the frequency distribution is a "set of scores of a variable ordered in their respective categories". (p.283). Likewise, each frequency distribution must be presented by means of a table and from it the graphs are made to obtain the analysis of results.

Table 2. Advisor knowledge about LiveABC e-Lab English platform

		Yes		No		Total	
		AF	AR	AF	AR	AF	AR
1.	Do you know what LiveABC e-Lab English platform is?	0	0	1	100%	1	100%
2.	Do you know how LiveABC e-Lab English platform work?	0	0	1	100%	1	100%
3.	Do you want to know more about LiveABC e-Lab English platform?	1	100%	0	0%	1	100%
4.	Do you consider LiveABC e-Lab English platform important in the English Process?	1	100%	0	0%	1	100%

Source: Questionnaire applied to the English Advisor from Nicoya Regional Office, 2020.

GRAPH N°1

Advisor knowledge about LiveABC e-Lab English platform
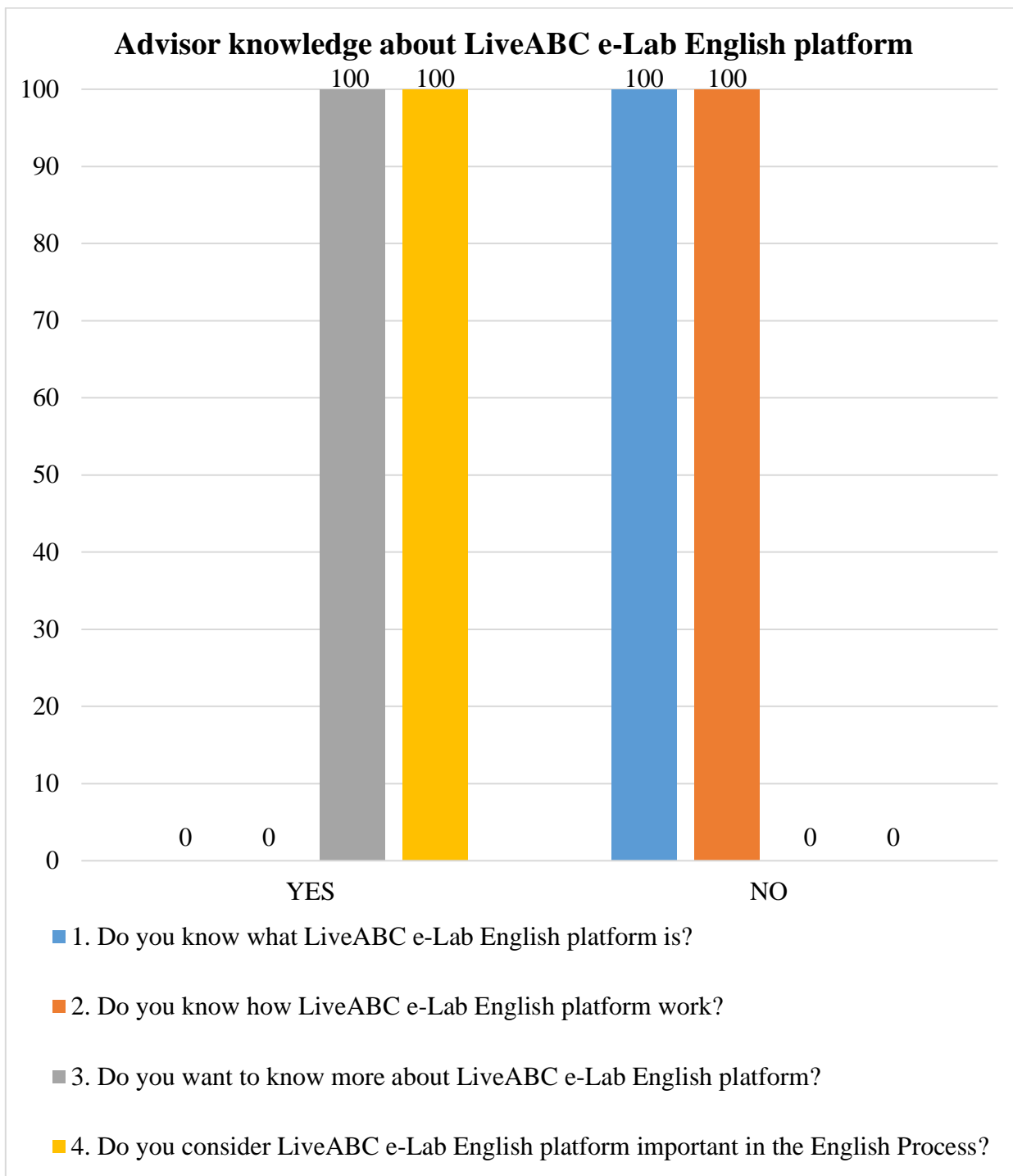
Source: Table N°2

In the question: Do you know what the LiveABC e-Lab English platform is? The English consultant answered no, for 100%.

In the question: Do you know what the LiveABC e-Lab English platform is? The answer was a no, for 100%.

In the question: Do you want to know more about the LiveABC e-Lab English platform? The English consultant answers yes, for 100% effectiveness.

In the question: Do you consider that the LiveABC e-Lab English platform is important in the English process? The answer is yes, for 100% effectiveness.

According to what graph n ° 1 shows, the English consultant does not know information about the LiveABC e-Lab English platform, however, he considers that he would like to know about it, in addition, he emphasizes the importance of a digital platform for the process of teaching-learning of the English language.

Table 3. Advisor´s knowledge about teachers´ LiveABC e-Lab English platform class application

	Yes		No		Total	
	AF	AR	AF	AR	AF	AR
1. Have you known if teachers apply LiveABC e-Lab English platform in your English classes?	0	0	1	100%	1	100%
2. Have you known if teachers take into account LiveABC e-Lab English platform in your planning process?	0	0	1	100%	1	100%
3. Do you know if English teachers use it in their classes?	0	0	1	100%	1	100%

Source: Questionnaire applied to the English Advisor from Nicoya Regional Office, 2020.

GRAPH N°2

Advisor´s knowledge about teachers´ LiveABC e-Lab English platform class application

Source: Table N°3

In the question: Did you know if the teachers apply the LiveABC e-Lab English platform in their English classes? The English advisor mentions that no, for 100%.

In the question: Did you know if teachers consider the LiveABC e-Lab English platform in their planning process? The response from the advisor was no, for 100%.

In the question: Do you know if English teachers use it in their classes? The answer was no, resulting in 100%.

What can be seen in graph No. 2 is that the English advisor has no knowledge of whether English teachers apply digital platforms such as the LiveABC e-Lab English platform for their teaching-learning process.

Table 4. Teachers´ knowledge about of the platform LiveABC e-Lab

	Yes		No		Total	
	AF	AR	AF	AR	AF	AR
1. Do you know what LiveABC e-Lab English platform is?	0	0	6	100%	6	100%
2. Do you know how LiveABC e-Lab English platform work?	0	0	6	100%	6	100%
3. Do your students have good participation in your class?	6	100%	0	0%	6	100%
4. Do you enhance students' written participation?	6	100%	0	0%	6	100%

Source: Questionnaire applied to the Teachers´ from CTP de Corralillo de Nicoya, 2020.

GRAPH N° 3

Teachers´ knowledge about of the platform LiveABC e-Lab

- 1. Do you know what LiveABC e-Lab English platform is?
- 2. Do you know how LiveABC e-Lab English platform work?
- 3. Do your students have good participation in your class?
- 4. Do you enhance students written participation?
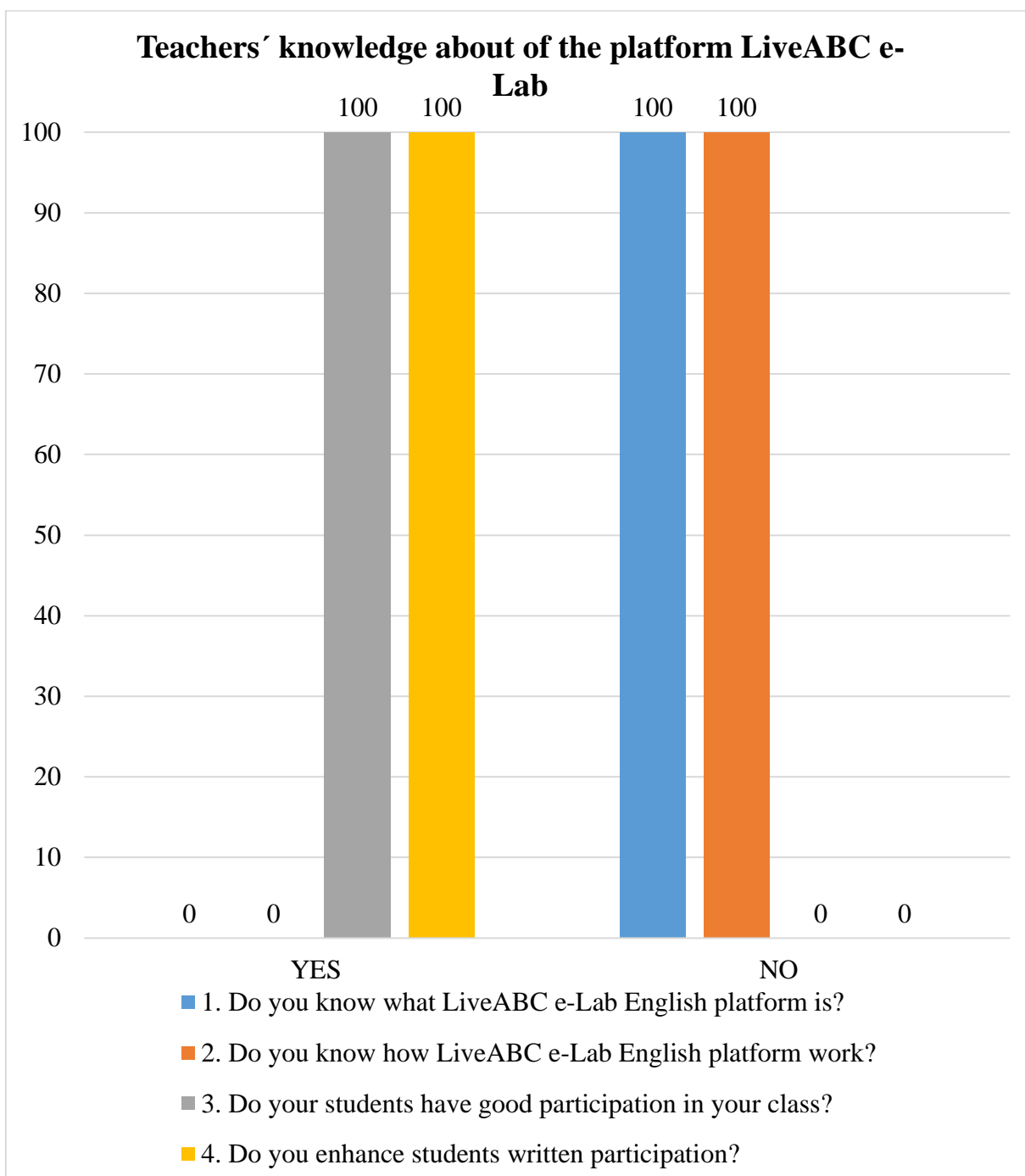
Source: Table N°4

In the question: Do you know what the LiveABC e-Lab English platform is? All English teachers (100%) answered no.

In the question: Do you know how the LiveABC e-Lab English platform works? All the English teachers answered no, 100%.

In the question: Do your students have a good participation in your class? For 100% effectiveness, all the English teachers answered yes.

In the question: Does it improve students' written participation? All English teachers answered yes, for 100% effectiveness.

Graph 3 shows that English teachers are unaware of what the LiveABC e-Lab English platform is and are unaware of how it works. On the other hand, they affirm that their students have good participation in the class and they care about improving the written part of the students, which is good.

Table 5. Teachers´ application of platform LiveABC e-Lab in class

	Yes		No		Total	
	AF	AR	AF	AR	AF	AR
1. Have you applied LiveABC e-Lab English platform in your English classes?	0	0	6	100%	6	100%
2. Have you taken into account LiveABC e-Lab English platform in your planning process?	0	0	6	100%	6	100%
3. Do you consider LiveABC e-Lab English platform important in the English Process?	6	100%	0	0%	6	100%
4. Do you consider LiveABC e-Lab English platform important for student´s language progress?	0	0	6	100%	6	100%

Source: Questionnaire applied to the Teachers´ from CTP de Corralillo de Nicoya, 2020.

GRAPH N°4

Teachers´ application of platform LiveABC e-Lab in class

Legend:
- 1. Do you know what LiveABC e-Lab English platform is?
- 2. Have you taken into account LiveABC e-Lab English platform in your planning process?
- 3. Do you consider LiveABC e-Lab English platform important in the English Process?
- 4. Do you consider LiveABC e-Lab English platform important for student´s language progress?

Source: Table N°5

In the question: Have you applied the LiveABC e-Lab English platform in your English classes? The answers of all the English teachers was no, for 100%.

In the question: Have you taken the LiveABC e-Lab English platform into account in your planning process? All the English teachers (100%) mentioned that they had not.

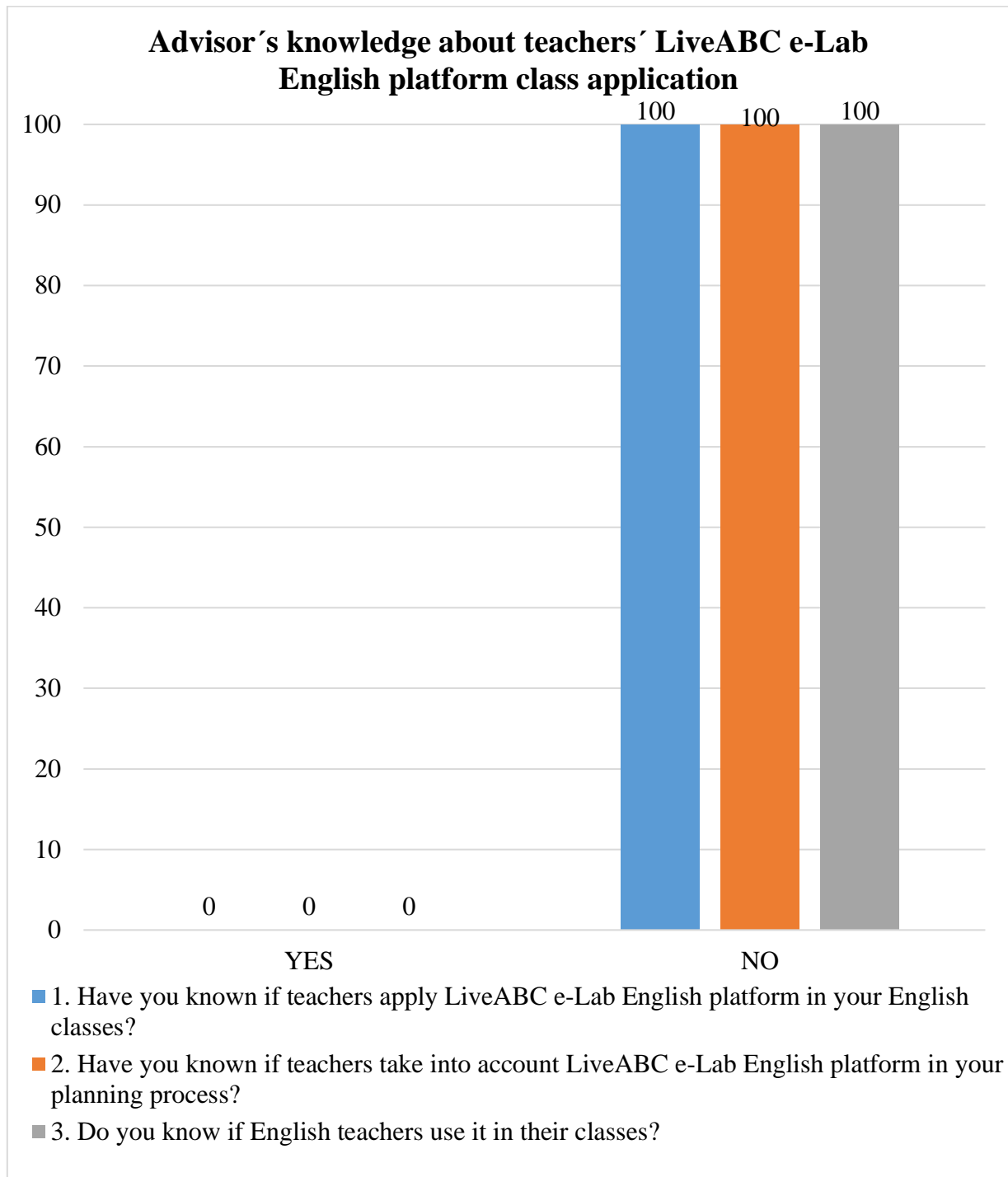In the question: Do you consider that the LiveABC e-Lab English platform is important in the English process? All the English teachers mentioned yes, for 100% effectiveness.

In the question: Do you consider that the LiveABC e-Lab English platform is important for the students' language progress? All teachers mention that it is not, for 100%.

When observing graph n ° 4, the English teachers mention that the LiveABC e-Lab English platform is not a platform that they have considered for the teaching-learning process, however, being a digital platform they consider it to be important for the process, but, they mention that it is not important for the progress of the language in the students.

Table 6. Students knowledge about of the platform LiveABC e-Lab

	Yes		No		Total	
	AF	AR	AF	AR	AF	AR
1. Do you know what LiveABC e-Lab English platform is?	0	0	12	100%	12	100%
2. Do you know how LiveABC e-Lab English platform work?	0	0	12	100%	12	100%
3. Do you have good participation in your class?	6	50%	6	50%	12	100%
4. Do you like write in your English class?	9	75%	3	25%	12	100%

Source: Questionnaire applied to twelve students in the seventh year from CTP de Corralillo de Nicoya, 2020, the main idea is to know the opinion of each student about LiveABC e-Lab English platform and the implementation of these in future English classes.

GRAPH N° 5

Students knowledge about of the platform LiveABC e-Lab

■ 1. Do you know what LiveABC e-Lab English platform is?

■ 2. Do you know how LiveABC e-Lab English platform work?

■ 3. Do you have good participation in your class?

■ 4. Do you like write in your English class?
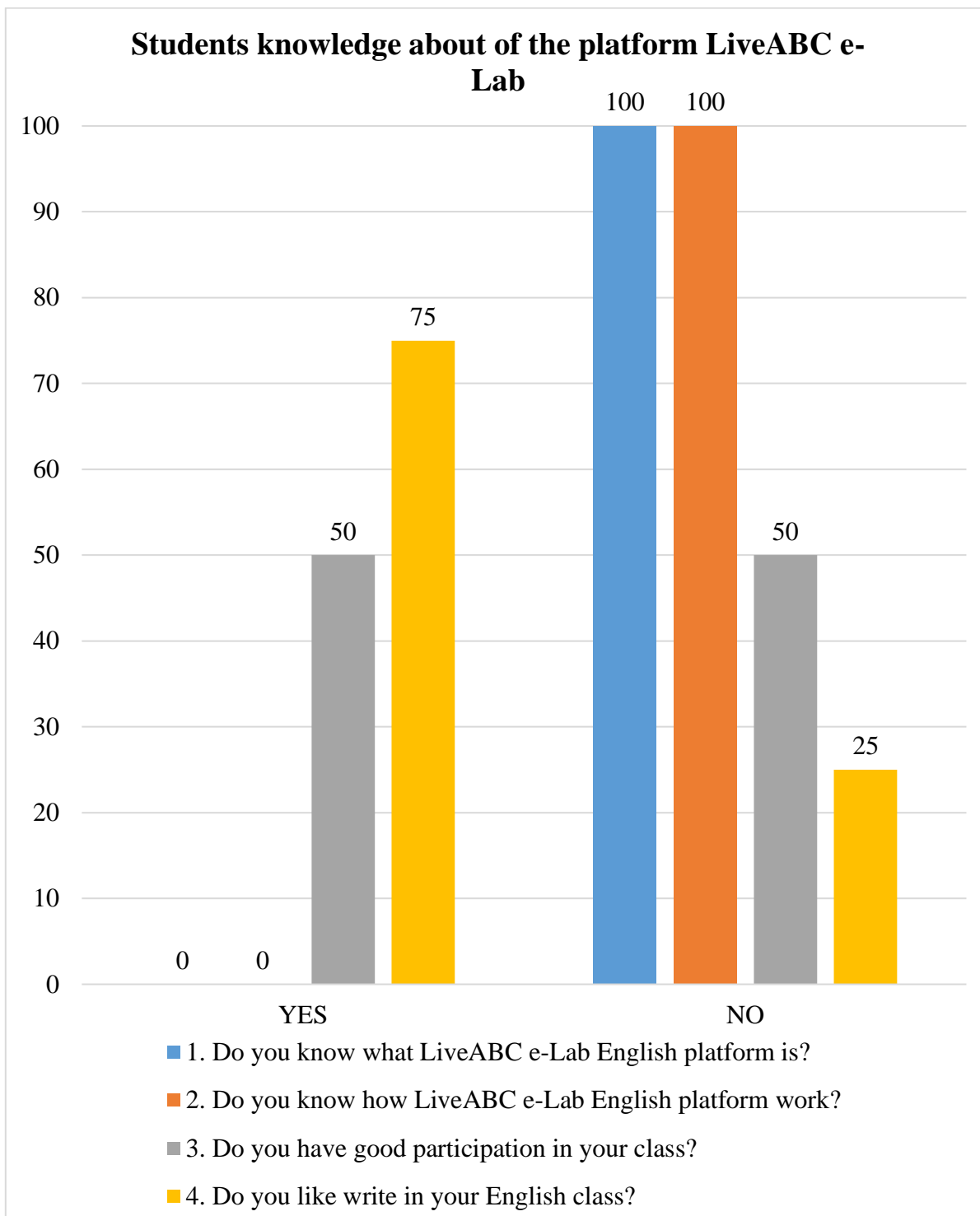
Source: Table N° 6

In the question: Do you know what the LiveABC e-Lab English platform is? All the students (100%) mentioned that they did not.

In the question: Do you know how the LiveABC e-Lab English platform works? For 100%, no students said any.

In the question: Do you have a good participation in your class? 50% of the students mentioned yes and 50% mentioned no.

In the question: Do you like to write in your English class? 75% (9 out of 12) of the students mentioned yes and 25% (3 of 12) of them mentioned no.

According to graph 5, the seventh year students do not know what the LiveABC e-Lab English platform is and do not know how it works. On the other hand, half of the surveyed students mention that they have good participation in classes, but not, the other half mention that they do not. In addition, a third of the students like to write in English class and a quarter of them do not like it, which is a disadvantage in the English language teaching process, because the full participation of students is needed for effective learning.

Table 7. Students knowledge about teacher's applications of the platform LiveABC e-Lab in class

	Yes		No		Total	
	AF	AR	AF	AR	AF	AR
1. Have you notice if your teacher applied LiveABC e-Lab English platform in their English classes?	0	0	12	100%	12	100%
2. Have you ever worked with LiveABC e-Lab English platform in your learning process?	0	0	12	100%	12	100%
3. Do you consider LiveABC e-Lab English platform important for learning progress?	0	0	12	100%	12	100%
4. Do you consider LiveABC e-Lab English platform as an attractive tool to learn English?	12	100%	0	0%	12	100%

Source: Questionnaire applied to twelve students in the seventh year from CTP de Corralillo de Nicoya, 2020, the main idea is to know the opinion of each student about LiveABC e-Lab English platform and the implementation of these in future English classes.

GRAPH N° 6

Students knowledge about teacher's applications of the platform LiveABC e-Lab in class

- 1. Have you notice if your teacher applied LiveABC e-Lab English platform in their English classes?
- 2. Have you ever worked with LiveABC e-Lab English platform in your learning process?
- 3. Do you consider LiveABC e-Lab English platform important for learning progress?
- 4. Do you consider LiveABC e-Lab English platform as an attractive tool to learn English?

Source: Table N°7

In the question: Have you noticed if your teacher applied the LiveABC e-Lab English platform in their English classes? No students answered any, for 100%.

In the question: Have you ever worked with the LiveABC e-Lab English platform in your learning process? 100% of them mentioned no.

In the question: Do you consider that the LiveABC e-Lab English platform is important for learning progress? For 100%, no one answered any.

In the question: Do you consider the LiveABC e-Lab English platform as an attractive tool for learning English? All the students answered yes, for 100% effectiveness.

Graph n ° 6 shows that the English teacher has not applied the LiveABC e-Lab English platform in any class, in addition, the students do not consider it important in the learning progress, however, if they consider it attractive for the process teaching-learning. Using a digital platform as a didactic support resource is novel, which arouses interest in students.

3.5. Action Plan

To carry out an action research, an action plan must be carried out that shows what will be done to achieve the objectives set.

That is why Parejas (2020) defines an action plan as follows:

An action plan is a roadmap that outlines the planning of an organization to manage and control tasks in order to meet the objectives of a project. (…) Draw a route of activities to achieve them, which includes actions, tasks and strategies. (párr.1y 3)

Regarding the previous definition, the action plan is a tool that allows planning the activities to be carried out in a specific project. He says that it works as a roadmap, because it allows planning time, objectives, activities, resources, strategies, in order to meet each proposed goal.

For research purposes, an action plan is carried out aimed at the seventh-grade students of the Corralillo technical professional college, where they can be taught to use the LiveABC e-Lab English platform, with the purpose of improving receptive skills of students in the English language.

3.5.1. Description of deliberate intervention applied (strategies, activities, etc. used to systematically take corrective measurements and address the problem)

As part of the action plan to be carried out, it is important to indicate the mediation strategies, the activities to be carried out, the duration of each of them, the indicators and the expected learning of each activity, all adapted to the corresponding level, in this case, seventh grade.

This plan is developed from seven sessions, where session one is for the diagnostic process, sessions two to six correspond to the implementation of teaching techniques in class, this to teach students the use the LiveABC e-Lab English platform and develop receptive skills. Finally, session seven corresponds to the evaluation process, all of the above, with a time of 40 minutes per lesson.

3.5.2. Instruments used to assess the intervention / implementation carried out. (The actual instrument must be included in the annexes)

In order to evaluate the intervention, a questionnaire with closed questions will be developed, which will make the student answer easily and quickly, with the purpose of evaluating learning.

In addition, word searches, associations, completing the words by looking at the pictures and completing sentences are used, all with the purpose of evaluating student learning in a dynamic and creative way.

3.5.3. Action plan proposal #1. Diagnostic

Term: 1	Level: 7th	Unit: 1

Domain: Pshycho-social /Sociocultural	Scenario: Nice to meet you	Theme: Let's meet

Enduring Understanding: Introductions, greetings, and expressions of courtesy meet basic communication needs.	Essential Question:¿ How do I recognize greetings, introductions and expressions of courtesy?	
Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames Wh questions — What´s your name? My name is__. — How old are you? I am__. — Where do you live? I live in __. **Vocabulary** Hello, Hi there, Hey, Bye, Nice to meet you — Hi — Hi there — Hey — Hello — Good morning/ afternoon/ evening — Nice to meet you	**Function** Greeting and saying goodbye. — Interact with classmates in the classroom the English language. **Discourse Markers** The student can understand basic greetings, goodbyes and common expressions of courtesy (for example, hello, bye, sorry).	**Psycho-social** — Respecting opinions, language skills and skills of classmates. **Sociocultural** — Show interest in conversing with colleagues

Phonology Segmenting a word into phonemes (/d/…/o/…/g/) and substituting initial, final and medial sounds name, place, age, good, fine, etc.			
Name of the Activity	**Purpose of The activity (objectives)**	**Mediation strategies**	**Duration/ Time 2 lessons 80 minutes**

¡Nice to meet you!		**Pre-teaching**	
		Greetings:	5 min.
		Routine: Checking attendance, checking in with Ls, posting and reviewing essential question, can do's, and class agenda, etc.	
		Participating	
	Understand short and simple instructions in you find them previously in the same or similar way.	**Warm-up:** **Brainstorming**	
		Through a brainstorming, the topic of greetings and farewells is introduced, where students recognize the words they hear and learn them.	10 min.
		T distributes different versions of Greetings Bingo (see Resources Section) and reads aloud the instructions written on the board: 1. Read your card. 2. Listen. 3. Mark your card. 4. Win with -- or / or I	10 min.
	Manipulate the sounds of the English language using knowledge in phonics, syllabification and word parts.	T asks Ls to work with partners to mark their sheets when they hear one of the greetings used in the video of Famous greetings from T.V. and Movies. Explain that to "win" they need to have a straight vertical, horizontal or diagonal line of greetings marked on their cards. Video can be found here. https://www.youtube.com/watch?v=QEyGhSWwfC8	10 min

		T asks Ls to choose how they want to greet each other each week of this Unit and Ls practice the greeting as they stand in a circle and clap out the syllables of the greeting and the syllables of the names of their classmates, one after the other until everyone in the circle has been greeted. (See Phonology section for details on clapping syllables.)	15 min.
	Recognize basic greetings, goodbyes, and common expressions of courtesy.	**Application of Diagnostic material** A dramatization is performed with the students where greetings, expressions of courtesy and goodbye are identified with pictures or images.	30 min.

Didactic materials	**Assessment instruments**	**Technological equipment**	
Virtual platform	— Questionnaire — Alphabet soup	Computer or mobile device.	
Reflective Teaching			
What worked well	**What didn's t work well**	**How to improve**	

3.5.4. Action plan proposal #2

Term: 1	Level: 7th		Unit: 2
Domain: Pshycho-social /Sociocultural	**Scenario:** Daily activities		**Theme:** ¡This is how I live!
Enduring Understanding: The importance given to daily activities is what allows you to enjoy life.	**Essential Question**: ¿Can you enjoy life with each daily activity?		
Learn to Know	**Learn to Do**		**Learn to Be and Live in Community**
Grammar & Sentence Frames Adverbs of Frequency — Always — Sometimes — Never Wh questions — What's your daily routine? — I have breakfast at 6:30 a.m. — I go to high school. Present tense Subject+verb+complement — I watch TV in the afternoon. **Vocabulary** My Daily Routine — My everyday life:	**Function** — Identify daily routines. — Explain what you like and don't like; — Feeding Habits, routines and food. **Discourse Markers** Connecting words (and, but, because) — Eg. He eats junk food **because** he does not like to cook. — I buy fish on Mondays **but** on Tuesdays I buy chicken. — I go to bed early because my work starts at 7:00 **and** I exercise at 5:00.		**Psycho-social** — To be disciplined with meal times and exercising routines. — I improve my skills of communication when I am interacting with others. **Sociocultural** — Performing social language: eating as a family, running in the morning, socializing at work, etc.

— Have: breakfast/lunch/ dinner/ snack/brunch
— coffee time/coffee break
— take a bath/shower
— brush my teeth
— get up
— wake up
— go to high school
— finish high school
— Study/watch TV/listen to music/read/go out/take a nap

Eating habits
— Healthy Food: fruit/Vegetables/M eats/ Typical food
— Junk Food: fast food
— Eating schedule
— Drinking water

Phonology
— Eating / feeding
— Bathing / showering
— Work / labor
— Healthy food / junk food
— Exercising / Sedentary

Name of the Activity	Purpose of The activity (objectives)	Mediation strategies	Duration/ Time 2 lessons 80 minutes

Riddles	— Distinguishes simple phrases about daily routines and eating habits.	**Pre-teaching**	
		Greetings: Routine: Checking attendance, checking in with Ls, posting and reviewing essential question, can do's, and class agenda, etc.	5 min.
		Participating	
		Warm-up: Riddles Riddles are played, in which the student must guess the activity or routine that is being described; when the student guesses the drawing is shown and the teacher repeats the name so that the student can distinguish the sound.	10 min.

| Running Dictation | — Review grammatical structures and promote the auditory and oral part of the language learning. | **Engage: activation of prior knowledge** This activity is done in pairs. A text is placed at a reasonable distance between the student who is going to read said text and the other student who is going to write it. A student approaches and reads a passage or line of the text and he quickly tells his partner. He has to write what his partner tells him and try to write the text not only faster but also in a correct way without failures. | 30 min. |

| Sharing your Daily Routine with a Friend | — Identifies the sound of most words (describing routines) heard in context | **1. Pre-listening**
 T explains that Ls will now listen to a couple of friends talking about their daily routines together.
 2. Listening for the first time
 T previously records the script of two friends talking about their daily routines, and Ls write down the routines they hear the speakers saying they do. For example:

 Simon   David
 Have breakfast and   Have a coffee <br> break drink tea   Listen to music
 Hang out

 Simon: Good morning Mark! How's it going?

 David: I'm O.K., how are you?

 Simon: I feel great! It's the morning so I'm drinking tea. (sips tea)

 David: Really? What else do you do in the morning?

 Simon: I also have breakfast, and brush my teeth. What is your daily routine like? | |

		David: In the morning I normally go to high school and have a coffee break at 9 o'clock. And when I finish school in the afternoon, I go home and listen to music and read. Simon: How about at night? Do you take a shower before bed? David: No, I take a shower in the morning- at night I just have dinner and relax. And you? What do you do after school? Simon: I always take a shower in the morning AND at night. I finish school at 4:30 pm, and then I play soccer with my friends in the park. We have a sports club!	
Didactic materials	**Assessment instruments**	**Technological equipment**	
Virtual platform	— Questionnaire	Computer or mobile device.	
Reflective Teaching			
What worked well	**What didn't work well**	**How to improve**	

3.5.5. Action plan proposal #3

Term: 1	Level: 7th	Unit: 2
Domain: Pshycho-social /Sociocultural	**Scenario:** What I like to do	**Theme:** Hobbies
Enduring Understanding: The different ways of hanging out entertain me during the day	**Essential Question:** ¿What do I like to do?	

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames — **Vocabulary** <u>Hanging out</u> — To spend time — To send text messages — To talk by cell phone — To play board games — To play cards — To go to the mall — To go to the pool — To have a sleep over — To watch a DVD (movie) — To go to the cinema <u>Things I like to do</u> — I love reading. — I'm interested in computers. I'm fond of traveling. **Phonology** Short vowel sounds (-at, -en, -ad) in	**Function** — Describe shapes to hang out. — Describe what you like to do, your hobbies. **Discourse Markers** Connecting words (and, but, why) —For example, He likes to run in the morning but gets up late. — He likes to sing in the shower and while driving. —I like to go to the movies because movies are interesting.	**Psycho-social** — Self-esteem is improved, doing things you like **Sociocultural** — Socialize with others in each activity (going to the movies, shopping, etc)

orally stated single-syllable words. (e.g., pen, hat, spad, etc.)			
Name of the Activity	**Purpose of The activity (objectives)**	**Mediation strategies**	**Duration/ Time 2 lessons 80 minutes**

Describing myself	— Express slow and clear about hobbies and activities to pass the time.	**Pre-teaching** Greetings: Routine: Checking attendance, checking in with Ls, posting and reviewing essential question, can do's, and class agenda, etc.	5 min.
		Participating **Warm-up:** Describing myself The student expresses a description about himself, about the activities he does to pass the time and his hobbies, with the purpose of promoting oral expression and grammar. 	10 min.
Conversations	— Describe how he / she enjoys life by using simple standard expressions.	**Engage: activation of prior knowledge** In pairs, the students carry out a conversation that talks about two friends who meet by chance at the cinema, restaurant, store, supermarket, etc and share their interests (activities to hang out, hobbies)	30 min.

| Text message invitations | Identify the sounds of the English language using knowledge of phonetics, syllabification, and word parts. |

→ **Recognition/Articulation/Production:** T writes the following rhyme that demonstrates the phonology used this unit, uses like, love and hate, and asks Ls to determine which words share all but one letter.
A dove becomes love with a single letter switch.
Like becomes live when the letters change their hitch. I have no hate when learning English.

But a little less confusion is sometimes my wish.
→ T will briefly project short "text message invitations" to join activity groups to Ls, ending with the question "Want to join?" As a class, Ls will briefly read these invitations and everyone should chorally respond to the question while making a | 35 min. |

		supporting gesture (for example: thumbs up for yes, and a wagging finger for no) and saying "Yes, I want to" or "No, I don't want to".	
		Invitation 1: We have a swimming club. Activities: Go to the pool, swim, talk, eat hamburgers, drink soda. Want to join?	
		Invitation 2: We have a dance club. Activities: Listen to music, drink water, eat cookies, and dance salsa, merengue, bachata, etc. Want to join?	
		Invitation 3: Join our couch potatoes club! We watch movies and TV, go to the cinema, eat popcorn, and drink soda and juice. Want to join?	
		Invitation 4: Club Relax. Activities: Hang out, listen to relaxing music, talk, play board games, eat fruit and sandwiches and drink juice. Want to join?	
		→ Now, the T will respond to the first invitation and after asking "Want to come?" will follow up with the question	

		"Why?" Ls should justify their answer using content from the invitation. For example:
		
		Invitation: We have a swimming club. Activities: Go to the pool, swim, talk, eat hamburgers, drink soda. Want to join?
		
		    Positive response: Yes, I want to because I like to go to the pool. (OR because soda is delicious.)
		
		    Negative response: No thanks, I don't want to because I don't like to swim. (OR because hamburgers are gross.)
		→ After eliciting responses from some Ls to his/her invitation, T should explain that in addition to "I like" and "I don't like", Ls can also use "I love" and "I hate" when they are passionate about something.
		
		→ T should repeat the like/don't like/love/hate activity with the other invitations, each time giving Ls a chance after reading the invitation to reflect not only on whether they want to go or not but also why before answering. To assist Ls in formulating their responses, the T	

		should lead Ls to create a response guide similar to the following: Yes, I want to because… No, I don't want to because… I like _____ I don't like _____ I LOVE _____ I HATE _____ _____ is fun _____ is boring _____ is delicious _____ is gross	
Didactic materials	**Assessment instruments**	**Technological equipment**	
Virtual platform	— Complete the words by looking at the images	Computer or mobile device.	
Reflective Teaching			
What worked well	**What didn't work well**	**How to improve**	

3.5.6. Action plan proposal #4

Term: 1	Level: 7th		Unit: 4	
Domain: Pshycho-social /Sociocultural		**Scenario:** Shopping list	**Theme:** Going Shopping	
Enduring Understanding: Planning purchases is an effective strategy		**Essential Question**: ¿What should I do to shop smart?		
Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**		
Grammar & Sentence Frames <u>Simple present tense</u> — I need to buy ____, Do you have any __?, I'm looking for a bank. Past tense — It was very expensive. — Where did you buy this watch? **Vocabulary** <u>My Family´s Grocery List</u> — Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables. <u>Going Shopping</u> — Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned	**Function** — Listing products needed at home. — Identifying products at a grocery and clothing stores. — Describing products needed **Discourse Markers** <u>Make sentences using conjunctions (but, and, because, however, etc)</u> — I need to go to the supermarket **and** buy some food. — I bought a pair of shoes **but** did not buy the bag **because** i had no money.	**Psycho-social** — Making informed decisions **Sociocultural** — Buy products on sale — Compare prices		

goods, cosmetics, household goods, cashier, express lane. ¿Does This Fit Me? — Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt. — Sizes: extra small, small, medium, large and extra-large. — Colors: blue, green, orange, red, pink, purple, brown, black, white. — Materials: leather, silk, cotton. — Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable. **Phonology** Inflectional endings		

— (-s, -ed, -ing) and identification of their functions; time, plurality, comparison and part of the discourse. — Clothes, watches, bags, vegetables, fruits, decided, shopping, etc.			

Name of the Activity	Purpose of The activity (objectives)	Mediation strategies	Duration/ Time 2 lessons 80 minutes
Bingo	— Understand what is said about grocery shopping and clothes.	**Pre-teaching** Greetings: Routine: Checking attendance, checking in with Ls, posting and reviewing essential question, can do᾽s, and class agenda, etc. **Participating** **Warm-up: ¡Listen carefully!** Listen and watch the video https://www.youtube.com/watch?v=GlNbzAGZC2M for the general understanding of the text on buy clothes and / or groceries.	5 min. 10 min.

A list of the items that may be present in a supermarket and in a clothing store is made, through a game called bingo, the items are identified.

¿What does the story tell us?	— Recognizes most of a story when read slowly and with pictures.	**Engage: activation of prior knowledge** By means of a variety of images, the meaning of each one of them is recognized and read, then, the student individually recognizes the information provided and the story that each image tells. Finally, the teacher tells the story shown in the images and asks questions such as: What is the character's favorite garment? What does he like to eat? How did he find the product, expensive or cheap? Etc.	30 min.

Making Your Shopping	Ask and tell others his/her desires about shopping prices, size and where to get things.	Learners participate in a walk and talk. They move about the room as T says Shop, Shop, Shop 'til You Drop! When T says Drop, students drop to the floor and share their shopping tip with the person nearest to them. **Post-task: reading to speak**	35 min.

		✓ Check the List -- Pairs of learners are given a shopping list and a set time limit. Realia of the items are placed throughout the room with a different price tag on each item. Pairs must find the items and write down the price. Work is checked by noting if prices are correct. Pairs must tell other pairs what they found (saying vocabulary aloud).
		 ✓ Gap Fill – Pairs practice and then must use as an exit ticket with the T.
		   ▪ I want a _____ like yours. Where did you buy it?
		   ▪ I bought my _____ at the _____ store. I like your _____. Where did you buy it?
		   ▪ I bought my _____ at the _____ store.	

Didactic materials	Assessment instruments	Technological equipment	
Virtual platform	— Associate — Complete sentences	Computer or mobile device.	
Reflective Teaching			
What worked well	**What didn't work well**	**How to improve**	
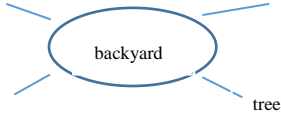
3.5.7. Action plan proposal #5

Term: 1	Level: 7th	Unit: 3

Domain: Pshycho-social /Sociocultural	Scenario: Natural Wonders	Theme: Nature

Enduring Understanding: The beauty of nature is that you can love just by looking at it	Essential Question: ¿ Why not love nature?

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames There is/are — In my patio/backyard there is a _____ (tree) — In Costa Rica there are _____ national parks. — In Costa Rica there is a Biological Reserve. Wh-Questions	**Function** — Identify natural elements in my community. — Give information about wonders in CR natural beauty. **Discourse Markers** Make sentences using conjunctions (but, and, because, however, etc) — She looks at the natural beauty in	**Psycho-social** — Be aware of and committed to protecting the environment. — Appreciating natural walks **Sociocultural** — Promoting the enjoyment of natural wanders for all.

— What are some natural things in your home/country? — What examples of natural beauty are there in _____ (country) **Vocabulary** Natural Wonders in My Backyard — Nature, living, nonliving things, trees, plants, rivers, lakes, mountains, flowers, bugs, rocks, flora, fauna, hot springs, volcanoes, etc. Marvels in Costa Rica — Costa Rica Natural Marvels National Parks Biological Reserves caves, beaches volcanoes, lake, rivers, mountains, cloud/rain/dry forest **Phonology** Short vowel sounds (-at, -en, -ad) in orally stated single-syllable words. (e.g., pen, hat, spad, etc.)	— her yard and it is not enough. — I want to go to the Poás Volcano but I don't have money. — Visited Tempisque River because my cousin lives near there.	

Name of the Activity	Purpose of The activity (objectives)	Mediation strategies	Duration/ Time 2 lessons 80 minutes
Trading cards	— Recognizes specific details in texts accompanied by illustrations.	**Pre-teaching** Greetings: Routine: Checking attendance, checking in with Ls, posting and reviewing essential question, can do᾽s, and class agenda, etc. **Participating** **Warm-up:** Trading cards Through images, the elements that belong to natural wonders are identified, then the teacher teaches the image and the student reads the name and listens to how the teacher pronounces it. 	5 min. 10 min.

Video analysis	— Identifies key words related to nature in texts.	**Engage: activation of prior knowledge** You watch and listen to the video https://www.youtube.com/watch?v=O0QMuHdx04A, then it is analyzed, explained and the doubts that the students have evacuated. Then the teacher asks the students to do a reading related to the nature that is observed in the backyard of their houses.	30 min.
Reading to listen	— Identifies keywords related to nature in texts	T explains the Can Do goal and asks Ls what they know about the topic by showing pictures or using realia of nature items from different backyards (e.g., grass, tree, flowers, stones). As T introduces new items, he/she asks What is this? and waits to see if Ls activate prior knowledge. If not, T says, This is a _____. T writes the word "backyard" on the board in the center of a cluster graphic organizer. T asks What is in a backyard? Ls name the words supported by pictures (using prior knowledge) and perform choral repetition. T writes only the responses (waiting to add new vocabulary later) on the board as words coming out of the center. In small groups, L elicits more vocabulary about what might be in a backyard using the letters of the word	35 min.

		"backyard" as a guide with each word beginning with a letter from that word. For example: B → ird. A nimal ¶ C → at ¶ K ite ¶ Y am ¶ A vocado ¶ R ose ¶ D irt ¶ L exchanges products with other groups for peer feedback.	
Didactic materials	**Assessment instruments**	**Technological equipment**	
Virtual platform	— Questionnaire	Computer or mobile device.	
Reflective Teaching			
What worked well	**What didn't work well**	**How to improve**	

3.5.8. Action plan proposal #6

Term: 1	Level: 7th	Unit: 3

Domain: Pshyco-social /Sociocultural	Scenario: Traveling is wonderful	Theme: A trip

Enduring Understanding: Natural beauty can be enjoyed by experiencing its wonders when traveling.	Essential Question: ¿ Is nature appreciated when we travel?

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames There is/are — The beauty of Guanacaste is that there are _____ (beaches) — In Costa Rica there are _____ Volcanoes. Questions-Wh — What do you like the most about nature? — What natural wonders are there in the place where you live? **Vocabulary** World Natural Wonders — Mount Everest Harbor-Rio de Janeiro Great Barrier Reef Victoria Falls Paricutin Volcano Grand Canyon Aurora Borealis Where can I go next? — Traveling, — I can go to ___. Because	**Function** — Telling about natural world wonders. — Describing where I can go to enjoy natural beauties. **Discourse Markers** Make sentences using conjunctions (but, and, because, however, etc) — I look at the mountains in the distance and the landscape is beautiful. — I travel by train because nature is better appreciated. — The natural wonders of CR are beautiful but I would like to know those of Guatemala.	**Psycho-social** — Caring for the environment — Raising your mood with nature trips **Sociocultural** — Encourage others to take care of the environment

— Zoo, animals, ocean, beach,
  river, fishing, soccer field,
  playing, mountain, hiking,
  rainforest, zip-lining
    Phonology
Train / airplane
Volcane / Hills
Rivers / Beaches

Name of the Activity	Purpose of The activity (objectives)	Mediation strategies	Duration/ Time 2 lessons 80 minutes
Put the story in order	— Recognizing main ideas in texts by finding the topic and purpose of the text	**Pre-teaching** Greetings: Routine: Checking attendance, checking in with Ls, posting and reviewing essential question, can do's, and class agenda, etc.	5 min.

		Participating **Warm-up:** Put the story in order The teacher presents the text on screen in parts listed but cluttered. Next, the student must find the sequence of the story. 	10 min.

		Engage: activation of prior knowledge	30 min.
		My passion is traveling.	
		I love the contact with nature and that unique energy that a walk through a forest generates, dipping my feet in the frozen water of a lake or simply contemplating an incredible landscape in silence.	
		A wonderful place is Antarctica and it is not only ice. Like every continent, it has its mountains and valleys, in addition to its millenary glaciers that, when falling into the water, transform into icebergs of different shapes and sizes, ranging from the purest white to the deepest blue.	
		The teacher projects the story in a disorderly way and the students arrange the sequence.	
Deciding where to go	→ Write simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g. subjectverb agreement, capitalization, spelling, and basic punctuation).	In pairs, Ls use the correct word – and, but, because -- for the sentences like these using connecting words I can get back to nature in my backyard _____	35 min

		never leave Costa Rica. : (and)	
		→ I get back to nature _____ I feel better when I do. I want to get back to nature _____ I do not know where to go.(because) (but)	
		→ Still in pairs, Ls write responses to the questions:	
		→ Where can you go next? I can go to ___ and _____.	
		→ Why do you want to go? I want to go to ___ because _____.When can you go? I can go to ___ but _____. (not until I finish school, not → until I have money) Pairs check each others' work.	

Didactic materials	Assessment instruments	Technological equipment	
Virtual platform	— Questionnaires	Computer or mobile device.	
Reflective Teaching			
What worked well	**What didn't work well**	**How to improve**	

3.6.　Open ended questions description

As part of the analysis and interpretation of the results, the data expressed quantitatively was previously observed, so in chapter four the qualitative analysis of the open questions asked to the study subjects, in this case, to the English teachers will be observed. and the English advisor of the Regional Directorate of Education of Nicoya.

These were done with the purpose of obtaining broad and subjective information in each response, in addition, to know the opinions of both subjects on the subject of LiveABC e-Lab English platform.

Chapter 4

FINDINGS

4.1. Data Analysis

As part of the development of the research, carried out at the Corralillo Technical Professional College, a bibliographic analysis is carried out based on the answers provided by the English teachers in the applied assessment instrument, regarding the use of the LiveABC English platform. E-Lab, all this to provide a solution to the research problem raised above.

Bringas (2020) quoted by Harmer (2015) mentions that;

The educational tend to speak of the forms that use the language, in other words they speak of the four skills that uses the individual to communicate; the skill to read, write, speak and listen. Which divide in two types; skills receptive and productive skills. (p.25)

In this case, the English teachers mention that they try to improve the students' written participation, this is a skill that belongs to the productive ones. Within the teaching-learning of the English language, teachers must create didactic techniques so that students can develop receptive and productive skills, here the teachers mentioned that they promote improving students' writing skills, which is important, with she, the student gets to have a correct writing.

The author Bringas emphasizes four communication skills in the English language, all of which allow the efficient development of the language, for this the teacher must use didactic strategies and techniques that allow students to transmit knowledge and that they can understand the better way. In some cases, students find it difficult to read the English

language, others the way to speak and so on, then, it is when the teacher applies the different methods so that the student learns easily.

That is why what Bringas mentions is a reality. Receptive and productive skills are part of teaching English and the student must develop them to improve their learning.

Escobar and Jiménez (2019) conceptualize ICT as "the set of technologies that allow the acquisition, production, storage, treatment, communication, recording and presentation of reports, in the form of voice, images and data contained in acoustic, optical or electromagnetic signals. (p.54). Teachers consider the use of the LiveABC e-Lab English platform to be important for teaching the language, and the importance of using technology in the classroom is also highlighted.

Currently, we live in a globalized world where technology is constantly advancing and its application reaches all areas. At an educational level, technology acts as a didactic support resource, for example, the use of computers, speakers and projectors, are now essential to teach a class. They are the educational innovation of the moment and allow teachers and students an innovative and creative teaching-learning environment.

Therefore, in agreement with the authors Escobar and Jiménez, the use of ICT allows access to information easily and quickly, it is also applied in different areas. Technology in the educational field, allows to awaken curiosity and reasoning in students, if it is used correctly it facilitates the elaboration of knowledge in a practical way and generates progress in learning.

According to the LiveABC e-Lab User Manual (s.f.) "there are a variety of topics available for students to learn (different sets of books also have different topics) such as:

conversation, reading, video description, Mp3". (p.10). English teachers mentioned that they are unaware of the LiveABC e-Lab English platform, however, they agree that digital platforms have great advantages in language teaching. For example, it generates autonomy in the student, initiative and creativity in students, interactivity with other classmates is present, as well as motivation in students can be increased, because digital platforms allow learning in a more attractive, fun and new way.

The author mentions that this LiveABC e-Lab English platform has a wide variety of topics available, it is a resource that allows learning, through books that have topics related to each grade, in addition, the student can enter whenever they like to the platform and perform practical exercises, which vary and are not repetitive.

This digital platform allows the development of receptive and productive skills in students, because, it contains practice of conversation, reading, listening through videos and music, it is a complete tool. Therefore, it acts positively in the teaching-learning process of teachers and students.

Each unit of study presented by the platform generates benefits for both teachers and students; facilitates the acquisition of materials and progress can be monitored by the teacher, so the evaluation can be done without any problem.

Rea (2016) mentions that, "a teaching and learning process with technological support and aligned to the pre-established educational planning is of great positive impact". (p. 52). What this author mentions, answers one of the questions of the research problem, the use of technology in the educational field affects positively, therefore, incorporating technological resources as a didactic support tool in teaching-learning is one of the best ways to progress in educational planning.

Regarding the Live ABC e-Lab English platform, teachers consider that it is not a platform that helps the language progress, however, it is a very hasty response, because, teachers said in their other answers that they do not know what the Live ABC e-Lab English platform is, they have not used it and they do not know how to use it, in such a way, saying that the Live ABC e-Lab English platform does not help with the advancement in the language generates a little of doubt in the veracity of the answer.

Regarding what the author mentions in the textual citation, if it is considered that the incorporation of technology in the teaching-learning process generates a positive impact on teachers and much more on students, these tools have established new models of communication, generating spaces for training, information, debate, among others, transforming traditional teaching and boosting didactic evolution with technological support.

In addition, not only is the English language being taught with this digital platform, but also, students and teachers will obtain knowledge in the management of office tools, which is another advantage.

Such as they indicate it Argüelles et al (2005) of the following way:

The teaching of the English language is growing every day in today's world. The use of new technologies and distance education, in the development of new products for educational purposes, has been patented and promoted with the emergence of platforms for teaching. (p.2)

Although teachers do not use the Live ABC e-Lab English platform to teach the English language, they agree that digital platforms are tools that facilitate the search for information, entertainment and other useful elements for meaningful learning.

In a globalized world like the one we are living in, technology influences the lives of students in a hurry, so taking that as an advantage is that the teacher implements new ways of teaching. Recently, digital platforms have incorporated a teaching strategy used by teachers, because as mentioned above, it has been shown that they produce a positive impact on the learning process of students. One of the most important reasons is that with technology students can learn and have a new experience with the knowledge that is obtained from it, thus developing meaningful skills.

Regarding what the authors mention, using platforms that will make learning a new language in the classroom or remotely, provides the opportunity for students to be in constant practice. Technology has gone from being an option to a necessity in the educational field, which favors students in their training of foreign languages and thus the educational system is creating highly competitive students at the work level, because learning other languages is an advantage for the labor market and that motivates students.

The use of technology in the classroom also has benefits in relation to the basic skills of reading comprehension and listening comprehension, as mentioned by Ruiz and Barbero (2014), some of these advantages are:

- Reading comprehension: The TIC can use for the stimulation of the understanding written of the students by means of the research in internet of suitable texts to his level and to the contents that the educational want to give in each one of sessions. Regarding tools TIC to improve the reading, can appoint some like the multimedia

texts, which have images, videos, clips of audio and other elements that help to attract the general sense of the message.

- Oral Comprehension: The TIC offer a big quantity of auditory material that it can employ to help to the student to comprise better the language used to manage in a big quantity of distinct situations. (p.20)

According to the English teachers, the students have a good participation in the classes they teach, which is important because they learn better this way, that is, the participation of the students allows the achievement of the proposed objectives. The proposed activities are based on the four skills of the English language that were mentioned above (listening, reading, speaking and writing), therefore, if all students participate, learning will be efficient and comfortable.

The teachers also believed that the use of technology in the teaching process favors the development of skills and competencies in students, which coincides with what the authors mention.

Reading and oral comprehension are benefited with the application of technology in teaching, it acts as a didactic support resource in the development of the four skills for learning the English language, in addition, this Live ABC e- English platform Lab has proven to comply with the development of productive and receptive skills, because its didactic content allows conversations, readings, videos and mp3s for greater learning in phonemes, grammar, intonation, vocabulary, among others.

4.2. Opened Questions Findings

Being an action research, its approach is mixed, that is, a quantitative and qualitative analysis of the responses acquired from the evaluation instruments is carried out. In chapter three, the analysis and interpretation of the results were quantitatively performed, corresponding to the closed questions asked to the research subjects (students, English teachers and English advisor), and therefore, here we proceed to a qualitative analysis of the open questions, asked to the English teachers and the English advisor.

For study purposes, two open questions were asked to the subjects mentioned above, where one question number reads as follows: Mention the advantages of using LiveABC e-Lab English platform in the English learning process, so the answers were the following:

- Promotes a dynamic and innovative environment in English classes.

- Facilitates student learning.

- Can be used anywhere you are.

- There is a teacher / student interaction.

- Development of skills and competences.

- Greater skill in the use of ICT.

By observing the responses, it can be deduced that digital platforms for learning a second language, in this case, the English language, lead to a series of benefits at the cognitive level and social interaction.

Teachers mention that the LiveABC e-Lab English platform promotes a new and participatory environment in classes. Likewise, it is a platform that promotes the use of technology in the classroom and at home, although it is not a tool that they have used for the teaching-learning process.

It is important to mention that, with the use of digital platforms, skills and competencies are developed in students, including reading, listening, oral and written skills, in addition, with the use of technological tools the student is acquiring new ways of learning.

On the other hand, in question number two: Mention the disadvantages of using the LiveABC e-Lab English platform in the English learning process, the following answers were obtained.

- Internet connection is essential to use the platform.

- Visual problems from using technological devices a lot.

The previous answers show what the teacher thinks regarding the limitations of the LiveABC e-Lab English platform, although it is true that digital platforms contribute positively to the teaching-learning process of a student, the disadvantage such as excessive time versus to a screen, it can cause visual problems.

Also, the disadvantage produced by the lack of internet connection limits the teacher and the student, by innovating in its teaching. That is why, so that the teacher and the student can use the digital platform, they must take into account that internet access is the main resource for their use, otherwise it could not be used.

4.3.Interview to English advisor findings

Among the research subjects, the English advisor was one of them, in this case, the questionnaire was applied to the English advisor of the Regional Office of Education of Nicoya, Guanacaste, corresponding to the Professional Technical College of Corralillo.

The advisor is a 38-year-old woman and lives in Nicoya; she has a work experience of 17 years, with a professional category of MT6. The purpose of it is to obtain information from her perspective, on the use of the LiveABC e-Lab English platform.

As part of the qualitative analysis, two questions are asked to the English advisor, in this case the questions are the same as those applied to the teachers, however, the point of view of each person is different, therefore, in the question: Mention the advantages of using the LiveABC e-Lab English platform in the English learning process, the answers were as follows.

- It helps teachers to be updated regarding technology use.

- It provides an active and fun way of learning.

- Innovation and creativity are part of it.

- It´s a fun and interactive way of learning.

Regarding the responses of the English advisor, the use of digital platforms promotes updating in the technological field in teachers, which promotes modern teaching, allowing teachers to use innovative teaching strategies.

Technology is an essential part of the teaching-learning process and implies that teachers have the proper knowledge and management of these information technologies in order to improve teaching.

In addition, the optimal interaction between teacher / student is an advantage to improve communication between both parties. Therefore, using digital platforms for educational purposes is a great tool for learning English, because it facilitates and innovates the study of this language.

Now, in question number two: Mention the disadvantages of using LiveABC e-Lab English platform in the English learning process, the following answers were obtained.

- If there is no access to connectivity, there is no way to access the platform.

- If the student does not have technological equipment (cell phone or computer), the platform cannot be used.

The use of virtual platforms act as a didactic support resource and, currently, they are a very important tool for studies, however, it requires that the student and teachers have technological equipment and connectivity, which not all have it, and it is a limitation in learning.

Chapter 5

REFLECTIONS

5.1. Reflections

The central research topic is the implementation of the LiveABC e-Lab English platform to improve receptive skills, these skills correspond to listening and reading; As part of the experiences with the development of the research, the following are obtained:

- Any teacher, much less students or English advisors do not recognize the LiveABC e-Lab English platform, which makes it a challenge for its implementation in the teaching-learning process of the English language.

- Although it is explained what the LiveABC e-Lab English platform consists of, it is not possible to convince the study subjects to make use of it.

- The theme of the LiveABC e-Lab English platform is very new and innovative, which is a challenge for any teacher and student.

- The use of digital platforms to learn the English language requires a lot of effort and dedication on the part of the students, so they must dedicate enough time to the platform for their learning to be efficient.

- If teachers explore the LiveABC e-Lab English platform, they will realize the great benefits to be gained in developing receptive and productive skills.

- The English advisor does not know how the LiveABC e-Lab English platform works, but invites teachers to explore digital platforms in order to determine if it is feasible to use it in the teaching-learning process of the English language.

All the aforementioned is a sample of the experiences that were obtained with this research, the LiveABC e-Lab English platform is novel and perhaps for this reason the study subjects of this research did not know about it, however, the way of Teaching is changing, it has been observed that the COVID-19 pandemic has brought variations in the teaching-learning process and the year 2020 was a challenge for educational institutions, where teachers and students had to reinvent themselves.

As part of the experiences with this research, it was observed that the LiveABC e-Lab English platform is quite complete, that is, each of the sections into which it is divided shows how the student can develop receptive and productive skills and with each practical exercise, learning is further reinforced. Likewise, the teacher is observing the progress of each one of them and the evaluation is facilitated.

In conclusion, the experience obtained is new and unexpected, according to the development of the research, the LiveABC e-Lab English platform is very good for English teachers to implement in the teaching-learning process, so it is very important that they and the English advisor keep it in mind.

Chapter 6

CONCLUSIONS

6.1. Outcomes of research questions

As part of the investigation, at the beginning of it four questions were raised which, according to the analysis carried out, will be developed below:

As question number, one is the following: How can an English platform like Live ABC e-Lab positively affect the learning process of students in receptive skills?

The Live ABC e-Lab English platform has shown that its didactic content promotes an efficient development of receptive skills, as well as productive skills, if the platform is used correctly and efficiently, the effects will be positive. It is all about dedicating the importance it deserves studying at home and the digital platform has that advantage.

As question number two, there is the following: What is the role of Live ABC e-Lab to improve the teaching process?

One of the ways in which you can improve the teaching process is that the didactic contents of the books that the platform contains are by grade, in this case, the books corresponding to the seventh grade would be used, then, this platform promotes learning,

the practical exercises are not repetitive so the student is learning something new in each one of them.

In addition, another way to improve the teaching process is that teachers are monitoring each progress that the student makes on the platform and that is a great advantage for teachers.

As question number three, is the following: What is inside (exercises) the different units the Live ABC e-Lab?

The platform has the part of the e-book is completely virtual and takes into account all the information of the first unit, so the students have the highlighted body book and this virtual practice book.

The second element of a unit is the MP3 part, it is the audios for the students to complete exercises, practice listening and repeating speech. Each Mp3 section is made up of approximately 10 tracks; these tracks are available on the platform 24 hours a day, 7 days a week, so students can listen to them whenever they want.

The third element is the conversation; this section contains a video on a topic related to the first content of the unit. An important detail is that this video has its corresponding

script so that students can listen to the conversation and read it at the same time in order to practice pronunciation. In addition, the conversation section contains another resource, which is practice, in this option the student has to complete two different exercises.

The fourth section of a unit is the reading part, it is a dialogue related to the content studied in the unit, and this dialogue contains the script and the option of automatic playback and slow audio. After listening to the dialogue, students should continue with the practice, which is also part of the reading section.

The description video section shows the playback of the videos with the option to click on the subtitle function; this is located in the lower right corner of the movie and works as an aid for the students.

The platform has the section of revision test is a strategy that allows the teacher to facilitate the help to the students in the learning process, because it offers an approximation of the knowledge that the students obtain when working on each unit, so the teacher warns what are the weaknesses of the students and work on it to improve and support this specific part.

Finally, there is the question: How can English platform like Live ABC e-Lab impact students' motivation in the English class?

The motivation of the students should be promoted, because, without motivation, the student will not want to learn the English language, therefore, teaching them correctly the use of the Live ABC e-Lab English platform would be a way to motivate them, because, it is a new and easy-to-use technological tool, in addition, it can be used from the comfort of your home, also, as a form of motivation for them, the platform allows conversations with people from other countries and that promotes motivation and leads to much more preparation in learning the English language.

6.2. General Conclusions

In relation to the analysis of results obtained previously, the following conclusions stand out, which are related to the specific objectives set and the research problem.

- The English teachers, the English advisor and the seventh grader students do not know what the LiveABC e-Lab English platform is.

- Since the English teachers and seventh grade students did not know the LiveABC e-Lab English platform, then they have never used it in their teaching-learning process; they are unaware of the use and its educational content.

- Teachers affirm that their students have very good participation in English classes, which is beneficial for learning the language.

- The English advisor does not know if the English teachers use digital platforms, in addition, he also does not know what the LiveABC e-Lab English platform consists of.

- Despite the fact that the research subjects do not have knowledge of what the LiveABC e-Lab English platform is, the teachers, together with the English advisor, agree that digital platforms have advantages such as: promoting the use of the Technology, turns out to be an active and fun way of learning, it can be used anywhere, the skills and competencies of students are developed, among others.

- When using digital platforms, access to the Internet is essential, therefore, if there is no access, the digital platforms will not work and if the student does not have access to technological equipment, it will not work either, these are the main disadvantages of the LiveABC English platform. -Lab.

6.3. Strengths

This research is based on the use of technological tools in the teaching-learning process; In a digital platform that allows developing productive and receptive skills in students who learn the English language, this acts as a way to innovate, learn something new and reinforce learning, for this reason, a series of strengths are provided that this research contributes to the practice of other teachers.

- This LiveABC e-Lab English platform contains reading, audios, conversations, videos and practical exercises that allow a complete learning in the English language; in addition, it provides the opportunity for students to reinforce conversations with foreign students.

- The LiveABC e-Lab English platform has the possibility for teachers to observe the strengths and weaknesses that the student has in learning the language, which allows the teacher to reinforce the contents that are most difficult for students.

- The student has the possibility to control his or her own learning pace.

- Students can access the didactic material of the platform as many times as they want.

- The LiveABC e-Lab English platform is easily accessible for both teachers and students; in addition, it is safe.

6.4. Limitations

As part of the limitations that arose in the development of the research, the following are found:

- COVID-19 was one of the greatest limitations present in the research, consequently, the application of the assessment instrument to the seventh-year students, English teachers and English advisor was difficult however, it was possible to answer via email.

- Schools are closed due to the COVID-19 pandemic, so there was no direct contact with any student or teacher.

Chapter 7

RECOMMENDATIONS

Based on the study of the research, carried out in the Professional Technical College of Corralillo, a series of recommendations are made aimed at the seventh-year students, the English teachers and the English advisor of the Regional Directorate of Education of Nicoya, Guanacaste.

7.1. Recommendations for colleagues

- The use of technological tools in education is no longer an option; therefore, teaching with digital platforms would be a good strategy for student learning.

- Knowing the LiveABC e-Lab English platform, to be used in the classes, this would be a good way to innovate the teaching of the language.

- Look for teaching strategies that allow the student to develop their receptive and productive skills in learning the language.

- Be dynamic, creative and motivating in the teaching process because students show greater interest in learning.

7.2. Recommendations for students

- Have discipline with the learning of the English language, this causes a greater impact on learning.

- Show interest in the use of digital platforms for learning the English language, because their use leads to great benefits.

- Provide greater participation in English classes, this allows you to have self-confidence and learn easily.

- Take advantage of the use of technological devices (cell phone or computers), looking for meanings of words or, using applications for teaching the English language.

7.1. Recommendations for principals or advisors

- Promote in teachers the use of technology in the classroom as a way to innovate the teaching-learning process.

- Suggest to teachers the use of digital platforms for teaching the English language.

- Carry out training sessions that develop the use of technological tools, as a didactic support resource.

- Learn about the LiveABC e-Lab English platform so that you can suggest its use to teachers in English classes.

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ANNEXES

UNIVERSIDAD LATINA DE COSTA RICA

SEDE DE SANTA CRUZ

DEPARTAMENTO DE INGLÉS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMINAR I

ENGLISH TEACHERS QUESTIONNAIRE

Dear English Teachers:

The following research consists of Implementation of the LiveABC e-Lab English platform to enhance the receptive skills of seventh graders at Corralillo Technical High School in Nicoya Regional Office of Education, 2020.

All the information gathered will be considered as confidential.

Researcher Name: Luis Sahú Mora Gutierrez.

Thank you for your cooperation!

I.   PART. General Information

Age: _____   Gender: (   ) Male   (   ) Female

Professional Category: _____ Years of experience: _____

Work Status: Tenure: _____ Temporal: _____.

II.   PART. CLOSED QUESTIONS

<u>Instructions:</u>
Read the questions carefully and mark with an ¨ x ¨ in the corresponding box.
Implementation of LiveABC e-Lab English platform to enhance student's participation
in the English class.

QUESTIONS	YES	NO	N/R
1. Do you know what LiveABC e-Lab English platform is?			
2. Have you applied LiveABC e-Lab English platform in your English classes?			
3. Have you taken into account LiveABC e-Lab English platform in your planning process?			
4. Do you consider LiveABC e-Lab English platform important in the English Process?			
5. Do you know how the LiveABC e-Lab English platform work?			
6. Do you consider LiveABC e-Lab English platform important for student's language progress?			
7. Do your students have good participation in your class?			
8. Do you enhance students written participation?			

III. PART. OPENED QUESTIONS

Read the questions carefully and answer them.

1. **Mention the advantages of using LiveABC e-Lab English platform in the English learning process.**

_____

_____

_____

_____

2. **Mention the disadvantages of using LiveABC e-Lab English platform in the English learning process.**

_____

_____

_____

UNIVERSIDAD LATINA DE COSTA RICA

SEDE DE SANTA CRUZ

DEPARTAMENTO DE INGLÉS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMINAR I

ENGLISH STUDENTS' QUESTIONNAIRE

Dear English Student:

The following research consists of Implementation of the LiveABC e-Lab English platform to enhance the receptive skills of seventh graders at Corralillo Technical High School in Nicoya Regional Office of Education, 2020.

All the information gathered will be considered as confidential.

Researcher Name: <u>Luis Sahú Mora Gutiérrez</u>

Thank you for your cooperation!

I.   PART. General Information

Age: _____   Gender: ( ) Male   ( ) Female

level: _____

II.   PART. CLOSED QUESTIONS

Instructions:

Read the questions carefully and mark with an ¨ x ¨ in the corresponding box.
Implementation of LiveABC e-Lab English platform to enhance student's written
participation in the English class.

QUESTIONS	YES	NO	N/R
1. Do you know what LiveABC e-Lab English platform is?			
2. Have you notice if your teacher applied LiveABC e-Lab English platform in their English classes?			
3. Have you ever worked with LiveABC e-Lab English platform in your learning process?			
4. Do you consider LiveABC e-Lab English platform as an attractive tool to learn English?			
5. Do you know how the LiveABC e-Lab English platform work?			
6. Do you consider LiveABC e-Lab English platform important for your learning progress?			
7. Do you have good participation in your English class?			
8. Do you like to write in your English class?			

UNIVERSIDAD LATINA DE COSTA RICA

SEDE DE SANTA CRUZ

DEPARTAMENTO DE INGLÉS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMINAR I

ENGLISH ADVISOR QUESTIONNAIRE

Dear English Advisor:

The following research consists of Implementation of the LiveABC e-Lab English platform to enhance the receptive skills of seventh graders at Corralillo Technical High School in Nicoya Regional Office of Education, 2020.

All the information gathered will be considered as confidential.

Researcher Name: Luis Sahú Mora Gutierrez.

Thank you for your cooperation!

    I.   PART. General Information

Age: _____   Gender: (   ) Male   (   ) Female

Professional Category: _____ Years of experience: _____

Work Status: Tenure: _____ Temporal: _____.

II.   PART. CLOSED QUESTIONS

Instructions:
Read the questions carefully and mark with an ¨ x ¨ in the corresponding box according to your own experience.

QUESTIONS	YES	NO	N/R
1. **Do you know what LiveABC e-Lab English platform is?**			
2. **Have you known if teachers apply LiveABC e-Lab English platform in your English classes?**			
3. **Have you known if teachers take into account LiveABC e-Lab English platform in your planning process?**			
4. **Do you consider LiveABC e-Lab English platform important in the English Process?**			
5. **Do you know how LiveABC e-Lab English platform work?**			
6. **Do you know if English teachers use it in their classes?**			
7. **Do you want to know more about LiveABC e-Lab English platform?**			

III.   PART. OPENED QUESTIONS

Read the questions carefully and answer them.

1. **Mention the advantages of using LiveABC e-Lab English platform in the English learning process.**

   _____

   _____

   _____

   _____

2. **Mention the disadvantages of using LiveABC e-Lab English platform in the English learning process.**

   _____

   _____

   _____

Santa Cruz, 26 de octubre del 2020

Señor: Msc. María Benita Gómez Moreno
Institución: C.T.P de Corralillo

Estimado señor:

Reciba un cordial saludo de la **Universidad Latina de Costa Rica, Sede Santa Cruz** Es nuestro deseo presentar a el estudiante **Luis Sahu Mora Gutierrez**, cedula **503370422**, carnet **2004501007**, alumno de esta Universidad en la Carrera de **Licenciatura en la Enseñanza del Inglés.**
El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura en la Enseñanza del Inglés.

Los estudiantes tienen la oportunidad de poner en práctica los conocimientos adquiridos durante su recinto universitario y adquirir otros nuevos por medio de un Proyecto de Graduación, de manera que el estudiante se proyecte dentro del sector empresarial, además le da un conocimiento global del campo profesional que ha elegido.

Dentro de las generalidades del Proyecto de Graduación, la Dirección de la Escuela es la encargada de apoyar, coordinar y supervisar la labor del estudiante durante su período de proyecto. Una vez que la empresa acepte la solicitud de proyecto, deberá preparar un rol de trabajo, en busca de solventar alguna necesidad en las áreas de su Institución.

Atentamente,

HENRY
SEGURA
SANCHEZ
(FIRMA)

Firmado
digitalmente por
HENRY SEGURA
SANCHEZ (FIRMA)
Fecha: 2020.10.26
17:00:50 -06'00'

Ing. Henry Segura Sánchez
Director Ejecutivo de Sedes Santa Cruz y Cañas
Universidad Latina de Costa Rica
Telf. 2207-6235
Cel. 8866-1045

Rec: 30.10.2020

V.B

Go to the toilet
Ir al aseo

Have breakfast
Desayunar

Read the newspaper
Leer el periódico

Brush your teeth
Cepillarse los dientes

Do the cooking
Cocinar

Have a bath/
Have a shower
Bañarse/Ducharse

Do the housework
Hacer las tareas

Have dinner
Cenar