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“The implementation of impromptu speech technique to enhance speaking skills with tenth graders at Villareal High School, Santa Cruz Regional Office of Education, 2021”

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Abstract

The present research is based in collected data, analysis and reflections based in a specific problem that student are facing regarding communication skills on tenth grader student at Villarreal Hight School from Santa Cruz, Guanacaste, Costa Rica. One of the main goals of this project is pretend to implement impromptu speech technique to enhance speaking skills; where students can use the imagination and their own prior knowledge base on different materials with interesting topics for them. Students will speak about the topic without much research. The research made use of quantitative and qualitative instruments moreover action plan to carry out. The final results collected from the post test showed increased in their abilities to speak, and a huge improvement in their English language after Impromptu speech method were introduced.

Resumen ejecutivo

La presente investigación se basa en la recopilación de datos, análisis y reflexiones a partir de un problema específico que enfrentan los estudiantes con respecto a las habilidades comunicativas en los estudiantes de décimo grado de la Escuela Secundaria Villarreal de Santa Cruz, Guanacaste, Costa Rica. Uno de los objetivos principales de este proyecto es pretender implementar una técnica de habla improvisada para mejorar las habilidades para hablar; donde los estudiantes pueden usar la imaginación y su propia base de conocimientos previos en diferentes materiales con temas interesantes para ellos. Los estudiantes hablarán sobre el tema sin mucha investigación. La investigación hizo uso de instrumentos cuantitativos y cualitativos además del plan de acción para llevar a cabo. Los resultados finales recopilados de la prueba posterior mostraron un aumento en sus habilidades para hablar y una gran mejora en su idioma inglés después de que se introdujo el método de habla improvisada.

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Dedictory

This work is a fruit of countless and arduous sacrifices. This humble work is dedicated for my loved family and friends. Especially to my mom who always believed in me, and kept me motivated, for giving me her wisdom and effort, for being a super mom and taught the values of education and the hard work.

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CHAPTER

1

Introduction

1. Introduction

One of the skills of foremost importance that living beings have been communication. Animals communicate with each other by the sounds they emit, as well as by their hormones. Human beings on the other hand use their body and language. The human being has managed to develop this ability in four essential areas or skills namely: speaking, writing, reading, listening, which facilitate interaction for understanding of what for what is being desire to transmit or communicate. It is true that human beings by nature are social and need closeness to their peers, and that is why they have managed to develop language to a level of specialization that has led to accelerated evolution compared to other species. It is said that verbal communication is essential to live with others and links us to society.

English language is based by four language skills, namely: Listening, Speaking, Reading, and Writing which cannot be separated from one another considering that the development of one skill will contribute to the development of the other skills. The teaching and learning of the English language as a second language are a process that has undergone constant change and evolution in accordance with government policies. This process within the classroom has been innovating through the years; however, there are still weaknesses that have been found during the process of teaching and learning, and one is when students have few skills to develop a conversation using appropriate and fluent speaking skills in English, and it gets even more complicated when those conversations are spontaneous and without any previous preparation.

It is quite common for students to have a low knowledge of vocabulary, little confidence in speaking with others, and difficulty expressing words or sentences. Today there is a big percentage of students who are used to memorizing presentations, discussions, and even dialogue. Very few are unable to hold a dialogue without the help or guidance of a piece of paper or memorization. This project pretends to increase the creativity of the thoughts in the improvised speeches to student can make known, reflect, and reinforce the knowledge acquired of the English language, creating spaces of confidence with themselves and that they are capable of lose the fear of expressing themselves fluently and consistently.

Impromptu speaking or impromptu speech is a technique that everyone can benefit from, it can help in the developments of communications skills for social situations like weddings, birthdays, or even business. It is always a challenge to have unprepared speeches or answer unexpected questions. By means of the implementation of impromptu speech or impromptu speaking we pretend that the students from Villareal

High School will be able to manage different situations in real context. Student will be able to quickly think and formulate an answer to what is asked, for example, talk about a landscape for five minutes without having done any previous research.

Students from Villareal High School have some difficulties with the speaking skills, this project is particularly important for them to develop their communication skills. They are used to read and not to speak fluently. They will be assessed to know their abilities and to get better.

1.2 Rationale

The need to implement and develop skills in students that allow an ideal development in particular situations that put into practice their knowledge in the English language, and establish a fluid and natural conversation, is one of the fundamental objectives of the Ministry of Public Education. Teaching speaking skills is important because speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13) Students can share thoughts through another language. For this reason, the implementation of techniques in the student body, which facilitates that freedom, is of immense importance for the curriculum. Impromptu speech techniques will help students to improve their communications skills. According to Jef one of the advantages or impacts of this technique is that students increase their ability to give a spontaneous response without taking too long to give an answer in addition to increasing your confidence by giving a short speech in public, improving oral expression of thought, and developing communication skills. (Menguin, 2010 – 2021)

On the other hand, Dr. Cecilia states

"This technique is tremendously challenging for students who at the end of class would say "I really learned something today. (B-Ikeguchi, 1996, p1) It feels good to know that English Impromptu to speech will introduce students to students naturally, logically, body language, confidentiality; moreover, they will show imaginative and creativity with interpretation of the assigned topic, excluding that there are some disadvantages to this technique, if the student does not have much knowledge about what they are being asked to speak, they will probably freeze. There are bases of studies that show the assertiveness and nature of this implementation, so it is considered that it will bring with it great benefits for the teaching and learning process of the students from Villareal High School.

1.3 Purpose

This research paper is intended to determine the effectiveness in developing communication skills, through the implementation of a technique known as improvised speech. One of the limitations of students at the secondary level is having the difficulty of expressing themselves, without restrictions, in the English language. Based on this premise, it is that the implementation of this technique could obtain noteworthy results in the development of communication skills in tenth grade students at Villareal High School.

1.3.1 General objectives:

- To develop their communication skills using Impromptu speech techniques in tenth graders at Villareal High School.

1.3.2 Specific objectives:

- To find out the oral performance of tenth graders at Villareal High School.
- To design interesting topics for impromptu speeches to increase their speaking skills.
- To assess how impromptu speech technique enhance speaking skills in tenth graders at Villareal High School.

1.4 Research questions

The research questions are responsible for guiding us in the research, through them the questions that are intended to be answered arise. According to the sociologist and methodologist Ruth, the research questions have two particularly crucial functions: to focus on the study, guide it towards a goal, and explain clearly what the study seeks to understand. (Sautu, R. 2003) Considering the objectives that are intended to be achieved with this work, the following questions are considered fundamental for the investigation.

1. How to develop impromptu speeches for tenth grade students through the implementation of different topics?
2. What are the benefits for students of using an improvised speaking technique to improve speaking skills within their pedagogical training process?
3. What is the impact of the improvised speech technique on students, considering the overcoming of existing cognitive barriers in them?

1.5 Hypothesis

There are many definitions of what a hypothesis is,

“Hypotheses tentatively propose answers to research questions; the relationship between the two is direct and intimate. The hypotheses relieve the objectives and the research questions to guide the study, within the quantitative or mixed approach. For this reason, hypotheses commonly arise from the objectives and research questions, once these have been reassessed because of the literature review” (Hernández, Fernández and Baptista, 2004, p. X).

Also is important to know that

“The hypothesis is a prediction, but it involves more than a guess. Most of the time, the hypothesis begins with a question which is then explored through background research. It is only at this point those researchers begin to develop a testable hypothesis. Unless you are creating an exploratory study, your hypothesis should always explain what you expect to happen” (Cherry, 2020).

Given this, it can be specified that a hypothesis is a provisional answer to a research question, as for this reason the following hypothesis is considered for this research: If students are motivated to speak with a mixed of different and interesting topics, they will have success in their speaking skills.

CHAPTER

2

Literature review

2.1 Background

In our country, the teaching of languages, especially English, began in the mid-nineteenth century. As a response to the commercial development that existed between Costa Rica and English-speaking countries, these commercial alliances helped the development of the economy, hence the need to venture into and invest in education. As stated by González (1978, p. 345), "the teaching of foreign languages already aroused interest in the first years of the Republic." For the year 1825 when the Executive Power decreed the internal regulations of the Santo Tomás Teaching House, thus initiating the study of languages in an institutional way, although its methodology was based on memory classes and taught by foreign teachers or teachers who had training in the Exterior. By 1956, the University of Costa Rica gave training courses to teachers of the English language.

However, it was not until 1957 when the teaching of English in Costa Rica was professionalized, with the opening of the English degree at the Faculty of Education of the University of Costa Rica. The study plan for this career lasted four years and included language, literature, methodology and teaching practice. From 1966 to date, the teaching of English has been in development and in constant reform, with a gradual evolution in the study plans but assertive, the lessons went from being a mechanical process of repetition to being part of an experience innovative learning, this thanks to different research in the pedagogical field that has ventured into the modification of techniques and strategies with permanent results. The teaching of the English language in Costa Rica has increased over time, modified, renewed, and updated, considering a series of stages from the end of the 19th century, when the objective was for the student to translate and understand texts written in English, up to our days when the main interest is in the learning and use of the English language for oral communication.

2.2 Teaching English as a Second Language

The meaningful learning of students depends to a considerable extent on previous knowledge and on a structuring of previous mental schemas they are considered the basis for the processing and understanding of the new knowledge. Regarding the aforementioned, a great base of lifelong learning will depend substantially on the previous knowledge bases that the student has throughout their learning process. In the case of a student entering the preschool level, prior knowledge depends on the foundations laid at home. (Rummelhart, 1980, p. X)

Regarding students at other school levels, prior knowledge represents their experiences acquired through educational activities that include content, subject skills, thinking and language. During the learning process, students need as much appropriate prior knowledge of the language as they do of the academic subjects as a representative basis for learning. One of the most common problems in teaching is assuming that the student has a prior basic knowledge of the subject, and this could result in interference or limitation for learning. For the introduction of a new language, it is necessary to consider the sensitive periods of people's neural development, that is, the moments of maximum neuronal flexibility in which the nervous system is especially sensitive to a series of factors that will affect learning and later development (Montessori).

In other words, the importance of learning a new language at an early age lies in the existence of a stage in the development of the human being where one is more predisposed to conduct learning in a significant way, in this particular case, learning the language. English. According to Patkowski (1980, p. X), those who have not begun the study of a second language before the age of 15 will never be able to achieve the same proficiency as a native speaker. In this regard, Chomsky (1959, p. X) argues that, at that age, learning the English language can take place, but with greater difficulty and less probability of achieving a level of natural fluency. Due to this situation, the incorporation of the teaching of the English language at an early age in the educational system of Costa Rica at school age has

its foundations in the importance of taking advantage of this capacity in brain development to achieve permanent learning in students.

2.3 Strategies for learning a foreign language

The investigations related to the strategies of learning a foreign language have their antecedents since the sixties of the last century as a result of the advances achieved by cognitive psychology, being the main interest to identify what the good learners of a foreign language reported that they did to learn it and, in some cases, their observation was resorted to during the learning process.

A number of researchers define foreign language learning strategies as "an attempt to develop linguistic and sociolinguistic competence in the language of arrival to incorporate these into their interlanguage competence. For Rubin (1987), learning strategies are "strategies that contribute to the development of the language system that the learner constructs and directly affect learning". (p.X)

In the same way Rebecca Oxford presents a definition which makes its contribution to this theme, according to Rebeca the strategies of learning a language are "... specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing their foreign language skills." He goes on to say: "These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are necessary tools for the development of communication skills." (Oxford 1990, p. 18).

2.4 Methods in teaching English as a second language

The search for the "correct" method for some "universal" with which the English language should be taught has historically concerned not only pedagogues but also linguists and psychologists, among others, in a very particular way.

Thanks to his efforts, the teaching of English has a long tradition that allows it to have a wide mosaic of methods that date back to the sixteenth century and in its beginnings, it has the method of grammar translation until it reaches the communicative approach that today they share teachers in more than one higher education center in the country and in other parts of the world.

Particularly important in this sense is the knowledge of the linguistic, psychological, and even philosophical currents that have influenced the emergence of the different teaching methods until reaching the investigative work within the classroom to know where they are and where the teaching methods are directed of foreign languages.

The struggle of linguists, psychologists, pedagogues, and teachers during these years of methodological research has allowed the conclusion that this 'method' does not exist and possibly never will. It is therefore worth asking, why approach the methods then? The answer lies in the rich roots of the profession.

Language teaching was once a matter of memorizing and repeating, a boring and unstimulating process for students. The 20th century, however, saw an explosion of new methodologies that focused on the most creative and engaging approaches. By learning about these techniques, ESL teachers can select the most effective method for their students. (Educat, 2019)

2.5 Improvised speech techniques

An impromptu speech, by definition, is one that a speaker delivers without any prior preparation of the subject. Impromptu, itself, means "to do something without preparation.

In declamation contests, a random topic is drawn on the speaker on the spot, and the speaker only has a few seconds to think about the topic. Within seconds, the speaker should come up with relevant content to talk about the topic, for a specified amount of time. Also in group discussions, speakers are given a topic to discuss and are required to produce their content spontaneously. In debates, the discourse is often governed by the arguments of the opponent.

Such speeches, where the speaker must be on guard at all times while responding quickly to a topic, are called "Impromptu speech. Interviews with politicians, the presidential debate Merericain or the round tables of television channels are all examples of impromptu speeches. Interestingly, personal interviews also require impulsive thinking, but we usually do not place them in the angle of impromptu speech. The reason for this is that the questions in the interviews are more or less focused on the candidate's CV, who has a lot of time to prepare the answers to these expected questions in advance. (Impromptu speaking tutorial, 2020)

2.5.2 Basic understanding

Reading comprehension has been a subject studied from various perspectives, due to the importance it has in the process of learning, affective and cognitive development of students, allowing them to insert themselves into society. Thus, as studies show that traditional educational models assume that the motivation of reading is measured by the number of materials, time, and exercises to the cognitive and affective

aspects of the reading process. According to (Martinez, 2015) he says that if educational models do not address the cognitive or affective aspects of the reader, he will not be able to develop the concrete understanding of a text. These aspects play a fundamental role for the development of autonomy in the choice of a text and thus self-potential in reading comprehension, and the deficiencies in the reading process. (p. 19)

2.5.3 Levels of reading comprehension

2.5.3.1 Literal level.

To read literally is to do it according to the text. You could divide this level into two: Literal reading at a primary level (level 1) It focuses on the ideas and information that are explicitly in the text. The recognition can be Detail identifies names, characters, time, and place of a story; of main ideas: the most important idea of a paragraph or story; of sequences identifies the order of the actions; by comparison identifies explicit characters, tenses, and places; cause or effect: Identifies explicit reasons for certain events or actions. In-depth literal reading (level 2) A deeper reading will be conducted, delving into the understanding of the text, recognizing the ideas that follow each other and the main theme, making synoptic tables, concept maps, summaries, and synthesis. Most of these techniques are more suitable for expository texts than for literary texts. (Camba, 2014, p.14)

2.5.3.2 Inferential level

They are relationships that go beyond what is read, explaining the text more broadly, adding information and previous experiences, relating what has been read with previous knowledge, formulating hypotheses and innovative ideas. The goal of the inferential level will be the elaboration of conclusions. This level of understanding is little practiced in school, as it requires a considerable degree of abstraction on the part of the reader. It favors the relationship with other fields of knowledge and the integration of new knowledge into a whole. (Camba, 2014, p. 15)

2.5.3.3 Critical level

It is to make judgments about the text read, accept it, or reject it, but with grounds. Critical reading has an evaluative character where the reader's training, criteria, and knowledge of what is read intervenes. Judgments consider qualities of accuracy, acceptability, probability. The formation of critical beings is today a vital necessity for the school and can only take place in a cordial and free expression climate, in which students can argue their opinions calmly and respecting at the same time that of their peers. (Maria Elena Camba, 2013, p.X)

2.5.3.4 Appreciative level

Understands the above cognitive dimensions, including

- Emotional response to content: The reader should verbalize it in terms of interest, excitement, boredom, fun, fear, hate.
- Identification with the characters and incidents, sensitivity to them, sympathy, and empathy.
- Reactions to the use of the author's language.
- Similes and metaphors: the artistic capacity of the writer to paint is evaluated through words that the reader can visualize, like, hear and feel. If the text is literary, at this level reference is also made to aesthetic values, style, resources of expression, etc., but this is an aspect that requires more experienced readers, so it is advisable to practice it in higher courses.

2.5.3.5 Creator level

It includes any activity that arises related to the text transform a dramatic text into humorous, add a descriptive paragraph, autobiography, or intimate diary of a character. Change the ending to the text, reproduce the dialogue of the characters and, dramatizing, make them talk to another invented character, with characters from other known stories, imagine an encounter with the author of the story, make proposals and debate with him.

Change the title of the story according to the multiple meanings that a text has, introduce a conflict that abruptly changes the end of the story, make a drawing, look for musical themes that relate to the story, transform the text into a comic strip, etc. (Camba,2014, p.X)

2.6 Strategies for creating great impromptu speeches

Most speeches are the result of careful planning, review, and practice. However, there may be times when a situation requires impromptu speech with little or no time to prepare. When you find yourself in an unexpected public speaking scenario, you will be improvising what you say, which means you will have to be able to think about your feet. Following a basic structure, marking yourself and staying calm will help you deliver a speech you can be proud of, or at least survive with the slightest shame. (Minotauromaquia, 2018, paragraph1)

2.6.1 Take your time getting ready to talk

Do not be in too much of a hurry to stand or make the trip to the podium. Walk slowly towards your brand, relaxed and deliberate. Stretch the time you have and use it to prepare and consider what your opening lines will be. Most of the time, when you are giving an impromptu speech, you will be singled out to say a few words on the spot. Since you will only have a few moments, preparing yourself is more about putting yourself in the right state of mind than knowing exactly what you are going to say. If you really need to milk it, you can buy some extra time by shaking hands, exchanging jokes, or adjusting the microphone holder before speaking. Try to calm your nerves, take some slow and deep breaths to pick you up. Let your mind settle so you can concentrate on the task at hand. Eliminate all unnecessary distractions that can steal your attention and repress anxious thoughts that could make you doubt yourself. Face the reality of your situation to avoid being dazzled by panic. Accept that you must give a speech and then concentrate all your resources on giving a good one.

Face your audience bravely and smile.

Make eye contact with those closest to you.

Show safe body language: try not to fret, tremble, or prepare awkwardly.

Think of positive thoughts to reassure yourself.

To make it look interesting, witty, and interesting, you must believe that it is. To make a brief introduction of few words, it is not prudent to develop directly in the main idea of your speech. (Minotauromaquia, 2018, paragraph 2)

2.6.2 Speak fluently and naturally

Briefly state the main point you would like to get across. Ideally, your main point should be stated in one simple sentence. What is the main thing you want your audience (even if it is just one person) to take away or learn from what you are about to say? (Tallman, 2019)

2.7 Basic types of speeches

While the core purpose is to deliver a message to an audience, we can still categorize speeches based on 4 main concepts: entertaining, informing, demonstrating, and persuading

The boundaries between these types are not always obvious though, so the descriptions are as clear as possible in order to differentiate between them.

2.7.1. Entertaining speech

If you have been to a birthday party before, that awkward toast given by friends or family of the lucky birthday person is considered to fall under the definition of an entertaining speech.

The core purpose of an entertaining speech is to amuse the audience, and

obviously, entertain them. They are usually less formal in nature to help communicate emotions rather than to simply talk about a couple of facts.

2.7.2 Informative speech

When you want to educate your audience about a certain topic, you will probably opt to create an informative speech. An informative speech's purpose is to simplify complex theories into simpler, easier-to-digest and less ambiguous ideas; in other words, conveying information accurately.

The informative speech can be thought of as a polar opposite to persuasive speeches since they do not relate to the audience's emotions but depend more on facts, studies, and statistics.

Examples of informative speeches may be speeches given by staff members at meetings, a paleontology lecture, or almost anything from a teacher (except when they tell us stories about their past).

2.7.3. Demonstrative speech

From its name we can imagine that a demonstrative speech is the type of speech you want to give to demonstrate how something works or how to do a certain thing. A demonstrative speech utilizes the use of visual aids and/or physical demonstration along with the information provided.

Some might argue that demonstrative speeches are a subclass of informative speeches, but they are different enough to be considered two distinct types. It is like differentiating between "what is" and "how to;" informative speeches deal with the theoretical concept while demonstrative speeches look at the topic with a more practical lens.

Tutors explaining how to solve mathematical equations, chefs describing how to prepare a recipe, and the speeches given by developers demonstrating their products are all examples of demonstrative speeches.

2.7.4. Persuasive speech

Persuasive speeches are where all the magic happens. A speech is said to be persuasive if the speaker is trying to prove why his or her point of view is right, and by extension, persuade the audience to embrace that point of view.

Persuasive speeches differ from other basic types of speeches in the sense that they can either fail or succeed to achieve their purpose. You can craft the most carefully written speech and present it in the most graceful manner, yet the audience might not be convinced.

Persuasive speeches can either be logical by using the help of facts or evidence (like a lawyer's argument in court) or can make use of emotional triggers to spark specific feelings in the audience.

A splendid example of persuasive speeches is TED / TEDx Talks because a substantial number of these talks deal with spreading awareness about various important topics. Another good example is a business pitch between a potential client, i.e. "Why we're the best company to provide such and such." (Editorial Team, s.f.)

CHAPTER

3

Design & Method

3.1 Type of approach

To introduce this chapter is important to know why action research was chosen, as Ferrance (2000) states “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research” (p.1). As a current teacher this action research method can help to understand what is happening in the classroom and identify the changes that can improve the teaching and learning also can help to answer questions about the effectiveness of the performance of specific students, and classroom management techniques. As Coghlan and Brydon (2014) state in their book “Action research is a term used to describe a family of related approaches that integrate theory and action with a goal of addressing important organizational, community, and social issues together with those who experience them.” (p.233)

3.2 Research method

This investigation uses a mix of methods of research, it will use qualitative and quantitative facts. A quantitative investigation “uses the data collection to test hypotheses based on the numerical measurement and statistical analysis to stablish patterns of behavior and test theories (Hernández Sampieri R. Fernández Collado C. & Baptista Lucio p. (2010)

3.3 The context

The application of this research takes place at Liceo de Villareal that is an Institution of Public Education located in the district of Tamarindo oriented to the use of technology for innovation complemented with the International Baccalaureate.

3.3.1 Background of the institution Liceo de Villareal

According to Marcos Ureña “ It was in 1998 that this institution opened its doors. It currently has 500 students and is located about 17

kilometers from downtown Santa Cruz, Guanacaste. It was thanks to the donation of more than 5 hectares from the Brenes Family, that the construction of this Study center was carried out.

During the formal ceremonies a mass was held where the Catholic Church poured holy water throughout the institution.

Professor Imara Rodríguez, who was one of the people who helped to draft the project, said "Thanks to those who believed it was possible and encouraged us as well as the MEP authorities in Santa Cruz who guided us to make it happen." Said.

The construction of this center was carried out under the administrations of Figueres Olsen and Rodríguez Echeverría as well as the former mayor Martín Vallejo and the municipal council for the period 1998-2002." (Ureña, 2015)

Their Vision

To be a Quality institution in constant educational and technological innovation, which promotes intercultural education and academic excellence of students, strengthening mutual respect, that of the environment and tolerance, to train people, capable of interpreting and transforming their knowledge of an active way in a better world.

Collaborate in the comprehensive training of students, through an excellent academic, cultural, and axiological education, in an environment of harmony, open-mindedness and freedom, being "an island of hope open to the intercultural world"; with an attitude of openness to knowledge, to

the use of technological resources to build a more just and supportive world.

This action research takes place on tenth grader students, ten students from the section 10-5 of Villareal High School.

3.3.2 Participants (Population)

In this action research population is any set of people in which the sample is selected and to which the study results will be generalized. "Population is a set of all cases under a series of specifications" (Hernandez, et al., 2010, p. 174). For the aim of this research the participating population consisted of thirty students of section 10-4 all belonging to Villareal High School.

3.4 Data Collection Procedures and Tools of initial Research

3.4.1 Procedure of initial research

Participants were explained the purpose of the diagnostic test which is to identify weaknesses and strengths of the English Language specific in the speaking skill in each student and were clarified that the questionnaire would be anonymous so that they would feel total confidence when answering the questions.

3.4.2 Instruments

The information was collected using a diagnostic test and questionnaire instrument, which was administered to students.

3.4.2.1 Diagnostic test

Thorndike and Hagen (1970) suggested that a diagnostic test should provide a detailed picture of the strengths and Weaknesses of a pupil in a particular area.

In this diagnostic test students will speak about some topics as an example; talk about your favorite thing, to find out specific weaknesses and strengths in the English Language. The diagnostic test consisted in several questions applied to students. They spoke about some topics, for example, introduce yourself. With this diagnostic, students reveal their own speaking skills.

3.4.2.2 Questionnaire

“A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.” (Saul McLeod, 2018) In this research, students will answer closed and open questions about the English Language. The closed questions were about the speaking skills and the impromptu speech techniques while the open questions were about their own thoughts about the English classroom.

3.4.3 Diagnostic Data Analysis

The results are obtained through the analysis of questionnaires (open and closed questions), and diagnostic test to students from Villarreal High School where they showed their abilities and skills of English language. All of them speak English and wish to learn more about it. However, they showed some problems when it came to expressing themselves in the diagnostic test as troubles in the vocabulary, pitch,

content, posture and eye contact and pronunciation as they displayed on the metrics.

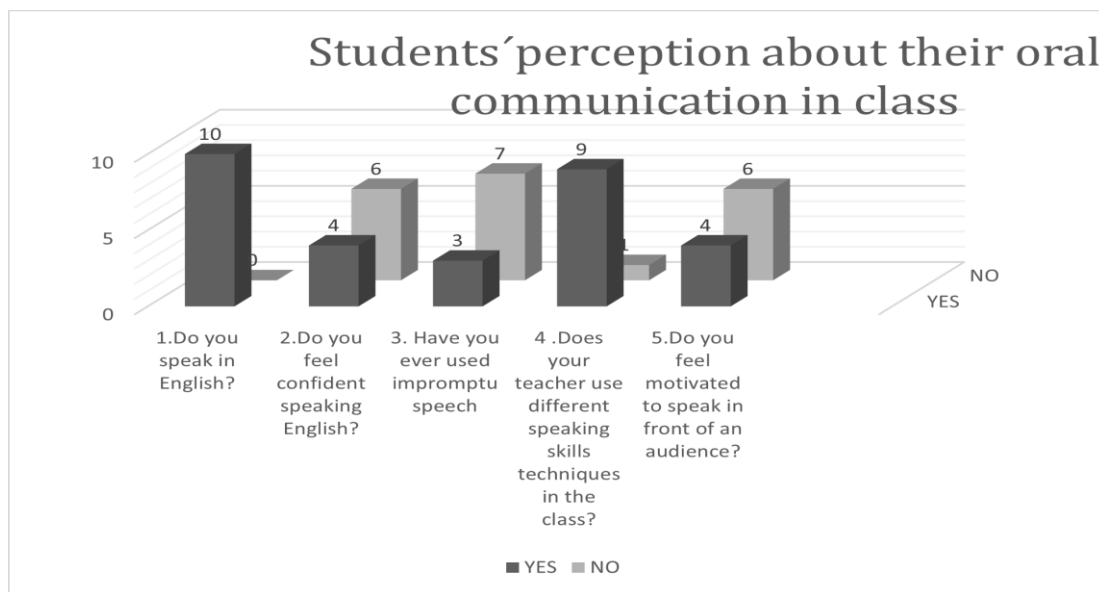
Table # 1
Students' perception about their oral communication in class

Table 1 Students' perception about their oral communication in class

<i>Speaking skill</i>	<i>YES</i>		<i>NO</i>		<i>TOTAL</i>	
	<i>FA</i>	<i>FR</i>	<i>FA</i>	<i>FR</i>	<i>FA</i>	<i>FR</i>
<i>1. Do you speak in English?</i>	10	100%	0	0%	10	100%
<i>2. Do you feel confident speaking English?</i>	4	40%	6	60%	10	100%
<i>3. Have you ever used impromptu speech?</i>	3	30%	7	70%	10	100%
<i>4. Does your teacher use different speaking skills techniques in the class?</i>	9	90%	1	10%	10	100%
<i>5. Do you feel motivated to speak in front of an audience?</i>	4	40%	6	60%	10	100%

Source: Questionnaire applied to tenth graders from Villarreal High School, 2021.

Graph 1



Graph 1 Students' perception about their oral communication in class.

Source: Table # 1.

Analysis

Regarding question number 1, about if they speak English, 10 students answered yes so, all the population speak the language. In conclusion, all the students speak English.

Question 2, about if they feel confident speaking the language 4 students answered yes so 40% of the population feel confident. However, 6 students answered no, so 60% of the population do not feel confident speaking in front of the class or an audience. In conclusion, most of the students do not feel comfortable speaking in front of an audience.

In question 3, about if they use impromptu speech just 3 students answered yes, so 30% of the population use the technique. However, 7 students answered no, so 70% of the population do not use the technique. In conclusion, most of the population do not use the impromptu speech technique.

Regarding question 4, if the teacher uses different techniques in the class just 9 students answered yes so, 90% of the population think that the teacher uses a variety of techniques in the class. However, one student answered no, so 10% of the population think that the teacher does not uses different techniques in the classroom. In conclusion, most of the population know that the teacher uses a variety of techniques in the class.

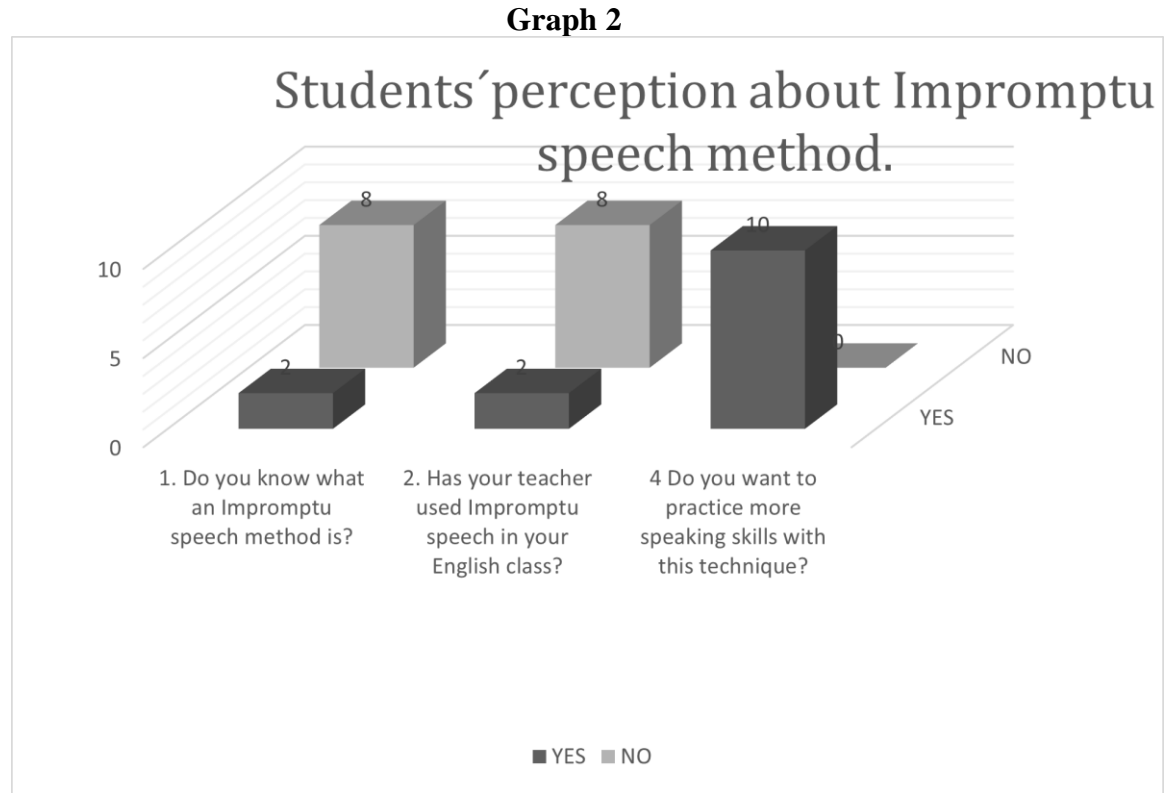
. In question 5, about feeling motivated to speak in front of an audience just 4 students answered yes. So, 40% of the population feel motivated to speak. However, 6 students answered no, so 60% of the population do not feel confidence to speak in front of an audience. In conclusion, most of the population do not feel confident to speak.

Table # 2
Students' perception about Impromptu speech method.

Table 2 Students' perception about Impromptu speech method.

<i>Impromptu speech method</i>	<i>YES</i>		<i>NO</i>		<i>TOTAL</i>	
	<i>F</i>	<i>FR</i>	<i>FA</i>	<i>FR</i>	<i>FA</i>	<i>FR</i>
<i>1. Do you know what an Impromptu speech method is?</i>	2	20%	8	80%	10	100%
<i>2. Has your teacher used Impromptu speech in your English class?</i>	2	20%	8	80%	10	100%
<i>3. Do you want to practice more speaking skills with this technique?</i>	10	100%	0	0%	10	100%

Source: Questionnaire applied to tenth graders from Villarreal High School, 2021.



Graph 2 Students' perception about Impromptu speech method.

Analysis

Regarding question #1 about the knowledge of impromptu speech, 2 students answered yes, so 20% of the population know what impromptu speech is, However, 8 students say no, it means that 80% of the students do not know what impromptu speech is. In conclusion, most of the students do not know what impromptu speech is.

About question #2 about the use of impromptu speech in the English class just 2 students answered yes, so 20% of the population know the use of impromptu speech in the English class. However, 8 students say no, it means that 80% of the population do not know the use of this technique in the English class. In conclusion, do not know the use of the technique in the English class.

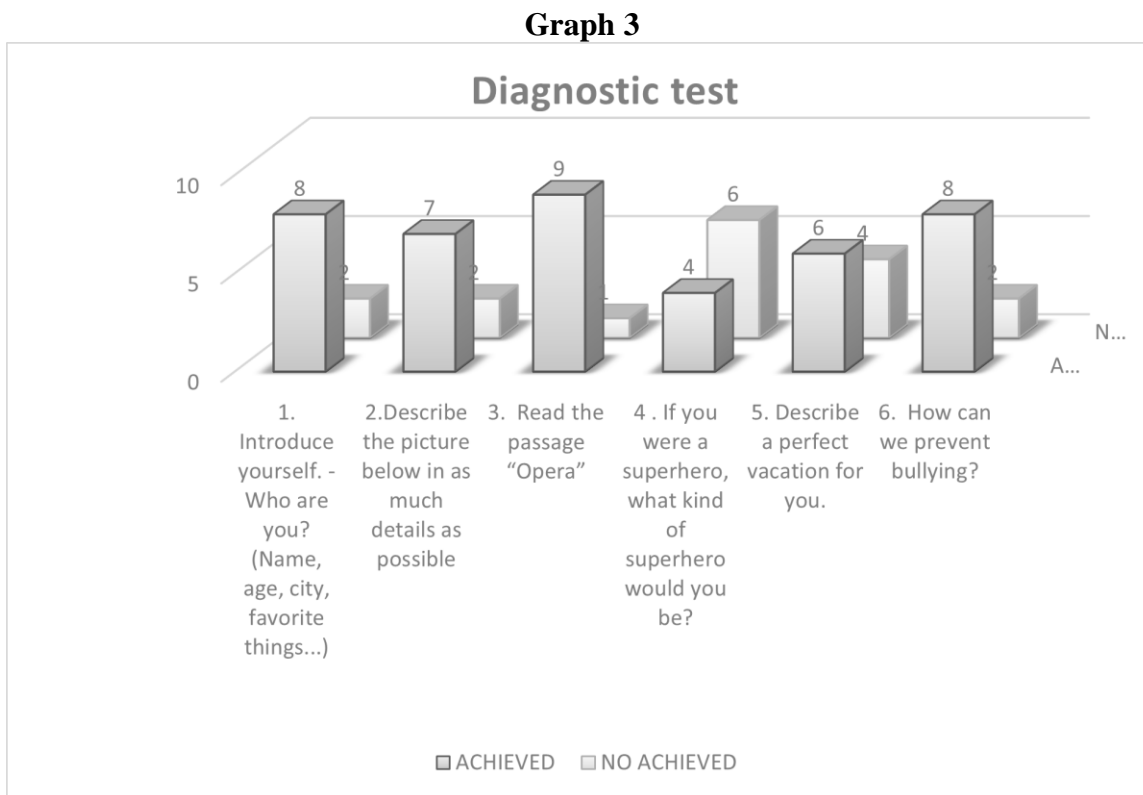
Regarding question # 3 about if they want to practice more speaking skills with this technique 10 students answered yes, so 100% of the population do want to practice more. In conclusion, all the population want to practice more.

Table 3
Diagnostic test

Table 3 Diagnostic test.

	<i>ACHIEVED</i>		<i>NO ACHIEVED</i>		TOTAL
	FA	FR	FA	FR	
<i>1. Introduce yourself. -Who are you? (Name, age, city, favorite things...)</i>	8	80%	2	200%	1000%
<i>2. Describe the picture below in as much details as possible</i>	7	700%	2	200%	1000%
<i>3. Read the passage "Opera"</i>	9	900%	1	100%	1000%
<i>4. If you were a superhero, what kind of superhero would you be?</i>	4	400%	6	600%	1000%
<i>5. Describe a perfect vacation for you.</i>	6	600%	4	400%	1000%
<i>6. How can we prevent bullying?</i>	8	800%	2	200%	1000%

Source: Student's diagnostic test applied to students of Villareal High School



Graph 3 Diagnostic test.

Source: Student's diagnostic test applied to students of Villareal high School

Analysis

Regarding question 1, Introduce yourself. -Who are you? (Name, age, city, favorite things...) 8 students achieved, so 80% of the population answered correctly without many errors while 2 students do not achieve, so 20% of the population answered with errors. In conclusion, most of the population answered correctly.

In question 2, about describing the picture with as much details as possible, just 7 students achieve, so 70% of the population described the picture with as much details as possible. However, 3 students do not achieve, so 30% of the population could not describe the picture with as much details as possible. In conclusion, most of the population could describe the picture with many details.

Regarding question 3, about reading the passage named "Opera", 9 students achieve, so 90% of the population read the passage correctly without mispronounces.

However, 1 student do not achieve, so 10% of the population read the passage with incorrectly. In conclusion, most of the population achieve.

In question 4, about If you were a superhero what kind of superhero would you be? 6 students achieve , so 60% of the population respond correctly to the question while 6 students do not achieve, so 60% of the population could not speak without errors. In conclusion, the majority of the population did not achieve this question.

Regarding question 5, about describing a perfect vacation, just 6 students described it correctly, so 60% of the population achieved while 4 students did not answer correctly and had some errors in their speaking skills, so 40% of the population did not achieve.

In question 6, about How can we prevent bullying? 8 students answer correctly with fluency, so 80% of the population achieve while 2 students did not answer in a perfect way, so 20% of the population did not achieve. In conclusion, most of the population achieve.

Open and ended questions.

Open Questions

Question 1: How do you feel when you speak in front of an audience?

In this question, most of the students answered that they feel: nervous, scared, anxious and insecure

Question 2: Write one suggestion to improve your English class

In this question, the students' responses are summarized as follows:

- a) Practice more speaking with people who know English.
- b) Watch movies and songs only in English and try to understand their meanings.
- c) Develop English classes with different techniques that help improve English..

Source: Student's questionnaire applied to the students of Villareal High School.

Analysis open and ended questions.

Regarding the question #1 about how they feel when they are speaking in front of an audience. Students say that they feel nervous, sometimes they feel unprepared, anxiously, sometimes they feel ready to speak, that they are making mistakes, very nervous, judged, they feel bad and good. So, the researcher can say that students need to practice more their speaking skills also to be prepared to carry out presentations or to have a real conversation.

Regarding the question #2 about write one suggestion to improve the English class, just 4 of 10 students, wrote: with more practice, introducing more games to learn, motivate students and teach with interesting things. So, researcher can say about those suggestions from students that they need to have more practices, implement games to teach students due to the lack of creativity.

3.5 Action Plan

The present project contains seven different planning sessions. The first planning contains the diagnostic test applied to students from Villareal High School. The next six planning are divided in different topics and subtopics about Environment which belong to the tenth-grade program.

Because of the actual pandemic COVID-19 some of the planning were worked synchronously with the participants and other were worked asynchronously.

PLANNINGS

Session # 1

Level: 10th		Unit 4
Domain: Professional	Scenario: Caution: Fragile world. Handle with care	Diagnostic test
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		
Essential Question: Why is it important to focus on sustainable development?		
New Citizenship: What makes something sustainable.		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p style="text-align: center;">Grammar & Sentence Frames</p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable farming is the best decision for our future. – Sustainable farming focuses on raising food that is healthier than the other types. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83% of the expected global population of 8.5 billion will be living in developing countries. <p><u>Modals</u> (Should, must, ought)</p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. 	<p style="text-align: center;">Function</p> <ul style="list-style-type: none"> • Describing experiences and sustainable practices. <p style="text-align: center;">Discourse Markers</p> <p style="text-align: center;"><u>Connecting words expressing:</u> <u>cause and effect, contrast.</u></p> <ul style="list-style-type: none"> • On the other hand, we could take care of the planet. • However, this isn't everybody's business. 	<p style="text-align: center;">Psycho-social</p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices. <p style="text-align: center;">Sociocultural</p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. <p style="text-align: center;">Quotes</p> <p style="text-align: center;"><u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Necessity is the mother of invention. Unknown author. – A little bit of mercy makes the world less cold and more just. Pope Francis

<p><u>Tag questions</u></p> <ul style="list-style-type: none">- People should select energy-efficient cars. Shouldn't they?- We need to reduce our carbon dioxide footprint. Don't we? <p><u>Wh Questions/Yes-no questions</u></p> <ul style="list-style-type: none">- What are some of the sustainability practices you currently use in your house or school? <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;"><u>What makes something sustainable.</u></p> <ul style="list-style-type: none">- Sustainability, environmentally friendly, Eco-friendly, Biodegradable, Carbon footprint, Energy efficient. <p style="text-align: center;">Phonology</p> <ul style="list-style-type: none">- Sounds : /eɪ/, /aɪ/, /aʊ/ and /oʊ/ <p>Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.</p>		1
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Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time
Diagnostic test	Knowing their speaking a reading skills.	<p style="text-align: center;">Diagnostic test</p> <p>Students will record themselves and send the answers via Whatsapp.</p> <p>They will answer the diagnostic test in order to know their speaking skills.</p> <ol style="list-style-type: none"> 1. Introduce yourself. -Who are you? (Name, age, city, favorite things...) 2. Describe the picture below in as much details as possible 	60minutes



3. Read the passage “Opera”

Opera

Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.

3. **If you were a superhero, what kind of superhero would you be?**
4. **Describe a perfect vacation for you.**
5. **How can we prevent bullying?**

Session # 2

Level: 10 th		Unit: 4
Domain: Professional	Scenario: Caution: Fragile world. Handle with care	Diagnostic test
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		
Essential Question: Why is it important to focus on sustainable development?		
New Citizenship: What makes something sustainable.		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p align="center">Grammar & Sentence Frames</p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable farming is the best decision for our future. – Sustainable farming focuses on raising food that is healthier than the other types. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83% of the expected global population of 8.5 billion will be living in developing countries. <p><u>Modals</u> (Should, must, ought)</p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. 	<p align="center">Function</p> <ul style="list-style-type: none"> • Describing experiences and sustainable practices. <p align="center">Discourse Markers <u>Connecting words expressing: cause and effect, contrast.</u></p> <ul style="list-style-type: none"> • On the other hand, we could take care of the planet. • However, this isn't everybody's business. 	<p align="center">Psycho-social</p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices. <p align="center">Sociocultural</p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. <p align="center">Quotes <u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Necessity is the mother of invention. Unknown author. – A little bit of mercy makes the world less cold and more just. Pope Francis

Tag questions

- People should select energy-efficient cars.
Shouldn't they?
- We need to reduce our carbon dioxide footprint.
Don't we?

Wh Questions/Yes-no questions

- What are some of the sustainability practices you currently use in your house or school?




VocabularyWhat makes something sustainable.


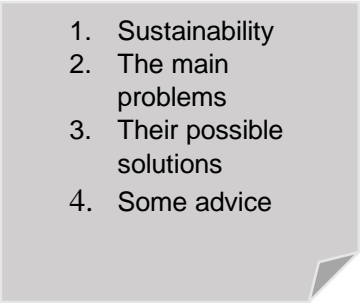
- Sustainability, environmentally friendly, Eco-friendly, Biodegradable, Carbon footprint, Energy efficient.

Phonology

- Sounds : /eɪ/, /aɪ/, /aʊ/ and /oʊ/

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Charades	<p>Objective: Paraphrases the main points of a relatively long discussion using standard English</p> <p>Indicator: Recaps main ideas and important details of a relatively long discussion using standard English.</p> <p>Break the ice with Ss. Make them feel comfortable and get confidence with the researcher.</p>	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Participating: Warm up</p> <p>Learners make groups of five and play charades. The teacher will show pictures related to the environment (<i>garbage, pollution, recycling, water, lights, trees, plastic, floods, deforestation, help, solutions, climate, nature, and planet</i>).</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;">Engaging: Activation of prior knowledge</p> <p>Teacher gives students 10 definitions about environment paste on the board and students have to match the correct one at the end.</p> <p>Environment---An ecosystem (also called as environment) is a natural unit consisting of all plants, animals, and micro-organisms</p>	<p>5 min</p> <p>5 min</p>

<p>Matching word & concept</p>	<p>Give Ss an idea about what the theme is about by activating previous knowledge.</p>	<p>Pollution----Pollution is the introduction of contaminants into the natural environment that cause adverse change Sustainability-- the ability to be maintained at a certain rate or level. Contaminate--the action or state of making or being made impure by polluting or poisoning.</p>  <p style="text-align: center;">Introducing</p> <p>Teacher gives the learners a quiz to answer it individually. Once students finish, they make a circle with the teacher to discuss about the quiz questions:</p> <ul style="list-style-type: none"> ❖ What is the first thing you think of if I say Sustainability and why? ❖ Describe with one word, how do you feel about Climate Change and why? ❖ What do you think are two of the most relevant problems that affect the environment nowadays? ❖ In what ways do you think you help the planet? 	<p>5 min</p>
<p>Short Quiz & roundtable</p>	<p>Measure student's knowledge about the topic.</p> <p>Clarifies the topic</p>	<p style="text-align: center;">Planning</p> <p>Teacher explains the task: You are invited to participate in a TEDTALK where you are going to talk about:</p> 	<p>15 min</p>
<p>Discuss sustainable</p>		<p><i>Students are going to work in groups of four, and they are given a flyer with all the information about it, teachers provide them an organizer to make a good distribution of the ideas.</i></p>	

Diagnostic stage	Get prepared to speak		5 min
	Organize ideas	<p style="text-align: center;">Organizing</p> <p>Individually, students organize their ideas according to their subtopic. Teacher also help students to clear doubts and with new vocabulary.</p>	15 min
	Rehearse speech	<p style="text-align: center;">Rehearsing</p> <p>Students practice their speech orally in order to improve it.</p>	
	Presentation of the TEDTALK.	<p style="text-align: center;">Interacting</p> <p>Students will be divided into groups. Learners will be assigned chunks of sustainability theme for a forum.</p> <ol style="list-style-type: none"> 1. Sustainability 2. The main problems 3. Their possible solutions 4. Some advice 	10 min
Oral performance Impromptu speech			20 min

Session # 3

Level: 10th		Unit: 4
Domain: Professional	Scenario: Caution: Fragile world. Handle with care	Diagnostic test
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		
Essential Question: Why is it important to focus on sustainable development?		
New Citizenship: What makes something sustainable.		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p style="text-align: center;">Grammar & Sentence Frames</p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable farming is the best decision for our future. – Sustainable farming focuses on raising food that is healthier than the other types. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83% of the expected global population of 8.5 billion will be living in developing countries. <p><u>Modals</u> (Should, must, ought)</p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. 	<p style="text-align: center;">Function</p> <ul style="list-style-type: none"> • Describing experiences and sustainable practices. <p style="text-align: center;">Discourse Markers</p> <p style="text-align: center;"><u>Connecting words expressing: cause and effect, contrast.</u></p> <ul style="list-style-type: none"> • On the other hand, we could take care of the planet. • However, this isn’t everybody’s business. 	<p style="text-align: center;">Psycho-social</p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices. <p style="text-align: center;">Sociocultural</p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. . <p style="text-align: center;">Quotes</p> <p style="text-align: center;"><u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Necessity is the mother of invention. Unknown author. – A little bit of mercy makes the world less cold and more just. Pope Francis

Tag questions

- People should select energy-efficient cars.
Shouldn't they?
- We need to reduce our carbon dioxide footprint.
Don't we?

Wh Questions/Yes-no questions

- What are some of the sustainability practices you currently use in your house or school?



VocabularyWhat makes something sustainable.

- Sustainability, environmentally friendly, Eco-friendly, Biodegradable, Carbon footprint, Energy efficient.

Phonology

- Sounds : /eɪ/, /aɪ/, /aʊ/ and /oʊ/

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
<p>Objective: Paraphrases the main points of a relatively long discussion using standard English</p> <p>WHO KNOWS?</p> <p>Talking about consequences of bad practices</p>	<p>Indicator: Recaps main ideas and important details of a relatively long discussion using standard English.</p> <p>Feeling comfortable .</p> <p>Gives idea about what the theme is about.</p> <p>Encourage students to think big</p>	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Participating: Warm up</p> <p>Learners are going to play WHO KNOWS and have to say a negative practice that they know in her community and what would be the solution.</p> <p style="text-align: center;">Engaging: Activation of prior knowledge</p> <p>Teacher shows the students different pictures that show negative practices. Students have to say at least two consequences for each one.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>5 min</p> <p>5 min</p> <p>5 min</p>

<p>Pair work</p> <p>Diagnostic stage</p> <p>Oral performance Impromptu speech</p>	<p>Prepare students to speak</p>	<p>Teacher asks the students to work in pairs and orally answer the following questions: How can our present action affect the future? How something you do today can make the future better? Is it important to protect the earth? If you say yes, why?</p>	<p>5 min</p> <p>15 min</p>
	<p>Organization of ideas Think big</p> <p>Rehearse their answers</p> <p>Encourage students to speak in the target language</p>	<p>Planning</p> <p>Teacher asks the students to work individually. Each student is going to choose a sustainable problem faced in their community, choose a category, thinking big of a solution.</p> <p>Organizing</p> <p>Using a graphic organizer, students work on their ideas. They have to distribute the information as it follows:</p> <p>Rehearsing</p> <p>Students rehearse their answers to improve pronunciation, vocabulary, and fluency, with the help of the teacher.</p> <p>Interaction</p> <p>Students will be individually. They are going to attend a Speech where they will talk about a problem that is currently affecting their community and what is their plan to solve it.</p> <div data-bbox="856 1040 1444 1235" style="text-align: center;"> <pre> graph LR A[Explaining the problem and the category] --> B[Solutions] B --> C[What is your action plan?] </pre> </div>	

Session # 4

Level: 10 th		Unit: 4
Domain: Professional	Scenario: Caution: Fragile world. Handle with care	Diagnostic test
<p>Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.</p> <p>Essential Question: Why is it important to focus on sustainable development?</p> <p>New Citizenship: Products and practices in Costa Rica.</p>		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frames</p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable farming is the best decision for our future. – Sustainable farming focuses on raising food that is healthier than the other types. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83% of the expected global population of 8.5 billion will be living in developing countries. <p><u>Modals</u> (Should, must, ought)</p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. 	<p>Function</p> <ul style="list-style-type: none"> • Expressing opinions about products and practices in Costa Rica. <p>Discourse Markers <u>Connecting words expressing: cause and effect, contrast.</u></p> <ul style="list-style-type: none"> • On the other hand, we could take care of the planet. • However, this isn’t everybody’s business. 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices. <p>Sociocultural</p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. <p>Quotes <u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Necessity is the mother of invention. Unknown author. – A little bit of mercy makes the world less cold and more just. Pope Francis

Tag questions

- People should select energy-efficient cars.
Shouldn't they?
- We need to reduce our carbon dioxide footprint.
Don't we?

Wh Questions/Yes-no questions

- What are some of the sustainability practices you currently use in your house or school?

VocabularyProducts and practices in Costa Rica.

- Blue flag, Ecoins, sustainable tourism, environmentally friendly, biodiversity, commitment, renewable, resources, sources, Earth Day.

Phonology

- Falling and rising intonation in wh and yes/no questions.

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Hot potato	Objective: Starts maintains and closes a conversational exchange with a peer in the classroom. Indicator: face-to-face conversation going about sustainability.	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p>	5 min
	Break the ice with Ss. Make them feel comfortable and get confidence with the researcher.	<p style="text-align: center;">Participating: Warm up</p> <p>Learners make a circle and play toss the ball. The teacher will ask different question to the students with the ball on his/her hands.</p> <p style="text-align: center;">Questions</p> <ol style="list-style-type: none"> 1. What is sustainability? 2. How would you define sustainability? 3. How do you know if something is sustainable? 4. Which of the practices previously presented can be considered sustainable practices? 5. Do you know what eco-friendly mean? 6. What advice would you give to a person who always asks for plastic bags at the supermarket? 	5 min
	Verify if students understand the concept "sustainable practices"	<p>Engaging: Activation of prior knowledge As a brainstorming teacher ask students</p>	5 min

Round table (Discussion of the video)	Clarification of the topics	<p>What Sustainable or good practices are implemented in your house, school, or community? Each student is going to say at least one sustainable practice.</p>	5 min
		<p style="text-align: center;">Introducing</p> <p>Teacher gives the students a video about sustainable practices https://youtu.be/SS5ov8CCgDc</p>	
		<p>Video Script</p> <p>What is sustainability?</p> <p>The United Nations says that sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their own needs. In other words, sustainability means maintaining the world we live in. To achieve this goal, we must act responsibly. We shouldn't use up all the resources on the planet that future generations will also need. There are not enough resources to support the world's population. The resources available are limited, and these are exploited every day to construct buildings, to produce vehicles, to develop technology, in general terms, it is used to create pretty much everything.</p> <p>Sustainability means that we should maintain these resources so that they last a very long time or even forever. Remember that our actions have a deep impact on the environment, and we need to protect it because future generations will depend on it.</p> <p>According to mocomi.com, if you want to know if what you do is sustainable, you should ask yourself if you can do it forever. For example, whenever you use something made of plastic such as bags, bottles and containers, you should ask yourself the question: Can I do this forever? The answer is no because plastic takes millions of years to decompose and it takes up a lot of space on earth. The accumulation of plastic harms the environment and it also affects both people's and animals' health. The consumption of plastic is unsustainable and we should protect our environment from its harms.</p>	15 min
		<p>What actions can actually contribute to sustainability?</p> <p>You should avoid the use of plastic bags. Fix broken items instead of throwing them away. Recycle, reduce and reuse. Be a conscious consumer. Before you buy something, ask yourself the question: Do I need it, or do I want it? These are just some examples of sustainable actions. Remember that what you do can affect others, so act locally and think globally. Sustainability starts with you.</p>	5 min
			15 min
			5 min

Session # 5

Level: 10 th		Unit: 4
Domain: Professional	Scenario: Caution: Fragile world. Handle with care	Diagnostic test
<p>Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.</p> <p>Essential Question: Why is it important to focus on sustainable development?</p> <p>New Citizenship: Products and practices in Costa Rica.</p>		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frames</p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable farming is the best decision for our future. – Sustainable farming focuses on raising food that is healthier than the other types. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83% of the expected global population of 8.5 billion will be living in developing countries. <p><u>Modals</u> (Should, must, ought)</p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. 	<p>Function</p> <ul style="list-style-type: none"> • Expressing opinions about products and practices in Costa Rica. <p>Discourse Markers</p> <p><u>Connecting words expressing: cause and effect, contrast.</u></p> <ul style="list-style-type: none"> • On the other hand, we could take care of the planet. • However, this isn’t everybody’s business. 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices. <p>Sociocultural</p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. <p>Quotes</p> <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Necessity is the mother of invention. Unknown author. – A little bit of mercy makes the world less cold and more just. Pope Francis

Tag questions

- People should select energy-efficient cars.
Shouldn't they?
- We need to reduce our carbon dioxide footprint.
Don't we?

Wh Questions/Yes-no questions

- What are some of the sustainability practices you currently use in your house or school?


VocabularyProducts and practices in Costa Rica.


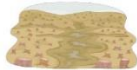







- Blue flag, Ecoins, sustainable tourism, environmentally friendly, biodiversity, commitment, renewable, resources, sources, Earth Day.

Phonology

- Falling and rising intonation in wh and yes/no questions.

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Objective: find out oral performance Say something	Indicator: Keeps a face-to-face conversation going about sustainability.	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Participating: Warm up</p> <p>Teacher assigned one topic or subtopic to each student; they have to say a short definition.</p> <p style="text-align: center;"><u>Topics and subtopics</u></p> <ul style="list-style-type: none"> • Greenhouse effect • Global warming • Environment • Cloth bags 	5 min
Giving opinions Brainstorm	activating previous knowledge.	<p>Engaging: Activation of prior knowledge</p> <p>Teacher shows students a picture and ask them, what can you see?</p> 	5 min

<p>Diagnostic stage</p>	<p>Understanding the topic</p>	<ul style="list-style-type: none"> • How can we prevent this? • Think about solution • What problem can you see? 	<p>10 min</p>
	<p>Explanation of the task</p>	<p style="text-align: center;">Introducing</p> <p>Teacher gives the students handouts to be completed in pairs.</p>	
	<p>Organization of ideas</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>1 Problem Cause Effect Solution</p> </div> <div style="text-align: center;">  <p>2 Problem Cause Effect Solution</p> </div> </div>	
	<p>Rehearse of speech</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>3 Problem Cause Effect Solution</p> </div> <div style="text-align: center;">  <p>4 Problem Cause Effect Solution</p> </div> </div>	<p>20 min</p>
		<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>5 Problem Cause Effect Solution</p> </div> <div style="text-align: center;">  <p>6 Problem Cause Effect Solution</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>7 Problem Cause Effect Solution</p> </div> <div style="text-align: center;">  <p>8 Problem Cause Effect Solution</p> </div> </div> <p style="text-align: center; margin-top: 20px;"></p>	<p>2 min</p> <p>10 min</p> <p>5 min</p>

<p>Oral performance (Jigsaw strategy) “Documentary film”</p>		<p>The teacher gives the students an article to read “Environmental issues in Costa Rica”. Students are going to be divided in three groups. Each group will be assigned a paragraph of the article. Groups have to understand the information so that they can explain it later to their peers.</p> <p style="text-align: center;">Planning</p> <p>Teacher explains the students that they have to work in groups of three. They are reporters from USA and came to CR to make a documentary film about different environmental issues in Costa Rica.</p> <p style="text-align: center;">Organizing</p> <p>Teacher asks the students to make a mind map in order to organize their ideas. They are going to use information previous given by the teacher but can add more from other sources.</p> <p style="text-align: center;">Rehearsing</p> <p>Students rehearse what they are going to report in the film.</p> <p style="text-align: center;">Interaction</p> <p>Students will be divided into groups. According to the reading “Environmental issues in Costa Rica” Learners will be assigned the following subtopics</p> <ol style="list-style-type: none"> 1. Environmental pollution (paragraph 1) 2. Air quality (paragraph 2) 3. Production and distribution of products (paragraph 3) <p><i>Students will be individually assessed by means of a rubric.</i></p>	<p>18 min</p>
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Materials for session 5

Environmental issues in Costa Rica

Environmental pollution is nothing more than an evil derived from the unconsciousness and irresponsibility of people, thus causing damage in many cases irreparable to the environment. Today, environmental pollution represents a threat to humanity.

Costa Rica is a country with a beautiful and wonderful ecology, however, it does not escape the serious damage caused by the environmental problems that affect all that natural wealth, with the rivers being the most affected, derived from the agrochemical products of the industries, overfishing, air pollution caused by carbon dioxide emissions, decreased reforestation and an uncontrolled real estate expansion.

The origin of many diseases that affect the population today is caused by pollution, and although we are often aware of the great damage caused to the environment, we turn a blind eye to this sad reality.

Costa Rica was recently chosen as the most beautiful country in the world and, although the country maintains 25% of its territory under protected status, it loses more and more biological resources, due mainly to climate change, pollution and lack of awareness.

The "Peace with nature" policy has not been enough to curb the harmful impact on the environment of our country. It is necessary that from the government entities, through publicity campaigns for awareness on the negative impacts caused by environmental pollution, further intensification of environmental education in schools, the creation of incentive programs for companies to do more and also effective environmental protection policies.

Session # 6

Level: 10th		Unit: 4
Domain: Professional	Scenario: Caution: Fragile world. Handle with care	Diagnostic test
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		
Essential Question: Why is it important to focus on sustainable development?		
New Citizenship: Am I Environmentally friendly?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p style="text-align: center;">Grammar & Sentence Frames</p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable farming is the best decision for our future. – Sustainable farming focuses on raising food that is healthier than the other types. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83% of the expected global population of 8.5 billion will be living in developing countries. <p><u>Modals</u> (Should, must, ought)</p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. 	<p style="text-align: center;">Function</p> <ul style="list-style-type: none"> • Expressing my own commitment towards sustainable practices. <p style="text-align: center;">Discourse Markers <u>Initiating and closing a conversation</u></p> <p>Initiating</p> <ul style="list-style-type: none"> • Can I talk to you for a minute? <p>Managing interaction interrupting</p> <ul style="list-style-type: none"> • Sorry to interrupt you but... <p>Closing</p> <ul style="list-style-type: none"> • It’s been nice talking to you. See you later! 	<p style="text-align: center;">Psycho-social</p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices. <p style="text-align: center;">Sociocultural</p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. <p style="text-align: center;">Quotes <u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Necessity is the mother of invention. Unknown author. – A little bit of mercy makes the world less cold and more just. Pope Francis

Tag questions

- People should select energy-efficient cars.
Shouldn't they?
- We need to reduce our carbon dioxide footprint.
Don't we?

Wh Questions/Yes-no questions

- What are some of the sustainability practices you currently use in your house or school?




VocabularyAm I Environmentally friendly?













- User-friendly, environment-friendly, ecofriendly alternatives, committed to green choices, going green

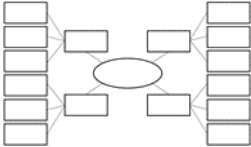
Phonology

- Review initial /ʃ/ / /tʃ/ sounds should/chew
shop/chop chip/ship cheap/sheep
chore/shore share/chair she's/cheese

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
<p>Objective: Explains and justifies points of view briefly about the topic.</p> <p>Giving opinions</p>	<p>Indicator: Expresses ideas to explain points of view briefly about products and practices in Costa Rica.</p> <p>Break the ice with Ss. Make them feel comfortable and get confidence with the researcher.</p>	<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p>Participating: Warm up</p> <p>Teacher shows the students different pictures and ask for their opinions.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Engaging: Activation of prior knowledge</p> <p>Teacher asks students: Do you consider yourself environmentally friendly? Think about a negative sustainable practice you are currently doing. How can you make a difference in the world?</p>	<p>5 min</p> <p>5 min</p> <p>5 min</p>
<p>Individual work</p>	<p>Raise awareness among students</p>		

<p>Pair work</p>	<p>Give Ss an idea about what the theme is about by activating previous knowledge.</p>	<p style="text-align: center;">Introducing</p> <p>Teacher gives the students a chart to be completed.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="575 302 953 435" style="text-align: center;"></td> <td data-bbox="953 302 1140 435" style="text-align: center;">Positive</td> <td data-bbox="1140 302 1327 435" style="text-align: center;">Negative</td> <td data-bbox="1327 302 1705 435" style="text-align: center;">Why?</td> </tr> <tr> <td data-bbox="575 435 953 570" style="text-align: center;"></td> <td data-bbox="953 435 1140 570" style="text-align: center;">Positive</td> <td data-bbox="1140 435 1327 570" style="text-align: center;">Negative</td> <td data-bbox="1327 435 1705 570" style="text-align: center;">Why?</td> </tr> <tr> <td data-bbox="575 570 953 711" style="text-align: center;"></td> <td data-bbox="953 570 1140 711" style="text-align: center;">Positive</td> <td data-bbox="1140 570 1327 711" style="text-align: center;">Negative</td> <td data-bbox="1327 570 1705 711" style="text-align: center;">Why?</td> </tr> <tr> <td data-bbox="575 711 953 868" style="text-align: center;"></td> <td data-bbox="953 711 1140 868" style="text-align: center;">Positive</td> <td data-bbox="1140 711 1327 868" style="text-align: center;">Negative</td> <td data-bbox="1327 711 1705 868" style="text-align: center;">Why?</td> </tr> </table>		Positive	Negative	Why?		Positive	Negative	Why?		Positive	Negative	Why?		Positive	Negative	Why?	<p>10 min</p>
	Positive	Negative	Why?																
	Positive	Negative	Why?																
	Positive	Negative	Why?																
	Positive	Negative	Why?																
<p>Introducing vocabulary</p>	<p>Show students words from the video they are going to watch.</p>	<p>Teacher gives the students a list with words they will hear in a video. Vocabulary: Challenges, global warming, fossil fuels, atmosphere, heat, greenhouse effect, melt, rising, landfills, disposable, waste.</p>	<p>5 min</p>																
<p>Video</p>	<p>Show students current problems that affect the environment and its solutions.</p>	<p>Teacher projects a video "The environment". https://youtu.be/Oa7ntoCf8yU</p>	<p>5 min</p>																

Diagnostic stage	Explanation of the task	<p style="text-align: center;">Planning</p> <p>Teacher explains the students that they are going to work in groups of three. They are going to choose one of the threats mentioned in the video to work on it.</p>	5 min
	Organization of the information	<p style="text-align: center;">Organizing</p> <p>Students are going to use a graphic organizer to make a correct distribution of the information.</p> <ul style="list-style-type: none"> ❖ Threat that is currently affecting the environment (1) ❖ Causes (1) ❖ How does it affect the environment? (2) ❖ Solutions to that threat (3) 	10 min
Oral performance (Jigsaw strategy) "Round table"	Rehearse of the speech	<p style="text-align: center;">Rehearsing</p> <p>Students rehearse what they are going to say in order to improve their oral performance.</p>	10 min
	Make the students produce in English.	<p style="text-align: center;">Interaction</p> <p>Using the information from the graphic organizers, students are going to prepare a round table to present their information.</p> <p style="text-align: center;"><u>Home groups</u></p> <ol style="list-style-type: none"> 1. A threat and its causes 2. How does that threat affect the environment? 3. Solutions to that threat 	15 min

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Session # 7

Level: 10 th		Unit: 4
Domain: Professional	Scenario: Caution: Fragile world. Handle with care	Diagnostic test
<p>Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.</p> <p>Essential Question: Why is it important to focus on sustainable development?</p> <p>New Citizenship: Am I Environmentally friendly?</p>		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frames</p> <p><u>Comparative/Superlative</u></p> <ul style="list-style-type: none"> – Sustainable farming is the best decision for our future. – Sustainable farming focuses on raising food that is healthier than the other types. <p><u>Future continuous</u></p> <ul style="list-style-type: none"> – By the year 2025, 83% of the expected global population of 8.5 billion will be living in developing countries. <p><u>Modals</u> (Should, must, ought)</p> <ul style="list-style-type: none"> – People should protect the environment. It makes good sense. 	<p>Function</p> <ul style="list-style-type: none"> • Expressing my own commitment towards sustainable practices. <p>Discourse Markers <u>Initiating and closing a conversation</u></p> <p>Initiating</p> <ul style="list-style-type: none"> • Can I talk to you for a minute? <p>Managing interaction interrupting</p> <ul style="list-style-type: none"> • Sorry to interrupt you but... <p>Closing</p> <ul style="list-style-type: none"> • It’s been nice talking to you. See you later! 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Willingness to put into practice sustainable practices. <p>Sociocultural</p> <ul style="list-style-type: none"> – Practicing a responsible consumption of goods. <p>Quotes <u>Social Language Samples</u></p> <ul style="list-style-type: none"> – Necessity is the mother of invention. Unknown author. – A little bit of mercy makes the world less cold and more just. Pope Francis

Tag questions

- People should select energy-efficient cars.
Shouldn't they?
- We need to reduce our carbon dioxide footprint.
Don't we?

Wh Questions/Yes-no questions

- What are some of the sustainability practices you currently use in your house or school?

VocabularyAm I Environmentally friendly?






- User-friendly, environment-friendly, ecofriendly alternatives, committed to green choices, going green

Phonology

- Review initial /ʃ/ / /tʃ/ sounds should/chew
shop/chop chip/ship cheap/sheep
chore/shore share/chair she's/cheese

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)					
Riddles	Objective: Explains and justifies points of view briefly about the topic. Indicator: Expresses ideas to explain points of view briefly about products and practices in Costa Rica.	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p>	5 min					
	Break the ice with Ss. Make them feel comfortable and get confidence with the researcher.	<p style="text-align: center;">Participating: Warm up</p> <p>Teacher divides the class into two groups. They have to guess as many riddles as they can. The group, who obtains more correct answers, wins.</p> <table border="1" data-bbox="625 959 1787 1320" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td data-bbox="625 959 1010 1125"> I touch your face, I'm in your words, I'm lack of space and beloved by birds. A/ The air </td> <td data-bbox="1010 959 1394 1125"> What has a mouth but cannot chew? A/ The river </td> <td data-bbox="1394 959 1787 1125"> When I eat, I live; but when I drink, I die. What am I? A/ Fire </td> </tr> <tr> <td data-bbox="625 1125 1010 1320"> It has no side panels, but flies. It has no eyes, but tears pour. A/ The clouds </td> <td data-bbox="1010 1125 1394 1320"> Can run but never walks, has a mouth, and never talks. A/ The river </td> <td data-bbox="1394 1125 1787 1320"> Which animals can jump higher than a tree? A/ All of them. Trees can't jump. </td> </tr> </tbody> </table>	I touch your face, I'm in your words, I'm lack of space and beloved by birds. A/ The air	What has a mouth but cannot chew? A/ The river	When I eat, I live; but when I drink, I die. What am I? A/ Fire	It has no side panels, but flies. It has no eyes, but tears pour. A/ The clouds	Can run but never walks, has a mouth, and never talks. A/ The river	Which animals can jump higher than a tree? A/ All of them. Trees can't jump.
I touch your face, I'm in your words, I'm lack of space and beloved by birds. A/ The air	What has a mouth but cannot chew? A/ The river	When I eat, I live; but when I drink, I die. What am I? A/ Fire						
It has no side panels, but flies. It has no eyes, but tears pour. A/ The clouds	Can run but never walks, has a mouth, and never talks. A/ The river	Which animals can jump higher than a tree? A/ All of them. Trees can't jump.						

Individual work	Give Ss an idea about what the theme is about by activating previous knowledge.	<p style="text-align: center;">Engaging: Activation of prior knowledge</p> <p>Teacher shows the students pictures about Eco-friendly products and ask them What do they think about them? Do they really make a positive impact on the planet, why?</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	5 min
Pair work	Encourage students' awareness	<p style="text-align: center;">Introducing</p> <p>Teacher gives the students an article about “Eco-friendly products”. Using a mind map, students are going to extract the following information. They have to fill it out with their own words.</p> <ul style="list-style-type: none"> ➤ Concept of Eco-friendly products. ➤ Requirements for a product to be Eco-friendly ➤ Why is it important to start to replace our regular products for those Eco-friendly ones? <div style="text-align: center; margin-top: 20px;">  </div>	15 min

	Gives Ss the opportunity to express about the future	Teacher makes a brainstorming with the students. Teacher asks the students, <ul style="list-style-type: none"> ✚ How do you see yourself in 10 years? ✚ How do you imagine our planet? Teacher gives an example: I will be growing my own vegetables.	5 min
Brainstorming	Explain the students the task	Planning Teacher explains the students that they have to work in groups of three. They have to prepare their script because they are going to "present the news". Students are going to talk about the impact of using Eco-friendly products.	5 min
Diagnostic stage	Organization of the information	Organizing Students are going to use information from the article previously studied. They have to deal with the concept of Eco-friendly products, requirements for being one and their impact on the environment.	15 min
	Improvement of their oral skill	Rehearsing Students are going to rehearse their part of the article in order to make an excellent performance when presenting the news.	5 min
	Produce in the target language	Interacting Using the information from the graphic organizers, students are going to "present the news" about the impact of using Eco-friendly products. Home groups <ul style="list-style-type: none"> ✚ Concept of Eco-friendly products ✚ Requirements for a product to be Eco-friendly ✚ The impact on the environment when using these products 	20 min
Oral performance (Jigsaw strategy) "Present the news"			

Materials for session 7

Eco-friendly products

Eco-friendly literally means earth-friendly or not harmful to the environment. This term most commonly refers to products that contribute to green living or practices that help conserve resources like water and energy. Eco-friendly products also prevent contributions to air, water and land pollution. You can engage in eco-friendly habits or practices by being more conscious of how you use resources.

Product qualifications

Making a truly eco-friendly product keeps both environmental and human safety in mind. At a minimum, the product is non-toxic. Other eco-friendly attributes include the use of sustainably grown or raised ingredients, produced in ways that do not deplete the ecosystem. Organic ingredients or materials are grown without toxic pesticides or herbicides. Products with "made from recycled materials"

contain glass, wood, metal or plastic reclaimed from waste products and made into something new. Biodegradable products break down through natural decomposition, which is less taxing on landfills and the ecosystem as a whole.

Practice examples

You can develop eco-friendly habits to help you use less and make the most of what you have. Turn off lights in empty rooms and use a programmable thermostat so you're only heating or cooling your home when it's occupied. Businesses can also institute such practices, in addition to bigger initiatives, such as company-wide recycling programs to conserve natural resources and telecommuting for employees, which decreases air pollution and fuel consumption by eliminating daily travel to work.

CHAPTER 4 FINDINGS

4.1. Data analysis and interpretation

Several researchers argue that the use of different strategies can be facilitated and contribute to the learning process as Rubin (1987) states, learning strategies are "strategies that contribute to the development of the language system that the learner constructs and directly affect learning". (p.X) The use of this project will affect positively students in their speaking skills with the use of Impromptu speech method and their strategies to instruct students.

At the same way in previous chapters Rebecca Oxford makes a definition about learning with variety of strategies, according to Rebecca the strategies of learning a language are "... specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing their foreign language skills." (Oxford 1990, p. 18). The subjects under this study will reflect their previous knowledge using Impromptu speech method. Using TEDTALKS, home groups, discussions, presentations.

Years ago, learning a new language was based on memorizing and repetitions of words as the passage on Educat says "Language teaching was once a matter of memorizing and repeating, a boring and unstimulating process for students. The 20th century, however, saw an explosion of new methodologies that focused on the most creative and engaging approaches. By learning about these techniques, ESL teachers can select the most effective method for their students." (Educat, 2019) As previous chapter this Impromptu speech method is not about repeat and saying the words, so based on plannings on chapter three students learned Environmental problems, solutions, vocabulary and then they exposed on TEDTALKS or discussion without much research or memorizing words.

Next, the fourth chapter of the research project will be presented, which consists of a presentation of the instruments used to collect information about the study; as well as the analysis and interpretation of the information provided by each of the ten study subjects

chosen for the sample.

The questionnaire used for the initial assessment of the students will be taught in the first instance; as well as the graphic analysis of the results obtained in it. Then the diagnosis that was applied to the students and the corresponding graphs will be shown.

Finally, the post test and the results obtained will be presented.

All this information is important to validate the research study and make the pertinent recommendations and conclusions. The project was conducted at the Liceo de Villareal in Guanacaste.

4.2. Questionnaire.

The questions posed in the questionnaire respond to the objectives and variables proposed in previous chapters of the study and whose purpose is to provide valuable information that indicates the basic knowledge of the tenth-year students of the Liceo de Villareal in terms of the impromptu technique as an ability to effective communication in English.

4.2.1. Variable 1: speaking skills.

- a) Question 1: Do you speak English?
- b) Question 2: Do you feel confident speaking in English?
- c) Question 3: Have you ever used the impromptu technique?
- d) Question 4: Does your teacher use different English-speaking skills techniques?
- e) Question 5: Are you motivated to speak English in front of an audience?

4.2.2. Variable 2: Impromptu speech method.

- a) Question 1: Do you know what the impromptu speaking method is?
- b) Question 2: Has your teacher used the impromptu method?
- c) Question 3: Do you want to practice more speaking skills with this technique

4.3. General analysis of the answers given by the interviewees to each question in the questionnaire.

The questions were given to each participant of the sample in ideal conditions for the application of this. The instructions were read and explained to them, adequate time was given, and each participant responded individually. The answers given are summarized as follows:

4.3.1. Variable 1: speaking skills.

- a) Question 1: Do you speak English?
In this question, most of the interviewees answered negatively.
- b) Question 2: Do you feel confident speaking in English?
For this question, most of the interviewees answered negatively.
- c) Question 3: Have you ever used the impromptu technique?
Almost all of the interviewees claim not to have heard of the technique under study.
- d) Question 4: Does your teacher use different English-speaking skills techniques?
In this question only three students indicate that the teacher uses different techniques to speak in English.
- e) Question 5: Are you motivated to speak English in front of an audience?

The answers to this question, almost entirely, indicate that students are not motivated to speak English in front of an audience.

4.2.2. Variable 2: Impromptu speech method.

a) Question 1: Do you know what the impromptu speaking method is?

In this question, practically all of the interviewees assure that they do not know the method under study.

b) Question 2: Has your teacher used the impromptu method?

Most of the interviewees affirm that teachers have never used the impromptu technique.

c) Question 3: Do you want to practice more speaking skills with this technique?

In this question, most of the students consider that they want to practice more skills to speak with the impromptu technique.

4.4. Analysis and interpretation of results

4.4.1. Graphic data of the instrument: Questionnaire

It is particularly important to show the data obtained in the questions of the questionnaire applied to the ten tenth-year students of the Liceo de Villareal who participated in the sample.

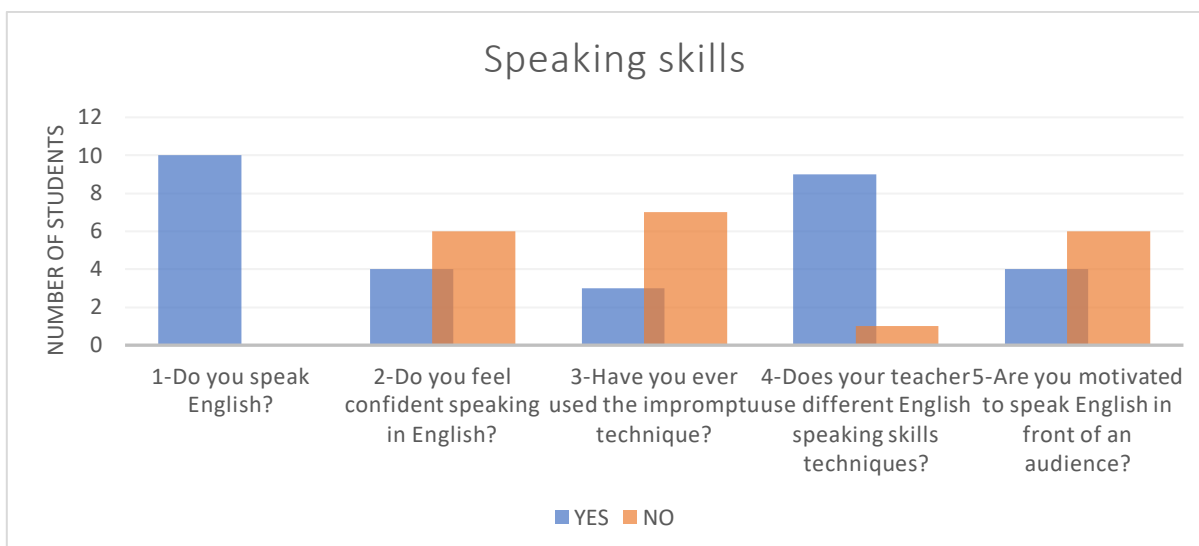
In this way, the information shown in the graphs will serve as input to validate the research project and respond to the objectives and variables raised.

Table 1: Variable 1 Speaking Skill

Speaking skill	YES		NO		TOTAL	
	FA	FR	FA	FR	FA	FR
6. Do you speak in English?	10	100%	0	0%	10	100%
7. Do you feel confident speaking English?	4	40%	6	60%	10	100%
8. Have you ever used impromptu speech?	3	30%	7	70%	10	100%
9. Does your teacher use different speaking skills techniques in the class?	9	90%	1	10%	10	100%
10. Do you feel motivated to speak in front of an audience?	4	40%	6	60%	10	100%

Source: questionnaire applied to tenth-year students of the Liceo de Villareal.

Graph 1: Variable 1: Speaking skills



Source: table 1.

According to the information in the table and graph number one.

In the first question, 100% of the subjects chosen for the research say that they do speak English.

In relation to the information provided in table and graphs number one in question 2, it is stated that most of the surveyed population does not consider themselves to have abilities to speak English.

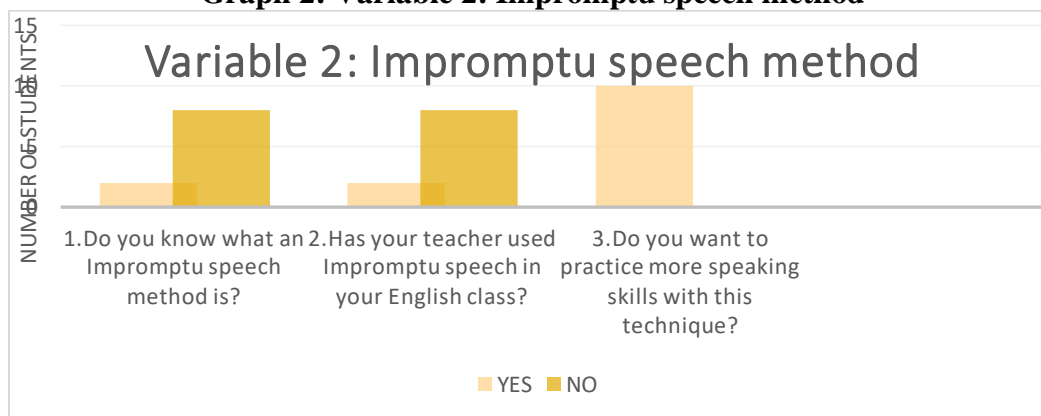
In relation to question 3, a significant percentage has never used impromptu method in English classes.

Based on question number 4 on table and graph number one, it is observed that 90% of the interviewees consider that teachers do use various techniques to improve speaking skills in English class.

Table 2: Variable 2 Impromptu speech method

Impromptu speech method	YES		NO		TOTAL	
	FA	FR	FA	FR	FA	FR
4. Do you know what an Impromptu speech method is?	2	20%	8	80%	10	100%
5. Has your teacher used Impromptu speech in your English class?	2	20%	8	80%	10	100%
6. Do you want to practice more speaking skills with this technique?	10	10%	0	0%	10	100%

Source: questionnaire applied to tenth-year students of the Liceo de Villareal

Graph 2: Variable 2: Impromptu speech method**Source Table 2. Analysis**

In relation to the information provided in table and graphs number two, it is stated that most of the surveyed population does not know what impromptu method is.

In question 2, it is observed that most students affirm that teachers have never used the impromptu method in English classes.

According to question number 3 in graph and table number two, it is observed that most of the students say that they want to improve their English skills using the impromptu technique.

4.4.2. Analysis of part II of the questionnaire: open questions**4.4.2.1. Question: How do you feel when you speak in front of an audience?**

In this question, most of the students answered that they feel: nervous, scared, anxious and insecure.

4.4.2.2. Question: Write three suggestions to improve your English in class.

In this question, the students' responses are summarized as follows:

- Practice more speaking with people who know English.
- Watch movies and songs only in English and try to understand their meanings.
- Develop English classes with different techniques that help improve English.

4.5. Analysis of information obtained in diagnosis

The students made a diagnosis that sought to identify strong and weak areas in terms of knowledge of English. It was conducted in suitable conditions of space, time, and environment to avoid biases in the answers given. The results obtained by the study subjects are displayed in the following table.

	Make a personal presentation	Describe the following image with	Oral Reading	Question: if you were a superhero,	Question: describe a perfect vacation.	Question: how can we prevent bullying?
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		as much detail as possible		what would you be?		
Subject 1	He mentioned the name correctly.	He mentioned the names of some objects.	Read with pronunciation errors.	Superman	On the beach	Reporting
Subject 2	He mentioned the name and age correctly.	He mentioned the names of some objects.	Read with pronunciation errors.	Batman	In an all-inclusive hotel	Helping others who suffer
Subject 3	Mentioned name, age, and address with pronunciation errors	He mentioned the names of some objects.	Read with pronunciation errors.	Spiderman	In the mountain	Prevention campaigns
Subject 4	He mentioned the name.	He mentioned the name of an object.	Read with pronunciation errors.	Superman	In the mountain	Talking to teachers
Subject 5	He made a smooth presentation.	Correctly described the image.	He read the text fluently.	Wonder Woman	On the beach	Talking to the family of the victims
Subject 6	Mentioned name and age with pronunciation errors.	He mentioned the names of some objects.	Read with pronunciation errors.	Superman	Traveling to another country	Reporting
Subject 7	He mentioned the name, age, address, and telephone number.	He mentioned the names of some objects.	Read with pronunciation errors.	Capitán Marvel	Traveling to another country	Talking to the family of the victims
Subject 8	She mentioned various personal data correctly although a	He mentioned the names of some objects.	Read with pronunciation errors.	Ironman	On the beach	Preventing someone from doing it

	little slow.					
Subject 9	Did not make the presentation.	Mention only the name of an object.	He read very little.	Superman	With family on the beach	Ayudando a los que lo reciben
Subject 10	He mentioned his name, age, address, and telephone number correctly.	He mentioned the name of some objects.	Read with pronunciation errors.	Flash	In the mountain	Denunciando a los padres

In general, the information given in the diagnosis applied to students indicates that the vast majority present few difficulties in fluency, comprehension, and expression in English.

4.6. Post test analysis

Next, the questions applied to the students in the post test and the answers given by them will be presented.

4.6.1. Question 1: Explain in your own words what is environment?

Nine of the ten students surveyed answered the question correctly and fluently. No pronunciation errors.

4.6.2. Question 2: how do you define sustainability?

Seven of the ten students surveyed answered with correct data their idea of the concept of sustainability.

4.6.3. Question 3: Talk for 3 minutes about an eco-friendly activity.

Site of the ten students interviewed answered correctly in the established time, about an eco-friendly activity.

4.6.4. Question 4: What do you see in the image? What is the problem?

What can be the solution?

Eight of the ten students interviewed answered the questions with an extended conversation about the problem seen in the image and provided viable solutions.

CHAPTER

5

Reflections

5.1 Reflections

Learning a second language is a big challenge for those who are in the learning process additionally It could be a few opportunities to develop and improve outside of the classroom some skills and for those who are learning by themselves too. In Costa Rica, people can learn a second language, as it is the case of English language which is a subject taught since the Kinder Garden to University. During Their years of study, they work to develop their skills in reading, listening writing and speaking. In addition, the research found in this action research some aspect about the speaking skills in the 10th grader students from Villarreal High School with the use of Impromptu Speech Technique:

- During this project students could develop their abilities to express themselves in a correct way.
- The use of the method reinforces the communication skills through practices, strategies and dealing with real life situations so they can be motivated too.
- having implemented TED TALKS in the class was a clever idea for students to improve not only their speaking skills but also their listening skills.
- This project motivated students with different learning styles.
- Students felt encouraged to speak.
- One important fact is that students activated knowledge and thinking quickly in each session.
- Provides self-confidence.
- It empowers learners.

Additionally, research also showed the importance of this technique because of the lack of confidence and students did not unfold until this technique were implemented.

The use of communication and strategies played a significant role in their language learning because it improved their learning and performance. Learners understood the importance of use the English language in the country, so they got more motivated and showed more interest in practicing.

Some of the learners have a high level in English language, the use of this technique reinforced those skills including those learners with low levels of performance.

Research also found importance of the use of TEDTALKS and real discussion with real situations as a resource to have additional practices.

5.2 Plan for further action

Research found at the beginning of this project some students were shy to speak. There were a few talkative learners, and that was the perfect pillar to me to conduct this project and to execute it satisfactory. Teachers should motivate students putting into separate groups with a variety of personality of learners moreover if I have the opportunity to do this project again, I would take into consideration some aspects to follow:

First, the use of video beams in the classroom, I would take into consideration one more time to use it, and to encourage teacher and institutions to use a video beam in their classrooms. The use of technology both students and teachers can benefit from them besides for a better understanding of different topics.

Secondly, I must say that there are some educational apps that I found as an example, google forms, PowerPoint, Prezi, etc. that were excellent tools to instruct students.

Additionally, the use of real materials as PODCAST, TEDTALKS, books, history in class for discussion and to practice listening comprehension and thinking.

Another important aspect that I would do it again if I can do this action research one more time is the use of authentic materials. Students need motivation and materials according to their needs and apply it will be beneficial.

Moreover I found some drawbacks during this action research, one of them was choosing an institution was a challenge due to the actual pandemic, because of the sanitary emergency the majority of the classes are online so, is important to pick a close institution to implement projects besides an institution that can accept the project. The classes in the

institution Villarreal Hight School were synchronous and asynchronous due to COVID-19.

Another drawback was some students who dropped out because of the actual pandemic (COVID-19), economy issues.

As a conclusion what this study reveals in this chapter number five, is that learners and research found key facts during this action research, as the use of different strategies, educational apps, real scenarios as the importance of practicing English language in their own. However, the few drawbacks that research found in the time of this study, as the limitations involved that the actual pandemic COVID-19 provoked as the dropped out of some student due to Covid-19.

CHAPTER

6

CONCLUSIONS

6.1 Outcomes research questions

Based on the results of the investigation conducted at Villarreal High School, researchers can conclude that appropriate use of the Impromptu speech method enhance learners to improve their speaking skills. In addition, the three research questions in which the action research was founded provide researchers more opportunities for deep analysis.

The first research question refers in how to develop impromptu speeches for tenth grade students through the implementation of different topics. Thanks to the lesson plans in chapter three, and the different topics that were taught in the class, students could speak with a variety of vocabulary, especially environment vocabulary. They were explaining about what environment is, the problems and effects. According to Chaney who says that "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13) Students shared their ideas and meaning regarding each topic and subtopics using graphs, images, drawings to support their ideas.

The second research question refers to the benefits for students of using an improvised speaking technique to improve speaking skills within their pedagogical training process. According to researchers, one of the benefits that students can obtain, and they obtained from this technique and strategies is facilitating the internalization as Rebecca Oxford states:

"These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are necessary tools for the development of communication skills." (Oxford 1990, p. 18).

Moreover, students with this technique and the creativity of pedagogical training process can have a variety of methods. As Educat says that "Language teaching was once a matter of memorizing and repeating, a boring and unstimulating process for students. The 20th century, however, saw an explosion of new methodologies that focused on the most

creative and engaging approaches. By learning about these techniques, ESL teachers can select the most effective method for their students. (Educat, 2019). Students also had one of the most important benefits from this impromptu speech technique which is the self-confident to speak in public. At the beginning of the interventions, students from the Villarreal High School showed lack of confidence to speak and to formulate words to communicate. It was a challenge obtaining satisfactory results.

The third and last research question refers to the impact of the improvised speech technique on students, considering the overcoming of existing cognitive barriers in them. Some impacts that students were showing in the process of this action research were the increase of the ability to provide a spontaneous response with a good, structured speech, and the body language when they were speaking in front of the class considering some of the barrier to obtain those results:

- Lack of confidence to speak
- Demotivation
- Lack of knowledge about the topic
- Deficiency of vocabulary and pronunciation
- Poor speaking skills

6.2 Implications

According to the results, the application of the Impromptu speech technique has shown important general impression in participants of the Villarreal High School study. Some of the main findings were:

- Teachers should encourage students to speak naturally and fluency.
- The Institution should also encourage teachers to have a variety of strategies and methods to teach and be updated with new methods.

- Teacher can include easily new methods.
- Learning vocabulary with its pronunciation should be the main fact in students so they can communicate better.
- Having varied materials and instruments to teach can have students motivated and encouraged in the class.
- The use of different approaches can be benefit for each student in the class.
- The use of didactic activities such as hot potato, round table, watching videos, listening and discuss TEDTALKS and interesting topics, graphics, peer work, interviews are great inclusions to assist students in their speaking.
- Students can develop the habit of speak without much research and without memorizing definitions to speak.

6.3 Strengths

establishing that the fact of strength is to overcome obstacles easily.

Researcher found some qualities during the study in students from Villarreal High School.

- Although students did not know much about the Impromptu speech technique, they showed interest to learn and speak without memorizing or being prepared to speak.
- The technique was easily adapted to the Curriculum.
- Research and learners understood the importance of the speaking skills to communicate better with each other using impromptu speeches.
- Students have the desire to improve their skills specially speaking skills.
- Students knew the topics and subtopic in each intervention which was a plus to make a speech.
- The technique hopefully will still in their minds and their Language.

6.3 Limitations

For this action research, research had to face some difficulties to implement this study. Some of the limitations were:

- The actual Global Pandemic (COVID 19) that is devastating the entire world. However, there are several measures to follow given by the government to continue the class.
- The distance of Villarreal High School from Liberia.
- Students who dropped out the class due to many reasons; one of them can be economic.
- Some participants could not assist the virtual classes due to lack of internet, computer, cellphone.
- Unstable academic schedule due to the pandemic.
- The poor speaking skill in students.
- Time.

CHAPTER

7

RECOMMENDATIONS

The present investigation achieved the objective of improving participants at the Villarreal High School' communication and speaking skills by using the Impromptu speech

technique. The long process in which the researcher has been through resulted in invaluable learning, which allows researcher to make the following recommendations:

7.1 Recommendations for colleagues.

- The first recommendation that researcher can make to colleagues is to always work hard to keep learners motivated in the classroom and outside of it.
- In the second place, it is recommended to use a variety of methods and strategies to keep learners focus on the topic.
- The third recommendation, it is recommended the use of authentic materials. Images, texts, graphs, videos, audios should be selected purposely moreover consider background factors of learners such as the age, the learning styles which are visual, auditory, kinesthetic, and reading, writing, as their interests, dislikes. Being always on point.
- A piece of advice for teachers is always explain with as much details as possible the procedures and expectations of the class. Students need to know what the next step in the classroom is so they can follow easily.
- Another piece of recommendation for teachers is to try to follow all the steps of the framework and do not skip steps to save time.
- Teachers should develop strong oral and written communication skills for effective communication, teachers should implement new methods as the impromptu speech technique in their classroom.
- It is also important to execute the Action-Oriented-Approach to teach students real scenarios that they can face in future events.
- It is also important the use of the CEFR bands as a base to set goals and implement strategies depending on their English level.
- Finally, stay positive and calm.

7.2 Recommendations for students.

- One recommendation for learners is to be consistent with the language, outside or inside the classroom. The English language is everywhere, movies, music, streets, books, podcasts, video games, newspapers where they can practice more.

- Also, as a second recommendation for learners is to try to practice in the way that they can learn better, reading, listening, speaking, or writing.
- It is also important to keep motivated, learning a new language is challenging so learners need to find a way to motivate themselves.
- Another recommendation is to keep focus on the class, make all the practices, assignments without distractions.
- Turn off the cellphone and distractions when speaking, so learners can speak without thinking other things.
- As a piece of recommendation for learners is to have initiative to speak about likes and dislikes of the classroom, so teachers can know and implement methods and strategies that works with students needs and their learning styles.
- Finally, the last recommendation for learners is to make efforts to speak with somebody else in English.

7.3 Recommendations for principals and advisors.

- One advice for principals and advisors is to have proper instruments to support the teaching learning such as video beams, internet, apps. So, both teacher and learner can be benefited from it.
- A recommendation for both principal and advisor is to maintain the institution clean so students and teachers can be motivated to start every day.
- Another recommendation is to manage time efficiently and avoid unnecessary delays or interruptions to conclude on time and perfectly the plannings. At the of the year, sometimes they could not do it on time, or they miss something to teach.

ANEXES

Diagnostic test*Liceo Villareal**English department**Researcher name: Mitzy Ortega Ruiz*

Student name: _____

General instructions:

- Carefully read each question
- Record yourself in each answer
- I will know if you did cheat

1. Introduce yourself.

-Who are you? (Name, age, city, favorite things...)

2. Describe the picture below in as much details as possible

3. Read the passage "Opera"

Opera

Opera refers to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, in musical theater an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theater such as scenery, costumes, and acting. However, the words of the opera, or libretto, are sung rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble to a full symphonic orchestra.

3. If you were a superhero, what kind of superhero would you be?
4. Describe a perfect vacation for you.
5. How can we prevent bullying?

*Thank
you!*

Session #2

Quiz

Name _____

Answer the questions below

- ❖ What is the first thing you think of if I say **Sustainability** and why?

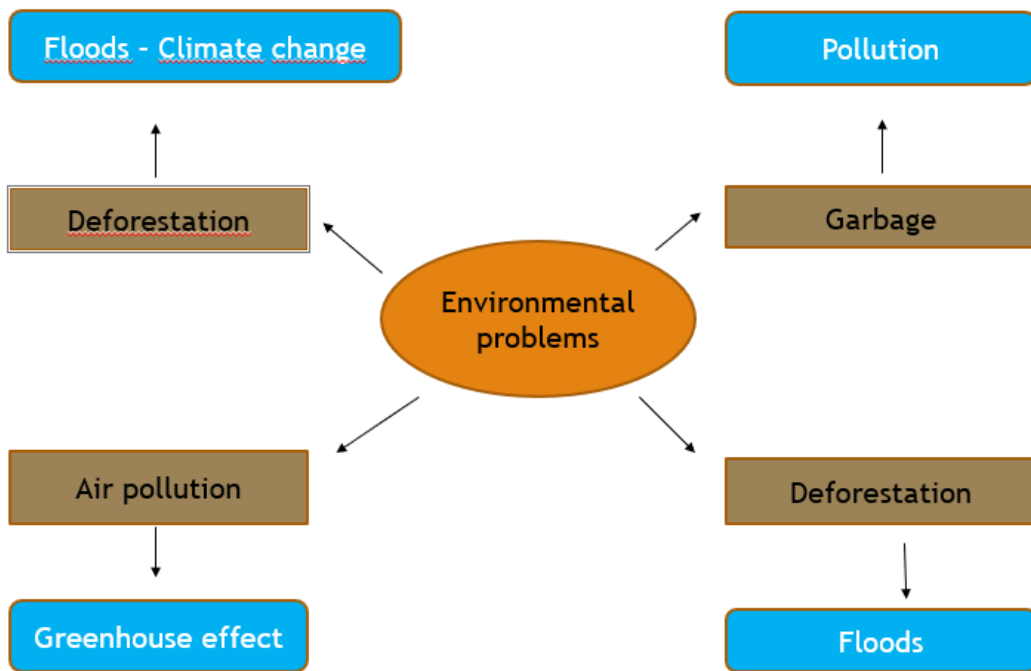
- ❖ Describe with one word, how do you feel about **Climate Change** and why?

- ❖ What do you think are two of the most relevant problems that affect the environment nowadays?

- ❖ In what ways do you think you help the planet?

Session #3





Session #4**Questions**

1. What is sustainability?
2. How would you define sustainability?
3. How do you know if something is sustainable?
4. Which of the practices previously presented can be considered sustainable practices?
5. Do you know what eco-friendly mean?
6. What advice would you give to a person who always asks for plastic bags at the supermarket?

Questions to discuss

- What actions can actually contribute to sustainability?
- How can our community in Villarreal can reach a blue flag?
- How can we reduce our Carbon footprint?
- How can we protect our environment from its harms?

Session #5

What can you see?



Complete the handout



1
Problem
Cause
Effect
Solution



2
Problem
Cause
Effect
Solution



3
Problem
Cause
Effect
Solution



4
Problem
Cause
Effect
Solution



5
Problem
Cause
Effect
Solution



6
Problem
Cause
Effect
Solution



7
Problem
Cause
Effect
Solution



8
Problem
Cause
Effect
Solution

Environmental issues in Costa Rica

Environmental pollution is nothing more than an evil derived from the unconsciousness and irresponsibility of people, thus causing damage in many cases irreparable to the environment. Today, environmental pollution represents a threat to humanity.

Costa Rica is a country with a beautiful and wonderful ecology, however, it does not escape the serious damage caused by the environmental problems that affect all that natural wealth, with the rivers being the most affected, derived from the agrochemical products of the industries, overfishing, air pollution caused by carbon dioxide emissions, decreased reforestation and an uncontrolled real estate expansion.

The origin of many diseases that affect the population today is caused by pollution, and although we are often aware of the great damage caused to the environment, we turn a blind eye to this sad reality.

Costa Rica was recently chosen as the most beautiful country in the world and, although the country maintains 25% of its territory under protected status, it loses more and more biological resources, due mainly to climate change, pollution and lack of awareness.

The "Peace with nature" policy has not been enough to curb the harmful impact on the environment of our country. It is necessary that from the government entities, through publicity campaigns for awareness on the negative impacts caused by environmental pollution, further intensification of environmental education in schools, the creation of incentive programs for companies to do more and also effective environmental protection policies.

Name _____

Complete the chart



Positive Negative

Why?



Positive Negative

Why?



Positive Negative



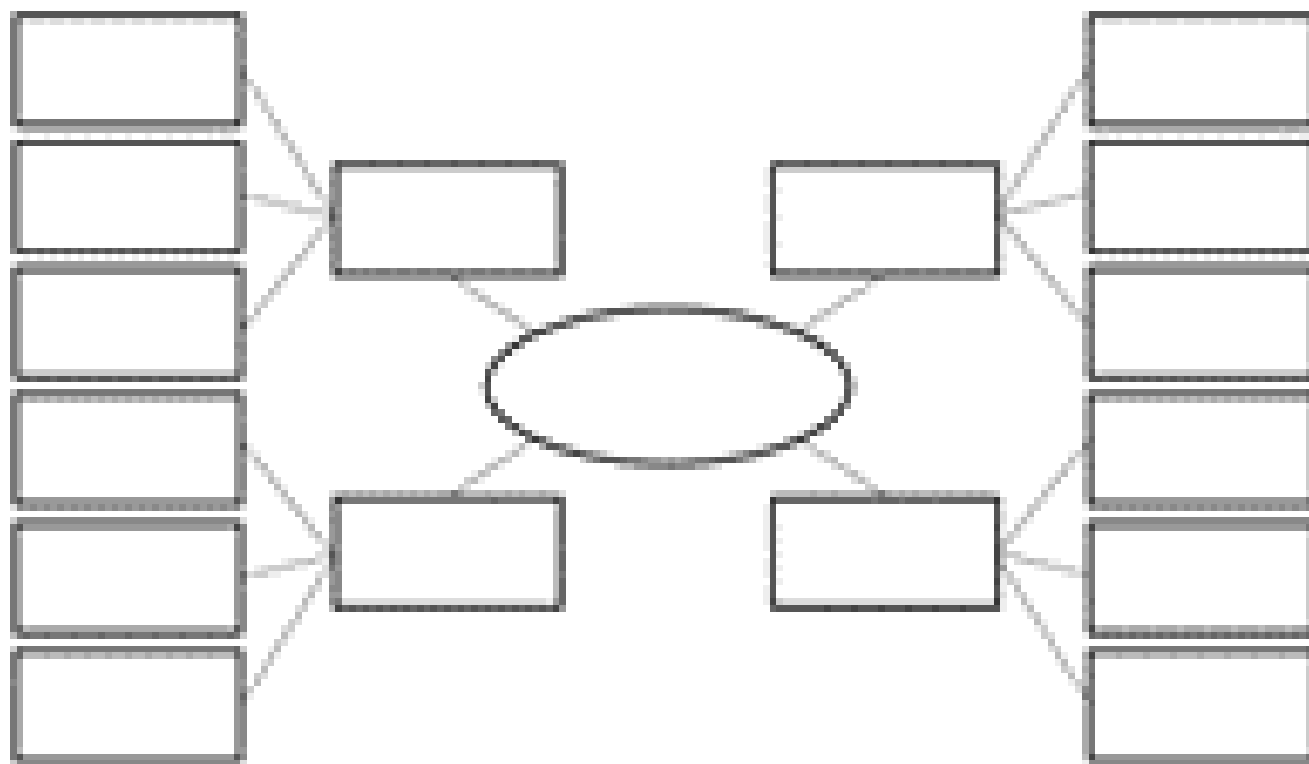
Why?

Positive Negative

Why?

Graphic Organizer

Name _____



Session 7

Eco-friendly products

Eco-friendly literally means earth-friendly or not harmful to the environment. This term most commonly refers to products that contribute to green living or practices that help conserve resources like water and energy. Eco-friendly products also prevent contributions to air, water and land pollution. You can engage in eco-friendly habits or practices by being more conscious of how you use resources.

Product qualifications

Making a truly eco-friendly product keeps both environmental and human safety in mind. At a minimum, the product is non-toxic. Other eco-friendly attributes include the use of sustainably grown or raised ingredients, produced in ways that do not deplete the ecosystem. Organic ingredients or materials are grown without toxic pesticides or herbicides. Products with "made from recycled materials"

contain glass, wood, metal or plastic reclaimed from waste products and made into something new.

Biodegradable products break down through natural decomposition, which is less taxing on landfills and the ecosystem as a whole.

Practice examples

You can develop eco-friendly habits to help you use less and make the most of what you have. Turn off lights in empty rooms and use a programmable thermostat so you're only heating or cooling your home when it's occupied. Businesses can also institute such practices, in addition to bigger initiatives, such as company-wide recycling programs to conserve natural resources and telecommuting for employees, which decreases air pollution and fuel consumption by eliminating daily travel to work.

Post test**Name:** _____**Speaking test****Questions**

- 1- Explain in your own words what is environment
- 2- How do you define sustainability
- 3- Speak for 3 minutes about one eco-friendly Activity

- 4- What do you see in the picture, what is the problem and what can be the solutions



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