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Topic

Implementing Quizlet Tool to Improve Reading Skills of 10th Grader Students at Belén

High School.

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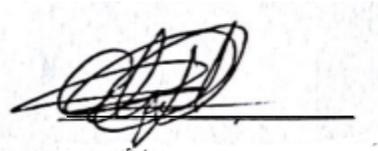
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DEL TRABAJO FINAL DE GRADUACIÓN**

Santa Cruz, Guanacaste

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Estimados señores:

He revisado y corregido el Trabajo Final de Graduación, denominado: "Implementing Quizlet Tool to Improve Reading Skills of 10th Grader Students at Belén High School.", elaborado por los estudiantes: Eros Yadid Chaves Gutiérrez y Cindy Elena Angulo Abarca como requisito para que los citados estudiantes puedan optar por grado de Licenciatura en la enseñanza del inglés.

Considero que dicho trabajo cumple con los requisitos formales y de contenido exigidos por la Universidad, y por tanto lo recomiendo para su defensa oral ante el Consejo Asesor.

Suscribe cordialmente,

Yasmin Elena Mayorga Leal

Tutora

Abstract

The growing number of technologies that can be applied and used in classes has contributed to the increase of new forms and ways to implement them during the mediation process. This simplifies the importance of investigations as such. Thus, this study is aimed to investigate the impact of Quizlet application as a tool to acquire vocabulary and improve reading skills of students of 10th grade of Belen High School, Carrillo, Guanacaste, Costa Rica. The main goal of the research was to determine if there was a significant improvement in the reading competence by utilizing the application Quizlet during sessions. The participants of this study were students of 10-2-A, 10-2 B as well as 10-3 A, 10-3 B. During the first steps of the research, two instruments were applied: a questionnaire and a diagnostic test. This helped to understand student's reading skills and take the results as guidance for the development of planning used during the interventions. After the interventions, a post test was applied with the purpose of investigating learner's achievement. In addition to this, a focus group method was also applied. As a result, the findings served to proof that the using apps such as Quizlet, will contribute largely to the teaching processes students are exposed to.

Resumen Ejecutivo

El creciente de tecnologías que se pueden aplicar y utilizar en las clases ha contribuido al aumento de nuevas formas y métodos para su implementación durante el proceso de mediación. Esto ayuda a entender la importancia de tales investigaciones. De la misma, este estudio tiene como objetivo investigar el impacto de la aplicación Quizlet como una herramienta para adquirir vocabulario y mejorar las habilidades de lectura de los estudiantes del grado 10 de la escuela secundaria Belén, Carrillo, Guanacaste, Costa Rica. El objetivo principal de la investigación fue determinar si hubo una mejora significativa en la competencia lectora al utilizar la aplicación

Quizlet durante las sesiones. Los participantes de este estudio fueron estudiantes de las secciones 10-2-A, 10-2 B así como de 10-3 A, 10-3 B. Durante los primeros pasos de la investigación se aplicaron dos instrumentos: un cuestionario y una prueba diagnóstica. Esto ayudó a comprender las habilidades de lectura de los estudiantes y tomar los resultados como guía para el desarrollo de la planificación utilizada durante las intervenciones. Después de las intervenciones, se aplicó un post test con el fin de investigar el rendimiento de los educandos. Además de esto, también se aplicó un método de grupo focal. Como resultado, los hallazgos sirvieron para probar que el uso de aplicaciones como Quizlet contribuirá en gran medida a los procesos de enseñanza a los que están expuestos los estudiantes.

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This project would not have been possible without the help from all the professors of this institution. Special thanks to our tutor Yasmin Mayorga Leal, as she carried the task of guiding us during this process. Also, we would like to thank, Didier Acuña Angulo and Alexandra Angulo Hernandez for their support in reading and revising our project. In addition, we would like to thank Onelia Guevara Viales, who is the principal and the one that open the doors of the high school to conduct the investigation. We would like to thank the students that participated in the investigation, without them, this could not have been possible. Finally, it is very important to recognized the team work that we have performed in the development of this project. We both worked together.

Dedicatory

I dedicate this project first of all to God who has given me and my partner Eros, the intelligence, and the wisdom to perform every single chapter of this project. To my family, my mother who is an excellent teacher and great example to follow. To my father and siblings Ana

Julia, Hugo Alberto and Mariangel that always supported me, to my little nephew Farid who has lighten my life.

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Finally, to all the professor of the English teaching career at Latina University. Each of them has taught me different lessons, not only in the professional area, but also in the personal area. They have influenced my life and changed my perspective of what a good educator is and should be and how teachers and professors can influence students positively and negatively. I can say that I have had the best mentors.

Cindy Elena Angulo Abarca.

I would like to thank my classmate and partner of investigation Cindy Angulo Abarca for always striving for greatness and pursuing goals. I thank God for blessing us with the will of carried out things in the correct way.

I would like to dedicate this investigation to my mother as she has always been there asking how is going: her support is the one that makes me continue. To Maria Jose for her support and the example she has served to follow. In general, I dedicate this investigation to my beloved ones.

Eros Yadid Chaves Gutierrez.

CHAPTER1

INTRODUCTION

1.1 Introduction

Learning and teaching are a constant process that every person goes through, people learn in different ways; teachers and professors teach using multiple styles, techniques and methodologies. In fact, learning a second language as English is also a constant process that can only be fulfilled if there is a commitment to learn and to acquire knowledge. Teaching a second language can be challenging; however, good teachers search for techniques that will assist them in teaching effectively. Vocabulary learning is very important in the language acquisition process, the more vocabulary learners know, the more possibilities to understand and communicate in the new language they have. In addition to this, vocabulary learning can be tedious, boring, and not motivating; however, vocabulary learning can make the difference in improving language skills. This reaction research will be focused on the study of the implementation of technological tools such as Quizlet. The use of Quizlet will be to enhance vocabulary learning and as a consequence to improve reading skills of 10th graders at Belén High School will be studied.

To continue, it is very important to define vocabulary for the investigation's purpose. The Merriam-webster online dictionary (2012) defines vocabulary as “a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined” (p.1). As the dictionary mentions, vocabulary is not only related to words, but also to phrases that contain more than one word. Vocabulary is an essential part of the language learning because it becomes part of the input the learner of second language acquisition receives from different manners and from different places. For example, the second language learner can acquire vocabulary from classes, songs, movies, tv series, information on the internet and homework. In addition to this, reading skills are the abilities learners must have to comprehend and interpret texts in a written way. It is

important to be able to understand information within the first and second language. These skills will allow students to be able to know the meaning of what they are reading and to learn new information. Reading is a complicated process that needs the participation of many parts of the brain as well as the eyes to complete the process. Also, reading skills involve more than just reading itself; it involves understanding the information, storing the information and learning it.

The use of technology has become an important part of education in the present times. This is mainly influenced due to the worldwide COVID-19 pandemic that has changed the way people live in general. There are many websites and applications that can be used to assist the teaching-learning process, especially in an educational environment where the teacher is becoming more a facilitator of the learning acquisition process. One of those applications is called Quizlet. Quizlet is a website and application that can be accessed in the classroom setting to do activities with students or students who used it to learn and reinforced what they studied in class. Quizlet is the perfect tool to teach vocabulary learning.

When it comes to chapter development, they will proceed as follows: chapter 1 will deal with the essentials of the investigation, some general information, objectives and the purpose of the study. Chapter 2 then, will be focus in the literary review. It summarizes what is known and identifies what is unknown about the topic of the dissertation study. The design and the methods used for investigating the problem are going to be included in Chapter 3. In chapter 4, the results or the findings will be discussed, data analysis will be provided. For its part, chapter 5 will focus on the investigator's reflections about the research. The conclusions are going to take place in chapter 6, and chapter 7 will serve to provide some recommendations.

1.2 Rationale

Agung Ginajar and Vina Aina Salsabila explain that “vocabulary is inextricably linked to the production and comprehension of language. Insufficient vocabulary may limit one to understand and produce speech as well as text.” (2018, p. 1) As mentioned above, knowing a lot of vocabulary helps second language learners to communicate better. If they have in their memory a good number of words and phrases, they can produce language orally and in a written way. It is necessary to know a good amount of vocabulary to be able to express better and fluently.

Due to the importance of vocabulary in the process of second language acquisition, it is important that teachers look for fun ways to teach vocabulary to students. When people enjoy what they are learning, there are more possibilities that they learn it faster and this knowledge is more everlasting. By learning new vocabulary, the reading comprehension skills will improve significantly. However, learning vocabulary is not only learning about words and the meanings, but also how you pronounce them. Many people do not have the access to get sophisticated machines or books with audios to learn this. Thus, why there is the need to look for accessible devices, websites and applications that will assist students within the learning process.

The use of technology in the teaching process has become a meaningful tool used by teachers. With the pandemic situation worldwide, technological devices such as application websites have become the allies of teachers and students to work outside of classes. In the research there is a tool to help students in improving the vocabulary acquisition. Quizlet was found. Gilbert Dizon (2016) said that “Quizlet is one of the most widely used flashcard systems available (p. 44). With that been said, it is always important to learn from the most used tools available because important feedback can be found. The feedback can become a guide in the uses that Quizlet has as a teaching tool.

An advantage from using Quizlet is that it can be accessed from the internet through a website, or it can be downloaded through an application for smartphones, and it is compatible with Android and IOS systems. Quizlet is an excellent tool that can be used to introduce a new topic vocabulary of a PowerPoint presentation. The set of flashcards it is dynamic, and learners can practice what they have studied throughout the flashcard set. They can also listen the pronunciation of the word or definition because there is a feature where audios can be uploaded to the program. Moreover, Quizlet has a variety of games that motivate students with the study process outside the classroom. Since the application can be used within the smartphones and tablets, learners can study any time, even if they are waiting in line to buy food or waiting for the bus.

Also, there is the need to investigate what other benefits using Quizlet will have within the learning process. Since there is a relation between knowing vocabulary and improving reading skills, it is important to investigate if the use of this application will enhance the reading skills by incrementing the vocabulary acquisition of students. In addition to this, it is important to understand all the benefits of this tool, to be able to make an appropriate and advantageous use of it.

To conclude, such investigation represents a “window” to be open in the mediation field as it tries to develop new techniques, tools, and ways to present topics and information to students. Teaching a second language is a very particular process that needs to be constant and motivating. People can get discouraged easily if they are not attaining the goal of language acquisition. Besides that, there is an urgency to update the methodologies and strategies in the classrooms. Such importance will be noted and target with this investigation in the upcoming chapters.

1.3 Purpose

- The purpose of this action research is to investigate the process of enhancing vocabulary learning by implementing a technological tool called Quizlet on students of 10th grade at Belén High School to improve reading skills.

1.3.1 General Objective

- To implement the technological tool Quizlet to enhance vocabulary learning to improve reading skills of 10th graders High School students at Belén High School

1.3.2 Specific Objectives

1. To identify the students' reading level of 10th grade at Belen High School.
2. To use Quizlet app as a tool to improve student's reading skills.
3. To evaluate the improvement of tenth graders 'reading skills through the application of Quizlet tool.

1.3 Research Questions

Research questions play an important role in the investigation process. If develop accurately, they will direct readers to understand the process of the investigation, and more importantly, the reason to investigate such topic. Hewie suggests that “to find the right question requires that we understand what we are asking about and know to keep the question simple enough to be answerable, but challenging enough to be interesting. (As cited by Ee Ming, 2015. P.2)

Research questions then, will seek to motivate readers, and dictate why such investigation is pertinent. The following are the research question of the present investigation.

1. What are the advantages of implementing Quizlet to improve reading skills?
2. To what extent implementing Quizlet enhances students reading skill?
3. How does the technological apps, such as Quizlet, support students acquire vocabulary?
4. Why is vocabulary learning important in the process of reading skills?

1.4 Hypothesis

A hypothesis is a statement, normally one sentences long, that can be proved or disapproved. The word hypothesis consists of two words: Hypo + thesis = Hypothesis. ‘Hypo’ means tentative or subject to the verification and ‘Thesis’ means statement about solution of a problem. The word meaning of the term hypothesis is a tentative statement about the solution of the problem. (Muhammad, 2016, p 52). The hypothesis this investigation postulates is the following:

By exposing students to Quizlet, they will get more vocabulary input and improve their reading skills.

CHAPTER 2 Literary Review

2.1 Literary Review

2.1.1 English Teaching in Costa Rica.

The process of curriculum design is complex in all matters; it takes time to be developed. There is research behind it, and a process of gathering the important information to be focused on. However, there is actually an even greater thought in the “why” to develop a curriculum about a certain matter, topic or concern. Thus, by studying society, human behavior and the relevant occurrences in cultures, scholars can target societies’ needs and launch teaching programs. Those curriculums, of course, will be subjected to change according to societal development and needs. That happens in almost every modern society or country. Nowadays, one of those curriculum or educational programs has to do with languages, and more specifically, English. English is considered the second most spoken language in the world because of the high number of individuals who use it either as their mother tongue or as a second or foreign language. (Ministry of Public Education, 2003, p. 5). As Solano, (2012) suggests that the history of English teaching in Costa Rica seems to be permeated by global economics and political processes. (p. 167)

The objectives of the English curriculum have changed in accordance with the production systems or the country’s needs. The Costa Rican economy seems to be influenced by tourism and multinational companies. English teaching in Costa Rica seems to have its genesis around mid-nine twenty century and was first institutionalized in 1825 in the internal bylaws of the Casa de Enseñanza Santo Tomás. As cited by Ana Solano, in her investigation “Teaching and Learning English in Costa Rica: A Critical Approach”, there are other records of English teaching as early

as 1887 around the foundation of “colegios primario-secundarios” as well as reporting of English classes taught by native speakers at the UCR around 1954. (Solano, 2012). From that point on, universities such as Universidad Nacional, Escuela de Literatura y Ciencias del Lenguaje have become important actors in language teaching programs.

The background of languages in Costa Rica seems to be long enough to realize its importance for society throughout the years. Even the construction of the railroad and the arrival of companies such as United Fruit Company were crucial in the promotion of English communication.

The mission and the vision of the Ministry of Public Education with regards to developing an English program is evident; it provides competence for Costa Ricans both in and out of the country and facilitates the professional development of citizens. The Ministry of Public Education, MEP, makes a huge emphasis onto this, as they mentioned in their main website:

The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) (...) English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific and academic knowledge, and the main door to cutting-age technology. (MEP,2015, p. 1).

As shown, the importance given to English all around the world is noticeable. The Costa Rican educational system has committed to target communicative competence for a long time now. According to MEP, there are two basics tied up to teaching English in Costa Rica’s schools. First, offering a second language to students and the opportunity to communicate with people from other

countries both in and out of the country. And, secondly, to provide students access to scientific, technological and humanistic knowledge (MEP). The Ministry of Public Education targets the importance of learning a second language as depicted in the previous lines.

2.1.2 Technology in English Teaching.

The application of new technologies represents a greater advance in the process of language learning as it is known nowadays. Certainly, programs have changed and have been impacted both negatively and positively by the insertion of technological tools, and methodologies. Everyday there are more and more learning programs that embrace technology and the great number of possible scenarios in which it can be beneficial for them to open to new things. Up to this day, the predominant way of teaching has been through the internet; this has to do with a lot of issues such as the urgent need to continue addressing learning in times of pandemic, among many other things. However, this topic is a little more complex and broader. Universities, language schools, and the vast number of important institutions on language learning are even developing courses around Innovation. Mofareh, (2019) talks in his contributions of technology in English language teaching, about the different scenarios in which modern technology influences the process of language teaching. In addition, he says that “while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts such as the one the world is facing with Covid-19, it is particularly true in the case of English language teaching and this is due to the potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. (p. 1).

Thus, the importance of technology in English teaching has become indispensable for its process of being taught. In fact, it is the MEP’s duty to constantly keep updated and create a good

process of assimilation when it comes to application of technologies in the field of language learning. This could be translated to the actual terminology related to technology in English teaching which encompasses computer, internet access, audio/video devices, tablets, programs, tools and even apps to be used in the mediation process of language learning classes. (Mofareh, 2019, p 1). According to a study conducted by the Website Common Sense Media (2019), teenagers are having an average around 3 to 9 hours in-screen time. (p.1).

Tomlison (2009) says that computer-based activities provide learners rapid information and appropriate materials. As mentioned above, there are multiple examples of the use of technology in language learning. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Ahmadi, 2018, p. 117). Based on that, the following are some examples of technology-based tools that can be used in the mediation process.

1. Audio/Video-driven explanations: The use of audio-based technology in the mediation process makes classes more interactive and at the same time students develop their listening skills. Students require listening to others speaking the target language, they will acquire vocabulary, sentence patterns and so on.
2. Interactional Apps and Tools. There are lots of apps that can be used in the mediation process, this can be used for output purposes as the case of Duolingo, Goodreads, Kahoot, Nearpod, and many more. They offer the possibility of creation for students and at the same time gather language by means of exposure to the language.
3. Educational Websites and Apps: There are some websites that offer the possibility to create content for students and present it to them. These types of websites or apps will give teacher guided practices for students. Examples are Quizlet and FluentU.

4. Devices themselves: this refers to the huge number of artifacts that can support the process of teaching in the class. This could be computers, audio/video tools, tablets, smartphones, and so on.

2.1.3 How to Teach Reading Effectively.

Reading encompasses one of the four skills of English teaching, as naturally embraced by most English programs around the world. To dive into the process of how to accurately or effectively teach reading is to dive into deep waters simply because teaching represents a constant change and retrospection in the ways teachers, professors, tutors and the rest actually teach. Multiple scholars have tried to investigate this matter. As cited by Wray et.al (1999) there have been numerous previous attempts to establish the nature of effective teaching of reading. Most of these have begun by analyzing the processes involved in reading and then argued from this analysis to put forward a model to guide instruction (for example, Chall, 1967; Flesch, 1955; Goodman & Goodman, 1979). (p. 1). In fact, the multiple sides taken in this debate argue against the process of providing low level students, technical skills such as decoding, comprehension, and the like.

Thus, due to the nature of the investigation that takes place it is fundamental and of great importance to signal those “approaches” and not get to only one a single way to teach reading, but to present multiple ways to effective teaching. The whole language approach, for instance, emphasizes language processes and the creation of learning environments in which children experience authentic reading and writing (as cited by Wray et.al, 1999, p. 3). For them, it is fundamental to develop reading skills within the normal context of reading rather than merely showing students isolated exercises of reading. The development of literacy tends to be seen as a natural by-product of immersion in high quality literacy environments.

Chall (1967) promoted an idea completely contrary to the previous one. He argued that learning the code is a critical part of early reading and that children are most likely to become skilled in this when they are provided with systematic teaching in decoding (p. 24). This theory was supported by other theorists such as Adams (1990), Mather (1992), Presly and Rankin in the early decade of 1990.

As shown, there is clear evidence that there is not such a thing as one and only way to teach reading. In fact, what is being promoted nowadays is a combination of multiple strategies that have been promoted for multiple scholars throughout the years.

2.1.4 Advantages and Disadvantages of Technological Tools in the Mediation Process.

There are multiple scenarios in which the use of technology can be beneficial, there are others which could create disadvantages. The quest for the digitization of education may therefore be to a large extent a matter of certain fashion and the fascination with electronics, which, only for this reason alone, is attractive to children and young people. (Masoka, 2013, p. 22). To the investigation, they will only be numbered.

Advantages:

1. Interactiveness
2. New teaching methods
3. Better Student Engagement
4. Effectiveness of Independent Learning

Disadvantages:

1. Misuse of technology
2. Less social interaction
3. Instructional challenges

4. Lack of interest in hard work

2.1.5 Important Elements of Reading Skills.

The Indeed editorial team defines reading skills as “abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts.” (The Indeed Editorial Team, 2021). In life, it is very important to have and to improve reading skills, especially when learning a second language such as English. The ability to comprehend, understand and retrieve information is essential to be developed and mastered because it is how people will be able to know what an author is trying to address.

There are different types of elements of reading. One of them is decoding. In the process of understanding a language it is important to consider the process of decoding. Anita Larcher and Hughes illustrate that “decoding is necessary for comprehension”; this means that for the comprehension to take place, it is important to recognize words. (2011, p.12). Another element of reading is vocabulary. The book *Vocabulary and its Importance in Language Learning* (2021) defines vocabulary as “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do” (p.2). In other words, vocabulary is not only learning words, but also learning phrases, various words including idioms to be able to communicate better. Within the process of vocabulary teaching, the book *Vocabulary and its Importance in Language Learning* is important to take into consideration three conditions: form, meaning and use. The form of a word includes how the word is pronounced and how the word is written, the prefix, suffix, and the root. The meaning shows how the form and meaning work together to address the definition, the item it is related to, and the associations related to a word or an expression. The use is related to how the word is related to grammatical functions of a word or a phrase. Having knowledge, a large amount of vocabulary allows second

language learners to communicate more effectively with native speakers. With that been said, knowledge always opens doors to success and to many opportunities.

Another element of reading is fluency. Larcher and Hughes mentions that “Fluency is the ability to read text quickly, accurately, and with proper expression” (as cited in Archer, 2011, p.19). In addition to this, both authors stated, “Both empirical and clinical research support the relationship between fluent oral reading and overall reading ability including comprehension” (p.21). In other words, people who are fluent, are able to comprehend easily and faster the information they study and read. One way to become fluent is to read more. It has been said that the more people practice something, the better they can become at it.

Reading comprehension is basically to be able to understand and interpret what people read. Reading comprehension is one of the skills that second language students need to be able to master. This skill is needed for school, for work and for daily life. Students need to be able to read to complete tasks given by teachers, at work, people need to be able to follow instructions, for daily life, people need to read signs and be able to locate when doing shopping. The reading techniques are all those techniques that are used to read text in a more effective way. Reading always needs to have a purpose. Some of the reading techniques are the following: scanning, skimming, decoding and In-depth reading.

Reading plays a crucial role in all fields of studies because learners can acquire a superior level of knowledge through reading activities (Carrell and Eisterhold, 1983, as cited by Pineda et al, 2017, p. 21). There are multiple reading techniques, among the most used and common are the following:

1.Scanning:

It is a method of selective reading when searching for a particular fact or answer to a question. This allows searching for keywords, concepts, and ideas

2. Skimming:

It refers to looking only for the general or main ideas and works best with non-fiction (or factual) material. It is a strategy that can be taught to students to help them identify the main ideas in the text. Skimming is used to quickly gather the most important information, not essentially understanding each word. (Pineda et al)

3. Decoding

Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words

4. In-depth Reading

It involves reading a text thoroughly in order to comprehend the ideas and arguments it contains. In-depth reading is consequently much slower than skim reading. (Massey University, 2010, nd)

2.1.6 How to improve reading by Using Technology.

Regarding the use of technology in the mediation process, it should be taken as an integral part of education. It is almost obvious that digital project work can help you connect learners to the books they read, better evaluate their comprehension, and build essential literacy skills like, research, fluency and vocabulary. Biancarossa and Griffiths suggest that the advances that we have

in digital technologies are drastically altering the texts, and overall, those tools available to teachers and students. These technological advances have created, to a certain degree, excitement among many for their potential to be used as instructional tools for literacy education. (Griffiths, 2012, p. 139). The reality is that technology has come and will become a crucial part of classes if not the most important, and scholars should learn to live with it. The most simple and random applications of existing e-reading technology such as changing font size on-screen, using text-to-speech features to provide dual input of text, or using the Internet to collaborate on learning activities may substantially improve the learning of many students. (Griffiths, 2012, p. 140). E-reading technology has shown promise in developing early reading skills and in giving readers with visual impairments or language-based disabilities access to texts. One of its most widely used features is text-to-speech, in which either a human or computer-generated voice reads digital text aloud for users.

To continue, the way technology has been implemented makes people realize that there is a learning curve for both students and professors. As far as right now, there is the use of video projectors, powerpoint presentations, websites, e-books, apps as it has been discussed over this process and the reasons for this project to take part. However, studies such as the one conducted by Korat shows that there are more than simple applications to technology, especially those applications that are related to reading. Korat has been conducting experimental studies with e-reading tools that can build both procedural skills (such as phonological awareness and word reading) and conceptual skills and knowledge (such as vocabulary) that foster learning to read. Exposing children to text in a digital format is more appealing to the eye. As well, they will show phonological awareness. Even those self-read books are nowadays being used for reading

purposes; students being able to listen while following the reading and being able to underline words show a potential increase in word recognition and focus from students.

The following lines will help to understand how Quizlet has become part of that process of assimilation regarding the importance of technological usage in classes.

2.1.7 What is Quizlet and How it Works.

Quizlet is an application that can be accessed through a computer, a tablet, and a cell phone; it is compatible with Android and IOS systems. It is easy to use, and it is very helpful to study different subjects, especially learning a second language. The application has a section for teachers and a section for students. Within the section for teachers, it allows teachers to create a whole lesson within the platform. Quizlet can be used to introduce a topic within the class, instead of using a PowerPoint presentation or a Prezi presentation. Teachers can create study units with new vocabulary for students to learn. The great thing about Quizlet is that after introducing a topic, teachers can have students practice the vocabulary they just learned with the different activities it has. Consequently, second language learners are more engaged in the learning process. According to Agung Ginanjar and Vina Aini Salsabila Quizlet helps teachers to organize the classes, it helps the implementation of collaborative learning, drilling and repetition with a combination of engaging games and activities that allow the learning process to be more enjoyable (2018, p.2)

Quizlet is a free resource for students and teachers. For teachers, the free version has limitations among the features that can be used. A paid version has more additional benefits that the platform provides. The Quizlet website informs that the paid version for teachers cost \$ 47.88 per one year; that is about \$3.99 per month. If a comparison cost versus benefits is made, the \$3.99 per month is worth it. The features available on this version are the following: track students'

progress, multiple choice activities, advertisements removal, custom image, and audios, add text formatting, creation of diagrams, scanning documents to the add, access from over ten thousand textbooks, organization of classes, adaption to Quizlet Live. In addition to this, there are group discounts available (Quizlet, 2021).

Quizlet uses the retrieval practice to assist people in the learning process. This is related to the fact that the more a piece of information is practiced, the more possibilities there exist for them to remember. The application allows the practice using flashcards and by taking practice tests. Also, the application offers a variety of question types that develop from easy questions to more difficult questions. The pretesting during the studying process allows you to learn the information more in depth. The application has earned the Research-Based Design product certification from Digital Promise, this is certification that provides reliability on the application use and creation. (Quizlet, 2021)

The platform is available in different languages besides Spanish and English. In addition to this, the platform has an enormous library with study units created by teachers and students around the world. The “home” button shows the possibility of creating a class and shows recent work done. The section “your library” displays the units available and created by teachers or students. The “create” button allows the teacher to create a study set, a folder and a class. When creating a unit or a set, with a teacher version, teachers can personalize the sets with images, and voice audios. When you click on a set, the application displays the information as flashcards. Also, it shows a study section that allows you to learn, write, spell and test. After that, play option shows some games that can be played within the application.

The platform can be used to study, learn, rehearse, and retrieve information studied. This allows the teacher to get students interested within the topic by making the class fun and entertained. Once a teacher gets a student's attention, it is easier to develop a topic in an interactive environment. The features available on the website and the mobile application are not the same. The desktop version has more elements than the mobile version. In the following table you can find the different elements available.

Figure 1. Elements of Quizlet website and mobile app.

Element	Website	Mobile App
Flashcards	✓	✓
Learn	✓	✓
Write	✓	✓
Match	✓	✓
Test	✓	✓
Gravity	✓	
Spell	✓	
Quizlet Live	✓	

As shown within the table above. The website application has more elements than the mobile version. The mobile application is missing gravity, spell and Quizlet features that the website version offers. In addition to this, within the teacher's version, teachers can upload audio recordings, images or have access to the images available within the Quizlet platform (Quizlet, 2021).

2.1.8 Quizlet and Second Language Teaching.

Teaching a second language is a very particular process that needs to be constant and motivating. People can get discouraged easily if they are not attaining the goal of language acquisition. This is why the role of a teacher is significant in the process of second language acquisition. The English as Second Language (ESL) Guide to Implementation defines ESL students as “students who first learned to speak, read and/or write a language other than English” (2007, p.1). With globalization and the availability of job positions working from home, many people denominated the nomads are travelling and working around the world. This has allowed families to move to countries that speak different languages than their first language with the idea of exposing their children to a new language and a new culture.

In second language teaching it is very important to place focus on vocabulary learning. Gilbert Dizon explained that “Current literature indicates that studying L2 vocabulary in a CALL environment is an effective way to promote vocabulary acquisition” (2016, p.41) CALL means Computer-Assisted Language Learning as well as the MALL which means Mobile-Assisted Language Learning both types of teaching techniques. In addition to this, Dizon discusses in his article that studies that were performed in the United States to ESL students. The people that was part of the study took Schmitt and Clapham and Vocabulary Level Test (VLT). Specifically, the VLT evaluates the vocabulary levels in 2000, 3000, 5000 and 10 000. Participants of this study used Anki which is a vocabulary software based on space and repetition. The score of the students that completed the pre and post tests showed a considerable increase, confirming that the software influenced the second language learner’s vocabulary (2016, p.41). Although the software used during this study is not Quizlet, it shows the impact that a computer-based flashcard type software can have in the improvement of vocabulary learning.

Dirzon also mentioned that Mobile-Assisted Language Learning is a good option to learn vocabulary. It is flexible and students show a positive attitude towards them. He found studies in an Iranian university in which participants used mobile flashcards, students shared that the use of mobile flashcards was very convenient because it permitted students to study anytime and anywhere, besides it was entertaining. However, there is some negative feedback that was also shared. The size of the screen affected, depending on the type of phone and the higher cost of internet (2016, p.43). As previous studies described above, the use of computer-based programs and mobile base programs is an excellent technique to study and enhance second language acquisition.

Quizlet has become popular in the study process, specially a second language, with fifty million students using the platform per month, more than three thousand study sessions and about three hundred and fifty million study units (Quizlet, 2021). Dirzon also indicates that there was a study performed by Jackson III in which it was found that Quizlet was the mobile application preferred over Educreations, an application created by university students of the United Arab Emirates. Within the study, Quizlet was used to be compared with Educreations to promote vocabulary learning both in first language learners and second language learners. Participants preferred Quizlet for three reasons: "1) receiving a mark/grade after each study session, 2) the availability of L1 translations and 3) the Games" The study also showed that the use of Quizlet motivated students to study outside of class by studying the recommended time 10-15 minutes every night, finding that most students were motivated by Quizlet use to study and improve vocabulary. (2016, p.45)

Dirzon performed a study to investigate if Quizlet promoted second language learner's vocabulary acquisition in Japanese Second Language learners. Also, the study tried to explain if

students used Quizlet outside of class. In addition to this, the study researched student's preference either in computers or smartphones and the student's insight about the use of Quizlet in second language vocabulary acquisition. After the study, it was found that the students that used Quizlet improved their VLT test scores. The study also showed that participants preferred mobile apps than the website app. Moreover, it was found that students used between twenty minutes to one hour the application outside of class. Furthermore, the study showed that students believed that the use of Quizlet helped them improve their English vocabulary. In conclusion, the author of the research strongly recommends the use of Quizlet in the process of vocabulary in second language acquisition in English Foreign Language classroom (2016, p. 46-52).

2.1.9 Quizlet as an assessment formative tool

According to Rocio Torres, assessment formative is a process that nurtures the learning process, and it allows the students to measure their learning. In addition to this, both the teacher and the student can personalize the activities to adjust them to their needs and possibilities. Also, this type of assessment provides information related to how students learn; therefore, professors can make important decisions that will improve the teaching-learning process. The purpose of the assessment formative is to inform the students about the achievement, limitations, and difficulties that students encountered when working on the established teaching goals. (2013, p.2).

As it was mentioned above, the assessment formative is important in the teaching-learning process because it helps both students and instructors to identify the strengths and weaknesses of the students when learning a specific subject. Thus, teachers can modify teaching methods, activities that will better fit the learning needs of students.

Quizlet can be considered an assessment formative tool that can be used within the classroom. The application allows students after studying new topics to make different activities and games that will assist them in the learning process. One of the activities available is matching; there is also a spelling activity that can help improve other language schools. Also, Quizlet allows students to know the areas they are failing and the opportunity to correct them while having fun and enjoying the process.

CHAPTER 3

METHOD AND DESIGN

3.1 Type of Research

The type of research used within this research project is action research. Kenneth H. Smith (2010) explains that action research is a type of investigation that is performed by educators with the purpose of making better decisions and getting involved in more actions (p.5). Action research is a research method that can influence the educational system and impact in a positive manner the teaching and learning process. Educators can develop new teaching techniques, ideas, teaching theories and philosophies, apply them and study if they are successful when they implement them.

This type of research offers educational professionals the opportunity to be creative and innovative in the educational learning process because teachers and professors can develop an idea, a project, a teaching technique, a teaching tool that can help both students and teachers in the learning-teaching process. Action research is about teachers taking action in trying to solve a problem or a need in their schools in the educational area. Action research is about life experiences that are written and shared with the world with the purpose of making education better.

3.2 Research Approach

The following investigation will be developed by using a mixed qualitative and quantitative analysis. With the qualitative approach, qualitative data will be collected and with the quantitative approach, quantitative data will be collected. Syed Muhammad Sajjad Kabir (2016) explains that qualitative data answer the how and why of what is been studied. In addition to this, qualitative information provides data in words and sentences rather than in numerical form and it is more descriptive. On the contrary, quantitative data analyzes information in a numerical form (p.202).

3.3 Context

Covid 19 surprised the world since almost two years ago, most of the countries implemented virtual classes, but this type of mediation process was not commonly used within the educational system before. With the arrival of covid and the beginning of the pandemia, virtual classes were implemented as a way of continuing the educational process. In Costa Rica, the Ministry of Education began to implement virtual classes in combination with distance work through the self-study guides. In 2021, the students are back in the institutions physically, following the Ministry of Health protocols to avoid the increase of the covid cases. In elementary schools and high schools, the group of students have always been larger than twenty people. Due

to the number of students per group, the groups were divided into subgroups, depending on the number of students, some groups have three subgroups and others only two subgroups.

The Liceo of Belen, the high school chosen to develop this action research also applies the division of the groups and subgroups; the groups included in the research are two groups of tenth grade, 10-2 and 10-3. These two groups are divided into two subgroups A and B. Liceo of Belen is located 400 meters northeast of Soda Matapalo, by the main route 21 Liberia-Nicoya, in Belen, Carrillo, Guanacaste. It was founded on February 1st, 2000. The community of Belen is a district of Carrillo canton in the Guanacaste province. The original name of the district was La Villita. Villages that are part of Belen are Alto San Antonio, Cachimbo, Castilla de Oro, Coyalito, Gallina, Juanilama, Loma Bonita, Llano, Ojochal, Palestina, Palmas, Paraíso, Penca, Planes, Poroporo, Río Cañas Nuevo, Santa Ana, Santo Domingo. Students of Belen High School come from those villages as well as from San Blas, Filadelfia, Sardinal, Los Corralillo and Cartagena.

3.3.1 Setting

The reaction research project will take place at Liceo of Belen. Liceo Belen is an academic day high school located within the community of Belen, Carrillo, Guanacaste. It is composed of approximately five hundred and seventy-three students. This high school is part of MEP's technological innovation program. Because this high school is part of that program, it has one English laboratory, a computer laboratory, and the possibility to loan 8 tablets for class use as well as headphones. In Addition to this, the high school has high speed internet available for students and professors. The reaction research will be conducted within this public institution, specifically with students of 10th grade.

3.3.2 Participants

The participants of the research as mentioned above are students of 10th grade of Belen high school, the treatment group is the subgroup B, meaning 10-2 B and 10-3 B. The students of 10-B will be exposed to the use of Quizlet application during class sessions. On the other hand, the controlled group is 10-A and this subgroup will not be exposed to the Quizlet application during class session. Since the pandemic began, the Ministry of Education of Costa Rica has implemented rules, regulations, and protocols to reduce the increase of covid cases within the educational institutions around the country. Students have a special schedule in which they attend high school at least once a month. The full group of 10-2 and 10-3 is composed of 20 students each, and every subgroup is composed of 10 students. During the time the subgroups attend classes, not all the students go to class. Also, there are constant changes in the way students continue with their high school education. Some students that attend classes physically request to take classes virtually. The day the questionnaires and diagnostics were applied, fourteen students attended in total, seven from subgroups 10-2 B and 7 from 10-3 B one day. The other day eight students attended class, two were from 10-2 A and six were from 10-3 A. The participants of the study are between fourteen and nineteen years old. For investigations purposes, from now and on group 10 B will refer to both subgroups 10-2 B 10-3 B; and group 10 A will refer to 10-2 A and 10-3 A. They come from different places such as Filadelfia, Santa Ana, Belen, Los Planes, San Blas, La Villita and Palestina.

3.4 Data Collection Procedures and Tools of Initial Research.

The collection of data is what makes an investigation possible. Impact evaluations need to go beyond assessing the size of the effects (i.e., the average impact) to identify for whom and in what ways a program or policy has been successful. What constitutes 'success' and how the data will be analyzed and synthesized to answer the specific key evaluation questions (Peersman, 2014,p. 1).

3.4.1 Procedures of Initial Research.

The results of the first interactions that have taken place are of great importance since they will nurture the investigation in multiple ways; that is, it will help researchers to diagnose at a starting point of student's reading skills level. In fact, how the diagnostic test and the survey were carried over, it allowed to gather enough input of students reading comprehension and their reading skills together.

3.4.2 Description of the Instruments

The instruments used in an investigation should allow researchers to gather as much valuable information as possible for the investigation's purpose. As one of the instruments that is going to be used, there are the questionnaires. It is important to note that this type of instrument represents a great and useful source of information, and it is mostly used in qualitative research as this one is being developed. Besides, it is important to mention that questionnaires are as easy as fast when it comes to gathering information. Thus, the questionnaire is composed of 10 questions long and primarily it was created in word and applied in a print (physical) way. This instrument was applied to have general information about a student's knowledge regarding vocabulary, the

app Quizlet, and reading comprehension techniques. On the other hand, tests or diagnostic tests help researchers to locate students' competence in a specific field of investigation. The researchers proceeded to elaborate a four-part diagnostic test that was applied to students of the four subgroups. Students were told about the importance of the test for the investigation. They had a whole hour to answer the test thoroughly. Once all the information was gathered, an analysis of that data was required.

3.4.2.1 Diagnostic Test

The diagnostic test helped to understand the student's reading comprehension, vocabulary, and language usage. A total of two tests were applied, one at the beginning of the intervention and the other one at the end of the intervention. The first diagnostic test had four different parts consisting of a short answer, multiple choice, reading comprehension and an identification part. The second test is composed also four parts: a multiple-choice task, a matching task and two reading comprehension tasks. Both tests will provide important information for the study to see if there has been improvement of reading comprehension. For investigation purposes, the analysis that will be presented is going to focus on both general and specific aspects of students' answers for a more accurate input. In addition, the content by itself is not as important as the input gathered from students. For example, focusing on their understanding of tasks versus their understanding of the topics. That being said, it is always important to notice that the actual topics are taken from the supposed planning disposed of by the Ministry of Public Education. In the following lines, an analysis of the test will take place.

3.4.2.2 Questionnaires

Questionnaires and schedules are devices used to collect data through a series of questions and other similar prompts from a group of respondents. The number of people that participated in

the questionnaire was 22 people, all students of 10th grade of Liceo Belen. The questionnaire was composed of 10 closed questions and 2 open questions that participants had to answer in class. The closed questions had the option “Yes”, “No” or “N/A”.

3.4.2.3 Focus Group

A focus group is a qualitative instrument that is used in investigations that intends to answer the questions “why”, “what” and “how”. The focus groups is applied to students of the treatment group. A total of six questions were asked to the whole group and the answers were recorded on paper.

3.4.3.1 Diagnostic Data Analysis

The following section aims to provide an insight of the whole analysis that is based on the diagnostic test findings. It encompasses multiple interlocking tables, and graphs that will guide readers to understand the content in a better fashion. Also, it serves to provide an overall understanding of the whole analysis regarding the diagnostic test carried out. It is important to mention that the sole purpose of the tasks was to realize and discover students' reading comprehension and vocabulary level by having them exposed to different type of tasks.

The following table is a representation of their score as a group in which it can be reflected their test's grades. It is important to mention that there is one table per group (meaning 10-A and 10 B that includes the four subgroups 10-2 and 10-3 A and 10-2 and 10-3 B) and its own analysis. In addition, it is of equal importance to compare the competence regarding reading comprehension and reading skills for the purposes of the research.

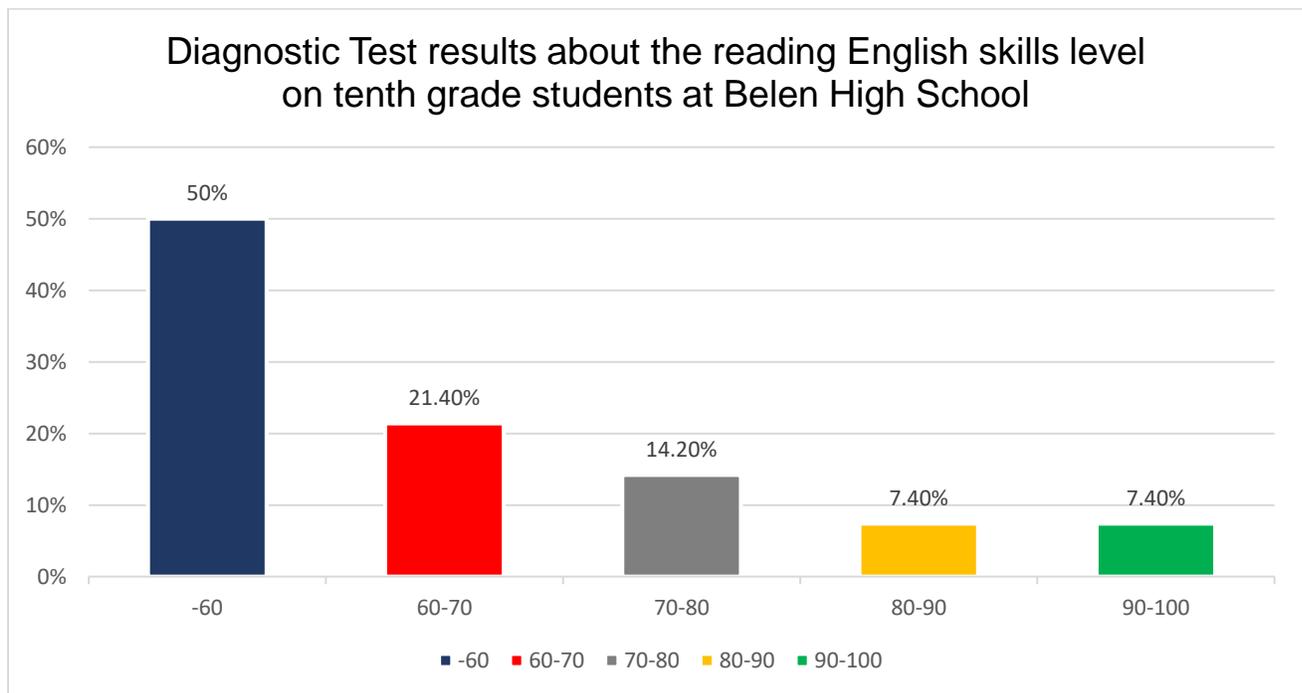
Table #1 Group 10-A

Diagnostic Test result about the reading English skills level of tenth grade students at Belen High School.

	-60		60-70		70-80		80-90		90-100		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Reading English skills level on tenth grade students at Belen High School	1	12.5%	0	0%	3	37.5%	4	50%	0	0%	8	100%

Source: diagnostic applied to the tenth-grade students at Belen High School, 2021

Graph #1 Group 10-A



Source: Table # 1

Starting with the overall performance found and gathered from student's responses to the diagnostic. Students' performance with regards to the diagnostic can be simplified in one specific table with their overall grade. Based on data from both the graph and the table, it can be seen that there is a greater number of students from group 10-A that were in the 80-90 grades. In addition, students from group 10-A seem to get over all better grades; with only one participant going under the -60 barrier. Besides that, the other end is represented by 50% of the students getting a result in the 80-90 mark. In general group 10-A seem to have a good understanding of the tasks.

However, there is one part that tricked students the most is production. Whenever students encounter exercises in which it is required from them to write, they tend to leave empty questions or fail. For example, in the identification task, they were given a picture with different fruits; they had to write the name of the fruit. Resulting in the worse tasks for them, students in general had at least one or two of the items not answered, others and multiple of them incorrect. Spanglish was found in some students. Also, some students wrote answers in their native language; that is Spanish.

Finally, group 10-A in general terms got good results from the test. Understanding tasks and getting main ideas from small portions of texts seem to be well handled from them. The part of their skills that needs to be worked on is vocabulary. As mentioned above, there seems to be a greater number of students failing those production tasks. The controlled group in general terms seem to have better grades, which in the end will help as a reference to see and notice if there will be any difference in as compared to the treatment group.

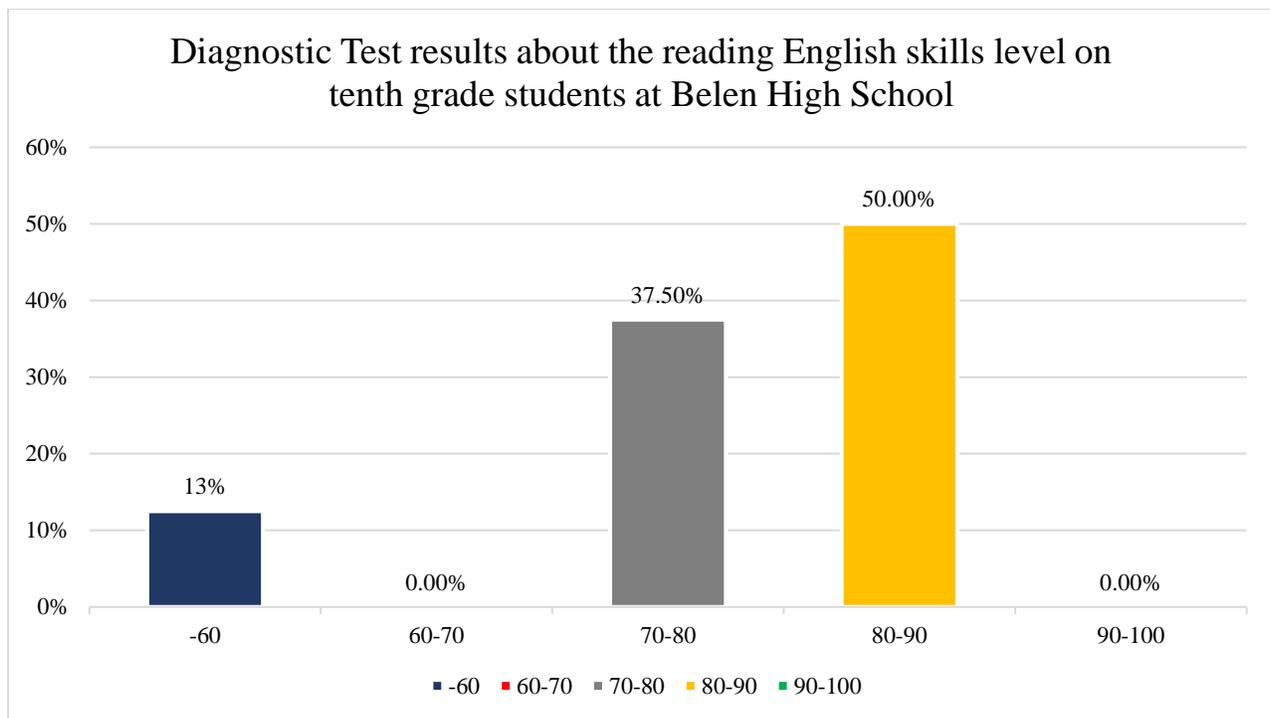
Table #2 Group 10-B

Diagnostic Test result about the reading English skills level of tenth grade students at Belen High School.

	-60		60-70		70-80		80-90		90-100		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Reading English skills level on tenth grade students at Belen high school	7	50%	3	21.4%	2	14.2%	1	7.4%	1	7.4%	14	100%

Source: diagnostic applied to the tenth-grade students at Belen High School, 2021

Graph #2 Group 10-B



Source: Table #2

With regards to group 10-B, students’ comprehension of the diagnostic test in general seems to be low; that is, they show sufficient understanding of tasks presented in it, but the grades

themselves are not as the expected level from their school year. As it can be found on the table 2 and the graph 2. Seven students, out of fourteen, have grades under the -60 mark. They are not even getting to the 70-80. In fact, that 50% falls in the “-60” scores, making half of the students “fail” the diagnostic test.

However, the reality is that in practice things are not as light as they may be seem in the big picture. One thing that must be mentioned is the results from the separated tasks, especially those in which they had to write down their responses (written production). To give a perspective, for task #3 students were given a short story and four questions about the reading, and for task #4 they were given an image to identify fruits from it. Starting with task three, students seemed to only “copy and paste” what was written in the reading. Questions will go such as “What happened to the mirror?” and they will literally trace the words from the text and the whole sentences or sentences in which the answer was located. In addition to this, group 10-B, that were 14 students, they got 15 questions with no answer. This leads to the idea that students tend to have lower grades or scores when it comes to “production” or exercises dealing with actual written production from the students.

For the identification exercise, this is where students encountered the most problems with spelling, lack of vocabulary and even the use of “Spanglish”. Since students were not given the words in a chart, they were forced to remember vocabulary learned in classes. 100% of students from group 10-B at least got one of the items incorrect and, most of the test had blank spaces in some supposed responses from students. In addition, something very interesting is that all the students will, correctly, guess the fruits by just watching. As mentioned before, some students got to the point of knowing the fruit by looking at the fruit, but they will give some answers in Spanish

and even “inventing” the language with a combination of the word in their mother language and in the target language.

Finally, their overall reading comprehension seemed to be good at the very least. It is their vocabulary what needs more attention, and it puts in evidence the preconceive thought there was from the very beginning about students’ knowledge.

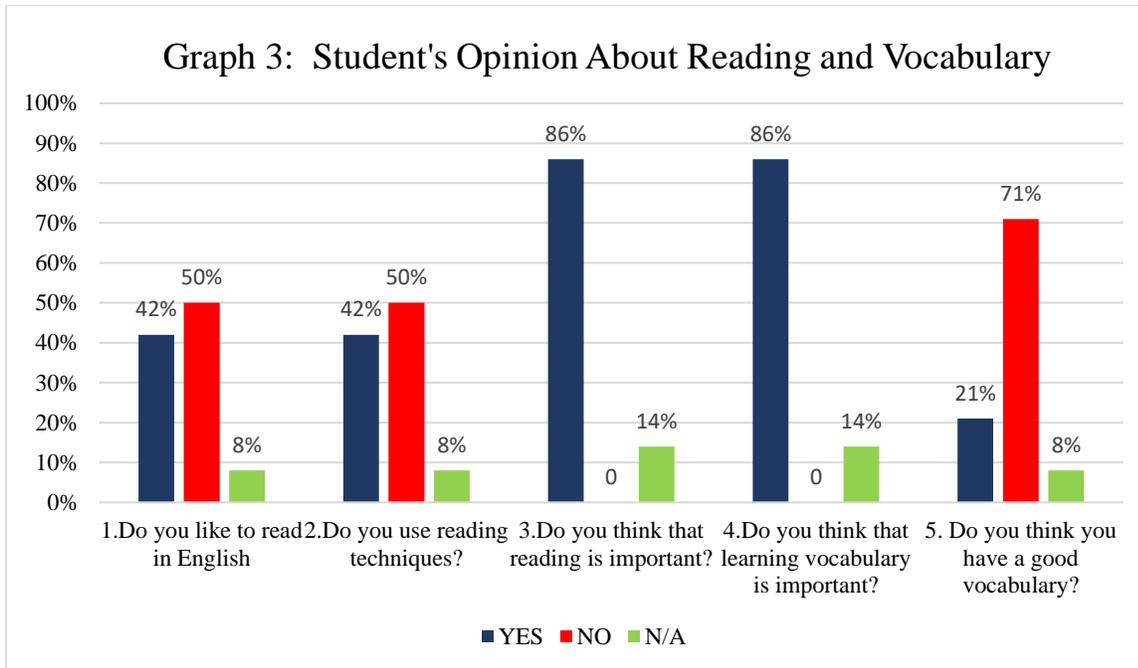
3.4.3.2 Questionnaire Data Analysis

Questionnaire applied to 10 B

Table # 3
Student’s Opinion about Reading and Vocabulary Learning

	Yes		No		N/A		Total	
	FA	FR	FA	FR	FA	FR	FR	FA
1.Do you like to read in English	6	42%	7	50%	1	8%	14	100%
2.Do you use reading techniques?	6	42%	7	50%	1	8%	14	100%
3.Do you think that reading is important?	12	86%	0	0%	2	14%	14	100%
4.Do you think that learning vocabulary is important?	14	100%	0	0%	0	0	14	100%
5. Do you think you have a good vocabulary?	3	21%	10	71%	1	8%	14	100%

Source: Student’s survey applied to the students of 10th grade of Liceo Belen High School, 2021



Source: Table # 3

Based on the questionnaires applied to the students, the information collected will be explained as follow.

Question # 1 about if they like to read in English, 6 students replied that they like to read for a representation of 42% and 7 learners replied they do not like to read for a representation of 50%, 1 person replied to N/A for a representation of 7%. In conclusion, there is a small difference between the students who like to read and the students who do not like to read

Question # 2 about the use of reading techniques, 6 learners said yes, it means that they use different reading techniques for a representation of 42% and 7 learners said that they do not use reading techniques for a representation of 50%, 1 person said N/A for 14% of representation. It can be concluded that there is a small difference between the students who use reading techniques and students who do not use reading techniques.

Question # 3 about their opinion on the importance on reading, 12 students believe that reading is important for a representation of 86%, 2 people think that reading is not important for a representation of 14%. It can be inferred that most of the participants shared an affirmative opinion on the importance of reading.

Question # 4 about the importance of vocabulary learning, 14 learners believe on the importance of vocabulary learning and no one believes vocabulary learning is important and no one answered N/A. It can be concluded that all the students believe that learning vocabulary is important.

Question #5 about their opinion regarding if they have a good vocabulary. 3 learners replied yes that they have a good vocabulary for a representation of 21%, 10 learners said they do not have a good vocabulary for a representation of 71%, 1 person said N/A for representation of 7 %. It can be inferred that most of the people believed that they do not have a good vocabulary.

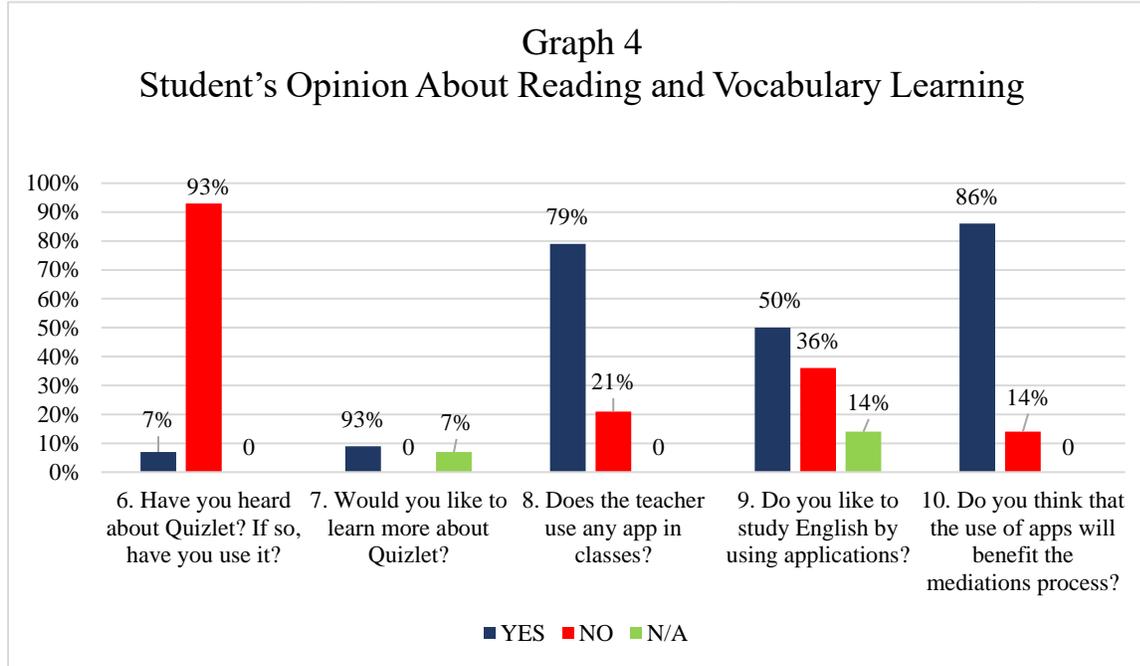
Table 4

Student’s Opinion about Reading and Vocabulary Learning

	Yes		No		N/A		Total	
	FA	FR	FA	FR	FA	FR	FR	FA
6. Have you heard about Quizlet? If so, have you use it?	1	7%	13	93%	0	0	14	100%
7. Would you like to learn more about Quizlet?	13	93%	0	0%	1	7%	14	100%
8. Does the teacher use any app in classes?	11	79%	3	21%	0	0	14	100%
9. Do you like to study English by using applications?	7	50%	5	36%	2	14%	14	100%

10. Do you think that the use of apps will benefit the mediations process? 12 86% 2 14% 0 0 14 100%

Source: Student's survey applied to the students of 10th grade of Liceo Belen High School, 2021



Source: Table # 4

Based on the questionnaires applied to the students, the information collected will be explained below:

Question # 6 regarding if they have heard about Quizlet, 1 person replied yes, he or she has heard about the app Quizlet for a representation of 7%, 13 students said that they have not heard about the application for a representation of 93% and 0 people said N/A. It can be concluded that most of the participants do not know about Quizlet.

Question # 7 regarding if they like to learn about Quizlet, 13 participants shared that they are interested in learning about Quizlet app for a representation of 93% and 1 person said he or she is

not interested in learning about Quizlet. It can be concluded that most of the students would like to learn about Quizlet app.

Question # 8 regarding if the teacher uses any apps in classes, 11 students answered that the teacher has used apps in classes for a 79%, 3 participants replied no for a 21%. It can be inferred that most of the participants confirm that the teacher has used apps in classes.

Question #9 about if they like to study English by using applications, 7 learners said they like to study English by using apps, for a representation 50%, 5 students said that they do not like to use apps to study English for a 36%, 2 students said N/A for a 14% representation. In conclusion, half of the participants said that they would like to study English by using applications.

Question # 10 about their opinion regarding the benefits of using apps for the mediation process. 12 learners said that there are benefits of using apps for the mediation process for a representation of 86% and 2 participants said no for a representation of 14% of the participants. It can be concluded that most of the students think there are benefits of using apps for the mediation process.

+Opened Questions

Questions # 1 What techniques do you use to learn vocabulary? Regarding question 1 about techniques students use to learn vocabulary, the students answered:

I use a translator

I would like to use techniques for vocabulary

Learning in English classes, and the translator too

Means of an application

I use a translator an application is important vocabulary

I memorize and write

I like to learn English through songs

I use the translator

I memorized the words

I choose words then I look for the definitions in English and Spanish

I write the word and say them several times

Translate into both languages and learn

I memorized the words

ANALYSIS

Regarding the question about the techniques that learners use to learn vocabulary, they answered that they use a translator, applications, memorized words, write words. It can be concluded that the participants use various techniques to learn new vocabulary.

Question # 2. Why is it important to embrace the use of apps in classes?

Helps facilitate learning

Because the student who does not know to master English can use them.

To learn more and know what we are doing

To have more technique

Way is important

To learn so much more

They would allow us more facilities

Helps us more is more fun and entertaining

To improve learning

To improve student and technology used

Help in improving English

To improve certain knowledge in students

Because help have a breakthrough

ANALYSIS

Regarding the question about the importance for using applications in classes, they answered that using application in classes helps them to learn, it is entertaining and fun, also it improves learning. It can be inferred that the participants believe that the use of applications is very important.

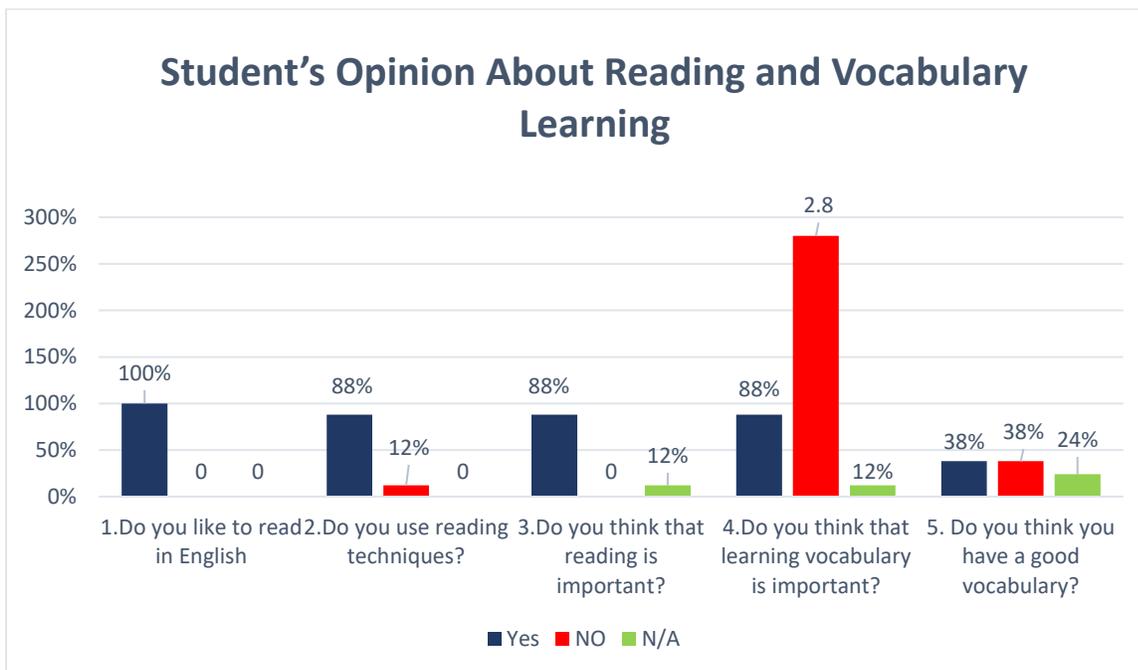
Questionnaires applied to 10 B

Table #5
Student's Opinion about Reading and Vocabulary Learning

		Yes	No	N/A		Total	
		FR	FA	FR	FA	FR	FR
1.Do you like to read in English	8			%			
2.Do you use reading techniques?	7		1		0	0	
3.Do you think that reading is important?	7		0	0%	1		
4.Do you think that learning vocabulary is important?	7		0	0%	1		
5. Do you think you have a good vocabulary?	3		3		2		

Source: Student's survey applied to the students of 10th grade of Liceo Belen High School, 2021

Graph 5
Student's Opinion about Reading and Vocabulary Learning



Source: Table # 5

Based on the questionnaires applied to the students, the information collected will be explained as follow.

Question # 1 about if they like to read in English, 8 students replied that they like to read for a representation of 100%. In conclusion, all the participants confirmed that they like to read in English.

Question # 2 about the use of reading techniques, 7 participants said yes, it means that they use different reading techniques for a representation of 88% and 1 person said No for a representation of 12%. It can be inferred that most of the participants use different reading techniques.

Question # 3 about their opinion on the importance of reading, 7 learners believe that reading is important for a representation of 88%, 1 person student to N/A for a representation of 12%. It can be inferred that most of the participants shared an affirmative opinion on the importance of reading.

Question # 4 about the importance of vocabulary learning, 7 participants believe in the importance of vocabulary learning and 1 person answered N/A. It can be concluded that most of the students believe that learning vocabulary is important.

Question #5 about their opinion regarding if they have a good vocabulary. 3 participants replied yes that they have a good vocabulary for a representation of 38%, 3 students said they do not have a good vocabulary for a representation of 38%, 2 learners said N/A for a representation of 24%. It can be inferred that most of the learner believe that they don't have a good vocabulary.

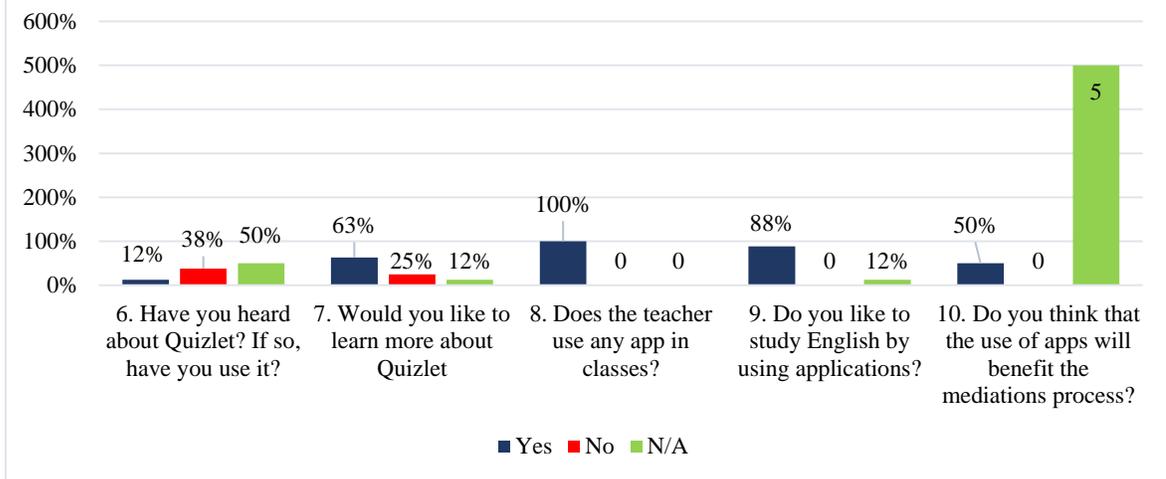
Table #6
Student's Opinion about Reading and Vocabulary Learning

	Yes		No		N/A		Total	
	FR	FA	FR	FA	FR	FA	FR	FA
6. Have you Heard about Quizlet? If so, have you use it?	12%	1	38%	3	50%	4	100%	8
	63%	5	25%	2	12%	8	100%	8
7. Would you like to learn more about Quizlet?		1		0	0			
8. Does the teacher use any app in classes?	100%	8	0%	0	0%	0	100%	8
9. Do you like to study English by using applications?	88%	7	0%	0	12%		100%	8
								8
10. Do you think that the use of apps will benefit the mediation process?	50%	4	0	0%	50%	4	100%	8

Source: Student's survey applied to the students of 10th grade of Belen High School, 2021

Graph 6
Students 'opinion about reading and vocabulary learning

Graph 6: Student's Opinion About Reading and Vocabulary Learning



Source: Table # 6

Based on the questionnaires applied to the students, the information collected will be explained below: Based on the questionnaires applied to the students, the information collected will be explained below:

Question # 6 regarding if they have heard about Quizlet, 1 person replied yes, he or she has heard about the app Quizlet for a representation of 12%, 3 learners said that they have not heard about the application for a representation of 38% and 4 students said N/A for a representation of 50%. It can be concluded that most of the participants replied that they have not learned about Quizlet.

Question # 7 regarding if they like to learn about Quizlet, 5 participants shared that they are interested in learning about Quizlet app for a 63%, 2 students replied no for a representation of 25% and 1 person said N/A for a representation of 12% It can be concluded that most of the people would like to learn about Quizlet app.

Question # 8 regarding if the teacher uses any apps in classes, 8 students answered that the teacher has used apps in classes for a representation of 100%, It can be confirmed that the teacher uses apps in class.

Question #9 about if they like to study English by using applications, 7 students said they like to study English by using apps, for a representation of 88%, 1 person said N/A for a representation of 12%. In conclusion, most participants confirmed that they would like to study English by using apps.

Question # 10 about their opinion regarding the benefits of using apps for the mediation process. 4 people said that there are benefits of using apps for the mediation process for a representation of 50% and 4 people said N/A for a representation of 50% of the participants. It can be concluded that participants believed there are benefits of using apps for the mediation process of learning English and the other half did not have an opinion on this matter.

Analysis of the opened Questions

Questions # 1 What techniques do you use to learn vocabulary? Regarding question 1 about techniques students use to learn vocabulary, the students answered:

I don't use techniques to learn vocabulary

I don't use

I use internet vocabulary

I don't use techniques

I use the sentences how is it. He knows how to use yourself search for a topic in ages to translate and help me having to pronounce in a dialogue

ANALYSIS

Regarding the question about the techniques that learners use to learn vocabulary, their answered is that they use the internet, they don't use techniques to learn vocabulary. It seems that the participants don't use techniques to learn new vocabulary or didn't understand the questions to answer correctly.

Question # 2. Why is it important to embrace the use of apps in classes?

It is important because one helps each other because you learn many many things better. It's more entertaining to learn the applications.

if it is important since it can help us a lot

because it helps us understand

yes, of course for better learning

yes, it is important because if you do not know something that will help you.

to work better

do jobs more efficiently

yes, to have a better good job

ANALYSIS

Regarding the question about the importance to the use of applications in classes, they answered that using application in classes helps the learning process, it helps to do the work efficiently, it helps to understand. It can be inferred that the participants believe that the use of applications is very important and helps in the learning process.

3.5 Validation

The validation of the instruments to be applied represents a major importance since it requires different scholars and professionals in the field to validate and approve that those instruments are well organized and qualify to be applied.

The following are the professionals that validated our investigation; all of them are professors in both the Ministry of Public Education and at the Latina University of Costa:

- Lic. Jesus Briceño López: English Professor
- Lic. Didier Acuña: English Professor
- Lic. Willy Rivas: English Professor

3.6 Action Plan Proposal

The following is the action plan proposal that will be carried out. It is important to notice that these are possible strategies and activities to be applied in the mediation process. The whole action plan proposal consists of 8 sessions consisting of the following order.

1. Session 1: This session is the “exploratory” one, the diagnostic one. It took place into different days, and this because the high school group has been divided into different groups due to the pandemic. With this explanation, it can be visualized the need for different ways to get to know the students. The session started on August the 9th (Monday), and the second part of session 1 was on Thursday 12th of August. It is important to notice that because of time, the test and the diagnostics were applied in this beginning session.

2. Sessions 2-7: These sessions consist of 6 plans in accordance with the requirements of the Ministry of Public Education. The Didactic plans for six weeks can be found just after the explanation of session 8.

Session 1	30/08/2021	Exploratory, Diagnostic test
Session 2	13/09/2021	Unit 2: Tell me a Story
Session 3	23/09/2021	Unit 2: Thumbs Up, Thumbs down
Session 4	11/10/2021	Unit 2: Thumbs Up, Thumbs down
Session 5	20/10/2021	Unit 2: Tell me a Story
Session 6	31/10/2021	Unit 2: The reviews are in
Session 7	08/10/2021	Unit 2: The reviews are in
Session 8	22/11/2021	Post-test and Focus Group
Session 1	30/08/2021	Exploratory, Diagnostic test

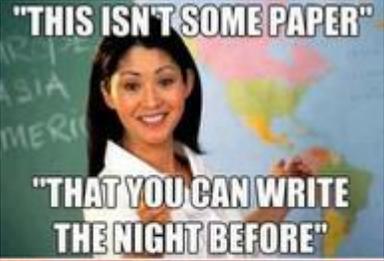
Session 8: This session is merely a test that will take place at the end of the whole investigation.

Didactic Planning
Week # 1

Name of the activity	Purpose of the activity	Mediation Strategies:	DURATION/TIME
<p>Checking Attendance</p> <p>Read a Quote</p>	<p>To check how many students attend class</p> <p>To break the ice</p>	<p>1. Oral Comprehension: Pre-Listening, Listening for the first time, Pair/Group feedback; listening for the second time, Post- Mediation Strategies: Listening</p> <p>2. Written Comprehension: Pre-reading, Reading for the first time, Pair/Group Feedback, Reading for the second time, Post-Reading. 3.Spoken Interaction :Planning; Organizing; Rehearsing; uSING</p> <p>Pre-teaching (CONNECTION)</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>The teacher presents one quote and ask students for their opinion</p> <p>A picture is worth a thousand words. --Unknown Author</p>	<p>2 Lessons</p> <p>80 minutes</p> <p>5 minutes</p>

Quote discussing	To engage students to talk about the topic	<p>Engaging: Activation of prior knowledge</p> <p>Students give their opinion about the quotes presented in the class through answering the following questions:</p> <p>What do you think about the quote presented above?</p> <p>What do you understand this quote means?</p>	5 minutes
Quizlet as a tool of introducing the topic	To introduce the topic	<p>Introducing</p> <p>Teacher Presents students the vocabulary related to the unit through a QUIZLET SET</p> <p>writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger,</p> <p>https://quizlet.com/a072fb?x=1qqt&i=3brn77</p> <p>Later, the teacher explains the use simple present tense through a PPT</p>	5 minutes
	Generate interaction with students	<p>Oral Comprehension:</p> <p>Pre-Listening (CONNECTION)</p> <p>The teacher shares the goal of the lesson.</p> <p>Teacher ask students if students the following questions:</p>	5 minutes

<p>Questions about the topic</p>	<p>Listen to the conversation</p>	<p>Are you poets? Do you write stories? Are you a blogger?</p> <p>. Listening for the first time (CLARIFICATION)</p>	
<p>Listening activity</p>	<p>To generate conversation</p>	<p>Learners listen to the teacher reading about the conversation between Joan and Evan and answer the question What is the conversation about?</p> <p>Individual work/Feedback (COLLABORATION)</p> <p>Students share their opinion to the teacher and the whole group</p>	<p>5 minutes</p>
	<p>Answer questions about memes</p>	<p>Listening for the second time (CONSTRUCTION/APPLICATION)</p> <p>Learners then listen to the teacher again. Then they do a matching activity based on the conversation they read</p>	<p>5 minutes</p>
<p>Meme</p>		<p>Post-listening (CONSTRUCTION/APPLICATION)</p> <p>Students answer the following questions:</p> <p>What are memes? Where do you find them? Share a meme</p> <p>Written Comprehension:</p>	

<p>Vocabulary</p>	<p>Presentation of vocabulary</p>	<p>Pre-reading: (CONNECTION)</p> <p>The teacher shares the goal of the lesson. The teacher shows through flashcards pictures about memes, blogs, posts, memes, poems, books, articles, and students if they know about it.</p>	<p>5 minutes</p>
<p>Memes</p>	<p>What does the meme say? To check the comprehension students have.</p>	<p>Reading for the first time: (CLARIFICATION)</p> <p>Teacher shows various memes and ask students What do they think about the memes? And do you like them?</p>	<p>5 minutes</p>
		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>a)</p> </div> <div style="text-align: center;">  <p>b)</p> </div> </div> <p>c)</p> <p>d)</p>	<p>5 minutes</p>



Group feedback: (COLLABORATION)

Learners compare their answers, and then share with the whole group for revision.

**Reading for the second time:
(CONSTRUCTION/APPLICATION)**

What is a) meme about?

What is b) meme about?

Why do you think c) meme talks about spelling?

What movie do you think d) meme is referring to?

Post-Reading (CONSTRUCTION/APPLICATION)

<p>Read a story</p>	<p>To practice reading</p>	<p>Learners create their own meme in class with an app (memecreator)</p> <p style="text-align: center;"><i>Spoken Interaction/Production</i></p> <p>Planning/ Organizing (CONNECTION)/(CLARIFICATION)</p> <p>Each student is given a copy of a short story.</p> <p style="text-align: center;">Who is he? Where is he? What does he do?</p> <p>Hank is a cowboy. He lives on a farm. He has a horse named Ginger. Hank loves Ginger. He rides Ginger every day. Sometimes they walk slowly, and sometimes they run fast. They always have a good time.</p> <p>Ginger is Hank’s horse. She is light brown. Her tail and mane are dark brown. She is three years old. She lives in the stable by the house.</p> <p>Ginger waits for Hank every morning. She enjoys their time together. Often, Hank gives her apples. After long rides, Hank always washes and brushes Ginger. He usually brushes her tail. Then he gives her food and fresh water. Ginger loves Hank.</p>	<p>20 minutes</p>
<p>Write a story</p>	<p>To check the creativity</p>	<p>Students read the story with the teacher and share what the story is about</p> <p>Rehearsing</p> <p>Students look for a story and read it to the class</p> <p>Interacting/Describing (CONSTRUCTION/APPLICATION)</p> <p>Students try to create their own short story</p>	<p>10 minutes</p> <p>Homework</p>

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Didactic Planning

Week # 2

Name of the activity	Purpose of the activity	Mediation Strategies: 1. Oral Comprehension: Pre-Listening, Listening for the first time, Pair/Group feedback; listening for the second time, Post- Mediation Strategies: Listening 2. Written Comprehension: Pre-reading, Reading for the first time, Pair/Group Feedback, Reading for the second time, Post-Reading. 3.Spoken Interaction :Planning; Organizing; Rehearsing; uSING	DURATION/TIME 2 Lessons 80 minutes
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Checking Attendance	To make sure students are attending	<p align="center">Pre-teaching (CONNECTION)</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>Students play a Kahoot activity about movies.</p>	5 minutes
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<p>Kahoot Activity</p> <p>Practice activity about simple present</p>	<p>To break the ice</p> <p>To check the understanding of simple present</p> <p>To show students how to describe a movie</p>	<p>https://create.kahoot.it/share/marvel-movies/e10c6ca1-3412-4cd7-b821-df1e5006ab45</p> <p>Engaging : Activation of prior knowledge</p> <p>Students need to write in their notebook a chart and they will need to correct the structure of simple present</p> <table border="1" data-bbox="640 511 1522 982"> <thead> <tr> <th>Affirmative</th> <th>Negative</th> <th>Qu</th> </tr> </thead> <tbody> <tr> <td>1. Mary is my friend</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>They don't like social networks</td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td>Ar</td> </tr> <tr> <td>4.We are film producers</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>He doesn't like memes</td> <td></td> </tr> <tr> <td>6.</td> <td></td> <td>Is</td> </tr> </tbody> </table> <p>Introducing</p> <p>The teacher gestures as he/she can remember something. Then, when the learners ask what's wrong, the teacher says: <i>"I'm trying to remember the name of a movie, but I can't think of it. What was the movie called?"</i></p> <p>The teacher describes the movie to see if somebody can help him/her remember.</p>	Affirmative	Negative	Qu	1. Mary is my friend			2.	They don't like social networks		3.		Ar	4.We are film producers			5.	He doesn't like memes		6.		Is	<p>5 minutes</p> <p>5 minutes</p>
Affirmative	Negative	Qu																						
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5.	He doesn't like memes																							
6.		Is																						

Description of movie		<p>a 2012 American superhero film based on the Marvel Comics superhero team of the same name. Produced by Marvel Studios and distributed by Walt Disney Studios Motion Pictures,[N 1] it is the sixth film in the Marvel Cinematic Universe (MCU). Written and directed by Joss Whedon, the film features an ensemble cast including Robert Downey Jr., Chris Evans, Mark Ruffalo, Chris Hemsworth, Scarlett Johansson, and Jeremy Renner</p> <p>The teacher interacts with the learners and provides them with clues to guess which the movie is (The Avengers).</p> <p>The teacher then introduces key vocabulary to talk about films: genre, setting, actor, plot, climax, and critics. For each of the sections, the teacher writes the expressions on the board and explains them to the learners using real examples from famous films.</p> <table border="1" data-bbox="693 1031 1522 1406"> <thead> <tr> <th colspan="2" data-bbox="693 1031 1522 1091">Talking about films</th> </tr> </thead> <tbody> <tr> <td data-bbox="693 1091 1031 1406">What kind of movie was it?</td> <td data-bbox="1031 1091 1522 1406"> It was a (an) ... <ul style="list-style-type: none"> ● romance comedy (Rom c ● science-fiction (Sci-fi) ● horror movie ● animated movie ● action movie ● thriller ● documentary </td> </tr> </tbody> </table>	Talking about films		What kind of movie was it?	It was a (an) ... <ul style="list-style-type: none"> ● romance comedy (Rom c ● science-fiction (Sci-fi) ● horror movie ● animated movie ● action movie ● thriller ● documentary 	5 minutes
Talking about films							
What kind of movie was it?	It was a (an) ... <ul style="list-style-type: none"> ● romance comedy (Rom c ● science-fiction (Sci-fi) ● horror movie ● animated movie ● action movie ● thriller ● documentary 						

			<ul style="list-style-type: none"> ● adventure movie ● drama 	
		Who was in it? Who was starring in it?	<p>_____ was in it.</p> <p>_____ was starring in it.</p>	
		Where did it take place? When did it take place?	<p>It took place on a Earth-like planet in 2031.</p> <p>It took place on the moon.</p> <p>It took place in a prison</p> <p>It was set on a train.</p> <p>I was set on the countryside in the 90's.</p>	10 minutes
		What was it about? What happened in it'	<p>It was about...who...</p> <p>It was about two young people who fell in love on a sinking ship.</p> <p>It was about a meteor that was going to destroy the Earth.</p>	
		How did it end? What happened in the end?	<p>In the end, the ring is destroyed.</p> <p>In the end, Harry decided he really loved Sally.</p>	

		<p>What did the critics say?</p> <p>What kinds of reviews did it get?</p>	<p>The critics _____.</p> <p>It got _____ reviews.</p> <p>The critics said it was good. The critics panned it. The critics raved about it.</p> <p>It got great reviews. It got poor reviews.</p>		
		<p>How was the movie?</p>	<p>It was heart-warming.</p> <p>It was a total laugh riot.</p> <p>The special effects were breathtaking.</p> <p>It made my blood run cold.</p> <p>It gave food for thought.</p> <p>The plot was intriguing.</p>		
		<p>Oral Comprehension:</p> <p>Pre-listening (CONNECTION)</p> <p>Learners are asked what they consider are the most important elements of a movie: the plot, special effects, the leading actors, the moral message, the genre? Learners share their thoughts with a partner and then with the whole group.</p> <p>Learners observe as the teacher writes the sentences below on the board. In pairs, learners read the sentences and guess the meaning of each one by their context. To do so, the teacher provides a definitions bank, so learners can read the sentences and look for</p>			

		<p>the corresponding definition of the words in boldface.(Adapted from https://www.esl-lab.com/difficult/movie-reviews-script/)</p> <ul style="list-style-type: none"> ● His behavior was so bizarre that he lost his job because of it. ● I was fascinated by the movie's plot and sound track. ● You must admit that the ending of the movie was a little weak. ● The movie was awesome. It was the best I have seen in a long time. ● The book's plot was too weird for me, so I returned it to the library. ● The scene where the doctor was killed by the shark was so fake. You could easily tell that the shark was just a plastic model. 	<p>5 minutes</p>								
	<p>To listen the activity about movies</p>	<table border="1"> <tr> <td colspan="2" data-bbox="640 737 1518 797" style="text-align: center;">Definitions Bank</td> </tr> <tr> <td data-bbox="640 797 1249 954"> <p>not real, not authentic acknowledge</p> </td> <td data-bbox="1249 797 1518 954"> <p>accept or</p> </td> </tr> <tr> <td data-bbox="640 954 1249 1112"> <p>fantastic, great, wonderful weird</p> </td> <td data-bbox="1249 954 1518 1112"> <p>strange, absurd,</p> </td> </tr> <tr> <td data-bbox="640 1112 1249 1300"> <p>the story of a book, play, or movie unusual</p> </td> <td data-bbox="1249 1112 1518 1300"> <p>strange, absurd,</p> </td> </tr> </table>	Definitions Bank		<p>not real, not authentic acknowledge</p>	<p>accept or</p>	<p>fantastic, great, wonderful weird</p>	<p>strange, absurd,</p>	<p>the story of a book, play, or movie unusual</p>	<p>strange, absurd,</p>	<p>3 minutes</p>
Definitions Bank											
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<p>the story of a book, play, or movie unusual</p>	<p>strange, absurd,</p>										
	<p>To create a collaborative environment</p>										

Listening Activity		<p>Listening for the first time (CLARIFICATION)</p> <p>Learners listen to the audio “Movie Reviews” https://www.esl-lab.com/difficult/movie-reviews/ for the first time and answer the following questions:</p> <ul style="list-style-type: none"> • Who are the people talking? • What do they think about the movie they saw? ¿Do both of them think the same way? 	5 minutes									
Group activity		<p>Pair/Group feedback (COLLABORATION)</p> <p>In pairs, learners compare their answers, and then they share with the group.</p>										
Listening Activity	To introduce the topic	<p>Listening for the second time (CONSTRUCTION/APPLICATION)</p> <p>Learners listen for the second time and complete the worksheet below by writing the corresponding answers.</p> <table border="1" data-bbox="655 1047 1522 1356"> <thead> <tr> <th data-bbox="655 1047 1129 1112">What do they think about...</th> <th data-bbox="1129 1047 1486 1112">The father</th> <th data-bbox="1486 1047 1522 1112"></th> </tr> </thead> <tbody> <tr> <td data-bbox="655 1112 1129 1230">the movie?</td> <td data-bbox="1129 1112 1486 1230"></td> <td data-bbox="1486 1112 1522 1230"></td> </tr> <tr> <td data-bbox="655 1230 1129 1356">the special effects?</td> <td data-bbox="1129 1230 1486 1356"></td> <td data-bbox="1486 1230 1522 1356"></td> </tr> </tbody> </table>	What do they think about...	The father		the movie?			the special effects?			5 minutes
What do they think about...	The father											
the movie?												
the special effects?												

		the ship's communications officer			
Quizlet Activity	Watch a video about the movie Facing the Giants	the photography			
Youtube video	To give students the opportunity to understand the topic	<p>Learners, in pairs, compare their answers and then share them with the group.</p> <p>Post-listening (CONSTRUCTION/APPLICATION)</p> <p>By using Quizlet students learn new vocabulary about movies.</p> <p>https://quizlet.com/428912012/movies-flash-cards/?i=3brn77&x=1jqY</p> <p style="text-align: center;">Written Comprehension:</p> <p>Pre-reading (CONNECTION)</p> <p>Learners watch the trailer of the movie Facing the Giants</p> <p>https://www.youtube.com/watch?v=jtVJqyhk97U</p>			
Presentation of information		<p>Then, they are asked if they have seen the movie or what they think about it just by seeing the trailer. Learners brainstorm adjectives to describe their thoughts about the movie.</p>			

<p>Introduce information</p>	<p>To explain important information</p>	<p>The teacher explains that critics use multiple adjectives to describe a movie. Teacher presents some examples and clarifies meaning (Taken from https://www.edu.xunta.gal/centros/ieslamasabade/system/files/Language_of_FilmReview.pdf)</p> <table border="1" data-bbox="640 609 1474 1404"> <thead> <tr> <th data-bbox="640 609 1058 690"> General comments and opinions </th> <th data-bbox="1058 609 1474 690"> Useful recommendations </th> </tr> </thead> <tbody> <tr> <td data-bbox="640 690 1058 1404"> <ul style="list-style-type: none"> - It is rather confusing / long / slow / boring - The cast is excellent / weak / awful / unconvincing - The script/ story is dull / clever / exciting - It has a tragic / surprising / dramatic ending - It does not come across as true / convincing - The music / sound effect is dull / rich - It is a catchy tune as backing music </td> <td data-bbox="1058 690 1474 1404"> <ul style="list-style-type: none"> - Don't miss it! - It is well worth seeing! - It will change the way you see (e.g. young people) after watching this film. - It is bound to be a box-office hit. - I highly / thoroughly / strongly recommend it. - It is highly entertaining. - It is certainly at the top of my list of good movies. - Fans of ... will no doubt be thrilled with this. </td> </tr> </tbody> </table>	General comments and opinions	Useful recommendations	<ul style="list-style-type: none"> - It is rather confusing / long / slow / boring - The cast is excellent / weak / awful / unconvincing - The script/ story is dull / clever / exciting - It has a tragic / surprising / dramatic ending - It does not come across as true / convincing - The music / sound effect is dull / rich - It is a catchy tune as backing music 	<ul style="list-style-type: none"> - Don't miss it! - It is well worth seeing! - It will change the way you see (e.g. young people) after watching this film. - It is bound to be a box-office hit. - I highly / thoroughly / strongly recommend it. - It is highly entertaining. - It is certainly at the top of my list of good movies. - Fans of ... will no doubt be thrilled with this. 	<p>5 minutes</p> <p>5 minutes</p>
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<p>Reading activity</p> <p>Group work</p>	<p>To check understanding of information to promote collaborative work</p>	<ul style="list-style-type: none"> - The theme song is powerful / weak / satisfying - The color in the photography is natural / spectacular / dull / dark and frightening - The acting is true to life / powerful / natural 	<ul style="list-style-type: none"> - It's a must! - I would not recommend this because... - Wait until it comes out on video. - It's a boring movie. Don't bother with this one. - Only watch this film if you have plenty of time to spare. 	<p>10 minutes</p>
		<p>Reading for the first time (CLARIFICATION)</p> <p>Learner are asked to take a look at the title, captions, and pictures in the reading passage “Facing the Giants CBN review” Then, they skim the text and decide if the general review of the movie is a positive or a negative one. Learners are asked to think about reasons for their choice: What makes you think like that https://www1.cbn.com/movies/facing-giants-movie-review</p> <p>Pair/Group feedback (COLLABORATION)</p> <p>Learners compare their answers, and then they share with the whole group.</p>		

	To check summary skills	<p>How does the reviewer describe the main characters?</p> <p>a. b. c. d. e.</p> <p>Is it a positive review? Why or why not?</p>		Homework
	Mind Map Creation To know how they can criticized movies	<p>Learners compare their answers and then share with them with the group. Teacher monitors learners' performance during the reading exercise.</p> <p>Post-reading (CONSTRUCTION/APPLICATION)</p> <p>Learners choose a movie they like and create a mind map with adjectives to describe the acting, the special effects, the music, the photography, Then, learners, in pairs, share their opinions about the movie, using the mind map as a guide.</p> <p>Spoken Interaction/Production</p> <p>Planning/ Organizing (CONNECTION)/ (CLARIFICATION)</p> <p>Planning</p>		

<p>Answer Questions</p>		<p>The class is divided into groups of three. Learners are told that they work as movie critics and they were chosen to participate in a meeting to share their reviews about the last movie they saw.</p> <p>Learners receive a prompt with some questions about movies.</p> <ol style="list-style-type: none"> 1. What is the title of the film? 2. What genre is it? 3. What is it about? 4. Is it based on a book? 5. Where is the film set? 6. When is the film set? 7. Who stars in the film? 8. Who plays the main role(s)? 9. Who is your favorite character in the film? (Why?) 10. What's your opinion about the movie (acting, special effects, music, photography) <p>Organizing</p> <p>Learners take some time to think about each question and to make notes about the answers.</p> <p>Rehearsing (COLLABORATION)</p> <p>Students practice asking those questions to each other like in a role play</p> <p>Interacting/Describing(CONSTRUCTION/APPLICATION)</p>	
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		Learners present their role plays to the class	
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Quizlet Activity	To explain the topic	<table border="1" data-bbox="709 191 1854 513"> <thead> <tr> <th data-bbox="709 191 1262 245">Direct speech</th> <th data-bbox="1262 191 1854 245">Indirect Speech or Reported speech</th> </tr> </thead> <tbody> <tr> <td data-bbox="709 245 1262 383">She says: "I like tuna fish."</td> <td data-bbox="1262 245 1854 383">She says that she likes tuna fish.</td> </tr> <tr> <td data-bbox="709 383 1262 513">She said: "I'm visiting Paris next weekend"</td> <td data-bbox="1262 383 1854 513">She said that she was visiting Paris the following weekend.</td> </tr> </tbody> </table> <p data-bbox="653 574 1283 610">A. Reporting Statements (CLARIFICATION)</p> <p data-bbox="653 634 1514 667">When transforming statements, check whether you have to change:</p> <p data-bbox="653 704 825 737">1- Pronouns</p> <p data-bbox="653 748 1772 781">In reported speech, you often have to change the pronoun depending on who says what.</p> <p data-bbox="653 808 779 841">Example:</p> <p data-bbox="653 870 1717 902">She says, "My dad likes roast chicken." – She says that her dad likes roast chicken.</p> <p data-bbox="653 932 779 964">2- Tenses</p> <ul data-bbox="705 976 1835 1040" style="list-style-type: none"> • If the sentence starts in the present, there is no backshift of tenses in reported speech. • If the sentence starts in the past, there is often backshift of tenses in reported speech. <table border="1" data-bbox="732 1101 1812 1362"> <thead> <tr> <th data-bbox="732 1101 984 1190"></th> <th data-bbox="984 1101 1352 1190">Direct speech</th> <th data-bbox="1352 1101 1812 1190">Reported speech</th> </tr> </thead> <tbody> <tr> <td data-bbox="732 1190 984 1279">(no backshift)</td> <td data-bbox="984 1190 1352 1279">"I write poems."</td> <td data-bbox="1352 1190 1812 1279">He <i>says</i> that he writes poems.</td> </tr> <tr> <td data-bbox="732 1279 984 1362">(backshift)</td> <td data-bbox="984 1279 1352 1362">"I write poems."</td> <td data-bbox="1352 1279 1812 1362">He <i>said</i> that he wrote poems.</td> </tr> </tbody> </table> <p data-bbox="653 1370 831 1403">No backshift</p>	Direct speech	Indirect Speech or Reported speech	She says: "I like tuna fish."	She says that she likes tuna fish.	She said: "I'm visiting Paris next weekend"	She said that she was visiting Paris the following weekend.		Direct speech	Reported speech	(no backshift)	"I write poems."	He <i>says</i> that he writes poems.	(backshift)	"I write poems."	He <i>said</i> that he wrote poems.
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Do not change the tense if the introductory clause is in a present tense (e. g. *He says*). Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

He says, "I write poems." – He says that he writes English.

Backshift

You must change the tense if the introductory clause is in a past tense (e. g. *He said*).

Example:

He said, "I am happy." – He said that he was happy.

Examples of the main changes in tense:

Direct Speech	Reported Speech
Simple Present He said: "I am happy"	Simple Past He said that he was happy
Present Progressive He said: "I'm looking for my keys"	Past Progressive He said that he was looking for his keys
Simple Past He said: "I visited New York last year"	Past Perfect Simple He said that he had visited New York the previous year.

<p>Reading an interview</p>	<p>Read comprehension</p>	<p>As a practice, learners read a part of an interview with a fictitious book writer, Joe Harrplayer and fill out a table. (See Annexes) (Taken from https://eslbrains.com/wp-content/uploads/2019/08/ESL-Brains-Reported-speech-with-Vogue-SV.pdf)</p> <p>Also, learners play a Reported Speech sentence completion guessing game. The teacher gives the students a list of sentence stems that should be completed with reported speech such as “I forgot to tell someone...”, “ or “Someone told me that I...”. They complete as many sentences as they can and then read out only the part they have written for the other students to guess which sentence that comes from.</p> <p style="text-align: center;">Spoken Interaction/Production</p> <p>Planning</p> <p>The learners think of a movie they have watched recently and about which they have a strong opinion. Their pick can be a new release or an old favorite, and it can be a film they loved or one they loathed, but that they remember well.</p> <p>Organizing(CONSTRUCTION)</p> <p>Then, learners take a minute to jot down a few notes about this film using the following guiding questions:</p> <ul style="list-style-type: none"> ● What was your opinion of it? Why? ● What details do you remember best? <p>Rehearsing(APPLICATION)</p> <p>The class is divided into pairs and a timer is set.Each learners has two minutes to rehearse the following, in any order:</p> <p style="text-align: center;">Tell your partner about this movie. The learner has to assume that his/her partner knows</p>	<p>20 minutes</p>
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<p>Speaking Activity</p>	<p>Encourage opinion collaboration</p>	<p>nothing about it, and provide enough detail so the listener gets a broad idea of what happens, the characters and the setting.</p> <p>Express your opinion of the movie. The learner tells his/her partner if his/her partner should see it? Why or why not?</p> <p>Support your opinion: The learner gives details about the movie that make it one he/she would recommend — or not?</p> <p>When the first learner finishes. They switch roles.</p> <p>Interacting/Describing(CONSTRUCTION)/ (APPLICATION)</p> <p>Learners make groups of three. Each one takes turns to share information and their opinion about the movie they chose. The rest of the group asks follow up questions to find out more details about the movie and their peer’s opinion about it.</p> <p>.Pre-writing(CONNECTION)</p> <p>Learners are told that they were hired by a local newspaper to write a report about a movie they have seen and can find information about.</p> <p>To do so, learners use the following guiding questions:.</p> <ul style="list-style-type: none"> ● When was the movie released? ● Who was the main cast of the movie? ● What was the movie about? ● What are the best qualities of this movie? ● What were people’s opinions about the movie? ● What did critics say about the movie? ● Would you recommend this movie? <p>recall, organize, plan, write</p>	<p>30 minutes</p>
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Drafting (CLARIFICATION)

Learners jot down their first ideas about the movie they chose. Then, they organize those ideas into a clear logical sequence.

Revising (CONSTRUCTION/APPLICATION)

The class is divided into pairs. Learners peer-correct each other's report using the following checklist.

Editing Checklist			
Criteria	Yes	Partially	No
The report includes information about..			
when the movie was released			
the cast of the movie			
the plot of the movie			
the best qualities of the movie			
people's opinions about the movie			
critics opinions about the movie			
personal recommendation			

Collaborative work

Answer questions

		The report...		
		it is written in a clear, logical sequence		
		is well-capitalized		
		General Feedback:		
Group work	Answer questions	<p>Editing</p> <p>Learners correct and modify their report, considering their partner’s suggestions and feedback.</p> <p>Publishing</p> <p>Learners present their report orally to the class. They talked about what they learned about the movie and how they learned it.</p>		

Written activity			
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Yes/no Chart			
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Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
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Quote	To discuss about a quote to break the ice	<p>Warm up</p> <p>Quote:</p> <p>“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”</p> <p>— Martin Luther King Jr.</p> <p>Students are asked to answer the following question:</p> <ol style="list-style-type: none"> 1. What do you think about this quote? 2. Do you know who was Martin Luther King Jr.? 	10 minutes
Online activity	to introduce differences about people	<p>Introducing</p> <p>Students do a Quiz in which they have to guess the nationality of the people</p> <p>Can You Guess These People's Nationality By Their Faces? (playbuzz.com)</p> <p>Oral Comprehension:</p> <p>Pre-Listening (CONNECTION)</p>	15 minutes
Video	To introduce the different indigenous groups	<p>Students listens watch a video about Territorios Indígenas en Costa Rica - YouTube</p> <p>What are the indigenous group of Costa Rica?</p> <p>Where are the indigenous groups located?</p>	10 minutes

<p>Power Point Presentation and Quizlet</p>	<p>To check knowledge about the indigenous groups</p>	<p>The teacher shares the goal of the lesson. Teacher explains through a PPT the 2nd and 3rd conditionals as well as vocabulary by using quizlet app</p> <p>Reading for the first time: (CLARIFICATION)</p> <p>Students read the information about Indigenous people</p> <p>Group feedback: (COLLABORATION)</p> <p>Learners read aloud the text</p> <p>Reading for the second time: (CONSTRUCTION/APPLICATION)</p> <p>Learners answer the following questions:</p> <p>..</p>	<p>20 minutes</p>
<p>Questions</p>	<p>To introduce the topic</p> <p>..</p> <p>To check knowledge about the opinions of students about the situation of indigenous groups</p>	<p>1. In your opinion, what the Costa Rican government should do to support out indigenous people? Mention two possible solutions</p> <p>2. Mention 4 possible difficulties suffered by the tribes mentioned in the text.</p> <p>3. In your opinion, why is it so important to preserve the tribe’s cultural identity? Which aspects of their culture should or shouldn’t be preserve?</p> <p>Post-Reading (CONSTRUCTION/APPLICATION)</p>	<p>20 minutes</p>

Filling out chart	To check knowledge about indigenous groups	<p>Fill out the information of the following chart about the reading regarding indigenous people</p> <p>Spoken Interaction/Production</p> <p>Planning/ Organizing (CONNECTION)/(CLARIFICATION)</p> <p>Teacher projects/writes some example sentences describing people, places, feelings, emotions, and attitudes. Teacher will join two different sentences by using contrasting words such as even though, on the other hand, although and however. Example:</p>	20 minutes
Presentation of the topic	To explain the topic	<p>Even though the day was beautiful, we could not swim in the ocean because the waves were rough.</p> <p>Teacher explains the task</p> <p>Rehearsing</p> <p>Students create 10 sentences describing people, places, emotions, attitudes</p>	
Questions	To check the knowledge	<p>Students create 5 sentences using the contrasting words</p> <p>Interacting/Describing (CONSTRUCTION/APPLICATION)</p> <p>Students present to the class the sentences.</p>	

CHAPTER 4 FINDINGS

4.1 Data Analysis

The following lines will refer to the post interventions and post-test analysis carried out and applied to the treatment group the controlled group. This analysis will serve as the outcome to the mediation process and the result of the investigation taking place. It will provide a clear understanding of the students' development by being exposed to Quizlet. In addition, a comparison of results will be taking place as well. It is important to notice that the post-test was applied to both groups, but the focus group techniques was only applied to the treatment group as it was the group that was exposed to Quizlet.

This analysis and finding will lead to compare the results from the chapter 3 and the diagnostic applied to students in the beginning of the interventions. Doing it so, will allow to find out the "before and after" of the investigation. In other words, will provided the appropriate and empiric outcome that was meant to have with the project. Once there is a clear resolution from the group results; that is, group 10-A first and second test comparison and the same for group 10-B. Then, there is going to be an overall comparison from the treatment group to the controlled group.

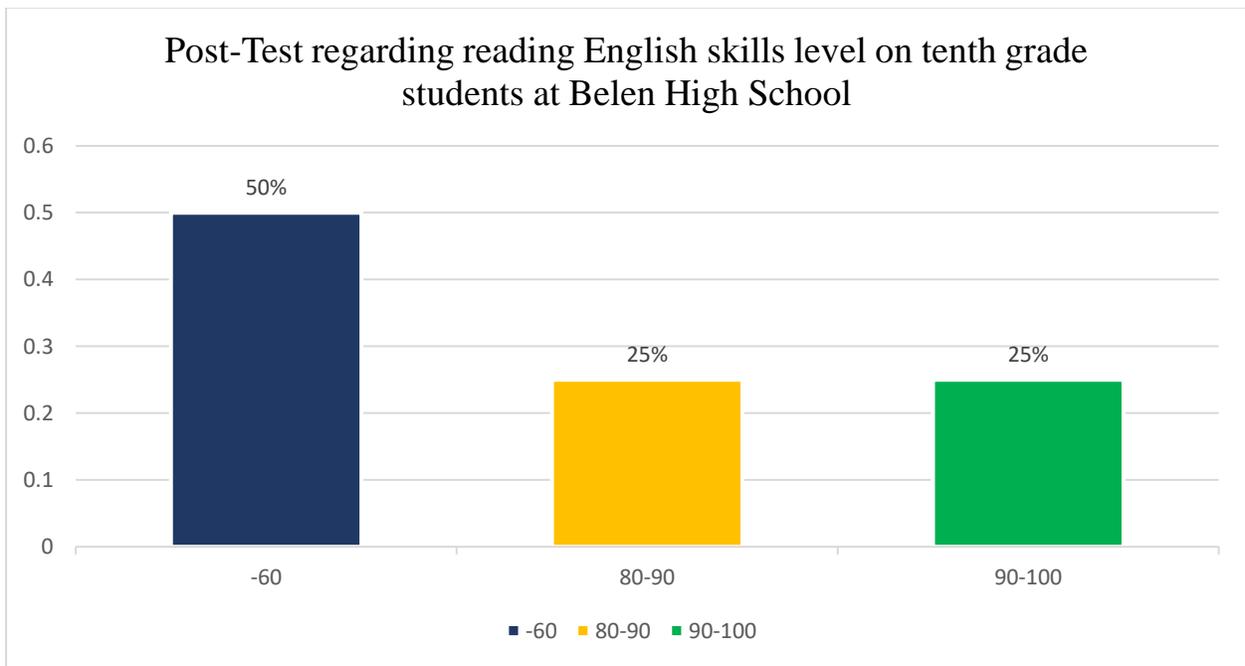
Table # 1 Group 10-A

Post Test results regarding reading English skills level on tenth grade students at Belen High School

	-60		80-90		90-100		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Post-test English skills level on tenth grade students at Belen High School	4	50%	2	25%	2	25%	8	100%

source: post-test applied to the tenth-grade students at Belen High School, 2021

Graph #1 Group 10-A



Source: Table # 1

Regarding the post-test, this was applied to both groups. As it is already known group 10-A is called the controlled one as they are not exposed to Quizlet. That being said and taking a look at the graph and the table, the group seems to be divided in half for those who actually did well and/or great in the test versus those who did not pass the test. Indeed, as depicted on the table 4 students out of the 8 that is a 50% of the students that did the test, had a score of 60 or least. On the other hand, there is a 25% of them, which make for 2 students with a score of 80-90 and the other 25% of a 90-100, also 2 of the students, leaving a 50% that had a great score and a total of 4 students. However, those good scores are well received in an individual way, not in a macro way; that is as a group. Also, results from the test and the main reason to apply these types of tests is to measure the group in general, not as individuals and the results are not as expected.

To continue, the tests result also contribute to enforce the already existing idea that students seem to have a good understanding of the topics, and they do better in those exercises that required little or non-written production. Examples of these are multiple choice and true/false exercises. The general outcome from the test is that they are good at reading, but they are not meeting the expected proficiency level with regards to written production.

4.1.1 Results and Findings from the comparison of group 10-A

One of the findings from the comparison is the fact that group 10-A had only a 13% of the students failing the very first test which was the diagnostic one whereas in the second test, half of the students failed it. This shows that instead of improving, students got worse grades and a decrease of a 37% having grades of 60 or worse.

On the other side, there was a 87% of students passing the test and 50% of them having grades in the 80-90 margin. Again, instead of getting better or maintaining the percentages, they

worsen. Post-test resulted in only 5 students passing it and the rest failing it and only 25% of them improving to the 90-100 margin, but no student got a perfect score.

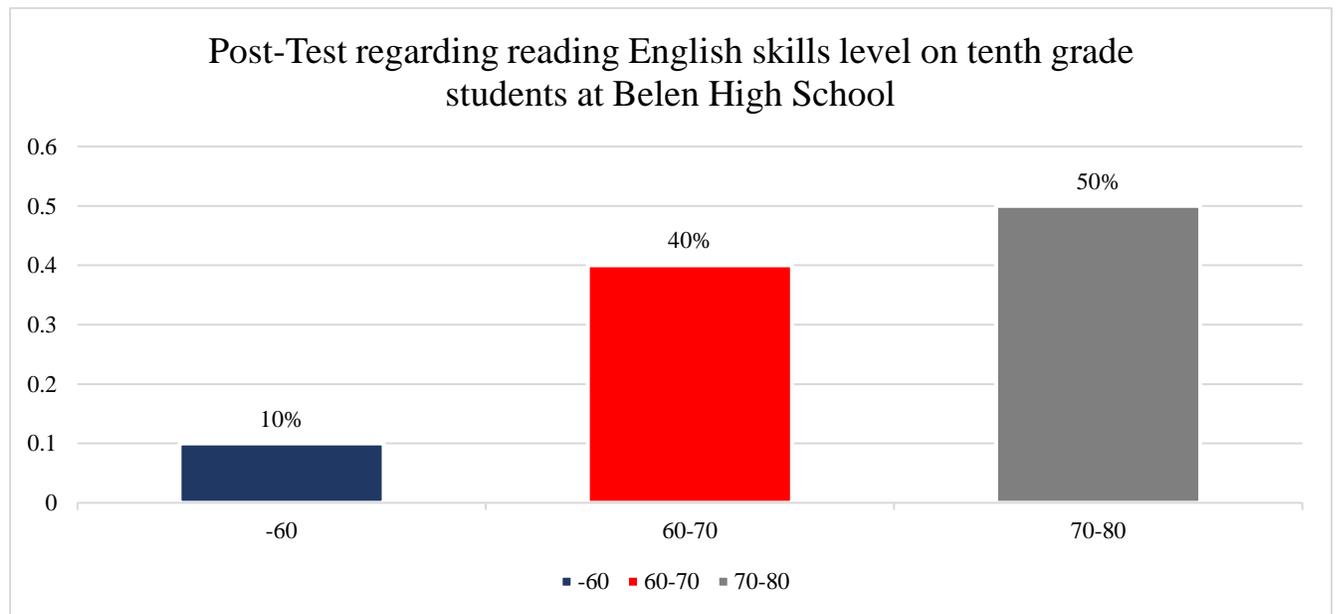
Table # 2 Group 10-B

Post Test results regarding reading English skills level on tenth grade students at Belen High School

	-60		60-70		70-80		TOTAL	
	A.F	R.F	A.F	R.F	A.F	R.F	A.F	R.F
1. Post-test English skills level on tenth grade students at Belen High School	1	10%	4	40%	5	50%	10	100%

source: post-test applied to the tenth-grade students at Belen High School, 2021

Graph #2 Group 10-B



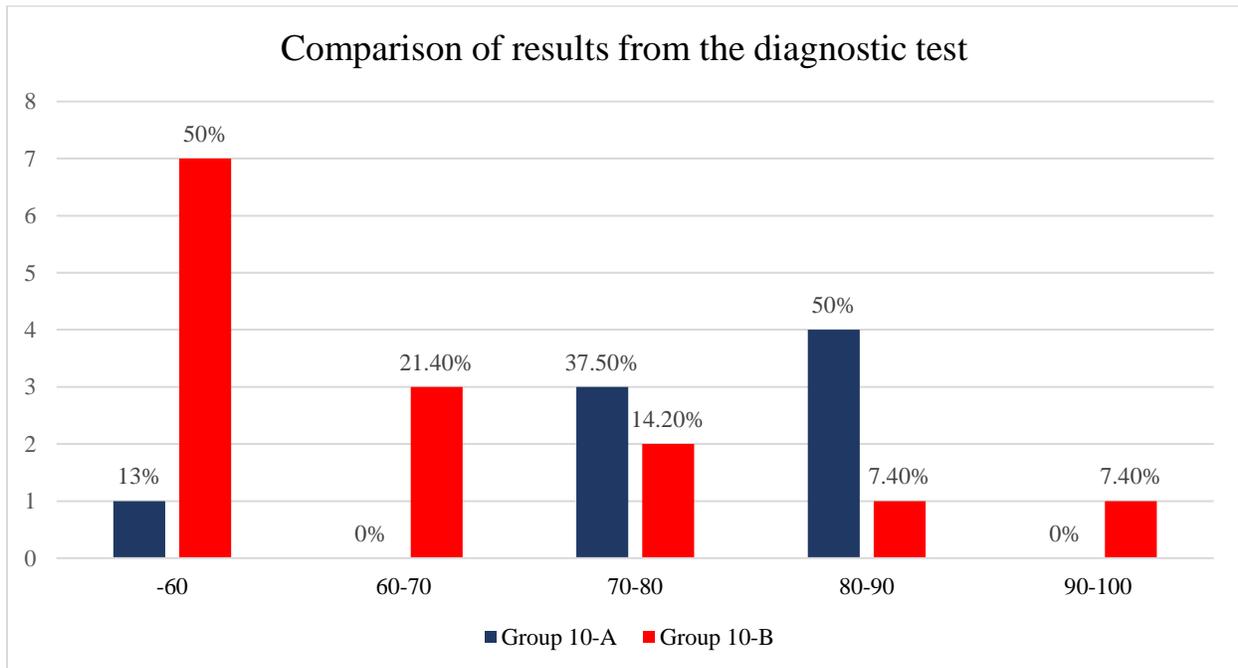
Source: Table # 1

Group 10-B seemed to be having only 10% of the students with a grade of 60 or less and a 40% of student having a result from the 60-70 margin, leaving 50% of the students getting results below the 70 mark. In addition to it, the remaining half of the students got a grade of 70 to 80. Overall, it can be said that the group is split into half; those who passed the test and those getting results below the desire level. It is important to notice from the table and the graph that there was no student with a grade above the 80s.

In general terms, there is a 90% of the students getting a grade in the 60 up to 80, leaving, again, only a 10% of them behind which may show that students in fact have a similar level among them. Now, that does not necessarily mean that they are in the desired level; it shows that they are still yet to get to the desired level.

4.1.2 Results and Findings from the comparison of group 10-B

Graph #3 Comparison from Diagnostic: Group 10-A and Group 10-B



When comparing this test results of the treatment group there is a notable difference. Going back to the first test applied to them, the results were no near the desired level. Only 4 students; that is a 29%, passed the diagnostic test, in the other hand there was a total of 7 students, represented by a 50% of them with scores below 60; and a total of 71% of them failing the test below the 70 which in numbers it refers to 10 students of 14. On the other hand, the results from the second test show an improvement in all areas as there is going to be seen in the following lines.

In the first place, there is an improvement of 40% in those grades below 60: that is coming from 50 to 10%. Thus, as it can be seen in the table that represents only one student in that mark showing an actual improvement. Besides, there is an improvement of the number of students that passed the test going from a 29% to half of the students which, based on the table 2 of the chapter, it refers to 5 of the students.

Finally, comparing both groups, group 10-A from the first test seemed to have a better performance both, individually and as a group. As for group 10-B, they seem to improve in a greater way from test one to the second test. In the end, that leads to think that being exposed to Quizlet help them to improve their understanding and proficiency level.

4.2.1 Focus Group Findings

Participants of the investigation were asked four questions. The questions were applied independently to 10-2 B and 10-3 B that composed the 10-B which is the treatment group. The four questions applied were opened question that intended to get the student's opinion about the use of the Quizlet application in class.

4.2.1.2 Focus Group Data Analysis

10-2 B Group

Question 1: What is your opinion about the implementation of Quizlet in classes?

When this question was applied to group 10-2 B, the students gave a lot of responses such as:

It is nice

Benefits to learn vocabulary and learn

It is good because it helps us to learn

It helps me to acquire vocabulary

ANALYSIS

About question # 1 provides the opinions of students of 10-2 B about the implementation of Quizlet in classes, students gave positive feedback on the use of this application within classroom. It is not only beneficial, but also useful to learn the language and to improve the vocabulary.

Regarding question # 2 about their opinion of the role of apps in classes, Students answered the following things:

Students learn more.

They like it.

The use of applications in classes helps to learn more vocabulary.

A way to use technology in classes.

ANALYSIS

Question # 2 provides important information about the opinion of participants related to the role of apps in classes. Most of the students replied that they like to use applications in classes because it is a manner of learning new vocabulary by using technology.

Question 3: Do you consider useful to learn vocabulary in language acquisition?

All of the participants replied affirmative

ANALYSIS

In regards question # 3, it can be concluded that all the students believe that it is necessary to learn new vocabulary to be able to acquire language. If people don't know a variety of words, then, they will not understand the language.

Regarding question # 4: Based on your classes, do you think you improve your learning experience by using Quizlet?

About question #4. Students replied that the application helped them. They mentioned that they used the application to study for other subjects also. This reflects how the use of technology can benefit studying and learning process of students.

10-3 B

Regarding question # 1 What is your opinion about the implementation of Quizlet in classes?

It is useful.

Nice

Helps in the learning process

It is excellent

8 de 20

ANALYSYS

It can be concluded that students of 10-3 B believed that using the Quizlet application is useful for the learning process.

In regards Question 2: Opinion about the role of apps in classes

Excellent

Useful

Something new in classes

ANALYSIS

Based on the answers from participants of the focus group, it can be concluded that students think that Quizlet application is useful in the learning process and in the English language acquisition.

Regarding question #3: Do you consider useful to learn vocabulary in language acquisition?

Yes, it is important because it is the best

Yes, it helps to improve the language acquisition.

Question 4: Based on your classes, do you think you improve your learning experience by using Quizlet?

Yes, it helps.

Yes, it allows the learning process.

ANALYSIS

It can be concluded that students believe that the use of applications in classes helps in the learning language acquisition. All of them gave a positive response about this.

Comparison of 10-2 B group and 10-3 B group

The responses of 10-3 B participants gave a positive opinion about the use of applications such as Quizlet. However, their responses were shorter than those given by 10-2 B. Both groups also believe that learning vocabulary is important to improve their English.

CHAPTER 5 REFLECTIONS

5.1 Reflections

The researchers have experienced multiple changes of thought through the investigation process. These changes occur all the time in such investigations as they permeated the essence of investigation. In the end, an investigation should serve researchers to reflect in their doing and their contribution to the discipline of teaching. Thus, this investigation has provided room for reflection for both investigators and the following lines will be for those reflections.

The most fundamental reflection there must be made in here relates to the “new waves” of teaching; that is, the implementation of technology in the mediation process. For the researchers it was very important to promote the use of technology and give emphasis that those changes must be made. In addition to it, technology is a broad spectrum, it is not only about the use of hardware such as tablets, cellphones, computers, and the like, but also about the use of software such as apps, website, games. There is when Quizlet comes in play.

The use of applications such as Quizlet in classes has been a great opportunity to show how amazing is to work with technology. In addition to this, due to Covid-19, professors and teachers had to learn and apply technology in classes. For the researchers being able to show students a new way to learn and learn how to use technology in classes or when studying is a gratifying experience. The world has changed tremendously. What was thought is the past, might change now. One example is that schools used to teach that water is a renewable resource and now they teach it is not. The same happens with the use of technology and a second language acquisition. The combination in a person provides learners a bright future of many open doors. Because knowing a second language and have skills to use technology is the key to success.

The time the research project took place was not enough to measure completely the evolution of the learner; this is because not all the students' attended classes. It would have been nice to apply the project for a whole year with all the students' attending classes in person. The project would have been more enriching and would have provided important data that will be used for further studies. In addition to it, the times that the internet connection failed or had a low latency and did not allow the classes to be held the way it was plan, also contributed to low date to work with. There were times that improvisation was part of the day by trying to figure out how to teach the subject in a different manner. All this influenced the study in various ways.

Overall, the research process was helpful to realize the “ups and downs” and that happen in the daily basis; it provides a better understanding of the whole process of teaching as researchers must be with the students for a long period of time. Thus, they get to know the students and understand the ways in which they learned. Once again, this shows and depicts the urgency to use technology; apps, websites, programs, videos, and all the other software and hardware that teenagers/adolescents are using. It is of prior urgency for all professors to make the effort to update to new ways of teaching.

CHAPTER 6

CONCLUSIONS

6.1 Outcomes

Advantages of implementing Quizlet to improve reading skills

There are many advantages of implementing Quizlet in classes. The use of this application presents a new way of learning vocabulary in a more interactive manner. Indeed, students can study new vocabulary or definitions and after that, they can do exercises or play games that will help them check if they learned the given information. In addition, multiple scholars have found a path to make use of apps in the mediation process. Professor Al-Jarf, in this investigation "Mobile Apps in the EFL College Classroom" (2020. p. 1) suggests that apps can be used as extension activities or as a supplement to classes. In fact, apps targeting a specific skill have different material coverage, saves time and effort from teachers.

6.2 Implications

As in every investigation, there will always be implications and nuances that might come in the pre, during and post of the research. At the beginning of the research project there were multiple questions and concerns. They were tried to be explained and overcome and will be explained next.

One of the main implications of concerns was to what extent implementing Quizlet will enhance students' reading skills. From the researcher standpoint, it was quite the challenge since the possible outcomes from the investigation are unknown. Also, another concern was to find out if the actual use of Quizlet was ever going to help students acquire vocabulary. The fact that an investigation such as this takes place and tries to implement an app see how students learn base in the exposition they will have to the app, not necessarily means that they will, indeed, learn from it.

6.3 Strengths

One of the strengths of this project is that the student Cindy Elena Angulo Abarca is an English teacher at Liceo Belen high school, this permitted the access to students of the two groups that are been studied since there was already a relationship that was built up. In fact, this was the cornerstone in the development of the study as the exposition to the students was guaranteed. For example, this helps to apply instruments, surveys without interrupting the normal curriculum that is seen in classes as the classes were develop thinking in the project.

Another strength of this researchers is that participants belong to the same grade level, tenth grade. This permitted the possibility to apply the instruments and to make a comparison of the results of two groups of the same level.

The investigation performed at Belen high school showed how the use of technology creates an interactive environment for students. Also, it makes classes different and interesting which will lead to more interest within the learning process. It is already known that motivation is almost impossible to be measure in students, however, it is also known that students can be motivated intrinsically and by external factors. That being said, the use of technology represents an external factor that makes students more approachable, motivated, and the like.

6.4 Limitations

6.4.1 Class Schedule

One of the limitations that the development of this project encountered was the schedule implemented at Liceo Belen high school due to COVID-19. Students of the groups 10-2 were divided in 10-2 A and 10-2 B and the group 10-3 were divided in 10-3 A and 10-3 B. The groups

came to class at the high school building at least twice a week, depending on how many weeks the month had. Therefore, the time the researchers had the opportunity to work with the groups was distant.

6.4.2 Holidays

Another limitation encountered in the development of this project was holidays celebrations. Most of the holidays this year were celebrated on Mondays, this day, the teacher had schedule with the groups, thus why, there were some weeks that two subgroups were missed.

6.4.3 Faro Test

In addition to this, another limitation encountered was the application of faro test to eleventh grade students. Because of this, special schedules were made when these students presented the faro test.

6.4.4 Linguistic exam

Moreover, another limitation was the linguistic exam applied to eleventh graders. There was a special schedule during the time it was applied. This focus more the attention on these students than the rest of the grades. Thus why, there were some weeks that tenth graders did not attended classes.

6.4.5 Student's Absenteeism

To continue in the same line of limitations, there was encountered that there were many students that missed classes. For example, not all the students that made the diagnostic test are the

same number that did the post test. This is out of control of the researchers. The greater number of absenteeism, the greater the damage to the investigation as it leads to a less "holistic" approach.

6.4.6 Internet Access of students

The lack of access of good internet is another limitation encountered by the researchers. There were students on the treatment group that did not have good signal at home and did not have home internet; therefore, they were not able to use Quizlet at home. This affected the learning process because students did not connect to virtual classes neither if they had doubts.

6.4.7 Internet instability.

The instability of the internet service at the high school. Even though, there are various networks that students and professors can connect, sometimes because many users were connected to the internet, the internet was slow.

CHAPTER 7

RECOMMENDATIONS

7.1 Recommendations

This investigation has contributed to the understanding of students' reading comprehension and the acquisition of vocabulary by exposing the students to technological tools as it is the case of Quizlet and the students at Belen High School. It reflects their reading English skills and the process of implementing Quizlet in the mediation process. As it is already known, there will always be different ways to study students and their learning experiences. In this case, as the study progressed, a few areas surfaced as suggested areas for future studies, recommendations for students, professors and even for the Belen High School. The following are some of the main recommendations suggested by the investigators based in the research experience:

1. The first recommendation that needs to be taken in consideration is that Liceo Belen High School needs to improve their infrastructure in general. The electricity installation of the English computer lab is deficient. When the activities in classes that needed the use of computer were performed, the air conditioning of the computer lab stopped working simultaneously, the outlets of the whole classroom stopped working too; therefore, the computers did not work, neither the retro projector. The teacher had to improvised to finish the class activities. Overall, the high school needs some improvement in infrastructure. There were classrooms that did not have good whiteboards. They were all marked with old markers residues. This made difficult the

use of retro projector to show the power point presentation or the Quizlet activity online. Thus, illumination is another problem of the classrooms. There is a lot of light that filters into some classrooms. This does not allow the projection of Quizlet or other activities online.

2. In the same line with accommodations, another recommendation that needs to be addressed is the quality of the internet access available to students. The internet service was not good, and it did not allow students to do some activities online. In addition to this, there are technological devices that are available to students that they do not use daily. There are tablets available for use, but not enough. There are only eight tablets available. In general, the use of devices was affected negatively by the poor connection to the internet, and in such classes such as these, in which internet is key, it affected.
3. To take advantage of the time and do not take away the privileged of education of those that do have internet access, the high school should divide the groups in virtual group and regular classes groups. The high school should assign those teachers that have more knowledge of using technology to teach virtual groups and those that don't have good of technology to teach regular classes and at least once a month have the virtual classes students attend to the institution. By not giving the opportunity to students from receiving classes virtually, even though they have good internet access, the students are losing the privileged of getting a good education and more time in the learning process.
4. The Ministry of Education should provide schools and teachers with more technological tools to make classes more interactive. In addition to this, the provision of the proper equipment, professors should receive training to use technology in classes. There are many professors that do not use technology. In addition, the better

the professors are trained and qualified, the better the understanding for the students will be. It is important to mentioned that professors should be aware of the new waves of learning strategies and ways to teach nowadays. In fact, that is one of the most important recommendations if not the most important one.

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ANNEXES

Students taking the diagnostic test



Students Taking the post test



Students working on the English Lab with Quizlet







10-3 B



School Name: **Belen High School**

Score: _____

Teacher: **Cindy Elena Angulo Abarca.**

Eros Yadid Chaves Gutiérrez

Total Points: **25 pts**

Level: **Tenth**

Gotten Points: _____

Subject: **Academic English**

Percentage: _____

1. GENERAL INSTRUCTIONS: This instrument is based on the work performed with the Self Study guide

1.1 Read carefully each task instruction. Lea cuidadosamente cada tarea de instrucción.

Task #1 Read the following information about jobs and professions and indicate if the statements are true or false. 5pts

Jobs and Professions

Teachers, or educational professionals tasked with helping students understand certain subjects and topics, are especially crucial today. In short, teachers help their students to become qualified for their future careers.

Doctors, or medical professionals who specialize in providing health-related assistance to patients, are some of the most respected individuals in America and the world. It's the responsibility of doctors to help those who feel less-than-stellar to determine the underlying health issue(s) and recommend an effective treatment (or remedy to a disease, disorder, or condition).

Police officers are law enforcement professionals whose job it is to protect citizens, solve crimes, and assure that rules and regulations are followed. Similarly, firefighters serve the public by responding to fires (and other emergency situations) and using high-tech equipment to extinguish these fires, while bringing any individuals who're in danger to safety.

Farmers maintain fields of crops (or vegetable/fruit plants) and/or collections of animals with the intention of selling these products as food.

Chefs/cooks prepare meals in professional settings, including restaurants, cafeterias, and other venues wherein food and drink are sold, for customers. Chefs are generally experienced in cooking and managing kitchens.

Artists produce art, or works of creative significance, including music, paintings, drawings, poetry, writing, and more.

_____ police officers are law enforcers, and their job is to protect citizens.

_____ teachers fight fires and rescue teachers.

_____ professionals that specialize in providing health-related assistance to patients.

_____ artists prepare meals in professional settings

_____ farmers maintain fields of fruits and vegetables.

Task #2. Read carefully the text below. Mark with a (X) on the letter that contains the correct answer to the questions from the text. (1 point each correct answer). 6 pts.

Costa Rican breakfast, lunch, and dinner have two main ingredients in common: rice and black beans. The most common choice for breakfast is Gallo Pinto, the national dish of fried rice, black beans, onions, red pepper, and cilantro. This is usually served with eggs, bread with butter or sour cream, and a cup of coffee or fresh juice. Other common breakfast dishes are toast with jam, pancakes, omelettes, or simply cereal. Lunch and dinner meals are very similar. The most common choice for lunch is called Casado. It usually includes some type of meat such as beef, chicken, pork, or fish along with a side salad, rice, black beans, and fried plantains served with a natural fruit drink.

Adapted from www.costarica-information.com

Choose the appropriate option based on the previous text.

1) For breakfast, people eat Gallo Pinto with _____.

A) eggs

C) pancakes

B) seafood

D) a type of meat

2) Which are the two ingredients breakfast, lunch, and dinner share in common?

A) Rice and pepper.

C) Rice and black beans.

B) Beans and onions.

D) Black beans and chicken.

3) For lunch, people drink _____.

A) coffee

C) coffee and juice

B) soft drinks

D) natural fruit drinks

4) A Casado usually includes _____.

A) sour cream

C) a cup of coffee

B) a type of meat

D) bread with butter

5) According to the text, what do Costa Ricans drink when they have lunch?

A) Coffee

C) Coffee and juice

B) Soft drinks

D) Natural fruit drinks

6) A Casado usually includes _____.

A) sour cream

C) a cup of coffee

B) a type of meat

D) bread with butter

Task # 3. Read the following short story and answer the questions below

The Mirror

Adapted from the Evil Mirror by Hilda Lima

Mr. And Mrs. Rodríguez bought a mirror in an old antique shop. The salesman told them the mirror was haunted, but Mr. Rodríguez was incredulous. At home, Mr. Rodríguez hung the mirror in the library, and he showed the mirror to his sons Charly and Eddie.

Later that day, the boys invited their friend Mario to play in their house. The three boys stood in front of the mirror and made funny faces. Suddenly, a mysterious forest appeared inside. The boys were super curious about the forest inside the mirror. Charly, Eddie, and Mario decided to enter the mirror. The boys walked into the forest until

they found a lagoon. The three boys swam happily in the lagoon until three huge crocodiles attacked them! They got out and ran as fast as they could. Creatures with red eyes scared the boys. They ran desperately through the forest until they escape the mirror and returned home. Finally, back at home, Charly broke the mirror with a baseball bat. The boys felt relieved, and they kept the secret about the evil mirror forever.

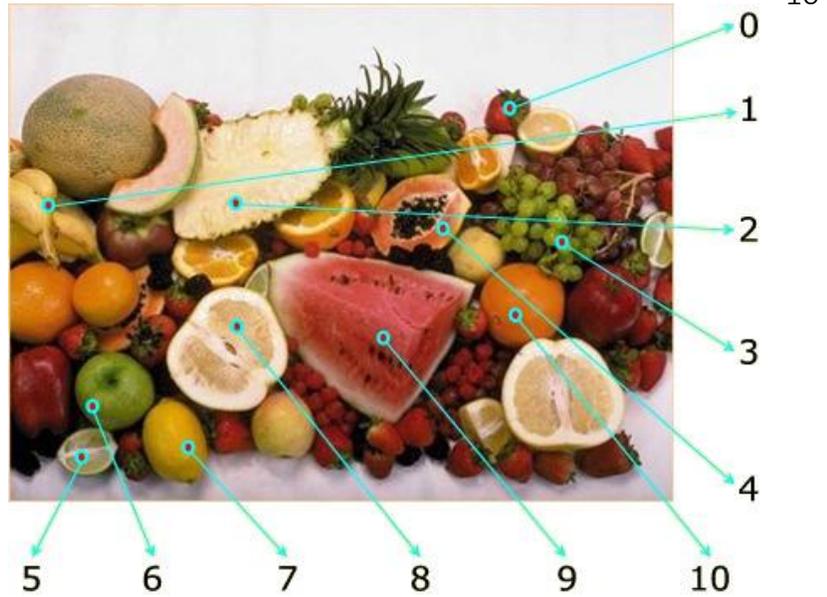
1. What is the story about?

2. Mention three characters of the story.

3. What happened to the mirror?

4. What is Charlie's and Eddie's friend's name?

Task # 4. Write the correct words into the gaps. You can either use the singular or the plural form of the words.
pts



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1.GENERAL INSTRUCTIONS:

School Name: **Belen High School**

Score: _____

Teacher: **Cindy Elena Angulo Abarca.**

Eros Yadid Chaves Gutiérrez

Total Points: **30 pts**

Level: **Tenth**

Gotten Points: _____

Subject: **Academic English**

Percentage: _____

4.1 Read carefully each task instruction. Lea cuidadosamente cada tarea de instrucción.

Task #1 Multiple Choice. Choose the correct option to complete the sentences by using simple present tense.(5 pts)

- 1) She _____ three languages: English, French, and Spanish.
 - a) Speak
 - b) Speaking
 - c) Speaks
- 2) I usually _____very early in the mornings
 - a) Get up
 - b) Gets up
 - c) Am getting up
- 3) My brother _____ his favorite TV program every evening.
 - a) Watches
 - b) Watch
 - c) Watching
- 4) I _____ a very busy person. I have lots of free time.
 - a) Do not
 - b) Not
 - c) Am not

5) My sister's name _____ Susan. She is a doctor.

a) Are

b) Has

c) is

Task #2. Matching. Carefully read the word on column A and match it with the definition of column B. (8 pts)

Column A

Column B

- a. Veterinarian
- b. Police Officer
- c. Fire Fighter
- d. Architect
- e. Taxi Driver
- f. Mechanic
- g. Baker
- h. Pilot

_____ I help people in accidents and work at the police station.

_____ I treat sick animals. I work at a pet hospital.

_____ I drive a Taxi. I take people where they want to go in return for money

_____ I bake and sell bread and some pastry. I work in the bakery.

_____ I am trained to fly a plane. I travel a lot.

_____ I can mend your car when it stops working. I work at the mechanic workshop.

_____ I design the buildings (houses, schools, museums, hospitals, galleries)

_____ I put out fires on different places.

I'm Tim Black. I'm a doctor. I work at a hospital. My wife, Kim, is a teacher. She teaches Music at a college. We get up at seven o'clock every morning. Kim sets the table, and we have breakfast. Kim likes toast and tea, but I don't. I eat an egg and I drink milk at breakfast. Then, we leave home at a quarter past eight.

I start to work at nine o'clock. I am very busy, so I can't have a break. At half past twelve, I have lunch at the hospital cafeteria. The food at the cafeteria is very good, so I don't go out for lunch. Kim returns home at three o'clock in the afternoon, and I come back at five o'clock. Afterwards, we have dinner at half past six. I watch TV in the evenings, but Kim doesn't. She reads a book, or she listens to music. We go to bed early after a tiring day

At weekends we go to the cinema or theatre. My wife and I like shopping, so we usually go on shopping on Saturdays. We have a holiday every August. We often go to Izmir in Turkey for holiday. I ride a bike and Kim walks around, because she doesn't know how to ride a bike. We like Izmir very much, so we go to there every summer.

Task # 3. Read the following short story in simple present tense and solve the True and false activity. (9 pts)

1. _____ Mrs Black goes on shopping with her husband.
2. _____ Tim is Kim's husband.
3. _____ Tim's wife sets the table in the mornings.
4. _____ They don't like cinema.
5. _____ Kim works at a college.
6. _____ Kim comes back home at five o'clock.
7. _____ They leave home at a quarter to eight in the mornings
8. _____ Kim and Tim get up at nine o'clock.
9. _____ Dr. Black goes to a restaurant for lunch.

Task # 4 Reading Comprehension. Read the following movie review and answer the following questions, (8 pts):

**UNIVERSIDAD LATINA DE COSTA RICA
SEDE DE SANTA CRUZ
DEPARTAMENTO DE INGLÉS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
SEMINAR II**

FOCUS GROUP

Dear students:

The following research consists of Implementing Quizlet Tool to Improve Reading Skills of 10th Grader Students at Belen High School.

All the information gathered will be considered as confidential. Please help me answer and comment the questions.

Researcher Name:

Cindy Elena Angulo Abarca

Eros Yadid Chaves Gutiérrez

Thank you for your cooperation!

I. PART. General Information:

Age: _____ Gender: () Male () Female Place of living: _____

II. PART. QUESTIONS

Listening to the questions and answer them

1. What is your opinion about the implementation of Quizlet in classes?
2. What do you think about the role of apps in classes?
3. Do you consider useful to learn vocabulary in language acquisition?
4. Based on your classes, do you think you improve your learning experience by using Quizlet?

Santa Cruz, 31 de julio del 2021

Institución: Liceo de Belén, Belén, Carrillo, Guanacaste
Directora: MSc. Onelia Guevara Viales

Estimado señor(a):

Reciba un cordial saludo de la Universidad Latina de Costa Rica, Sede Santa Cruz. Es nuestro deseo presentar al estudiante **Cindy Elena Angulo Abarca**, cédula **503580364**, carné **2011502082**, alumno de esta Universidad en la Carrera de **Licenciatura en la Enseñanza del Inglés**.

El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura.

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

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

Atentamente,

KARLA
JAHAIRA
SANCHEZ
SOLANO
(FIRMA)

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Ing. Karla Sánchez Solano
Coordinadora Académica de Sede Santa Cruz
Campus Santa Cruz | Guanacaste | Costa Rica

Santa Cruz, 31 de julio del 2021

Institución: Liceo de Belén, Belén, Carrillo, Guanacaste
Directora: MSc. Onelia Guevara Viales

Estimado señor(a):

Reciba un cordial saludo de la Universidad Latina de Costa Rica, Sede Santa Cruz. Es nuestro deseo presentar al estudiante **Eros Yadid Chaves Gutiérrez**, cédula **304750196**, carné **20185020763**, alumno de esta Universidad en la Carrera de **Licenciatura en la Enseñanza del Inglés**.

El propósito fundamental de la Universidad Latina de Costa Rica es solicitar la autorización para que el estudiante pueda realizar un Proyecto Final de Graduación en el grado de Licenciatura.

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Atentamente,

**KARLA
JAHAIRA
SANCHEZ
SOLANO
(FIRMA)**

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Ing. Karla Sánchez Solano
Coordinadora Académica de Sede Santa Cruz
Campus Santa Cruz | Guanacaste | Costa Rica