

**UNIVERSIDAD LATINA DE COSTA RICA**

**ENGLISH DEPARTMENT**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**Action Research paper: Improving Student's Oral Production through the use of  
Community Builders with students of Eight Level at Liceo de Guardia high school,  
Liberia Regional Office of education, 2021.**

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**Santa Cruz, Guanacaste.**

**2022**

Julien, 2016



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## Abstract

This project focuses mainly on the implementation of the "community builders" method as a means of teaching for the eighth grade students of the Guardia de Liberia school, and which consists of developing in the students the sense of cooperation, tolerance and respect at the moment. to share their ideas in English classes. In addition, the way in which students are often discriminated against, mocked and intimidated when giving their point of view in class is shown. Likewise, this project seeks to emphasize the oral expression of students to improve their communication and pronunciation, since we all know that participation is of the utmost importance for students to develop ways of expressing themselves in front of an audience. As a final point, the reality of how students relate to each other in English classes is revealed, and it is shown that implanting a sense of community in students can be beneficial not only in the area of English but also prepares students for their well-being in community and autonomy

## Resumen

Este proyecto se centra principalmente en la implementación del método “community builders” como medio de enseñanza para los estudiantes de octavo grado del colegio de Guardia de Liberia, y el cual consiste en desarrollar en los estudiantes el sentido de cooperación, tolerancia y respeto al momento de compartir sus ideas en las clases de inglés. Además, se demuestra la manera en la que muchas veces los estudiantes son discriminados, burlados e intimidados a la hora de dar su punto de vista en las clases. Así mismo, este proyecto busca enfatizar la expresión oral de los estudiantes para mejorar su comunicación y pronunciación, ya que todos sabemos que la participación es de suma importancia para que los estudiantes desarrollen formas de expresarse frente a una audiencia. Como punto final se da a conocer la realidad de cómo se relacionan los estudiantes en las clases de inglés, y se demuestra que implantar un sentido de comunidad en los estudiantes puede ser beneficioso no solo en el área del inglés sino que prepara a los estudiantes para su bienestar en comunidad y autonomía

## Dedictory

### **Jason**

I dedicated this project first to God, and also to all my family and loved ones, because they always were with me in all the process helping and supporting me with all I needed during this nice process. Also, to my daughter that is the best motivation I have to keep going to get my goals. Finally to the professors I had during all this learning process, they helped me a lot. Furthermore my partner Kevin, who became more than a partner for me, is a very good friend. Definitely I am very thankful to God, my family and my partner for this nice process. We finished it in the best possible way.

### **Kevin**

I dedicate this achievement to God who always grants me many blessings, peace and the strength to pursue my dreams, also to my mom Paola and my aunt Egidia for helping me achieve my goal. To those who love me and have been with me whenever I need advice to improve in this process. Also to my teachers who were always there to evacuate and clarify any doubts. To Jason, who was my faithful companion throughout the race, I really enjoyed knowing that I could count on him for everything. In short, I dedicate this achievement to those who contributed their grain of sand so that I could achieve my goal.

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# Chapter I

## I.1 Introduction

One of the great problems in our Costa Rican community is based mainly on the great language gap that citizens suffer. With the growing wave of foreign companies and latent globalization on the planet, in recent

years the need for Costa Ricans to acquire new languages to help them develop mainly in labor aspects has been experienced.

According to Zuñiga (2021)

6.3% of Costa Rican households are in extreme poverty, which corresponds to 104,500 households in that situation. This is 0.7 percentage points less than in 2020, but despite this drop, the level of extreme poverty remains higher than before the pandemic (5.8% in 2019) (phara. 2)

Clearly, the percentage of families living in poverty increases over time, and although there are many other factors that determine the reason for this situation, several studies show that the educational gap may be one of them and more in depth the acquisition of the English language as method of personal and work development for the citizens of Costa Rica. This theory leads us to think about the reason of this problem since new methods and solutions have been implemented year after year so that students can easily acquire this second language.

Moreover, we believe that there is a great inability of teachers when teaching their classes that is reflected in the students and their results. For this reason, this project's main objective is to convey the idea that building a good classroom environment can foster in students the ability to easily learn the English language. Kingsley et al., (1997) sustain that “Community building strategies can make a significant difference. There is now evidence of many cases where the residents of poor communities have dramatically changed their circumstances by organizing to assume responsibility for their own destinies” (p. 4).

Therefore, it is important to demonstrate the development of students using this type of method in the classroom, and although we know that all skills are important when learning, in this case we will focus our research on the oral production part since we consider that many factors influence its development.

## I.2 Rationale

This research takes place when we realize that many students are discriminated against, mocked and shy when giving their point of view in classes. In this project, we are going to emphasize the oral expression of students to improve their communication and pronunciation, since we all know that participation is of the most importance for students to develop ways to express themselves in front of an audience.

It is clear that teachers in Costa Rica have many challenges that they must go through in order to achieve the main objective that focuses on the acquisition of the English language, but we wonder how this can be a tangible possibility if many times families are also part of it. How can teachers challenge the fact that millions of students feel embarrassed when it comes to speaking English? We believe that there are tools that help to achieve the proposed objectives, but first there must be a joint participation of the teacher, student, family and community so that there is a greater response to the problem.

We agree with Arsiwala (2017) when she said:

We want all our students to be active participants in the classroom. Building communities in the classroom is key to accomplishing this. Teachers build communities to promote collaboration and build relationships that foster a positive and productive working experience. The same concept applies to students. (phara. 4)

In addition, it is important to know that there is a drive to find similarities and commonalities and promote respect, tolerance and understanding for all students in the class. In this case all activities result in a growing sense of belonging, safety, inclusion, confidence and togetherness. Collaboration is a very relevant aspect in this method since many students can work together as a team and solve their problems in a group way. Moreover, one of the biggest points in this method is that students do not learn from teachers who do not like or fear them. The treatment of students should be in a passive, respectful way, as this will help the learner to feel comfortable when it comes to learning and participating.

The purpose of this investigation of this research will be carried out with the goal of creating in the classroom a full participation of all students through the creation dynamic activities that increase the fluidly and way of expressing themselves. In addition, create motivational talks during the week to build a new of thinking and that student's increase the desire to participate in class, since trough the participation using the oral expression they will achieve that learning process increase rapidly and their mental development will be for their benefit. Besides, A community is a setting made up of individuals who come together for a common purpose schools and classrooms are where students spend a significant amount of time each week, and teachers have an opportunity to help their students make the most of that time together by developing a classroom community each day.



### I. 2.1 General Objective

- To improve oral production skill through the use of community builders with students of eight graders at Guardia High School.

### I.2.2 Specific Objectives

- To diagnose oral production level of eight grader students at Guardia High School.

### I.3 Purpose

- To apply community builders technique for improving students' oral production level with eight graders.
- To assess the progress of eight graders oral production through the use of community builders technique.

## I.4 Research questions

One of the relatively easy methods to understand the magnitude of the problem focuses on the formulation of questions that will help us to provide solutions. In this case, the questions were formulated in a way in which, together with the teacher, it was possible to observe and detail the declines of the system that is being implemented and how this system could be replaced by a more dynamic one in order to meet the objectives of this investigation:

Questions:

- 1- How can students improve their own environment in the classroom?
- 2- What kind of dynamic methods will help students break the ice and participate in class?
- 3- What kind of activities can be done to increase the participation of oral expression of students?

## 1.5 Hypothesis

Through the research that has been done at the Guardia High School, it has a great impact according to many students that do not participate in classes and their performance is not the best. One of the reasons is that many students are discriminated against and do not have the support of their teachers, parents and class leaders either for their shyness and ignorance. Furthermore, another reason is that this kind of students do not feel good with this environment in the classroom, so they cannot develop their strategies to learn or even practice during the lessons. In addition, this research pretends to build good community builders to get better environments in the classrooms. Some dynamic activities and interesting apps will help these students to have a greater force of participating and increase their knowledge, participatory development and desire to improve in classes.

# CHAPTER II

## Literature Review

### 2.1 Education in Costa Rica

At this point it seems important to us to go a little deeper in order to understand the history of Costa Rica in terms of teaching English and get to the root of a generational problem.

Solano (2012) aims that

English teaching in Costa Rica started as early as the mid-nineteenth century and was first institutionalized in 1825 in the internal bylaws of the Casa de Enseñanza Santo Tomás.<sup>13</sup> Bonilla and Rojas tell us that by that time Costa Rica was already engaging in commerce with foreign countries, such as England; they state that “the need to learn the English language for commercial and productivity reasons arose from these trade relations between Costa Rica and other English speaking countries or countries where Spanish was not spoken. (p.168)

Knowing the above, it can be thought that bilingual education in Costa Rica could have become one of the important points to consider since the fact of acquiring new languages gave the country the ease of communication with those who came to generate employment for the Costa Ricans. However, this situation remains a problem even to this day, the lack of importance and effective methods for students to excel in language acquisition is evident. It is common to hear in the pavilions how easy the English class turned out to be thanks to the method of memorizing verbs and phrases that is still taught in schools and colleges in Costa Rica.



It is clear that there are entities that understand the magnitude of the problem and emphasize the improvement of their methods and are really successful, but unfortunately most of these entities are headquarters from the capital or private institutions which the majority of Costa Rican families cannot pay for it. Therefore, Costa Rica is facing many political and social changes and we cannot ignore the education that aims to train citizens who are prepared and aware of the demanding situation that exists at this time.

According to Go Overseas (n.d)

“The demand for English teachers is very high in this Central American country, as most Costa Ricans need English to get a higher paying job or have a competitive edge when finding a job. Let's face it, having a second language looks really good on a resumé.” (phara. 2)

However, one of the great disadvantages of those of us who live in a country where English is not the official language is that we must spend time familiarizing ourselves with the language we intend to teach. In addition, thanks to the decline in the educational system and its methods, we know that many students most of the time pass their English tests with high marks, however, the reality is that these tests are mostly based on written and not oral production.

According to Sevilla (2017)

In the context of Costa Rica's educational landscape, it is not uncommon to hear the open accusation that students' failure to master basic language skills in English is the result of inadequate teacher preparation and faulty methodological choices. On close examination, this claim carries within it the premise that quality education is the sole responsibility of teachers, and that other contextual and individual variables play little or no role in the learning experience (p. 154)

Therefore, this latent problem in Costa Rica can be changed if as a center-teachers-students-administration it deems appropriate, but starting from the point that not all centers are the same, neither are the students the same, nor are the teachers.

## 2. 2 Oral Production

Teaching oral communication is a challenge for teachers in the area of language teaching. One reason may be because in most cases the student has no way of practicing this language skill outside of English class.

Also, in some cases, this skill is not given enough time to practice it; or the activities are not appropriate for that purpose. That is why getting the student to communicate is a great responsibility for the teacher who must have a series of skills to facilitate the student's development of this skill, oral production.

Thus, some definitions of different authors are mentioned regarding the concept of oral expression; It is useful to mention several of them, as each incorporates different elements. For example, oral communication according to Bygates (1991) is the ability to assemble sentences in the abstract, which are produced and adapted to the circumstances of the moment. That is, making quick decisions, integrating them properly, and adjusting them according to unexpected problems that appear in different types of conversation.

On the other hand, O'Maley and Valdez (1996) say that oral production refers to the ability to negotiate meanings between two or more people that are related to the context where the conversation occurs. Another definition is that of Brown and Yule (1983), which considers that oral production is an interactive process where meaning is constructed that includes producing and receiving, as well as processing information. The form and meaning depend on the context in which the interaction takes place, including the participants, their experiences, the environment, and the purpose of the interaction. It is often spontaneous, has beginnings and ends, and has a development.

Over many years, various teaching methods have been used for a foreign language. Each of them has contributed a different approach to developing listening skills. Below is a review of some foreign language teaching methods in which listening skills played a major role. At the end of the 19th century, the Direct Method appeared. Its main exponents were the reformists Gouin, L. Sauveur, F. Franke and M. Berlitz. It is argued, at this time, that a foreign language can be taught without resorting to translation or the use of the mother tongue.

Folse and Ivone (2005) point out that some students are naturally good at speaking, and they tend to participate in all conversation exercises while others can be quiet and reserved. This is, while some students are naturally extroverted others are quiet, and this is because of their personality types. However, understanding why adult EFL students had a poor oral production when speaking required a deeper investigation. The learning strategies used by the teachers to help students cope with the new language are the key to make a difference in the learning process

That is when emphasizing the importance of oral expression from the teaching exercise, facilitates, and opens to students, future academic and social possibilities. If the student is trained in oral expression, in a comprehensive way, he will cover with excellence aspects of everyday life such as presentations to large groups,

job interviews, telephone conversations with strangers, participation in any discussion, among others. Obviously, the student is not taught from scratch to communicate, since this, beforehand, has an implicit knowledge linked to the daily life of family and colloquial conversations. Generating an approach to communicative processes is a task that must be carried out throughout the school life and not just assume that it occurs in higher grades.

### 2.2.1 Ways to improve oral production.

- Encourage conversation.
- Model syntactic structure.
- Maintain eye contact.
- Remind students to speak loudly and articulate clearly.
- Explain the subtleties of tone.
- Attend listening skills.
- Incorporate a “question of the day.

## 2. 3 Community Builders

First, it is important to know that a classroom community builder helps students to feel valued and connected with the teacher, and other students in the class. The main point is to help students to improve their oral communication by using community builders, taking time to create a nice and comfortable environment where all the students feel included and safe. The community builders can help them to learn important social skills that will permit them to interact more among them. This pedagogical innovation proposal arises as an initiative to strengthen the communication skills of students in the school context, which would allow generating a conducive environment (pleasant, welcoming, of recognition, esteem, trust, listening and support) for the development of competencies. such as the ability to communicate constructively in different social and cultural settings, show tolerance, express and understand different points of view, useful to establish and maintain close

and respectful interpersonal relationships between the group, as this is the precept from which it would promote the preservation of coexistence in the classroom.

According to Cameron (2001)

Communication in a foreign language is a challenge for young learners for two main reasons. First, their lexical and grammatical knowledge is still growing owing to limited target language exposure in or outside school. Second, children between 5 to 10 years of age are still developing awareness of what other people understand from what they say, and are learning how to ask for clarification (p. 52)

Thus community builders have had a great impact in the educational field since it is a vital tool to publicize the skills and virtues of students, taking into account that this method is used to increase student participation but with an emphasis on those who for some reason they are shy and for fear of doing justice they do not participate in classes. So, Probably the most powerful thing that the teacher can do right away is to model what he or she wants in terms of positivity and community, along with unconditional positive regard for each child. The other factor is a genuine passion for what the teacher is doing regarding subject matter and an understanding that his or her emotional state (expressed verbally and non-verbally) can bless or curse classroom climate.

Moreover, this kind of strategy allowed them to learn that the facts have a context, a purpose and a reason for being that would help them to make the events more complex, deepening the analyzes that were emerging in their different conversations and gatherings. It is evident that throughout the time the distractions of children and adolescents grow exponentially, between the cell phone and the It is evident that with the passage of time the distractions of children and adolescents grow exponentially, between the cell phone and the social networks the students spend 80% of their time, therefore it is necessary to create an environment in which students are attracted to their participation and learning. For teachers, the implementation of new methodologies is essential for this type of educational model to be much more successful than what is already evidenced. Finally, most human beings respond very well to the idea of an environment built by people that help them generate security and respect when it comes to their school activities, and the impact is even more so when it comes to oral production.

### 2. 3. 1 Characteristics by (Minero, 2019, Edutopia)

**Shout-Outs:** This is a quick way for students to celebrate each other for doing a job well or for attempting something difficult. Shout-outs can be incorporated at any point in a class.

Example:

“It’s not just me as the teacher saying, ‘You’re doing well’—it’s a way for them to interact with each other and celebrate positivity,” says Gallagher.

**Friendly Fridays:** Friendly Fridays is a simple way for students to lift each other and themselves up. Teachers can ask the students to write a friendly, anonymous note to a classmate, practice using positive self-talk, or use storytelling to give a peer a pep talk.

**Sharing Acts of Kindness:** The teacher gives students secret kindness instructions, such as writing an anonymous note to a peer who is struggling in one of their classes. Also, when a student sees a peer tidying up in the classroom, for example, they can post a thank you note on a shared digital “kindness wall.” Both activities coach students to be kind to their peers in the hope that they’ll begin to practice kindness unprompted.

**Morning Meetings:** Morning meetings have long been a staple of elementary classrooms, but they can help students in all grades transition into class. Bonding exercises led by teachers or students include physical or social and emotional activities, or discussions of sensitive topics like bullying.

We consider that this method of community within the class is an effective way to enhance the school-community relationship, provided that the educational potential of the contents and those offered by the community is used for the training of adolescents in preparation for school. life. Certainly, the treatment of the school community in school programs becomes a true way of strengthening the bond with life, making teachers participate in the study of the school community and it is necessary to prepare teachers to use the potential of the community in the classes. For this reason, throughout the creation of this project, we understood that there are many factors that drive us to put into practice the method of creating community in the classroom. According to

our own experiences, many times the potential of the students is not reflected in the grades but in the way in which they can be treated in the classrooms.

In addition, family, school and society in general make up the so-called Community Builders, within which the individual aspires to instruction, education and, above all, a comprehensive and quality education. Likewise, in the teacher-student relationship, both must be aware that the educational process is bidirectional, and that they constitute an axis in the educational community, therefore, when this relationship transcends the pedagogical, then educational action becomes possible. , carrying out a deep relationship that aims to improve the personal, intellectual and affective world of the student. When there is maturity in the teacher-community relationship, mutual collaboration will notably favor the desired transformation for the good of all members of the community, especially the student.

#### Examples of community builders

- Use note cards to share fun facts.
- Make kindness chains.
- Talk about filling buckets.
- Work together toward a reward.
- Play the gratitude game.
- Get in a circle and share compliments.
- Pair students up to make a Venn diagram.
- Give a quick shout out.

## 2.4 Relationship between community builders and oral production.

The relationship between community builders and oral production is to try to improve the level of English in the students of the Liceo de Guardia school, especially focused on the speaking skill, the objective is to use different types of community builders so that the students have a degree more trustworthy and feel more comfortable among themselves, to have a good atmosphere of companionship within the classroom, and in this way they achieve that students develop their ability to speak more. This is the relationship between

community builders and oral production, since many students are not encouraged to participate in speaking activities due to shame or lack of confidence among their classmates, but with this objective we have relating these two techniques to improve said ability previously mentioned.

# **Chapter III**

## **DESIGN AND METHOD**



### 3.1 Type of research

Clearly, action research combines theoretical knowledge and practical knowledge that the teacher possesses. Thus, it is a way of investigating ethics in which teachers reflect on how to teach in a way that is consistent and coherent with their values and educational purposes.

According to Burns (2015)

Action research involves a self-reactive, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. (p. 188)

In this scenario, teachers become technical officials responsible for services and bring about changes that have been planned and designed beyond the world of the classroom and the school. The teacher understands practice as a commitment to change. Therefore, his objective must be to articulate the logic of science, action and training, dimensions of educational reality, generating learning and change

## 3.2 Research Approach

It is important to understand that the approach that an investigation is given is extremely

The participants in this research are eighth-year high school students from around the community of Guardia, Filadelfia and Belén, in the diagnosis it was possible to investigate the origin and daily life of these adolescents which gives us a clearer picture about how we could give our lessons. In general, it was observed that the vast majority of students had what they needed to be able to get to the educational center. This aspect is important since it shows us the easiest way to important because from there it is where it starts to reach solid conclusions and solutions regarding the problem we want to focus on. Therefore, in this case we consider that the mixed approach is one of the most effective methods for this research since, according to Cameron (2015) “In general, mixed methods research represents research that involves collecting, analyzing and interpret quantitative and qualitative data in a single study or in a series of studies investigating the same underlying phenomenon”(Phara, 1)

Basically, when you want to elaborate, clarify or build on the findings of other methods. For example, if a causal relationship has been established through experimental research, but you want to understand and explain the causal processes involved through qualitative research. This is the reason why this method perfectly accommodates the need of this project, since for us it is important to recognize and see the evolution of all the questions posed in this research.

## 3.3 Context

This project was carried out in the Guardia de Liberia community specifically in the Liceo of this community, it is a small school located in Barrio Brisas de Guardia that houses mainly students from Filadelfia, Guardia and Belen. This institution starts at the end of the 19th century, around the years 1840-1850. With the current name, it is given in honor of the former president of the Republic of Costa Rica, Tomás Guardia Gutiérrez, claiming that he had been the first president born in Guanacaste, the name of Buenos Aires was changed to Guardia. In its early population expansion, the main crops were rice, beans, corn, sugar cane, and cassava. In the community, there was a mill that was the one that supplied the community with sugar and fudge. The language is popular Guanacaste.

hem and surroundings.

### 3.3.1 Population

This project is focused on analyzing the ninth-year students of section 8.3, it is worth mentioning that the group is made up of 25 students aged between 14 and 15 years. In general, the school has a good infrastructure where there are 16 classrooms, dining room, soda, green areas, library and 2 computer rooms that have computers that facilitate student learning when learning a new language

## 3.4 Description of the Instruments

In all research it is necessary to carry out data collection, in this way this is a fundamental step to be successful in our results. Data collection is considered as measurement is a precondition for obtaining scientific knowledge. The data collection instrument is aimed at creating the conditions for measurement. Data are concepts that express an abstraction of the real world, of the sensory, capable of being perceived by the senses directly or indirectly. Everything empirical is measurable. There is no aspect of reality that escapes this possibility. Measurement implies quantification

### 3.4.1 Instruments

In this case, we consider that the most effective way in which students could provide the necessary information consists of the following procedures:

- Questionnaire: The questionnaire is a fundamental tool when observing in detail the problems of the investigation, for example, the level of understanding of students with the English language can be measured.

### 3.4.2 Procedures of initial research

The use of the aforementioned data collection techniques helped us to understand the panorama that we are going to face in the next visits we make to the Liceo de Guardia. From the beginning the students were calm and willing to collaborate on everything we wanted to know about them regarding their command of the language. In addition, we understood that there are many factors that intervene in the learning of these adolescents, such as the constant use of devices that made the task of teaching them a bit difficult.

Likewise, at the time of the interview, we realized that although everyone was willing to learn, certainly the level of English that these students know is reduced to the long vocabulary sheets that the teacher gave them, this gives us an idea It is clear that the classes have to be given in a more interactive way so that they understand that the acquisition of a new language can become entertaining and not so orthodox. In general, the problem was understood and the necessary tools were provided to achieve the objective set in this research.

**Table # 1**  
**Student's perception about oral production**

	YES		NO		N/A		total
	AF	RF	AF	RF	AF	RF	
1. Do you like to speak English?	5	50%	0	0%	4	100%	
2. Do you like to participate in oral Activities?	7	70%	2	20%	0	100%	
3. Do you use different speaking Techniques to improve you oral Production?	4	40%	3	30%	2	100%	
4. Does your teacher use some Speaking techniques during the Class?	9	90%	0	0%	0	100%	
5. Would you like to speak English In a fluently way?	2	20%	7	70%	0	100%	

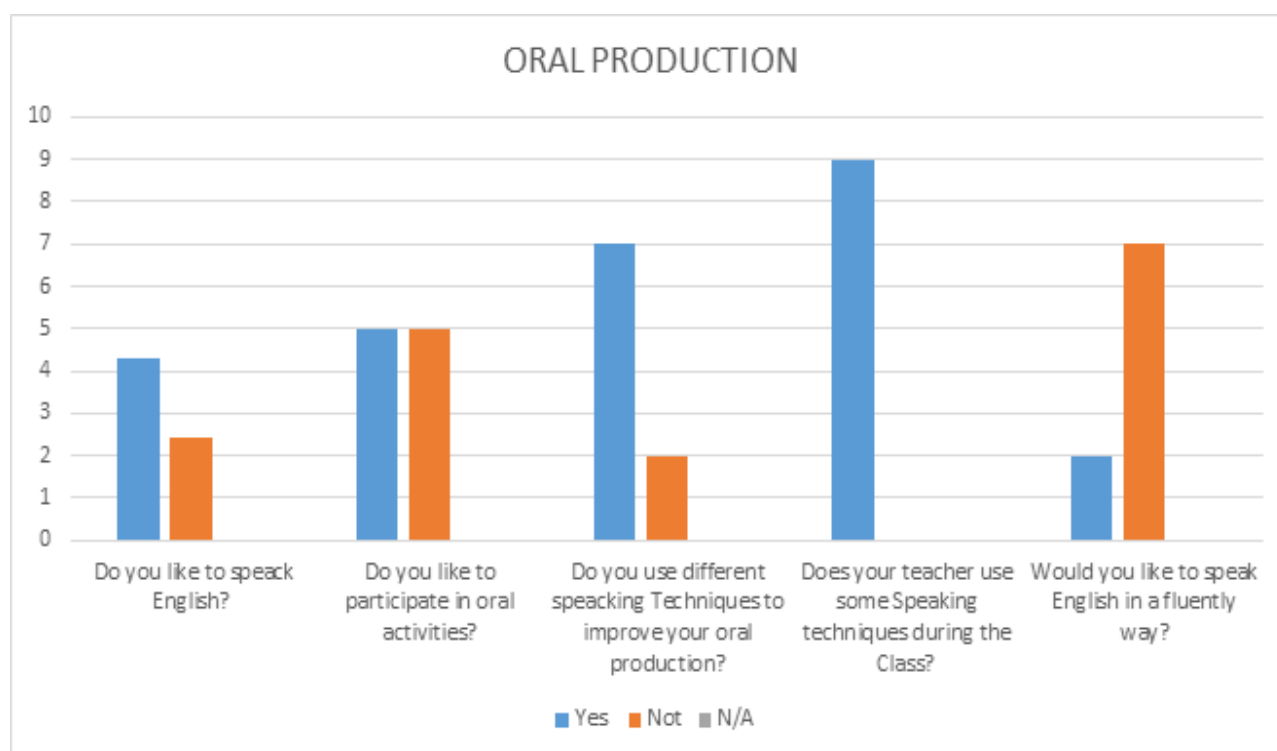
SOURCE: Questionnaire applied to eighth grade at High School Guardia, 2021

This first table is focused on the oral communication part of our students, the objective of this table is to provide information that can help us design the classes, activities and in general the process to follow in the

classroom. It can be emphasized that all the students were very clear regarding their relationship with the English language and the part of oral production that turns out to be a bit more difficult for the students to cope with.

Thus, in the first question that says, Do you like to speak English, we can observe that only 5 of the 9 students who took the questionnaire responded positively, leaving 4 students without answering which gives us an alert that perhaps this percentage of students need to build self-confidence with teacher help. In question 2 we observed that 7 out of nine students managed to demonstrate that they have the confidence to participate in the assigned activities, this also shows us that they are willing to collaborate with the activities that will be assigned to them throughout this project. In question 3 we can see that it is necessary to reinforce a little more the techniques used by teachers to acquire confidence when speaking English.

In the fourth question the students showed that their teacher tries to use methods that can help them to have more confidence when speaking English and the last question shows that unfortunately the students are not so interested in acquiring the English language to apply it in their daily lives. .



**Table# 2**  
**Community builders**

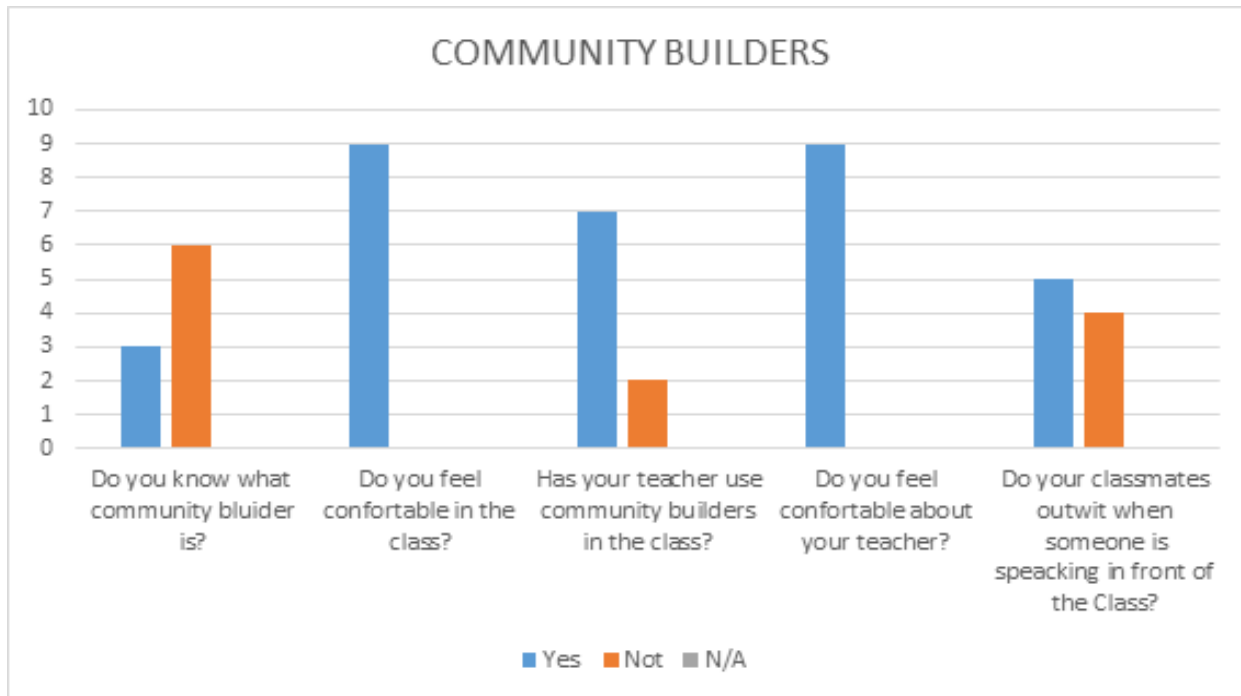
	YES		NO		N/A		total
	AF	RF	AF	RF	AF	RF	
1 Do you know what community Builders is.	3	30%	6	60%	0	100%	
2. Do you feel comfortable in the Class?	9	90%	0	0%	0	100%	
3. Has your teacher use community Builders in the class?	7	70%	2	20%	0	100%	
4. Do you feel comfortable About your Teacher?	9	90%	0	0%	0	100%	
5. Do your classmates outwit when Someone is speaking in front of The Class?	5	50%	4	40%	0	100%	

The objective of this table was to show the performance mainly of the teacher in charge of this section and also to know a little more about how the classes were being taught in the last days. In the first question, it is possible to observe that very few students know the term, "community builder", however, in the development and explanation of the class we managed to give them some examples and they managed to relate it to their reality.

In the second question, we received a good response from all the students since for us it is important to know if they feel comfortable with their environment so that learning is more effective. In the third question, the answer was good and it showed that the current teacher takes the time to create classes where he takes his ideas into account and lets them develop in a good way.

The fourth question was a little more personal but it was just as important because that way we could know if the teacher was able to fulfill the expectations of the students and the last question showed that the

majority of classmates have mutual respect when carrying out activities that entail that the student actively participates in front of the class.



### 3.5 Data Collection Procedures and Tools.

#### Questionnaire

Certainly the questionnaires in the teaching area manage to be an effective method to measure the level of learning of a student, it is for this reason that we decided to use this method to be able to observe how the students had evolved. In this case, it was important to know the level of commitment that the student had with the class and the level of commitment in terms of language acquisition. We also implemented one more questionnaire in which the students' perspective towards the current teacher and his teaching method could be evidenced. In general, both had satisfactory responses that allow us to advance in the practice and implementation of the "community builders" method in the classroom.



## 3.6 Validation of the Instruments

- Didier Andres Acuña Ángulo 5 298 520 Liceo de Guardia, 19 years of experience Licenciado Categoría: Mt6
- Jeison Ellioth Chávez Acevedo Cédula 5 0296-0130 Licenciatura categoría

Mt6 7 años MEP - Centro de Educación Artística

- Felipe Pérez Pérez 5 aproximadamente en la universidad universidad latina
- Dr. Willy Gerardo Rivas Álvarez ced 602860413 Liceo Villarreal - 21 años Lic MT6

### Action Plan (session 1)

Level: 9th		Unit: 1	
Domain: Professional		Scenario: Time to Have Fun!	Theme 1: Let's Workout
Enduring Understanding: Leisure activities help people get together, learn something new, stay out of trouble and have fun. Essential Question: How do leisure activities benefit our life? New Citizenship:			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<b>Grammar &amp; Sentence Frames</b>  <u>Present Perfect + ever</u> – Have you ever tried rafting? <u>Adverbs of Frequency</u> – (always, hardly ever, never, often, rarely, seldom, sometimes, usually) <u>Expressions of frequency</u> – Once in a while. – Twice in a month. – Every now and again	<b>Function</b> . Describing experiences and events related to exercise, sports and games.  <b>Discourse Markers</b> <b>On the other hand</b> , we could go to the movies And have some food. <b>However</b> , this depends on the nu	<b>Psycho-social</b>  Being aware of the importance of healthy leisure time for our own body and mind.  <b>Quotes</b> All truly great thoughts are conceived while walking. -- Friedrich Nietzsche	

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Bingo Cards</p> <p>Recognize Images</p> <p>Telling Experiences</p>	<p>Students can recognize some important verbs</p> <p>Students can acquire new vocabulary</p> <p>Students can put into practice the new vocabulary</p>	<p><b>Pre-teaching Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, and to ask the students how do they feel today.</p> <p><b>Participating Warm - up</b> The teacher elicits and writes a list of about 20 irregular verbs (infinitive forms) on the board. He/she passes out bingo cards and asks students to choose 9 verbs from the board to write the past participle form of, on their cards. Learners then play bingo by randomly selecting the verbs and calling out the infinitive forms. Students identify the verbs on their cards and cross them off until they have a line or a full house depending on how bingo is played.</p> <p><b>Engaging Activation of prior knowledge</b> the teacher presents pictures and asks learners to mention the life experiences those pictures represent</p> <p>Then the teacher puts students into groups, gives them a piece of paper, and asks them to brainstorm other life experiences. Teacher monitors and provides help if necessary. When finished, the teacher writes up all the experiences on the board. Some examples of live experiences are go skydiving, go surfing, go to a concert, ride a bicycle, do yoga, go hiking, go skating, etc.</p> <p><b>Introducing:</b> The teacher presents a series of pictures and sentences illustrating experiences she has had:</p>	

<p>Recognize and explain main ideas</p>	<p>Students can discriminate main ideas and key points about experiences related to leisure time activities.</p>	<p><b>For example,</b></p> <ul style="list-style-type: none"> <li>● I have gone to the beach many times in my life. I went to the beach last December.</li> <li>● I have attended a rodeo once in my life.</li> <li>● I attended a rodeo in 2012, when I was in Dallas, Texas. I have ridden a horse.</li> <li>● I rode a horse many years ago.</li> </ul> <p>The students read and try to explain the difference between those sentences in meaning, and which tenses are appropriate for each situation.</p> <p>The teacher then reinforces the explanation on how to talk about life experiences.</p> <p>Then the teacher asks: Have you ever tried rafting? In addition, encourages students to answer by using, “Yes, I have.”, “No, I haven’t.” The teacher asks more questions: “Have you ever played video games? Have you ever ridden a bike? Have you ever played a musical instrument?”</p> <p>The teacher has the students arrange chairs into a circle (enough chairs that one person must always stand and explain the game. The teacher stands in the center of the circle and has the students seated in chairs around him/her. The teacher provides an example of something that she/he has done in question form, such as “Have you ever ridden a motorcycle?”, and then rushes to find a seat when the other students who have ridden a motorcycle stand up to find a new seat. The group then continues to play; this time with the last standing student is asking the questions. The teacher then has students, using what they remember of the game, say 5- 10 sentences about what they learned about their classmates, for example: “Marco and Luis have ridden a motorcycle.”</p>	
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## Session 2

Level: 9th		Unit: 1	
Domain: : Socio-interpersonal/ Transactional	Scenario: Time to have fun!		Theme 2: Once Upon a Time I Enjoyed...

**New Citizenship:** Leisure activities help people get together, learn something new, stay out of trouble and have fun.  
**Essential Question:** How do leisure activities benefit our life?

<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frames</b>  Present Perfect + ever – Have you ever tried rafting?  Past tense - Once, I went rafting with a couple of friends. - We had a great time together.	<b>Function</b> Talking about past activities. <b>Discourse Markers</b> – On the other hand, we could go to the movies and have some food. – However, this depends on the number of books you’ve read.	<b>Psycho-social</b> – Being aware of the importance of healthy leisure times for own body and mind.

<b>Name of the Activity</b>	<b>Purpose of the activity</b>	<b>Didactic Sequence Mediation</b>	<b>Time Total: 120 min (3 lessons)</b>

Telling Story	Students can develop their speaking skill	<p style="text-align: center;"><b>Pre-teaching Routine:</b></p> <p>Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda.  <b>To create a round table to ask students how they feel today.</b></p>	
Brainstorm Ideas	Students can acquire prior information about the topic	<p style="text-align: center;"><b>Participating Warm- up</b></p> <p>The teacher begins the class by telling a story with exaggerated details.  <b>For example:</b> "Last month, I went to the beach. I had a wonderful time with my family. We swam, went horseback riding, and ate delicious food at the restaurants in town. The teacher uses pictures to clarify meaning. The learners comment on the teacher's trip and the activities she/he did.</p> <p style="text-align: center;"><b>Activation of prior knowledge</b></p> <p>The teacher projects a series of pictures illustrating different verbs. In groups of three, learners brainstorm the verbs those pictures represent. Students share their answer with the class, and the teacher writes the verbs on the board.</p>	
Discusses different things to do for fun.	Students can discuss different things to do for fun.	<p style="text-align: center;"><b>Listening Activity</b></p> <p>The teacher shares the goal of the lesson. The teacher writes on the board: "What do you do in your leisure time?" Learners individually think about the activities they do; then they share in pairs, and some volunteers report to the group. As students talk, the teacher writes the activities on the board. He/she also elicits some other activities which were not mentioned from the rest of the students Using the list from the board, the teacher asks questions, for example, "José, María likes playing chess . Have you ever played chess?" Pedro, you like going to the beach. Have you ever visited Hermosa Beach in Guanacaste? Questions are asked to most of the students.</p>	
Discriminate s main ideas and key points about experiences related to leisure time activities.	Students can understand main ideas and key points from teacher explanations and audio announcements about leisure activities, delivered clearly and at a slow pace, supported by textbook illustrations		

What worked well	What didn't work well	How to improve	
➤ <b>Enduring Understanding Reflection</b>			
➤ How well did the learners progress in their understanding of the Enduring Understanding?			
<b>Week Plan Self-Assessment</b>			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			
<b>Learner Self-Assessment</b>			
<b>I can...</b>	<b>Yes</b>	<b>No</b>	<b>In progress</b>
Describe experiences and events related to exercise, sports and games.			
Tell my stories in past tense			
Listen and recognize the ideas given by the professor			
Share my ideas in front of the class			

### Session 3

Level: 9th		Unit: 1	
Domain: : Socio-interpersonal/ Transactional	Scenario: Time to have fun!		Theme 3: Try it!
New Citizenship: Leisure activities help people get together, learn something new, stay out of trouble and have fun. Essential Question: How do leisure activities benefit our life?			
Learn to Know	Learn to Do		Learn to Be and Live in Community

Grammar & Sentence Frames	Function	Psycho-social
<p>Present Perfect + ever</p> <ul style="list-style-type: none"> <li>– Have you ever tried rafting?</li> </ul> <p>Past tense</p> <ul style="list-style-type: none"> <li>- Once, I went rafting with a couple of friends.</li> <li>- We had a great time together.</li> </ul> <p>How about...?</p> <p>What about... What if I...? Let's .... Why don't I/you/we/they...?</p>	<p>Suggesting people do something for fun.</p> <p><b>Discourse Markers</b></p> <p>Markers to structure informal spoken discourse</p> <ul style="list-style-type: none"> <li>– Right</li> <li>– Really?</li> <li>– Oh I know.</li> </ul>	<p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Willingness to share fun times with others.</li> </ul> <p><b>Social Language</b></p> <ul style="list-style-type: none"> <li>– What's on? It came out last week.</li> </ul>

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
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Telling Story	Students can develop their speaking skill	<p><b>Pre-teaching Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda. <b>To create a round table to ask students how they feel today.</b></p> <p><b>Participating Warm- up</b> The teacher begins the class by telling a story with exaggerated details. <b>For example:</b> "Last month, I went to the beach. I had a wonderful time with my family. We swam, went horseback riding, and ate delicious food at the restaurants in town. The teacher uses pictures to clarify meaning. The learners comment on the teacher's trip and the activities she/he did.</p> <p><b>Activation of prior knowledge</b> The teacher projects a series of pictures illustrating different verbs. In groups of three, learners brainstorm the verbs those pictures represent. Students share their answer with the class, and the teacher writes the verbs on the board.</p>	
Brainstorm Ideas	Students can acquire prior information about the topic		
Discusses different things to do for fun.	Students can discuss different things to do for fun.	<p><b>Listening Activity</b> The teacher shares the goal of the lesson. The teacher writes on the board: "What do you do in your leisure time?" Learners individually think about the activities they do; then they share in pairs, and some volunteers report to the group. As students talk, the teacher writes the activities on the board. He/she also elicits some other activities which were not mentioned from the rest of the students Using the list from the board, the teacher asks questions, for example, "José, María likes playing chess. Have you ever played chess?" Pedro, you like going to the beach. Have you ever visited Hermosa Beach in Guanacaste? Questions are asked to most of the students.</p>	
Discriminate s main ideas and key points about experiences related to leisure time activities.	Students can understand main ideas and key points from teacher explanations and audio announcements about leisure activities, delivered clearly and at a slow pace, supported by textbook illustrations	<p><b>Motivation</b> The teacher creates a little conversation to ask the students how they feel about the class. And to give them some advice to be positive in the class.</p>	
Motivation			

<b>What worked well</b>	<b>What didn't work well</b>	<b>How to improve</b>																																
<p align="center">➤ <b>Enduring Understanding Reflection</b></p> <p align="center">➤ How well did the learners progress in their understanding of the Enduring Understanding?</p>																																		
<b>Week Plan Self-Assessment</b>																																		
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)																																		
<table border="1"> <thead> <tr> <th align="center" colspan="4"><i>Learner Self-Assessment</i></th> </tr> <tr> <th align="center"><i>I can...</i></th> <th align="center"><i>Yes</i></th> <th align="center"><i>No</i></th> <th align="center"><i>In progress</i></th> </tr> </thead> <tbody> <tr> <td>Describe experiences and events related to exercise, sports, and games.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listen and recognize the ideas given by the professor</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Share my ideas in front of the class</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<i>Learner Self-Assessment</i>				<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>	Describe experiences and events related to exercise, sports, and games.				Listen and recognize the ideas given by the professor				Share my ideas in front of the class															
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Share my ideas in front of the class																																		

## Session 4

<b>Level: 9th</b>		<b>Unit: 1</b>
<b>Domain: Socio-interpersonal/ Transactional</b>	<b>Scenario: Time to have fun!</b>	<b>Theme 4: The Most Fun I've Ever Had!</b>
<b>New Citizenship:</b> Leisure activities help people get together, learn something new, stay out of trouble and have fun. <b>Essential Question:</b> How do leisure activities benefit our life?		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frames</b>  <b>Past tense</b> - Once, I went rafting with a couple of friends. - We had a great time together. <b>Past continuous:</b> - I was walking when I saw John. - We were watching TV when the phone rang. - The boy was taking a shower	<b>Function</b>  Describing past experiences and storytelling. <b>Discourse Markers</b> Markers to structure informal spoken discourse – Right – Really? – Oh I know. -Yes, I suppose so.	<b>Psycho-social</b>  – Promoting healthy lifestyles for everybody.  <b>Idioms</b> Looks like a million dollars

when he heard a weird sound.		
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<b>Name of the Activity</b>	<b>Purpose of the activity</b>	<b>Didactic Sequence Mediation</b>	<b>Time Total: 120 min (3 lessons)</b>
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Motivation		<b>Pre-teaching</b>  <b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc. <b>Teacher creates a round table to ask students how they feel today</b>	
Telling Experiences	Students can share their ideas and develop the speaking skill	<b>Participating</b>  <b>Warm-up</b> The teacher tells students that last Sunday morning he/she went to a park, and there were a lot of people there doing different activities. The teacher shows the class the At the Park Action Image (taken from <a href="https://educators.brainpop.com/printable/park-action-image/">https://educators.brainpop.com/printable/park-action-image/</a> ) and describes part of what was happening in the park when he/she arrived. For example, a young man was playing the guitar. A teen girl was reading a book.	
Describing activities	Students can describe activities to learn the verbs	<b>Activation of prior Knowledge</b> In groups of three learners continue describing what was happening at the park when the teacher arrived. They write sentences and share them with the class. The teacher checks whether they use the past progressive or not.	
Narration	Students can narrate a history to recognize new ideas	<b>Describing:</b> A student from each group narrates the story sequence to the whole class using their notes as support.  The teacher reviews ways to express personal opinions about a film. <ul style="list-style-type: none"> <li>• In my opinion,</li> <li>• In my mind,</li> <li>• I believe that...</li> </ul>	
Watch video	Students can see how to pronounce	The teacher provides <b>examples:</b> Last week I saw .... It was so hilarious. I laughed a lot. I saw a great film. It was so believable. <b>Learners view the video clip</b> <a href="https://www.youtube.com/watch?v=CoidjuhewF8">https://www.youtube.com/watch?v=CoidjuhewF8</a> "Prank Scene from Diary of a wimpy kid" with no audio while taking notes. Then learners check their notes by watching again with audio.	

Options	Integrated Mini-Project	Time
-- Podcast, podcasts with	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities	Adjust previous times

scripts -- Collages about his/her vacations -- A presentation about what his/her hobbies.	for Ls to practice English, not just those related to presentation. <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)  <b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)  <b>Acting out to complete the MP –oral &amp; written</b> (week 5)  <b>Responding and sharing</b> (week 6)	listed above to allow 5 min each week. Group presentations can be week 5 or 6.
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### Reflective Teaching

What worked well

What didn't work well

How to improve

### Enduring Understanding Reflection

How successful were the learners in achieving the enduring understanding by the end of the unit?

### Week Plan Self- Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

### Learner Self-Assessment

<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
listen and recognize sound of most words about hobbies			
Share ideas with the classmates			
show how I have worked with others this week.			

Session 5/6

### Didactic Planning

### Weeks 5 and 6 Review and Integrated Mini-Project

<b>Level: 9th</b>		<b>Unit1: Time to have fun!</b>
<b>New Citizenship:</b> : Leisure activities help people get together, learn something new, stay out of trouble and have fun. <b>Essential Question:</b> How do leisure activities benefit our life?		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frames</b>  Did Ls use all sentence frames? <b>Vocabulary</b> Did Ls say aloud and write all vocabulary? <b>Phonology</b> Did Ls recog	<b>Function</b>  Did Ls use all functions? <b>Discourse Markers</b> Did Ls practice connect words: and, but, because?	<b>Psycho-social</b>  Did Ls show evidence of ... Being aware and committed to protecting the environment Appreciating natural wonders <b>Sociocultural</b> Did Ls practice idioms and quotes?

<b>Assessment Strategies &amp; Evidence (Learning Outcomes)</b>	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b> Total: 120 min (3 lessons)
Did Ls achieve all learning outcomes?	Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans. All of week 5	All of week 5 and 6
<b>Options</b>		<b>Integrated Mini-Project</b>	<b>Time</b>

<p>-Podcast, podcasts with scripts          – Collages about his/her life          -A presentation about what his/her perfect vacations would be like</p>	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p><b>Responding and sharing:</b> Participating in individual and peer assessment of mini project. Teachers monitor ....</p> <p><input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project?</p> <p><input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can-Do statements?</p> <p><input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community?</p> <p><input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?</p>	<p>All of week 5 or 6 of unit</p>
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# Chapter IV

## 4.1 Data analysis

Certainly, in Costa Rica it is important to implement new methods that help students develop their skills. Today thanks to pedagogical advances, we know that all human beings learn in a different way, however, there is a factor that characterizes everyone and it is life in community. It is also important to program young minds so that they can function in society where they understand that all the places they attend are small communities and that each of the people with whom they interact has a different way of life. Thus, we start with the idea of creating "community builders" who manage to have empathy towards others and who can also create a more promising future for their lives. Kingsgley. T. et al (1997) in their research state that

Building community in the classroom cannot provide all the jobs or other opportunities that will be needed to reduce poverty and social isolation in this country. But there are plenty of case experiences showing that community building initiatives can make a significant difference in people's lives; that they can improve opportunities for those who are now impoverished and, probably more importantly, equip them much more powerfully to take advantage of the opportunities that come their way. (p.2)

On the other hand, Tomas (2021) in her research emphasizes that "in this method, culture is created intentionally to promote inclusion, interdependence and security" (phara.3). So it's not about something that happens behind the scenes. It is not the exclusive responsibility of the teacher (at least, beyond the second or third day of classes). It is something that teachers and students take on as full members, something that is frequently and openly evaluated and discussed. It works in support of the contributions of each individual member. Likewise, she says that focusing on gratitude is the perfect way for anyone to refocus and feel more connected to the community, but gratitude can be an especially fun way to build community in the classroom. Moreover, since the purpose of this project is to create a more communicative environment in the classroom, where students can share their ideas without feeling that they are belittled for their participation, we consider that this contribution helps us to understand in a great way that health emotional turns out to be key to the development of young minds and mainly the act of thanking is usually a very valuable prize for some students who seek the constant approval of their environment. In turn, the fact of giving thanks can keep young people motivated, since they realize that with each contribution made they receive a reward, the classroom feels less tense and good student-teacher relationships are created.

Following the idea of community building in the classroom is the Delall Organization whose objective was to create an investigation where they put the community building method to the test in students, however this time focused on the oral part of the classes. In the same way, the organization points out that "DEL4ALL's dissemination and communication activities are overarching throughout the whole duration of the project and aim to ensure the development of a vibrant and disruptive community as an open, inclusive, sustainable and dynamic forum that will lead to increased and durable impact within Horizon 2020 and beyond. HorizonEurope" (Dellal, 2020, p.12). So that we recognize that this is a very important contribution because it can be shown that the benefits can be tangible, and that the method that is being implemented can reach its objective in terms of the development of the oral part of the third-year students of the guard

school. In addition, it teaches us a very different perspective since the research is created in the midst of the pandemic in which we live, therefore the value it obtains is greater because it helps us understand the challenges that we may eventually face. Likewise, in this research there are many activities and strategies that can be used and modified to the context in which we live since we consider that the more support material is obtained, the better the quality of learning that can be provided to students. .

On the other hand, the organization A Children Aid Society (2015) in its research on the schools that follow this method mentions that

Community schools help students make a successful transition from elementary to middle school and from middle to high school, by addressing both academic and non-academic needs. These include social, emotional and physical development and the acquisition of age-appropriate life skills, such as time management and study habits. (p.6)

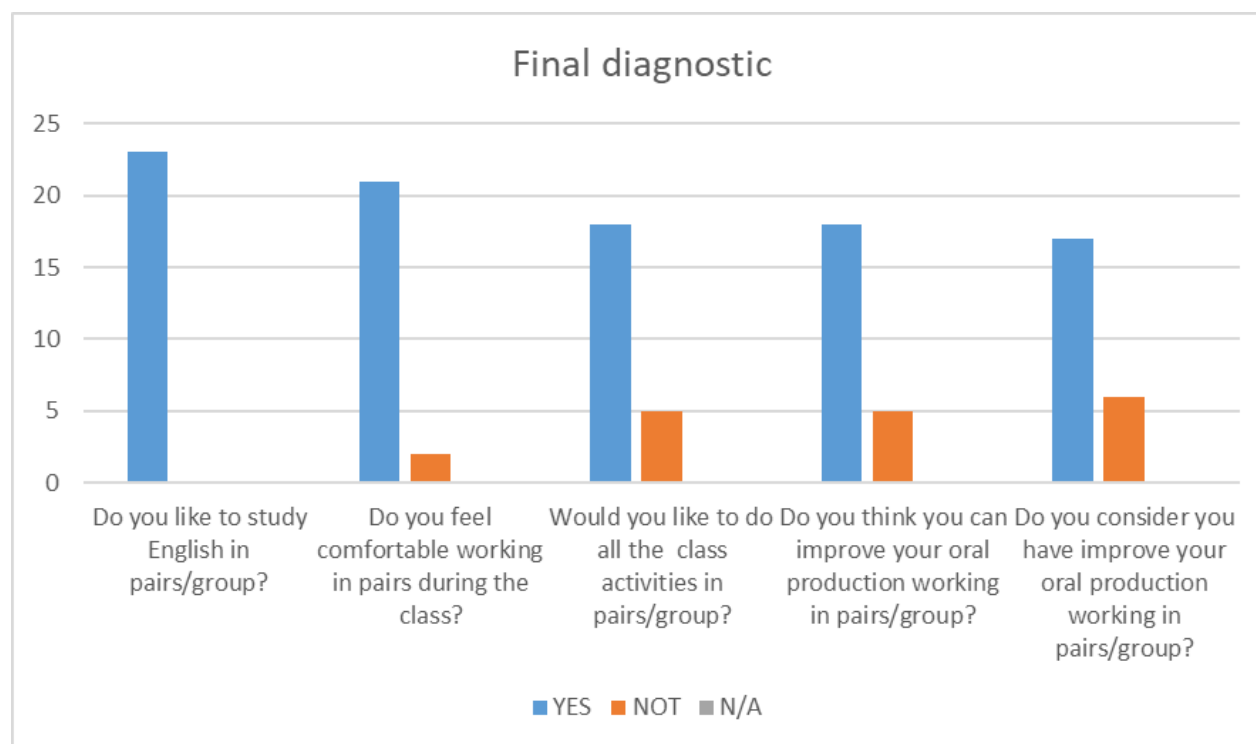
Thus, we believe that this research helps to understand a little about how to carry out the idea of training community builders in schools, and although we believe that the context is totally different since it deals with different cultures, we also know that psychology often breaks down barriers and changes from situation to situation. Likewise, this research shows us a broader spectrum of what we seek to implement in the classroom, teaching simple situations such as the approach of parents, the emotions of children and adolescents, and the ways in which we could implement the actions that help us achieve the main objective of this research.

It is also important to mention that we must take into account the starting point in relation to the acquisition of the foreign language of the students to be investigated. Karen (2009) points out that “Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems ” (phara. 11). Knowing this, we understand that it is common to think that by implementing innovative methods, students will automatically respond in a positive way towards the idea of learning English. However, it is important to take into account the learning stages in order to adapt the class to a level where there is a greater response from the students. In this research, the stages of language acquisition are presented, it also gives a guide and many methods which we can put into practice in the classroom for the improvement of the foreign language.

In order to evidence the theory put into practice, an interview is conducted with the 23 students where a series of questions are asked and so, it shows the students' perception of the new strategy proposed in class.

	YES		NOT		N/A		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
1. Do you like to study English in pair/groups?	23	100%	0	0%	0	0%	23	100%
2. Do you feel comfortable working in pairs during the class?	21	91%	2	9%	0	0%	23	100%
3. Would you like to do all the class activities in pairs/group?	18	78%	5	22%	0	0%	23	100%
4. Do you think you can improve your oral production working in pairs/group?	18	78%	5	22%	0	0%	23	100%
5. Do you consider you have improve your oral production working in pairs/group?	17	73%	6	27%	0	0%	23	100%

Next, a graph is shown which shows in a great way the percentages recorded in the previous table with respect to the questions asked.



It is important to describe each of the responses as they give us a clear picture of how the community building approach can be continued in classrooms, and how they can impact student learning.

In the first question, a percentage of 100% is evidenced with respect to the interest of the students to work in pairs or teams. This percentage shows us that students are willing to share their ideas and participate together with their peers.

In the second question, the students can observe that only 9% of the students found working in a team uncomfortable, however, the other 91% showed that they are comfortable sharing their ideas and learning acquired in a group.

The third question raises the idea that all activities are carried out in groups. In this question, 78% of the students who agreed stated that group work facilitates learning, while the other 22% stated that, thanks to their experience, individual work was better for them.

The fourth question raises the idea that students feel that they have improved their English by working in a group with their classmates, however, 78% positivism was obtained regarding the question, students state that they really want to improve their English but they do not know they had asked whether teamwork was really beneficial for them.

The fifth question emphasizes the idea that students internalize if they have improved their language skills thanks to teamwork. Here the percentage decreased to 22% since they stated that they have really seen very little improvement in terms of command of the English language working as a team.

In general, all the answers obtained very good percentages and were of great help in practice since their process could be diagnosed and how to work with each one of them.

# Chapter V

# Reflections

## 5.1 Reflections

It is possible that for every student of a university degree, the most significant part is undoubtedly the moment in which all the knowledge and theory analyzed throughout the years of the degree are put into practice. For researchers, this is the precise moment where a reality shock is generated and in this particular case, where it is understood that working with human beings is a roller coaster of emotions. The researchers were also aware of the multiple factors that intervene in the English teaching process such as infrastructure, tools such as computers and most importantly, the students' desire to learn. Therefore, it can be affirmed that an important part of the success in achieving the linguistic competence in English expected in the student lies in the teacher's performance, their conceptions, meanings, organized actions and developed in the classroom context, in addition to the approach of his teaching.

In addition, for the researchers it was very important to capture their way of teaching, since one of the main purposes of this research was to transmit knowledge in a more dynamic and less masterful way, as has been seen for decades in the teaching of English. In this way, students will see a change in the traditional method and their desire to acquire knowledge could increase. Thus, in the first session it was very important to be able to convey confidence in the students through activities where the level of English they were at could be evidenced at the same time. Certainly, this was a decisive class for the researchers since all the knowledge that could be transmitted to the students in order to capture in them the objectives set out in this research stems from there. Therefore, the development of the first class turned out to be successful since the objectives set could be met. It is important to mention that the students, although they were very interested in the class, could also show a lack in terms of the transmission of their ideas in the second language, however, their desire to understand made the class enjoyable and dynamic.

Undoubtedly, for the researchers it was extremely important to provide an environment full of trust where students could function without fear of learning. In addition, considering that one of the greatest challenges was undoubtedly represented in the background of the students, since much of the learning theory acquired throughout the degree shows that the experiences of each individual represent a great impact on the way in which they learn. In general, it can be said that each student met the teachers' expectations in their own way, some were very participative and others showed more visual and written skills, but all contributed something significant to each of the sessions. In general, it could be observed that it was important for the students to be able to overcome each objective to which they were subjected, the use of different activities made it possible for them to understand the objective of each session.

As a final point, the importance that should be given to professional practice in all senses can be pointed out. During the pandemic, many students did not have the opportunity to develop the skills required for their professional development which generated a large gap in the educational system from the country. During these visits, it was possible to acquire an experience that can only be acquired in practice, from the decisions that must be made during the classes so that all the objectives are met, to simpler aspects such as the manner and means in which they could convey ideas. Likewise, it was possible to demonstrate the way in which everything works and how both students and teachers manage to be a community of people who work together for an objective, thus, the value of one is not greater than that of the rest.

# CHAPTER VI

## Conclusions

### 6.1 Outcomes of research questions



An analysis of the questions that had to be answered in this research is given in order to demonstrate the process of each student before the idea of community construction and their development as community builders in the classroom.

Throughout the work, many authors are mentioned who support the first point to be developed in this research work, whose main objective is based on the improvement of the environment within classes thanks to the use of techniques that support community work as an effective way of improvement in terms of the acquisition of a new language and everything that this entails. Thus, the evaluation of the results presented shows that teamwork is a frequent activity within the training since they share many benefits such as the construction of environments where communication, respect and tolerance prevail. In addition, it gives students a broad perspective of how to live in a community.

The second question proposes to investigate what types of methods can be used in order to build community environments within classrooms. Therefore, the results show that one of the main objectives linked to this question is based on the organization of the groups, since it is important to mention that both voluntary and directed formation can offer advantages. The first favors the initial process and the development of the group activity, especially when there is prior knowledge of the team members; in turn, directed training encourages the knowledge of other people and the development of skills, such as flexibility and tolerance. Due to the perceived benefits of these modalities, it is specified that both are included during the training process; also, because in real work life both are also present.

Similarly, it is considered necessary to carry out research that allows evidence of the real effects that the formation of teams has under one or another modality or delve into variables that could have significant effects on their performance, among them, previous personal ties.

Another point to consider at the beginning of this investigation focuses mainly on the development of initial activities of the groups, the division of labor that occurs among the members has to be reviewed, which is valid according to the conceptual references of cooperative work related to the theme of individual responsibility (9,10); this means that for the achievement of the group's objectives there may be an initial distribution of tasks. However, all members must subsequently participate in this work so that there can be true cooperative learning. This note is important, given that today there is a division of labor in many group activities and, in the end, only one of its members or a few integrate it. On the other hand, the study of the problems that arose and the way in which they were resolved showed that, although there were problems, they were solved through communication. The aforementioned commitment problems must be addressed in a special way, because this type of situation significantly affects the collaborative work environment and process.

## 6.2 General Conclusions

Below are some of the main general conclusions that are evidenced throughout this investigation.

- Institutions should take into account that group action is often safer and more effective than individual management or the simple addition of individual actions.
- Teachers should use the community building method since through collaboration, the pedagogical aids provided to students are more likely to be optimized.
- Collaboration, through teamwork, allows us to analyze problems that are common, with greater and better criteria.
- It requires among the teachers who educate the agreement on common approaches as well as sufficiently coherent criteria and principles of action.
- The development of a collaborative culture is the ideal of a permanent training program. Therefore, it is important to guide work for the development of the teachers of the center where common interests converge.
- The research carried out indicates that cooperation leads to a greater effort to achieve the objectives, the generation of more positive interpersonal relationships and greater mental health than the competitive and individualistic methods.

## 6.3 Strengths

Some of the benefits that this research can offer to other teachers are the following:

- Focusing teaching on the idea of creating "community builders" implies improvements in the acquisition of knowledge and academic performance.
- It allows an increase in quantity and quality of the interactions between the students themselves, as well as with the teacher, as well as with the educational institution and the school environment itself.
- At the level of education in values, it is shown as a type of learning of capital importance: it fosters respect and acceptance, empathy and self-esteem, mutual help and solidarity, etc.
- It puts the student at the center of learning.
- It creates a sense of belonging (both with the group and with the class) and a positive interdependence arising from the commitment to achieve individual and common goals.
- It allows mixing students with different performances so that they help each other. This implies that there are different rhythms, but also opens up new possibilities for collaboration that move the work forward.

## 6.4 Limitations

Certainly, the limitations faced throughout the investigative process did not greatly affect the process since alternatives could be sought in order to achieve the objective. Some of them were:

- Thanks to the constant state of alert resulting from the pandemic caused by the Covid-19 virus, the dates of visits to the institution must be modified.
- In the first visits, some students did not have the necessary materials to be used in some activities, therefore, a solution had to be found to be able to continue with the lesson.
- In the institution there were constant signal drops in the internet network which was detrimental to the activity that was taking place.

# Chapter VII

## Recommendations

### 7.1. Recommendation for collages

- Teach students to internalize more the "we" than the "I." A small big step is to start speaking in the plural, so that all members feel that they belong to that project. The more involved we feel, the more we strive to achieve the best results.
- Encourage students to develop communication. We must establish an environment where you can express your opinion freely, but also listen. It is advisable to make an effort so that we do not encounter misunderstandings in the future.
- Delegate and trust. For the teams, each task represents a challenge and, precisely for this reason, it is the best moment in which they can prove their worth. For that, they must feel comfortable working and have the certainty that their employers believe in them.
- Set common goals and objectives. So that no one has the feeling that something is underway that has nothing to do with them and also so that everyone knows what her role is in the common project.
- Recognize and celebrate the merits of others. This attitude contributes to reinforcing trust and collaboration in the team, as this will motivate more to achieve the following objectives.
- Manage a conflict victoriously. As is often said, each one belongs to his father and his mother and perhaps what some see as something "normal" others consider out of place. And vice versa. And nothing happens, because there is an infallible method: empathy. If we put ourselves in someone else's shoes, with sincerity, everything is simplified in an instant.
- Build a heterogeneous group. People with a diverse background, character and background can be an incubator for great ideas. Doing an intelligent reading we will realize that we have the opportunity to make the most of the qualities of each person.
- Believe in Team Building. They say that teams that have fun together stay together, so fostering a personal relationship in the company beyond the professional is a great strategy to improve teamwork. Some activities may be during official working hours, and others may not.

## 7.2 Recommendations for students

- Students can establish a leader in agreement is the best way to build a team.
- Students can create a set of rules in agreement to increase commitment.
- Students can strengthen coordination through specific planning: activity to be carried out, start date, end date.
- A meeting schedule is also key, it strengthens planning and improves communication.
- Every student should have a way of contacting each other.
- It is important for students to fix the issues in order to create good communication with each other.

### 7.3 Recommendations for principals or advisors

- It is important for principals to participate, not disorganized, but generate another order with clear rules and objectives.
- To horizontalize decisions and verticalize execution. There must be collective decision and disciplined execution.
- Several heads think better than one, so communication must be fluid.
- The address does not disappear but changes. The leader assumes responsibility for expressing the group's level of consensus.
- To promote the maximum initiative and autonomy of each of the members of the group within their area of responsibility.
- The union must focus on the objectives that were designed at the beginning among all, in order to improve.
- To circulate the information and for this it is necessary to establish effective dissemination mechanisms.
- Understand authority as knowledge. In other words, it is key that the hierarchy is based on an authority given by knowledge and experience.

# Annexes

## Practice

1. Choose a classmate to work in pair, describe the following picture, and please include all details you see. Write all your description next to the picture.



- 1- Mention some activities you do to have fun.
- 2- Go in front of the class and read with your classmate the description of the first picture. Teacher is going to tell you in the moment of your turn.

## Practice 2

1- Please, create groups of three people and discuss the following pictures with your group.





- 2- Create a conversation about places to have fun, after that, you have to present it to the rest of the class.

### Practice 3

- 1- The teacher is going to tell you a story, please pay attention and write the places you like during the story.

- 2- Please, for the next class bring pictures about the places you like.

### Final Diagnostic



**ESCUELA DE  
ENSEÑANZA DEL INGLÉS**  
Universidad Latina de Costa Rica

**UNIVERSIDAD LATINA DE COSTA RICA**

**SEDE DE SANTA CRUZ**

**DEPARTAMENTO DE INGLÉS**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**SEMINAR II**

## **STUDENTS QUESTIONNAIRE**

### **Dear students:**

The following research consists of improving student's oral production through the use of community builders. All the information gathered will be considered as confidential.

**Researcher Names:** Jason Bustos Dávila & Kevin Dinarte Cordero.

### **I. PART. CLOSED QUESTIONS**

Instructions: Read the questions carefully and select the best answer with an "x" in the corresponding box.

QUESTIONS	N/A	YES	NO
1. Do you like to study English in pair/groups?			
2. Do you feel comfortable working during the class in pair?			
3. Would you like to do all the class activities in pairs/groups?			
4. Do you think you can improve your oral production working in pairs/groups?			
5. Do you consider you have improve your oral production working in pairs or groups?			

## II. PART. OPENED QUESTION

Read the question carefully and answer with the best answer you consider. (Personal opinion).

- Describe how you feel working in pairs/groups in the English classes and how do you feel in front of the class doing a speaking activity with your pair or group.

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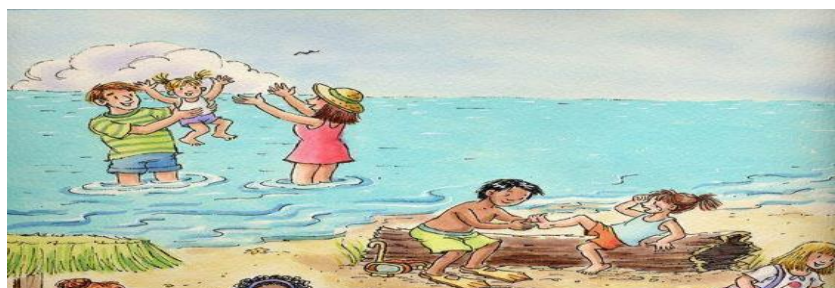
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## III. PART. DESCRIPTIVE EXERCISES

- Choose a classmate and describe the following picture in as much detail as you can do it.



2. Please choose two classmates, you can choose a place (anywhere).  
Describe the chosen place with your group in the best possible way. (Details).

*Thank You*

shutterstock.com · 1535896373

**Photo Evidence**













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