



**UNIVERSIDAD LATINA DE COSTA RICA
FACULTAD DE CIENCIAS SOCIALES LICENCIATURA LA ENSEÑANZA DEL
INGLÉS**

**THE IMPACT OF ONLINE LEARNING IN THE DEVELOPMENT OF SPEAKING
SKILL IN TENTH GRADE STUDENTS AT COLEGIO TECNICO AMBIENTALISTA
DE PEDREGOSO.**

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- **Titulo:** “The Impact of Online Learning in the Development of Speaking Skill in Tenth Grade Students at Colegio Tecnico Ambientalista de Pedregoso.” •
- **Modalidad:** Licenciatura en la Enseñanza del Inglés
- **Autor(es)** Laura Priscilla Molina Zuñiga.
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Abstract

This research collected information that describes the educational scenario that the Costa Rican educational system has experienced during the closure of schools due to the COVID-19 pandemic. The problem that is evident is the negative effect that online classes have had on the speaking ability of the students. Colegio Tecnico Ambientalista de Pedregoso was taken as a reference, and it was taken as a sample students of the tenth level of said school.

In the investigation, the strategies adopted by the Ministry of Public Education to involve students in the learning process are described, some of the shortcomings that virtual learning has had and how teachers they were striving to provide quality learning, without having had previous preparation, where they were not prepared to teach remotely. Despite the lack of resources and infrastructure, they continued to work to help the students move forward.

The strategy implemented by the MEP was "Learn at home", which included teaching on television and radio, the Microsoft Teams online learning platform, and some applications such as WhatsApp, and autonomous didactic guides. However, the lack of digital resources and digital skills on the part of teachers and students hindered the full connection between students and teachers, Costa Rica has many rural areas where there is a lack of internet connection, which makes the online learning process difficult for a large percentage of students.

Resumen

Esta investigación recopiló información que describe el escenario educativo que ha vivido el sistema educativo costarricense durante el cierre de las escuelas por la pandemia del COVID-19. El problema que se evidencia es el efecto negativo que han tenido las clases en línea en la habilidad de hablar de los estudiantes. Se tomó como referencia la escuela ambiental de Pedregoso, y se tomó como muestra estudiantes del décimo nivel de dicha escuela.

En la investigación se describen las estrategias adoptadas por el Ministerio de Educación Pública para involucrar a los estudiantes en el proceso de aprendizaje, algunas de las falencias que ha tenido el aprendizaje virtual y cómo los docentes se estaban esforzando por brindar un aprendizaje de calidad, sin haber tenido una preparación previa, donde no estaban preparados para enseñar de forma remota. A pesar de la falta de recursos e infraestructura, continuaron trabajando para ayudar a los estudiantes a salir adelante.

La estrategia implementada por el MEP fue “Aprende en casa”, que incluyó la enseñanza por televisión y radio, la plataforma de aprendizaje en línea Microsoft Teams, y algunas aplicaciones como WhatsApp, y guías didácticas autónomas. Sin embargo, la falta de recursos digitales y habilidades digitales por parte de docentes y estudiantes dificultaba la plena conexión entre alumnos y docentes, Costa Rica tiene muchas zonas rurales donde existe falta de conexión a internet lo que dificultó el proceso de aprendizaje a un gran porcentaje de estudiantes.

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Dedicatory

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Chapter I

Introduction

1.1 Introduction

Dr. Pravat Kumar Jena (2020) “Online Learning is the most common method of distance learning today. During the lockdown period for Covid-19, online learning is the best platform to keep learners/educators engaged and safe by maintaining social distancing.” Covid-19 has brought devastating problems worldwide. It has claimed countless amounts of lives and has changed society and its habits, leading to massive closures of activities. To respect social distancing and quarantine, Costa Rica has become a technological society. The country is following precautions to avoid further infections and the alternative to continue teaching was: online education. R.Radha & Others (2020) “E-learning has become the mandatory component of all educational institutions like schools, colleges, and universities in and around the world due to the pandemic crisis.” Teachers had to get used to huge changes, without receiving any kind of course or training, school calendars had to be reconsidered. It is necessary to emphasize that the pandemic has changed the context of the implementation of the lesson plans, and there are many negative and positive factors that have been part of the adaptation to change. Until now, online classes were known for being innovative, fun, and entertaining. However, it seems to be a very difficult task for professors to make learners participate, and engage their attention and keep it for the whole class.

There are many educational inequalities and unequal access to curricular coverage which are causing poor learning in the area of English teaching. As some students have problems with internet connection others have problems with their devices, and others do not have any device at all. Students feel a bigger academic burden as the projects and assessments have incremented compared to the standard lessons, which causes more stress and anxiety. English is not a subject; it is a language. So, social interaction is a big

component in the development of the acquisition of a second language. The main objective of learning another language is the ability to communicate and express it to others.

“Different learners may prefer different methods of communication and this could influence their language output in different discussion settings.”(Ellis, Goodyear, Calvo, & Prosser, 2008; Sharpe & Benfield, 2005). Speaking skills are key to developing a language and online lessons take away the opportunity that students had to communicate with classmates in class, as the groups are too large to participate simultaneously. This research attempts to analyze what is happening in the Costa Rican educational system in terms of both classroom activities and students’ participation by providing new data from teachers and compare the differences in both methods regarding speaking skills in a modality that limits students’ speaking interaction with their classmates.

Communicative language teaching encourages students to build their own knowledge, ideas and learning even allow students to have an open interaction with the environment that surrounds them, and it allows them to have an open mentality of communication according to the background. Rublik, N (2017) stated that “for students to acquire the target language, it is necessary for them to interact with their peers and teacher.” Yu (2008)” In fact, without interaction, it would be very difficult to develop speaking skills and communicative competences”. The first decision that the Costa Rican government made with the pandemic was to interrupt classes and declare a state of quarantine, so all students had to stay at home and try to continue with the program. As a result, MEP had to make some quick changes in teaching methods, but it was clear that MEP was not prepared for those kinds of challenges and that students would be affected. Moreover, the educational authorities created self-study guides to provide support. Given the situation a combined modality was implemented that included virtual and face-to-face

classes, affecting the different language skills, but especially speaking skill. All these modifications affected the performance of learners and teachers, especially those who did not have access to technological tools required to be part of this new method.

1.2 Problem Statement:

The situation that the world has been going through because of the global pandemic has affected the educational system. In Costa Rica, Ministerio de Educación Pública (MEP) had to make some changes in the methodology of teaching. For that reason, high school students have been receiving their English classes through the use of virtual tools such as video call meetings, virtual assignments, and others. Concerning about the future of the Costa Rican educational system, MEP decided to execute different methods and strategies: “The strategy MEP implemented was “Learning at Home,” which encompassed television and radio teaching, Microsoft Teams learning online platform, social media apps such as WhatsApp, digital resources, and autonomous didactic guides” (Montenegro, 2021, para.1). Based on this article, MEP implemented several resources which modified the methods already applied by the new Syllabus 2016. Due to the above information, the purpose of this research is to analyze how online classes have affected speaking skill in self-study through blended education in tenth grade students at “Colegio Técnico Ambientalista de Pedregoso.” Considering that information this research has the following problem of investigation.

What are the effects of e-learning in the development of learners’ speaking skills?

1.3 Justification:

COVID-19 made Costa Rican authorities implement virtual classes. Many teachers and students were faced with a sudden mix of standard classes and virtual classes, it was a drastic change that affected students' academic performance, e-learning also affects the students' learning process. Online communication takes away the facial interaction and expressions leaving students with only voice, tone, nuances, rhythm and intonation to speak. However, students cannot practice their speaking skills like they would in standard classes. This crutch takes away one of the rarest opportunities Costa Rican students have to use the language since they live in a non-English speaking country and they are not surrounded by the language, and often classes are the only opportunity they have to speak English.

The pandemic has transformed the contexts in which curricula were implemented, not only by the use of platforms but also, due to the great need to consider the new circumstances which differ from the ones the MEP's syllabus was originally designed for. This paper intends to identify the differences in the development of English speaking skills in this new modality.

1.4 Objectives

1.4.1 General Objective:

To analyze the effects of virtual classes in the development of speaking skill and the use of Communicative Language Teaching in Tenth Grade Students at Colegio Ambientalista de Pedregoso.

1.4.2 Specific objectives

a- To know the student's perception about the ability to learn and improve speaking skills in the context of online learning.

b- To Improve the Students' Performance through the Implementation of Communicative Language Teaching Method.

1.5 Scopes and Limitations

1.5.1 Scopes

This study focuses on how public school and high school students in the Costa Rican educational system were affected by online classes during the pandemic and how the ability to speak English as a second language has been one of the great weaknesses and shortcomings that could be observed during the investigation. This study was carried out with the help of a survey. The study took samples of students of the tenth level of the Colegio Ambientalista de Pedregoso.

Teachers and school administrators: This research could serve as a guide for the educational community, teachers could realize what the shortcomings that have existed during the pandemic are and they could think about how it could be improved.

Larger Community: The research could be used by different institutions as support material to improve speaking skills by making use of the lesson plan present within the research that uses the communicative language Teaching method as a methodology.

Future researchers: This research could be used by future students of the English teaching career, on what were the effects that the pandemic had on the Costa Rican educational

community, and know what measures to take because it will be a problem with consequences in the future.

1.5.2 Limitations

This research does not cover all the problems that have been evidenced during the pandemic in virtual classes. The English language covers four different linguistic areas. But in this research only reference is made to speaking ability. There are many problems that have been able to show, that they are not present in this investigation.

Chapter II

Theoretical Framework

2.1 Theoretical Framework

“The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries.” (Sumitra Pokhrel and Roshan Chhetri 2021) The pandemic brought drastic changes in the educational system, and Costa Rica is no exception. MEP implemented a hybrid system mixing standard and online classes. However, little improvement has been done to enhance the efficiency of online education in the country.

“One of the main problems of most professors, looking at the period during the pandemic, but also later, is the adequate equipment, that is necessary to have in order for the teacher to conduct online classes in a quality way” (Milicevic J and others 2020) To teach in a technological way, teachers and students need quality equipment such as tablets, computers, high internet speed, full access to outstanding teaching platforms and apps. Regardless of these imperative needs, the government has not shown any interest into refine the equipment and internet access students and teachers have.

“Pedagogy available and used for face-to-face learning is not feasible for online learning.” (Milicevic J and others 2020) Another great problem in online learning is the fact that the design of the syllabus that was being used for standard lessons is not suitable for online learning, as speaking production and speaking interaction are nearly impossible to achieve due to group numbers and unstable internet connection; which has affected the development of the class, and has interfered with the learning process.

“Instructors have more constraints in their opportunities to communicate with students in online classes and grading students’ work is one of the few chances for instructors to coach students to help them improve their performance” (Nicole L. Davisa and others 2019) Online learning takes away students’ speaking interactions with each

other and takes away students' time with the teacher. Is almost impossible for teachers to give feedback to students one by one in an online class. Since many groups enter the same class, students do not have many opportunities to participate and do not have chances to correct errors or mistakes.

“Students who are fully online sometimes express feelings of isolation, so faculty must find ways to interact with their online students and fill the communication gap” (Nicole L. Davisa and others 2019) However, as the time student/teacher alone is almost inexistent due to de great number of other students, the professor cannot pay as much attention to student's needs. Making them participate is impossible as the lesson's time is limited and certainly not enough to involve the whole class in speaking activities, causing their speaking skills to decline.

Preparing for the future of online learning is essential as it is expected to be mainstream by 2025 worldwide (Palvia et al., 2018) Thanks to the emergency of covid-19, this educational revolution has taken place already. The government and MEP must begin to improve the conditions in which online learning is being implemented, to improve the experience of learners and teachers. Teachers must adapt to the digital change and the implementation of technologies, receiving training provided by the MEP to improve educational innovation methods and processes. As English is a very competitive language in the working market and is a requirement in almost every job, students must develop a good level of speaking skills, under either system, standard learning, or e-learning an educational model must guarantee the training of highly trained professionals.

Blended education can be defined in different ways, but only three are mentioned in this document, for example “The integrated combination of traditional learning with web based on-line approaches” (Trigwell & Sharma, 2010) As explained by the definition, it is a combination of face-to-face classes and online classes, where students attend face-to-face classes on some days and connect to the lesson on other days through the use of different virtual platforms. This method combines the traditional method that education has had in Costa Rica since its inception where the student learns through the use of physical didactic material and interaction in the classroom, where the teacher is present explaining the subject and clarifying doubts in addition to the participation of the students and the interaction between peers, also involves the use of new technologies such as “Moodle”, “Teams”, “Google Docs”, “Zoom” and some other type of means. This methodology has been implemented since the beginning of the pandemic as a strategy for students to continue their studies.

The second definition can be described as “The combination of media and tools employed in an e-learning environment” (Trigwell & Sharma, 2010) This methodology was adapted by students and teachers from Costa Rica and many parts of the world, since the start of the pandemic in March 2019, relying on the use of technology to continue the teaching and learning process. According to (Ponce, 2020) “The education that was impulse due to the SARS-Cov2 situation the system would suffer serious consequences in the teaching process of over a million students from public schools and high schools” . Getting students' attention has been a great problem in online education. Teachers were not prepared for the change from standard education to online education.

Blended learning is the “thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008: 5) Online learning has become a great challenge,

students need time to adapt to new changes as they are still attached to the standard system. For many students, having to switch between face-to-face learning and virtual learning. It has been quite a challenge from the lack of internet at home to the lack of a computer to carry out the different assignments.

“The situation presented immediate challenges too, stifling faculty and student productivity and forcing a refocus of faculty priorities “(Pettit, 2020) It has been a hard work by the different educational institutions and the different people that make it up from the administrative part, teachers, parents and students. Hard work has been done on how to meet the different needs of students during the pandemic and make education continue and not remain stagnant that in the end the most affected will be the students. As this crisis is already known required the use of different types of digital tools that have benefited a part of the student population while another sector has been left vulnerable.

Pourhossein (2014) argues that, “EFL classrooms are facing a methodological change because interactive activities are being proposed”. To develop speaking ability teachers must provide students with activities and learning strategies that allow communication. In each lesson, strategies must be implemented that allow the student to work as a team where they have the opportunity to create dialogue, seek solutions to different situations. Every teacher should maintain an open and friendly attitude towards the student, since learning a foreign language is not an easy task, so interactive activities and tools must be used so that the student can develop their abilities to the fullest. Due to the pandemic, attempts have been made to train students with technological tools so that they can work from home, but it is a fact that the inequality that has existed has not allowed many students to achieve academic training since they do not have the necessary resources to achieve that goal. Gonzales (2016) Argues that “Sociodemographic may predict changes

in digital communication” This is what has been happening with education in Costa Rica, it has not been possible to reach the entire student population in an equitable manner.

Robinson (2020) Argues that “ It is likely that not everyone will be equally prepared or disposed to increasing digital communication while engaging in physical distancing.” Costa Rica has many vulnerable groups, students who live in rural areas, where they do not have access to the internet, a computer or different technological resources that have been necessary for students to be able to study and prepare effectively from home without being left behind during the pandemic.

Some authors show some advantages of e-learning, such as the case that students and teachers participate regardless of the place and time where they are and that perhaps not all people will have to be connected at the same time but doing the same assignments, and so some think that the use of technological tools could Increase motivation in teaching staff and students. Yalçinkaya (2015) Argues, ”The use of multimedia tools increase motivation, teaching courses are continuously updated and immediately delivered, learners are in contact with each other, international interaction is possible”.

While other authors mention different disadvantages, such as the loss of motivation, the stress of not being able to carry out the assignments in the best way and many times the assignments cannot be carried out by the student since it is not possible to understand what the assignment to be made is. Srivastava (2019) Argues, “decreased motivation, partly due to the need for students to organize the learning process themselves, incompatibility of the multiple platforms used, social isolation or the reliability of information”.

According to Mahyoob (2020),” Apart from the most commonly used platforms Microsoft teams, Google Meet and Zoom, most students have used the WhatsApp platform during online learning”. There are many tools implemented by teachers to achieve high

quality teaching, cell phones could be mentioned, however, although students have smart phones, not all students have access to the Internet. According to Aboagye (2020) “The challenges that the students faced were accessibility, connectivity, lack of appropriate devices, social issues as established in lack of communication and interaction with teachers and peers”. There are many challenges that students and teachers have had to experience in different subjects, but this thesis focuses on the effects and challenges that virtual classes have had in the English language, but especially in speaking skills.

The English language is a tool that allows students to be able to communicate, be competitive for a professional future, and it takes a lot of practice to be able to develop it in the best way and to be able to express words clearly. English has become a universal language where most countries use the English language as a native language or as a second language. According to Crystal (2008) “Over two billion people speak English. It means in this globalization era able to speak English is important for our life in the future”. The ability to speak allows people to achieve good communication, although there are different linguistic abilities, the most important of them is the ability to speak, since the human being takes his first steps, the first thing he does is start talking and then that he succeeds in a correct way begins the process of learning the other skills. Rao (2019) Argues that “Speaking is the important skill to be mastered by English foreign language learners or second language learners”.

In the Costa Rican educational system there are many students who have received English lessons from their first steps in the school process, however not all of them arrive at high school with a good level of English, many students lack knowledge, so when they arrive at the university process they arrive with a deficit that they are having a hard time overcoming, so they drag that problem until they reach university, the pandemic has made

this knowledge deficit grow even more, causing students to fail to develop their speaking skills in the best way . Many times it happens that students have the ability to understand other people when they are speaking, but nevertheless they do not have the ability to express themselves, they do not know how to express their ideas and thoughts. Also when they try to express their ideas, they cannot pronounce the words in the best way. According to (Bueno, Madrid, & Melaren, 2006)” Many learners state that they have spent so many years studying English language but cannot speak it correctly and appropriately “During the pandemic and the implementation of virtual classes, students have been affected in different ways. It could be mentioned the lack of communication that has existed between the teacher and the professor in addition to the lack of communication between the students. It is not the same to be doing the assignments individually at home where the student has no support from anyone, while in face-to-face classes the teacher is giving direction and support and also the students can interact with each other.

When the skill of speaking is not practiced, many talents that are present when speaking are lost, such as confidence in speaking. According to Chen (2009) “Difficulties in speaking English usually faced by the students are they did not confidents, error fluency, lack of vocabulary”. The English language requires a lot of practice, it takes time to be able to work with different vocabulary, put it into practice in addition to memorizing it, students need to speak a lot or listen to native people speaking, and an instructor is needed to correct the student, when they are not expressing themselves, in a correct way. The pandemic has not allowed that communication to be good, the students put aside practice, communication, interaction and also many doubts that arose at the time of making the assignments in their homes, could not be clarified, affecting even plus the learning process of the students.

What is speaking? Burgess (1994) Argues that “state speaking is an activity in which someone is talking about something or tells other about something interested” According to Zuhriyah (2017) “Speaking is the way of people to express idea or to communicate with other people orally”. Heubner, (1999) Argues that “Speaking is a skill that used in daily life by someone to talk something with others, whether at school or outside.” According to Brown (2001) “Speaking is an interactive process of constructing meaning involving producing, receiving, and processing information”. There are many reasons that make the ability to speak the most important part of English, the human being is very social by nature and speaking is a good form of expression since feelings and expressions are transmitted in this way. In the area of education, both the role of the instructor and the student’s play a very important role, the nature of a class is the interaction and coexistence between the group where different opinions are transmitted, that is why the ability to speak is very necessary when it comes to learning a second language.

“The objective of the English MEP curriculum focuses on shaping students’ linguistic skills that help them in future work activities”. (MEP, 2016, p. 4). Since its inception, the curriculum in Costa Rica has had the objective of preparing students for a competitive future, students who are prepared in the English language, who have the ability to perform in a job and who have a good level of English. However, the pandemic came to affect that objective with the methodologies that were implemented with the idea of continuing with education. Last year, MEP (2020) adopted a new pedagogical mediation named *Aprendo en Casa* [Learn from Home]. This methodology has allowed students to no longer study completely from home, but rather to have combined classes, where they go to

face-to-face lessons with the teacher and on other days they work at home. This has allowed students who were stragglers to continue preparing academically.

It is clear that education in Costa Rica was not prepared to offer virtual classes, students need the instructor, they need interaction between students and if you talk about learning English as a second language, it requires a lot of practice, a lot of interaction between students. For distance education to exist, educational systems have to ensure that students have access to the Internet and technological resources that allow them to carry out their tasks, such as a computer. The implementation of this strategy, which has been new and has been adopted in different parts of the world, requires a set of conditions for both students and teachers. For example, Internet with good connection, an electronic device such as a computer, smartphone or tablet are the concerns when taking an online class.

In Costa Rica, the strategy of virtual classes was adopted, but the country was not prepared, affecting a large percentage of the student population. Due to the pandemic linked to Covid, the MEP decided to continue teaching English through the implementation of the Self-Study Guides. This tool should follow a series of steps to be created. MEP suggested including three significant sections within the guides: “Getting ready to do my SSGs”, “Recalling what I learned”, and “Putting into practice what I learned” (MEP, 2016, p. 7) These divisions guarantee the development of the students by having all the stages of learning, however the material was not accessible to the entire student population, because, as previously mentioned, not all the students had the necessary resources. Students have been greatly affected where they have no experience with learning a second language. Teachers have been dealing with the teaching of speaking skills, where they have created strategies so that students could practice from home, but the effort has been in vain since self-learning and lack of resources has harmed the level of English of the students.

According to Loeb (2020) “Online courses need a strong curriculum and strong pedagogical practices. Teachers need to understand what students know and what they don’t know, as well as how to help them learn new material.” One of the biggest problems that the Costa Rican educational system has had during the pandemic has been the lack of accompaniment by the teacher, so the instructor is not aware of the weaknesses that the students present, despite the support of didactic material, that is sent to students in online classes, many lack knowledge, or doubts, making it difficult to perform the different tasks, there are many weaknesses, shortcomings that have been present during this time of pandemic at different student levels.

One of the biggest problems that online classes have faced has been the lack of communication in English between teachers and students. It is known that many times students prefer to converse in their mother tongue during the lessons in this case they use the Spanish language. The teacher must work hard so that students are capable of developing their communication skills. As a result, “Communicative Language Teaching (CLT) had been identified as an appropriate method to progress students' communicative ability and had been recognized as the most useful language teaching method”. (Burke 2013; Ellis, 1997; Yu, 2011) One of the main objectives of CLT is to promote communication, so the teacher serves as the instructor, the teacher assigns activities and the students have to be able to promote speaking skills. “At the same time, their language skills would be developed through communication, which was defined as the expression, interpretation, and negotiation of meaning in each context.” (Lee & VanPatten, 2003) The teacher must look for strategies and environments that make communication the most important part of the class, the instructor can use different technological tools to provide

support to students and achieve the objective, that they can improve the speaking skill, through different types of activities.

One of the main advantages is that the teacher gives them the assignment and the students have the freedom to express their opinions and ideas and the teacher works as a guide who can provide feedback individually with the idea that the student improves without intimidating students or making them feel bad in the communication process. Furthermore, “The CLT approach focused on learning the language as meaning rather than accuracy, which referred to grammar rules and translation” (Chacon, 2005). There are many factors that can affect students. For example, personality, low self-esteem and often lack of motivation, many times it happens that the student does not have acceptance for the language, which makes the student lose interest. Also, “CLT was found not a one-size-fits-all technique. Instead, it interacted with numerous related factors”. (Bao & Du, 2015). Students must be motivated to achieve the objective of learning English in the correct way with the necessary skills to function in the world around them. Moreover, Diallo (2014) and Hu (2002), emphasized the role of an instructor in ensuring the effectiveness of CLT. The teacher must analyze the different needs that may arise in the classroom, the instructor must create different types of activities that are friendly to the students, being a good educator is not easy, it requires commitment and creating an environment that the students like.

“As a result of the increased freedom teachers have in their classroom, most students and even their parents, have been unprepared for the amount of independent learning necessary during remote learning” Edyburn, (2021). It has been very complicated and frustrating for parents to see their children study from home, without the guidance of the teacher. “Online learning has been shown to be a significantly different experience

compared to traditional learning in the classroom, one being in the disconnection shown by students in relation to their peers and lectures” (Kemp et al, 2014). According to Buttler et al (2021) “It was found that most students preferred being in a physical class because of their experience and interaction in the online classroom”. With the experience that has existed during the pandemic, it can be said that the Costa Rican educational system was not prepared to carry out classes online, student satisfaction was reduced, and the interaction between parents, teachers and students was affected, many students did not have access to a virtual class due to lack of technological resources, in addition many young people live in places of difficult access and the didactic materials were not provided to them.

There are many concerns about distance learning, since lack of motivation is one of the factors that has been affecting students. “Apart from being bored with online learning and the decreasing number of student’s motivation to learn... at home and online learning decreases the student’s interest and motivation” (Jamaludin, 2020). Kemp et al (2014) found that many students in an online learning environment had to resort to self- motivation exercises in order to complete online activities as compared to in class learning. Many students have managed to get ahead on their own, without help or support from an instructor, however the level of English has been affected, since the students did not have the means to practice and interact with other people.

Allen and Seaman (2017) defined distance education as “education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously” (p.6) The experience lived during the time of the pandemic has made it possible to discover the shortcomings of the Costa Rican educational system. In order for virtual classes to be given, technological tools are needed to provide

support to students, however, in this country it has been a complete mess where there is a lack of resources. “Online teaching were limited students’ access to technology, faculty’s inability to master technology, insufficient availability of technical support, and guidance for faculty, and diverse attitudes towards completely technology mediated teaching and learning experience” (McMurtrie, 2020). Education is a key element for society, it is a tool to a professional future, but when there are deficiencies, the necessary support cannot be given so that students achieve the necessary knowledge.

Hamid (2001) Argues that “Online language learning creates a unique set of circumstances, in which students need to develop their language skills with relatively limited input from the teacher, who has little control over the learning process” The best way to develop a second language is through practice, and when it comes to learning English as a second language, it requires a lot of effort and dedication to learn and express it in the best way. In Costa Rica, work must be done to improve, virtual classes could have worked if there had not been such a wide lack of internet and technological resources, the pandemic has made it possible to know what the weaknesses are and in what areas they can be improved.

According to Richards (2006: 22-23), the following core assumptions underlie current practices in communicative language teaching:

- 1) Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- 2) Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange.

- 3) Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.
- 4) Communication is a holistic process that often calls upon the use of several language skills or modalities.
- 5) Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- 6) Language learning is a gradual process that involves the creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- 7) Learners develop their own routes to language learning, progress at different rates and have different needs and motivations for language learning.
- 8) Successful language learning involves the use of effective learning and communication strategies.
- 9) The role of the teacher in the language classroom is that of a facilitator who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
- 10) The classroom is a community where learners learn through collaboration and sharing.

There are many advantages that exist when implementing the communicative method of language teaching, from birth, people are generally sociable, and the first skill that the human being develops is the ability to speak and communicate. That is why the

aforementioned approach allows students to create the desire to communicate with others, when applied in the classroom, the teacher is creating a very strong means of communication that allows students to speak without fear. “FL teachers are the real professional decision-makers in the classroom, who identify better teaching practices and strategies designed to reflect their local needs and experiences beyond specific methods or approaches” (Savignon, 2005; Burns, 2007) It depends on the teacher to decide when to use the communicative language approach, but as long as it is applied to the students, it will be a strategy that allows communication between students.

Curriculum implementation depends on several factors. However, many researchers hold the belief that teachers reside at the core of successful implementation of curriculum (Borg, 2009; Fullan, 2007). Teachers are also described as the source of curriculum change (Fullan & Hargreaves, 1992). Teachers’ interpretations, perceptions, and beliefs shape and influence decision-making concerning the choice of teaching techniques (Alwan, 2006). The teacher creates the best environment for students to interact, but it is up to the student if they want to develop communication skills, that is why the teacher guides them and gives them feedback if he or she sees it necessary.

Chapter III

Methodological Framework

3.1 Research Method

“Inductive approach, also known as an inductive reasoning, starts with the observations and theories are proposed towards the end of the research process as a result of observations”. Goddard (2004) Inductive research “involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses” Bernard (2011) According to Saunders (2012) “Inductive reasoning is based on learning from experience” According to this explanation, the inductive approach arises through observations, interviews, and other methods of information collection to create new theories or new rules about an issue or topic, ranges from light data to specific generalities. On the other hand, the description of the deductive method, according to Wilson (2010) “A deductive approach is concerned with “developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis” According to Babbie (2010) “Deduction begins with an expected pattern “that is tested against observations, whereas induction begins with observations and seeks to find a pattern within them” Snieder (2009) Argues that “The deductive approach follows the path of logic most closely. The reasoning starts with a theory and leads to a new hypothesis. This hypothesis is put to the test by confronting it with observations that either lead to a confirmation or a rejection of the hypothesis” Inductive and deductive approaches to research are quite different, but they can also be complementary.

According to the information obtained about the concepts and differences between inductive and deductive research, this research will carry out an inductive method the research begins by collecting data that is relevant to the topic of interest, then the inductive

approach arises through observations, interviews, and other methods of information collection to create new theories or new rules about an issue or topic.

3.2 Type of Investigation

According to McCombes (2019), "Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions." (para.1) Descriptive research, as mentioned in the previous quote, is based on an analysis of different phenomena that occur at the time of the investigation, it can be said that they are phenomena or situations present in a society, this type of investigation provides a lot of information about the description of a population, taking into consideration the characteristics of the target population, or with the group of people who will be taking the sample, in this case the tenth level students of the Colegio Tecnico Ambientalista de Pedregoso. It should be noted that this type of research makes use of different types of instruments in order to measure the target population. Different types of instruments can be mentioned to collect information such as surveys, interviews and observations. According to McCombes (2019), "The research design should be carefully developed to ensure that the results are valid and reliable". The different types of instruments mentioned above can help in different ways in the investigation since through them the research can collect and analyze different types of results and see if there is accuracy. The information that the researcher analyzes provides different types of results according to the problem that is being treated and thus search for possible solutions. The purpose of qualitative descriptive is to identify and provide evidence to support the fact that certain part.

3.3 Research Approach

“Research is about trying to discover the world and its phenomena in a systematic and structured manner. Humans have approached research in different ways based on their assumptions about social reality, knowledge, and human nature.” Farghaly, A. (2018)

Researchers have developed two main types of research to do so.

The first method is quantitative, “Quantitative research employs the use of numbers and accuracy.” Polit, D.F., & Beck, C.T. (2012) Quantitative research gathers information to examine data, to measure something in numbers, to generate knowledge and create understanding about the social world, it is very useful to learn and be able to measure something about a sample population. “The keyword in quantitative is measure.” Rutberg, S., & Bouikidis, C. D. (2018)

On the other hand, “Qualitative research focuses on lived experiences and human perceptions.” Polit, D.F., & Beck, C.T. (2012) Qualitative research focuses on analyzing information that cannot be measured as easily as numbers. The researcher is the primary instrument for data collection and analysis, so the researcher must go to people to observe behavior in its natural setting. “The keyword in qualitative research is perception.” Rutberg, S., & Bouikidis, C. D. (2018)

“Using both quantitative and qualitative methodology into a single study is known as a mixed-methods study.” Rutberg, S., & Bouikidis, C. D. (2018) Which is the type of research of this study. The aim and focus of the study is to analyze Colegio Tecnico Ambientalista’ tenth grade students’ opinions and to know about their perspective, that part will be done using the qualitative research, however, the results of the instrument will be

presented in graphs to analyzed them in depth. The conclusions and recommendations will be based on the results of the instrument.

3.3.1 Differences between Quantitative and Qualitative Research Method

According to McCombes (2019), "Qualitative research designs tend to be more flexible and inductive, allowing you to adjust your approach based on what you find throughout the research process." (para.5) McCombes (2019) also argues that "If you want to test the effectiveness of an online teaching method, a quantitative approach is most suitable. You can use this type of research to measure learning outcomes like grades and test scores." (para.8) Data analysis is a crucial part of the investigations. Every research has an approach. According to Walliman (2011), "Quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties" (P.113). According to the author, quantitative research refers to the numerical part, where the person who investigates provides results in numbers, on the information collected. On the other hand, this same author defines qualitative research. Walliman (2011), "This type of research is based on data expressed mostly in the form of words." (P.130). On the contrary, it can be said that the qualitative part of the research refers to the characteristics part, so it does not involve the numerical and statistical part.

"Quantitative research employs the use of numbers and accuracy." Polit, D.F., & Beck, C.T. (2012) Quantitative research gathers information to examine data, to measure something in numbers, to generate knowledge and create understanding about the social world, it is very useful to learn and be able to measure something about a sample population. "The keyword in quantitative is measure." Rutberg, S., & Bouikidis, C. D.

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3.4 Sources and Subjects of Information

The sources and subjects of the investigation refers to the different types of reliable sources implemented at the time of conducting the investigation, seeking information that gives validity to the investigation, but always using resources that are real and valid, which are necessary to collect information and to be able to develop the investigation in the best way and with authentic information since it is the way to obtain precise results. According to Thomas B (2015)," Primary sources are the original materials on which the research is based"(p.2). According to this author, regarding the different primary sources, researchers they do not depend on other articles for information, but rather the researchers create their own material for gather the information and being able to carry out research with accuracy and with real and precise data. On the other hand, this author argues, "A secondary source interprets, analyzes and may also criticize primary sources" Thomas B (2015) (p.4). when it is used secondary sources, is when you use materials that were created by other people to create arguments and provide points of view based on the information collected that was created by others, and in this way, researchers can provide a review or comment. Finally, Thomas B (2015) argues that "As tertiary sources, encyclopedias, textbooks, and

compendia attempt to summarize and consolidate the source materials into an overview, but may present also subjective commentary and analysis" (p.7). Finally, tertiary sources refer to the organization from primary and secondary sources. This research contains primary, secondary, and tertiary sources. Primary sources are present in the survey that will be applied in this research in order to collect information that provides accurate results to the hypothesis. On the other hand, this research contains secondary sources such as journals and documents from Ministry of Public Education. Moreover, tertiary sources are accurate and organize primary and secondary sources.

3.4.1 Subjects of Information

Colegio Técnico Profesional Ambientalista Isaias Retana Arias is located at: San José Province, Pérez Zeledón, Costa Rica. It is a rural high school, Pedregoso is the name of the community, it is located 3 kilometers west of San Isidro del General, district number 1 of the canton of Pérez Zeledón, San José. The high school currently has more than 1000 students, although the high school has students in different grades, the tenth level was chosen to carry out the survey.

3.4.2 Sources of Information

Throughout the research, it was necessary to consult different types of sources to obtain information that helps to support and develop the objectives set out in this investigation. Sources of information are often categorized as primary, secondary, or tertiary material the different categories, primary, secondary and tertiary are based on the originality of the material and where the information to be implemented at the time of

developing the research is being taken from. It is very important for the person who is going to read the investigation. If the author is providing information created by him or her, in that case it would be first-hand or if he or she is providing experiences and opinions of others in that case are considered second-hand.

3.4.2.1. Primary Sources

According to Thomas B (2015)," Primary sources are the original materials on which the research is based"(p.2). According to this statement, in primary sources, researchers do not depend on other articles to obtain information, but the researchers create their material to collect information. To carry out the investigation, an instrument was created in order to collect information, it is a survey that will be applied to 30 students, tenth level in order to know different opinions and points of view on the effects that the pandemic has had for the English speaking skill.

3.4.2.2. Secondary sources

On the other hand, the same author argues, "A secondary source interprets, analyzes and may also criticize primary sources" Thomas B (2015) (p.4). secondary sources use someone else's material to create arguments based on the information acquired, and in this way, the researchers can provide a review or comment. Secondary sources usually allow to the researcher to confirm findings and provide fairly broad content on primary. In this investigation, use is made of other investigations, articles, in addition to books such as: A Global Perspective International Journal of Control and Automation, E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective International Journal of Control and Automation, Costa Rica's educational scenario in times of COVID-19 pandemic.

Educational Media International, Online Learning Pros and Cons During Covid Pandemic: A Case Results Students in a Higher Education Institution, Chapter 12 in DAAAM International Scientific Book.

3.4.2.3 Tertiary Sources

Finally, Thomas B (2015) argues that "As tertiary sources, encyclopedias, textbooks, and compendia attempt to summarize and consolidate the source materials into an overview, but may present also subjective commentary and analysis" (p.7). Finally, tertiary sources refer to the organization from primary and secondary sources. This research contains primary, secondary, and tertiary sources. Primary sources are present in the survey that will be applied in this research in order to collect information that provides accurate results to the hypothesis. On the other hand, this research contains secondary sources such as the book Research methods the basics, moreover, tertiary sources are accurate and organize primary and secondary sources

3.5 Population

“The population of interest is the study’s target population that it intends to study or treat.” Majid, U (2018) The population of interest; for this research are tenth-graders from Colegio Ambientalista de Pedregoso. The vision of the high school is to look forward to the future, students in this institution are very competitive. Colegio Ambientalista de Pedregoso cares about its students’ values and responsibilities, trying to educate them to be great citizens in the future. “Sampling is the process of selecting a statistically representative sample of individuals from the population of interest” Majid, U (2018) In

order to make the investigation more specific and reliable, the main focus will be the tenth grade, section 10-3. This section is made up of seventeen boys and thirteen girls. The levels of English are very diverse, some students are at a very good level, but others are just beginners. The age range goes from fifteen to eighteen years old. The group is very dynamic and eager to learn. Some students do not like English and do not enjoy classes. which has been affected like the other institutions due to Covid-19 pandemic. This educational institution houses many students in order to provide an optimal education for their academic development. Besides, this institution like all public institutions nationwide, uses virtual platforms to teach lessons until face-to-face classes return.

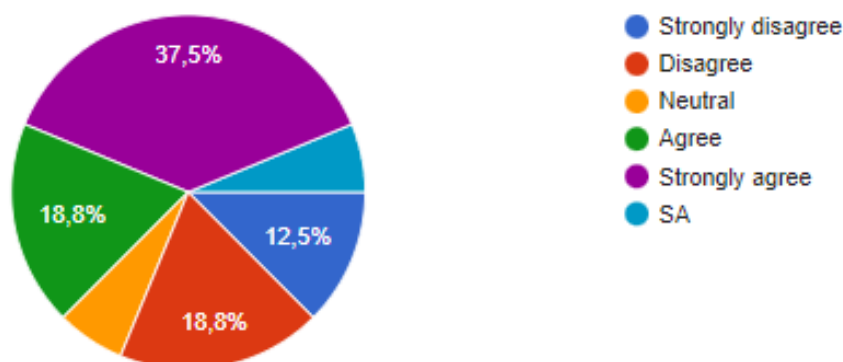
Chapter IV

Results and Analysis

4.1 Results and Analysis

The following data analysis comes from an instrument that was used to collect data about the impact of virtual classes on the teaching and learning process of English-speaking skills in Colegio Tecnico Ambientalista de Pedregoso to Tenth Graders. These data were provided to 30 students, the results show the student's point of view, opinions, and experiences regarding the research topic. Despite all the challenges that education has had due to the pandemic, it has brought positive and negative consequences to the Costa Rican educational system, especially when it comes to online learning.

Graph #1. I prefer online classes over face to face classes.

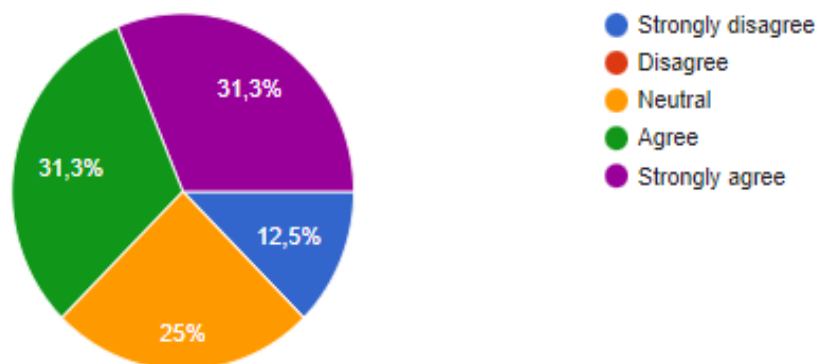


Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

For the majority of students from Colegio Tecnico Ambientalista de Pedregoso; online learning has become a great challenge, students need time to adapt to new changes as they are still attached to the standard system. The results of the survey showed that students prefer standard classes over online classes (37,5% of the students). This could well have slowed down the progress of education, particularly as students also had to adjust to learning online, interactivity is a key for students in a learning environment. Many

students consider that virtual classes have affected performance, in addition to the level of English they had before the pandemic, for many obvious reasons, such as lack of communication, lack of opportunity to interact with classmates and the teacher. However, there is a report of 18.8% of students who have a preference for online classes, according to what they commented during the survey, they live in places where there is a good internet connection, so they did not have any type of problem during online classes. The students' levels of engagement during the online classes in comparison with the face-to-face classes was another objective that the present study focused on. Based on the results shown in Figure 1, it can be stated that the level of engagement during e-learning is higher than during face-to-face learning.

Graph #2. I can manage my time effectively and easily complete online assignments on time.

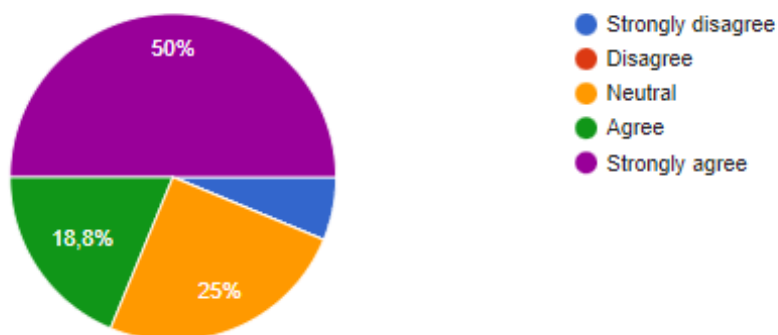


Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

For some students, time management has been complicated, so the assignments sent by the teacher have not been carried out during the established time. So they cannot manage their own time to complete assignments in time (31.3% of the students). This can be harder

to achieve without time spent in the physical classroom, particularly if online is delivered to a large class rather than in small groups. Studying from home has been complicated for many students, because many did not receive the teaching material on time, due to a lack of internet connection, or because many times they could not connect to classes. (31,3%) agree that time management during online classes has been complicated. and 25% consider themselves neutral, since they consider that they maintained the teacher's support during online classes. As for the learning effort during e-learning, it can be noticed that the distribution of the answers is relatively equal (Figure 2) between the respondents who considered that e-learning required time to develop the different assignments.

Graph #3. I feel that face-to- face contact with my teacher is necessary to understand the class.

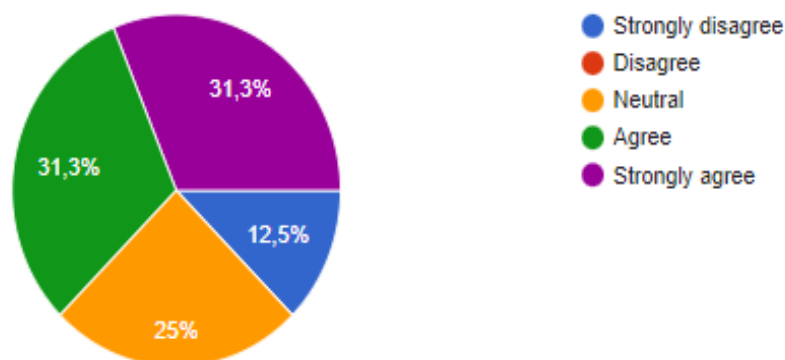


Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

Students also believe that face-to-face interaction is necessary to communicate effectively with their teachers (50 % of the students). When studying from home there are many factors that affect the student, since the situations that happen at home and affect the student such as noise and lack of concentration, to the effects that have been had with the

Internet connection. (18, 8% of the students). The interaction between teachers and students is the most important type of interaction when students are learning, many times students have doubts and need the support of the teacher, and online classes have affected the communication that has existed, so learning among students has also been affected. However, 25% of students consider that they have not been affected by the interaction between the teacher and students in online classes. More than half of the respondents asserted the fact that, after the end of the COVID-19 pandemic, they wanted to return to face-to-face learning, because students needed the interaction with the teacher and students.

Graph #4 My speaking skills dropped since the online classes started.

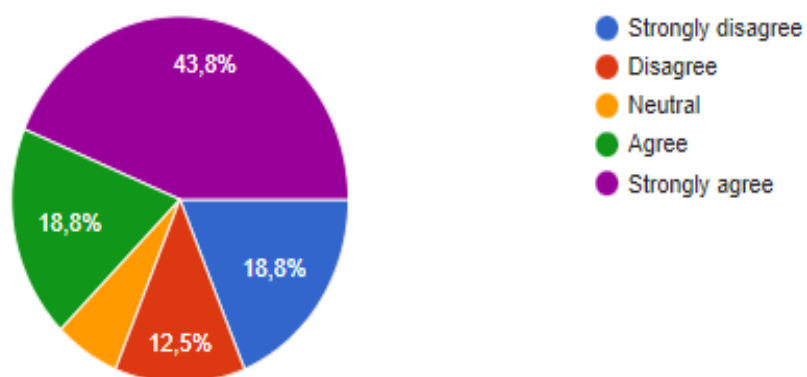


Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

The majority of learners believe that their speaking skills have dropped since the online classes started (31.3% of the students). E-Learning requires strong self-motivation and time management skills. Lack of communicational skill development in students who are learning online.(25% of the students) have been neutral in considering that the level of English has not been affected during online classes. During the COVID-19 pandemic, both

teachers and students had to adapt to the new social conditions and move to online education, which has become an important alternative to reforming the entire traditional education system. However the answers in the survey shows that the level of English in students started to fail, during the online classes.

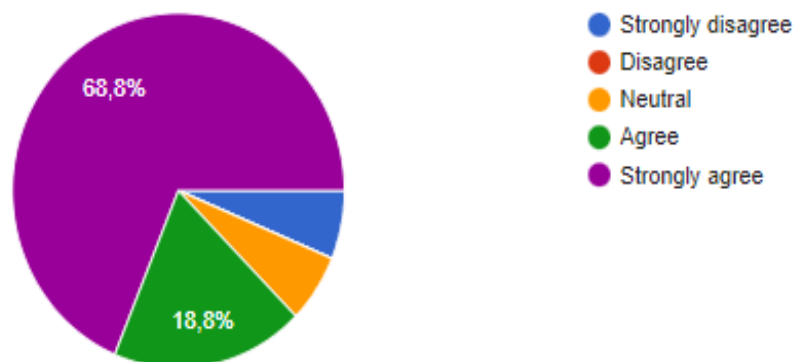
Graph #5 I have more opportunities to speak and practice in English with my classmates in online classes than in face to face classes.



Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

(43.8%) consider that they have been affected by the lack of opportunities to interact with their peers. (18.8%) consider that this may be a consequence of the reduction in opportunities to practice their oral skills in classes that students believe they had since the beginning of the pandemic and because they believe they have fewer opportunities to participate in class .However one (18.8) is in total disagreement, so they consider that they have not been affected.

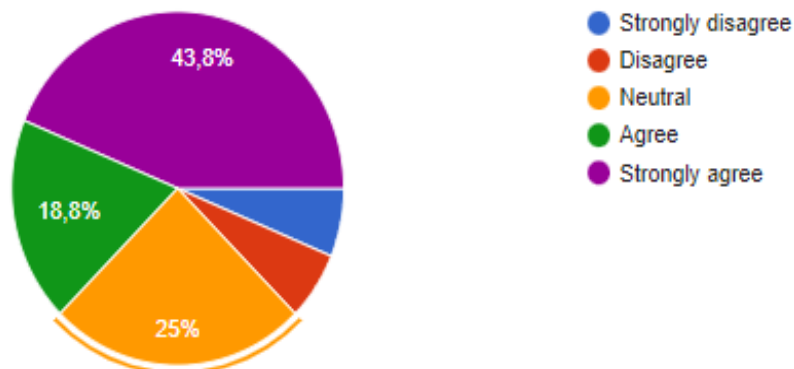
Graph#6 Is easier to pay attention in face to face classes over online classes.



Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

Students show greater difficulty in understanding the teacher's explanation during online classes, compared to face-to-face classes, since the internet is unstable and does not allow a good connection. (68.8% of students). There are many factors that can cause a student to become distracted. For students it has been difficult to adapt to the new modality. Where many times they are interrupted in their homes by many kinds of distractions. (18, 8) This percentage also considers that they have been affected, and that they get distracted easily in online classes than in face to face classes.

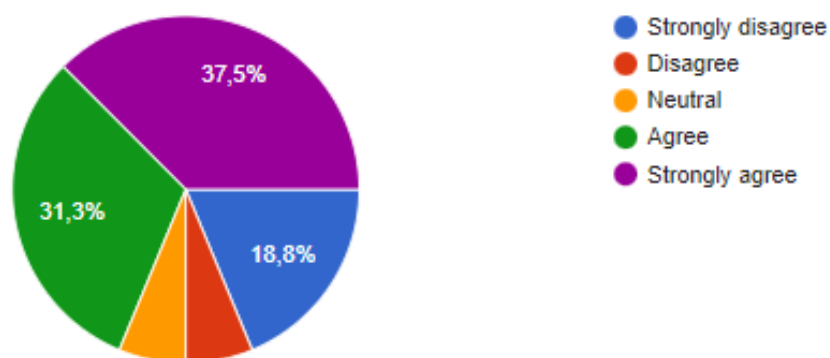
Graph #7 I have more opportunities to participate in online classes.



Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

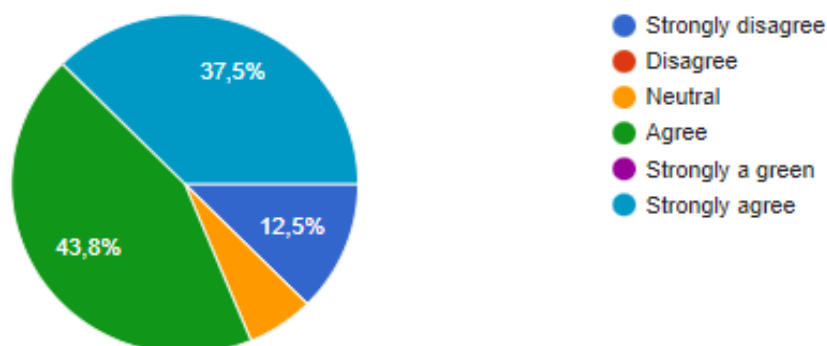
This is a great problem as students claim to not have individual time to ask questions (43, 8% of the students). Technology is not always efficient, many students could not access the official platforms where classes were received, another problem is that the WIFI signal is not always stable, and so there are often interruptions in classes. Online learning requires students to have high-speed Internet at home, which can cause complications if it is not available. And also the groups of students are large so many times it was not possible to participate, due to lack of time.

Graph#8 online classes go well and the internet connection does not cause them to break down.



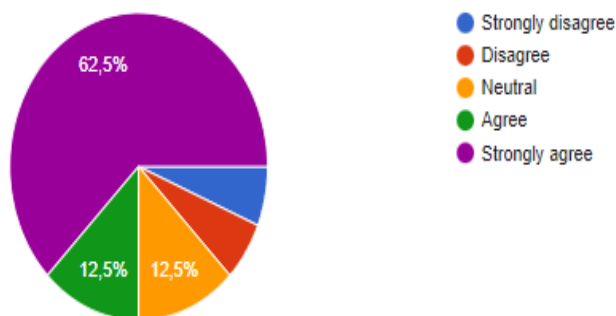
Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

Student's Wi-Fi could unexpectedly shut down and not allow them to talk when needed, or they could not be able to attend class and miss instruction. This causes great negative impacts on education, so students have been affected.(37,5%)of the students think that they were affected.(31,3 %) of the students were agree, they think that the internet connection is unstable. And a (18,8%) were disagree they did not have any situation with the internet connection.

Graph #9 I can understand everything the teacher says in online classes.

Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

(43, 8%) Due to the lack of social interaction, online classes have psychologically affected students who have feel frustration for not being able to understand the teaching materials in the best way. And even because they did not have any communication with the teacher to clarify doubts. (37, 5%)online classes can cause students and teachers to experience social isolation. The e-learning classes that are currently practiced in education tend to make the participating students go through contemplation, distance and lack of interaction,

Graph#10 Online classes give me individual time to ask questions.

Source: (Own elaboration) From an instrument applied by the researcher of this thesis.

For many students, the negative effects that can be found in online classes are more than the advantages. (62.5%) of the students consider that they have not had the opportunity to participate during the online classes, so they have not been given a space to clarify doubts. (12,5%) consider that online classes is not always efficient to clarify doubts, it is more difficult for students to understand the concepts being taught, and it can result in students not developing necessary communication skills. (12,5%) of the students were neutral.

Chapter V
Proposal
(Strategies and Activities)

5.1 Strategies and Activities

There are many experiences that can be found during an investigation and when applying instruments, such as the survey found in the annexes of this document. It can be said that parents played an important role in motivating their children and keeping them entertained. During the process of learning with online classes during the pandemic, many challenges were encountered, there were many situations that the student community had to learn and tolerate. Teachers, parents, and students were affected in different ways. Many times during the online classes the students felt motivated, and other times they felt frustrated for not being able to complete the tasks. Situations such as distractions at home and staying involved in a virtual learning situation that has not been easy.

The educators agreed that parents played a vital role in keeping students connected and engaged. But more work needs to be done at home, there are many deficiencies that students have, it is necessary to work hard from home, to reinforce the topics that are work during the class, learning a second language is not easy, it has a high degree of difficulty, Costa Rica is not a country of native English, it is necessary to reinforce what is learned during the class at home Even during an emerging crisis, the role of teachers is to educate students, ensure they learn, seek innovative methodologies to reach, empower and teach. There are many experiences that can be achieved in research.

Teachers around the world made a quick and unexpected transition to online learning in 2020, however, Costa Rica was not prepared to face such a situation, there were many deficiencies that existed and were exposed during online classes, it cannot be said, that the classes were a waste of time, but it can be said that the results were not as expected.

The coronavirus pandemic came to change many teaching methodologies and strategies. Affecting the performance of teachers and students, the standard way in which online classes had always been worked had to be re-evaluated. Many schools went completely online with little or no notification, and now that the pandemic has allowed classes to return to normal, the negative effects that lack of knowledge has caused on students have been found, so teachers have had to be reevaluated in order to achieve and guarantee that students learn and improve their knowledge.

One of the most affected areas since the pandemic began has been the educational system, which has been forced to adapt to the new reality in order to continue with the students' learning process. However, this virtual process required a lot of effort and patience from all parties involved. Now that the classroom is back, teachers have to find new ways to teach their students, capture their attention and make the learning process possible, one of the strategies that can be applied is the use of the communicative language method.

Communicative Language Teaching Method Lesson Plan For Tenth Graders In The Costa Rican Educational System.

Topic:	Leisure Activities
Didactic Materials	Authentic materials
Objectives	Production (Speaking skills , writing)
Goal	To improve speaking skills.
Teaching Methods	Communicative Language Teaching Method
Sources	Worksheets Pictures Text books

Lesson Objectives	
To improve students' speaking skills in the classroom by creating 'real-life situations' communicative setting.	
Specific Objectives	
· Develop student's speaking skills	· critical thinking · improve speaking skills
Advantages Students will be more motivated to study English. Teachers will give opportunity to express themselves individually.	
Methodology	
Authentic materials(textbooks) Grammar structures Dialogues Critical thinking	
Criteria	
Vocabulary, fluency and structure.	

Lesson Plan Using Communicative language Teaching Method in the Classroom.

Time 4 hours	Activities	objective	process	Interaction
20 minutes	Warm-up	<p>*To identify vocabulary using a charade.</p> <p>*To recognize different words seen in class.</p>	<p>*Divide the students up into pairs or trios.</p> <p>*Give each group a vocabulary word that they need to act out.</p> <p>*They cannot speak or write the word or definition.</p> <p>* Allow them a few minutes to plan how they will act it out.</p> <p>*Choose a group to act out their word in front of the class.</p> <p>*The first group to guess the correct word wins a point.</p> <p>*To help keep the groups from shouting out random words, you can deduct a point for each incorrect guess.</p>	Teacher, students.
1 hour 40 minutes	Activity 1 Tell a story, or an event.	<p>*To improve communication by creating a story or an event.</p> <p>-To identify main characters by pointing, naming or labeling from a picture story that is read aloud.</p> <p>*To predict critical thinking.</p>	<p>- Teacher will ask to Students to divide into small groups.</p> <p>- One member of the group will be given a title for the story.</p> <p>- The students are going to start working in the story, every single student for each group needs to add details to the story.</p> <p>- The others groups will try to predict what they think will happen in the story, the teacher just provide the title.</p>	Teacher, students

1 hour	Activity 2 Authentic material. Grammar structures	-To make predictions about the title of the text. -To create sentences and expressions by making use of different verbal sentences.	-Students are going to use information from a text (including titles, headings, pictures, and diagrams) to anticipate what they are about to read (or what comes next). -Teacher is going to provide a text created by native speakers and students are going to read and share to their classmates what they understand. - Teacher ask to students to underline the words they do not know the meaning. - Then students are going to look for the meaning according to the context, and then predict what the text is about. - Then the instructor and Students discuss and say which predictions they think the reporter feels more certain of and least certain of.	Teacher, students
1hour	Activity 3 Language games	-To recognize the correct pronunciation of different sounds. -To recognize and identify consonants and vowels in the English alphabet.	- Teacher will announce to play a game about different sounds, and then divide the class into small groups. -Tell students that for some sounds we move our lips, teeth and tongue. Make an exaggerated ‘p’ sound by putting your lips together. -Ask them to repeat the sound. -Ask them which letter has that sound. If they say P, tell them this is a	Teacher, students

				<p>consonant because we moved our lips to block the air.</p> <p>-Repeat the same steps for letters 'T' (join teeth in an exaggerated manner), F (join teeth and lower lip in exaggerated manner)</p> <p>-Now mix some vowel and consonant sounds and ask them if the sound you just made was a vowel or a consonant.</p>	
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Scoring criteria to assess Speaking Skills (communicative language Teaching Method).

Scores:	4 points	3 points	2 points	1 points
Accuracy	Uses a variety of grammatical structure and sentences patterns.	Uses a variety of grammatical structure and sentences patterns. But make some errors.	Uses a variety of grammatical structures with occasional errors.	Uses basic structures, makes frequent errors.
Pronunciation	Ability to communicate ideas and be understood using correct pronunciation with no significant errors.	Ability to communicate ideas and be understood using correct pronunciation with no minimal errors.	Ability to communicate ideas and be understood using correct pronunciation with some errors.	Inability to communicate ideas and be understood (many errors in pronunciation)
fluency	Ability to communicate clearly and smoothly with only natural hesitation.	Ability to communicate clearly and smoothly with minimal hesitation.	Ability to communicate with some prompts.	Inability to communicate ideas unless given prompts.
interaction	Stays on task and communicate effectively, almost always responds appropriately and always tries to develop the interaction.	Stays on task and communicate effectively, generally responds appropriately and keeps trying to develop the interaction.	Tries to communicate, but sometimes does not respond appropriately or clearly	Purpose is not clear, needs a lot of help communicating usually does not respond appropriately or clearly.
content	Include all required information.	Include the most required information.	Include some required information	Include a little or no required information.
Vocabulary	Uses a variety of vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses limited vocabulary and expressions.	Uses only basic vocabulary and expressions.

4: outstanding
3: Satisfactory
2: Deficient
1:
inappropriate

Comments and Feedback: _____

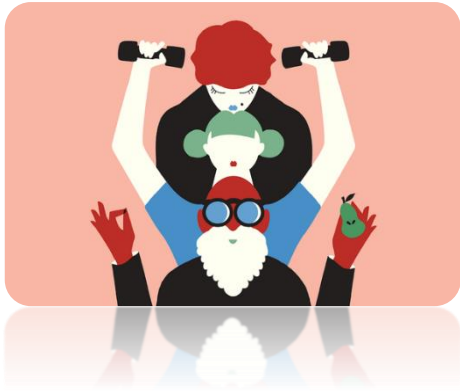
Didactic Materials.

Warm-up

objective	List of words
<p>*To identify vocabulary using a charade.</p> <p>*To recognize different words seen in class.</p>	<p>watch TV</p> <p>listen to music</p> <p>paint</p> <p>draw</p> <p>dance</p> <p>fly a kite</p> <p>take photos</p> <p>spend time with my family</p> <p>take a nap</p> <p>write stories</p> <p>read a book</p> <p>watch videos online</p> <p>surf the internet</p> <p>check my social media accounts</p> <p>send messages to my friends</p> <p>chat with my friends</p> <p>play cards</p> <p>play dominoes</p> <p>play scrabble</p> <p>play with my dolls</p> <p>play with my toys</p>

Activity#1

<p>Tell a story, or an event.</p>	<p>*To improve communication by creating a story or an event.</p> <ul style="list-style-type: none"> - To identify main characters by pointing, naming or labeling from a picture story that is read aloud. <p>*To predict critical thinking.</p>	<p><u>Possible Topics:</u></p> <ul style="list-style-type: none"> -a family who wins the lottery. - two friends who compete in a talent show. - a city where everyone only eats dessert. -a magic cell phone that turns into a robot. - a girl who wants to be a vet when she grows up. -a pair of best friends who have a big fight. - a summer camp for kids of superheroes. -a group of friends who learn a dangerous secret about their school. -a family vacation in the woods. -a dog with magic powers. - a boy who dreams of becoming a chef.
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Activity#2**Article: The New York Times****Title: How to Build Healthy Habits**<https://www.nytimes.com/2020/02/18/well/mind/how-to-build-healthy-habits.html>**Questions For students.**

- Predict what the article will be about (Reader use titles and cover illustrations, etc.)
- Predict the author's purpose (Is the author trying to convince us of something? Does the author want to teach us something? etc.)
- Predict future events in the article (Reader bases these predictions on previous events or character words and actions)
- Predict why an author included a specific text feature (What does it teach us? What information does it help clarify?)
- Predict what they will learn from the text or section within a text (Reader uses titles, headings, and subheadings to inform predictions)
- Predict what would happen next at the end of the book if it were to continue.

Activity#3

<p>Language games</p>	<p>-To recognize the correct pronunciation of different sounds.</p> <p>-To recognize and identify consonants and vowels in the English alphabet.</p>	<table border="0"> <thead> <tr> <th data-bbox="917 275 1003 306">Sound</th> <th data-bbox="1040 275 1170 306">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="917 338 959 369">/i:/</td> <td data-bbox="1040 327 1451 394">heap, leap, feet, seat, read, beat, peak, seek</td> </tr> <tr> <td data-bbox="917 432 943 464">/ɪ/</td> <td data-bbox="1040 415 1422 483">lift, hit, kit, pick, bill, fill, till, him, pin</td> </tr> <tr> <td data-bbox="917 501 951 533">/ʊ/</td> <td data-bbox="1040 501 1422 533">Food, Fool, Cool, Cook, look</td> </tr> <tr> <td data-bbox="917 552 959 583">/u:/</td> <td data-bbox="1040 552 1305 583">To, You, New, Who</td> </tr> <tr> <td data-bbox="917 623 951 655">/e/</td> <td data-bbox="1040 604 1442 672">Bet, Met, Pet, Set, Bend, Lend, Send</td> </tr> <tr> <td data-bbox="917 690 951 722">/ə/</td> <td data-bbox="1040 690 1333 722">The, About, Could, Us</td> </tr> <tr> <td data-bbox="917 741 959 772">/ɜ:/</td> <td data-bbox="1040 741 1422 772">Earl, Pearl, Sir, Worm, worth</td> </tr> <tr> <td data-bbox="917 791 959 823">/ɔ:/</td> <td data-bbox="1040 791 1468 823">Mall, Hall, Shall, Fall, Tall, Wall</td> </tr> <tr> <td data-bbox="917 856 959 888">/æ/</td> <td data-bbox="1040 840 1459 907">hand, Land, Sand, Cat, Mat, Pat, Sat</td> </tr> <tr> <td data-bbox="917 926 951 957">/ʌ/</td> <td data-bbox="1040 926 1305 957">But, Up, One, Much</td> </tr> <tr> <td data-bbox="917 976 959 1008">/ɑ:/</td> <td data-bbox="1040 976 1344 1008">Start, Ask, Large, After</td> </tr> <tr> <td data-bbox="917 1026 951 1058">/ɒ/</td> <td data-bbox="1040 1026 1281 1058">Of, On, From, Not</td> </tr> </tbody> </table>	Sound	Examples	/i:/	heap, leap, feet, seat, read, beat, peak, seek	/ɪ/	lift, hit, kit, pick, bill, fill, till, him, pin	/ʊ/	Food, Fool, Cool, Cook, look	/u:/	To, You, New, Who	/e/	Bet, Met, Pet, Set, Bend, Lend, Send	/ə/	The, About, Could, Us	/ɜ:/	Earl, Pearl, Sir, Worm, worth	/ɔ:/	Mall, Hall, Shall, Fall, Tall, Wall	/æ/	hand, Land, Sand, Cat, Mat, Pat, Sat	/ʌ/	But, Up, One, Much	/ɑ:/	Start, Ask, Large, After	/ɒ/	Of, On, From, Not
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Chapter VI

Conclusions and Recommendations

6.1. Conclusions

In general, it can be said that the education in Costa Rica during this pandemic period has faced some situations that lead to the quick development of ideas or different methods to continue the teaching-learning process. The most common method and the one which they focused on the most happened to be the blended learning method, it facilitates learning with the use of guides and a combination of online classes, however, the MEP needs to analyze this system and treat the effects that it is having on the student population with great importance. This is because the student population is not only being affected academically but also mentally.

Academically speaking for example, their speaking skills have taken a hit; this is due to the lack of face-to-face communication when it comes to conversation. On a mental level, the students' degree of motivation has also taken a downward spiral, causing them to be less interested in their academics and therefore not putting in their best efforts forward. Lastly, taking into account the student's point of view, some have been showing signs of disinterest since the use of this method started, refusing this new way of learning because they do not feel comfortable receiving classes throughout a computer, apps and guides, but there were others that prefer this method due to the fact that they would rather be at home and learning through online methods because this way they do not have to worry about commuting back and forth to their high school. However, the current situation the country is facing has had a huge impact on the learning process for the students, teachers and the government for the reason that they were not prepared for the current circumstances.

To conclude, another integral part of the system that has been affected by this blended learning approach are the teachers, whom have been working harder than ever

creating 15 autonomous working guides (GTA'S) for the students and, also learning new teaching techniques that they were not used to. Moreover, this new technological teaching methods had to be learned in a short period of time in which they had to learn how to use it properly in order to keep on providing a good learning-teaching process to the students

6.2. Recommendations

In Costa Rica there is a race against the clock to make the country become bilingual by the year 2040, according to the president Mr. Carlos Alvarado Quesada “Costa Rica can and must be a bilingual country. Not only because it is necessary to progress in the actual world, but also because we have the tools to achieve it. (Quesada, 2020). On the other hand, this utopic idea has had some inconvenience that no one was expecting and it is the pandemic that the world has been suffering for the past year and a half. For this reason, it is important to take into account some recommendations in order to make this bilingual country dream a reality by improving the blended learning approach that was implemented to keep on teaching the students.

First, it is necessary that the Ministerio of Education Publica (MEP) starts taking into account the teachers, this by letting them know in first hand the changes they, as the educational organization, expects them to implement. In other words, by speaking with the teachers directly they can get a sense on what works and what does not, so that the curriculum it is improved for the wellness of the students. Secondly, it is necessary that the schools and high schools start giving lectures to the students, this can be done by professionals on the topic of organization and motivation seeking to provide the students with tips on how to organize their days to complete the autonomous guide work (GTA's).

Likewise, the Ministerio de Educación Publica should develop a program or present a proposal so that those students that do not have access to technology or internet can go to the school or high school to receive their classes in person, this by cutting the groups in half in 16 an effort to not put the students at risk of contagion.

Finally, since many years ago teachers have been experiencing a decrease in the use of innovative tools in teaching, meaning that they do not know how to use technology properly with the purpose of teaching better and making the classes more interesting. Taking that into consideration, the Ministerio of Educación Publica should contemplate the idea of providing teacher with training in how to use technological resources, such as Teams and all the functions it has, YouTube, Kahoot, genially and, all the other technological resources that there are available in the internet.

One of the biggest problems Costa Rican Education is facing in this pandemic and online education is the lack of technological resources and great quality internet. Government must ensure the reaching of education to everybody, the government can lend technological devices and install free Wi-Fi in the center of towns.

On the other hand, getting students' attention has been a great problem in online education. Teachers were not prepared for the change from standard education to online education. MEP needs to start giving teachers training and new programs with better approaches and methodologies to fulfill their role in online learning and engage students' attention in a better way.

It is necessary to increase the opportunities students have to participate in class, as EFL students must have more opportunities to interact with each other and more interaction with classmates and the teacher, as the English class is the only opportunity they have to practice the language. As online classes are diminishing alone time with teachers for corrections, it is necessary to open a space for them to ask questions to the teacher one by one. To address this problem, it is beyond crucial that groups become smaller, so the teacher can have better control over the class.

Finally, students' lack of time management skills can cause stress and anxiety; it is important to give students training about time management. Teachers and parents must show more patience towards students as they are adapting to new changes and challenges. It is necessary to give them a perfect environment to develop their abilities, it is the moment to start making changes for good, even if it is little by little.

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Annexes

Instrument

Description:

The following instrument pretends to collect data about the impact of virtual classes on the teaching and learning process of English-speaking skills in Colegio Tecnico Ambientalista de Pedregoso to Tenth Graders. These data will be facilitated by 30 learners, the results will show the student's point of view, opinions, and experiences regarding the research topic.

This document is strictly confidential and will be used only for research purposes of the Universidad Latina de Costa Rica.

**The Impact of Online Learning in the Development of Speaking Skill in Tenth Grade Students at
Colegio Tecnico Ambientalista de Pedregoso.**

https://docs.google.com/forms/d/e/1FAIpQLSft9Hc40XLpwIPHalXnCxA4zxAUS0ktZE8JB_7hSBWqSTOK_g/viewform?usp=sf_link

Instructions: Write an "X" on the category that best represents your reaction to each statement: strongly agree (**SA**), agree (**A**), disagree (**D**), undecided (**U**)

1. I prefer online classes over face to face classes.
 SA **A** **U** **D**

2. I can manage my time effectively at home and easily complete online assignments on time.
 SA **A** **U** **D**

3. I feel that face-to-face contact with my teacher is necessary to understand the class.
 SA A U D
4. My speaking skills have dropped since the online classes started.
 SA A U D
5. I have more opportunities to speak and practice in English with my classmates in online classes than in face to face classes.
 SA A U D
6. Is easier to pay attention in face to face classes over online classes.
 SA A U D
7. I have more opportunities to participate in online classes
 SA A U D
8. Online classes go well and the internet connection does not cause them to break down.
 SA A U D
9. I can understand everything the teacher says in online classes.
 SA A U D

10. Online classes give me individual time to ask questions.

SA

A

U

D