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English Department

Teaching Major

Professor: Lic. Didier Andrés Acuña Angulo

Topic:

Using authentic materials for improvement speaking skills in 10 ° graders at CINDEA

Jicaral. Peninsular Regional office of education, 2020.

Learners:

María de los Ángeles González Sosa

Marta Enith Salazar Zúñiga

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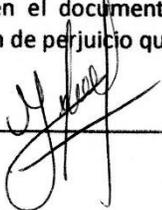
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Using authentic materials for improvement speaking skills in 10 ° graders at CINDEA Jicaral, Peninsular Regional office of education, 2020.

Datos del estudiante:

Sede: Santa Cruz Guanacaste

Carné: 2003501042

Estudiante: María de los Ángeles González Sosa

Cédula: 701640341

Correo electrónico*: ange230485@yahoo.es

Teléfono: 85314684

Carrera: Licenciatura en Enseñanza del Inglés

Grado: Licenciatura

Datos de los firmantes:

Puesto en el Tribunal**: Tutor Nombre completo: Lic. Didier Andrés Acuña Angulo

Teléfono: 60505013 Correo electrónico*: Didier.acuna1@ulatina.net Firma: 

Puesto en el Tribunal**: 1 Lector (Presidente) Nombre completo: Lic. Jesús Rolando Briceno López

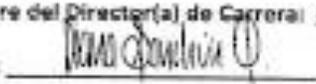
Teléfono: 84880679 Correo electrónico*: Jesus.briceno@ulatina.net Firma: 

Puesto en el Tribunal**: 2 Lector Nombre completo: Willy Rivas Álvarez

Teléfono: 85899572 Correo electrónico*: willy.rivas@ulatina.net Firma: 

Validación de la Dirección de Carrera:

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Using authentic materials for improvement speaking skills in 10 ° graders at CINDEA Jicaral, Peninsular Regional office of education, 2020.

Datos del estudiante:

Sede: Santa Cruz Guanacaste

Carné: 2007502004

Estudiante: Marta Enith Salazar Zúñiga

Cédula: 205710916

Correo electrónico*: menithsazu@hotmail.com

Teléfono: 70118370

Carrera: Licenciatura en Enseñanza del Inglés

Grado: Licenciatura

Datos de los firmantes:

Puesto en el Tribunal**: Tutor Nombre completo: Lic. Didier Andrés Acuña Angulo

Teléfono: 60505013 Correo electrónico*: Didier.acuna1@ulatina.net Firma: 

Puesto en el Tribunal**: 1 Lector (Presidente) Nombre completo: Lic. Jesús Rolando Briceno López

Teléfono: 84880679 Correo electrónico*: Jesus.briceno@ulatina.net Firma: 

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Teléfono: 85899572 Correo electrónico*: willy.rivas@ulatina.net Firma: 

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701640341

Cédula sustentante



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Nombre sustentante

205710916

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Abstract

This action research was done to eradicate the problem that affects students of CINDEA Jicaral specially in the 10 Levels. They are affected since many years ago. Most of the population of this institution are adults, most of them are shy and in some cases, they did not study for a long time.

In this work, we aim to explore the effects of video techniques on improving and developing learners' speaking and communicating skills. The present work mainly focuses on making use of video technique to maximize learners' oral production.

During this work, we propose to show the importance of using this technique with students of second or foreign languages. We also want to show the different video techniques and show that their use can improve and motivate learners to develop their ability.

In this project, we based on 10 level students' questionnaire to get information about the effect of using the video technique on developing the learners' speaking skill. The examination of the questionnaire showed that the learners consider video or tapes as an important technique in increasing the speaking skill; therefore, it helps to increase their performance.

When we used the cartoons videos, students reacted in a more positive way, they were more motivated to participate in the activities established for the development of the class diagnosis.

A recommendation for colleagues is that they should use the video in their classes to decrease the problems in the productive skill.

Acknowledgement

We are grateful to the director of CINDEA Jicaral for the opportunity he gave us to carry out this project, and especially we are very grateful to the students of section III-1-A for their availability and participation in the development of the diagnosis. Thanks to them and the results of this diagnosis we are very convinced that this project will be a success for the next generations of the institution and increase the motivation of the students.

Dedicatory

María's dedicatory

This project is dedicated to God and my family, who have always been a constant source of support and encouragement during my whole university life. Also to my husband and daughter whom I am truly grateful for having in my life, who have always loved me unconditionally and who has inspired me and taught me to work hard in life.

Enith's Dedicatory

First of all, I want to dedicate this work and the culmination of my career to God, to Saint Mary, Saint Marta and the Holy Spirit for increasing and maintaining my faith very firm during these very difficult times that I went through to get here.

Second, I dedicate this project to my life motor, that little piece of me that who remembers me the reason why I keep fighting day by day, my son Evan Daniel. I had to sacrifice my time as mother to be able to take this last step of my career forward.

Third, Other people who were always supporting me at all times were my husband and my parents. They were without a doubt my strength and support when I needed them most. I love them and I am eternally grateful they were always with me in good and bad times.

During all this process I had many angels in mi life, one of them is not physically present, but she is in my memories and in my heart. I will be always grateful for everything she did for me, she and her family are one of the most beautiful things that this process left me, Marianela Cabezas Gutierrez, sister of the heart.

I have the happiness of still having my other brother at heart, for many years he has been extremely important to me, he has scolded me, he has congratulated me and despite the years that have passed by, he is always there to give me his advice, Jesus Briceño, thank you for everything.

Giselle Amador, I will be always grateful for your support in difficult times, we cried and laughed so many times, but above all, you supported me in so many ways that I will not find how to pay you, I love you.

Willy Rivas, I have always had your help, I have no idea what it would have been of me if you wouldn't have helped me clearing up doubts and with your beautiful ideas to develop a class or whatever the situation, thank you very much.

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Table of contents

Cover Page	1
Author's Approval letter	2
Maria's Jury Approval Sheet	3
Enith's Jury approval sheet	4
Maria's Sworn.....	5
Enith's Sworn	6
Abstract.....	7
Acknowledgment.....	8
Maria's Dedicatory.....	9
Enith's Dedicatory.....	10
Table of contents.....	11
Table of Content	12
List of tables.....	13
List of Graphs.....	14
Chapter 1, Introduction.....	15
1.1.Introduction	16
1.2.Rational	17
1.3.Purpose	18
1.4.Research Question.....	18
1.5.Research Hypothesis	19
Chapter 2. Literature Review	20
Theoretical Framework	21
2.1 Context	21
2.2 Technology and teaching	21
2.3 Teaching Listening	22

2.4 Approaches	22
2.5 Authentic Material	23
Chapter 3. Design and Method	31
3. Design and Method	32
3.1 Action Research	32
3.2 Type of Approach	32
3.3 Data Collection Procedures and Tools	34
3.4 Instruments	34
3.5 Proposal Plan	34
Action Plan	71
Chapter 4. Findings	72
4.1 Data Analysis	73
4.2 Questionnaires	74
Chapter 5 Reflections	95
5.1 Reflections	96
Chapter 6 Conclusions	97
6.1 Outcomes of research questions	98
6.2 General Conclusions	99
6.3 Strengths	99
6.4 Limitations	100
Chapter 7. Recommendations	101
7.1 Recommendations for colleagues	102
7.2 Recommendation for students	102
7.3 Recommendation for Principal/ Institution	102
7.4 Recommendation for advisor	102
References List	103
Annexes	104

List of table

4.2 Questionnaire	74
Table N°1	74
Table N°2	76
Table N° 3	77
Table N°4	78
Table N°5	79
Table N°6	80
Table N° 7	81
Table N°8	82
Table N°9	83
Table N°10	84
Table N° 11	85
Table N°12	86
Diagnostic Test	87
Table N°13	87
Table N°14	88
Table N° 15	89
Table N°16	90
Table N°17	91
Table N°18	92
Table N°19	93
Table N°20	94

List of graph

4.2 Questionnaire	74
Graph N°1.....	75
Graph N°2	76
Graph N° 3	77
Graph N°4	78
Graph N°5.....	79
Graph N°6	80
Graph N° 7	81
Graph N°8	82
Graph N°9.....	83
Graph N°10	84
Graph N° 11	85
Graph N°12	86
Diagnostic test	87
Graph N°13.....	87
Graph N°14	88
Graph N° 15	89
Graph N°16	90
Graph N°17	91
Graph N°18	92
Graph N°19.....	93
Graph N°20	94

CHAPTER I

INTRODUCTION

1.1 Introduction

English is not only an international language, but also an essential language for interpersonal communication across the world. Learning English is as important as eating food for living. English is the language for research in any field of study. Listening in the class is important because it helps to improve students listening ability. Listening in the class trains students to understand the teacher in a very proficiently way. After many times with careful listening, it is easy to help to understand the records, songs, audios, lectures, poems and the movies without translation. The name of the project is: Using authentic materials for improving speaking skills in 10th grade students at CINDEA Jicaral, Peninsular Regional office of education, 2020. Through this research, every student is intended to produce and use the videos like models in a topic by rehearsing and watching the videos where a person explains something, describes something or gives instructions and this can serve students as a tool to produce first starting with a simple explanation of five sentences to a large presentation like performance

This research consists on seven chapters, the first one is an introductory chapter that describes how the project is focused, the second chapter includes the literature review, different authors' point of view about the research. The third chapter includes the designing methods and approaches, the instruments used for the problem diagnostic, the population descriptions, the data collection instruments to present the results found in the diagnostic, graphs about the information collected, and also the action plan proposal with the strategies for solving the problems found with the instruments. Chapter number four includes the data analysis and graphs if data was collected about the information gathered and the discussion of the results found after the investigation. Chapter five contains the

collectors, reflection about the results and experiences about the project, recommendations if the project can be put into practice in the future. Chapter six includes the outcomes using the chosen instruments, implications if the research can be useful if other teachers can implement it, strengths and limitations. Finally, chapter seven incorporates the recommendations toward the students, teacher, principal or advisor for improvement that this research can bring for a better teaching and learning methodology in the future.

1.2 Rationale

Listening helps the teacher to give students a perfect class and good information that can provide them with all kinds of activities that make them feel like native speakers where they are going to be exposed to real listening atmosphere. Almost all teachers can continue their class if students listen and complete the class without stopping. However, listening makes a respectful relationship between students and the teacher. Listening skill helps English learners to be successful in life. At CINDEA Jicaral, the students have many difficulties with the speaking skill because the majority of them feel insecurity or embarrassment. **Crystal (2002)**, “a new technology always has a major impact upon language” The use of videos permit students to be confident to develop a simple or a complex explanation about a specific topic. We use the videos because they let them see the real pattern in the speaking skill upgrade. At the beginning, the students can be insecure and scared, but when the scheme is evolving, they will become familiarized with it.

1.3 Purpose

Throughout the development of this action research, which takes place in CINDEA Jicaral, the researcher intends to implement new strategies to encourage listening and speaking skills in a group of tenth grade students, using authentic materials. In order to achieve this, the researcher will explore different materials that can be used in the English classroom and try to improve the ability of learners to comprehend speaking and to complete the exercises correctly.

1.3.1 General Objective

- Apply authentic videos for the improvement of the speaking skill at CINDEA.

1.3.2 Specific Objectives

- To assess student´s oral proficiency level at CINDEA JICARAL
- To implement videos as a tool to improve the students´ oral skill.
- To determine the relevance of the authentic videos as a tool for improving the students speaking skill.

1.4 Research Questions

This study aims to investigate the use authentic materials for improvement of speaking skill. It seeks to answer the following questions:

- ❖ Why is the speaking skill a problem at CINDEA´s students?
- ❖ How the use of videos can enhance the listening and speaking skills?
- ❖ What kind of listening exercises can be used for reinforcing oral skills?

1.5 Research Hypothesis.

Using authentic material for improving the speaking skill is the best opportunity to progress in the main problem in this issue, because using this kind of materials, students can change the English language perception and feel motivated to develop the exercises assigned and participate actively in class. It is important to implement authentic materials because students need to increase their vocabulary to develop the foreign language. We can develop this strategy through songs, web pages, radio & TV broadcasts, films, leaflets, flyers and posters.

CHAPTER II

Literature Review

2. Theoretical framework

2.1 The context

CINDEA Jicaral is located in the Jicaral Lepanto down town, it was created in 2005 with 70 students and 7 teachers of different subjects. Nowadays, the institution has 680 students and 30 teachers. The majority of the students are of the surrounding places. Jicaral is a developed place, day by day it grows with the different public services and facilities. This place has 10,000 inhabitants.

2.2 Technology and Teaching

Technology in language teaching is not new. In fact, it has been used for decades, but it is becoming important more in our personal and professional life because the majority of the time, we use it at any moment of the day. The technology is used every day, and it is more reachable today. According to Dudeney & Hockly (2001) concluded, “Technology offers new ways for practicing language and assessing performance”. Besides, Tomlinson notes that most people think that the term language-learning material (the audio-visual aids) is related to the use of course-books and according to Crystal (2002), “a new technology always has a major impact upon language”. However, the term is used to refer to anything which is used by teachers and learners in the language classroom. That is to say, those aids can be in form of cassettes, videos, CD-ROMs, among others.

Technology users in fundamental structural changes that can be integral to achieving significant improvements in productivity. It is used to support both teaching and learning, technology also, infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports

learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. These model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. Schools can use digital resources in a variety of ways to support teaching and learning. Electronic grade books, digital portfolios, learning games, and real-time feedback on teacher and student performance, are a few ways that technology can be utilized to empower learning.

2.3 Teaching Listening

Listening in a second language is so much more than simply understanding what someone is saying. We listen to different people in different ways depending on how, where and when we are interacting, or whether we are interacting at all. As teachers looking to develop the complicated range of communicative skills involved in listening, we have to consider several factors related to the message we are asking our students to listen to, the mean through which it is being delivered and the methodologies we can use to lead our students through this potentially daunting task.

2.4. Approaches

1- Appreciative: Relax and enjoy the listening experience, his happen when a person listen their favorite music, poem or specific word or sound. Its depends of the person needs or our appreciation of what we hear will vary depending on our individual tastes.

2- Empathic: Support and understand the emotions of the speaker in a listening material. Sometimes when the students try to understand a tape or video produce closed mindedness. Negative emotions include stress, anger and frustration.

3- Discerning: Gather complete and accurate information, identifying hearing stimuli as speech but not being able to break those speech sounds down into sentences and words would be a disaster of the listening process. Discerning speech separation can be a more difficult activity when the listener is faced with an unfamiliar language.

4- Comprehensive: Organize information and understand the meaning of the message.

This is the step during which the listener defines the context and meanings of the words he or she hears. Defining the context and meaning of individual words, as well as transfer meaning in language, is essential to understanding sentences.

2.5 Authentic materials

During the last decades, English language has been expanding considerably all over the world. In fact, people have started to talk about English language as the new global language. As a consequence, of this impressive evolution, our nation has applied several educational measures to the general curriculum of education in order to teach English correctly as a second language in schools.

Although it is easy to delineate the meaning of the term teaching/learning materials, the concept of authenticity is a bit more complex of classifying since there are several different authors who have attempted to define it in the field of second language teaching. For example, Heitler (2005) states that “authentic materials are any texts written by native English speakers for native English speakers” (p.5), while Tomlinson (1998) ascertains that an authentic text is “a text not written or spoken for language teaching purposes.” Likewise, Kramsh (1993) adds “the term ‘authentic’ has been used as a reaction against the prefabricated artificial language of textbooks and instructional dialogues. It also refers to

the way language is used in non-pedagogic, natural communication”, and Little and Singleton (1988) declares that “an authentic text is a text that was created to fulfill some social purpose in the language community in which it was produced”. In the same line, Harmer (1991) defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”, and Sanderson (1999) complements the description of authentic materials saying that they are “materials that we can use with the students in the classroom and that have not been changed in any way for ESL students. A classic example would be a newspaper article that’s written for a native-English-speaking audience”

Essay in English Language (2017)

<https://www.ukessays.com/essays/english-language/definition-of-the-term-authentic-material-english-language-essay.php>

2.3.2 Characteristics

The three basic characteristics of authentic materials are:

- ❖ Non-pedagogic purpose.
- ❖ Native production.
- ❖ Real communication.
- ❖ They act in a complementary way in the teaching/learning process

Definition Of The Term Authentic Material (2017)

<https://www.ukessays.com/essays/english-language/definition-of-the-term-authentic-material-english-language-essay.php>

2.3.3 Techniques and examples

- **Authentic materials** are print, video, and audio materials students encounter in their daily lives, such as change-of- address forms, job applications, menus, voice mail messages, radio programs, and videos.
- **Importance of videos in the ESL class**

The importance of the videos in the ESL class is that the videos use permit to the teacher create a special class for their students, using the videos generate a funny and unstressful environment for the guys, change the traditional model of a ESL class. The student attention is catch using the innovative tools for the class develop. Using the videos expose to different sceneries that they can face in the real life.

2.3.4 Top-down listening activities

Do you ever get your students to predict the content of a listening activity beforehand, maybe using information about the topic or situation, pictures, or key words? If so, you are already helping them to develop their top-down processing skills, by encouraging them to use their knowledge of the topic to help them understand the content. This is an essential skill given that, in a real-life listening situation, even advanced learners are likely to come across some unknown vocabulary. By using their knowledge of context and co-text, they should either be able to guess the meaning of the unknown word, or understand the general idea without getting distracted by it.

Other examples of common top-down listening activities include putting a series of pictures or sequence of events in order, listening to conversations and identifying where

they take place, reading information about a topic then listening to find whether or not the same points are mentioned, or inferring the relationships between the people involved.

Catherine Morley-Top down and bottom up (2019)

<https://www.teachingenglish.org.uk/article/listening-top-down-bottom>

2.3.5 Bottom-up listening activities

Bottom-up Processes These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. Bottomup processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with:

- ❖ auditory-phonetic
- ❖ phonemic
- ❖ syllabic
- ❖ lexical
- ❖ syntactic
- ❖ semantic
- ❖ propositional
- ❖ pragmatic and interpretive

2.3.6 Importance of teaching listening

In about turn from initial teaching practice, it is now recognize that the language learning environment whether for L1 or L2, is heavily dependent on listening Rost (2000) notes that of the three major conditions recure for one to learn a language: realizing the

need for the L2 and being motivated; interacting with native speakers who are willing to provide the learner with accessible language and learning support; and frequent interaction in the target language in a variety of social settings, - listening plays an essential role in two of the conditions. Further support for the teaching of listening is rooted in the theory of second language acquisition which has brought attention to comprehensible listening as a key element in language (Krashen,1982). Language exposure through listening as a valuable source of language input, the better the listener, the greater the potential for language development. Rost (1994) gives three reasons indicating the importance of listening proficiency (and thus the teaching of it) when it comes to the skill of speaking:

- 1- Language interaction is vital for learning. The learner needs to interact in the L2 to get language input, to either understand it or fail to understand it for learning to begin.
- 2- The learner needs to hear and understand authentic spoken language.
- 3- Through listening exercises, teachers can draw the learner's attention to new forms in the language and thus promote language acquisition.

These three reasons can serve as the basis for designing or modifying a listening task.

Researches have shown that the development of listening comprehension has a beneficial impact on the other three language skills. SLA research has shown the correlation between listening ability and other language skill (Feyten 1991; Pearson and Fielding, 1991). Further to this, based on current SLA theory with regard to listening as a) a language input source and b) listening activities as a means to focus the learner's attention, a distinction can be made between listening for comprehension and listening for language acquisition. Listening is now recognized as central to the development of second language competence for the integral role it could play in second language acquisition (Richards,

2005). Rost (2000) support this current view with the contention that the primary goals of L2 listening development is the support L2 acquisition through listening. This suggests that language teachers need to consider language acquisition as their teaching goals when doing a listening exercise.

Aside from the importance of listening comprehension to the overall development of language, teachers need to respond to the needs of the language learner. L2 learners are motivated to improve listening driven by a desire to access to a social media. Listening is the most frequently used academic skill and requirement for the students wishing to study abroad. Thus, it is a skill required to gain a respectable score on any of the international language test and a stepping-stone to their future. In the language classroom, reticent students may be bolstered when the student feel released from immediately having to do lots of speaking. They might feel more comfortable and motivated in a class that has a strong complement of listening activities. Language teachers need to recognized the importance of listening for its role in language learning and the confidence it gives the beginner learner.

In this document, teaching listening is focused as an excellent tool to language teachers because it can teach their learners a foreign language in a natural form, and they feel more comfortable and motivated in a class that has a strong complement of listening activities. In my opinion teaching listening is important to emphasize in our classrooms. According to the previous reading the learner needs to interact in a L2 to get language input, to either understand it or fail to understand it for learning to begin.

The learner needs to hear and understand authentic spoken language because it is a kind of habit, a linguistic behavior formed by stimulus and response, and an aggregation formed by innumerable behaviors or linguistic habits.

The purpose of this work is to give an idea, of the importance of teaching vocabulary. It's important to teach this because students need to increase their vocabulary and develop the foreign language. We can develop the topic through theory, practices, in oral way, in writing way and games. David Nunan-Approaches to Teaching Listening in the Language Classroom (1997)

https://koreatesol.org/sites/default/files/pdf_publications/KOTESOL-Proceeds1997web.pdf#page=5

2.4 Videos in the ESL class

Authentic materials: Authentic material is any material written in English that was not created for intentional use in the English language classroom. Students can to improve the Speaking skill ,the successfulness of English learners is seen from their ability in using English to communicate effectively (Kurniawan, 2016). Use the video in educational way, thanks of the technology all the teacher has a special tool for use the videos the better way, how? Using for improve the speaking skill that is the main problem that students suffer. Use the video as a model in the speaking ability, the student can use the video as a guide for learn a specific topic or as a model for improve the vocabulary, pronunciation and etc.

2. 4.1 Techniques examples

2.4.1.1 Video tape: Video recordings provide an authentic feedback of classroom interaction, and microteaching a systematic method for analysis of these tapes and the acquisition of special teaching skills.

2.4.1.2 You tube videos: Schools are integrating free video platforms like YouTube into their classrooms. Sessions are produced either by the teacher, using a webcam, and some easily learnable software, or uploaded to YouTube. The link is then embedded in the course

website where the students can watch it on demand. These videos can be public or private. To conclude, by using the authentic material correctly, students can be able to explore and motivate to use the technology use in the future as a tool for accomplish for the PLD by MEP and immerse in the new field, because in the region one of the most important work source is the tourism. They can communicate with each other independently of the situation and the necessity.

2.4.1.3 Games and assessment

GlassLab creates and supports high-impact games that make learning visible by creating games, conducting research, and building infrastructure that lowers entry costs for new developers. For example, GlassLab has conducted a number of studies investigating the efficacy of games as a tool for learning and unobtrusive assessment.

2.4.1.4 Set of shared skill standards

The development of micro-credentials is one approach to address this need by creating a shared language and system for communicating success in developing these competencies. This credential is using when is create an environment in which the teacher communicates with the student just using the English language, and the teacher create credentials according the student language improvement.

CHAPTER III

Design and Method

3. Design and Method

3.1 Action Research

As Ferrance (2000) states, “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” (p. 1) As a current teacher, the researcher develops this investigation in order to examine and try to improve the teaching techniques used for reading comprehension; starting by identifying a problem and trying to find a solution for it. Therefore, it is not only researching from literature and opinions but also putting it in practice to find out whether the expected results are given.

3.2 Type of approach

In our investigation, two types of approaches are going to be used, so we can say that is a mix of both. The principal objectives of this method is to improve the classroom dynamic and the individual students' attitudes towards language learning, based on Authentic materials, the notion being positive motivated would make the learner more receptive and at the same time it could stimulate learning. At the same time, we will obtain attitudes, opinions, and behaviors, though subjective in nature, it can be compared quantitatively in order to produce results needed in our research.

The dynamic is the heart of this research, so students are stimulated to listen Authentic materials several repetitions. The teacher shows visual aids producing at the same time sound, gestures and different pronunciation exercises that help to induce a relaxed attitude. In this state, students feel to have an optimal learning, the anxieties and tension are relieved and power concentration is raised for the new material.

3.3 Subject and sources of information

3.3.1 Sources of Information

The researcher follow a process defined as the “process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer queries, stated research questions, test hypotheses, and evaluate outcomes.”. When you do research, you have to gather information and evidence from a variety of sources Primary sources provide raw information and first-hand evidence. Examples include interview transcripts, statistical data, and works of art. A primary source gives you direct access to the subject of your research.

Secondary sources provide second-hand information and commentary from other researchers. Examples include journal articles, reviews, and academic books. A secondary source describes, interprets, or synthesizes primary sources. Primary sources are more credible as evidence, but good research uses both primary and secondary sources. In other words, this is the information obtained directly from the group members through the two different instruments applied during the process of developing the project.

Subjects

The selection for this research was a group of tenth level, students from CINDEA Jicaral. There are a total of three groups of tenth grade in this institution.

3.3.4 Population

The instruments designed to obtain information for this study will be applied to sixteen students who represent the group of tenth grade from CINDEA Jicaral The participants are between fifteen and fifty years old and they come from different places such as Coyote, Jicaral, El Golfo, Corozal, Canjelito and Pilas de Cangel.

3.3 Data Collection Procedures and tools.

3.4. Instruments

The mechanisms of data collection are very important in any research, specifically when it is an action-research since it is essential to get as much information as possible from the participants in order to be capable to have the most effective results. There will be two different instruments applied to the applicants of this research. The diagnostic test will benefit the researchers to analyze the academic performance in listening comprehension, working listening comprehension through a video, it will actually make a difference matched to the results obtained from the diagnostic. Otherwise, the observation will help the researchers to identify surely students approach and disposition towards listening comprehension improvement, further noting the participants' interactions and progress through their physical and verbal expressions. Finally, the questionnaire is precise in the progress of this investigation because the applicants will be able to give an opinion about the experience working with videos and even comment for future application of the strategy. (those instruments are included in the annexes)

3.5 Proposal Plan

In the Proposal planning a new curricular structure is included, it is taking into account the old programs because CINDEAS work with the new program from the I to II Level, the mediation activities are emphasized using videos for improving the spoken interaction and spoken production, the elements of this structure are organized in this structure:

3.5.1 Activities: in this action proposal plan these are the suggested activities:

- ❖ **Interview:** An interview is a conversation for collecting information. A research interview involves an interviewer, who organizes the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone.

- ❖ **Cardboard:** Is a large sheet of paper, using for organizing information, pictures and other illustration for present a specific topic.
- ❖ **Roundtable:** *Is* a form of academic *discussion*. Participants agree on a specific topic to *discuss* and debate. Each person is given equal right to participate.
- ❖ **Brainstorming:** Is a group creativity technique by which labors are made to find a conclusion for a specific problem by collecting a list of ideas suddenly contributed by its members.
- ❖ **Crossword:** a puzzle involving of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues.
- ❖ **Investigation:** Is a method of **learning** and teaching that gives students opportunities to direct their own **learning** as they explore
- ❖ **Questionnaire:** is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. **Questionnaires** can be thought of as a kind of written interview.
- ❖ **Diagnostic test:** A **diagnostic assessment** is a form of **pre-assessment** where teachers can evaluate students' strengths, weaknesses, knowledge and skills before their instruction.

3.5.2 Objectives: written in terms of abilities and micro skills to be developed and according to Munby's taxonomy (1978). Richards (2000) defines the skill syllabus or skills program, as follows “the one that is organized around the most exceptional skills that includes the use of language through skills;

3.5.3 Mediation Activities: Richards y Rogers (1986)"Class techniques, practices, and observed behaviors when using a method."

3.5.4Time /During: Common *planning time* refers to any period of *time* that is programmed and is divided during the day or week.

Diagnostic Plan

Term:II	Level: 10th	Unit:6	Week: 1
Domain: Socio-Interpersonal and Academic		Scenario: Caution: Fragile World. Handle with Care	Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		Essential Question: Why is it important to focus on sustainable development?	
Learn to Know	Learn to Do		Learn to Be and Live in Community
Grammar & Sentence Frame Wh- Questions/ Yes/no questions –□ Am I environmentally friendly? -Are they wasting water? Vocabulary ❖ Forest ❖ Enjoy ❖ Nature ❖ Soil ❖ Energy	Function -Expressing opinions about products and practices around the world. Discourse Markers		Psycho-social Analyze, think in a critical and creative way, make decisions. Sociocultural Giving and receiving constructive feedback.

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
<p>Questionnaire</p> <p>Video</p> <p>Diagnostic Test</p>	<p>Eliciting language spoken at normal speed with some interference.</p>	<p>Pre – teaching</p> <p>Routine – teacher greet students, passes the attendance list, and posing the essential question.</p> <p>Warm up:</p> <p>Teacher present a questionnaire for getting specific information about the Language subject in CINDEAS. (The instrument is in the annexes)</p> <p>Presentation</p> <p>The teacher shows a video about the topic, playing three times https://www.youtube.com/watch?v=U7qPJT6V6uM</p> <p>Practice:</p> <p>SS solve a diagnostic test about the video before, that include four different activities that the ss can answer using the video previously</p> <p>Production:</p>	<p>10 min</p> <p>5 min</p> <p>15 min</p> <p>15 min</p>

DIDACTIC MATERIALS		ASSESSMENT INSTRUMENTS		TECHONOLOGICAL EQUIPMENT		
<ul style="list-style-type: none"> ❖ Questionnaire copy. ❖ Diagnostic test copy. 		Assessment		<ul style="list-style-type: none"> ❖ Computer ❖ Speakers ❖ Projector 		
		I can	Yes		No	In progress
REFLECTIVE TEACHING						
What worked well		What didn't work well		How to improve		

Didactic Planning

Week 1

Term:II	Level: 10th	Unit:6	Week:6
Domain: Socio-Interpersonal and Academic		Scenario: Caution: Fragile World. Handle with Care	Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		Essential Question: Why is it important to focus on sustainable development?	
Learn to Know		Learn to Do	Learn to Be and Live in Community

<p>Grammar & Sentence Frame</p> <p>Natural resources:</p> <p>What are some sources of energy?</p> <p>What are some natural disasters?</p> <p>Vocabulary</p> <p>Deforestation</p> <p>Environmental problems</p> <p>Natural disasters</p>	<p>Function</p> <p>Identifying environmental problems</p> <p>Instructing others to do something.</p> <p>Expressing opinions.</p> <p>Discourse Markers</p> <p>- On the other hand, we could take care of the planet.</p> <p>- However, this is n everybody’s business.</p>	<p>Psycho-social</p> <p>-Analyze, think in a critical and creative way, make decisions</p> <p>-Find creative solutions and show initiative</p> <p>Sociocultural</p> <p>-Valuing collaborative teamwork.</p> <p>-Taking sustainable actions in protecting the environment.</p>
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NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Crossword puzzle	-Identifying text types.	<p>Routine – Teacher greets students and passes the attendance list. checking in with Ss, posting and introducing Essential Question and explaining that.</p> <p>Warm up</p> <p>Teacher brings a crossword puzzle related to pollution.</p> <p>Presentation</p> <p>-T motivates and briefly explains the topic Ss will share what he /she knows about vocabulary of Causes and effects of natural resources misuse</p>	<p>10 min</p> <p>15 min</p> <p>20 min</p>

<p>Brainstorming</p>		<p>Brainstorming: Ls reflect about what are some environmental problems in the world, and share their answers with the class. For example, their answer might be: “<i>reduce, reuse, and recycle</i>”.</p> <div data-bbox="909 370 1339 634" data-label="Diagram"> <pre> graph TD A(Enviromental problems) --> B[Air pollution] A --> C[Hazardous waste] A --> D[Water pollution] </pre> </div> <p>Air pollution Hazardous waste Water pollution</p> <p>-The T makes a list on the board and classify all the brainstorming vocabulary.</p>	
<p>Roll play</p>	<p>-Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</p> <p>-Expressing and justifying ideas, opinions or personal points of view and seeking the views of others.</p>	<p>Practice</p> <p>-In groups Ss make a role play according to a specific topic that the teacher gives. Ss comment and look for some possible alternatives to preserve the planet.</p> <p>Production</p> <p>-Ss will present a roll pay in front of the class.</p>	<p>15 min</p> <p>20 min</p>
<p>The minute paper</p>		<p>Wrap up</p> <p>-In this activity the T will bring to Ss a paper with two simple questions then they stand up and say their answer.</p> <ol style="list-style-type: none"> 1. “What was the most important thing you learned today?” 	<p>10 min</p>

<p>Listen a song</p>	<p>-Identifying text types.</p>	<p>2. “What question still remains in your mind?”</p> <p>Routine – Teacher greets students and passes the attendance list. checking in with Ss, posting and introducing Essential Question and explaining that.</p> <p>Warm up -Learners listen to the song “What a Wonderful World” and watch the video (https://www.youtube.com/watch?v=m5TwT69i1IU).</p> <p>-Each S has a word from the song printed on a paper or card. When they hear or see their word, Ss hold up their sign. Words for signs: trees, roses, world, skies, clouds, day, night, rainbow, hands, friends, baby, red, green, blue, white</p> <p>-T models asking: What are some natural things in Costa Rica? Pairs practice asking and answering.</p> <p>Presentation</p> <p>-T gives Ss new vocabulary like some expressions about the target content. We should _____. / A solution could be _____. / I think/believe that _____. / I agree/don't agree _____. / It's better to _____. What about _____, etc./ _____ may be correct _____.</p> <p>I would _____. Etc. After that Ss try to make sentences with the expressions given.</p> <p>Practice</p> <p>-T asks Ss to mention some examples of natural resources misuse, some of their causes and consequences, he writes them on the board. Then make a list on the board or papers with all the</p>	<p>10 min</p> <p>15 min</p> <p>10 min</p> <p>15 min</p>
	<p>Cardboard</p>	<p>-Expressing and justifying ideas, opinions or personal points of view and seeking the views of others.</p>	

<p>Round table</p> <p>Low-Stakes Quiz</p>	<p>-Discussing alternative possibilities and their consequences.</p>	<p>causes and consequences.</p> <p>Production</p> <p>-Ss read and comment the following questions in the class</p> <p>What's deforestation?</p> <p>What are some causes of deforestation?</p> <p>Ss read the text titled deforestation. Then in groups Ss write their definition of deforestation and write 5 detailed suggestions to stop deforestation in Costa Rica. In a round table comment their work</p> <p>Wrap up</p> <p>-Give a short quiz using technologies like Ka-hoot or Google Forms. Alternatively, have students write down three quiz questions to ask at the beginning of the next class.</p>	<p>15 min</p> <p>10 min</p>																				
<p>DIDACTIC MATERIALS</p>	<p>ASSESSMENT INSTRUMENTS</p>		<p>TECHONOLOGICAL EQUIPMENT</p>																				
<ul style="list-style-type: none"> ❖ Cardboard. ❖ Sheet of colored paper. ❖ Markers. ❖ Envelope. Scissors. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e8f5e9;"> <th colspan="4" style="text-align: left; padding: 5px;"><i>Learner Self-Assessment</i></th> </tr> <tr> <th style="width: 60%; padding: 5px;"><i>I can...</i></th> <th style="width: 10%; padding: 5px;"><i>Yes</i></th> <th style="width: 10%; padding: 5px;"><i>No</i></th> <th style="width: 20%; padding: 5px;"><i>In progress</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Read and identify key words related to nature in texts.</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">Listen and identify game instructions and follow modeling.</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Identify, pronounce, and indicate the meaning of all the vocabulary</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>	Read and identify key words related to nature in texts.				Listen and identify game instructions and follow modeling.				Identify, pronounce, and indicate the meaning of all the vocabulary				<ul style="list-style-type: none"> ❖ Cellphone ❖ internet ❖ Computer ❖ Speakers ❖ Projector
<i>Learner Self-Assessment</i>																							
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>																				
Read and identify key words related to nature in texts.																							
Listen and identify game instructions and follow modeling.																							
Identify, pronounce, and indicate the meaning of all the vocabulary																							

	(including social language) for the week.				
	Show how I have worked with others this week.				

REFLECTIVE TEACHING

<p>What worked well</p> <p>Grammar & Sentence Frame</p> <p><input type="checkbox"/> Did Ls use all sentence frames?</p> <p>Vocabulary</p> <p><input type="checkbox"/> Did Ls say aloud and write all vocabulary?</p> <p>Phonology</p> <p>Did Ls recognize, articulate and produce phonological sounds?</p>	<p>What didn't work well</p> <p><input type="checkbox"/> Did Ls use all functions?</p> <p>Discourse Markers</p> <p><input type="checkbox"/> Did Ls practice connect words: and, but, because?</p>	<p>How to improve</p> <p>Did Ls show evidence of ...?</p> <p><input type="checkbox"/> Being aware and committed to protecting the environment</p> <p><input type="checkbox"/> Appreciating natural wonders</p> <p>Sociocultural</p> <p><input type="checkbox"/> Did Ls practice idioms and quotes?</p>
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Didactic Planning

Week 2

Term:II	Level: 10th	Unit:6	Week:6
Domain: Socio-Interpersonal and Academic		Scenario: Caution: Fragile World. Handle with Care	Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE

<p>Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.</p>	<p>Essential Question: Why is it important to focus on sustainable development?</p>
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Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p>Modals verbs in sentences, for example: can, could, should and must.</p> <p>Linking words in sentences, for example: sequence- First, second/ Result- So, as a result, thus</p> <p>Vocabulary</p> <p>Sources of Energy, Oil/ petroleum, Nuclear energy, Solar energy</p>	<p>Function</p> <p>Identifying Natural resources</p> <p>Instructing others to do something.</p> <p>Expressing opinions.</p> <p>Discourse Markers</p> <p>Connecting words expressing cause and effect, contrast:</p> <ul style="list-style-type: none"> - On the other hand, we could take care of the planet. - However, this is n everybody’s business. 	<p>Psycho-social</p> <ul style="list-style-type: none"> -Analyze, think in a critical and creative way, make decisions -Find creative solutions and show initiative <p>Sociocultural</p> <ul style="list-style-type: none"> -Valuing collaborative teamwork. -Taking sustainable actions in protecting the environment.

NAME OF THE ACTIVITY	MEDIATION STRATEGIES	DURATION/TIME
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	PURPOSE OF THE ACTIVITY (Objectives)		
Crossword puzzle	- Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.	Routine – Teacher greets students and passes the attendance list. checking in with Ss, posting and introducing Essential Question and explaining that.	10 min
		Warm up -Teacher brings a crossword puzzle related natural resources.	15 min
		Presentation - T explains at the Ss the use of modals verbs in sentences, for example: can, could, should and must.	15 min
		Practice - In pairs T brings to Ss a practice that they have to complete sentences using the modal verb listened below as many times as necessary. As a group, responses are checked and any unknown words are identified and explained.	15 min
		Production - In front of the class the groups, responses are checked, and any unknown words are identified and explained.	20 min
Fill the blanks		Wrap up Using a dictionary, google or any other resource, students find and write down an appropriate adjective that begins with each letter of	10 min

<p>What does your name mean?</p>	<p>-Discussing alternative possibilities and their consequences.</p>	<p>their first name. For example: FRED Flirtatious, Relaxed, Extrovert, Desirable</p> <p>Routine – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that</p> <p>Warm up - Using flash cards, Ss name the vocabulary and explain with one or two sentences describing some cause and effects.</p> <p>Presentation - In a power point presentation T explains Ss the use of linking words in sentences and ideas, for example:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; border-radius: 15px; background-color: #fff9c4; padding: 10px; width: 15%;"> <p>Sequence:</p> <p>First, second,</p> </div> <div style="border: 1px solid black; border-radius: 15px; background-color: #fff9c4; padding: 10px; width: 15%;"> <p>Result:</p> <p>So, as a result, thus</p> </div> <div style="border: 1px solid black; border-radius: 15px; background-color: #fff9c4; padding: 10px; width: 15%;"> <p>Reason:</p> <p>For, because,</p> </div> <div style="border: 1px solid black; border-radius: 15px; background-color: #fff9c4; padding: 10px; width: 15%;"> <p>Addition:</p> <p>And, in, furthermor</p> </div> </div>	<p>10 min</p> <p>15 min</p> <p>20 min</p>
<p>Fill the blanks</p>	<p>-Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</p>	<p>-Then Ss write it in your notebooks all the information related with linking words.</p> <p>Practice -T brings Ss a short dialogue that they complete with the correct linking words (Ss choose the most appropriate one from each pair in parenthesis).</p>	<p>15 min</p>
<p>Round table</p>		<p>Production</p>	

<p>Students I Learned From the Most</p>	<p>-Expressing and justifying ideas, opinions or personal points of view and seeking the views of others.</p>	<p>- In groups Ss try to write one sentences using the different types of linking words studied in class. In a round table tell and comment their work.</p> <p>Wrap up</p> <p>-Ss write notes to peers describing what they learned from them during class discussions</p>	<p>20 min</p> <p>10 min</p>
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DIDACTIC MATERIALS	ASSESSMENT INSTRUMENTS	TECHONOLOGICAL EQUIPMENT
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<ul style="list-style-type: none"> ❖ Cardboard. ❖ Sheet of colored paper. ❖ Markers. ❖ Envelope. ❖ Scissors. 	<i>Learner Self-Assessment</i>			<ul style="list-style-type: none"> ❖ Cellphone ❖ internet ❖ Computer ❖ Speakers ❖ Projector 	
	<i>I can...</i>	<i>Y es</i>	<i>N o</i>		<i>In progr ess</i>
	Listen and recognize vocabulary and main ideas when I listen to advertisements.				
	Read and recognize main ideas in illustrated texts about nature.				
	Write correct answers in gapped sentences.				
	Identify, pronounce, and indicate the meaning of all the vocabulary for the week.				
	Show how I have worked with others this week.				

REFLECTIVE TEACHING

What worked well	What didn't work well	How to improve
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Didactic Planning

Week 3

Term:II	Level: 10th	Unit:6	Week:6
Domain: Socio-Interpersonal and Academic	Scenario: Caution: Fragile World. Handle with Care		Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		Essential Question: Why is it important to focus on sustainable development?	

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Structure sentences.	Function Instructing others to do something. Expressing opinions.	Psycho-social -Find creative solutions and show initiative
Vocabulary Reduce, reuse, Recycle.	Discourse Markers	Sociocultural -Valuing collaborative teamwork. -Taking sustainable actions in protecting the environment.

	<p>On the other hand, we could take care of the planet.</p> <p>- However, this is everybody's business.</p>	
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NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Board game	-Discussing alternative possibilities and their consequences.	<p>Routine – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p>Warm up - T brings 1 or 2 pieces of paper with different linking words. Students tell in front of the class, identify, and classify them and will go to the board and paste it.</p>	10 min
Board game	-Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.	<p>Presentation - T explains Ss the use, importance and the different products classifying it on reduce, reuse and recycle, for example:</p>	10 min 15 min

Reduce:
Use products with less packing.

Reuse:
Reuse materials more than once.

Recycle:
Send materials to be turned into a new product

<p>Investigation</p>	<p>-Expressing and justifying ideas, opinions or personal points of view and seeking the views of others.</p>	<p><u>Practice</u> -In groups Ss will search information about different types of crafts made with recycled materials or make up a new one, then describe some interesting things about your project and the importance to recycle. They will describe the steps to make it (Materials, procedures, comments, and usefulness), and draw a picture of your craft.</p>	<p>20 min</p>
<p>Students I Learned From the Most</p>		<p><u>Production</u> - In front of the class the groups present and explain the different procedures of your craft project.</p>	<p>15 min</p>
<p>Charades</p>	<p>-Identifying text types.</p>	<p><u>Wrap up</u> Kids write notes to peers describing what they learned from them during class discussions.</p> <p><u>Routine</u> – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p><u>Warm up</u> - Divide into teams before playing. Players from each team take turns pantomiming some animals for their teammates. The first team to guess the word or phrase gets a point.</p>	<p>10 min</p> <p>15 min</p> <p>15 min</p>

<p>Investigation</p> <p>Cardboard</p> <p>DJ Summary</p>	<p>-Discussing alternative possibilities and their consequences.</p>	<p><u>Presentation</u> - The teacher shows a video about the topic vocabulary, https://www.youtube.com/watch?v=G4H1N_yXBIA then in pairs students will write causes and effects about natural resources misuse related to the video.</p> <p><u>Practice</u> -In groups Ss will search information about different kinds of contamination and consequences in their community.</p> <p><u>Production</u> - In front of the class the groups present and explain their investigation and consequences in their community.</p> <p><u>Wrap up</u> -Ss will write what they learned in the form of a favorite song. Offer extra praise if they sing.</p>	<p>20 min</p> <p>15 min</p> <p>10 min</p> <p>10 min</p>														
<p>DIDACTIC MATERIALS</p>		<p>ASSESSMENT INSTRUMENTS</p>		<p>TECHONOLOGICAL EQUIPMENT</p>													
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	Read and recognize specific details when reading illustrated texts.				
	Ask people for information related to the topic.				
	Identify, pronounce, and indicate the meaning of all the vocabulary for the week.				
	Show how I have worked with others this week.				

REFLECTIVE TEACHING

What worked well	What didn't work well	How to improve

Didactic Planning

Week 4

Term:II	Level: 10th	Unit:6	Week:6
Domain: Socio-Interpersonal and Academic	Scenario: Caution: Fragile World. Handle with Care		Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		Essential Question: Why is it important to focus on sustainable development?	

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame Structure sentences.</p> <p>Vocabulary Carpool, compost, ecosystem, fertilize.</p>	<p>Function Instructing others to do something. Expressing opinions.</p> <p>Discourse Markers On the other hand, we could take care of the planet. - However, this is everybody's business.</p>	<p>Psycho-social -Find creative solutions and show initiative</p> <p>Sociocultural -Valuing collaborative teamwork. -Taking sustainable actions in protecting the environment.</p>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Crossword puzzle		<p>Routine – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p>Warm up -Teacher brings a crossword puzzle related to pollution. (Challenge 10 page: 104)</p> <p>Presentation</p>	<p>10 min</p> <p>15 min</p>

	<p>-Identifying text types.</p>	<p>- The T plays an audio about “Sustainable business practices”, then in pairs and with the dialogue students will answer the questions related it.</p>	15 min
<p>Cardboard</p>	<p>-Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</p>	<p><u>Practice</u> -T makes groups and give some words to Ss, they have to search the meaning in internet of each one and explain it in front of the class. Some examples: acid rain, carpool, ecosystem, fertilize, etc.</p> <p><u>Production</u> -Ss look for the concept, definition and pictures of some word studied in class.</p> <p><u>Wrap up</u> -Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.</p> <p><u>Routine</u> – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p><u>Warm up</u> -T plays an audio with nature sounds and the Ss take a moment to thing, relax and imagine some place. Then explain which place they imagine.</p> <p><u>Presentation</u></p>	<p>15 min</p> <p>15 min</p> <p>15 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>
<p>Snowstorm</p>			

<p>Cardboard</p> <p>60 seconds</p>		<p>- T gives Ss a newspaper article about “Four pillar of the biodiversity” and then they answer some questions related with the reading.</p> <p><u>Practice</u> -T explains and gives Ss information about some of the best known sustainability program in Costa Rica, use the following terms to label each of them accordingly.</p> <p><u>Production</u> -T gives Ss an article about “Savegre hotel nature reserve and spa”. In groups of 4 students they create a poster for tourist about our biodiversity using the given information. Present it to your teacher and classmates and paste in your classroom.</p> <p><u>Wrap up</u> 60 seconds Choose a few students and give each 60 seconds to speak about something you’ve covered that day: what they did yesterday if you worked on simple past; talk about Halloween, professions, or animals; older learners may even give a “how to” lesson; they may also summarize a story they heard, or place themselves in another person’s shoes, like a celebrity, profession, or even animal. But they must speak for a full minute.</p>	<p>15 min</p> <p>10 min</p> <p>25 min</p> <p>10 min</p>
<p>DIDACTIC MATERIALS</p>		<p>ASSESSMENT INSTRUMENTS</p>	<p>TECHONOLOGICAL EQUIPMENT</p>
<ul style="list-style-type: none"> ❖ Cardboard. ❖ Sheet of colored paper. ❖ Markers. ❖ Envelope. 	<p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <div style="border: 1px solid black; background-color: #e0f0e0; padding: 5px; margin-top: 10px;"> <p><i>Learner Self-Assessment</i></p> </div>	<ul style="list-style-type: none"> ❖ Cellphone ❖ internet ❖ Computer ❖ Speakers 	

❖ Scissors.	<i>I can...</i>	<i>Yes</i>	<i>N o</i>	<i>In progress</i>	❖ Projector
	Listen and recognize specific information when heard in presentation about nature.				
	Read and recognize specific details when reading illustrated texts.				
	Ask people for information related to the topic.				
	Identify, pronounce, and indicate the meaning of all the vocabulary for the week.				
	Show how I have worked with others this week.				

REFLECTIVE TEACHING

What worked well	What didn't work well	How to improve

Didactic Planning

Week 5

Term:II	Level: 10th	Unit:6	Week:6
Domain: Socio-Interpersonal and Academic		Scenario: Caution: Fragile World. Handle with Care	Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		Essential Question: Why is it important to focus on sustainable development?	

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p>Structure sentences.</p> <p>Vocabulary</p> <p>Natural element of nature, Natural disaster and human action.</p>	<p>Function</p> <p>Instructing others to do something.</p> <p>Expressing opinions.</p> <p>Discourse Markers</p> <p>On the other hand, we could take care of the planet.</p> <p>- However, this is everybody’s business.</p>	<p>Psycho-social</p> <p>-Find creative solutions and show initiative</p> <p>Sociocultural</p> <p>-Valuing collaborative teamwork.</p> <p>-Taking sustainable actions in protecting the environment.</p>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
<p>Location</p> <p>Quiz</p> <p>Investigation</p>	<p>-Discussing alternative possibilities and their consequences.</p>	<p>Routine – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p>Warm up A map of Costa Rica is placed on one wall. A map of the world is placed on the other wall with Costa Rica covered. As T reads aloud the name of a place, Ls move to the map that includes that place. Selected Ls then say: _____ is in Costa Rica. Or _____ is another country. A variation would be to say Tamarindo or Mount Everest and Ls choose which of the two places they would like to go next and move to the appropriate map.</p> <p>Presentation -T gives to students a quiz and find out if they behave in a proper way to help our planet.</p> <p>Practice -Ss propose some recommendation to protect the environment and write it on the board then T gives an article about “Recommendation to be more environmentally friendly. According to the reading and recommendations they complete a chart.</p> <p>Production - In front of the class Ss present their chart giving recommendations and personal solutions.</p>	<p>10 min</p> <p>10 min</p> <p>10 min</p> <p>20 min</p> <p>10 min</p>

<p>Sharing with the class</p>		<p><u>Wrap up</u></p> <p>-Another great way to end your class is by asking your students to share whatever it is that you worked on that day: a fall collage; a painting; they may read something they've written. The important thing here is to give them a space to share something they've produced with the language elements they've learned.</p>	<p>10 min</p>
<p>Hangman</p>		<p><u>Routine</u> – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p><u>Warm up</u></p> <p>-Think of a word and draw some dashes on the board, one for each letter _ _ _ _ _ , each student in turn names a letter that they think might be in the word. If the letter is in the word, then write the letter in the appropriate place on the board. W _ _ _ _ W. If the letter isn't in the word, then start to draw the picture of a hanged man and write the used letter under the drawing. Continue either adding new letters to the blanked out word or adding parts to the hangman drawing until either the word is complete (students win) or the hanged man drawing is complete (teacher wins). Discourage the students from shouting out the word, the game isn't over until it has been properly spelt out.</p>	<p>10 min</p>
<p>Fill the blanks</p>	<p>-Identifying text types.</p>	<p><u>Presentation</u></p> <p>-T gives Ss a practice, they must complete and classify Natural element of nature, Natural disaster and human action with the correct word bank (Ss choose the most appropriate one).</p> <p>-Then check the outcomes with the rest of the class and the teacher.</p> <p><u>Practice</u></p>	<p>10 min</p>

<p>Cardboard</p> <p>Students I Learned From the Most</p>	<p>-Expressing and justifying ideas, opinions or personal points of view and seeking the views of others.</p>	<p>Ss make groups read and comment the following questions with your partners.</p> <ol style="list-style-type: none"> 1- What are some examples of natural resources? 2- What are natural disasters? 3- Do you know some human actions that affect nature? 4- What can you do to protect your planet? <p>- When Ss are ready they share your opinion with your teacher and the rest of the class.</p> <p><u>Production</u></p> <p>-T gives students some flash cards with images about pollution, then they have to write sentences describing it. Each Ss explain their work at the class.</p> <p><u>Wrap up</u></p> <p>-Kids write notes to peers describing what they learned from them during class discussions.</p>	<p>20 min</p> <p>20 min</p> <p>10 min</p>												
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	Ask people for information related to to the topic.				
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	Show how I have worked with others this week.				
Reflective Teaching					
What worked well	What didn't work well	How to improve			

Didactic Planning

Week 6

Term:II	Level: 10th	Unit:6	Week:6
Domain: Socio-Interpersonal and Academic	Scenario: Caution: Fragile World. Handle with Care		Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		Essential Question: Why is it important to focus on sustainable development?	

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p>Structure sentences.</p> <p>Questions</p> <p>Vocabulary</p> <p>Recycling vocabulary</p>	<p>Function</p> <p>Instructing others to do something.</p> <p>Expressing opinions.</p> <p>Discourse Markers</p> <p>On the other hand, we could take care of the planet.</p> <p>- However, this is everybody's business.</p>	<p>Psycho-social</p> <p>-Find creative solutions and show initiative</p> <p>Sociocultural</p> <p>-Valuing collaborative teamwork.</p> <p>-Taking sustainable actions in protecting the environment.</p>

NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
Tongue twister		<p>Routine – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p>Warm up</p> <p>Ss practice aloud the following tongue twister: "When you write copy you have the right to copyright the copy you write".</p> <p>Presentation</p> <p>-T present at the students a power point presentation about "global goals" from the UN for 2019 to be develop in our world. Then answer some questions, for example:</p>	<p>10 min</p> <p>10 min</p> <p>15 min</p>

<p>Round table</p>	<p>- Identifying text types.</p>	<p>1- Could you identify with any of them in particular? 2- Are they enough to save us? 3- Would you suggest to add any other to that list? Which one?9hj</p> <p><u>Practice</u> -T gives Ss a test practice, they fill out, this is about the longevity of some materials . -Then check the tests with the rest of the class and the teacher</p> <p><u>Production</u> -T gives Ss an article about “Recycling”. Ss answer some questions from the previous reading, provided by the teacher. Ss comment their answers with the T and the rest of the class.</p> <p><u>Wrap up</u></p> <p>The A to Z game</p> <p>Divide the class into two teams (three is possible but can get chaotic). Get each team to nominate a writer who comes to the front and stands at the board.</p> <p>Each writer will need a different colored board pen or piece of chalk.</p> <p>As soon as you say start, students must race to write an appropriate word next to each letter. For example, if the theme is adjectives then they might write. Angry, Beautiful, etc. Teammates help by shouting out suggestions and giving spelling tips. I don’t stop my students from using any resources they have to hand such as</p>	<p>10 min</p> <p>10 min</p> <p>10 min</p>
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<p>How many sounds can you hear?</p>		<p>textbooks and dictionaries. Only one word can be written for each letter so the first to start writing claims the letter.</p> <p>After five or ten minutes' limit, or when all the letters have been used (I usually leave out X) give a point for every word each team has written, and congratulate the winners. If there are any spelling mistakes, then elicit the correct spelling from the class.</p> <p>Routine – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that.</p> <p>Warm up</p> <p>Students sit in silence for two minutes and write down every sound that they hear. Let them compare their lists with their neighbors before seeing who has the longest list?</p> <p>Presentation</p> <p>-T plays a video about the importance of recycling. https://www.youtube.com/watch?v=dypdYCB4nj0, then mention some benefits and forms to recycle.</p> <p>Practice</p> <p>Ss listen to a conversation about What can we do? Then based on it; give a number to each illustration according to the chronological time each event happens in the dialogue.</p> <p>-Then answer some question related to the conversation.</p> <p>Production</p> <p>As project, Ss prepare some messages to place around the school.</p> <p>Wrap up</p>	<p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>30 min</p>
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<p>Tell a story</p>		<p>-This is another circle game. Going around the class students take it in turns to add three words to your story stem. You could start it off with relatively mundane stems such as <i>Yesterday I went ...</i>, <i>If I won ...</i>, <i>I have never</i> or something more imaginative like, <i>A wolf howled, the rocket landed ...</i>, <i>Princess Martha kissed ...</i> Write the story on the board and elicit corrections as you go along.</p>	<p>10 min</p>																			
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REFLECTIVE TEACHING

What worked well	What didn't work well	How to improve
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Assessment Plan

Term:II	Level: 10th	Unit:6	Week:6
Domain: Socio-Interpersonal and Academic	Scenario: Caution: Fragile World. Handle with Care	Theme: CAUSES AND EFFECTS OF NATURAL RESOURCES MISUSE	
Enduring Understanding: Sustainable development is a “glocal” (global and local) issue where all citizens share a common sustainable responsibility to preserve the planet for future generations.		Essential Question: Why is it important to focus on sustainable development?	
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frame		Psycho-social	

<p><u>Comparative/Superlative</u></p> <p>Sustainable farming is the best decision for our future.</p>	<p>Function</p> <p>-Expressing my own commitment towards sustainable practices.</p>	<p>Find creative solutions and how initiative.</p>
<p><u>Future continuous</u></p> <p>By the year 2025, 83 per cent of the expected global population of 8.5 billion will be living in developing countries.</p>	<p>Discourse Markers</p> <p><u>Initiating and closing a conversation</u></p> <p><u>Initiating</u></p> <p>- Can I talk to you for a minute?</p> <p>- Excuse me, please. Do you have a minute?</p>	<p>Sociocultural</p> <p><u>Giving and receiving constructive feedback examples</u></p> <p>Giving opinions:</p> <p>- I agree</p> <p>- I totally agree with you.</p> <p>- Exactly!</p> <p>- I couldn't agree more.</p>
<p><u>Modals</u></p> <p>- Stores must give out recyclable plastic bags.</p>	<p><u>Managing interaction Interrupting</u></p> <p>- Sorry to interrupt you but ...</p> <p>- I have a question.</p> <p>- Could I interrupt here?</p>	<p>- That's true.</p> <p>- You're absolutely right.</p> <p>- I agree with some, but not all, saying: Perhaps, but ...</p>
<p><u>Wh- Questions/ Yes/no questions</u></p> <p>- Am I environmentally friendly?</p>	<p><u>Closing</u></p> <p>- It's been nice talking to you. See you later.</p> <p>- I'm sorry, I have to go now.</p> <p>- Must go.</p>	<p>- That may be the case, however ...</p> <p>- I disagree</p> <p>- I'm sorry, I can't agree with ...</p> <p>- I'm sorry, but I disagree.</p>
<p><u>Connectors for Cause and Effect and Phrases for giving advice</u></p> <p>- Because sustainable farming does not endanger public health, I recommend you support it.</p> <p>Vocabulary</p>	<p><u>Changing the topic</u></p> <p>- Anyway..., by the way, there's</p>	<p><u>Idioms</u></p> <p>- Buy local. Think global.</p>

<p><u>What Makes Something Sustainable</u></p> <ul style="list-style-type: none"> - Sustainability - Environmentally friendly - Eco-friendly - Biodegradable - Carbon footprint - Energy efficient. <p><u>Am I Environmentally friendly?</u></p> <ul style="list-style-type: none"> - User-friendly - environment friendly - ecofriendly alternatives - committed to green choices - going green 		<p>something else I wanted to tell you...</p> <p><u>Resuming a conversation</u></p> <ul style="list-style-type: none"> - Anyway..., anyway, what I was saying? - What were we talking about? - To get back to what I was saying <p><u>Continuing</u></p> <ul style="list-style-type: none"> - Anyway.... - So, as I was saying, Well... 	<ul style="list-style-type: none"> - Reuse. Recycle. Reduce. - Join the green side. - A ray of sunshine. - A race against time. - Be clean, go green
NAME OF THE ACTIVITY	PURPOSE OF THE ACTIVITY (Objectives)	MEDIATION STRATEGIES	DURATION/TIME
		Pre – teaching	5 min

<p>Interview</p>	<p>Eliciting language spoken at normal speed with some interference.</p>	<p>Routine – teacher greet students, passes the attendance list and posting the essential question.</p> <p>Warm up: Students work in a circle.</p> <p>-They are going to answer some questions into a storm cloud in the whiteboard relate to the topic. (Questions are including in the annex #1)</p> <p>-Brainstorming: Ls reflect about that are some environmental problems in the world, and share their answer with the class. For example, water pollution causes, air pollution effect”</p> <div data-bbox="688 568 1543 1136" data-label="Diagram"> <pre> graph TD A((POLLUTION)) --> B[Air Pollution] A --> C[Wáter Pollution] A --> D[Wáter Pollution] </pre> </div> <p>-The teacher makes a list on the board and classify the brain storming vocabulary.</p> <ul style="list-style-type: none"> ❖ Chemicals ❖ Waste 	<p>15 min</p> <p>15 min</p> <p>30 min</p>
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Cardboard	Discussing alternative possibilities and their consequences.	<p><u>Presentation</u></p> <p>The teacher shows a video about the topic vocabulary, https://www.youtube.com/watch?v=Qw6uXh9yM54 and add some word like comparatives and superlatives, modals and another vocabulary that isn't include in the video. The teacher presents the basic grammar structure. Teacher gives a copy with the vocabulary. (Including the annexes)</p>			35 min												
		<p><u>Practice</u></p> <p>Ss work in 6 groups of four students, they are working analyzing in a video https://www.youtube.com/watch?v=OqHp03RRTDs ,one student of each group choose an envelope with a topic in which this group is working(the annexes are the topic cards).The students discuss the topic and organize the information for present a cardboard about their subject.</p>			25 min												
		<p><u>Production:</u></p> <p>-Each group past in front of their classmates, and present the causes and effect of each type of pollution, and the possible solutions for solve this problem.</p> <p>- In round table, the teacher present some questions related to the topic and students give their opinions about that.</p>			20 min												
DIDACTIC MATERIALS		ASSESSMENT INSTRUMENTS			TECHONOLOGICAL EQUIPMENT												
<ul style="list-style-type: none"> ❖ Cardboard. ❖ Sheet of colored paper. ❖ Markers. ❖ Envelope. 		<table border="1"> <thead> <tr> <th>Assessment</th> <th>Yes</th> <th>No</th> <th>In progress</th> </tr> </thead> <tbody> <tr> <td>I can</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extract information of a video about pollution.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Assessment	Yes	No	In progress	I can				Extract information of a video about pollution.				<ul style="list-style-type: none"> ❖ Computer ❖ Speakers ❖ Projector
Assessment	Yes	No	In progress														
I can																	
Extract information of a video about pollution.																	

❖ Scissors.	Transmit the information about types of pollution .					
	Discuss of possibilities, about pollution.					

REFLECTIVE TEACHING

What worked well	What didn't work well	How to improve

CHAPTER IV

FINDINGS

4.1 Data Analysis

The name of the project is: Using authentic videos for improving speaking skills in 10th grade students at CINDEA Jicaral, Peninsular Regional office of education, 2020. The report and analysis of this data collection is based on instruments of investigation such as: Diagnostic Test and questionnaires applied to 16 students of the III-1-A Level in the CINDEA Jicaral. The information collected is based on the learner's opinions privately. These instruments will be analyzed from qualitative and quantitative approaches. Students of this group come from different places such as Pilas de Canjel, Corozal, Moravia, San Blas y del Centro de Jicaral. When asked about the speaking skill in the classroom, students preferred reading only, or work in other skills and did not participate in the activities that involved speaking ability. Crystal (2002), "a new technology always has a major impact upon language". In this project the use of the different tools help the new age of teachers to improve and be updated.

4.1.1 References

According to Dudeney & Hockly (2001) concluded, "Technology offers new ways for practicing language and assessing performance". Nowadays the teacher has the facility to use the authentic material like videos or audios that promote the student's confidence and help the active speaking work, Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. Kramsh (1993) adds "the term 'authentic' has been used as a reaction against the prefabricated artificial language of textbooks and instructional dialogues. It also refers to the way language is used in non-pedagogic, natural communication"; according with this author, the authentic change the traditional tools using in the classroom for many years, that can be transform the boring way to work the speaking skill. Using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation Rost (2000) notes that of the three major conditions recur for one to learn a language: realizing the need for the L2 and being motivated; interacting with native speakers who are willing to provide the learner with accessible language and

learning support; and frequent interaction in the target language in a variety of social settings, - listening plays an essential role in two of the conditions, Rost has an excellent point of view, listening a song, a short story or a conversation promotes a motivation in the students, because they can use the tapes or other listening strategies as a model for repeat it or put practice similar activities, motivation is a fundamental aspect of successful learning. Interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation. (Krashen,1982). Language exposure through listening as a valuable source of language input, the better the listener, the greater the potential for language development. The students that familiarize with the listening activities, can improve the skill during the learning process. A student's ability to actively listen has a major impact on building the communication skills needed both inside and outside of the classroom. The challenges towards teaching listening are now better understood because of the new strategies contributing to effective listening and moreover the general availability of technology supports the language learners in attractive their listening skills.

4.2 Questionnaires

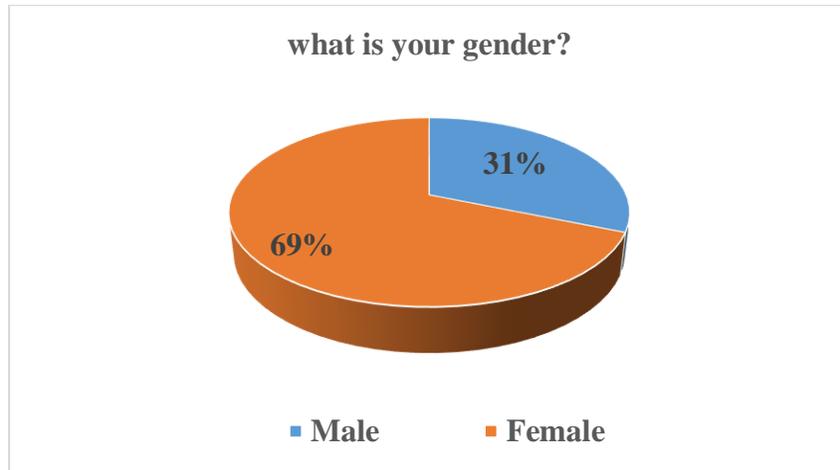
The questionnaire was applied to 16 students of III-1-A Level of CINDEA Jicaral. The purpose of the questionnaire is to collect data about general information of students, the questionnaire is confidential and it has 12 questions based on the general information of the learners and their point of view.

Table N°1

	Male		Female		Total	
	AF	RF	AF	RF	AF	RF
Gender	5	31%	11	69%	16	100%

Source: Questionnaire applied in CINDEA Jicaral 2020

Graph N°1



Source Table N°1

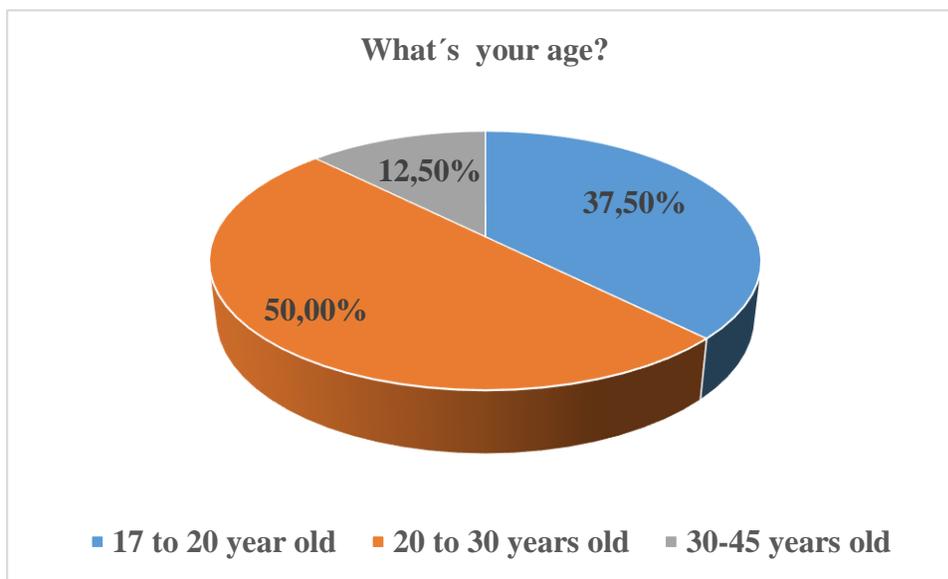
The results of the question number 1 are: 11 students that represent 69% of population are female; 5 students that represent 31% of the population are male.

Table N°2

Age	17 to 20 year old		20 to 30 years old		30-45 years old		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	6	37.50%	8	50%	2	12.50%	16	100%

Source: Questionnaire applied in CINDEA Jicaral 2020

Graph N°2



Source Table N°2

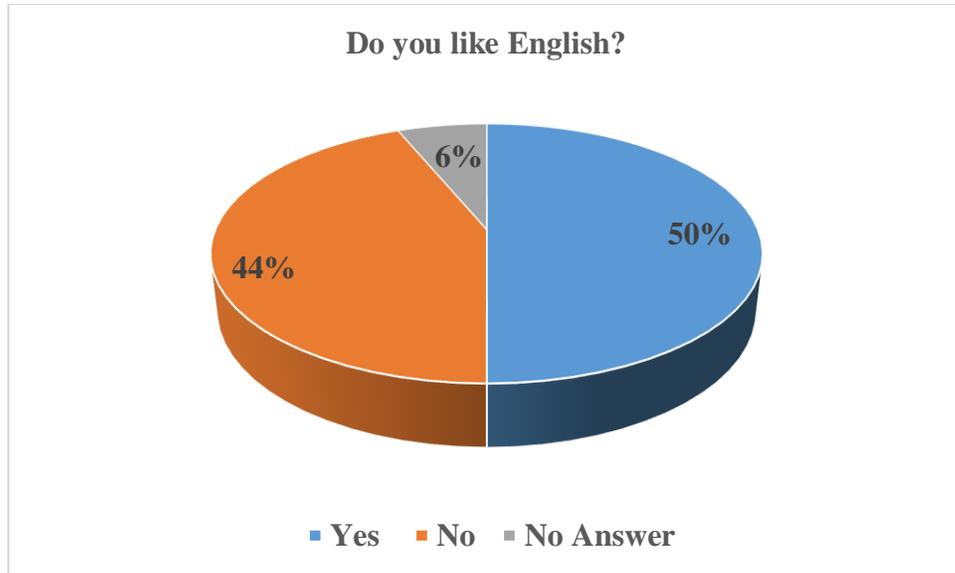
The results of the question number 2 are: 6 students that represent 37,50% of the population that are 17 to 20 years old. Then, 8 students that represents the 50% of the population are 20 to 30 years old, and finally, 2 students that represent the 12,50% of the population are 30 to 45 years old.

Table N°3

	Yes		No		No Answer		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
Do you like English?	8	50%	7	44%	1	6	16	100%

Source: Questionnaire applied in CINDEA Jicaral 2020

Graph N° 3



Source Table N°3

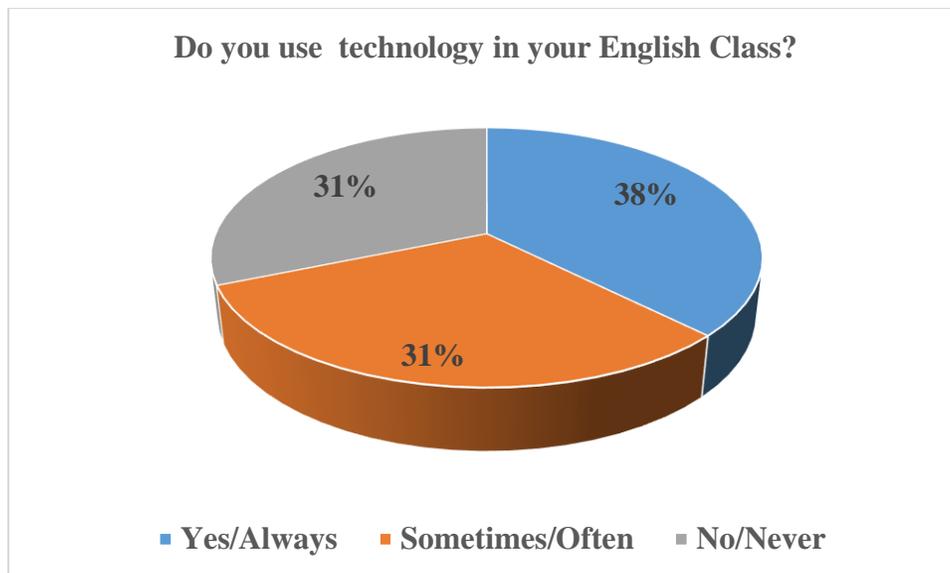
The question number 3 has these results: 8 students that represent the 50% of population answered yes, 7 students that represent the 44% of population answered no and finally 1 student that represents the 6% of population said that don't speak English.

Table N°4

Do you use technology in your English class?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	6	38%	5	31%	5	31%	16	100%

Source: Questionnaire applied in CINDEA Jicaral 2020

Graph N° 4



Source Table N°4

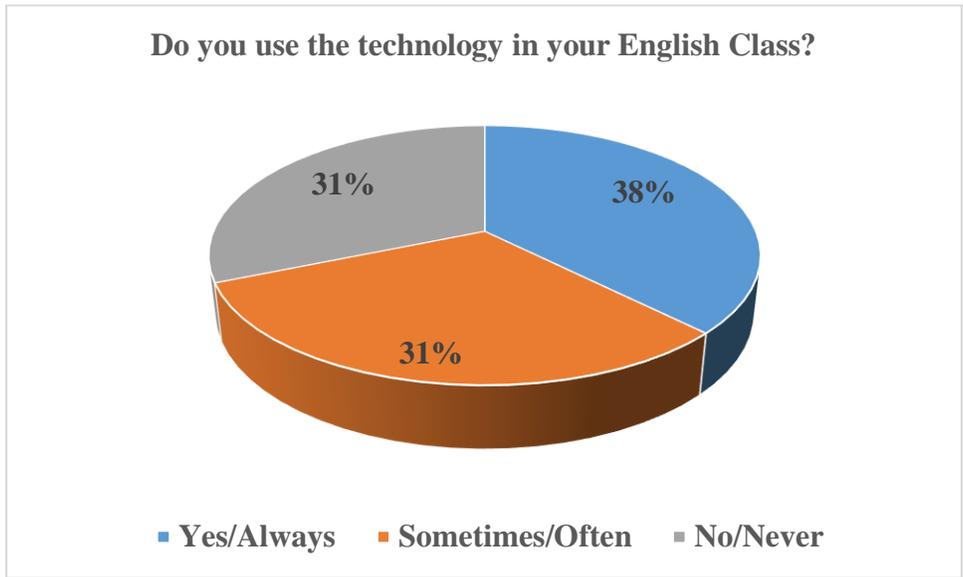
The results of the question number 4 are: 6 students that represent 38% of the population that answer yes/always use technology in their English class. Then, 5 students that represents the 31% of the population answered sometimes/often use technology in their English class, and finally, 5 students that represent the 31% of the population that never use technology in their English class. This question show that the majority of the learners use the technology in the English class in the III-1-A Level of CINDEA Jicaral.

Table N°5

Do you like to watch videos in your English class?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	6	38%	5	31%	5	31%	16	100%

Source: Questionnaire applied in CINDEA Jicaral 2020

Graph N°5



Source Table N°5

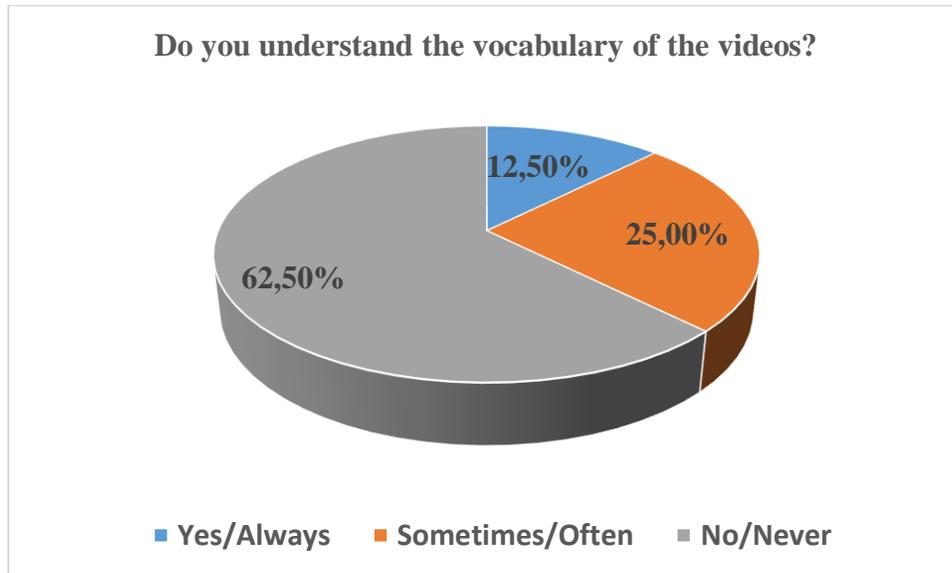
The result of the question number 5 are the following: 6 students that represent 38% of the population that answer yes/always like to watch videos in their English class. Then, 5 students that represents the 31% of the population that answer sometimes/often like to watch videos in their English class, and finally, 5 students that represent the 31% of the population that answer no / never like to watch videos in their English class. As a result of this question show us that the greater number of the students like to watch videos in the English class.

Table N°6

Do you understand the vocabulary of the videos?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	2	12.50%	4	25%	10	62.50%	16	100%

Source: Questionnaire applied in CINDEA Jicaral.

Graph N° 6



Source Table N°6

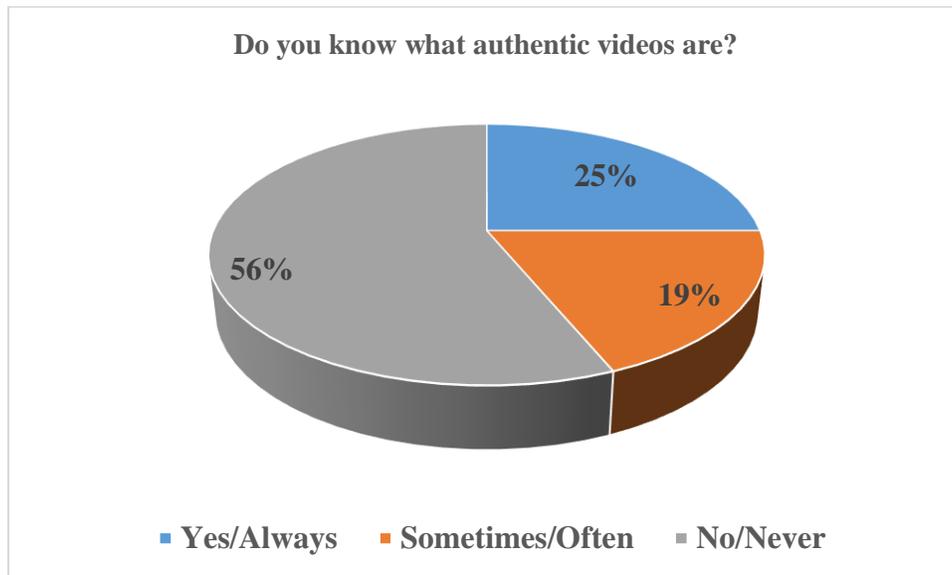
The result of the question number 6 is: 2 students that represent 12,50% of the population answered always Then, 4 students that represents the 25% of the population answered sometimes and finally, 10 students that represent the 62,50% of the population answered that never understand the vocabulary of the videos. The evidence that show this question was that the major percent of the students don't understand the vocabulary of the videos.

Table N°7

Do you know what authentic videos are?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	4	25%	3	19%	9	56%	16	100%

Source: Questionnaire applied in CINDEA Jicaral.

Graph N° 7



Source Table N°7

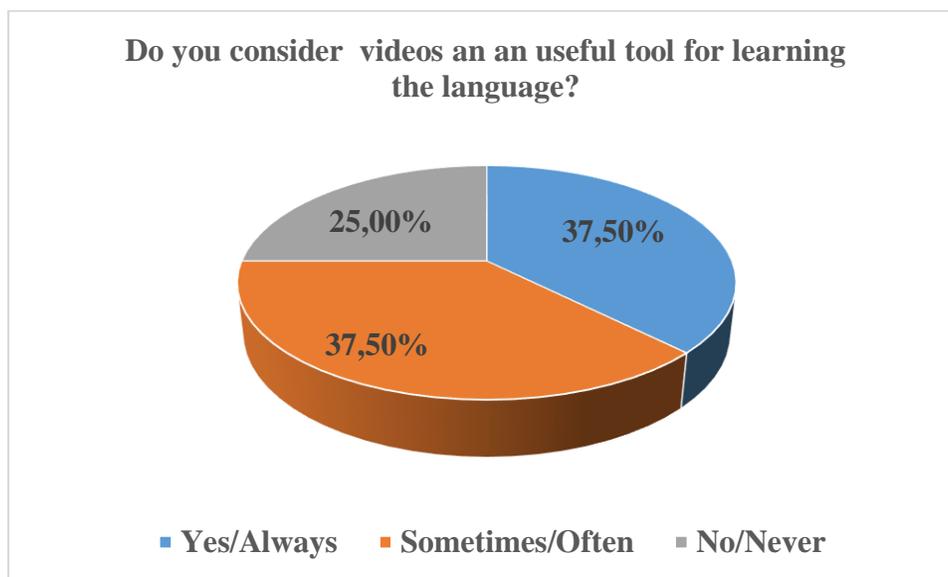
The result of the question number 7 are the following: 4 students that represent 25% of the population that answer yes/always know what authentic videos are. Then, 3 students that represents the 19% of the population that answer sometimes/often know what authentic videos are s, and finally, 9 students that represent the 56% of the population that answer no / never know what authentic videos are. In this case the major percent don't have any idea what is an authentic video is.

Table N°8

Do you consider the videos an useful tool for learning the language?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	6	37,50%	6	37,50%	4	25%	16	100%

Source: Questionnaire applied in CINDEA Jicaral.

Graph N°8



Source Table N°8

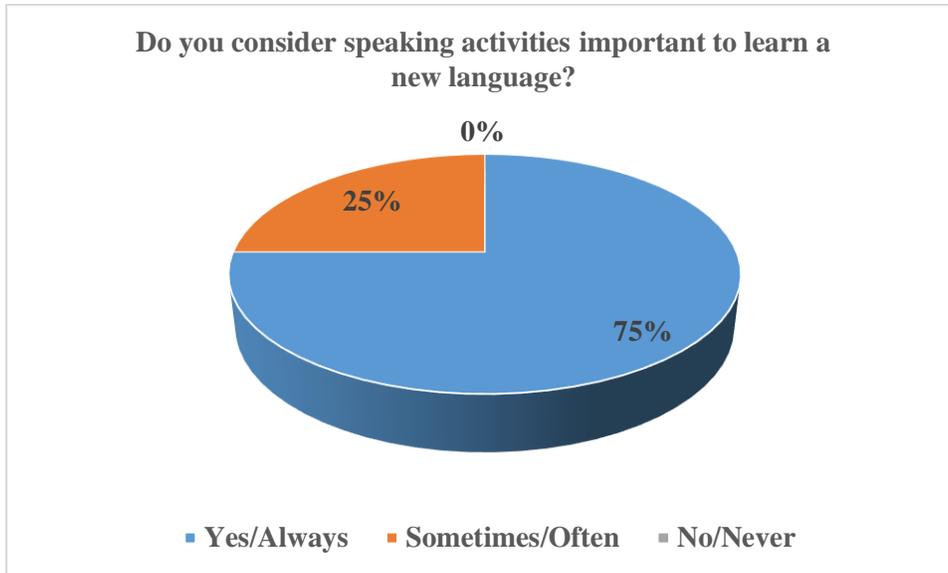
The result of the question number 8 is: 6 students that represent 37,50% of the population answered yes/always consider the videos a useful tool for learning the language. Then, 6 students that represent the 37,50% of the population answered sometimes/often consider the videos a useful tool for learning the language, and finally, 4 students that represent the 25% of the population answered no / never consider the videos an useful tool for learning the language. The results show that two of the three answer options have the same percentage of answer by the students.

Table N°9

Do you consider speaking activities important to learn a new language?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	12	75%	4	25%	0	0%	16	100%

Source: Questionnaire applied in CINDEA Jicaral.

Graph N° 9



Source Table N°9

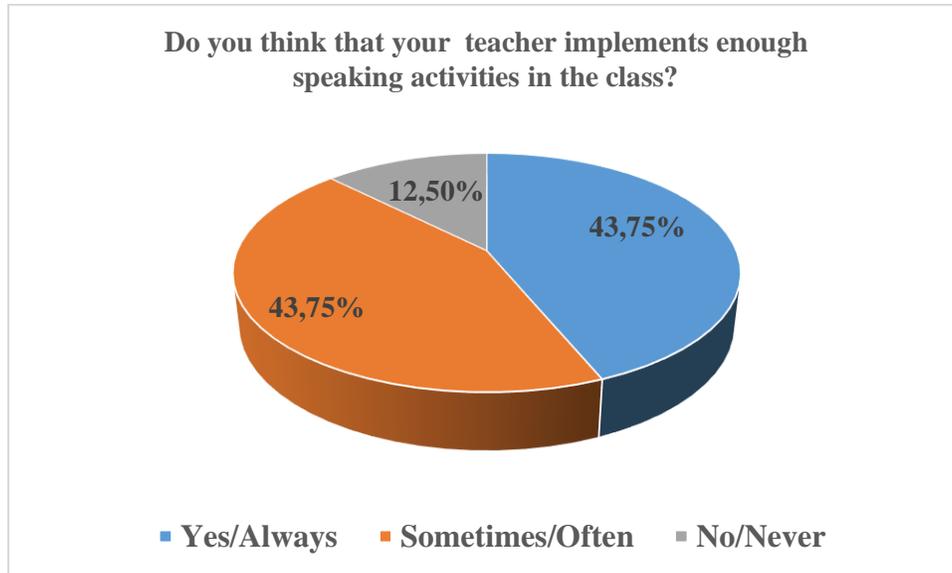
The result of the question number 9 is: 12 students that represent 75% of the population answered yes/always consider speaking activities important to learn a new language. Then, 4 students that represents the 25% of the population answered sometimes/often consider speaking activities important to learn a new language, and finally, 0 students that represent the 0% of the population answered no / never consider speaking activities important to learn a new language. The results show this population thinks that the main objective of this project is important.

Table N°10

Do you think that your teacher implements enough speaking activities in the class?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	7	43,75%	7	43,75%	2	12,50%	16	100%

Sources: Questionnaire applied in CINDEA Jicaral 2020

Graph N°10



Source Table N °10

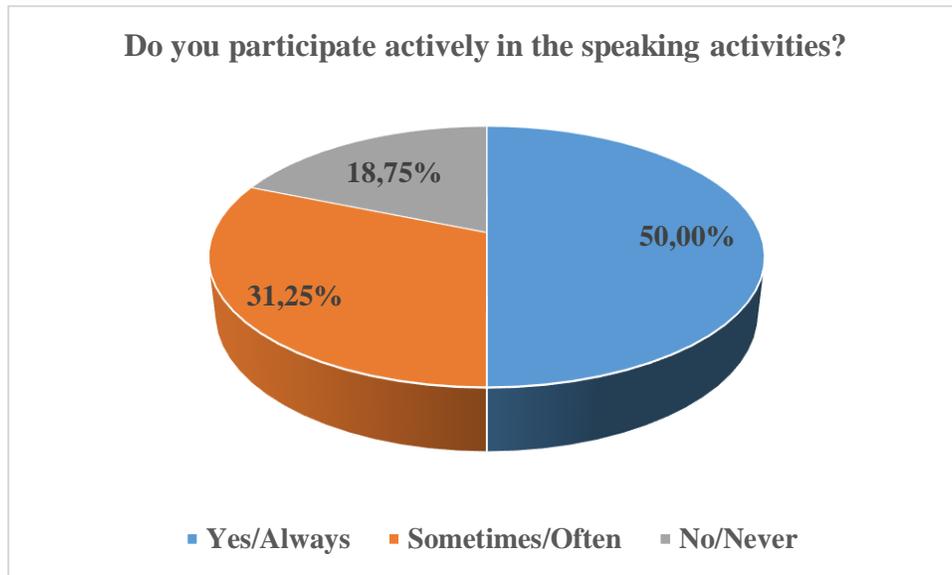
The result of the question number 10 is: 7 students that represent 43,75% of the population t answered yes/always think that their teacher implements enough speaking activities in class. Then, 7 students that represents the 43,75% of the population answered sometimes/often think that their teacher implements enough speaking activities in class, and finally, 2 students that represent the 12,50% of the population answered no / never think that their teacher implements enough speaking activities in class. The results show that two of the three answer have the same percentage of answers by the students.

Table N°11

Do you participate actively in the speaking activities?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	8	50%	5	31,25%	3	18,75%	16	100%

Source : Questionnaire applied in CINDEA Jicaral 2020

GraphN°11



Source Table N °11

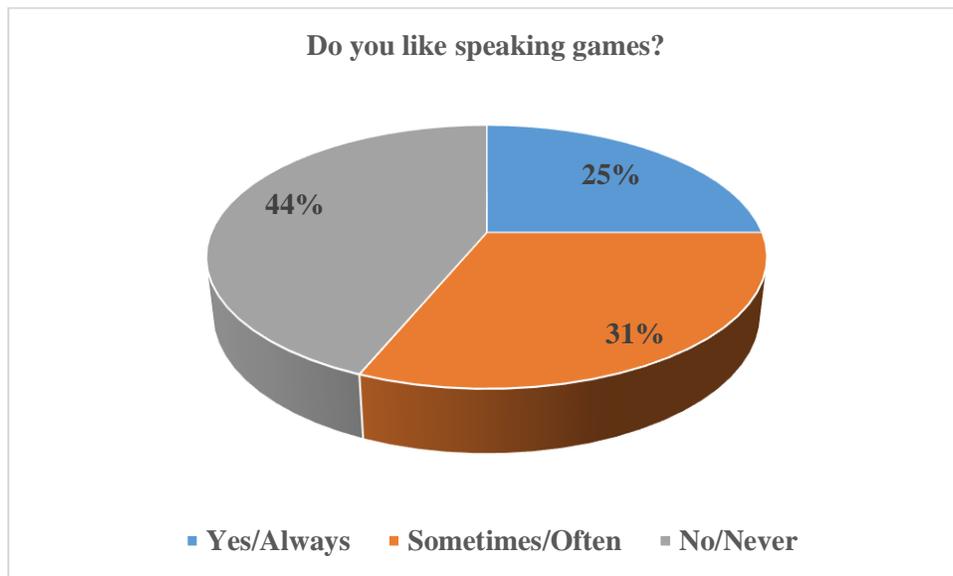
The result of the question number 11 is: 8 students that represent 50% of the population answered yes/always participate actively in the speaking activities. Then, 5 students that represents the 31,25% of the population answered sometimes/often participate actively in the speaking activities, and finally, 3 students that represent the 18,75% of the population answered no / never participate actively in the speaking activities. The results show that half of the class participates actively in the speaking activities in the class.

Table N°12

Do you like speaking games?	Yes/ Always		Sometimes/often		No/Never		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
	4	25%	5	31%	7	44%	16	100%

Source: Questionnaire applied in CINDEA Jicaral 2020

Graph N°12



Source Table N°12

The result of the question number 12 is: 4 students that represent 25% of the population answered yes/always like speaking games. Then, 5 students that represents the 31% of the population answered sometimes/often like speaking games, and finally, 7 students that represent the 44% of the population answered no / never like speaking games. In this case the major percent don't like speaking games.

4.2.1 Diagnostic Test

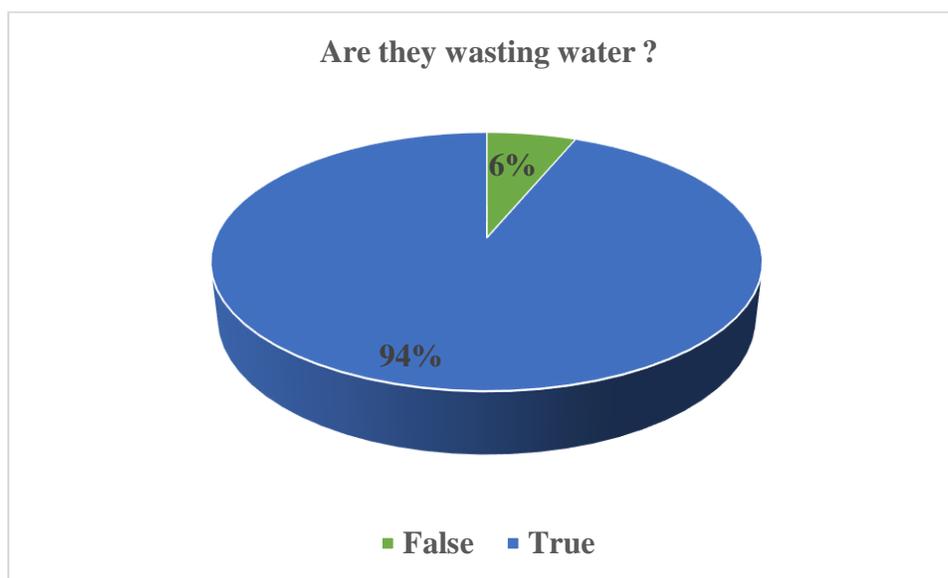
The diagnostic test was applied to 16 students of III-1-A Level of CINDEA Jicaral. The purpose of this diagnostic test was to collect data about learning acquisition using video about specific topic for the 10° level. The test was individual and it had 5 questions based on the target content n° 6, causes and effects of natural resources misuse.

Table N°13

	True		False		Total	
	AF	RF	AF	AF	RF	AF
Are they wasting water ?	15	94%	1	6%	16	100%

Source: Diagnostic test applied in CINDEA Jicaral 2020

Graph N°13



Source Table N°13

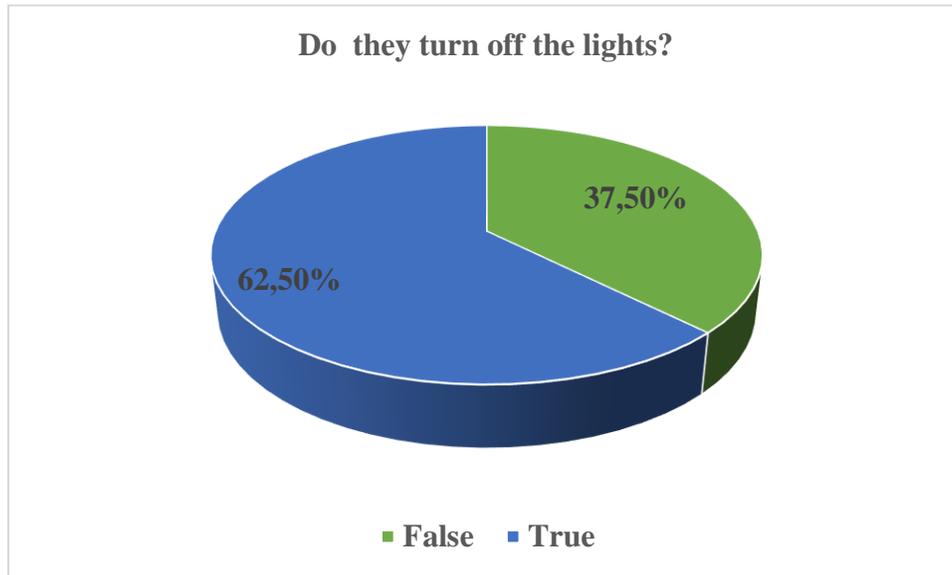
The result of the question number 1 is: 15 students that represent 94% of the population said that it is true that they waste water, and finally, 1 student that represent the 6% of the population said that it is false that he/she wastes water. In this case, most of the learners answered correctly.

Table N°14

	True		False		Total	
	AF	RF	AF	RF	AF	RF
Do they turn off the lights?	10	62,50%	6	37,50%	16	100%

Source: Diagnostic test applied in CINDEA Jicaral 2020

Graph N°14



Source Table N°14

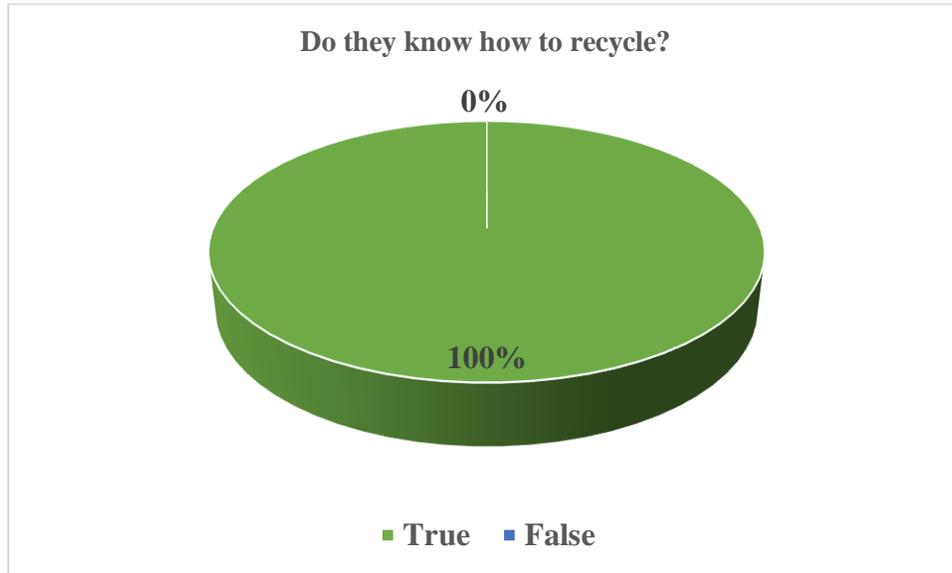
The result of the question is: 10 students that represent 62,50% of the population said that they turn off the lights, and 6 students that represent the 37,50% of the population said that that they don't turn off the lights. In this case, most of students agreed that the correct answer is true.

Table N°15

	True		False		Total	
	AF	RF	AF	RF	AF	RF
Do they know how to recycle?	16	100%	0	0%	16	100%

Source: Diagnostic test applied in CINDEA Jicaral 2020

Graph N°15



Source Table N°15

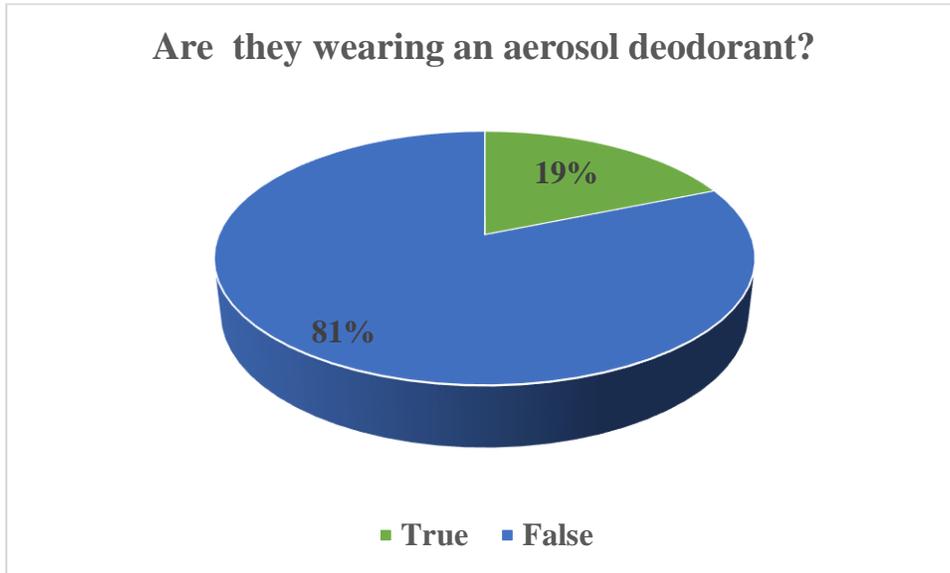
The result of the question is: 16 students that represent 100% of the population said that they know how to recycle, and 0 students that represent the 0% of the population said that they know how to recycle. In this case, all the group has the same answer.

Table N°16

	True		False		Total	
	AF	RF	AF	RF	AF	RF
Are they wearing an aerosol deodorant?	3	19%	13	81%	16	100%

Source: Diagnostic test applied in CINDEA Jicaral 2020

Graph N°16



Source Table N°16

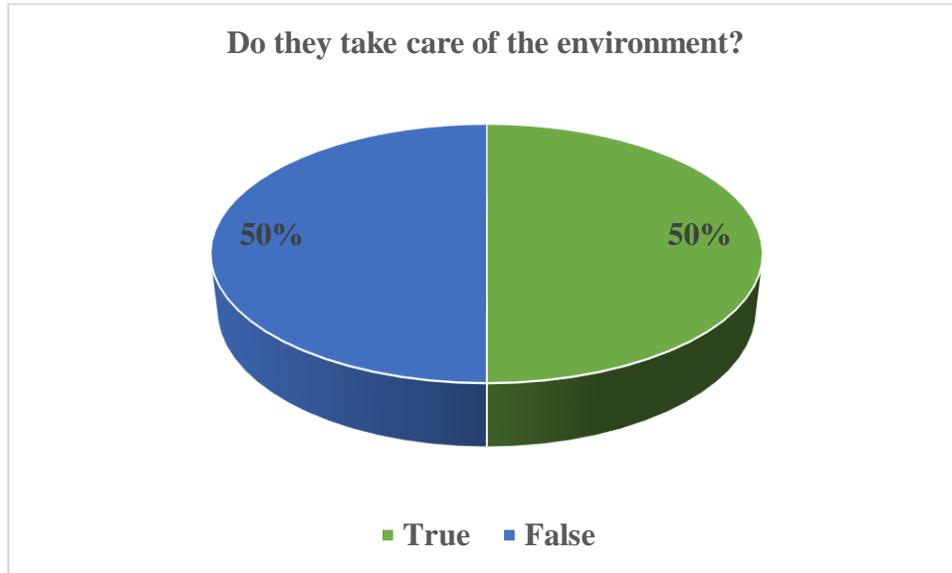
The result of the question is: 3 students that represent 19% of the population said that they are wearing an aerosol deodorant, and 13 students that represent the 81% of the population said that they are not wearing an aerosol deodorant.

Table N°17

	True		False		Total	
	AF	RF	AF	RF	AF	RF
Do they take care of the environment?	8	50%	8	50%	16	100%

Source: Diagnostic test applied in CINDEA, Jicaral 2020

Graph N°17



Source Table N°17

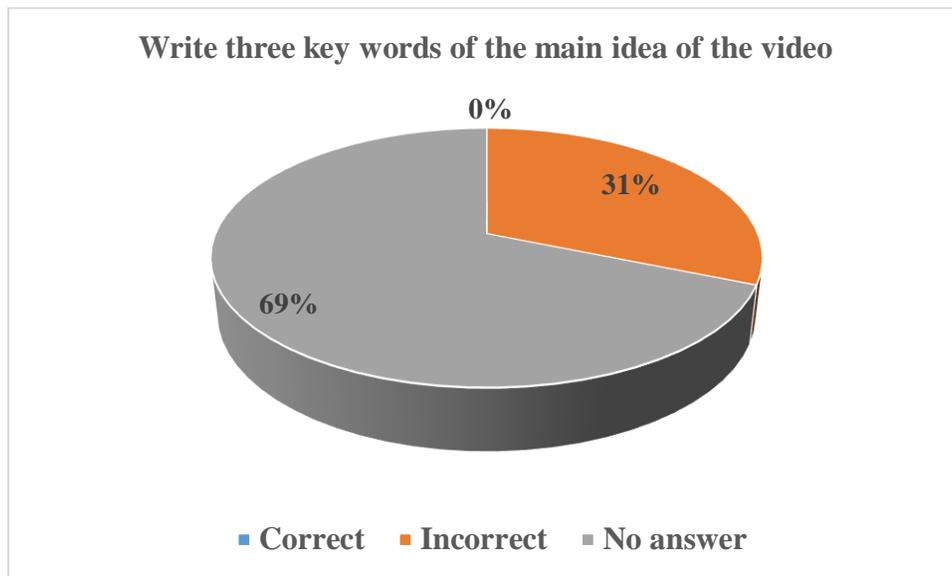
The result of the question is: 8 students that represent 50% of the population said that they take care of the environment, and 8 students that represent the 50% of the population said that they don't take care of the environment. In this situation, half and half of the learners have different opinions about the question, but the correct answer is true.

Table N°18

	Correct		Incorrect		No answer		Total	
	AF	RF	AF	RF	AF	RF	AF	RF
Write three key words of the main idea of the video	0	0%	5	31%	11	69%	16	100%

Source: Diagnostic test applied in CINDEA Jicaral 2020.

Graph N°18



Source Table N°18

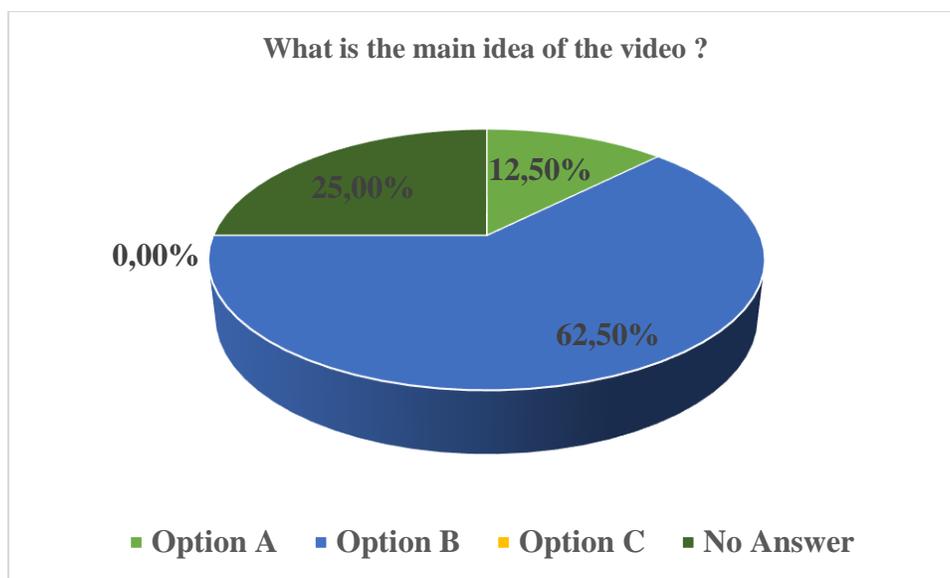
The result of the statement number 6 is: 0 students that represent 0% of the population wrote correctly the three key words about the main idea of the video. Then, 5 students that represent the 31% wrote incorrectly the three key words of the video main idea and finally, 11 students that represent the 69% of the population didn't write the three key words about the video main idea.

Table N°19

What is the main idea of the video ?	Option A		Option B		Option C		No Answer		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
	2	13%	10	63%	0	0%	4	25%	16	100%

- a) Save trash is an important thing in the community
 - b) Save natural resources is an important thing in the community
 - c) Save river is an important thing in the community
- Source: Diagnostic test applied in CINDEA Jicaral 2020

Graph N°19



Source Table N°19

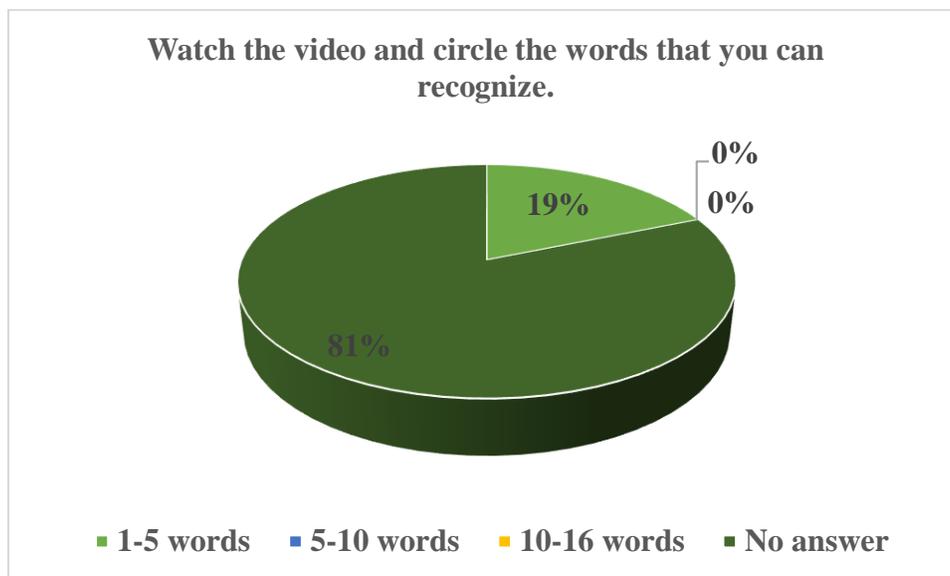
The result of the question number is: 2 students that represent 12,50% of the population match with option a, 10 students represent the 62,50% of the population match with option b, also 0 students represent the 0% of the population match with option c and finally, 4 students that represent the 25% of the population doesn't match with none option. In this circumstances the correct option is b, more than the half part of the group understands the main idea when the teacher gives the options about the video main idea.

Table N°20

Watch the video and circle the words that you can recognize.	1-5 words		5-10 words		10-16 words		No answer		Total	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
	3	19%	0	0%	0	0%	13	81%	16	100%

Source: Diagnostic test applied in CINDEA Jicaral 2020

Graph N°20



Source Table N°20

The result of the statement is: 3 students that represent 19% of the population recognized 1 to 5 words in the video. Then, 0 students represent the 0% of the population recognized the 5 to 10 words in the video, also 0 students represent the 0% of the population that recognized 10 to 16 words in the video and finally, 13 students that represent the 81% of the population gave no answer. In this occasion, the most people don't understand vocabulary in the video.

CHAPTER V

REFLECTIONS

5.1 Reflection

Authentic materials help students bridge the gap between the classroom and the outside world. Many students go to school to learn or improve a language-related task, such as helping a student with homework or speaking English at work.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

This project is applied at CINDEA de Jicaral in III-1 A group, the institution has 680 students and 30 teachers. Most of the students are of the surrounding places. Jicaral is a developed place with the different public services and facilities. It's located in the Peninsula de Nicoya.

The method was well received by students. It was interesting for them, for example: internet texts, newspapers and magazines for the current topics. Some advantages of authentic materials are: help prepare learners for the 'real' world of communication, guide learners toward the language they need for their particular context, motivate learners to communicate, because they help make communication 'real'. This project showed important aspects to teachers and students because it helps them to increase listening and speaking skills.

During the process, some problems with the material were found. One disadvantage of using authentic materials is that they contain more unfamiliar language that learners can possibly cope with. Often, they are too long, dense or complex. It's often hard to use them because the real world isn't neat and tidy.

First, it is important to take into account the positive characteristics of this kind of method and the preferences of our students. Second, teachers can choose the best material for their instruction and teaching style. Sometimes, the class must be creative and different to make a natural native English environment in the class; make the best effort to help students in every assignment to develop a good and interesting learning process.

CHAPTER VI

CONCLUSIONS

6.1 Outcomes of research questions.

The investigation developed in the III-1-A level of CINDEA Jicaral based on using authentic materials for improvement speaking skills, proved that:

The first research question asked about: why is the speaking skill a problem at CINDEA´s students? The speaking skill is the problem that affects since many years ago in this institution. The target students on this modality are adults who were never at school or were students for a short time and they don´t remember anything about English. Many students of this group are shy or have lack of confidence in themselves. Some adults don´t participate in speaking skill because the production action is slower than teenagers and need stimulus to develop the activities assigned by the teacher. Some students need teacher motivation in this kind of activities.

The second research question was about: how can the use of videos enhance the listening and speaking skills? The use of authentic materials like videos can help students. It is an alternative, an instructional tool for teaching listening since they are a rich source of information that contains conversations and dialogues performed by English speakers. This can significantly facilitate comprehension of pronunciation. When the teacher presented the planned activities it produced in the learners a positive attitude toward the activities, the funny videos increase and attract the learners' attention and they try to answer the questions in the diagnostic test.

Finally, the third question was: What kind of listening exercises can be used for reinforcing oral skills? With the result of the video use, it shows that this population works different according to MEP projection. This population works slow at the same rhythm that children do. The adults were the most interested with these activities because the video was a cartoon. It showed us that if the teacher uses that kind of authentic materials it helps increase the active participation of students and it would eradicate the speaking skill problem. Also the teacher's motivation encourages the shiest student to participate in the strategies. The result of the listening activity was optimistic; it can be said that a minority of the consulted population didn't understand the video. It showed us that this project will be the possible solution to this problem that has been affecting the population of this institution.

6.2 General Conclusions

It can be concluded that project for implementation of use the authentic materials for the listening and speaking skill improvement in the students of CINDEA Jicaral brought out some important conclusions:

- ❖ Teachers have used interesting strategies for improving the listening and speaking skills in their English class; moreover, students can feel assertive in the activities planned by the teacher.
- ❖ Teachers know that using funny and curious videos or audios can produce an interest in most students, mainly in adults who are the most affected part of the population.
- ❖ Teachers consider that the use of most of these types of activities in the class encourage and improve the listening and speaking skill.
- ❖ Teachers consider that 3 lessons per week and with the use of videos and all the techniques that imply acquisition of knowledge is appropriated for increasing the motivation and interest of the learner.

6.3 Strengths

The strengths are positive aspects that contribute to improving certain parts and are used as an advantage for the better development of a project and will be used in our plan. For example:

- ❖ Investigators acquire new concept, ideas and methodology that can be implemented in the classroom.
- ❖ This project helps the learners to awaken interest and optimism in actively participating in the process of improving listening and speaking skills.
- ❖ This job cleared up the mystery that we had regarding the lack of participation in activities that involved oral production and focus in this aspects.
- ❖ Investigators learned about the different types of authentic materials for implement in the classroom.

6.4 Limitations

In the project outcomes, the researchers faced some limitations that affected the project development, for instance:

- ❖ Like most CINDEAS in this country, CINDEA Jicaral is located in the CTP Jicaral's building and the teacher doesn't have his/her own English classroom.
- ❖ Each group has its own classroom but in some cases, the group has just 1 or 2 lessons per day and it is very difficult to install the technology devices in few minutes.
- ❖ Lack of tech devices: there is only 1 speaker and 1 projector for 30 teachers of different subjects.
- ❖ In this moment, the country is being affected by the pandemic and for that reason we couldn't have contact with students so we couldn't develop the project.

CHAPTER VII

RECOMMENDATIONS

Teaching English is a challenge, but mainly when the students are adults and they have different needs. During the development of this plan, we identified some recommendations for future coworkers, students and principal:

7.1 Recommendations for colleagues.

- ❖ The website is one of the most useful tools that help in the English teaching, different web pages offer a great variety of options such as: videos, audios, and apps that help teachers prepare a great classes.
- ❖ Suggest the principal the possibility to obtain tech devices: for example: projectors, speakers and screen area that let teachers have a good product by the end of the class or school period.

7.2 Recommendations for students

- ❖ Students can give a better use to cell phones and other devices since they can be used to improve both skills in the classroom with very useful applications offered on the web and at home.
- ❖ Students can have the chance to learn with the teacher's activities and get rid of the fears that did not give them the opportunity to learn.
- ❖ Students can participate actively in the classroom activities that involve speaking.

7.3 Recommendation for Principal/Institution

- ❖ Implement a new project for the creation of their own English laboratory in the institution that will help students be successful and improve the quality of the promotion of future generations.
- ❖ Provide with technological devices according teachers' population.
- ❖ Look for better digital tools that help students improve the listening and speaking skills.

7.4 Recommendation for the advisor

- ❖ Provide with support to the teacher, work together with the administration and the Administrative board.
- ❖ Provide with training with new techniques to improve the listening and speaking skill in the andragogic population.

References List

Literature

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Planning videos

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- <https://www.youtube.com/watch?v=Qw6uXh9yM54>
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ANNEXES

Pictures of group

III-1-A(10-1-A) CINDEA JICARAL



Instruments

QUESTIONNAIRE TO ENGLISH STUDENTES



Dear English students:

This research is about “Using authentic videos for improving speaking skills in 10° graders at CINDEA Jicaral, Peninsular Regional Office of Education, 2020”. We Will like to have your answers in order to have more information. Your information Will be confidential.

Thank you.

María de los Ang. González Sosa

Martha Enith Salazar Zúñiga

I PART. GENERAL INFORMATION

1-Gender: Male () Female ()

2- Age: _____

3. Place of living: _____

Do you like English? Yes _____ No _____

II PART. QUESTIONNAIRE

Instructions: Read the questions carefully and mark with an “X” the corresponding aspect of frequency.

Questions	Yes Always	Sometimes often	No Never
1. Do you use technology in your English class?			
2. Do you like to watch videos in your English class?			
3. Do you understand the vocabulary of the videos?			
4. Do you know what authentic videos are?			
5. Do you consider the videos an useful tool for learning the language?			
6. Do you consider speaking activities important to learn a new language?			
7. Do you think that your teacher implements enough speaking activities in the class?			
8. Do you participate actively in the speaking activities?			
9. Do you like speaking games?			



CINDEA Jicaral
 English Diagnostic Exam
 Teachers: María Ang. González Sosa
 Enith Salazar Zúñiga
 Name: _____

Estimated time: 30 minutes

Level: III-1

Points: 27

Video Listening pre-task

1) True or false (5 points)

1- Are they wasting water?.....

2- Do they turn off the lights?.....

3- Do they know how to recycle?

4- Are they wearing an aerosol deodorant?.....

5- Do they take care of the environment?.....

T	F

2) Write three key words of the main idea of the video(3 points)

3) What is the main idea of the video ? (1 points) _____

- a) Save trash is an important thing in the community
- B) Save natural resources is an important thing in the community
- c) Save river is an important thing in the community

5. Watch the video and circle the words that you can recognize (8points)

forest	have	eight	rich
enjoy	air	soil	people
nature	children	age	resources
are	water	Pollution	animal