

Improving the learning of auditory and communication skills in EFL students.

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Trabajo final de graduación para optar por el grado de Licenciatura en la enseñanza del inglés.


April 25th, 2023.

Jury's approval sheet



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Resumen Ejecutivo

El objetivo de este proyecto de investigación fue mejorar las habilidades de comprensión auditiva y expresión oral en inglés como segundo idioma a través de la aplicación de actividades interactivas en clase como juegos, videos y música. Mediante el uso de aplicaciones como Kahoot y YouTube, los estudiantes aprendieron a confiar en sí mismos a la hora de participar, lo que les permitió mejorar sus habilidades de comunicación y escucha. Para completar este proyecto de investigación acción, se aplicaron ocho sesiones a estudiantes de nivel inicial en Academia Aprende. El investigador realizó un pre-test al inicio de la implementación para conocer sus niveles actuales de comprensión auditiva y expresión oral. Después de la sesión ocho, se aplicó un post-test para analizar su progreso desde el inicio hasta el final de las sesiones. Se concluyó que se logró una mejora en el nivel de escucha y habla de cada estudiante, elevando su nivel de un 20% a un 50% aproximadamente. El objetivo se logró al lograr que tuvieran un avance positivo en las habilidades.

Abstract

The objective of this research project was to improve listening and speaking skills in English as a second language through the application of interactive activities in class such as games, videos, and music. Through the use of applications such as Kahoot and YouTube, the students learned to trust themselves when it comes to participating, which allowed them to improve their communication and listening skills. To complete this action research project, eight sessions were applied to beginning-level students at Academia Aprende. The researcher carried out a pre-test at the beginning of the implementation to know their current listening and speaking skills levels. After session eight, a post-test was applied to analyze their progress from the beginning to the end of the sessions. It was concluded that each student's listening and speaking

levels improved, raising their level from approximately 20% to 50%. The goal was achieved by getting them to have a positive advancement in skills.

Acknowledgment

I want to thank my tutor and Professor Roger Segura Arias, for guiding me in this project and during the process. Also, to all the professors that were part of the development of this research project. I want to thank also to Academia Aprende CR for opening the doors for me. And thank all my students who made this investigation and results possible.

Dedicatoria

Para empezar, quiero agradecer principalmente a Dios por guiarme en cada paso que he dado en mi camino, y permitirme llegar hasta este momento tan valioso, sin sus bendiciones y sabiduría no sería una realidad. Quiero agradecer profundamente a mi familia por alentarme a continuar, a mi madre Anny Mora, quien me ha guiado, y siempre ha tenido palabras de aliento cuando las he necesitado a lo largo de este proyecto de investigación tan importante y difícil. Quiero agradecer por el apoyo incondicional, a mi pareja Santiago Corrales, quien ha sido mi pilar y motivación para anhelar llegar más lejos, aún en mis momentos donde el estrés y el cansancio ganaban, ha estado aquí para hacerme regresar a mí misma cuando más lo necesito.

También quiero agradecer a los docentes que tuve en mi camino.

Agradezco a Luna, quién me prestó su compañía tanto como pudo hacerlo, no me dejó sola en este proyecto.

Finalmente, y no menos importante, quiero agradecerme a mí, por convencerme que, si podía llegar más lejos, por decirme a mí misma que si se pueden cumplir los sueños.

¡Gracias!

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CHAPTER I

Introduction and general information.

Introduction

The teaching of English arrived in Costa Rica merely in the 20th century, mainly, because it is recognized that this second language will bring more than anything economic benefits to the country, which meant a great advance and a very valuable opportunity for the growth of the population and the government, most of all.

In the 1900s, for the reason of having brought the English language to improve the economy, and there was also the need to bring foreign teachers from the United States, these teachers came with the objective of teaching the language in the main educational centers of existing secondary schools in the country at that time, and they had to work together with Costa Rican teachers who had knowledge of this language, as stated by (Arroyo, 2012, p. 4). To carry on the objective of teaching the population a new language.

Although it is true what Parupalli (2019) said “English is considered as a global language” (pp 7-8) For example if we approach two people from different countries, with different languages but where they have been taught EFL, it is clear that they are going to communicate through the language that they are going to have in common, which would be English in this case; in this way we will be opening a door that will have no end, where students will have the great opportunity to have a conversation with someone who may be from the other side of the world, and even thus, the communication will flow as expressed by Parupalli (2019) “In the present global world, communication plays a vital role in getting success in all fields” (p. 7-8). That is why English is important.

Of course, it is worth emphasizing that it is not only about communicating or speaking but also about listening in order to understand what they are transmitting to us. For a long time, students have been taught that it is a necessity to learn English because it will be the language of tomorrow, and it will open doors for future opportunities that will benefit us, both in life and professional environment, these statements are very true, that is why the teaching of English has been starting for years from preschool education, considering the ease that children must learn a second language when it is instilled in them from an early age.

The following chapter seeks to discuss the development of techniques that help students improve their listening and communication skills in the classroom, being students of English as a foreign language; recognizing that most learners do not participate actively during the learning that is taught in the institution this situation is what does not allow them to understand, learn and progress to develop their skills and senses, such as listening and communication, which they are extremely important in the social development of each of the pupils.

It looks to integrate different types of activities that engage the attention of learners, integrating certain activities such as roleplays, games, dialogues, and videos, which adapt to their different ways of learning, taking into account that students have already been developing part of the skills such as listening and communication from early stages, but in EFL these skills require more attention and effort from the teacher, as well as participation and motivation from the students, so it is important to know each one, as a teacher, how to capture attention in the classroom, be noticed, teachers, especially English teachers, must convey authority, presence, respect, and at the same time convey confidence; In this way, we are going to make the learners feel that the language is of great importance. When students think about listening and

communication skills in English, there is usually a certain aversion on their part towards the task assigned to them.

Rationale

If we analyze how the English language is taught to students in institutions, we are going to realize that unfortunately, it is not deep learning. The basics are taught, meanings of words, numbers, colors, and others, which will not get students to learn how to communicate in the language, or even how to learn to listen to really understand what they are told. English programs do not always give themselves the space to teach learners to develop the ear or the sense of listening in class, nor the importance of fluid communication.

This is why, it is considered very important to look for tools to work in the classroom, such as dialogues, which work to sharpen the sense of listening and work on communication, as well as more interactive activities such as roleplays, games; also the use of videos, and even interviews, where these skills are worked on, which can be considered one of the most important when learning a second language, specifically EFL. In many cases, it is not as easy as expected to learn English, as expressed by Segura (2011) “For Spanish speakers, listening and speaking tend to be more complicated than the acquisition of other skills since the former are quite difficult to practice when the student does not live in an English-speaking country” (p 3). It is important to recognize that learning a new language is difficult but not impossible.

Although we know that the teaching of English in Costa Rica begins in the classroom, we know that the teachers are the ones in charge of sharing their knowledge, of helping students to progress in this learning, mainly by putting into practice the use of the most important skills when learning a language in general but more specifically to learn English, knowing in advance that they are, the ability to listen and communicate, emphasizing that the four skills are important, but it is the two mentioned above that are going to allow a person develop the two remaining skills more easily.

Purpose

When we have students learning a language other than their mother tongue, we begin with the most sensitive and developed sense that human beings have worked on even before birth, which is the sense of listening or the ability to listen, this is the most important sense when learning a language other than the official or L1, mainly in EFL students, it is important to start the teaching process with materials that are auditory, working in this way, videos, music, conversations or understandable dialogues.

Although most of us know that Costa Rica has wanted to implement a methodology to move forward with the country towards bilingualism, which has been one of the most important steps, since the growth that awaits us as a country.

For this reason, it is necessary to highlight how relevant listening and communication skills are, analyze what kind of deficiencies there are in the classrooms when teaching or working on these two learning skills, and when finding these deficiencies, look for or identify some methods or ideas to help in the process of improving these two skills, which allow us to advance in the language we are learning as a second language.

General Objective.

To improve listening and speaking skills through the implementation of engaging activities based on roleplays, dialogues, games, and videos in beginning levels at Academia Aprende CR.

Specific Objectives.

To diagnose the students' listening and speaking skills through a test.

To monitor the implementation of engaging activities through applying previous knowledge in listening and communication skills.

To analyze the effectiveness of engaging activities in improving listening and communication skills in classroom.

Research Questions.

The research questions are a key part of the investigations, these questions provide a sense of guidance and accompaniment during the investigation, supporting its development, since during the process it is necessary to answer each of the questions in order to follow an order and reach a good resolution on what we investigate.

How much can listening and communication/speaking skills be improved in the classroom through the use of engaging activities?

What types of activities are most effective in improving listening and communication skills?

How do students feel when learning and practicing listening and speaking skills in the classroom?

1.4 Hypothesis

Students will improve their listening and communication skills through engaging activities such as games, roleplays, videos, and dialogues.

CHAPTER II

Literature Review

This chapter explores and clarifies the main topics that form the core of this action research project to better comprehend the purpose of this investigation, which is improving the learning of auditory and communication skills in EFL students, through different activities in the classroom. This section is going to present the definition of general aspects of the research, the definition of engaging activities, important types of engaging activities, definitions and implications of the listening skill and the speaking skill, which are the main topics of this investigation. Also, this chapter includes the difficulties encountered by students when developing their listening skills, and when practicing speaking. This section also explains some advantages that benefit students when learning both skills. It is important to clarify the advantages and disadvantages of using engaging activities in the classroom in order to identify that we can have both sides in this investigation.

General Aspects.

When talking about EFL, it is important to think about how teachers reach that students learn with the reduced time per lesson they have; as pointed out by Segura (2012), due to the lack of time English teachers have per week for their subject, the best way to practice listening and speaking is integrating them (p. 60). For this reason, we must apply different teaching strategies such as applying or developing activities that engage the attention of students, to which they feel attracted, and that allows them to learn at the same time that they enjoy that learning, applying different types of activities such as games, role plays, use of videos, interviews, creating and practicing dialogues, where they should not only be reading and studying concepts but can have the experience of learning even from themselves.

The main reason for choosing this topic was the necessity to highlight the importance of listening and communication skills, as said before, in order to look for a way to help improve their abilities by means of different assessments that can be used in the classroom in an interactive way. Hasriani (2019) expressed that sometimes students find obstacles in speaking foreign languages, for example English (p. 132). “Listening and speaking are the important skills that have to be mastered by the students. By having these skills, the students can communicate with others easily” (Rizka, 2012, p.30). Nonetheless, the improvement of these skills requires effort and dedication.

It is important to clarify that between listening and communication skills there exists a close relationship. Both are going to guide the students to have accurate and fluid communication for their benefit; as expressed by Abbas and Masouhmed (2011), “listening has an important role in the communication process” (pp. 783-789). If students improve their listening, they are going to have the opportunity to communicate better.

When learning English, it is normal to have doubts or feel nervous, because it is absolutely a new world for the ones who are learning; however, people know that the English language is important to get in touch with people that are away, in another region or country, also people who can speak in a foreign language, have more job opportunities and tend to be successful in their professional area. “Learning through recreations is valuable, important, and commendable and powerful that brings inspiration, unwinding and amusing to students in the class” (Bavi, 2018, p. 632). This is a long process, and it may become boring and exhausting along the road,

and that is the reason why engaging activities are important. The main idea is not to memorize the vocabulary; they need to be able to develop a fluent conversation.

Engaging activities.

Engaging activities are designed to catch students' attention in something that the teacher wants them to learn. The idea of the use of interactive activities is to motivate students to learn, practice, and apply what they learn, just to improve their speaking and listening abilities. Engagement plays an essential role in the learning process; as was expressed by Hu, et al. (2022 p. 1). "In classroom setting, engagement is particularly important because it functions as a behavioral pathway through which student's motivational processes contribute to their subsequent learning and development" Jang et al (2010) and as expressed by Connell and Wellborn (1991), (p. 588). Through different activities such as videos, roleplays, dialogues, interviews, and games; so as to find a way of calling students' attention in the classroom, allowing them to advance in the domain of what is English, principally reaching the most important goal of the investigation.

Videos.

Videos are short presentations of a topic; which include background music, images, and different information about many topics that are studied in classrooms, they are also called video materials and videos are very used in EFL classrooms. Bajrami and Ismaili (2016) claimed that video materials nowadays are not only part of everyday life activities, but they are shown as an effective method of teaching the English language as a foreign language to all learners both inside and outside the classroom (p. 502). If students only use books or reading materials, they will lose motivation and the opportunity to listen to different types of pronunciation as can be

found in different videos. The use of video materials has plenty of advantages such as stimulating students' autonomy and proactivity, as said by Bajrami and Ismaili (2016) (p. 504). Using videos in the classroom not only entertains students but is also an effective tool for learning.

Roleplays.

The majority of the time students are bored of always listening to the teacher speaking or using the same activities in class; it is when roleplays transform the classroom, it is a way for students to do something different but learning, practicing, and improving their listening and speaking skills, both at the same time.

Dialogues.

The majority of the time, dialogues are too repetitive, and it is something that a student can memorize, but there is not a problem, on contrary, it will be better because they will learn to recognize a phrase when they have a conversation. Dialogue helps the learners to speak English, intonation, and also improves vocabulary, (Awais,2021 p.2863). It is also the exchange of short sentences between two or more people in order to develop a conversation, that creates a relaxed environment for students, with the purpose of letting them learn while having a non-formal conversation in the English classroom.

A method used by the teacher to ask different questions to a student in an individual way to know the English level and the way that the student behaves during the activity Hasriani (2019) interview is a communication process that uses questions and answers in response (p. 132). Interviews do not always refer to asking just about professional topics; they can be enjoyed by asking about different things. Hasriani (2019) stated that:

Another opinion about the interview technique is that through this technique, students not only provide questions or answer questions in an interview but also learn other additional skills such as how to ask questions and answer other people's questions politely, how to choose good questions and how to think quickly and accurately. (p. 15)

Interviews are a great tool to apply even as a test, or a final exam because it is going to be something different for learners.

Games.

When talking about games, it can be any type of game, can be online by using phones, or can be a game developed in the classroom, with movement and different characteristics, playing with the board, etc. As indicated by Gozcu and Caganaga (2016), games are one of the most important components in EFL classrooms, (p. 127). It refers to different ways of applying the theory in the classroom, especially to teach or learn about a skill, but in a funny scenario, that helps the teacher to catch the students' attention.

Defining Listening

Means to listen to something or someone who is speaking. Referring to this skill, listening is considered one of the two more important skills when learning a foreign language, especially when learning English, listening works as paying attention activity but specifically with our ears, because knowledge and information are going to get in that way as cited by Pourhosein, Banou, but expressed by Chastain (1971) He stated that "the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition;" It refers, to understanding naturally what we listen.

Defining speaking

Speaking means communicating verbally with someone, or loudly reading something, for other people to pay attention. This is one of the most important skills when learning English as a foreign language. This significant skill gives us the opportunity to communicate through different means and in different scenarios, practicing with real-life situations. Muhammad (2022) expressed that “by using oral communication, students can learn and can easily communicate, and feel comfortable and confident speaking with others.” If students practice in real-life situations, it is going to benefit their communication.

Difficulties when learning listening.

There exist a variety of difficulties when learning this important skill, some of them can be physical settings. It refers to the background noise that can be present while students listen to an audio, music, or conversation, mostly in the classroom; also the speaker, it can be that the speaker's pronunciation is not so good, or the person talking doesn't understand specifically what is saying, lack of confidence, it can affect how people listen to what the other person is saying. Maulina (2020) stated that “listening English is a difficult skill for EFL students because it is not their mother tongue” (p. 32). Also, the lack of motivation can affect listening skills, because if students are not interested, they will not learn and improve their listening skills.

Difficulties when learning speaking.

Speaking is not easy when referring to EFL. Ganesh expressed that “Speaking is the situation when people express their minds into a language (2020) (p. 22). It is possible to find many difficulties that affect students' capacity or ability to learn the speaking skill, lack of motivation can be one of them, this is because if they have to speak in front of people, or in front of the classroom they feel incapable, and this affects because it is necessary to practice in

front of people, also the fear of making any mistake while speaking, nervousness affects how they carry themselves while speaking.

To learn both listening and speaking.

When learning listening it is difficult to understand at the beginning what is listened to, that is why it is important to study and practice. As stated by Pourhosein (2016), “listening skill is very important in foreign language learning because the key to learn a language is to receive language input” (p. 1670). To Sepúlveda (2018), listening is the most frequently employed skill in daily language use (p. 9). It is important to recognize that a great benefit of learning listening, is that every day students can understand more, because, in their heads, they listen and automatically they traduce what people say, and that helps them to understand what is being said.

Speaking is one of the two most important skills when learning English, people use their mother tongue daily to communicate with others, and if students communicate in English frequently, they are going to improve their ability to communicate. It is not a simple skill that can be learned within days. It needs time, patience, practice, and well-trained instructors, as stated by Akhter, et al (2020) (p. 6027). Without speaking, communication cannot be possible, but it is not impossible to improve this ability in EFL.

Disadvantages of using interactive activities.

When teaching and learning English, it is possible to find many ways of make students pay attention for them to learn, and it exists many beneficial results, but we can also find some kind of troubles with the technique that we decide to use, not all is going to be just good, some

difficulties can be faced in each of the learning processes. When using games, according to Stojkovic and Jerotijevic (2011) some disadvantages can be:

- 1) discipline issues, learners may get excessively noisy
- 2) straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning
- 3) if games are already familiar or boring, students might not get equally involved
- 4) some learners, especially teenagers, may find games unnecessary and childish. (p. 941)

We can find some disadvantages in this method such as the time will pass faster, because developing each activity is time-consuming, also students can get used to learning only through games or activities during class, so they will not feel comfortable when the teacher decides to apply a more theoretical methodology in class.

Advantages of using engaging activities and creating active learning.

As we can find many disadvantages, it is possible to find much more advantages of learning through engaging activities, some of the advantages can be how students' motivation and participation is going to increase, how they are going to want to be part of the class, they are going to have fun also because, many researchers agree that students learn better in an active learning context and environment than they do in a passive learning environment, as was expressed by Reza, et al, (2014) (p. 125). If students feel a connection with the activities, all of them, body and mind is going to be paying attention and doing their best to win or to participate, which means that they are going to have all their thoughts on the topics. Learners are going to have the great opportunity to learn not just from observing or reading, they can learn by doing,

experimenting, and playing, like putting themselves in real-life situations through playing in the classroom. It is also allowed to learn by failing, it means to try until you can reach your best. In addition, when learning through engaging activities and through games, there exists a wonderful opportunity to free creativity and free thinking, as cited by Gholami et al. (2014):

Active learning deals with engaging students in an activity or task that will make the learner think and analyze the information being taught. It may occur at every stage or level of a lesson, from getting the students engaged in the topic, through actively and consciously taking part in discovering language and rules, to free, active production. (p. 130).

Another advantage is building collaboration skills, students in some cases avoid working with other classmates, but when playing, everyone wants to participate, to be part of and collaborate with others in order to achieve a goal or win.

In this literature review, we learned what each of the activities means, since the definition of engaging activities, through each definition of videos, roleplays, interviews, games, dialogues and how it benefits students, also learned about the different advantages, disadvantages, and difficulties that can be faced while learning and improving in EFL classrooms. In the following chapter, the methodology of this research is going to be explained, we are going to learn about the type of approach, the population or participants that are going to be part of this research, the instruments, and also the setting that was chosen for developing this research project.

Chapter III

Design and method

Research Method

This chapter explains the research method that was chosen for this investigation, supporting, and providing information that guides to demonstrate how engaging activities help improve listening and speaking when learning at EFL classrooms, which is the main topic of this action research. Rahayu (2018) remarked that “The active participation of students in the classroom is considered as the essential component in the learning” (p 1). It is important to highlight the great importance of this chapter because it is going to provide the readers the information and transmit the importance of investigating the topic. The action research method was chosen in order to apply the strategies and develop the process with the students.

Nowadays, we can see the great change that has been occurring in the way of communicating with people from different countries, and the ease of being able to be in contact thousands of kilometers away, technology is a large part of this advance, however; it is important to recognize how the English language is, likewise, one of the greatest advantages or reasons why you can maintain fluid communication with people from different countries; it is for this reason that we must recognize that English is one of the most important languages in the world since it is taught in different countries as a foreign language, and it is considered the most widely spoken language on the planet. This action research is reflected in listening and speaking, and how to improve it, for this, we are using experience. As stated by Naqvi (2012), “Educational research is a systematic process of inquiry and exploration of issues and problems in the field of education, with an aim to find possible solutions,” (p. 08). Another important definition is O’Brien’s point of view:

Action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is “learning by doing” a group of people identifies a problem, do something to resolve it, see how successful their efforts were, and, if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. Action research is participatory research, collaborative inquiry, emancipatory research, and action learning. (Rory, 1998, p.2)

On the other hand, Somekh (2006) said:

Action research integrates research and action in a series of flexible cycles involving, holistically rather than separate steps: the collection of data about the topic of investigation; analysis and interpretation of those data; the planning and introduction of action strategies to bring about positive changes; and evaluation of those changes through further data collection, analysis, and interpretation. (p. 6).

It is important to know what action research means because it will provide us with a better understanding of what we are developing.

Although it is very important to know that English is not very easy to handle or learn, and it becomes even more difficult when it turns boring to study it, mainly in schools; since we are aware that it is part of the subjects taught in classrooms, but over time education has evolved its techniques, however, for students of English as a foreign language, it is difficult to learn all the

necessary skills; For this reason, as teachers, it is our duty to find a way to provide this help to our students, since we are the ones they trust.

Type of approach

Constructivist paradigm

The constructivist paradigm can be defined in different ways, but when talking about it in a research paper, it must be related to the formal structure. Adom (2016) stated that “The constructivism philosophical paradigm is an efficient tool that can yield many benefits when implemented in the carrying out of research in the diverse fields of study as well as in undertaking teaching and learning activities at any educational level” (p. 1). As said at the beginning, it must be related to the structure. That is why Adom expressed that the constructivism philosophical paradigm is associated with the qualitative research approach. (2016) (p. 5). It is important to take it into account for the research.

Experimental design

It is a way to develop a research project. Wharrad (2009) explained that the word ‘experimenting’ is used in our everyday language to describe our actions when we are testing or trying out something new; as expressed, (p. 3). In this research project, we are investigating and also experimenting.

Qualitative approach

First of all, it is important to have a clear definition of qualitative research. It is collecting and analyzing data that are related to people’s characteristics or qualities. Qualitative research

is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals (Kumar,2018, p. 2). This means that “Qualitative researchers are interested in people’s belief, experience, and meaning systems from the perspective of the people” (Kumar,2018, p. 2). In education, it is essential for the students, because it is a way to allow students to know and develop new and different experiences, which would make them think, study, and analyze the information they have.

This action research will be developed with the qualitative approach; because it will be based on students’ qualities in English as a foreign language, how they understand the topics, and how they improve their abilities. This project is going to be based on a natural classroom setting, where students are going to be learning as normal but improving in listening and speaking while using engaging activities in the classroom.

The context

Describe the chosen setting

This action research is going to be developed in an Academy, its name is Academia Aprende CR. This academy is located in Pérez Zeledón, San José Costa Rica, in this academy, we can find students of different ages, including children (from 10 years), adolescents (from 13 years), and adults (from 18 years), all students in this academy share the same culture, all of them are learning English as a foreign language, with different teachers, no native speaker teachers but well-qualified professors with a very high English level, they are professionals in the area.

Participants

For this action research, we are going to work with in-person classes, with a group of adolescents who are beginners learning English and want to improve, specifically in the abilities that are going to be developed in this investigation; those abilities are listening and speaking.

Data Collection Procedures and Tools of Initial Research

Procedures of Initial Research

To start developing this research project the researcher designs a pre-test to determine, assess and collect the data of how much the students know about English as a foreign language, this will be applied individually to each of the participants.

Instruments

Pre-test

This instrument will be applied in order to have knowledge of the student's previous knowledge about English, then at the end of the project investigation. It will be applied the same pre-test but transformed into a post-test, to collect the necessary information to know how much the learners improve during the research development. This instrument will be applied to learn and improve listening and speaking ability. This test will consist of a two parts exam, divided into a listening part and a speaking part, it will be developed in the following way: students will listen to an audio, they have to comprehend the audio and then students are going to answer questions about the audio information, but in an oral way to evaluate the speaking.

Diagnostic Data Analysis

The analysis will be developed as the students participate in the pre-test used to know how much knowledge they have of the English language as a foreign language. According to the answers of the pre-test, it will be possible to analyze the level of understanding they have, using a rubric and calculating the results through a graph.

Action Plan

Description of deliberate intervention applied.

It refers to the development of different engaging activities with the students in the classroom, aimed at improving their listening and communication skills, making use of some of their previous knowledge, and developing activities such as interviews, roleplays, dialogues, and games, in order to improve what they already know, while they acquire new knowledge. It is important that students participate actively since they will need to improve in a noticeable way their listening and communication abilities because they will need to communicate fluidly in the future and having that advantage will help them with a future job. “Knowing English increases your chances of getting a good job in a multinational company within your home country or finding work abroad” as expressed by Terbaru (2021). English is key for the future.

Table #1*Summary of Action Plan implementation classes*

Name of the activity	Purpose of the activity	Mediation strategy	Time	
Session 1	Listen	Activate students	Listen and speak	25 minutes.
Lesson 1	and speak	both skills	to activate	
Session 2	Guess	Activate students	Moving to	20 minutes.
Lesson 2	what is it	Participation	participate	
Session 3	Listening	Make students listen to	Listening	20 minutes.
Lesson 3	to answer	activate acquire knowledge	to participate	
Session 4	Speaking about	Think and speak	Using imagination	25 minutes.
Lesson 4	travelling			
Session 5	Speaking about	Speak while	Answering after	20 minutes.
Lesson 5	what I know	answering questions	listening a song	
Session 6	Observing to	Make students speak	Speaking	25 minutes.
Lesson 6	describe	about what a person is wearing	to learn	
Session 7	How	Learners are going to say	Speaking and	25 minutes.
Lesson 7	I do it	how they celebrate different holidays	interacting	
Session 8	Listening directions	Make students	Listening to comprehend	20 minutes.

Lesson 8

understand directions

Note. This is the summary of the lesson plans used in the implementation of the eight sessions, which are conformed about eight different activities in order to improve both skills.

Intervention Assessment Post-test

-Instruments used to assess the intervention

This pre-test instrument will be applied in order to have an idea of the student's previous knowledge of English, then at the end of the project investigation, it will be applied the same pre-test but transformed into a post-test, to collect the necessary information to know how much the learners improve during the research development. This instrument will be applied to learn and improve listening and speaking ability. This test will consist of a two parts exam, divided into a listening part and a speaking part, it will be developed in the following way: students will listen to an audio, they must comprehend the audio and then students are going to answer questions about the audio information, but in an oral way to evaluate the speaking. For this post-test, the investigator will employ a similar test as the one used in the pre-test to maintain the same level of difficulty.

Description of instruments used.

Pre-test

This instrument will be applied in order to have knowledge of the student's previous knowledge about English, then at the end of the project investigation. It will be applied the same pre-test but transformed into a post-test to collect the necessary information to know how much the learners improve during the research development. This instrument will be applied to learn and improve listening and speaking ability. This test will consist of a two parts exam, divided into a listening part and a speaking part, it will be developed in the following way: students will

listen to an audio, they have to comprehend the audio and then students are going to answer questions about the audio information, but in an oral way to evaluate the speaking.

Post-test

For this post-test, the investigator will employ a similar test as the one used in the pre-test to maintain the same level of difficulty. This test will consist of a two parts exam, divided into a listening part and a speaking part, it will be developed in the following way: students will listen to an audio, they have to comprehend the audio and then students are going to answer questions about the audio information, but in an oral way to evaluate the speaking.

For the next chapter, we are going to talk about the findings of this action research project, we are going to analyze the information obtained and tabulate with graphs the results of the pre-test and the different activities.

Chapter IV

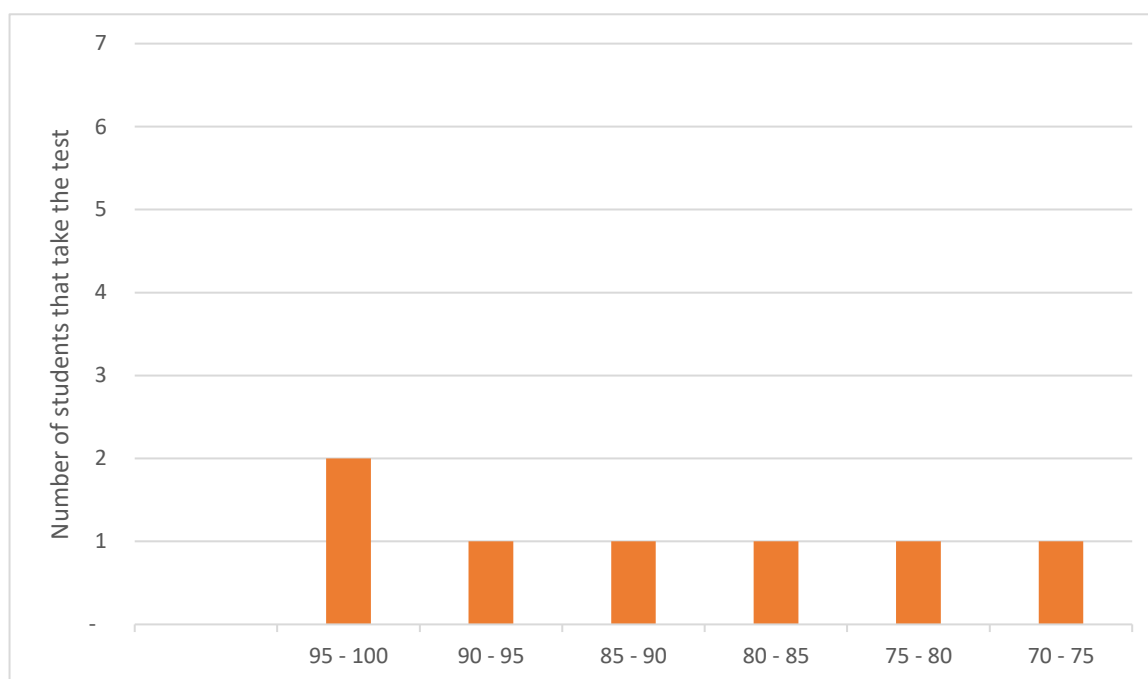
Findings

In this chapter, the results of the two tests applied to students are going to be analyzed to know their level before the implementation, specifically in listening and communication skills, and the effects of the action plan are analyzed and compared.

The pre-test is based on listening and speaking skills, for this application students will listen to an audio and then answer orally each of the questions. This test was created in order to have an idea of students' previous knowledge.

Figure 1

Scores Obtained by Students in the Pre-test



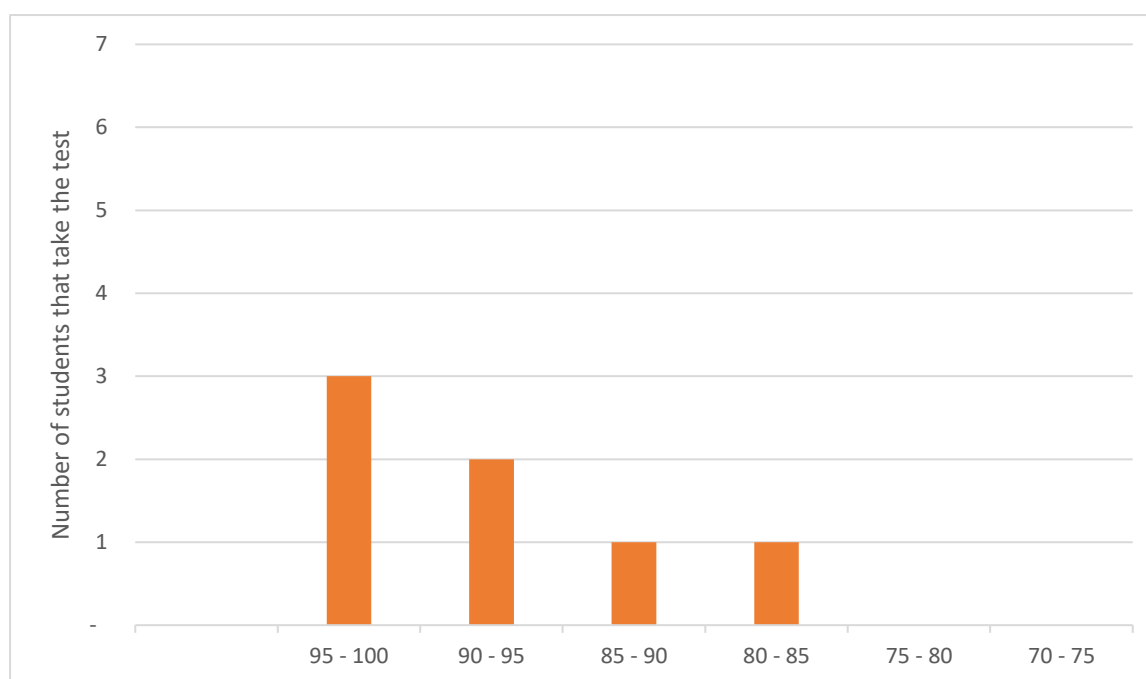
Note. This graph contains information about the results of the pre-test applied to the students.

During the application of the pre-test, the students were paying attention and listened to the audio used, then they answer in an oral way, in the pre-test participated 50% of the population, 60% of the students obtain scores between 90 and 100, and the rest of the students obtain notes under 90, but more than 70.

When applying the test, it was noticeable that the learners need more motivation to improve their capacity to speak naturally; they feel shy when talking in front of their classmates.

Figure 2

Scores obtained by the students in the Post-test.



Note. This graph contains information about the results of the post-test applied to the students.

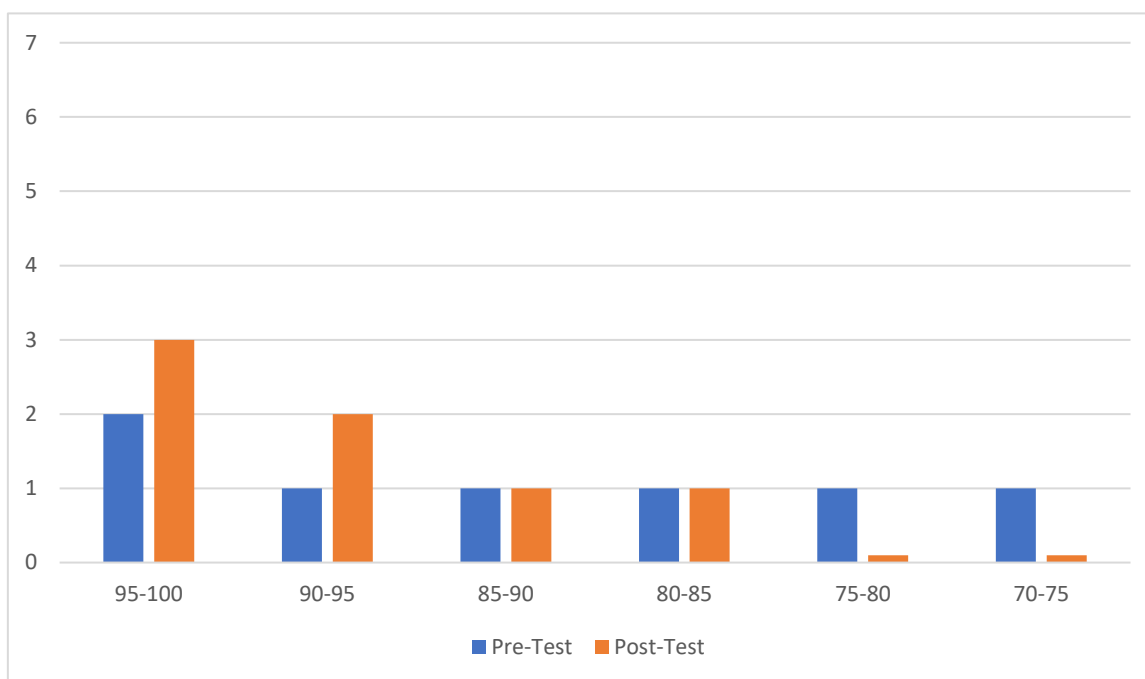
During the application of the post-test, the students were listening to the instructions, and paying attention to the audio, the learners answer the question in an oral way, in the post-test

participated the other 50% of the population, 30% of the students obtained scores under 95, the rest of the students obtained 95 or more.

The students were capable to speak naturally, and they felt confident during the post-test, students tend to get distracted by different factors, but they reach the objective of comprehending the audio, understanding the questions, and answering with confidence. While paying attention and improving their speaking and listening.

Figure 3

Comparison of the scores obtained by the students in the Pre-test and Post-test



Note. This graph contains information about the results of the pre-test and post-test applied to the students.

This graph shows the difference in grades obtained by the students in the pre-test and in the post-test, it is notable that there was an improvement on the part of the students when

performing the post-test, after 8 sessions where it was reinforced with different materials the speaking and listening skills, which brought us closer to obtaining better results than those obtained in the pre-test. The students show improvement at the end of the sessions. The students improved in grades and the objective of supporting them to improve these two important skills was achieved.

Chapter V

Reflections

During the application of the pre and post-test and action plan sessions, it was noticeable how students felt scared of English and all related to it, and that is a problem for them to improve or learn about the language. Parents are not involved as they should be to support their children. Teachers are the ones who are available all the time to support each student. That is why it is absolutely important to make students trust teachers, make the students feel supported, and confident in themselves, and motivate them to improve. Future teachers must be better than their old teachers because learners need more support, trying to help students improve their abilities or skills, transforming teaching into something wonderful.

It is important to let the students know the value of English nowadays; in the future, they will need a second language to get a job, to help other people who need it. Also, the positivism of the students during the sessions was an important part of the process to improve listening and speaking.

As the classroom and the institute were the most important points of this investigation project, the sources and technological devices inside the classroom helped a lot when using videos, music, and interactive activities. Another strength was the possibility to be involved with the students, working with them, in a personal way, not online.

It was amazing having the opportunity of applying the pre and post-test because it was a wonderful way to connect with the learners and to motivate them to pay attention and make an effort for their improvement. The interaction with the students was an amazing opportunity to develop stronger connections and promote learning.

This investigation project faced situations that are out of teachers' hands, in this study, it was difficult in some moments to avoid students from getting distracted. Also, the time per session was a difficult point to manage because it was not too much time to apply more activities or practice more in the classroom.

Plan for further action

It will be good if students were available to receive their parents' support in order to learn even more at home. Also, it would have been helpful for the students to have more time per session or per class, because with more time, more activities could be applied and that means more practice and more improvement.

Chapter VI

Conclusions

During the application of the instruments or sessions, it was possible to identify how the participatory activities greatly helped the students of the initial level of Academia Aprende to improve their listening and oral skills; The students at first found the pre-test audio difficult to answer, but not impossible, some of them felt shy or lacking in confidence. For the post-test, the students understood the audio and answered all the questions correctly, the students who were shy at the beginning, now had 30% more confidence than at the beginning, to answer orally for the pre-test.

In this investigation, identifying the most effective activities for improving listening and speaking skills was the main goal, that is why videos were used most of the time, as interactive activities for the students to move around the classroom, trying to avoid them feeling bored or lose interest; it also was used questionnaires and platforms like Kahoot; this platform was interesting for them, it was excellent to teach because it works as a game but learning at the same time and when using Kahoot the students were very active and participating, also was used YouTube; when using it the students were paying attention to the videos and interacting, and also board games as Pictionary, this game was amazing for the students because they were participating, giving opinions, asking for clues, it works to make them speak and talk, and also we used bingo, it is very common but it helped them to put into practice and improve their listening skill.

For this investigation project, different activities were applied to help the students improve their listening and speaking skills. The majority of students felt shy when talking in the classroom, that is why it is important to motivate them to speak in class and with their

classmates. For this reason, it was clear that the engaging activities implemented helped them feel better around others, and they helped them feel comfortable when participating.

The students presented positive reactions to the instruments applied; they agreed to participate and be part of the progress, it was a process to help them to improve, but it was a success in the end, the objective was to help them improve both skills, and that objective was achieved.

This investigation project is based on engaging activities to help the students. The majority of English teachers understands how difficult it can be to make the students participate in the class and catch their attention, that is why using interactive ways of teaching might help and also support teachers to catch students' attention, using engaging activities could help teachers because it is very important to keep the students' attention and energy around what they are learning, and that may be possible while using engaging activities as experienced in the application of the action plan.

A conclusion obtained through the action plan was that students showed low confidence, some of them were scared to participate, and some of them felt embarrassed if they had to talk in front of the class or even when answering questions as a group.

Overall, during the application and development of this research project, it is concluded that there was an advance and improvement in the listening and speaking ability of the students of the Academia Aprende Cr, knowing that it was a process of eight sessions where different methods and activities were developed and applied. Resulting in a remarkable improvement in the level of the student's skills.

Chapter VII

Recommendations

In this chapter, recommendations will be given to analyze what changes or improvements can be applied to this investigation project for future applications.

To avoid a lack of concentration, it is advisable to have students play or stay active during the class, moving, walking, or using engaging platforms. Also, concerning time, it is important to manage the time accordingly to achieve the most important tasks of each class.

To help students not feel afraid or nervous, it is key that everyone feels part of each activity without leaving anyone out. Besides, for parents to be part of their children's learning, it is important that students must practice at home, so they can review together with their parents. Finally, concerning space, it would be better for students to have more space to move around in the classroom.

In general, it recommended that teachers of English explore ways to improve the listening and speaking of young learners in Costa Rica through the use of innovative and engaging activities as a tool to promote better teaching practices and boost learning.

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Annexes

Pre-Test

Pre-test

English Department

Level: Beginners

Abilities to evaluate:
Listening comprehension and speaking.

Evaluator: Michelle Arce Mora.

Total points: 10pts.

Date:

Student Name: _____.

Score:



Percentage: 10%

Part I. Listening Comprehension

https://www.youtube.com/watch?v=bLcc2fURyM8&ab_channel=LearnEnglishbyPocketPassport

Audio is on the link.

Part II. Speaking.

2 points each correct answer.

Answering the questions in a verbal way. Teacher is going to ask the questions and students are going to answer.

1. What is the video/audio about, it is about animals or sports?
2. Where they swim, in the pool or in the playground?
3. What is the name of the last activity that children love helping her mother?
4. What is the activity that the father really enjoys? Playing games o watching sports in television?
5. They go to the park on weekends or on Mondays?

Post-Test

Post-test

English Department

Level: Beginners

Abilities to evaluate:
Listening comprehension and speaking.

Evaluator: Michelle Arce Mora.

Total points: 10pts.

Date:

Student Name: _____.

Score:



Percentage: 10%

Part I. Listening Comprehension

https://www.youtube.com/watch?v=FpNyTKgi1lo&ab_channel=TeachingWithoutFrills

Audio is on the link.

Part II. Speaking.

2 points each correct answer.

Answering the questions in a verbal way. Teacher is going to ask the questions and students are going to answer.

1. What is a need?
2. Why we need air?
3. Is food a need for humans?
4. What is a SHELTER?
5. A hamburger is a NEED or a WANT?

Lesson plan 1

Lesson plan 1							
Beginners		Unit 5					
Domain: Socio- interpersonal / Transactional	Scenario: Let's celebrate Costa Rican Culture!	Theme: How my community celebrates "Tico" culture					
Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country. Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?							
Assessment Strategies & Evidences	Learner can	Pedagogical Mediation/Didactic Sequence	Time Total: 120 min (3 lessons)				
L.1. identifies basic phrases	L.1. recognize basic phrases that denote	Pre-teaching Routine Checking attendance, checking in with Ls posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 min				
		Vocabulary Typical food, beverages, dinner, lunch desserts, party.	4 min				
		Participating Warm-up https://www.youtube.com/watch?v=esalwEXU5oo The teacher will write the name of two different celebrations in Costa Rica on the board, on each section of the column and students will listen a video about food, then they have to choose which dish goes on each celebration. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Christmas</td> <td>Independence Day</td> </tr> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; height: 20px;"></td> </tr> </table>	Christmas	Independence Day			
Christmas	Independence Day						
		Engaging Activation of prior Knowledge Typical food, beverages, dinner, lunch desserts, party, family reunions, birthday.					
		Introducing	15 min				

that denote facts about R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.	facts about Rican culture (e.g. I love to celebrate birthdays). R.1. identify English language sounds using knowledge in phonics, syllabification and word parts L.2. recognizes pieces of short information and what is being said about holidays and celebrations. L.2. understand pieces of short information and what is being said about holidays and celebrations, if given slowly and clearly and there are significant pauses.	Pre-task Using the information gathered in the warm up activity, students will brainstorm some ways Costa Ricans celebrate holidays, as Christmas, Holy Week, Independence Day. Example: For Birthday we like to <u>eat</u> happy birthday. ✓ Recognition/Articulation/Production: Digraphs are defined as a compound vowel sounds made by blending two vowels together very quickly. The digraphs present in the examples is the same vowel sound as the one found in the word May. Refer to the online videos for further help or lead learners to produce the following. Teacher: I may play on my new holiday. Learner: Planning ahead is a good trait! Teacher: I hope it doesn't rain. Learner: And that it comes after you get paid! 1.Listening for the first time Two students will present the following dialogue. One student will listen about what festivity they are talking. Terrence: What are you going to do on this weekend? Christy: Don't you know? On weekends we celebrate San Isidro Labrador Day Terrence: Really? Where is it? Christy: It's in the plaza in front of the church. Terrence: What happens during the festival? Christy: There's dancing, typical food, typical music. Terrence: Wow! What is your favorite typical food? Christy: Oh, my favorite is porridge. Terrence: Oh, mine too!	8 min
		2.Pair/Group Feedback	40 min

SI.1. answers simple questions using individual words, expressions, or short sentences. SI.2. asks for specific information regarding holidays and celebrations.	SI.1. answer simple questions using individual words, expressions, or short sentences. SI.2. ask for specific information regarding holidays and celebrations.	3.Listening for the second time Teacher is going to give for their students some questions. Students have to solve the questions. What is going to be celebrated? Where is going to be celebrated? What is the food that they have? 1. Post-listening In pairs, students are going to create a very short dialogue and then 2 pairs are going to read it. Post-task (speaking) Teacher is going to write on the board the name of three celebrations (Mother's Day, Christmas and Birthday). Then 3 students are going to choose one of the activities (each one, need to choose a different activity) and think in a gift for them they are going to give clues to their classmates about that gift, for they to guess what the gift is. Example: A chocolate → It's made with milk. →Can include peanuts Then, the students who are going to guess, can ask questions in order to help themselves to know what it is. Example → Is sweet? →It is to decorate?
---	---	---

Activity

Going to the market
To prepare Gallo Pinto, what we need?



Rice



Pork



Chocolate



Beans



Tomato



Onion



Lesson Plan 2

Beginners		Unit: 2	
Domain: Socio-Interpersonal		Scenario: Enjoying Life	Theme: Loving my body
Enduring Understanding: We are all the same.			
Essential Question: What makes us unique?			
Assessment Strategies & Evidences	Learner can	Pedagogical Mediation/Didactic Sequence	Time Total: 120 min (3 lessons)
R.1. Identifies brief, simple instructions if encountered in similar form.	R.1. understand brief, simple instructions if encountered previously in the same or similar form.	<p>Pre-teaching Routine</p> <p>Checking attendance, checking in with Ls posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - Mouth -Fingers - Eyes - Chin - Ears - Legs - Hands -Chest - Arms -Neck <p>Participating Warm-up</p> <p>T distributes different versions of Parts of the body Bingo and reads aloud the instructions written on the board.</p> <ol style="list-style-type: none"> 1. Read your card. 2. Listen. 3. Mark your card. 4. Win with -- or / or I <p>T asks Ls to work with partners to mark their sheets when they hear one of the parts of the body. Explain that to "win" they need to have a straight vertical, horizontal or diagonal line of greetings marked on their cards.</p>	5 min
R.2. discriminates English language sounds.	R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.		10 min
			10 min


Introducing	
L.2 discriminates classroom language within oral utterances	<p>L.2 understand classroom language (e.g. vocabulary) related to parts of the body):</p> <p>Pre-task: Listening to speak</p> <p>- T shows labels created for the classroom. As each word is introduced T indicates she is reading the word, then places the label on the appropriate person/object. Words are: Mouth, Fingers, Eyes, Chin, Ears, Legs, Hands, Chest, Arms, Neck.</p> <p>This is ____</p> <p>Ls repeat words.</p> <p>Then T holds up word and points to incorrect part of the body indicating that Ls should nod for yes and shake head for no if the word does not identify the correct body part. If the answer is no, Ls must point to the correct object and say This is ____.</p> <p>1. Pre-listening</p> <p>With a partner chosen earlier who understands the purpose of the activity and what he/she is to do, T demonstrates three actions. First partner stands at door and acts out <i>May I come in?</i> as T says <i>Yes, you may come in.</i> Then partner asks <i>May I borrow your pencil?</i> and T gives pencil and says <i>Yes, you may borrow my pencil.</i> Then T says <i>Please raise your hand</i> and partner raises hand and indicates that he/she is waiting to be told what to do. Then Ls pair up and practice.</p> <p>L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).</p> <p>1. Listening for the first time</p> <p>Teacher explains to the learners they are going to listen to a video about My Body.</p> <p>Pair/Group feedback</p> <p>Teacher is going to create an activity and students are going to work as a group to answer correctly, teacher is going to use an interactive tool.</p> <p>Listening for the second time</p> <p>Students identify words of the video.</p>
L.1. identifies basic greetings, farewells and common expressions of politeness.	20 min
	45 min

Sl. 2 uses the different words learned.	Sl.2 use the different words learned.	<p>Post-listening</p> <p>Learners listen to the video but this time they have to say the name of each part of the body that appears.</p> <p>Post-task (listening to speak)</p> <ol style="list-style-type: none"> 1. Planning/Organizing <p>Ls prepare to answer some questions about parts of the body, teacher gives the instructions of the activity.</p> <ol style="list-style-type: none"> 2. Rehearsing <p>After finishing giving the instructions, teachers start the activity.</p>	10 min
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Activity

Maximize engagement in 2023 and save over 20% on Kahoot!+ Premier for higher education, now only \$11.99/month. [Buy now](#)

Kahoot! Home Discover Library Reports Groups Marketplace Upgrade Create



My body parts

Kahoot in progress

Ends in 4 days [View kahoot info](#)


1 play - 1 player


[Start](#) [Assign](#) Practice


A public kahoot


Michelle9812
Updated 2 minutes ago


Questions (12) Show answers


1 - Quiz
Is this a ?  30 sec

2 - Quiz
This is a ?  30 sec

3 - Quiz
I can listen with my.....  30 sec

4 - Quiz
I can run with my.....  30 sec

5 - Quiz
This is my.....  30 sec

6 - Quiz
This is my.....  30 sec

Lesson Plan 3

Beginners		Unit: 2	
Domain: Socio- interpersonal / Transactional	Scenario: Enjoying Life	Theme: Eating habits	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives. Essential Question: How do the things people do every day help them enjoy life?			
Assessment Strategies & Evidences	Learner can	Pedagogical Mediation/Didactic Sequence	Time Total: 120 min (3 lessons)
Learner...	R.2. identifies key words related to nature in texts.	<p>Pre-teaching Routine Checking attendance, checking in with Ls posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Vocabulary</p> <p>Eating habits Healthy Food: fruit/vegetables Meats Fries Snacks Candies Chocolate Junk Food: fast food</p> <p>Participating Warm-up Signs are hung up on either side of the board reading "I like :-)" and "I don't like :-)". T explains that everyone has routines that they like and some that they don't like, and gives a few personal examples. T elicits a few oral examples of routines Ls like/don't like to check understanding.</p>	5 min
		<p>Engaging Activation of prior Knowledge Pre-task: Reading to Listen Teacher explain the students about the text that one of them (volunteer) is going to read. After the volunteer read the text, T is going to ask questions for the group, related with the text information. → Hello, my name is Cristal, I'm 9 years old. I have some likes and dislikes about food, for example I love eating popcorns, I love eating chocolate, but I don't like eating hamburger, I love eating some snacks, but I don't like yogurt, I don't like fries (French fries), I don't like eating gum, I don't like lollipops, and I don't like soda, but I love almonds and peanuts.</p>	5 min
		<p>1.Listening for the first time Recognition/Articulation/Production: Teacher is going to play a video related to types of food, students are going to paid attention and then they are going to answer teacher questions.</p>	30 min
		<p>L.1. identifies English language sounds</p> <p>Sl.2. asks somebody to repeat what they said more slowly by asking Qs or repeating to confirm learning.</p>	<p>L.1. identify English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>Sl.2. asks somebody to repeat what they said more slowly.</p>
		<p>https://www.youtube.com/watch?v=frN3nvhlHUK&ab_channel=SuperSimpleSongs-KidsSongs</p> <p>2.Pair/Group Feedback Ls say aloud words from the song that they heard in the video. They repeat new vocabulary as teacher pronounces and shows the object in the picture.</p> <p>3.Listening for the second time and speaking Teacher plays the video again and the students pay attention, and then they have a conversation about why they don't like some food.</p>	20 min
			10 min
			15 min
			35 min

Activity

Lesson Plan 3 Activity

Reading the text and answering questions provided by the teacher



Hello, my name is Cristal, I'm 9 years old. I have some **likes and dislikes** about food, for example I love eating popcorns, I love eating chocolate, but I don't like eating hamburger, I love eating some snacks, but I don't like yogurt, I don't like fries (French fries), I don't like eating gum, I don't like lollipops, and I don't like soda, but I love almonds and peanuts.



Lesson Plan 4

Beginners		Unit: 1	
Domain: Socio-interpersonal / Transactional	Scenario: Here I Am	Theme: Hello, Hi there, Hey, Bye	
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. Essential Question: How can people more closely experience nature when visiting places?			
Assessment Strategies & Evidences	Learner can	Pedagogical Mediation/Didactic Sequence	Time Total 120 min (3 lessons)
L.3. recognizes specific information about natural beauties and wonders R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts	L.3. recognize specific information on natural beauties and wonders. R.1. identify English language sounds using knowledge in phonics, syllabification, and word parts.	Pre-teaching Routine Checking attendance, checking in with Ls posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 min
		Vocabulary - Hi there - Hey - Hello - Good morning/ afternoon/ evening. - He - She - They - Theme	15 min
		Participating Warm-up Teacher asks the students to pay attention for playing a game in the class, to start. Introducing Pre-task ✓ T shows labels created for the classroom. As each word is introduced T indicates she is reading the word, then places the label on the appropriate person/object. Words are: Teacher, Classmate, Desk, Door, Classroom, Pencil, Paper, Whiteboard or Chalkboard, Marker or Chalk, Eraser, Trash. T uses the sentence frame: This is	10 min
L.4. recognizes specific details in texts accompanied by illustrations SI.2 uses basic greeting and leave-taking expressions, farewell, and politeness (e.g., hello, goodbye, please and thank you) and basic classroom language.	L.4. understand specific details in texts accompanied by illustrations.	1. Listening for the first time Teacher play a video related to the greeting and pronouns. 2. Pair/Group Feedback Learners as a group, they define who is HE and who is SHE, they talk about a partner. 3. Reading for the second time Pairs identify words that are used more than once in the dialogue and clarify if they understand the meaning: yes, may I, you, your, please, my. They also identify a rule that is mentioned. (Raise your hand to speak.) Post-task: listening to speak 1. Planning/Organizing Ls are given paper and markers and in pairs they copy and illustrate one of the rules of the classroom. 2. Rehearsing After finishing illustrating their rule they do a walk and talk in pairs. T plays the sound of the video that was used as a warm-up and pauses the sound. When the sound stops, pairs first use greetings and then say their rule and show their poster to whichever pair is nearest to them. 3. Using Exit ticket - Ls choose to say Goodbye, Good morning, Good afternoon, or See you later as they exit the classroom and share their rule.	10 min 15 min 15 min 15 min 10 min 1 min

Activity

What are they doing? What do they want?

HE or SHE.....



Lesson Plan 6

Beginners		Unit: 1	
Domain: Socio-Interpersonal / Transactional	Scenario: Here I Am!	Theme: Let's get personal	
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person. Essential Question: What makes us unique?			
Assessment Strategies & Evidences	Learner can	Pedagogical Mediation/Didactic Sequence	Time Total: 120 min (3 lessons)
L.2. recognizes the pronouns.	L.2. understand the different meaning of each	Pre-teaching Routine Checking attendance, checking in with Ls posting and reviewing Essential Question, Can Do's, and class agenda, etc. Vocabulary - Age, status, country, nationality, occupation, handsome, pretty, intelligent, he, she, they, we. Warm-up Teacher explain to the Ls how to identify the pronouns HE, SHE, I, THEY, WE, teacher explains and give examples. Pre-task: listening to speak Pre-listening (listening for the first time) 1. T say to the students they are going to watch a video about pronouns, before doing the speaking activity (speaking to ask) https://www.youtube.com/watch?v=qW4mCBGIEU&ab_channel=Novakiid 2. Pair/Group feedback As whole group, Ls are going to have a sheet of paper, then they are going to ask their classmates "HOW ARE YOU?" Then depending on the answer they are going to write on the sheet of paper the name of the classmate and also they have to write if is SHE or HE.	5 min
			10 min
L.3. interacts using basic language (pronouns)	SI.3. interact using basic language (pronouns provided in the video they already watch)		50 min

SP.1.	3. Listening for the second time Students are going to watch a different video about pronouns.	10 min
SP.1.	1. Post-listening Teacher is going to give the students a material, in the material Ls can find a bubblegum machine filled of gums with pronouns, they have to follow the instructions.	30 min
		15 min
	Post-task Ls are going to talk about who of them are HE or SHE, teacher is going to help the students create sentences Example: She is Mary, my classmate. And students are going to repeat.	


Activity


Name:	I am	Confused	Sad	Surprised	Silly	Friend/Mad	Friend/Happy	Great	Angry	Sick	Disappointed	Proud	Scared
Mike	I am	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞
Molly	She is	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞
		😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞
		😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞
		😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞
		😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞
		😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞
		😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞	😞

Color the pronouns

Yellow: They
Blue: He
Red: We
Pink: She

Lesson Plan 7

Beginners		Unit:	
Domain: Socio- interpersonal / Transactional	Scenario: Checking things off a shopping list	Theme: Does this fit me?	
Enduring Understanding: Effective shopping is wiser when planned according to budget. Essential Question: How can we shop more wisely related to our needs and wants?			
Assessment Strategies & Evidences	Learner can	Pedagogical Mediation/Didactic Sequence	Time Total: 120 min (3 lessons)
R.2. Identifies vocabulary related to the topic.	R.2. Identify vocabulary related to the topic.	Pre-teaching Routine Checking attendance, checking in with Ls posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 min
		Vocabulary Needs and Wants 	15 min
		Participating Warm-up Teacher is going to explain the students the basic human needs, so students are going to choose each human need in the order they think is better for themselves. Basic Human Needs Name: _____ Date: _____ Discuss and complete in small groups. Place these basic human needs in order of importance. 1 AIR _____ 2 FOOD _____ 3 SAFETY _____ 4 SECURITY _____ 5 SLEEP _____ 6 WARMTH _____ 7 WATER _____	30 min
L.3. recognizes most of the clothing mentioned in the video	L.3. recognizes most of the clothing mentioned in the video		

SP.2. answering questions related to the video.	SP.2. answering questions.	Introducing Pre-task: Listening and recognizing Learners are going to listen to a video about needs and wants. They are going to identify which are needs and which are wants. https://www.youtube.com/watch?v=FpNyTKgJllo&ab_channel=TeachingWithoutFrustrations	35 min
		1. Listening for the first time Students are going to watch and listen to the video https://www.youtube.com/watch?v=FpNyTKgJllo&ab_channel=TeachingWithoutFrustrations 2. Pair/Group Feedback As group, students are going to answer some questions. <ol style="list-style-type: none"> 1. What is a need? 2. Why we need air? 3. Is food a need for humans? 4. What is a SHELTER? 5. A hamburger is a NEED or a WANT? 3. Listening for the second time Students are going to watch the video again. Then they are going to work with a material and they have to decide correctly which are needs and which are wants. Material is going to be check with the group. 	

Activity

Basic Human Needs

Name: _____

Discuss and complete in small groups:

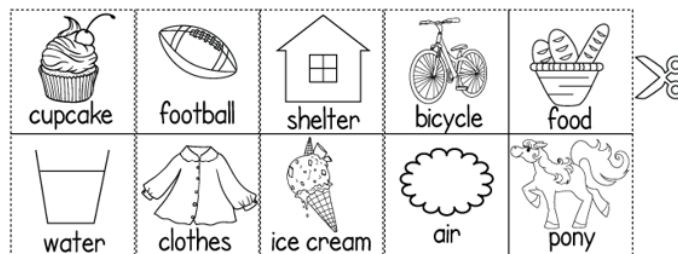
Date: _____

Place these basic human needs in order of importance.

- | | | |
|-----------------|---|-------|
| AIR | 1 | _____ |
| FOOD | 2 | _____ |
| SAFETY | 3 | _____ |
| SECURITY | 4 | _____ |
| SLEEP | 5 | _____ |
| WARMTH | 6 | _____ |
| WATER | 7 | _____ |

Cut and paste the images in the correct boxes.


Needs		Wants	



Lesson Plan 8

Lesson plan 8			
Beginners		Unit: 6	
Domain: Socio-interpersonal / Transactional	Scenario: Getting from here to there	Theme: Knowing how to get there	
<p>Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country. Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?</p>			
Assessment Strategies & Evidence	Learner can	Pedagogical Mediation/Didactic Sequence	Time Total: 120 min (3 lessons)
L.1. follows simple directions how to get from one place to another, on foot or by public transport.	L.1. follows simple directions how to get from one place to another, on foot or by public transport.	<p>Pre-teaching Routine</p> <p>Checking attendance, checking in with Ls posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Vocabulary</p> <p>Where is the post office? Are we on the right road? How can I get to ... ? It's on main street ... It is not far It is quite far Go straight... Follow the signs. Turn left, go straight By car/ walking/ bike/ bus stop/ hospital/cafe/tenis/park/church.</p>	5 min
		<p>Participating Warm-up</p> <p>Before showing the video "Places in My Town" from week 1 again, (video found here https://www.youtube.com/watch?v=4fycdm9Vw), demonstrate hand motions for the directions given. Then Ls perform the motions as video instructs. Turn left – left arm out Turn right – right arm out Go straight – both arms stretched forward Up the street – both arms overhead Down the street – both arms pointing toward floor</p>	10 min

Introducing	
<p>R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>W.2. writes simple descriptions of places (e.g., location, direction, activities)</p>	<p>R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>W.2. write simple descriptions of places (e.g., location, direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p>
<p>Pre-task: listening to write</p> <p>Recognition/Articulation/Production: T says words with egg sound such as when, friend, send, then, with phrase such as WHEN you want to help a FRIEND you should SEND them directions and THEN meet them. Ls repeat and produce instructions on how to get through maze. Having previously created a maze on the floor with tape outlining the path of turns, etc. blindfold one L and have other L provide instructions on how to complete the maze using vocabulary. Ls can then work in pairs beginning at different points in the maze so that more can participate at one time. Option is to ask Ls to create obstacle courses outside and then work in pairs to offer and receive instructions.</p>	
<p>Task: Helping the Directionally Challenged (writing to speak)</p> <p>Drafting – Use the following as a fill in the blank dialogue that individuals work on independently. T can help clarify social language. Audio example available online.</p> <p>Jose: Maria, I need your help! I am trying to send my friend who is visiting _____ (name of community) _____ instructions from the _____ (select a location like the bus stop) to the school but I am clueless on how to begin.</p> <p>Maria: You are so directionally challenged! I want to meet your friend so I am definitely going to help.</p> <p>Jose: Thanks, Maria! I owe you!</p> <p>Maria: Well first he needs to _____ (insert directions). Then he _____ and finally he _____.</p> <p>Jose: (repeats the directions)</p> <p>Maria: You got that? You are not so clueless after all. Of course, if your friend gets lost, you can always tell him to follow the signs.</p> <p>Revising – Ls share their work in pairs and revise as necessary.</p> <p>Editing – Ls examine the dialogues for any writing errors.</p>	
20 min	
40 min	

<p>SP.2. describe places and ways to move around (towns, holiday resorts, car, plane, bike).</p>	<p>SP.2. describe places and ways to move around (towns, holiday resorts, car, plane, bike).</p>	<p>Planning – Ls determine who will play which role. Organizing – Ls add props if wanted. Rehearsing – Ls rehearse script. Using – Ls present in pairs.</p> <p>Post-task (speaking)</p> <p>Using a city map, Ls analyze two locations, in order to learn how to give instructions or directions.</p>  <p>Caro: Hello Mike, I need your help. Mike: Hello Caro, tell me. Caro: I'm at the bus station but I need to go to the cinema. Mike: You just have to go to the right. Caro: Thanks, then I need to go to the police station. Mike: Well, you have to walk to the left. Caro: Thank you very much. Mike: Bye.</p>	<p>30 min</p> <p>15 min</p>
--	--	---	-----------------------------

Activity

Lesson Plan 8 Activity



Vocabulary.

- Right
- Left
- Straight
- Down

Caro: Hello Mike, I need your help.

Mike: Hello Caro, tell me.

Caro: I'm at the bus station but I need to go to the cinema.

Mike: You just have to go to the right.

Caro: Thanks, then I need to go to the police station.

Mike: Well, you have to walk to the left.

Caro: Thank you very much.

Mike: Bye.

Rubric Pre and Post Test

English Department
Beginners

Rubric for listening comprehension and speaking pre-test and post-test.

Score:



Percentage: 5%

Total points: 15 pts.

Date:

Student Name _____.

Criteria/Indicators	Performance Level			
	Deficient (1pts)	Needs improvement (2pts)	Very Good (4pts)	Excellent (5pts)
Listening Comprehension	The student does not understand the audio	The student just understands a 20% of the audio	The student understands 75% of the audio	The student comprehends the audio
Capacity to speak naturally	The student shows problems when talking, does not concentrate properly, does not act natural	The student is concentrated, nervous, tense, which does not allow him to present adequately	The student is concentrated, without nerves, but little naturalness.	The student shows naturalness when speaking.
Both abilities (listening and speaking)	The student can't answer any question related to the audio	The student can answer at least 1 question related to the audio	The students can answer 3 questions related to the audio	The student can answer all the question about the audio
Total points obtained:				