

UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN
ENGLISH TEACHING

“EFFECTIVENESS OF APPLYING THE TEAMWORK STRATEGY AS A
TOOL TO ENHANCE SEVENTH GRADE STUDENTS’ PARTICIPATION IN
CONVERSATIONAL ENGLISH LESSONS AND OVERCOME THE
ANXIETY DERIVED BY LEARNING ENGLISH IN A REMOTE TEACHING
ENVIRONMENT DURING THE COVID-19 PANDEMIC LOCKDOWN,
SECOND SEMESTER 2023 IN C.T.P RICARDO CASTRO BEER,
OROTINA”.

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IIQ-2023

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Sworm of Declaration

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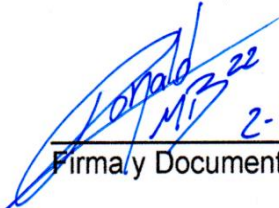
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Estimado señor

El estudiante Ronald Montoya Brenes cédula de identidad 207630800 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado “Effectiveness of Applying the Teamwork Strategy as a Tool to Enhance Seventh Grade Students’ Participation in Conversational English Lessons and Overcome the Anxiety Derived by Learning English in a Remote Teaching Environment during the Covid-19 Pandemic Lockdown, Second Semester 2023 in C.T.P Ricardo Castro Beer, Orotina”, el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

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Estimada señora:

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RICARDO CASTRO BEER, OROTINA”, el cual ha elaborado para optar por el grado académico de Licenciatura. En mi calidad de persona tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL		100

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

MSc. Ariel Gustavo Vargas Vindas

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Dedicatory

I would like to dedicate this project, firstly, to God and the Virgin of Los Angeles for the change done in my path as well as for all the accomplishments, blessings and positive things I have had during my life. Secondly, I dedicate this project to my family and my beloved since they have been a motivation and a fundamental piece of my life.

Thirdly, I dedicate my licentiate process to the beloved of mine that physically are not with us anymore for always trying to do the best you could and for teaching me important life skill I know. You will be always in my heart and my mind.

Acknowledgment

I give a special thanks to all the teachers that the University put in my way since I learnt lots of positive things from them. Also, I thank to the tutor of my licentiate project: MSc. Ariel Gustavo Vargas Vindas for all the advices, patience and knowledge.

Also, I give thanks for all the special people I fortunately have in my life, for the knowledge I have acquired, for what life has taught me, and for the blessings and challenges I have faced.

Abstract

This research aims to find an alternative to teachers and educational institutions to enhance students' participation in Conversational English lessons and overcome the anxiety presented in students for using the English language, especially, after the Covid-19 pandemic and lockdown. This research collects data as well as information about implementation of the Teamwork didactic strategy as a tool to enhance this desire participation in students; by the same way, the research describes the strategy characteristics and advantages at the moment of implementing it in Conversational English lessons. The contexts in which the research is performed was the C.T.P Ricardo Castro Beer in Orotina. A technical high school in which students receive Conversational English lessons as part of the curricula; by the same token, the chosen population is a 7th Grade Conversational English group. Finally, this research collects the data found about the strategy with the real-life contexts and challenges not only teachers, but also students face into their daily performance and validates the real impact of this strategy into students' performance.

Resumen

Esta investigación tiene como objetivo encontrar una alternativa a los docentes e instituciones educativas para cómo mejorar la participación de los estudiantes en las lecciones de inglés conversacional y superar la ansiedad que presentan los estudiantes por la implementación del idioma inglés, especialmente, después de la pandemia y el confinamiento derivado por el Covid-19. Esta investigación recopila datos e información acerca de la implementación de la estrategia didáctica de trabajo en equipo como herramienta para potenciar este deseo de participación en los estudiantes, del mismo modo, la investigación describe las características y ventajas de la estrategia al momento de implementarla en las clases de inglés conversacional. Los contextos en los que se realiza la investigación fue el C.T.P Ricardo Castro Beer en Orotina. Un colegio con naturaleza técnica en la que los estudiantes reciben lecciones de inglés conversacional como parte del plan de estudios, igualmente, la población escogida es un grupo de inglés conversacional de 7° grado. Finalmente, esta investigación recopila los datos encontrados sobre la estrategia con los contextos de la vida real y los desafíos que enfrentan no solo los docentes, sino que también las personas estudiantes en su desempeño diario y valida el impacto real de esta estrategia comparada con el desempeño de las personas estudiantes.

Chapter I

Research Problem

1.1 Introduction

The influence of remote teaching in Costa Rica's education system derived from COVID-19 lockdown undergone a complete change of paradigm to students. Since this was a new environment for students, it is important to analyze the way in which they perceived learning a second language, in this case English, during the remote modality and the way they had to manage their own learning process. It is seen that the factors that cause anxiety regarding virtuality and language learning increase during this period. In support to this idea, Russel (2020) finds that students are still presenting general anxiety regarding foreign language acquisition due to the virtual context of COVID-19; in addition, this author establishes that the online learning of the second language presented different issues in comparison to face-to-face environment related to educational anxiety.

By the same token, it is imperative to analyze the previous factors mentioned in the way they can be overcome with a strategy that can benefit students to improve their educational performance; in this case, the strategy chosen is teamwork. Seric and Garbin (2018) explains that "in the educational context, students that are involved in project-based group work have to design and plan a number of complex activities" (140-141). In the way that students can support each other when working as a team and can easily overcome any anxiety manifestation that may appear at the moment of participate during the class since their partners not only design a strategy to participate during the lessons, but also, they share knowledge that can enrich the participation. By the same way, "group work practiced in classroom provides students with opportunities to acquire basic collaboration skills and therefore gain valuable experience" (Seric and Garbin, 2018. 139). In other words, the teamwork strategy can easily be applied during the lessons since it has a great impact on

the improvement of students' performance due to the collaboration they develop with their partners and the great possibilities of production skills that can be developed.

Moreover, this paper has the purpose of giving insights about the reality that students live concerning anxiety related to learning English in public institutions of Costa Rica and how the teamwork strategy can help them to overcome those anxiety manifestations if any, in this sense, with the findings of this research, teachers will take into account various factors to improve the educational quality of the language in the present and future.

1.1.1 Background

The thesis "The Distance Education Strategy of Ministry of Public Education during the Covid-19 Pandemic and the Adaptations in the Pedagogical Mediation and Administrative Functions in the English Teaching Staff of Liceo San José de Alajuela, during 2020" explains as well as enlist the strategies the Public Education Ministry implemented in order to accomplish the educational necessities of teachers and students during the lockdown provoked by the Covid-19 pandemic and how students and teachers, in this case from high school, had to manage the teaching-learning process (Calderon, 2020).

On the other hand, the author mentions that teachers were not prepared and well as capacitated for teaching under a distance teaching methodology because of the lack of interaction they had; in other words, teachers were aware the lack of social and educational interaction affected the teaching-learning process on students. For that reason, the author concludes that teachers had to readapt themselves to a new teaching methodology that

may not reach appropriately students since teachers did not have the possibility to evaluate advances on students due to the distance learning process (Calderon, 2020).

By the same way, teachers agreed that distance education was mental and physical exhausted not only for them but also for students since they were not capacitated to manage high volume of virtual tasks. For that reason, the author recommends to capacitate teacher to better implement a distance teaching-learning mode as well as adapt evaluations in order to be more focused on technology; henceforth, another recommendation is to promote self-efficiency on students in case that in a future education may become distant (Calderon, 2020).

Additionally, the research project called “The Effects of COVID-19 on EFL Learners’ Anxiety at the University of Bisha” found that university students manifested feeling anxiety because of the Covid-19 contexts but not for their learning context; in other words, university students did not identify a significant anxiety feeling because of distantly learning; however, the university students who participated in the research manifested that they felt anxious because of external factors such as the constant information about the pandemic, socially interact with other people and get infected (Ghazwan and Abdulhakim, 2021).

Keeping the previous ideas in mind, the authors concluded that anxiety totally affects student’s performance even though they face internal or external factors while managing their own learning process during the Covid-19 Pandemic-lockdown. Additionally, Ghazwan and Abdulhakim (2021) concluded this anxiety students presented during this period of time may vary depending on the student gender as well as social possibilities they may have talking about accessibility, time disposition, and educational backgrounds.

Finally, it is also important to analyze the research project “Predictors of Depression and Anxiety Among Senior High School Students During COVID-19 Pandemic: The Context of Home Quarantine and Online Education” that explains the main predictors of depression and anxiety caused because of learning online and how these factors affected high school students’ performance during this period of time (AlAzzam et al, 2021).

Regarding the main discussion of the research done by the authors, they found high school students felt depressed and anxious because of the switch they had to do into an online environment causing lack of motivation and limitation on overwhelming their psychological, social, and academic demands. Another important finding of this research is that students also felt frustrated of their parents’ level of education since students with low-educational-level parents did not feel the educational support to overcome their tasks and duties regarding the virtual learning-teaching process. By the same token, AlAzzam et al (2021) explains that students’ performance totally depends of their level of anxiety they may have as well as the context in which they develop themselves while developing not only self-learning processes, but also monitored learning processes.

On the other hand, AlAzzam et al (2021) recommends to focus the attention on adolescents’ mental health and the repercussions it may have on their performance derived by the Covid-19 lockdown since it may provoke anxiety on students during their daily educational tasks; by the same way, they recommend not to overload students regarding online tasks they may have since this conditions their perspectives regarding education specially when learning a second language since it demands more focusness as well as determination in order to internalize it.

1.1.2 Problematization

In the educational Costa Rican context during the recent times, 7th grade students that have faced the Covid-19 pandemic lockdown is more susceptible to suffer educational anxiety in the way they may be scared to educationally interact with classmates, to develop qualitative as well as summative evaluations in groups, and actively participate during the lesson, specially, if those lessons are from the English subject. Keeping in mind the previous ideas, students refuse to interact in the English lessons with classmates and develop team work didactic strategies promoted by the teacher in a face-to-face education; henceforth, receiving remote lessons during the pandemic did not allow them to have the possibility to interact with other people and see the education as a social process during their initial school stages.

1.1.3 Problem Statement

Struggles seventh grade students present in participation and anxiety during the English lessons derived by learning English in a remote teaching environment during the Covid-19 pandemic lockdown during the second Semester 2023, in the C.T.P Ricardo Castro Beer.

1.1.4 Justification

Taking into consideration the problem statement previously mentioned, it is imperative to analyze the repercussions the distant educational mode implemented by the Public Education Ministry (M.E.P by its acronyms in Spanish) during the Covid-19 pandemic with students managing in most of the cases their own learning process, especially students from seventh grade that suffered this phenomenon throughout their initial school stages, and how educational anxiety manifestations, if any, may be affecting their performance in a

face-to-face English teaching-learning environment specially at the moment of interacting with their classmates. This interaction mentioned is imperative since students need to get in touch with the second language as well as put into a practice not only vocabulary, but also grammar learnt during the lessons; by contrary, students after the Covid-19 lockdown refuse the possibility to interact with other students since they may feel anxious to fail or not to accomplish their expectations; for that reason, a possible strategy to overcome the anxiety and promote more interaction among students is promoting teamwork during the lessons in order for them to put into practice the information learnt as well as interact with the second language and peers.

In this case, Brown (2001) cited by Kasim (2015) mentions that “when the students are in groups, they feel more secured. They cannot easily be criticized or insulted. Inhibited students become active and vocal in the process of learning and teaching” (100). In other words, students when working as a team or working with other partners in a certain task assigned by the teacher feel more comfortable than working alone since they are feeling supported by another partners. Following the previous idea, Kasim (2015) also explains the following:

Students in group work are free from anxiety to experiment with the target language. This is like when they are exposed to a certain linguistic environment in which they can pick up the language. Further, group work minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working together. (p.101)

As it has been evidenced with the previous quote, teamwork also helps students not to feel anxious at the moment of completing an assignment or a task during the lessons

since they feel supported each other specially in tasks that involves the use of a new language so that students have different interpretations, background and learning processes that can be mixed in order for students to share perspectives and point of views.

On the other hand, Baloran (2020) establishes, students changed their perception towards learning in which they present some anxiety symptoms that cause troubles reflected in their academic performance during the pandemic situation. By the same token, Russel (2020) finds that students are still presenting general anxiety regarding foreign language acquisition in virtual context during Covid-19 lockdown; in addition, this author establishes that the online learning of the foreign language presented different issues in comparison to face-to-face environment related to language anxiety since students had to manage their learning process mostly by themselves without any interaction with their partners or even teachers.

By the same way, it is imperative to analyze the way teamwork can help students to overcome anxiety presented in the English lessons especially at the moment of interacting with other classmates as well as interacting with the second language directly. This phenomenon is more visible after the pandemic since most of the didactic strategies were focused online and students did not have the possibility to socially interact with other students and teachers. Additionally, it is imperative to set which solutions teachers and society in general can implement in order that students can improve their performance in their educational contexts nowadays.

1.2 Research Question

What is the effectiveness of applying the teamwork strategy as a tool to enhance seventh grade students' participation and overcome the anxiety presented during Conversational English lessons derived by learning English in a remote teaching environment during the Covid-19 pandemic lockdown during the second Semester 2023, in the C.T.P Ricardo Castro Beer?

1.3 Objectives of the Investigation

1.3.1 General Objective

- a) To determine the effectiveness of applying the teamwork strategy as a tool to enhance seventh grade students' participation during conversational English lessons and overcome the anxiety derived by learning English in a remote learning-teaching environment during the covid-19 pandemic lockdown in the C.T.P Ricardo Castro Beer in Orotina, Alajuela during the second Semester 2023.

1.3.2 Specific Objectives

- a) To examine the teamwork strategy and the effectiveness it has on students' participation during Conversational English lessons throughout observations and the way it may overcome any anxiety symptom students may be experimenting that affect their performance.
- b) To analyze students' perceptions about the teamwork didactic strategy and the way whether it enhances their participation or not.

- c) To construct a list of findings regarding the effectiveness the teamwork strategy has on students' participation and the way it helps students avoiding anxiety manifestations during Conversational English lessons.

1.4 Scope and limitations of the Research

1.4.1 Scope of the Research

This research is totally focused on seventh grade students' performance from C.T.P Ricardo Castro Beer in Orotina which is the main population of the research. The analysis of the population as well as possible findings are oriented throughout surveys applied to the population previously mentioned; by the same way, this research is oriented to English teachers in order for them to better comprehend this phenomenon as well as to have a mechanism they may implement for better lessons' development and students' learning experiences

1.4.2 Limitations of the Research

In this case, the limitations of the study are more oriented to the availability as well as disposition of the population analyzed in the way they may refuse of being part of the research; even though, their responses or thoughts are totally anonymous. Additionally, another limitation is the lack of researches done regarding this line of study in the educational Costa Rican context so that there is not sufficient background information in the area; however, this investigation opens new perspectives and possibilities to new researchers in the area.

Chapter II

Theoretical Framework

2.1 Introduction

In this chapter, it is going to be explained as well as define all the theoretical parameters to take into consideration regarding this research. As it has been established, this research project is based on an exploratory approach that aims to analyze the effectiveness of the teamwork strategy in students' performance and the way anxiety can be overcome by applying this strategy previously mentioned.

By the same token, this research project is going to be carried out in the C.T.P Ricardo Castro Beer educational environment. This educational institution is located in Orotina, Alajuela, Costa Rica; henceforth, the research aims to be an instrument not only for teachers, but also for institutions that pretend to improve students' participation during the Conversational English lessons in order that students can take advantage of the content of the lessons previously mentioned as well as can enhance their participation.

2.2 History and Characteristics of C.T.P Ricardo Castro Beer, Orotina

In order to contextualize the theoretical framework, it is imperative to establish a brief description of C.T.P Ricardo Castro Beer. The institution previously mentioned is where the research is developed; for that reason, contextualizing the reader in areas such as history, characteristics, mission, and vision is necessary at the moment of understanding the environment of the institution as well as the research itself.

2.2.1 Historical Context of C.T.P Ricardo Castro Beer

In 1952, the disagreement of the population for not having a high school in Orotina, a group led by Primitivo León, Neftalí Carballo, Julio Umaña and Adolio Ávila bought an 11-hectare farm for the establishment of the Orotina Agricultural Institute, today the C.TP.

Ricardo Castro Beer. It was not until 1961 when the educational center was created, thanks to the efforts of visionary men and women. On March 20, 1962, during the administration of the President Mario Echandi Jiménez, the educational work began with 122 students in charge of nine teachers and its first director, Professor Carlos H. Aguilar Piedra (DREA, n.d).

2.2.2 Characteristics of C.T.P Ricardo Castro Beer

Currently, the C.T.P Ricardo Castro Beer has graduated thousands of students, with an annual enrollment of close to 1400 students being an important institution among Orotina's population. This institution has, approximately, 105 teachers, and more than 230 hectares where agriculture, livestock, conservation, and tourism projects are developed. The high school has been highlighted on several occasions by the Ministry of Public Education for its good performance and high productive level in its projects (DREA, n.d).

By the same way, the Educational Institution has had the admirable approach similar to the advanced education in recognized countries such as China, Singapore, Estonia, Finland and Japan where the methodology is based on the fact that since an early age, the student is able to develop and build his or her own knowledge through the experiences lived in each of the technical training spaces and, together with the academic area, acquire a comprehensive education that allows them to face the challenges of a globalized and changing world that has an increasingly demanding technological advances (DREA, n.d).

Additionally, DREA (n.d) mentions that Technical Area of this Educational Institution is articulated for the following specialties:

- Agroecology.

- Agricultural and Livestock Production.
- Rural Tourism and Ecotourism.
- Hospitality.
- Executive and Bilingual Secretary.
- Electrical Engineering
- Accounting,

As it was mentioned before, all these areas provide the tools to students to forge their future and meet the labor demand that Costa Rican society needs. By the same token, it is important to highlight all the previous areas mentioned has contextualize English programs accordingly to the study field in which students learn contextualized vocabulary and how to develop themselves in possible real-life scenarios (DREA, n.d).

2.3 Theoretical Context

2.3.1 Teamwork Strategy

Siha and Campbell (2015) establish that a “team is defined as a group of people linked in a common purpose” (p.3). By the same way, the authors explain that a team has to have the following characteristics: “1) stronger sense of identification, 2) common goals, 3) greater task interdependence, and 4) often have differentiated roles” (Siha and Campbell, 3). Meanwhile, Dugang (2020) explains that teamwork in educational environments is seen as:

Activities of a group of individuals which can include effective communication and interaction among the team members to promote knowledge sharing, understanding of each other on a personal level helping others in achieving a level of perfection,

building a sense of unity in the team and working towards the achievement of common goals. (95)

When contextualizing the teamwork strategy into education, it is expected that students when work in teams in order for them to fulfill the expectations as well as goals has to accomplish the following characteristics: “1) the team’s productive output meets expectations on quantity, quality, and timeliness; 2) the team process that occurs enhances the ability of the team members to collaborate and work together; and 3) the team experience enhances the growth and well-being of the individuals that make up the teams” (3); by the same token, “a team environment in the classroom should encourage discussion of diverse viewpoints and provide students with the opportunity to learn (...) on other’s complementary skills; teams should help students discover knowledge for themselves through interactions with one another” (Siha and Campbell, 3).

Keeping in mind the previous information, the teamwork strategy is reflected when a group of students work together in order to reach a common task assigned into their education environment by the professor, tutor, or the educational system itself. Additionally, this didactic strategy is reflected at any moment the students are requested to work with other classmates in the classroom; henceforth, this didactic strategy enhance interaction, promote self and peer assessments, develop extroversive skills, and share different perspectives and viewpoints (Siha and Campbell, 2015).

2.3.1.1 Effectiveness of the Teamwork strategy

When analyzing the teamwork strategy as a tool that can be implemented, it is also imperative to analyze the effectiveness it might have in classrooms. Dugang (2020) expresses that teamwork is an important tool “since it is a multidimensional construct that is

characterized by a set of flexible and adaptive behavior, cognition, and attitude that interact to achieve mutual goals and adaptation that interact to changing internal and external environments” (92). In other words, teamwork helps students not only to extrinsically interact with their classmates at the moment of defining methods or alternatives to successfully achieve a common goal, but also to internally find answers to possible interrogations the nature of the task sets; for that reason, the teamwork didactic strategy develops both internal as well as external processes and interactions.

It is also established by Dugang (2020) that teamwork strategy also assists in areas such as leadership and motivation on people who are exposed to this strategy in classrooms:

Teamwork is an important component of effective and efficient leadership. It refers to a process where work is performed by a team to achieve a common goal. Within the context of the school environment, teamwork plays a key role in the effort to improve outcomes as it influences the level of motivation and capacity. (93)

Keeping in mind the previous idea, this strategy also improves tasks’ outcomes in students since they feel supported each other and it motivates them to successfully finish the task in the way different possibilities and methods to reach the goal are analyzed and it enhances the idea of capacity students have in the way they visualize themselves reaching and successfully solving tasks.

2.3.1.2 Effectiveness of the Teamwork strategy improving students' participation

At the moment of thinking in the effectiveness teamwork have in students, it is imperative to analyze the way this didactic strategy helps and contributes to enhance students' participation during the lessons. Dugang (2020) establishes that "relying on team-based work structures to accomplish organizational goals, as teams have been argued to potentially overcome complex problems more effectively than individuals working alone" (92). In other words, it is demonstrated that nowadays in different environments the teamwork seen as a didactic strategy is increasing student's effectivity in the way they better perform tasks and assignments.

Keeping in mind the previous idea, it is demonstrated that teamwork is an excellent tool that can improve the quality of learning in students in the way they can improve as well as enhance the interaction they maintain with their partners; strengths are stick out and weaknesses are remedied; and, critiques and advices are better received by other team members in a non-threatening and supportive context (Dugang, 2020).

On the other hand, when stablishing teamwork as a didactic strategy that can be set during lessons, it is imperative to think in the way it can enhance students' participation. The teamwork strategy assists and enhance students' soft skills including the perception they have about participating during the lessons; that is the reason why De Prada et al (2022) explains that "soft skills refer to a broad group of skills, behaviors, and personal qualities that enable individuals to function efficiently in their environment, have effective relationships, carry out their work professionally, and achieve the goals they are set" (1).

Henceforth, it is demonstrated that teamwork efficiently enhances students' soft skills so that participation is also enhanced during the process.

Additionally, teamwork promotes the senses of social skills as well as interaction in the way team members have to interact with other people; for that reason, this characteristic enhances students' perception about what participation during lessons is and overcome mental boundaries that can condition their extrinsic motivation as well as their desire of sharing their perception about the task or the content of the lesson (Gapinski, 2018).

2.3.2 Students' Participation

In order to contextualize the data analyzed, it is imperative to start defining what "participation" is regarding educational environments. Rocca (2010) explains that "participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance" (187). By the same token, Burchfield & Sappington (1999) cited by Rocca (2010) explain that participation is also seen as "the number of unsolicited responses volunteered" (187). In other words, and maintaining the previous quotes in mind, participation can be seen as both prepared and non-prepared interactions students may have at the moment of being in lessons.

By the same token, it is established that participation also happens when students are influenced by factors such as socio-cultural aspects, cognitive perspectives, group affective, linguistic factors, and classroom environment characteristics; in other words, in order for

students to participate converge several factors that influence their perception. Additionally, students' participation should occur spontaneously and naturally (Yusof et al, 2012).

Another important factor to keep in mind is the type of participation teachers or tutors can find in classrooms. Trila and Anwar (2019) establishes that Students' classroom participation can be viewed in two ways; oral participation and non- oral participation, which is related to behavioral responses while in class (328). In other words, depending not only on the nature of the task, but also the students' behavior, classroom participation can be divided into these two categories; by the same way, as it was previously mentioned, students can only be sitting and working in their tasks or actively working looking for opinions, perspectives and solving possible doubts they may have regarding the task assigned.

2.3.2.1 Importance of class participation when learning English

It has been demonstrated that participating during language lessons, in this case English lessons, is essential in order for students to internalize as well as put into practice vocabulary or grammatical structures learned during the teaching-learning process. Trila and Anwar (2019) sets that "students' classroom participation is related significantly to the improvement in language proficiency" (328). Keeping in mind the previous quote, participation is an undoubtable factor that students are appropriately internalizing and improving their language performance.

By the same token, it is noticeable that the more students are engaged and participating during the English lessons' development, the better they will acquire the language. This happens because a foreign language acquisition requires students to

actively participate in the way they can put into practice the learnings acquired into real life experiences that improves their performance, self-esteem, and motivation about the language (Devi, 2008).

2.3.2.2 Factors that affect students' participation during Conversational English lessons

In order to introduce this section, it is imperative to define the parameters that a lesson has to cover in order to consider it as "Conversational English Lesson". Conversational English lessons are differently articulated than English lessons in the way the Conversational ones teach students conversation skills rather than only grammar structures. It also involves active participation in the way students are constantly asked to interact with partners with the purpose of put into practice the conversational skills they acquire (Grinchenko, 2015). By the same token, this lesson demands the development of "conversational minds" in students since "conversation is the highest phase of the language learning process which is characterized by «interacting» (direct conversation) between the members of a conversation (communicative) group" (Grinchenko, 2015. 171). In other words, Conversational English lessons are mostly based on the way students can interact applying conversational skills in real life events.

Additionally, to the previous idea, it is imperative to set factors that positively or negatively affects students' performance during Conversational English lessons. At the moment "students speak up in class, they learn to express their ideas in a way that others can understand and when students ask questions, they correspondingly learn how to obtain information to enhance their own understanding of a delivered topic" (Trila and Anwar,

2019. 328). Henceforth, with an active oral participation during Conversational English lessons, as its nature establishes, students are capable to understand as well as internalize cognitive patterns that help them to appropriate express their ideas as well as improve step by step their self-esteem regarding the language performance.

On the other hand, factors that negatively impact students' participation regarding Conversational English lessons are related to making mistakes when speaking English and proficiency as well as self-efficacy in the English language:

Students tend not to speak much in class, appear reserved, rarely ask questions, and do not express opinions since they may have low English language proficiency and self-efficacy. In other words. (...) factors such as English language proficiency, self-efficacy and classroom anxiety really affects students' participation in second language or English language classroom. (Devi, 2008)

Keeping in mind the previous quote, internal factors such as negative language experiences or learning, the idea they have low English levels, and low self-esteem provoke that students feel anxious at the moment of participate during Conversational English lessons; henceforth, they refuse to participate and their educational performance decreases.

2.3.2.3 Affectation of anxiety in students' participation

As it has evidenced, anxiety is one of the factors that most concerns students and professors; moreover, it has been established that anxiety is an active element in the normal process of language acquisition as well as participation. In addition, anxiety needs to be differentiated for establishing the type of anxiety that is strictly related to language

learning. For this purpose, Zheng (2008) gives a brief explanation to understand those types,

“The differences can roughly be identified on a continuum from stability to transience, with trait anxiety related to a generally stable predisposition to be nervous in a wide range of situations on one end, and a moment-to-moment experience of transient emotional state on the other. Situational anxiety falls in the middle of the continuum, representing the probability of becoming anxious in a particular type of situation” (p.2).

In summary, there are: trait anxiety, state anxiety and situational anxiety. As the author mentions, trait anxiety is more seen as permanent condition of being anxious in any situation; on the other hand, state anxiety is more related to a transition of the emotional state as a reaction of a harmful situation for the person; and, finally, situational anxiety is more about getting anxious in a specific situation, it is also known as situation-specific anxiety. Moreover, Zheng (2008) affirms that “language anxiety is a form of situation-specific anxiety, and research on language anxiety should employ measures of anxiety experienced in particular second/foreign language contexts” (2). So, for terms of this research, anxiety is presented on different stages of the learning process; and, it can affect not only student’s participation, but also students’ performance.

Horwitz and Cope (1991) cited in Zheng (2008) establish that, “distinct complexes of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (2). Henceforth, anxiety is not only exclusive of the output stage where students perform the language orally in the case of Conversational English lessons, but also it is suffered at the moment of the

processing stage where students understand and internalize input; in other words, anxiety may be experienced when students listen, read, speak and/or write in during the lessons provoking a gasp that can affect their participation.

Otherwise, there are different anxiety symptoms that students can feel and express during the Conversational lessons, for a better understanding of these symptoms, Zheng (2008) explains that, “broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”; in general, anxiety can be defined as a set of physical and psychological reactions towards different situations the student can experience during their performance in English lessons.

2.3.3 Anxiety in Students

In this case, “Anxiety is a basic human emotion that consists of fear and uncertainty and usually it occurs when an individual believes that the event is a threat to self or self-esteem” (Ajmal and Ahmad, 2019. 68). In other words, anxiety in students can be seen as a normal human reaction of certain situations or events conditioned by the student’s beliefs and experiences not only internally, but also externally in which the person can identify an uncertain result that can trigger something negative to them.

By the same way, Ajmal and Ahmad (2019) expresses that students can feel different types of anxiety during their educational performance:

Researchers in the field recognized two types of anxiety, trait anxiety and state anxiety where trait anxiety is the tendency of each person to be relatively stable internally and able to respond to anxiety and state anxiety as the temporary

emotional state of the individual, as well as the structure of the intensity that changes and fluctuates over time (69).

Keeping the previous quote in mind, students can perceive types of anxiety manifestations when they are learning, the trait anxiety which consists in the way students can manage the anxiety they are presenting and the state anxiety, which contrary, triggers on students' negative repercussions since it directly affects their perception about the reality.

2.3.3.1 Repercussions of Anxiety on students' performance when learning English

When thinking on anxiety and also, keeping in mind the purpose of the research, it is imperative to explain the repercussions anxiety has in students' performance.

Onwuegbuzie et al (2000) explain how anxiety can be presented in each of the stages of students' performance during Conversational English lessons:

“Anxiety at the input stage (i.e., input anxiety) represents the fear experienced by foreign language students when they are initially presented with a new word, phrase, or sentence in the foreign language. The level of anxiety at this stage is a function of the student's ability to receive, to concentrate on, and to encode external stimuli. Anxiety produced at this stage may reduce the efficacy of input. This may occur when the anxious student's ability to attend to material presented by the instructor diminishes, and nominal stimuli become ineffective due to an inability to represent input internally” (p.5-6).

As those authors explain, anxiety at the input stage implies students' reception not only of oral but also written information; taking this into consideration, anxiety at the input stage is the very first manifestation when learning a foreign language; for example, Onwuegbuzie et al (2000) also pointed that anxiety may be characterized in students' behavior by constantly asking the teacher to repeat and explain again or reread instructions more than once. Secondly, these authors explain how anxiety is presented at the processing stage:

Anxiety at the processing stage denotes the apprehension experienced when cognitive operations are performed on the external stimuli--that is, when students typically are attempting to organize and to store input. The amount of anxiety involved at this stage appears to depend on the difficulty of the material presented, the extent to which memory is relied upon, and the level of organization of the presented material (Onwuegbuzie, J., Bailey, P., Daley, E. 2000. p.6).

In this second stage, external stimuli contribute to help students to internalize concepts and build meaning together with input, but when input is not accompanied with significant external stimuli, the processing stage may be affected, so students do not understand or acquire the input easily. Furthermore, students may feel lost when input is not supported with external stimuli, so it may be hard for them to consider input significant when they receive instructions by the teacher or instructor with low or null external stimuli. Finally, once that the process of receiving and processing information has been done, the output stage is for applying the acquired knowledge, the teacher assesses the understanding of students based on previous learning; in this stage, language anxiety takes place at the language performance.

Anxiety at this stage involves interference that appears after processing has been completed, but before it has been reproduced effectively as output (...) output anxiety interferes with the retrieval of previous learning. (...) high levels of anxiety at this stage might hinder students' ability to speak or to write in the foreign language (Onwuegbuzie, J., Bailey, P., Daley, E. 2000. p.7).

Taking the influence of anxiety into consideration, there are different levels in which anxiety can affect students' educational performance. Anxiety can be presented on any of the levels previously explained and it can affect as well as condition any of the learning stages provoking gasps or knowledge deficiency.

2.3.4 Covid-19 Lockdown

In order to contextualize, COVID-19, caused by the severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2), was declared a pandemic by the World Health Organization on March, 11th, 2020, leading a massive lockdown across almost all countries of the world. Henceforth, not only this respiratory disease, but also the lockdown itself caused a severe impact in our lives completely changing perspectives and lifestyles (Onyeaka et al, 2021).

By the same token, the Covid-19 lockdown triggered social phenomenon such as social distancing, policies changing regarding education, self-isolation, and health protocols in order to reduce infections, morbidity, and mortality. For that reason, when we refer to lockdown, it is the social isolation society were involved because of the Covid-19 pandemic which diminish the social as well as affective interaction human beings were used to have before the pandemic (Jarman et al, 2020).

Taking into consideration the previous information, it is imperative to understand the governmental purposes the lockdown provoked by Covid-19 had during the pandemic period:

The lockdown was adopted on two fronts, namely, domestic and international. Domestically, the government restricted people's movement and instructed confinement to homes, thus limiting if not entirely halting the daily interactions between humans. On the other hand, countries lockdown national borders, restricting the movement of people and goods thus hampering the economic and human relations that had previously existed among countries (Onyeaka et al, 2021. 4).

As it has previously evidenced, governmental structures took the decision of isolate and reduce humans' interactions with the purpose of not to spread the disease as well as to protect as much of habitants as possible. Furthermore, with this lack of interaction previously highlighted, education and students also suffered the repercussions of being completely isolated.

2.3.4.1 Covid-19 Lockdown impact in Students

Regarding this topic, educational institutions had the necessity to switch into virtual modalities that completely changed the panorama in education; even though, "heroic efforts by teachers, staff, and school leaders, many of whom quickly developed online lessons, remote-teaching plans, and concrete strategies for meeting students' basic need challenges were profound" (Goldberg, 2021. 1). By the same token, the Covid-19 lockdown mainly provoked a closure and restriction of many activities, on of this, the face-to-face education becoming into a virtual environment on which institutions were closed and the

teaching staff rapidly had to switch into new ways of teaching. Education went into virtual environments in which students had to manage not only their own education, but also their other mental and cognitive aspects such as lack of social interaction with other partners and lack of tutors that explain the possible new learnings. Goldberg (2020) mentions that “grief, isolation, and uncertainty has taken a toll on many students’ mental health, compounding the challenges students face in the classroom, whether online or in person” (2); in other words, apart from a deficient learning process, students had a series of mental and psychological repercussions that affected their performance and social development.

On the other hand, regarding academic performance, students suffered a series of negative repercussions in the way academic performance was lowered and deficient. Braquinho et al (2022) highlights that there was an “increase in the feelings of demotivation and fatigue associated with an excessive number of tasks. The closure of educational establishments and the online learning methodologies adopted during the periods of confinement were associated with less time devoted to learning (...) lower motivation” (7). In other words, demotivation and fatigue triggered low performance into students due to the unexpected change into virtual modalities.

Additionally, Branquinho et al (2022) explains that students also perceived an “increase in psychological symptoms (anxiety, depression, and worries) and excessive screen time” (7). Which means that mental and psychological affectations were the main factor that led poor educational performance in students.

2.3.4.2 Educational alternatives during the Covid-19 Lockdown

Regarding this world emergency derived by the Covid-19 pandemic which caused a global lockdown and, at the same time, provoked a restructuring of education. This educational restructuring derived a set of alternatives teachers and institutions had to follow. In this case, Ilieva et al (2021) explains that institutions had to “offer flexible, relevant and personalized e-content; assess objectively from distance in reliable examination environment; recommend courses and practices, appropriate for career development” (4). Keeping in mind the previous quote, the alternatives institutions offered were related to virtual access to information in which students had the possibility to look for virtual information and tasks assigned by their teachers or tutors.

By the same token, UCLAC-UNESCO (2020) mentions that during the Covid-19 lockdown there was a necessity of “deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology)” (1); taking into consideration the previous information, other alternative institutions had to implement the use of virtual platforms in order not only to provide information to students, but also to evaluate them and develop formative and summative assessments.

Additionally, the switch from of face-to-face classes into virtual lessons presented challenges in the way institutions had to look for other options and solutions, including adjusting the school calendar and how the curriculum was implemented. Regarding the previous information, the alternative institutions implemented was simplifying the curriculum in order to accomplish the objectives proposed; henceforth, teachers and tutors developed distant methods in which tasks were assigned regularly to students and they had to

accomplish them by managing their own learning process; henceforth, teachers and students designed the possibility to develop of teaching through videoconferences in which materials, tasks, information and didactic strategies were developed throughout videoconferencing platforms. This strategy gave not only students, but also teachers the possibility to interact at the same time during the same period of time simulating a face-to-face environment (UCLAC-UNESCO. 2020).

2.3.4.3 Affectations of switching from a face-to-face mode into a virtual mode can impact students' performance due to the Covid-19 Lockdown

In this case, it is demonstrated that students can have negative repercussions by switching face-to-face environments into virtual educational modes. UCLAC-UNESCO (2020) establishes that students into virtual modes can present “unequal access to online learning opportunities widens pre-existing gaps in access to information and knowledge, hindering socialization and inclusion in general, not to mention the learning process that distance education seeks to provide” (7). In other words, virtual environments or virtual learning modes not only offer gaps on learnings as well as contents in the way students are technically managing their learning process, in most of the cases, without guidance from an expert of education, but also it offers unequal access to technology as well as digital or technological tools.

Maintaining the previous information into consideration, virtual environments do not offer to students an equal access to the contents since not all students has the tools nor the connectivity to connect themselves and solve digital tasks assigned by their teachers; henceforth, this phenomenon provokes on students gasps in knowledge and also

demotivation in the way they are not completing the learning cycle experiencing knowledge and educational lags (UCLAC-UNESCO. 2020).

By the same way, it is demonstrated that “schools are a fundamental space for emotional support, monitoring of risks, educational continuity, and social and material support for students and their families” (13). Aspects that re completely null when remotely working into virtual environments increasing the possibility to suffer cognitive and psychological repercussion by being isolated from one of students´ supportive environment.

2.2.4.4 Repercussion students may present when returning into a face-to-face learning environment

Regarding this area, when students have a deficient access to virtual environments as well as knowledge gasps, they are susceptible to suffer negative repercussion into areas related to academic performance as well as psychological structures. Students when returning from virtual environments into face-to-face modalities are susceptible to suffer academic lags as well as depression and anxiety since they notice they are not advancing with the contents nor the learning process itself. Apart from that, students with deficient virtual education possibilities can easily notice the difference they may have with other students that had the possibility to better access to the information (UCLAC-UNESCO. 2020).

Keeping the previous information into consideration, students when returning into face-to-face environment have more possibilities to inhibit themselves since social interactions were practically null. This situation can also trigger mental and psychological

problems such as anxiety and depression in the way they are fear of interacting (UCLAC-UNESCO. 2020).

Chapter III

Methodological Framework

3.1 Type of Investigation

3.1.1 Purpose (Theoretical or applied)

In order to establish as well as contextualize the technical parameters of this investigation project, it is imperative to set the type of investigation it follows. Barrantes (2013) cited by González et al explains that “applied research has the purpose of solve practical problems, to transform the conditions of a fact that worries” (26). In other words, this investigation project follows the line of an applied research method since it aims to look for current problem students are presenting regarding their educational performance; investigate about it and the repercussions it has; and, look for a solution for this problematic by investigate and analyze a strategy that can be seen as a possibility.

Keeping in mind the previous information, this research project also follows an applied line since it identifies a problem and, at the same time, establishes recommendation and guidelines to solve that specific problem that occur in the educational Costa Rican environment regarding the lack of active participation in Conversation Lesson derived by the anxiety students present due to distantly and virtually learn during the Covid-19 lockdown (González et al. 2018).

3.1.2 Temporal Dimension

Regarding the temporal dimension this research follows, Barrantes (2013) cited by González et al (2018) explains that a transversal study or research “studies aspects of development of subjects and themes at a given time” (26). In other words, this research takes into consideration a certain phenomenon that occurs into a certain period of time.

By the same token, the most important aspect for transversal researches is to be able to analyze as well as understand the subject of study in a detail way into a very specific moment; henceforth, transversal researches go beyond than the analysis of the behavior of the subject over a temporal period of time (González et al. 2018).

3.1.3 Framework (Mega, macro, and micro)

When talking about the framework of the research, it is important to mention that a “mega” framework is when the whole population of a determined institution or context is taken into consideration as subject of analysis. By contrary, a “macro” framework is a section of what is considered as “mega”; for example, a determined group of the whole population of an institution or context. Finally, the “micro” framework is a short population contained into the “macro” population (González, et al. 2018).

Keeping in mind the previous information, it is imperative to mention that the whole student population of the Ministry of Public Education under the Costa Rican educational context is into the mega framework; by the same way, the macro framework of this study is the seventh-grade population of the C.T.P Ricardo Castro Beer, located in the 09 Education Circuit of the Regional Education Direction of Alajuela. On the other hand, the micro framework of this research is two subgroups of seventh grade that receive Conversational English into the educational institution previously mentioned.

3.1.4 Hypothesis

Seventh grade students who receive the implementation of the Teamwork didactic strategy during Conversational English lessons will enhance their participation and overcome anxiety derived by learning English in a remote way during Covid-19 lockdown.

3.1.5 Nature (Quantitative, Qualitative or Mixed)

In this case, it is imperative to establish as well as explain the nature of the research this investigative project follows. Accordingly, to its characteristics, this research project follows a qualitative approach since what is collected and analyzed are opinions, behaviors, points of view, attitudes, among others. In this sense, the researcher collects sensations, opinions and behaviors from subjects or people investigated. The information collected is described and interpreted without measurement in order to be able to identify some patterns of behavior or interpretation (González et al. 2018).

3.1.6 Character (Exploratory, descriptive, correlational)

When establishing the technical parameters of the investigation, it is imperative to mention the character it has. In the case of this investigation project, it follows a combination of two parameters: Exploratory and Correlational. Exploratory research has, as main purpose, the necessity to contribute with new and updated information about the phenomenon or problem analyzed (González et al. 2018). On the other hand, González et al (2018) sets that a “correlational research, for its part, tries to prove through statistics exercises the level of relationship that exists in the causes and effects, in order to measure the level of intensity of the relationship” (33). For that reason and keeping in mind the previous quote, correlational researches aim to prove the causes and their effects about a certain problem has when giving a possible solution or alternative.

3.2 Subjects and Sources of Information

3.2.1 Primary Sources

In this case, a primary source of information is considered as a first-hand source of information a researcher can obtain. Speeches, surveys, interviews, observations newspaper articles are considered as primary sources of information (AWCH. 2016). Keeping in mind the previous information, the primary sources of information for this research are observations done as well as the survey implemented not only to the students but also to the teachers.

3.2.2 Secondary Sources

Regarding secondary sources of information, it is imperative to mention the nature of them in the way they are considered “secondary” since primary sources are collected into books, e-books, electronic resources, memoirs, monographs, and articles in order to create as well as interpret them. In other words, secondary sources of information interpret primary sources (AWCH. 2016).

Taking into consideration the previous information, the secondary sources implemented into this research are any reference as well as information taken from articles, books or e-books in order to analyze as well as implement the theory; and, extract information or necessary knowledge for contextualizing the topic or the phenomenon studied.

3.3 Sampling (Objects and subjects of study)

3.3.1 The population

The population taken into consideration for this research is seventh grade students from C.T.P Ricardo Castro Beer, located in Orotina, Alajuela, Costa Rica. The seventh-grade students belong to the Conversational English groups from this Public academic Institution that, at the same time, is guided by the Ministry of Public Education guidelines as well as dispositions.

3.3.2 The sample

The sample chosen for this research is made up of two Conversational English Groups from fifteen students each that belong to C.T.P Ricardo Castro Beer; by the same way, this population goes from ages to thirteen to fifteen years old. It is imperative to mention these two groups are taught by two different teachers with the Conversational specialty and both subgroups form one single section; in other words, this seventh-grade section is divided into two groups in order to receive the Conversation English focus.

3.4 Techniques and Instruments

An instrument is a tool implemented to collect information about a specific topic; by the same way, the instrument helps the researcher to measure as well as analyze the data related to the investigation. When doing research, it is possible to implement instruments such as questionnaires, interviews, and field observations (Thomas et al. 2018).

Specific Objective	Variable	Conceptual Definition	Operational Definition	Instrument Definition
<p>-To examine the teamwork strategy and the effectiveness it has on students' participation during Conversational English lessons throughout observations and the way it may overcome any anxiety symptom students may be experimenting that affect their performance.</p>	<p>Students' participation.</p>	<p>"Student participation can be divided into formal and informal participation (...). Formal participation is collective, from the aspect that students exercise formal participation through representation on boards and committees. Informal participation is individual and concerns students' informal opportunities of influencing their own situation and education</p>	<p>This variable is valid if more than 70% of the students seem to improve their participation by the implementation of the Teamwork didactic strategy during the Conversational English lessons.</p>	<p>The checklist contains yes/no items the researcher marks accordingly the behavior students present at the moment of implementing the strategy during the lessons.</p>

		(Bartley et al, 2009. 151).		
-To analyze students' perceptions about the teamwork didactic strategy and the way whether it enhances their participation or not.	Students' perception.	Students' perception is the process of preferential treatment of students toward information they get from an object (Kumiawan, 2015. 8).	This variable is valid if more than 70% of the students agree that the implementation of the Teamwork didactic strategy improved their participation during the Conversational English lessons.	The Likert Scale contains questions about the effectiveness of the teamwork strategy has regarding participation in which students have to provide their perspectives about them.

Chapter IV

Analysis of the Results

4.1 Diagnostic of the Current Situation

In the case of this specific chapter, it aims to present the result of the instruments' implementation to a 7th Grade Conversational English group as well as its tutor from C.T.P Ricardo Castro Beer about the perception of the teamwork didactic strategy during the lesson of the subject previously mentioned. Kaur (2017) establishes that "the main aim of Data Analysis is to convert the available cluttered data into a format which is easy to understand, more legible, conclusive and which supports the mechanism of decision-making" (166). In other words, during the development of this chapter all the data recovered will be decoded as well as explained in order to better understand the panorama of the phenomenon presented.

4.1.1 Analysis of the class observation instrument

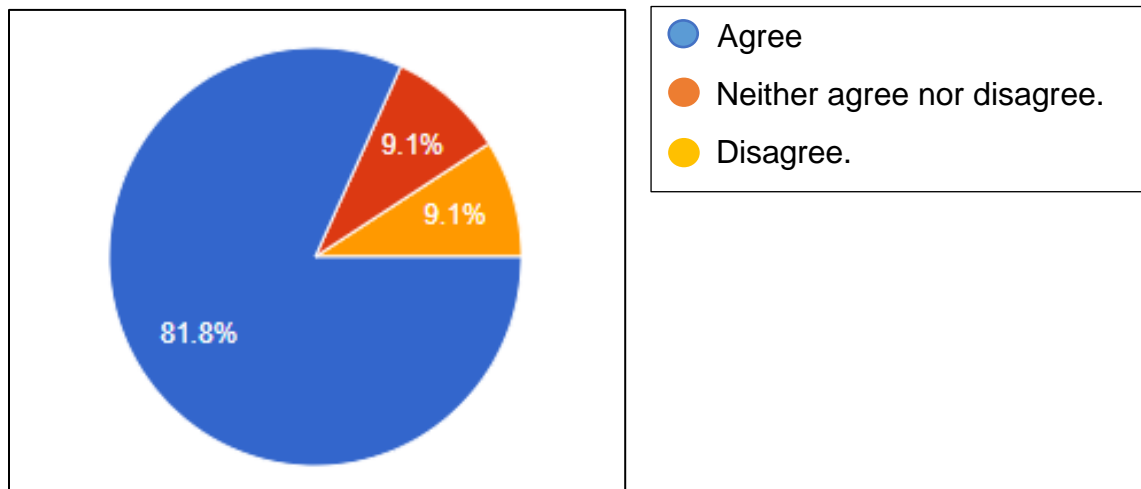
Regarding this area and taking into consideration the instrument applied (see Annex 1), it is notoriously that regarding students' performance area, students have better results when working in teams than individually. This since students seem to be more motivated; they appropriately interpret as well as understands teacher's commands; and, their self-confidence when implementing the second language is improved. By the same token, regarding the teacher's knowledge about the implementation of the didactic strategy is appropriate since the teacher understands and knows how to articulate as well as the way to appropriately distribute the teamwork in order to take advantage of student's strengths.

4.1.2 Analysis of the Questionnaire

The questionnaire was implemented throughout a Google Forms to a group of twenty-two 7th Grade English Conversational students from C.T.P Ricardo Castro Beer in order to collect as well as understand their perception about the teamwork didactic strategy (see Annex 2).

Figure 1.

Question 1. Do you consider you have a better self-development when working in teamwork?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

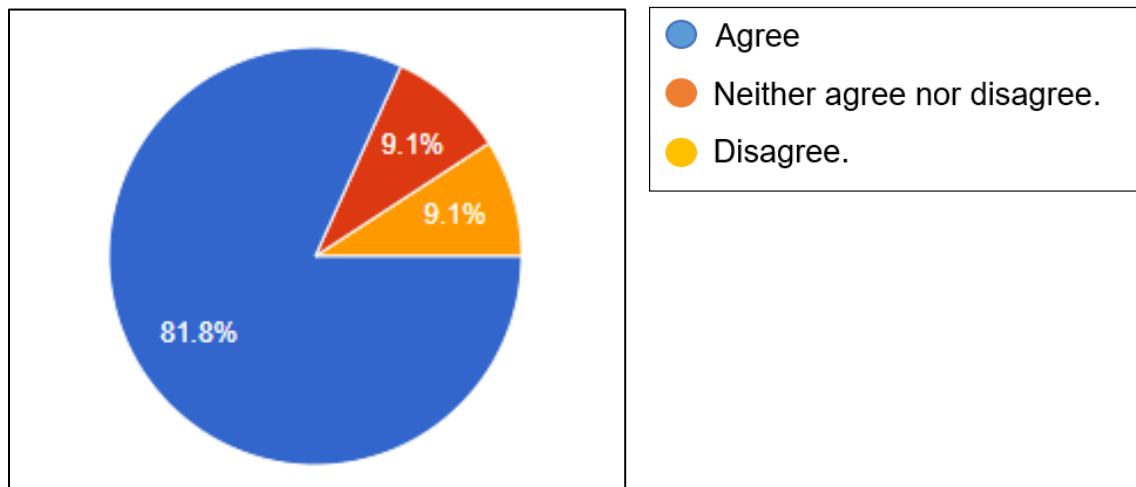
Graph number one shows the students' perception about their self-development when working under the teamwork didactic strategy. The graphic shows that 81.8% agree they have better self-development; 9.1% neither agree nor disagree; and 9.1% disagree to have better self-development.

Interpretation:

In this case, 81.8% of the students manifested they have a better self-development when they are working with other students during the Conversational English lessons. In other words, the majority of them identifies this didactic strategy as a tool to enhance their development; on the other hand, around 18.2% of the students feel they do not have any advantage when working in teams.

Figure 2.

Question: Do you feel more motivated when working in teams?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

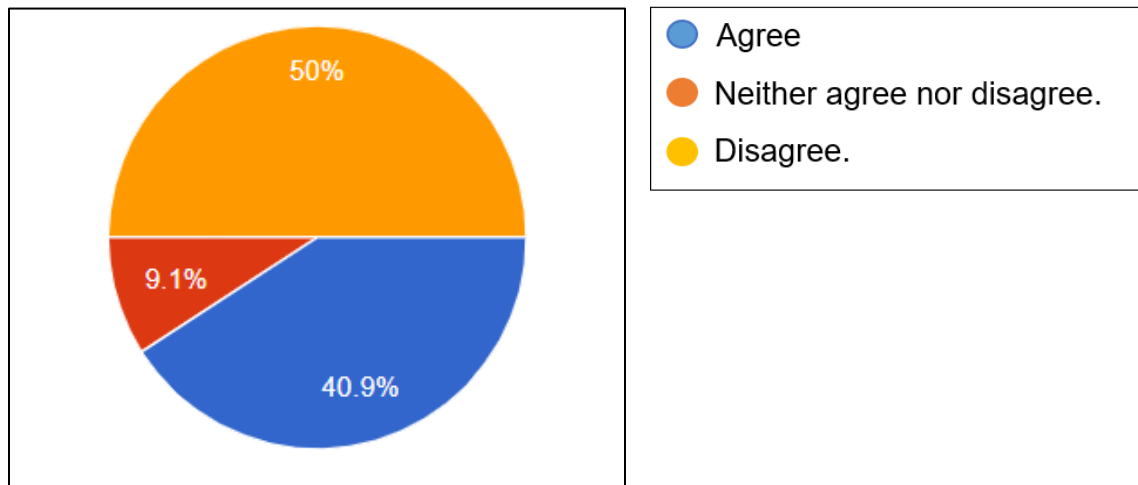
Graph number two shows the students' perception about their own motivation when working under the teamwork didactic strategy. In this case, taking into consideration the graph, 81.8% agree they have more motivation; 9.1% neither agree nor disagree; and, 9.1% disagree to have more motivation.

Interpretation:

Regarding this area, 81.8% of the students expressed they have more motivation at the moment they are working under the didactic strategy. In other words, the majority of the students consulted manifests the teamwork didactic strategy gives them more motivation since they like to work with other partners and share their perspectives and point of views; on the other hand, 9.1% of the students neither agree nor disagree and other 9.1% disagrees they feel more motivated.

Figure 3.

Question: Do you feel anxiety levels are lower when working with other partners in teamwork?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

Graph number three shows the students' perception about the anxiety levels they experience when working under the teamwork didactic strategy. Taking into consideration

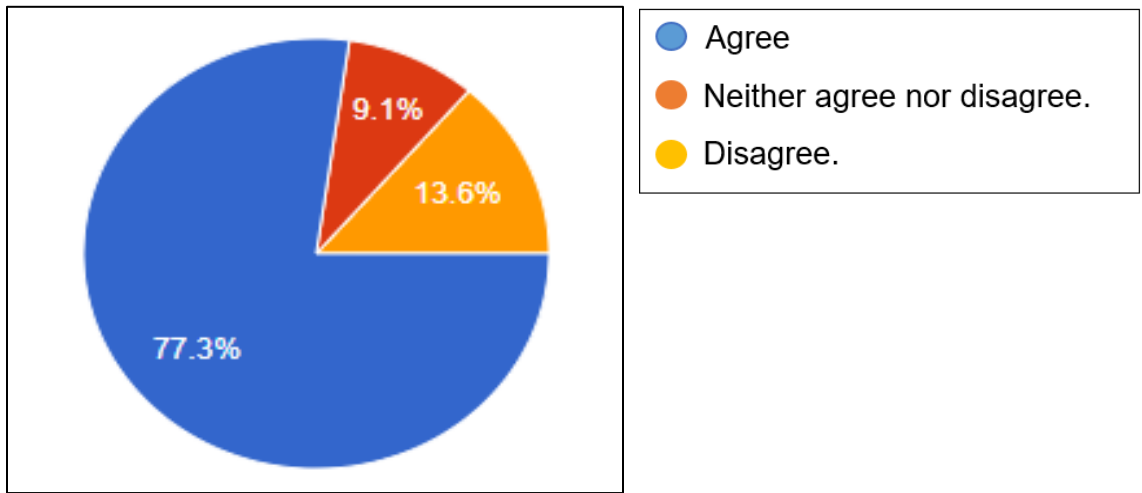
the information shown in the graphic, 40.9% agree their anxiety level is lower; 9.1% neither agree nor disagree; and, 50% disagree their anxiety level is lower.

Interpretation:

The behavior regarding the students’ perception about their anxiety levels shows that 50% of them expresses their anxiety does not decrease when they are working with other classmates in teams. This demonstrates students still feel anxious about the tasks they have to perform as well as implement the second language during the development of this tasks; by contrary, 40.9% of the students feel less anxious if they work under the teamwork strategy.

Figure 4.

Question: Is it easy for you to express your ideas when working in teams with other partners?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

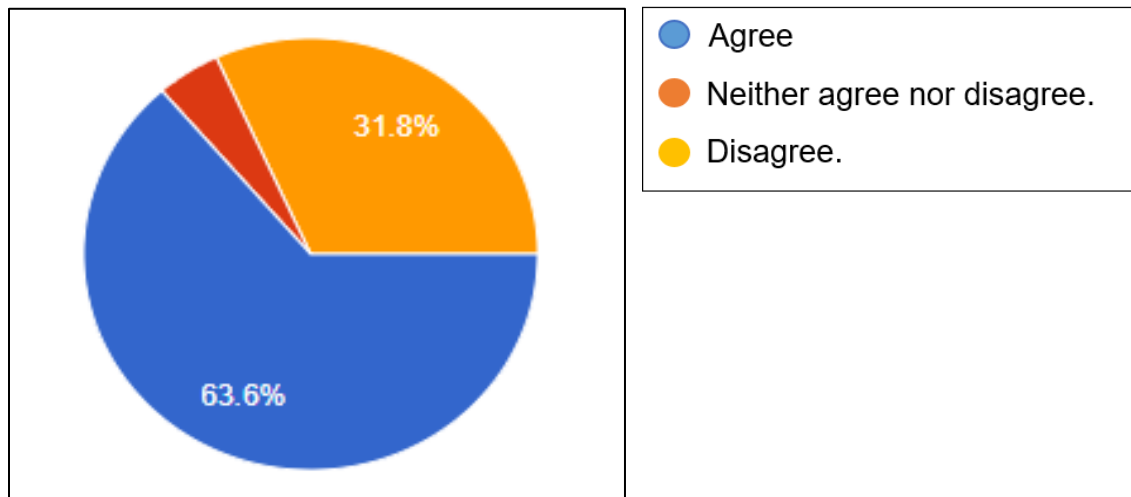
Graph number four shows the students' perception about the teamwork didactic strategy and the way whether they feel more comfortable expressing their ideas when working with other partners or not. In this case, 77.3% agree it is easier for them to express their ideas when working with other partners; 13.6% neither agree nor disagree; and, 9.1% disagree it is easier for them to express their ideas.

Interpretation:

Regarding this area, 77.3% of the students consulted agrees they better express their ideas when working with other partners that working individually. This means, students when working under the teamwork didactic strategy, due to the feeling they are supported by other partners, have the possibility to better express themselves. On the other hand, 13,6% of the students are in a neutral position and 9,1% disagree to have better results under this strategy regarding expressing their ideas.

Figure 5.

Question: Do you better understand teacher's instructions and commands if you are in teams with other partners?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

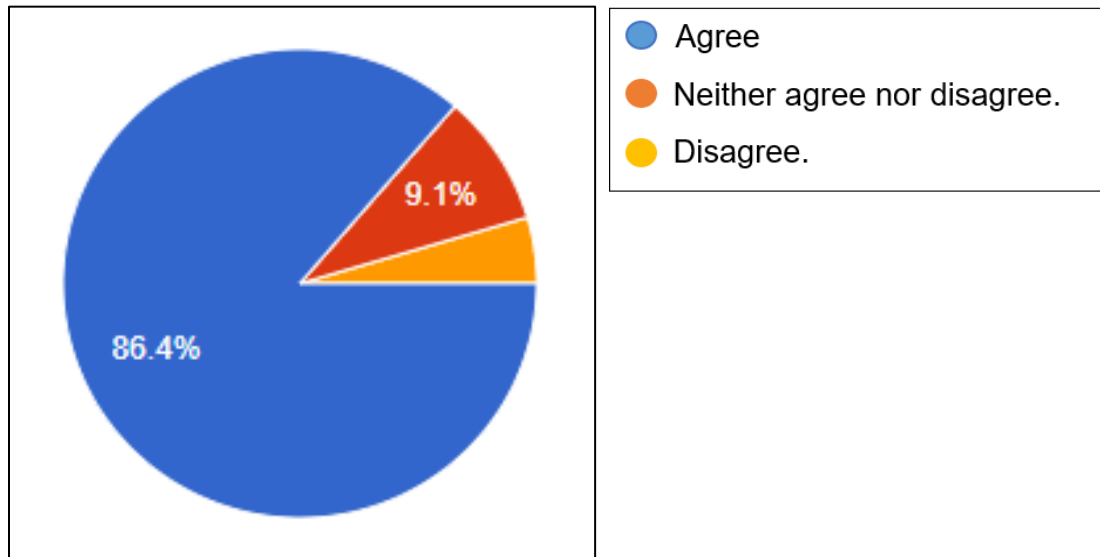
Graph number five shows the students' ability to better understand teacher's commands or instructions at the moment they are working in teams with other partners. 63.6% agrees to better understand teacher's instructions; 4.5% neither agree nor disagree; and, 31.8% disagrees to better understand teacher's instructions when working in teamwork.

Interpretation:

For the majority of the students, 63.6% of them, at the moment of working with their partners under the teamwork didactic strategy, it is easy to understand teachers instructions about the topic due to the fact they can share and ask each other; on the other hand, for 31.8% of the students the second language implemented by the teacher during the Conversational English lessons is still a language barrier and whether they work with other partners or not, it is difficult for them to understand teacher's commands. For the rest 4.5% of the students, working in teams does not have any significant repercussion in this area.

Figure 6.

Question: Is your participation improved when you work in teams with other partners?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

Graph number six shows the students' perception whether their participation is improved when working under the teamwork didactic strategy or not. The graphic shows that 86.4% agrees that their participation is improved; 9.1% neither agree nor disagree; and, 4.5% remaining disagrees that their participation is improved.

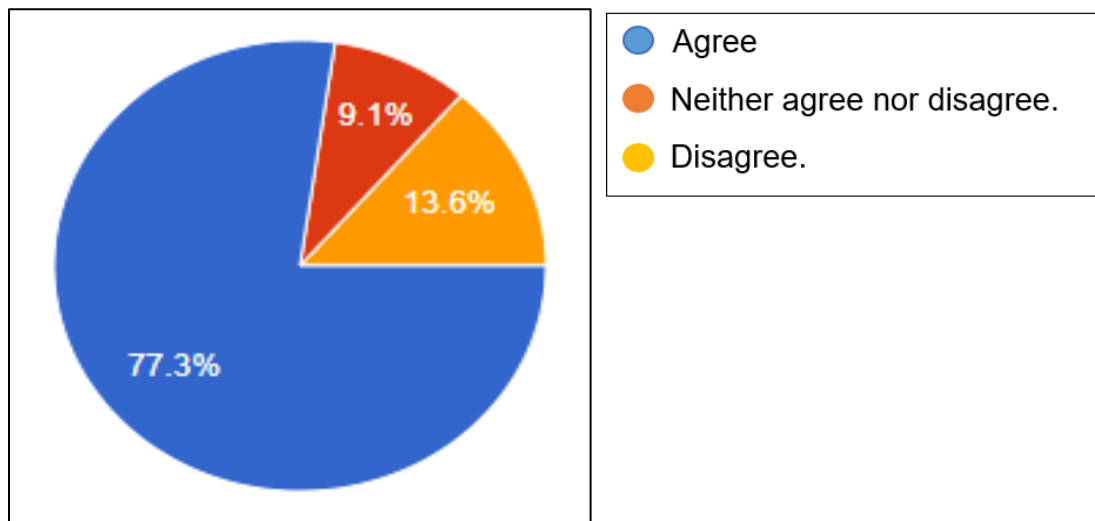
Interpretation:

Taking into consideration the previous figure as well as students' perception, it is noticeable that students improve their participation when working under the teamwork didactic strategy since 86.4% of the students agrees that the strategy has a positive impact on this area not only increasing their participation desire, but also giving them self-confidence at the moment of do it. By contrary, 4.5% of the students disagree that this

strategy has an impact on their participation, possibly because of lack of motivation or possible language barriers. Finally, 9.1% of the students remains on a neutral position.

Figure 7.

Question: Do you feel your self-confidence to interact in the Conversational English lessons is improved at the moment of working under the teamwork didactic strategy?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

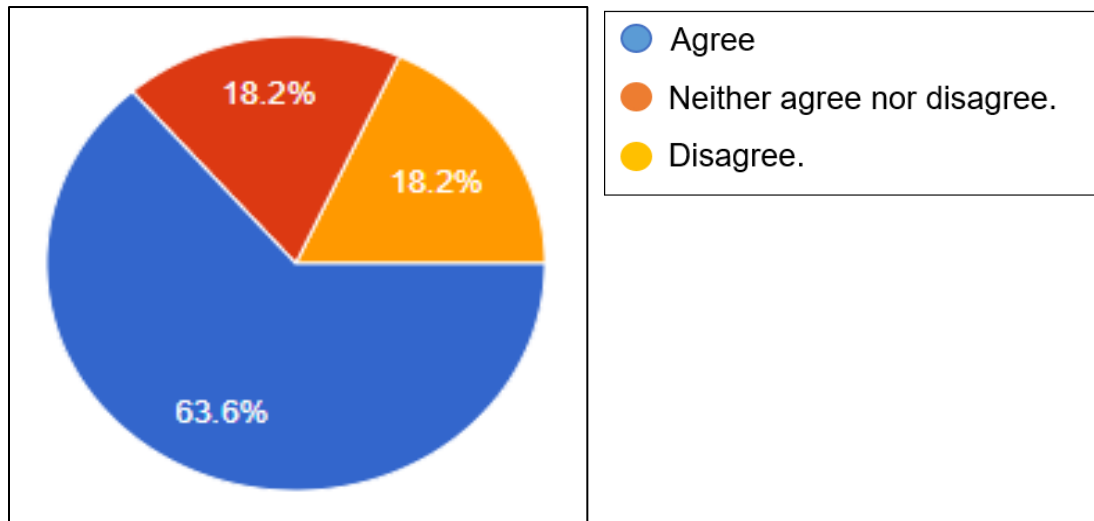
Graph number seven shows the students' perception about whether their self-confidence to interact in the Conversational English lessons is improved or not at the moment of working in teams with other partners. 77.3% agrees that their self-confidence is improved; 9.1% neither agree nor disagree; and, 13.6% disagrees that their self-confidence is improved.

Interpretation:

77.3% of the students manifests that their self-confidence at the moment of implement the English language during the Conversational English lessons is improved, specially, at the moment of working with other partners; in other words, students feel supported by other students so that, students start communicating themselves with the second language. 9.1% of the students remain neutral of this area; however, 13.6% of the students disagree they have any improvement regarding their self-confidence.

Figure 8.

Question: Do you positively receive feedback when working as a team?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

Graph number eight shows the students' ideas regarding if they positively receive feedback when working in teams or if they have any anxiety symptom when the instructor gives them any piece of advice about the English language interpretation during the

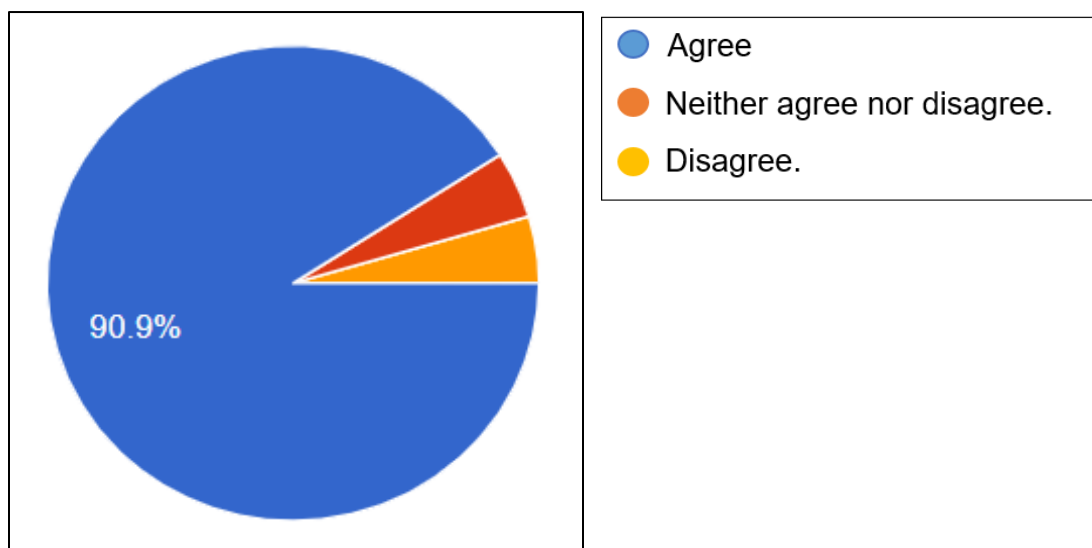
lessons. The graphic demonstrates that 63.6% agrees they positively receive feedback when working in teams; 18.2% neither agree nor disagree; and, 18.2% disagrees they positively receive feedback when working in teams.

Interpretation:

Regarding this area, 63.6% of the students agree they positively receive feedback if it is team-feedback rather than individual-feedback; in other words, students when working in teams do not reject nor feel anxious about the feedback since their perception is that the feedback or advice is for a group of students rather than only one person. By contrary, 18.2% of the students disagree that when working in teams, they positively receive the feedback; in other words, feedback is still a worry for students even though they work in groups or individually. Finally, the 18.2% of the remaining students still are in a neutral position.

Figure 9.

Question. Do you better express the ideas when working in teams with other partners?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

In the case of graph number 9, it shows students' perception about the way they express their ideas when working in teams of work; by the same token, if the teamwork didactic strategy has positive repercussions of the way they express themselves; if they have better results expressing their ideas; and, whether this didactic strategy enhances their desire of expressing their ideas in English or not. Taking into consideration the graphic, 90.9% agrees they better express their ideas when working in teams of work; 4.5% neither agree nor disagree; and, 4.5% disagrees they better express their ideas when working in teams of work.

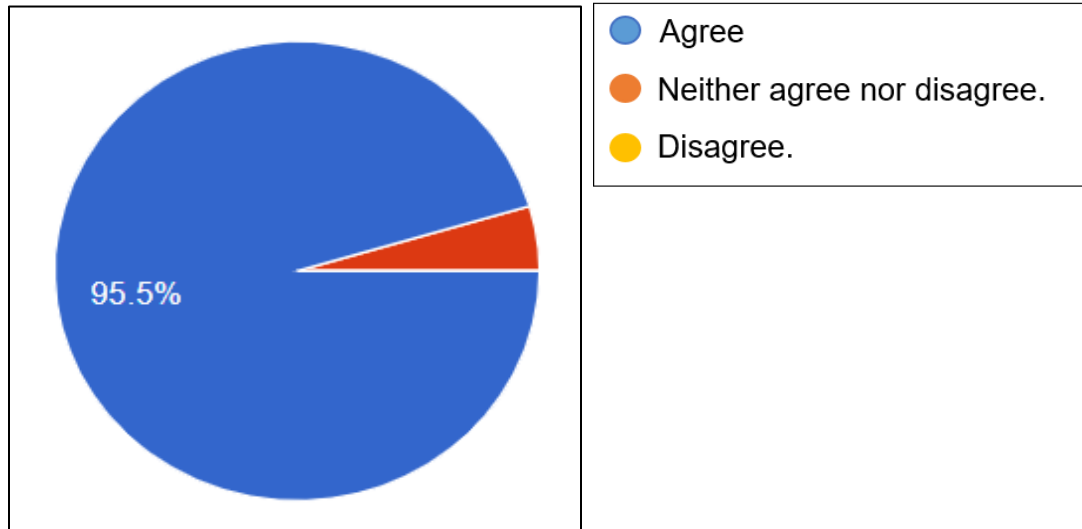
Interpretation:

The majority of the students (90.9% of them) agrees that working in teams with other partners during the Conversational English lessons positively impacts their participation as well as the English language implementation during the language; in other words, this didactic strategy when implemented in lessons, help students to enhance their participation since they feel supported as well as motivated by other partners.

On the other hand, 4.5% of the students disagree having a positive impact possibly because the English language is still a barrier and the remaining 4.5% of the students has a neutral position about this specific area.

Figure 10.

Question. Does working in teams of work makes you feel supported so that the participation desire is increased rather than individual wok?



Source: Questionnaire applied to 7th grade conversational English students from C.T.P Ricardo Castro Beer, 2023.

Results:

When analyzing this area, 95.5% of the students agrees they feel supported when working in teams of work so that their participation desire is increased; on the other hand, the remaining 4.5% of the students neither agree nor disagree. 95.5% agrees feeling supported and, with this, their participation is increased; 4.5% neither agree nor disagree; and, 0% disagrees feeling supported and, with this, their participation is increased.

Interpretation:

The majority of the students (90.5% of them) agrees that the teamwork didactic strategy makes them feel supported by other partners; henceforth, their participation desire is increased during the development of the Conversational English lessons; on the other hand, 0% of the students disagree of having participation better results with this strategy so

that the didactic strategy does provoke a significant improvement on students' performance regarding their participation. Finally, 4.5% of the students remains in a neutral position.

Chapter V

Conclusions and Recommendations

5.1 Conclusions

It has been evidenced that this research has shown not only the benefits, but also the possible results the teamwork didactic strategy has on students during Conversational English lessons. Taking into consideration the findings the data as well as the instruments applied in realia, it can be concluded that the teamwork didactic strategy is an excellent alternative for students to enhance participation as well as motivation due to the cognitive benefits it may provide to them regarding areas such as knowledge sharing with other partners; perspectives and point of view analysis students have with their peers; and, the acceptability for difficult tasks that involve the English language use; henceforth, students have the possibility to build together knowledge and outputs in the second language.

5.1.1 Conclusion referent to the general objective

Regarding the effectiveness the teamwork didactic strategy in order to enhance students' participation and overcome any anxiety manifestation derived by the lag the Covid-19 pandemic and social lockdown provoked on students, it can be determined throughout the information explained as well as the instruments applied that students do have a significant improvement in the active participation during the Conversational English lessons due to the implementation of the didactic strategy.

It can be also determined that students have this improvement in their participation because of the support they feel by working and performing the tasks in company of other partners; by the same way, it is also demonstrated that students actively participate when working with other partners since they experience a team-knowledge sharing at the moment of doing their classwork. By the same token, students while working in teams of work during

the lessons experience an improvement of their self-confidence and motivation due to the support they experience from other partners that leads better learning experiences overcoming any possible anxiety symptom they may face if they work individually related to English level, difficulty of the task or lack of clear explanations from the instructor.

5.1.2 Conclusion referent to the first specific objective

At the moment of examining the didactic strategy in realia, it is noticeable that students appropriately reach the lessons objectives throughout the accomplishments of the tasks. There is also a positive acceptance of the students by working in company with other partners since they create a supportive environment where the language is not a barrier due to the knowledge sharing students create themselves where students with different language levels as well as stages share their perceptions about the tasks with their other partners; for that reason, students successfully accomplish what is requested into the parameters establish by the tutor.

5.1.3 Conclusion referent to the second specific objective

On regards the student's perception about the didactic strategy, it has been demonstrated they have a positive perception as well as a positive acceptance due to the advantages the strategy itself brings directly to their academic performance. It has been evidenced that students positively accept and perform the strategy when being in Conversational English lessons since it brings to students the possibility to work and share knowledge during the tasks and interact with other partners that have different English levels regarding their language acquisition. By the same way, students' perceptions about the strategy highlights that their motivation as well as self-confidence when performing

tasks in teams of work are increased so that this phenomenon positively impacts students' learning processes.

5.1.4 Conclusion referent to the third specific objective

In order to contextualize a list of findings regarding the didactic strategy implementation, it is imperative to mention the way students reacted to the strategy itself. Students seem more motivated when working in teams of work rather than working individually; for difficult tasks that involve the implementation of the English language, students are more confident producing what the task requires due to the build-knowledge the teamwork didactic strategy produces; in other words, all the students from the team of work contribute, accordingly to the English level they have, to perform and solve the task so that participation is significantly improved in the Conversational English lessons; students' language acquisition is positively impacted during the implementation of the teamwork didactic strategy due to the improvement on their self-confidence to interact with the English language, this happens because of the support they obtain from their partners; and, finally, students' ability to receive feedback not only from the instructor, but also from other partners is positively enhanced since they show more resilience by learning from their mistakes improving their strengths as well as their weaknesses.

5.2 Recommendations

Keeping in mind the set of findings obtained from the teamwork didactic strategy, it is imperative to establish a set of recommendations in order that teachers as well as institutions can follow at the moment they implement the didactic strategy analyzed during the development of this research.

It is imperative that teachers appropriately explain to students what the strategy is about in order for them to contextualize that their learnings will be developed with a team as well as a group of students; by the same way, teachers should classify, accordingly to their criteria, the type of tasks they will perform under the didactic strategy. Additionally, when implementing the strategy during the lessons, it is important to constantly manage what students are performing regarding the task.

On the other hand, it is important for students to work in teams since this expand their soft skills on this aspect; for that reason, students should constantly keep in touch with this type of strategies. By the same way, it is recommendable to implement this strategy in order that students can improve their participation desire as well as their self-confidence derived by sharing perspectives and knowledge with their peers.

Keeping in mind the nature of the research, the didactic strategy also gives a possibility for students to overcome any possible anxiety manifestation they may experience derived by the teaching-learning process since students by working with other partners better perform tasks that may present a difficulty for them if they would perform it individually; at the moment of receiving any piece of advice and feedback, students better react to the mistakes and they do not see them as a barrier rather than an improvement possibility.

Chapter VI

Proposal

6.1 Proposal of the Research

This proposal aims to assist not only teachers, but also institutions regarding the implementation of the teamwork didactic strategy in lessons and enhance students' participation in the speaking area during Conversational English lessons.

6.2 Place to Develop the Proposal

This proposal as well as the activities developed on it is designed to develop it in the contexts of technical High Schools that contain Conversational English lessons into their curricula. In this case, the specific context chosen is the C.T.P Ricardo Castro Beer in Orotina with a 7th grade group.

6.3. Objectives of the Proposal

6.3.1. General objective

- a) To enhance students' participation in the speaking area throughout the implementation of the teamwork didactic strategy in 7th grade Conversational English lessons.

6.3.2. Specific objectives

- a) To implement the teamwork didactic strategy during a 7th Grade Conversational English lessons in order to enhance students' participation in the Speaking area.
- b) To analyze the teamwork didactic strategy results on students' participation in the speaking area during the Conversational English lessons.

6.3 Suggested activities.

Firstly, a strategy to enhance the speaking skills in Conversational English lessons under the teamwork didactic strategy is the implementation of educational videos with a set of questions that students have to answer. In this case, the teacher brings to the group of students a set of questions and analyze them together; by the same way, the teacher plays the video twice and students have to answer the questions. At the moment the questions are answered, students have to present the answer to the rest of their partners implementing the target language, in this case, the English language (it is up to the teacher to create different sets of questions to each group of students).

Secondly, another strategy that can be implemented in Conversational English lessons under the teamwork didactic strategy is the prepared presentations about a specific topic. In this case, the teacher provides to each group of students the printed material with written information about the topic; by the same token, the teacher asks students to create a presentation of the given topic by explaining the relevant information they consider important to share with the class. In this activity, students are requested to create a poster in order to become their presentation more visual.

Thirdly, the next strategy is an interview with their peers in which the teacher gives to students a set of questions and students have to collect students' opinions as well as perceptions about the topic. The teacher dives the Conversational Group into subgroups of work; then, the teacher gives to students the questions in order to read them and analyze them so that students can understand the information given. Finally, the teacher asks students to work with the partners of the subgroup by asking them the questions and write the information given; at the moment students finish asking all the questions to all their

partners, the teacher asks some of the students to provide the answers from their partners in front of the class.

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ANNEXES

Annex 2.**Instrument 2.** Questionnaire electronically applied to the students.

¿Considera usted que se desenvuelve de una mejor manera trabajando en grupo? *

- De acuerdo
 - Ni de acuerdo ni desacuerdo
 - Desacuerdo
-

¿Siente que su motivación mejora si trabaja en grupo? *

- De acuerdo
 - Ni de acuerdo ni desacuerdo
 - Desacuerdo
-

¿Siente que los niveles de ansiedad son más bajos cuando trabaja con otros compañeros o compañeras? *

- De acuerdo
- Ni de acuerdo ni desacuerdo
- Desacuerdo

¿Se le facilita expresar sus ideas cuando trabaja las asignaciones diarias en grupos de trabajo? *

- De acuerdo
 - Ni de acuerdo ni desacuerdo
 - Desacuerdo
-

¿Entiende mejor las instrucciones dadas por la persona docente cuando se encuentra trabajando en grupos? *

- De acuerdo
 - Ni de acuerdo ni desacuerdo
 - Desacuerdo
-

¿Siente que su participación mejora cuando se encuentra trabajando en grupo? *

- De acuerdo
- Ni de acuerdo ni desacuerdo
- Desacuerdo

¿Siente que su confianza para interactuar durante las lecciones inglés se ve incrementada al momento de trabajar en grupos? *

- De acuerdo
 - Ni de acuerdo ni desacuerdo
 - Desacuerdo
-

¿Recibe con mayor tranquilidad algún tipo de retroalimentación cuando es de forma grupal? *

- De acuerdo
 - Ni de acuerdo ni desacuerdo
 - Desacuerdo
-

Al momento de trabajar en grupos, ¿siente que puede expresar de una mejor manera sus ideas? *

- De acuerdo
- Ni de acuerdo ni desacuerdo
- Desacuerdo

¿Trabajar en grupos hace que sienta más apoyo y, por ende, mayor deseo de participación que comparado con trabajo individualizado? *

- De acuerdo
- Ni de acuerdo ni desacuerdo
- Desacuerdo