

**UNIVERSIDAD HISPANOAMERICANA  
THESIS SUBMITTED TO OBTAIN THE  
LICENCIATE DEGREE IN ENGLISH  
TEACHING**

**Implementation of Pedagogical Strategies to  
Improve Listening and Speaking Skills in  
“Ministerio de Educación Pública” Virtual  
Lessons with the Eleventh Grade from  
Colegio Técnico Profesional de Turrubares,  
Turrubares, During the First Period 2021.**

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## Sworn Statement

### Sworn Statement

Yo Marvin David Bermúdez Berrocal, mayor de edad, portador de la cédula de identidad número 1-1334-0248 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: Implementation of Pedagogical Strategies to Improve Listening and Speaking Skills in "Ministerio de Educación Pública" Virtual Lessons with the Eleventh Grader from Colegio Técnico Profesional de Turrubares, Turrubares, During the First Period 2021, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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Firma del estudiante

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## CARTA DEL TUTOR

San José, 22 de marzo, 2021

Universidad Hispanoamericana

Licenciatura en la Enseñanza del Inglés

Estimados señores:

El estudiante Marvin David Bermúdez Berrocal, cedula de identidad número 113340248, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: *Implementation of Pedagogical Strategies to Improve Listening and Speaking Skills in ‘Ministerio de Educación Pública’ Virtual Lessons with the Eleventh Grade from Colegio Técnico Profesional de Turrubares, Turrubares, During the First Period 2021*, el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de 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 obtienen la siguiente calificación:

	<b>Descripción</b>	<b>%</b>	<b>% Obt</b>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	18%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	98%

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



MSc. Roy Alfaro Alfaro

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## Thesis Reader's Letter

### CARTA DE LECTOR

San José, 13 de abril, 2021

Universidad Hispanoamericana  
Sede Llorente  
Carrera de Enseñanza del inglés

Estimado señor

El estudiante Marvin David Bermúdez Berrocal , cédula de identidad 113340248, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "*Implementation of Pedagogical Strategies to Improve Listening and Speaking Skills in "Ministerio de Educación Pública" Virtual Lessons with the Eleventh Grade from Colegio Técnico Profesional de Turrubares, Turrubares, During the First Period 2021*", 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.

Licda. Yanory Arguedas Carballo

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**Dedicatory**

I want to dedicate this research to my beloved wife Jessica Villalobos Rojas who has always supported me; she has always helped me to move forward. She is the most special person I have ever met who has painted my life in many colors.

## **Acknowledgment**

I would like to say thank you to the following people who helped me to develop this study:

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Thank you everyone who helped me to reach this new project.

**Abbreviations**

(APA) American Psychological Association

(MEP) Ministerio de Educación Pública

(EFL) English as Foreign Language

(ESL) English as Second Language

**Summary (abstract)**

This study aims to identify the different strategies that benefit the development of students' English skills in a virtual environment. More due to the fact that the educational system has been facing a pandemic environment and it has adopted virtual lessons as alternative to continue the educational process. Both students and teachers in the Public area have had to adapt to this modality. Hence the importance of recognizing the strategies that help students in the development of listening and speaking English skills in a virtual environment.

Este estudio tiene como objetivo identificar las diferentes estrategias que benefician el desarrollo de las habilidades en la signatura de inglés de los estudiantes en un entorno virtual. Más debido a que el sistema educativo ha estado enfrentando un entorno pandémico y ha adoptado lecciones virtuales como alternativa para poder continuar el proceso educativo. Tanto los alumnos como los profesores del área pública han tenido que adaptarse a esta modalidad. De ahí la importancia de reconocer las estrategias que ayudan a los estudiantes en el desarrollo de las habilidades de escuchar y hablar inglés en un entorno virtual.

## **Introduction**

This research is a requirement to obtain Licentiate Degree in English Teaching from the Hispano-American University of Costa Rica applying the scientific method.

The subject of this research is the implementation of pedagogical strategies to improve listening and speaking skills in “Ministerio de Educación Pública” virtual lessons with the eleventh grader from Colegio Técnico Profesional de Turubares, Turubares during the first period 2021.

The development of speaking and listening skills in English learning plays an essential role to learn and develop this language. However, in public education there are large gaps where there is a shortage of technological resources, connection problems and students do not feel prepared to receive classes in virtual mode. Hence the importance that teachers use the appropriate strategies in a virtual environment.

Worldwide, education has undergone drastic changes due to the covid-19 pandemic. Many countries maintain virtual lessons because they do not want to put their students at risk coming to face to face classes. Costa Rica is no exception; Costa Rican students have taken virtual classes as an alternative to protect them from covid-19.

Students consider that virtual classes bring many benefits but also their challenges. This is why teachers must analyze the context of their students to apply the appropriate techniques to help their pupils in their virtual lessons.

The research will be divided into 5 chapters:

In chapter I the introduction, the topic, the justification will be made, the problem approach will be stated, the general and specific objectives, the scope and limitations.

In chapter II the institutional historical review, the antecedents, the theme, the theoretical perspective will be located.

In chapter III there will be the approaches, the types of research, the subject, the research sources, the physical and temporal space, the population, the sample and the variables.

In chapter IV there will be found the analysis and interpretation of data.

Finally, in chapter V the conclusions and recommendations will be located.

**CHAPTER I:  
RESEARCH PROBLEM**

## **1.1 PROBLEM APPROACH**

The research is carried out with the eleventh grade from Colegio Técnico Profesional de Turubares, Turubares, aged between 16 and 20 years old, in the province of San José during the first period 2021.

### **1.1.1 Background to the problem.**

If somebody wants to learn a foreign language, it is crucial to improve listening and speaking skills. Those abilities are indispensable to learn English. However, many learners present listening and speaking skills difficulties. Teachers must apply the correct pedagogical strategies even more in virtual lessons.

Solano (2016) argues about the necessity of speaking and understanding English in her thesis “Proposal of Curricular Development in Listening and Speaking Skills in the Ministry of English Mep’s Program in Eleventh Grades in Nightly High School Miguel Obregón Lizano”. The objective of her research is “to implement dynamic accelerated learning techniques in listening and speaking skills” (page 9). Besides, she indicates:

Going back to the importance of speaking and understanding English, it is known that most of the jobs and companies require English skills knowledge in their employees as a must. Nowadays, having a bachelor or Licentiate degree is not enough. As a result of the globalization process in our country has been involved in, a lot of foreign corporations have installed one of their headquarters here in Costa Rica, this situation is very good. It represents a big percentage of new or increasing job opportunities (p. 3).

Solano motivates people to study English in Costa Rica due to the fact that listening and speaking English has been required in many jobs. In addition, Solano (2016) describes a main cause that has produced listening and speaking difficulties in English students from Costa Rica:

All this background leads this to one conclusion, the didactic techniques teachers are using are inappropriate and clearly they are not producing any other significant knowledge in students but only learning things to answer exam questions. As a personal experience, high schoolers are taught just to do reading comprehension; the teachers provide them short text and a bunch of questions of multiple choice, so students don't need to think very much to find the answer, this is the result of "Exámenes de Bachillerato" students and teachers face every year (page 4).

The author of this study determines that pedagogical mediation has been incorrect during years. The students do not reach the appropriate English level.

Marín (2015) identifies the listening and speaking difficulties in her thesis: "Identification of Main Problems that Interfere in the Oral Performance in the English Conversational Class, At Miguel Obregón Lizano High School". Her research's objective is "to investigate the main problems that interfere in the oral performance of 7th and 8th Conversational English class students at Miguel

Obregón Lizano High School during the first period of 2015”(page20). With that in mind, Marín (2015) points out:

It has been observed that most students in high school are not able to communicate in English as a foreign language. English could be difficult due to the limited time to learn it in class and also, the lack of encouragement to practice outside. It can be inferred that one cause that makes students to have some difficulties in speaking English is that their home environment (people outside the class, homes, places they go, etc.) does not support them speaking the language frequently. Some teachers and even parents think that the students are able to improve their oral skill with only a daily English conversation in class. It is possible that if students do not practice their English enough outside the classroom they are not able to improve their self-confidence, fluency, pronunciation, and other aspects of speaking that students need to develop for good communication. Moreover, learners usually choose to use their native language, reducing the opportunity to develop the language. (p. 16)

According to the results, Marín (2015) concludes that the students face: “poor English classes...the teacher speaks more Spanish than English...lack of time to accomplish the objectives and ...low self-confidence ” (p.125-128). The author shows that students present difficulties to improve their English for the reason that they do not practice the target language enough.

The thesis above agree that some teachers use inappropriate didactic techniques. It affects the English skills development. Students do not practice the language a lot due to the poor English classes. Many students in high school cannot express their thoughts and ideas in English. This is worrying because of many jobs and companies hire only employees with English skills awareness. Students require an environment where they can have more English practice. Learning a language is similar to mathematics if people do not practice, they forget everything they have learned.

As well, Sanghare (2018) explains the listening and speaking skills development in the Senegalese context with his thesis: *Developing Speaking and Listening Skills through Audiovisual Materials in the Fourth Form*. His purpose is to improve those skills through “Suggesting some effective activities based on the use of films, clip video and cartoons. Proposing activities that integrate listening and speaking. Showing how to use those materials to bring change in the dynamic of the class” (p.4). Sanghare (2018) reveals his true feelings with the next description:

The teacher reads a text and asks students listen to them. Here, the problem is double. First, teacher reads a written text, which is quite different from oral conversations in terms of language, grammar, words, etc. Secondly, the teacher is a non-native while students should be mostly trained to listen to natives. As for the speaking skill, many teachers choose a topic and ask students to discuss it. This issue needs to be addressed

because most students are not engaged in debates and only some of them participate. Even though recorded conversation is good, it would have been better if combined with images. When students see the speaker's movements, body language, gestures, it can help him or her better grasp what is meant since they offer of visual context of the situation. (Pag.3)

The author states that "most teachers mainly focus on reading and writing, rarely on speaking and listening. Even the way these two last skills are taught is problematic" (page 31). On the other hand, he concludes that audiovisual tools help to offer a motivating learning environment. Moreover, they stimulate pupils' imagination and encourage being a thinker (Sanghare, 2018, p. 31).

Likewise, Darti (2017) highlights that "listening is an essential part of English as a foreign language ... teaching listening needs more attention in order to develop students' language" (p.1). In addition, he shows that students present complications learning listening into his thesis entitled: *Analyzing Students' Difficulties toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at Uin Alauddin Makassar*. The main objective of that research is "to find out problems encountered by students of English Education Department academic year 2016/2017 in listening comprehension" (page 4). Furthermore, Darti (2017) manifests some significant problems teaching listening:

Foreign learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Theoretical explanations of listening comprehension provided three factors, which learners faced when they listen to a spoken text, were listening material, listener factors, speaker factors and physical setting. All of the problems for each factors need to be identified in order to find students' difficulties (page13).

In this way, Darti (2017) concludes that all students are able to understand listening text but the pupils present the next difficulties: "lack of vocabulary, poor grammar mastery, accent, pronunciation, lack of concentration, speed of speech, anxiety, noisy, inability to apply listening strategy, bad quality of recording"(p.50). It shows the reality, pupils have to confront many troubles to improve listening skills.

It is noted that the tendency in these theses express that teachers have used the incorrect pedagogical technique. Some teachers read text instead of applying oral conversations. In the same way, the lessons have been focused to pay more consideration to grammar and vocabulary. In terms of listening, the recommendation is to use technological tools as videos and recordings from native speakers. Most English teachers in Costa Rica are not native English speakers; thus, teacher must look for adequate strategies to increase their students' English skill.

Moreover, Awad (2016) gives more detail about the development of speaking in English language students in his thesis: Investigating Speaking Difficulties that Encounter Students at Secondary Schools. A Case Study of

Omdurman Locality Secondary Schools (3rd. Year). That study has the next objectives: "To draw teachers' attention to the importance of speaking skills. To develop the English language speaking skills for students. To encourage speaking skills among students" (p. 3). Awad (2016) explains some reasons about speaking difficulties in English lessons:

There are many difficulties that face the students in practicing the speaking skill. According to the researchers' experienced, they see these difficulties from many angles, the first one refers to the psychological factors which affect the learners when they are speaking, and some other refer to the teachers who deal with the learners, and others refer to the learners themselves and others to the environment. The great difference between the native language and second language, affects in oral communication as the researcher has found some learners feel shy and others afraid to make mistake during speaking process. (Page 2)

In addition, this author contributes with some conclusions about the case; he concludes that big vocabulary helps pupils to express their thoughts easily and learners 'faintness in listening skill causes speaking difficulties. On the other hand, negative psychological factors disturb in increasing speaking skill (Awad, 2016, p. 39). In terms of speaking this thesis shows different factors that affect English speaking skill development.

On the other hand, virtual lessons are part of daily life. It poses challenges and benefits in the English learning process. Xenos (2018) says that the virtual

classroom is a little exploited area. He explains it in his research *The Future of Virtual Classroom: Using Existing Features to Move beyond Traditional Classroom Limitations*. This research... “argues that the true potential of virtual classrooms in education is not fully exploited yet” (Page 1). It is a qualitative research where he interviewed 21 experts from 15 countries. This study demonstrated the specialists in education do not use the virtual lessons a lot. They are not taking advantage of the virtual classroom. Xenos (2018) obtained the following conclusion:

This study suggests that the use of virtual classrooms hasn't reached its full potential yet and there are features that could be employed to aid towards moving virtual class-rooms beyond just emulating traditional ones. .. The best practices presented in this paper could aid professors to move beyond traditional classroom limitations and fully exploit the entire spectrum of modern virtual class-room features. (Page 950)

This author gives many tips in order to help teachers to take advantages of applying virtual lessons.

The virtual lessons have been an alternative when the face to face classes became affected by any economic, political and health factor. However, some students prefer to receive the learning teaching process face to face. Montiel (2018) has the objective to compare both educational systems in her thesis: *Comparing Online English Language Learning and Face-to-Face English Language Learning at El Bosque University in Colombia*. This research was applied on 58 students. Montiel (2018) declares: “The purpose of this study was to

determine if there were differences in the English language learning outcomes between online students and students who received their classes in traditional face-to-face settings at El Bosque University in Bogota, Colombia” (Page 5).

She concludes that virtual lessons have advantages like flexible time and revisiting content. Students have access to all the information and explanations in online chats and drivers. They require discipline to follow the self-study education. Nevertheless, some students do not have internet access or prefer face to face lessons. They feel more comfortable with their teachers and classmates face to face.

Moreover, Rupp (2016) gives more details about the virtual lesson in her thesis: *Online Learning and Effective Leadership: The Importance of Relationship Building and Culture*. He expresses that his objective is “to identify and analyze the components of successful online/blended learning programs...” (p. 3). She studied educational leaders and teachers. Rupp obtained this conclusion: “Decision making on curricula, pedagogy, and educational goals should be a collaborative process. The explosion of rapid communication and information availability by means of the Internet means that schools and libraries are no longer the keepers or guardians of knowledge”(Rup, 2016, p. 114). According to the quote above into the English learning process the teachers must make decisions collectively to choose the best pedagogical strategies. These words affirm that virtual lessons are an integral process where the pedagogical strategies have as a main propose to improve the English learning process.

In terms of virtual lessons, these backgrounds declare that virtual lessons give many advantages like different schedules for working, access to thousands of

information and the revisiting content. Students can arrive to the different chats to review the last lessons. Nevertheless, virtual lessons have limitations some teachers are not prepared for this technological system, students prefer face to face classes and hundreds of pupils do not have internet access. For example, public education in Costa Rica suffers this situation.

### **1.1.2 Problematization.**

The following research is based on an analysis of the use of strategies to improve listening and speaking skills in MEP virtual lessons in the eleventh grade from Colegio Técnico Profesional de Turubares, Turubares during the first period 2021. This research is necessary due to the use of novel strategies to improve listening and speaking skills in MEP virtual lessons is an important issue for education researches because all the students from Costa Rica have been facing the virtual lessons challenge since the pandemic. It has brought complications in the English teaching learning process. It is essential to recognize that the education is the key to success. According to this (Nelson Mandela, quoted by Kgosinyane, 2019) gives his personal point of view about the education:

Nelson Mandela once argued that: "Education is the great engine of personal development. It is through education that the daughter of a farmer can become a doctor, that the son of a mine worker can become the head of the mine, that a child of a farm worker can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another". This sentiment is resonated by states and nations across the globe. In simple terms, the above quote emphasizes

the indispensability of education to the country, communities and individual.

(Page 1)

This author reveals a crucial fact, the education is indispensable to improve a country. However, Costa Rica education is in shock due to the difficulties of teaching with virtual lessons into pandemic environment. It has affected the English teaching learning process, too. Teachers have to adapt to this new curricular change in order to prepare their pupils to that curriculum transformation. Therefore, this research supports all them by providing knowledge, alternatives or potential methods to improve listening and speaking skills in that high school.

### **1.1.3 Justification of the problem.**

This research has social relevance because researches show that listening and speaking skills represent a challenge in terms of learning a foreign language but they are essential. Today, there are more native English speakers in Costa Rica and it is necessary for the communication. For example, Faisal (2019) explains that it has been proven that “the prior English skill is listening. Without passing listening, someone cannot be able to speak, read, and write” (Page 1). Likewise, there is a social-economical request due to many jobs have the request of English language to be hired. Similarly, if people want to travel and meet people from other countries the English is essential. Actually, people need English in daily life.

On the other hand, the education process has suffered a drastic change from face to face class to virtual lessons. It has affected the students around the

world. García and Weiss (2020) report this change in the blog Economic Policy Institute:

The shutdown of schools, compounded by the associated public health and economic crises, poses major challenges to our students and their teachers. Our public education system was not built, nor prepared, to cope with a situation like this—we lack the structures to sustain effective teaching and learning during the shutdown and to provide the safety net supports that many children receive in school. While we do not know the exact impacts, we do know that children's academic performance is deteriorating during the pandemic, along with their progress on other developmental skills. (Unique page)

This report comes to an understanding that the public education system was not prepared for this radical change. This impact has affected the academic performance. It includes the English lessons. According to this, teachers must look for the best pedagogical strategies to improve their students' English skills.

This study tries to analyze the pedagogical strategies applied to eleventh grade from Colegio Técnico Profesional de Turubares in order to determine the English improvement in the listening and speaking skills into virtual lessons in a pandemic atmosphere. This research can help students and teachers to face the virtual lessons in future events. The main point is to help students to develop English skills in order to give them the tool to apply their English knowledge into this globalized society where understanding and speaking English is essential to get a job and for daily communication.

## **1.2 FORMULATION OF THE PROBLEM.**

The students from Turrubares Technical High require pedagogical strategies to develop listening and speaking in MEP virtual lessons. After this, it follows:

**Which are the pedagogical strategies to improve listening and speaking skills in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021?**

## **1.3 OBJECTIVES OF THE INVESTIGATION.**

### **1.3.1. General objective**

**To analyze the implementation of strategies to improve listening and speaking skills in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.**

### **1.3.2. Specific objectives**

**a. To identify different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.**

**b. To distinguish different kinds of strategies to improve speaking skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.**

**c. To determine the impact of MEP virtual lessons on the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.**

## **1.4 SCOPE AND LIMITATIONS.**

### **1.4.1. Scope.**

This research covers the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021, and will benefit the all the students of that high school, the students' parents, and the English teachers.

### **1.4.2. Limitations.**

This research can present the next limitations:

- The dropout impacts.
- The pandemic atmosphere
- Parents' permission to run the research.
- Student's aptitude.
- Teacher's support in the research's performance.
- Bimodal schedules of students.

# **CHAPTER II: THEORETICAL FRAMEWORK**

## **2.1 HISTORICAL CONTEXT**

### **2.1.1 Background of the organization or community.**

The Colegio Técnico Profesional de Turrubares is located in San Pablo, Turrubares, San José, between the geographical coordinates N 210 500-211 500 and E 486 500-487 500 projection Lambert Costa Rica Norte. According to the educational administration, it is located in the Puriscal Regional Office, circuit 06.

How it began? Taking advantage of the National Plan for the creation of Professional Agricultural Technical High Schools in the country, the Government of President José María Figueres Ferrer and Mr. Uladislado Gómez being Minister of Public Education, in 1973. The community begins to organize for the creation of a high school and a committee is created.

This committee, with the enthusiastic and decisive help of school principals and community leaders, undertook the campaign of visits and meetings. This committee visited some communities like Escobal and Quebrada from Atenas; Grifo Alto, Poró and Cacao from Puriscal; San Rafael, Quebrada Azul, San Luis, San Francisco, Paso Agres, Purires, Monterrey and San Pablo. They traveled on foot, on horseback and in the vehicle of Don Fernando Vargas Luna, until completing and presenting a list of 126 possible students, committing themselves even to host some students from places without transportation in some of their houses (free of charge).

Classrooms and furniture were provided by San Pablo School and the Catholic Church. It was also loaned and fitted out by the priest Rodrigo Rojas V. and his collaborators. This action led to the calling of the Pro High School

Committee in the community as profane. Likewise, San Pablo School provided some didactic material: blackboard, chalk and others.

A suitable farm was found, the committee visited to Rafael Morera González (of pleasant memory) in his house, who very kindly attended. The committee was able to persuade him of the need to sell his farm of 20 blocks for the College. He agreed and donated a percentage of the land to the institution for the benefit of students and teachers.

Jenny Burgos Valverde is the current principal of the school. There are more than 20 teachers and 250 students.

Colegio Técnico Profesional de Turrubares has as a goal the creation of new specialties in precision to the national change. It coordinates with institutions such as the INA for the facilitation of the infrastructure for the implementation of professional courses.

## **2.2 THEORETICAL CONTEXT – CONCEPTUAL**

English has a big impact around the world. It is considered as a universal language. Many jobs require English speakers. If people want to travel, it is obligatory. People have English contact every day. However, English students face some challenges in terms of developing listening and speaking skills. Teachers require to apply different pedagogical strategies to develop these skills. It includes the pandemic atmosphere, it has led to the fact that educational centers have been closed, which has generated that students receive their lessons virtually.

## **2.2.1. Listening skills.**

### **2.2.1.1. Meaning**

Listening is the ability to understand the message that is heard. It doesn't just mean listening to a message. It means to comprehend the significance, the context and why the message is conveyed. This includes understanding the orator's pronunciation or intonation and the sentence structure. The person who understands what he or she hears will have the ability to express an opinion and respond correctly to the request. When people want to learn a new language, developing listening skills is essential because this will allow them to improve the other skills (writing, speaking, and reading) and also convey a message properly. According to the statements above, Brewster et al. (2002, quoted by Soares, 2018) points out:

Listening is the selection and assignment of meaning to sound. When we listen, we attempt to give importance to what we recognize and what we want to hear. In other words, we select what information is important to listen to, in order to try to be able to understand the message someone is giving us in order to respond. (p. 12)

According to the previous quote when people listen, they give importance to what they want to listen. If they are interested about the listen message, they would understand the information heard.

On the other hand, in terms of learning a new language, to develop listening skills, allows the progress of learning process. Soares (2018) mentions:

Listening is the major skill that enables learners to use their other skills. If a learner is able to comprehend what they hear they will have less difficulty speaking... because listening is absolutely necessary since it provides input for the learner. Furthermore, if learners do not understand the input they receive, the learning process simply cannot begin. (p. 12)

This idea is completely clear, if learners do not understand the message, they cannot learn the input language. In the same way, to learn English includes to develop listening skills, however; some learners present listening skills difficulties in the English learning process. The next paragraphs give more details about this topic.

#### **2.2.1.2. Listening skills difficulties:**

##### **2.2.1.2.1. Meaning**

Listening skill difficulty is when learners are not able to decode the information heard. It has some causes. For example, students have problems in understanding listening activities because students cannot internalize what they hear and easily forget. Sometimes learners just memorize vocabulary. However, listening is a vital ability in English language learning. Yilmaza & Yavuz (2015) explain:

The most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognizing the words they know, understanding the message but not the intended message,

neglecting next part while thinking about meaning, disabling to form a mental representation from words heard. Apart from that, Goh also emphasizes the problem of concentrating and missing the beginning of text.

(Page 1)

It means that a student present listening skill difficulty when he is not able to understand completely the message heard. It affects the English learning process.

Moreover, Namaziandost et al. (2019) defines the listening skills difficulties like this:

Listening problems are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension... As listening comprehension is an intricate ongoing process that includes the interaction of various factors, many learners find it hard to understand L2 spoken input and have little awareness of why that difficulty occurs. (p.3)

They explain listening comprehension as a process, but learners do not find it hard to understand it. For many of them, not being able to understand, it is a factor to give up learning.

### 2.2.1.2.2. Elements that produce Listening difficulties.

Listening skills difficulties are related to some factors. There are some main elements:

a. The recorded resources affect the listening effectivity. For example, Azmi et al. (2014, quoted by Pourhosein & Banou, 2016) adds: “ **Quality of Recorded Materials:** In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners’ listening ” (Page 127). Teacher must look for high quality listening materials in order to improve listening complications.

b. The deficiency of background knowledge is additional challenge. Learners have difficulties to understand familiar terms. According Azmi et al. (2014, quoted by Pourhosein & Banou, 2016) explain:

**Unfamiliar Vocabulary:** When listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students’ listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts, students will get confused. (Page 127).

To improve listening skills teachers must use familiar vocabulary and increase this vocabulary with new words.

In addition, Melati (2019) confirms the effects of using uncommon vocabulary when the students have limited vocabulary:

Two next problems faced by the students in listening, limited vocabulary and interpretation, seem to relate with each other. Practically, a learner with limited vocabulary has big potential to misinterpret what he hears. This is exactly what happened with the students when having the listening test. Having poor vocabulary, many of them misunderstood what they heard from the recording. In fact, many words used in the talks they heard during the test were still new words to them. (Page 5)

Learners with lack of vocabulary present complications when they have to face listening test and every English lesson. It increases the possibilities to get confused about real meaning about what they are hearing about.

**c. Quickness of the listening** is other factor that makes difficult listening understanding. For example, when the teacher explains and talks too fast, the pupils do not understand clearly the ideas. It is not easy for the lower level student to listen a lot of information and then solve the teacher's activities. Melati (2019) gives more detail about the speed of the listening:

Speed speaker deals with one's speaking speed; it also includes the matter of speaking fluency. The native speakers of English absolutely have higher speaking speed than do the nonnative. Consequently, for an EFL learner, oral message uttered by a native speaker is more difficult to understand than that uttered by a non-native. Thus, it is not surprising that the listening test with a native speaker was much harder than that with Indonesian speakers of English for the students. (Page 5)

When students are not English native speakers, listening exercises represent a challenge for them. According to the above, depending on the speed at which the teacher speaks, the student will only be able to understand fractions of what he hears.

d. English learners have to face different kinds of accent. In Costa Rica, teachers try to imitate North American people, but Americans are not the only ones who speak English. Thousands of people around the world speak English with their own accent. Buck (2001, quoted by Pourhosein & Banou, 2016) explains:

**The accent:** ...indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners. (p.127)

The accent confuses students when they want to learn a new language. If they want to develop this ability, they have to listen conversations and recordings about the input language.

For instance, Case (2019) adds more information about the accent as a challenge for pupils:

In a modern textbook, students have to not only deal with a variety of British, American and Australian accents, but might also have Indian or French

thrown in. Whilst this is theoretically useful if or when they get a job in a multinational company, it might not be the additional challenge they need right now- especially if they studied exclusively American English at school. Possibilities for making a particular listening with a tricky accent easier include rerecording it with some other teachers before class, reading all or part of the tape script out in your (hopefully more familiar and therefore easier) accent, and giving them a listening task where the written questions help out like gap fills. If it is an accent they particularly need to understand, e.g., if they are sorting out the outsourcing to India, you could actually spend part of a lesson on the characteristics of that accent. In order to build up their ability to deal with different accents in the longer term, the best way is just to get them listening to a lot of English, e.g. TV without dubbing or BBC World Service Radio. You might also want to think about concentrating your pronunciation work on sounds that they need to understand many different accents rather than one, and on concentrating on listening with accents that are relevant for that particular group of students, e.g. the nationality of their head office. (Unique page)

Students must improve their listening skills paying attention to a variety of accents. Teachers must look for resources where their learners can listen variety of accents.

Additionally, Melati (2019) extends the meaning of listening difficulties according to accent problems:

The last problem faced by the students in listening, accent, is what the theories have not elucidated yet so far. It is known that in English speaking, there are some distinctive accents such British, American and Australian. Many of the students admitted that the matter of accent also troubles them when having a listening test. So far, the accent that they are familiar with is American accent, therefore, it is very difficult for them to catch oral information uttered in British and Australian accent. (Page 5)

Unfamiliar accent can interfere in the listening comprehension, but it is part of the English learning process. Pupils' ears must be exposed to a variety of accents in order to improve listening skills.

e. There are millions of people with different cultural and social traditions. Some teachers just present the material, but they do not explain the context or the real-life situation. Pourhosein & Banou (2016) adds about it:

**Differences between Cultures:** Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials, then the learners may have critical problems in their comprehension. (Page 127)

It affects pupils because they cannot obtain a substantial understanding. For example, each country has popular expression or idioms that learner cannot understand easily.

**f. Learners lag behind in the listening exercise:** It is a common listening difficulty, because students try to figure out the meaning of a previous word. When students are solving a listening exercise, if they do not understand this previous word, they are left behind and they cannot fully complete the exercise. Case (2019) gives more details about it:

This is one aspect of the problem above that all people speaking a foreign language have experienced at one time or another. This often happens when you hear a word you half remember and find you have completely lost the thread of what was being said by the time you remember what it means, but can also happen with words you are trying to work out that sound similar to something in your language, words you are trying to work out from the context or words you have heard many times before and are trying to guess the meaning of once and for all. In individual listening you can cut down on this problem with vocab pre-teach and by getting students to talk about the same topic first to bring the relevant vocabulary for that topic area nearer the front of their brain. You could also use a listening that is in shorter segments or use the pause button to give their brains a chance to catch up, but teaching them the skill of coping with the multiple demands of listening and working out what words mean is not so easy... Finally, spend a lot of time

revising vocabulary and doing skills work where they come into contact with it and use it, and show students how to do the same in their own time, so that the amount of half remembered vocab is much less. (Unique page)

It is essential to find out when a pupil has this listening problem and give him or her the different tools to improve it. It is necessary to give them pre-vocabulary in order to help them to understand the listening practice more clearly.

Likewise, in some cases pupils are not able to follow the listening exercises because they have not established a language habit. It affects their English understanding and they fall behind in the listening exercises. Melati (2019) explains:

Established language habit, which is the next problem faced by the students in listening, is definitely due to the fact that many of them are not familiar with English speaking circumstances yet. Even the learning process in the EFL classroom has not provided them with English speaking atmosphere; the teachers have not spoken fully in English yet since they often consider the students' level. From here, we can learn that what the students usually have outside the listening test has significant impacts on what they can do in the listening test. This implies that the students have not had sufficient listening skill since they are not familiar with English talks yet. (Page 5)

According to this, Melati (2019) specifies that teachers usually speak in pupils' native language because they consider that learners do not have the level to understand. It is a huge mistake. Students have to improve in an English environment.

**g. Face the problem of noises:** Many high schools are overcrowded, which causes a lot of noise in hallways and it affects that students can understand the listening exercises in the classroom. According to this, Vinh (2019) declares:

If the listening task is carried out with noises around, it is for sure they will not have a good result in listening. First, they are distracted by the noise no matter how hard they try to focus on the task. Otherwise, the noise makes a complex of sounds instead of the solo recording being played. This interrupts the students from hearing and focusing on the task. The problem also comes from the poor quality of the tapes or disks. For example, the cassette may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out. The poor equipment is somehow an obstacle to students in listening. For an example, in listening comprehension, it is the best place for students to do the listening in the laboratory room. This somehow will bring out the better result for the noises outside cannot get through the lab room. (Unique page)

It is the reality, if students cannot hear clearly; they cannot understand the listening activities. The class has to be executed in a quiet room.

### **2.2.1.3. Strategies to apply a right method for listening.**

Listening understanding is not just hearing what is said. It is the capability to understand the words, catch their meanings and apply them in the real-life. According to this, the perfection of listening skills is a necessity to help learners to be prepared to face this globalized world. Actually, teacher must apply the best method to increase pupils' listening skills. There are many methods, for example, Solak (2016) explains the next about the stages in teaching listening skills:

Pre-listening activities help to hear and give some clues about the activity expectations mostly by activating schemata. Imagine that you enter the classroom a little bit late and you see that the teacher has already started lecturing. Most probably, it will be difficult for you to grasp the topic and understand what is going on. Why do you think this happens? As you do not know the context and you do not have any prior knowledge about the context, the context will initially be inaccessible. Consequently, pre-listening activities serve the goal of ensuring students know what they need to know before they listen... Pre-listening activities activate the schemata and help students to predict what they will hear. Activating schemata means activating students' prior knowledge. Activities to activate learners' schemata might include brainstorming, visuals, realia, text and words,

situations and opinions, ideas and facts. Brainstorming activities aim to produce ideas based on a topic or a problem. Brainstorming can be realized via a poster display in which students prepare a poster based on a given topic, brainwalking in which they walk around the classroom and enlarge the ideas collaboratively, boardwriting, in which they work in groups. (Page 37)

This author tries to give some useful techniques to apply in English lesson, pre-listening helps pupils to introduce into the new topic. It aims to create concepts and arise the knowledge. The learners have the chance to express their own opinion about the topic in discussion.

On the other hand, (Wilson, 2008, quoted by Solak, 2016) contributes with some recommendations to put on during the pre-listening time:

A pre-listening task should not be too long. It should be precise and clear. The activity should not give too much information about the listening text. It should just introduce the topic. The teacher should not talk too much: he or she should let the students talk and share their ideas. A pre-listening activity topic should not be too general and unrelated to the listening text. (p.38)

Pre-listening is just a small introduction to the topic. The teacher has to extend the topic in the next stage of the class. It is the While-listening activities. Students solve those activities during the listening development or after it. (Underwood, 1989 quoted by Solak, 2016) clarifies:

While-listening activities are directly related to the listening text and students perform the task either during the listening process or immediately after the listening. Therefore, the teacher needs to match the activities to the instructional goal, the listening purpose, and the students' proficiency level.

Underwood (1989) explains the goal of while-listening tasks as being something that helps the learners understand the messages of the listening text. She also gives some specific examples of while-listening activities:

- "making/checking items in pictures

- Which picture?

- storyline picture sets

- putting pictures in order

- true/false

- form/chart completion

- completing grids

- predicting

- carrying out actions

- multiple choice completion" (p. 49-72). Well-designed while-listening activities help students to understand the listening text, to give clues about how to respond, to provide a focus, to indicate the important parts while listening, to keep listeners alert and to permit them to understand the text's structure... An example to while-listening activity is "bingo". This activity is especially enjoyable for young learners. In this task, the teacher writes a list of words on the board, which are included in the listening text. The students individually select and write seven words on a piece of paper. Then, they

listen to the passage and put a tick on that specific word when the word is heard. When all the words are ticked, they shout “bingo”. It is a good activity for selective listening even if it hinders listening extensively. (Page 38)

With this method, the learners can develop their listening comprehension progressively. They recommend simple and useful activities that pupils can perform with complications and actively.

Finally, (Underwood, 1989, quoted by Solak 2016) comes to encompass the last stage. It is the Post-listening where the goal is that learners can apply the listening activities to their real lives:

Underwood (1989) describes the post-listening task as an activity that is realized after the listening, merging all the work performed. Post-listening tasks may be directly related to the pre- and while-listening activities or they can just be loosely related to these activities. She also asserts that post-listening tasks require more time than the other tasks because students deal with thinking, discussing, reflecting and writing processes. It can be named as the more reflective part of the lesson. “Checking and summarizing” is one activity type that can be performed as post-listening task. In this activity, first the teacher puts students into small groups to lower individual speaking anxiety. The teacher’s role, here, is to monitor students and to stimulate them by attracting their attention to the related and interesting points. Then, they share their ideas as a class and then students can summarize the

important parts. Other types of post-listening activities are discussions, creative responses, critical responses, information exchanges, problem solving, deconstructing the listening text and reconstructing the listening text. (Page 39)

When the students can internalize, summarize and discuss a topic, it means that they understood the presented material. They are able to use it in their daily life. It makes them more competent and prepared to confront all the listening difficulties in the English learning process.

In the same way, Pourhosein and Banou (2016) share some convenient suggestions for mastering learners' listening comprehension troubles:

- a. Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.
- b. Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies. These tasks not only test the students' listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities.
- c. Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.

- d. Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.
- e. Teachers should help their students to be familiar with the accents of different native speakers. Due to the fact that native speakers have specific accents it is necessary for students to recognize the differences between American and British accents. (p.128)

The strategies and suggestions above can help English learners to overcome the different listening skills difficulties. However, it depends from teachers' pedagogical activities. Teachers must think about their pupils' benefits, their abilities and context related.

### **2.2.2. Speaking skills:**

#### **2.2.2.1. Meaning**

Primary, it is significant to define speaking skills: (Bygate, 2010, quoted by Al-Roud, 2016) discusses: that "Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listeners" (Page 2). It is inferred that English-speaking skill is the ability to communicate thoughts orally. However, some students show difficulties to develop this ability

due to different situations that affect a clear and effective communication in English.

Speaking skill is one of the most important abilities to have an effective communication. When students present speaking English skills difficulties, the message transmission is affected. Pupils cannot express their thoughts, likes, dislikes and objectives. In addition, teachers cannot infer what they are thinking. It means there is not a free communication. (Clark, 1977, quoted by Musliadi (2016) states:

Speaking is fundamental and instrumental act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get information. They request things to get them to do something for them. They also said that the nature of the speech act should play a central role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way, and they select and utter a sentence they believe will bring about just this effect. (Page 3)

When people talk, they want to be understood. Their ideas have the goal of producing an effect on the listeners. However, English learners get frustrated when they cannot express what they want to say clearly. They can not cause any effect with their unclear ideas. On the other hand, to show speaking skill difficulties in the English learning process produces a delay in the pupil's cognitive development. Moreover, they cannot talk in order to have special effects on their auditors.

Furthermore, Musliadi (2016) describes the teacher's role. The professor must study pupils' context, in order to understand the complete situation:

The teacher should know the complete understanding of problem in teaching speaking. The factor is an institutional context that puts English as second or foreign language in a nation. The context in which the language is learnt is still considerable relevance to the kind of English that a nation will want and need to study, and the skills they will need to acquire. Language teaching in what might broadly categorize as an EFL context is clearly a greater challenge for students and teachers. (Page 7)

It is decisive that the teacher knows all the details within the classroom. This includes the context in which his students live.

Developing English speaking ability is known to be one of the most difficult skills. English students try to express their ideas but first they think about grammar, intonation and many elements. It is affirmed by (Celce-Murcia and Olshtain, 2000, quoted by Al-Roud 2016) who "pointed out that in some ways speaking can be considered the most difficult skill to acquire as it requires command of speech production sub-skills like vocabulary retrieval, choice of grammatical patterns, and sociocultural competence" (Page 2). Students have to make their best effort to improve their speaking, but teachers must look for the most proper techniques to help them.

### **2.2.2.2. Elements that cause speaking difficulties.**

English Speaking skills have different difficulties. They are evident during the English learning process. Some authors explain the most common causes of speaking difficulties in the English classroom. For example, Ur (1996, quoted by Al-Roud, 2016) numbers:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

It is the reality; many English students do not participate because they feel shame. They worry to be criticized. Sometimes, they try to speak in English but they do not know what to say. They feel more comfortable speaking their mother tongue.

Additionally, Musliadi (2016) explains some causes of internal problems. He adds "There are several discussions about problems that come from body of the students themselves, include the way they produce the language. The problems

are commonly become obstacles in teaching speaking” (Page 77). It agrees that the internal facts affect the speaking skills in the English lesson.

According to this, Musliadi (2016) explains the first internal problem:

Age: Generally speaking, children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal... it can be concluded that teaching language is really related with the age of students that affect the characteristic of the students itself. In every age there is some uniqueness which can support the teaching processes on other hand the uniqueness can be hard obstacle in the teaching. It can be anticipated by see the age of students and find the formula in teaching each age. (Page 77, 78)

In terms of age, kids have more opportunity to speak as an English native speaker if they continue in English language environments. It can be affirmed that it is easier for babies to learn a new language because they are developing how to communicate. However, adults can improve until obtaining a foreign intonation.

Likewise, Musliadi (2016) passes to describe the next cause:

Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. If class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals. The statement shows that in terms of exposure the discussion will be very fuzzy. Some students may be more interested by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have a contradictory condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her students in order to be able to give suitable exposure (Page 78, 79).

The exposure reveals that when the pupils practice constantly speaking in English class, they have more chance to increase their speaking skill. However, teachers have to recognize their pupils' condition, in order to expose them to their necessities.

Some people are born with an innate talent; they have special abilities developed. It includes an ear for languages as Musliadi (2016) declares about innate phonemic ability:

Innate Phonetic ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations. Some people would have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

(Page 79)

Some students are brilliant learning a new language because they were born with that capacity. However, many pupils have complications studying languages. They have to study harder, but they can improve every day.

Likewise, the motivation has a big power on the learners. A motivated student is a progressive learner. However, many students do not feel enthusiasm for speaking English. Dincer & Yesilyurt (2017) express the importance of motivation:

Motivation, as a key element of the learning process, is often regarded as a panacea for all undesirable outcomes and behaviors in education. In the language learning domain, motivation, which is generally accepted as leading to the success or failure of the learner... (Page 2)

The problem is that students are sometimes not motivated to speak up.

Teachers must research for tools and techniques for their English lessons to increase this enthusiasm.

### **2.2.2.3. Motivational techniques to increase oral participation in English class.**

The motivation is a powerful source in students. When a person is motivated, he or she can achieve great things. Many learners do not see the potential they have but they need to be encouraged to reach a goal or a dream. All dreams and goals can be achieved, but they will always require an effort or sacrifice.

Teachers who recognize the role that motivation plays in students in the teaching process will seek strategies to motivate their students. Yagcioglu (2017) explains the motivation's role in the English class: " Motivation has a great role in language learning and in language learning performance. Students who can motivate themselves successfully and students who are motivated professionally by their instructors achieve their goals in language learning" (Page 101). This explanation confirms that students who are motivated find it easier to learn a new language.

Moreover, Yagcioglu (2017) shares some technique that she got in her research. She asked different questions to the learners about the English lessons in order to choose the best motivating strategies to stimulate students. She lists the first five:

1. Using Quotes: This activity was applied for 5 minutes as a warm-up or as an ice-breaking activity, but it can also be used in a speaking class for an hour. Students were asked to bring quotes which could give positive energy to their partners.
2. Using the pictures and the photos from the internet. This activity was used to teach some tenses and some words and phrases.
3. Using music and some songs in the classroom. According to my students' music tastes, I used some songs while they were writing their compositions or paragraphs in the class hours. They also listened to these songs
4. Using Word Charts: Students described their words and drew the pictures of the words they were given.
5. Using Students' Photos: Students brought the photos they had taken and showed them to their partners or to their classmates and talked about them.

(Page 105)

These five strategies give to the students the opportunity to think and express their points of view. It helps to develop their critical thinking, too. It is very important that teachers use material that students are familiar with. It helps learners to express their ideas. For example, when using the technique of listening to a song, teacher can use a song of the moment, one that is being listened on the radio in recent days. The material used in the English class has to be within the context of the student's daily life.

Similarly, Yagcioglu (2017) lists five more ideas to stimulate the students to speak in English:

6. Using magazines: Students were asked to look at some magazines and they were asked to talk with each other about the photos or the topics on these magazines for 5 or 6 minutes.
7. Using puzzles: Students were asked to find the words on their puzzles in 4 or 5 minutes. They repeated some words they learnt.
- 8- Using dialogues: Students were asked to read some dialogues with their partners and after that activity, they were asked to prepare dialogues with their partners.
9. Giving homework: Students were asked to make sentences with the new words they learnt. They read their sentences in their class hours.
10. Walking and Asking: Students were given some questions and they were asked to stand up. They were asked to ask their questions to everyone in their classroom. Page 106)

These five activities have a more active relationship, because the learners are pushed to speak meanwhile they are playing or practicing dynamic activities. When the students actively participate in class, the learning is more meaningful. They try to look for solutions and find answers in an active way.

When human beings feel motivated, they can achieve their purposes and dreams. It is essential to motivate students to achieve their dreams and goals. Many learners face family, economic and social problems. It produces lack of

control, distrust, fear, and frustrations but when teacher pushes students to keep going despite their problems using different methods or techniques, learners will feel more motivated to participate in English class.

The next section will talk about one of the greatest challenges in Costa Rican education: virtual classes. Where teachers themselves face the challenge of motivating their students to continue in the teaching process.

### **2.2.3. Virtual lessons.**

#### **2.2.3.1 MEP Virtual lessons.**

Due to the pandemic environment that humanity faces, the education system had to be structured. In order to continue teaching the educational community, quick and ingenious ideas were found to continue with the teaching process. The “Ministerio de Educación Pública” (MEP) has faced the same challenges. It has looked for new strategies to continue in the education process. In order to continue with the school year, the MEP’s main technique is the virtual lesson, where it has used technological resources and other strategies to continue teaching students. (MEP, 2020, Unique page)

Some strategies proposed by MEP are the Self- Study Guides, webinars, infographics, MEP student’s email and Teams tool.

The Self- Study Guide is an instrument created by the teacher where the objectives from MEP syllabus are developed. This tool has an administrative section. This section contains general information about the high school, teachers and students. Moreover, this Self- Study Guide has general instructions

subdivision. This part is essential because the Self- Study Guide has to be solved by the students at home. The instructions must be simple and clear. After that, the students solve by themselves the different activities proposed by the teachers.

According to this, Vargas (2020) gives some recommendations:

When designing the self-study guides consider that they follow the official template. Clear instructions are required. These guides must be designed based on the reality and context of the school community. Learnings are acquired little by little. So, it is important to review the previous knowledge before gradually adding the new material. It is important to include concrete works or products to demonstrate what has been learned. Communication with parents is necessary in order to tell them how their children should carry out the guide's instructions. (Unique page)

This instrument is the main tool to develop the student's knowledge by MEP's learning process during the pandemic environment. Teachers must analyze the student's context to create this instrument in order to benefit their students. The students' family has an important role because they have to help them to study at home. It is their bubble.

In the same way, the webinars have been a mechanism in the transmission of knowledge as well as in teacher training. MEP has used this tool to spread its instructions, rules and strategies in a massive way. The webinars allow to contact hundreds of MEP's members at the same time and the information exposed in the webinar is available on the web for those who were unable to connect during the

live event. This tool has helped in guiding the learning process of parents and students. Cambridge Dictionary (2020) defines that a webinar “an occasion when a group of people go on the internet at the same time to study and discuss something” (Unique page). This is the main objective: to explain or share a topic under discussion.

Moreover, other resources in the pandemic are the infographics. MEP has distributed diagrams, charts and images in order to clarify some processes and keep the contact with teachers, students and parents.

Besides, the MEP student email becomes the official way to send all the evidences and documents in terms of evaluations. It is mandatory for students to subscribe to the MEP mail in order to continue in the teaching process during the pandemic. This email allows students to have access to virtual platform enabled by MEP. Furthermore, this is also the official channel of communication with parents.

According to the above, the students have admission with this MEP mail to the platform Teams. This is the main technological tool used in the virtual lessons in this pandemic. It helps to assign homework, participate in video conferences and chats. Students have access to all attachments shared by the teacher and classmates. This platform integrates a large number of applications to facilitate the work of students and teachers. Microsoft (2020) presents this platform as a useful tool for teachers and students:

Within Teams, educators can quickly converse with students, share files and websites, create a OneNote Class Notebook, and distribute and grade assignments. Built-in OneNote Class Notebooks and end-to-end assignment management allow educators to organize interactive lessons and provide

effective and timely feedback. Educational institute administrators and staff can stay up-to-date and collaborate using Staff Teams for announcements and topical conversations. Educators can share instructional material using Professional Learning Communities. (Unique page)

The effectivity of this platform makes learners and professor's life easier. It promotes free communication and clear organization in the academic activities. This platform unifies all evaluation instruments to improve the learning process.

Spite of these actions, MEP's virtual lessons have been a challenge for students and teachers in Costa Rica. Virtuality brings positive and negative effects. The pandemic forces the use of this virtual modality to continue with the process of the school year.

### **2.2.3.2. Virtual lesson negative effects.**

The shift from face-to-face classes to virtual classrooms has had negative effects on students and teachers. Costa Rica's public education system is not ready for virtual learning. This section adds some troubles with the virtuality.

a. The lack of direct contact between teachers and learners affects the immediately communication and quickly answer. Kokemuller (2020) describes this negative effect:

Less Direct Contact: Online classes don't offer the same immediate and regular access to instructors and classmates as traditional face-to-face classes. The communication typically takes place through e-mail and in virtual discussion forums. While this can aid in learning technology, it

negatively impacts a student's ability to interact with professors, ask questions and get immediate help. It also takes away from some of the social and team-building that occurs informally in college classrooms.

(Unique page)

Some students need an immediately answer, but in virtual lessons part of the communication is across chats or e-mails. Students have to wait teacher's answer. It causes more doubts. It wastes time.

b. Virtual classes require proper time management. Although the teacher connects via videoconference to explain the topic, the students also need to manage his time at home to fulfill the different tasks. They have to solve homework, participate in chats and do a research about the topic. In concordance Kokemuller (2020) adds:

Time Commitment: Students sometimes misconstrue that online classes require less time and effort than traditional courses... Students who struggle with traditional course rigor often have difficulty with the time commitment required for online classwork. You normally have to schedule time each day to read assignments and complete quizzes and tests that you would take in class in a traditional setting. Online students also have to engage in class discussions and complete assignments, papers and projects. Team activities may also add to the time commitment in some classes, as students must often communicate with peers electronically and collaborate on work.

According to this author, many students believe that by taking a virtual class they will have more free time and fewer obligations. Furthermore, in face-to-face classes the teacher administers the time, but in virtual classes part of the time must be managed by the student at home.

c. Another negative factor of virtual classes is that the teacher finds it difficult to give feedback for his students who require more support. When teachers are in face-to-face classes, it is easier to identify situations in students in order to apply the appropriate techniques to support them. Tamm (2019) points out:

Online student feedback is limited: In traditional classrooms, teachers can give students immediate face-to-face feedback. Students who are experiencing problems in the curriculum can resolve them quickly and directly either during the lecture or during the dedicated office hours. Personalized feedback has a positive impact on students, as it makes learning processes easier, richer, and more significant, all the while raising the motivation levels of the students...Providing student feedback in an online setting is still a relatively unresearched topic area, and it might take a while for any specific strategies to become fully research-based and proven to be effective. (Unique page)

This author declares that the feedback in virtual lessons is a matter little researched. However, a mechanism must be sought to give a feedback to the students.

d. Technology has generated many benefits and facilities for human beings, but people waste a lot of time using technology at the same time, especially young people who are becoming introvert people. They are just in front of the cell phone or the computer, turning them into lonely people. Tamm (2019) agrees with that statement when he argues how online education origins social separation:

E-Learning can cause social isolation: The E-Learning methods currently practiced in education tend to make participating students undergo contemplation, remoteness and a lack of interaction. As a result, many of the students and teachers who inevitably spend much of their time online can start experiencing signs of social isolation, due to the lack of human communication in their lives. Social isolation coupled with a lack of communication often leads to several mental health issues such as heightened stress, anxiety, and negative thoughts. (Unique page)

When the students and teachers are immersed online for so long it causes social isolation. They need more human contact and more communication. They require a space to express their feelings face to face.

e. One of the most relevant problem that students face in virtual classes is their lack of knowledge about using technological equipment, software and Apps. Tamm (2019) declares that it is global trouble:

Therefore, it would be easy to argue that online education is easily accessible to most people. However, these statistics don't paint the whole

picture. Despite the booming growth in technological capabilities, the rates of computer literacy are still far from perfect. The OECD average percentage of computer illiterate people hovers around 25%, meaning that a quarter of the population will have major trouble in accessing E-Learning as an educational method. And, these are OECD countries we are talking about, which are considered developed countries with a high-income economy. In other parts of the world, the situation is often direr. In India, for example, despite the country being one of the major players in the world of E-Learning, there is still a large gap in computer literacy in the population. Until such gaps in society exist, online education will not be able to reach all citizens. Therefore, it's highly important that we look at online learning as an addition, rather than as a replacement to traditional education. (Unique page)

This author states that there are large gaps between students around the world. Costa Rica is no exception. Students are faced with many virtual classes with little knowledge of how to properly use a computer. These students come from very poor families where they have little access to technology. It follows to the next negative fact about virtual lessons in public education.

f. The lack of technology affects the learning process in virtual classes. Many students do not have access to a computer and have had to take virtual classes through a cell phone that it is even shared by several family members. Hyndman (2018) shares this thought:

Not all students or teachers use a computer at home, are frequent users, have sufficient data or internet access. There is a digital divide of reduced computer literacy in students from Indigenous, lower socioeconomic or regional/rural backgrounds. This creates challenges for teachers if they have to set different tasks for different students, or if they avoid setting homework with a digital component. (Unique page)

It is a challenge for teachers. If they hope to reduce this gap, they have to look for strategies according to every student context.

g. The absence of connectivity is another problem. Many students live in areas where there is not internet access. Moreover, there are students who due to their economic situation cannot pay for an internet service at home.

The education has presented many challenges, but the feeling of resilience has allowed both teachers and students to take advantage of the situation and look for ways to get ahead in this atmosphere of pandemic.

#### **2.2.3.3. Virtual lesson positive effects.**

Big changes also have positive effects, making people adapt into the process. Despite all the economic and health problems that the pandemic has brought, it has also brought positive aspects in the field of education.

a. The cost reduction is a benefit of virtual class because students spend a lot of money on transportation when they have to travel to high school. Plus, parents do not have to pay for expensive textbooks. According to this Team Embibe (May 22nd, 2020) adds:

Online learning programs are very affordable. Students can save your parents money on travelling as you can conveniently do at home. It only requires an internet connection and devices like laptops, computers or tablets. Parents are also relieved from paying extra money for their travel and other expenses in offline coaching...Also textbooks are available online at no cost. (Unique page)

This author confirms how virtual classes reduce the costs of transportation and teaching materials. Parents can save money because their children are at home.

b. Students who receive virtual classes become more responsible and disciplined people. Heap (2017) points out this:

Self-discipline and responsibility: Who says that having to be more self-disciplined is a disadvantage? It is true that studying online requires more self-motivation and time-management skills, because you will spend a lot of time on your own without someone physically close to keep you focused on deadlines. (Unique page)

Discipline and responsibility are qualities that students must develop, if they want to improve in their lives. Virtual classes help about it because they have to organize their time in order to solve all their academic tasks.

c. Virtual classes give the student the opportunity to learn about new technologies and applications of the virtual environment. This type of lessons allows students to break the fear of working with technological tool. Fedena (September 4th, 2020) agrees:

Opportunity to Learn New Technology: Virtual classroom solutions such as Google Meet, BigBlueButton, Zoom etc. gives an opportunity for the students to explore and learn new digital tools. From creating PowerPoint for assignments to researching online, one of the biggest advantages of online classrooms is the digital proficiency and skill that the students are learning. (Unique page)

The use of these technologies allows learners to become more competent in this globalized world. If the students are in contact with technology, it allows them the development of skills such as learning a new language as it is in the case of English.

d. Through virtual classes, the teachers' work is facilitated because virtual tools allow them to record all the results obtained such as tests and tasks that help them to verify the performance of their students. Fedena (September 4th, 2020) argues:

Trackable Learning: The performance of students is easily trackable in online classes. In virtual classes, the data of every student including attendance records, test scores, exam results is stored online. This enables teachers to track students and understanding their learning curve easily. It helps the teachers to create online classes according to the learning patterns and the learning needs of students. (Unique page)

This unification of data allows the teachers to make the best decisions for the benefit of their students. Some virtual applications include graphics and scales that allow easy data analysis.

e. A great benefit of virtual classes is that there are new opportunities to make more interesting lessons. In this way, the students can get fun meanwhile they are learning. Fedena (September 4th, 2020) expresses the same point of view:

Fun and Exciting: Most importantly, online virtual classes are a fun and exciting experience for students. The generation today is proficient at digital technology and have a good understanding of various devices from a young age. Thus, adapting to online classes in an easy and comfortable change for them. It breaks the monotony of traditional learning. Additionally, with an array of tools, even the most tedious topic can be made fun and exciting for the students. (Unique page)

When students feel comfortable and have fun about what they are learning, they reach a meaningful learning, and it is easier for them to develop their skills.

#### **2.2.3.4. Students' feelings in virtual lessons.**

In order to continue with the school year, the governments have made the decision to teach across virtual classes. These virtual lessons have generated many feelings in both public and private education. Many students feel comfortable

and happy being at home, they can study and learn together with their parents or relatives without having to leave home. Being at home they feel safe and protected against Covid-19. On the other hand, there are students who feel frustrated because they are at home. They miss their classmates and their teachers. They want to be outside free as they did before the pandemic.

According to this Barry et al. (2020) shares some learner's thoughts about remote learning. First, she shows Syedah Asghar's case:

College has been a safe space where I'm the most "me." I would wake up much happier. I had confidence in my routine, and I was surrounded by friends who made me feel excited to start the day. With online learning, I just carry on about my day with no specific emotion. The hardest part about attending college remotely is maintaining a routine and motivation. For in-person classes, I would get dressed and have to physically be present which put a start to my day. Now, I sometimes turn on my computer as soon as I wake up and not give myself the mental space ahead of time to start my day. On the plus side, with online learning, there is a lot more flexibility in my schedule since I'm able to complete an assignment on my own timeframe. Most of my professors are honoring mental health, and are more understanding of external factors that impact the quality of education now that we're learning remotely. (Unique page)

This young girl expresses how the pandemic came to change her life. She expresses feeling happier when she got up early and she went to her school and

shared with her classmates, but now she feels her days are devoid of emotions with the pandemic. However, she believes that virtual classes allow her to have flexible hours for learning. In addition, her teachers show more consideration for her mental health. Many students feel like her and do not even get out of bed to receive the class.

On the other hand, the news of a possible return to face to face classes in times of pandemic, it generates a lot of fear in students and their parts. Barry et al. (2020) presents another example. It is the Marisol and Jose Manrique's experience:

Marisol: ...They will do that for a couple of months while the cases keep decreasing, then they will start putting some of the kids back in school. I'm hoping that Jose goes back, even though I know it's scary at the same time for him to go. I'm really worried that he will get sick. I don't want to go through that, it scares me. But I really would like Jose to be able to develop his learning so that he can learn what he's supposed to in school. I don't really think that Jose learned much from online classes. Even though I know that the teachers do their best to teach them as much as they can, I don't think it's the same for the kids. Especially the younger ages, I think that it's hard for them to be able to teach them everything on a computer—

especially because you have multiple children at the same time in the class.

Jose: I want to go back in the school building. I'm hoping that I can still play with my friends and also be in the same class with my friends. (Unique page)

In this case, the mother's fear is noticeable in the event of a return to school. She is afraid that if her son returns to face-to-face classes in pandemic, her son may fall ill. Furthermore, she is also concerned about the fact that young children find it difficult to learn through virtual classes: It is more complicated for them. On the other hand, her son hopes to come back school. He wishes to play again with his classmates. Faced with this situation, the presence of countless mixed feelings is remarkable. Parents want the best education for their children, but they also want to protect their health.

On the other hand, there are also positive feelings and achievements reached by students when they are learning through virtual classes. Barry et al. (2020) searches Haanya Ijaz's example:

Online classes are definitely a lot more organized this fall than before. I also think I've gained skills with handling procrastination and sticking to a schedule, so I should be more organized this fall. [The hardest part about online learning is] staying interested and motivated. Without sticking to a schedule, I easily fall into a cycle of procrastination and feeling down, so I have to push myself to get things done and stay on top of my responsibilities. ..I also think I'll have more time for my personal hobbies and interests which have always been something that give me a break outside of academics and keep my mental health in check. I read a lot! I also sketch landscapes, my friends, and characters from my favorite shows. Recently I've gotten back into skateboarding after a one-year-long hiatus, which has been great...I would obviously love it if COVID-19 did not exist, but within the current parameters of the situation I'm excited for the courses I am

taking and the extracurriculars I am involved in. I also have a huge list of books I need to get through, so staying at home is going to be great for that! (Unique page).

This student expresses comfortable feelings with her virtual classes because they are more organized. The virtual system has allowed her to have more time for herself and enjoy her hobbies.

Virtuality has generated many feelings in students and parents. The desire to get ahead has allowed them to learn new things. They have resolved different situations in a positive way. However, in cases where students feel frustrated and cannot move forward with virtuality, they require specific support from the teacher. It could include psychological help to motivate them to continue in the teaching process.

#### **2.2.3.5. The use of technological tools to improve English teaching process in virtual lessons.**

Basically, technological tools allow students to interact with the information by different means. When teaching, the ideal role of students is to participate actively in the learning process, and technological tools can help to engage the student in this process. Technology tools help make learning more active, interactive, and allow students to enjoy the English learning. Technological tools have arrived to facilitate the learning of a new language. They have different instruments that allow the practice of the target language. Ahmadi (2018) broads the role of technology in language learning:

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners. (Page 1)

This author agrees with the benefits that technology brings to language learning and, therefore, benefits the English learning process in a virtual environment.

#### **2.2.3.5.1. The most common technological tools for English teaching learning process.**

There is a wide variety of resources available for technological activities. The choice will be subject to on the objective of the activity.

**a. The computer:** Logically, the computer is one of the main technological tools that contributes to learning a language in virtual lessons. The computers have helped in the English acquisition as a second language. According to Blake (2013, quoted by Artan, 2016) explains the computers' role:

He states that one of the reasons why formal L2 teaching is often unsuccessful is that students encounter either too little of the target language or that the input they do receive is of poor quality. By using a

computer, however, the students can access the web to find websites or videos of the target language and thus increase their exposure to authentic target language. On the other hand, using computers to their full potential requires the aforementioned knowledge of how to use it in practice and for learning. (Page 4)

In short, computers open the doors to the knowledge of a new language. The use of the computers favors the students' English skills development.

#### **b. The video bean.**

When the teacher projects an image or video it can generate a greater effect than saying many words. That is the main objective of a video beam to project images and videos to attract more attention from the audience. Abdelhak, E. (2015) describes that technological equipment like the Video Bean becomes a very important element in the English teaching learning process. He declares:

Nowadays, most of the foreign language learning environments throughout the world are supported by „digital technology“ or „information and communication technology“. The former term is commonly employed in the United States and the latter is generally used in the United Kingdom. The abbreviation ICT has been adopted and used by everyone in education circles. The term ICT broadly encompasses technologies such as radio, television, DVD, fixed and mobile telephones, satellite system, computer and network hardware and software; as well as the equipment and services

connected with these technologies, such as video conferencing and electronic mail. (187)

ICT encompasses a very broad concept, but all of this is related to innovative resources to facilitate learning and knowledge such as Video Beam.

### **c. Interactive whiteboards**

Interactive whiteboards make a drastic change from traditional classes. Interactive whiteboards facilitate learning. It captures students' attention. Interactive whiteboards help them to learn actively. The interactive whiteboards are another useful technological tools English teaching learning process and whatever signature into the classroom. Platinum Copier Solutions (2017) affirms:

1) Enhanced Lessons: Interactive whiteboards integrate various learning styles into one experience. Students can learn by seeing, hearing, and interacting with the board through touch. This equips teachers with new, innovative ways to teach the same subject material. Because of this, students learn better and remember more.

2) Interactive Learning: Interactive whiteboards allow children to interact with the learning material. They become a part of the lesson and can even teach each other. Their understanding of the subject is seen through touching, drawing, or writing on the board. Educational games can be played by entire classrooms. They also provide immediate feedback, so students and teachers can easily assess student progress.

The interactive whiteboards allow learners to practice the content of the class. It facilitates active participation. The entire class has the opportunity to participate. Students share knowledge with each other. These types of tools and activities are the ones that teachers are seeking to teach a language to be able to practice different skills, as is the case of English lessons.

#### **d. Cellphones and tablets.**

During the pandemic, cell phones and tablets have become the main tool for the development of virtual classes. Of course, this is because cell phones or tablets are more accessible than computers. This is also because mobile phones allow you to easily carry different applications that facilitate the learning of a language or any subject. Today students are attached to the cell phone and by using this tool teachers would be using a tool in student's context. Jaya (2015) affirms:

If the aim is to inculcate the four skills, a suitable evaluation pattern should be adopted to assess the achievement of the skills. In the classroom the teacher can impart and evaluate the four skills by using a simple, common device called mobile phone. It is really a boon to language teachers as all the features facilitate learning a language. It has audio, video and text messages which facilitate learning, practicing and evaluation possible...Mobile phone is a common instrument that can be seen in every hand especially in the hands of students. To be frank students have the latest mobile phones. As they are inquisitive in nature, they become experts

in operating various functions of the mobile. It has been considered as a very useful and convenient tool for teaching and learning. (Unique page)

As the author affirms, the cell phone is an instrument that is always in the student's hands and it allows them to take videos, make recordings, take photographs and access many applications, which facilitate the English learning.

#### **2.2.3.6. Resources for multimedia activities:**

##### **a. Email**

The mail has become one of the easiest and safer communication ways for students. For many students, email has become a personal database.

According to Jiménez (2015) an email is:

The electronic mail is a very useful mean for transmitting information. It can transmit text, images, audio, video and large files as attachments; and it can be used as part of a collaborative strategy when students need to search for information and synthesize their findings upon a final presentation. Also, homework and projects can be sent through email for evaluation purposes, rather than printing and delivering them personally. Email can even be used as part of assignments where they need to gather information by writing to companies or sources directly (p.38).

The mail is one of the most used technological resources by students for sending assignments and projects. They also receive assignments across mails.

Sending homework through an email is an endorsement for the student that the task has been submitted.

### **b. Chat**

Chats are excellent resources for learning English as they facilitate communication among students. According to Oxford Dictionary (2020) the chat refers: "to exchange messages online in real time with one or more simultaneous users of a computer network.)" (p.1). One of the main advantages of chat is that students can share their own opinions and they have the opportunity of being in contact whenever they want.

### **c. Websites**

There are hundreds of websites where students can research and increase their knowledge of the English language. According to this Cambridge Dictionary (2020) describes websites "a set of pages of information on the internet about a particular subject, published by a single person or organization"(p.1). Websites are very useful tools because students can research and download information necessary for English lessons. However, teachers must guide them about researching specific themes due to into the websites there are thousands of information.

### **d. Blogs and Wikis**

Cambridge Dictionary (2020) describes Blogs as "a regular record of your thoughts, opinions, or experiences that you put on the internet for other people to read". (p.1). The teacher who writes in a blog can post data periodically. He can post practices about the topics viewed into the class.

Wikis are similar to blogs, but according to Oxford Dictionary (2020) it is "A website or database developed collaboratively by a community of users, allowing any user to add and edit content" (p.1) In other words students can add comments, but also edit the original posting.

### **e. Podcasts**

These audio recordings allow students to increase their knowledge. Oxford Dictionary (2018) describes that a podcast is "A digital audio file made available on the Internet for downloading to a computer or mobile device, typically available as a series, new instalments of which can be received by subscribers automatically." (p.1). Podcasts generate many benefits because they allow students understand the information proposed by the teacher. For example, Professional Learning Board (2018) gives some advantages of using Podcast:












Podcasting in the classroom is the latest trend. More schools are opting to use podcasting in their classroom as it stimulates learning through creative means and open lines of communication. A closer look at podcasting reveals the following benefits: ...Learning on the go: With podcasting, learning is no longer a sedentary activity. As every lesson can be downloaded on their iPod or MP3 player, students can attend to it even when they are away from their study table. Learning can occur even when a child is mowing the lawn or while lying on their bed. It stimulates different types of learners as students can learn visually through videos and PDFs, auditory through audio clips, and also by doing it physically. Thus, students

are motivated to learn and excel. Creative learning: Unlike the traditional pedagogic strategies, podcasting gives way to new strategies like guest lectures, interviews, video demonstrations, etc. It encourages students to develop their own podcasts, improve their listening skills and enhances learning by targeting each child's interest (Unique page).

According to this author, podcast motivates learning process. It uses new strategies to catch students' attention. This author mentions that this strategy helps students to stop being sedentary and to be more active. For example, this tool uses videos, interviews that facilitate the learning of English because it favors the development of listening and speaking skills. Moreover, this author agrees that when students' creativity is exploited, more meaningful learning is achieved.

The traditional classes cause that students lose interest for learning, which is why teachers must look for new strategies that motivate them in the teaching process. Teachers can find many technological resources on the internet which facilitate the English teaching process. Furthermore, when teachers perform interactive classes, they cause the class to be more active and the students have a greater participation during the lesson. It is essential to motivate participation in English lessons because students are sometimes afraid of learning a new language. For example, Vargas (2020) who works for the MEP shares some useful technological resources to in the next chart:

Table 1

Type	Description	Link
 <p>AMERICAN ENGLISH</p>	The American English website provides resources for teaching and learning English as a Foreign Language (EFL), exploring American culture, and encouraging conversation within the global EFL community.	
Free Student Resources 	English learners can get free access to courses, audio and video materials and free student resources.	
Randall's ESL Cyber Listening Lab 	Free access to listening materials organized by levels: easy, intermediate and advanced, with their corresponding exercises.	
ESL Fast a huge free on line English learning resource  <hr/> ESOL Courses Free English Lessons Online 	Learners will find listening passages with their corresponding transcriptions and exercises, in easy, intermediate and advanced levels.  Free different lessons and activities by levels: beginners, elementary, intermediate, advanced. Besides, there is a section for listening lessons about holidays, times of year, and special days.	  
Speaking Activity: Ask-Answer-Add	This is a speaking activity to help learners maintain a natural conversation. It works for different levels and it doesn't require any resources in class.	

This resources is from Dirección Regional Educación Alajuela website.

Posted by Ronald Vargas Ch.

This chart contains many technological resources that help the English teaching process for both students and teachers. These are just a few suggestions because there are many technological resources on the internet that can help students. It is important to note that although these tools help learning, the main responsible agent for teaching is the teacher. Therefore, the teacher chooses the best strategy.

This literary analysis shows that technological tools have many benefits, however; teachers must consider many aspects about technological tools to use them correctly. Teachers must choose appropriate strategies for the benefit of students in English teaching. Virtuality has been a challenge for many, but also for other students it is considered a benefit.

**CHAPTER III:**  
**METHODOLOGICAL FRAMEWORK**

### **3.1 TYPE OF INVESTIGATION:**

#### **3.1.1 Purpose applied**

This is an applied research because it aims at finding a solution for a problem that occurs in a study field or group of people. Considering databases and facts produced by the search. According to this Cherry (2019) defines:

Applied research refers to scientific study and research that seeks to solve practical problems. This type of research plays an important role in solving everyday problems that often have an impact on life, work, health, and overall well-being. Applied research is used to find solutions to everyday problems, cure illness, and develop innovative technologies. (Unique page).

This explains, centered on the collected information, this research gives recommendations to resolve the problem.

#### **3.1.2 Temporal Dimension**

This research is transversal (synchronous) due to it is applied at a certain time and place (Barrantes, 2013, p. 64). It refers to in short space of time the research is developed.

#### **3.1.3 Macro**

The range of this research is micro space. It just studies eleventh grade from Turrubares Technical High School. The research is delimited as much as possible to be more specific and obtain more details.

### **3.1.4 Nature**

This is a mixed research with the predominance of qualitative approach. It uses:

#### **a. Mixed model research:**

The mixed model is a kind of research that uses the quantitative and qualitative approaches. According to this Creswell and Clark (2007, quoted by Cameron, 2015) adds:

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. (Page 4)

This author explains that the combination of both approaches gives a better appreciation about the research.

#### **b. Quantitative Research**

The quantitative research collects most data, measures and uses them to prove the hypothesis. According to Hernandez, et al (2014), the quantitative research employs the collected data to demonstrate the hypothesis. It uses the statistic, graphic and number to apply the analysis. (p.4) In other words, it analyzes data based on numbers.

### **c. Qualitative**

The qualitative research collects data based on the behaviors, thoughts and standpoints. It interprets descriptions and emotions from people that are studied in order to obtain conclusions and give recommendations. In agreement, Viswambharan & Priya (2016, quoted by Mohajan, 2018) adds:

Qualitative researchers are interested in people's belief, experience, and meaning systems from the perspective of the people... The purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories. The choice of methodology is directed by the questions being raised. (Page 2)

In general, the qualitative research does not use statistics. It takes in count the feelings, points of views and the cultural and social context.

#### **3.1.5 Character (Descriptive)**

This study is a descriptive research because it just identifies, describes and explains what a phenomenon is. Research Methodology (2019) clarifies:

Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, "descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be". Descriptive research is "aimed at casting light on current issues or problems through a process of

data collection that enables them to describe the situation more completely than was possible without employing this method. In its essence, descriptive studies are used to describe various aspects of the phenomenon. In its popular format, descriptive research is used to describe characteristics and/or behavior of sample population. (Unique page)

The descriptive research observes and describes meticulously the features of the studied phenomenon. So, readers can get a clear image about what is happening.

## **3.2. SUBJECTS AND SOURCES OF INFORMATION**

### **3.2.1 Analysis Unit (objects and subjects of study)**

The universe of this research are all the students from eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares. The age of the students ranges between 17 and 20 years. The students' English level ranges from beginner to intermediate. Turrubares town presents lack of job opportunities. It is poor community. Many students need financial support from the government to continue studying.

In this research, the sample is not required due the universe or population investigated allows accessible work to the researcher. This research will work with 100% of the students.

### **3.2.1 First hand**

Below, there are the authors, organizations, countries and years related to the research:

**Table 2**

<b>Author or authors</b>	<b>University or Organization</b>	<b>Country</b>	<b>Year</b>
Mamadou Moustapha Sanghare	Universite Cheikh Anta Diop De Dakar	Senegal	2018
Darti	UIN Alauddin Makassar	Indonesia	2017
Georgeanella Solano Rodriguez	Universidad Hispanoamericana	Costa Rica	2016
Nadir Awad Kardwish	Sudan University of Science & Technology	Sudan	2016
Mariana Marin Chacon	Universidad Hispanoamericana	Costa Rica	2015
Michalis Xenos	University of Patras	Greece	2018
Marta L. Montiel-Chamorro	Virginia Commonwealth University	United States of America	2018
Nadine K. Rupp	Old Dominion University	United States of America	2016

Note: This table collects the authors and organizations related to the research.

### 3.2.2 Second hand

Below, there are the books and bibliographic sources used during the research:

**Table 3**

<b>Author or authors</b>	<b>University or Organization</b>	<b>Country</b>	<b>Year</b>
Rahma Melati Amir	State University of Makassar	Indonesia	2019
Ali Dincer & Savas Yesilyurt	Erzincan University Ataturk University,	Turkey	2017
Musliadi	Cokroaminoto Palopo University	Indonesia	2016
Ekrem Solak	Amasya University	Turkey	2016

Note: This table gathers the books and bibliographic sources used during the research.

### 3.2.3 Third hand

Below, there are the scientific articles from known and un-index magazines, expert articles:

**Table 4**

<b>Author or authors</b>	<b>Name of the magazine</b>	<b>Name of the article</b>	<b>Year</b>
Alex Case	UsingEnglish.com Ltd.	Why your students have problems with listening comprehension.	2019
Irfan Yusuf Amir Faisal	Journal on Education	An Analysis of Students' Difficulties in Learning Listening At the Tenth Grade of MA Nurul Falah Learning	2019
Roslyn Cameron	Curtin Business School	Mixed Methods Research Workshop	2015

Note: This table gathers the scientific articles from known and un-index magazines, expert articles.

## 3.3 SAMPLE SELECTION

### 3.3.1. The population

The population constitutes all the students from the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

### 3.3.2. Sample

The sample constitutes all the students from the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2020.

### **3.4. TECHNIQUES AND INSTRUMENTS TO COLLECT DATA**

The techniques used in this research are the observation and the interview. This research uses a checklist instrument for observations and some questionnaires for interviews.

### **3.5. OPERACIONALIZATION OF VARIABLES**

#### **3.5.1. Conceptual, operational, and instrumental definition**

##### **3.5.1.1 Specific Objective 1:**

To identify the different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

##### **a. Variable 1:**

The different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.

##### **b. Conceptual definition 1:**

It is when students require specific techniques to develop hearing abilities in MEP synchronous learning with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.

##### **c. Instrumental definition 1:**

Teacher (2 questions) Listening skills strategies.

Students (4 observation indicators) (5 questions). The existence of different kind of listening skills strategies is measured:

From the interview applied to the teacher from the eleventh grade, which instrumentally is defined by the question 1 and 2. From the checklist applied to the students from the eleventh grader using indicators 1, 2, 3 and 4. From the survey applied to the students from the tenth grader, questions 1, 2, 3 4 and 5 are used.

**d. Operational definition 1:**

It is considered positive when the 100% or 70% of the students practice with listening skills strategies in their virtual English lesson, when 69% to 40% of the students practice with listening skills strategies in their virtual English lesson it is considered more or less positive, and when 39% or less of the students practice with listening skills strategies in their virtual English lesson it is considered negative.

**3.5.1.2 Specific Objective 2:**

To distinguish the different kinds of strategies to improve speaking skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

**a. Variable 2:**

The different kinds of strategies to improve speaking skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.

**b. Conceptual definition 2:**

It reveals that the students require specific methodology to cultivate communicative abilities in MEP synchronous learning with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.

**c. Instrumental definition 2:**

Teacher (2 questions) Speaking skill strategies.

Students (4 observation indicators) (5 questions). The existence of different kind of speaking skill strategies is measured:

From the interview applied to the teacher from the tenth grader, which instrumentally is defined by the question 3 and 4. From the checklist applied to the students from the eleventh grader using indicators 5, 6, 7 and 8. From the survey applied to the students from the tenth grader, questions 6, 7, 8, 9 and 10 are used.

**d. Operational definition 2:**

It is considered positive when the 100% or 70% of the students practice with speaking skill strategies in their virtual English lesson, when 69% to 40% of the students practice with speaking skill strategies in their virtual English lesson it is considered more or less positive, and when 39% or less of the students practice with speaking skill strategies in their virtual English lesson it is considered negative.

### **3.5.1.3. Specific objective 3:**

To determine the impact of MEP virtual lessons on the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

#### **a. Variable 3:**

The impact of MEP virtual lessons on the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

#### **d. Conceptual definition 3:**

It reveals that MEP online lesson can produce a positive or negative effect on the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

#### **c. Instrumental definition 3:**

Teacher (2 questions) MEP online lesson

Students (4 observation indicators) (6 questions) The MEP online lesson positive or negative effect and the existence of technological tools in MEP online lesson is measured:

From the interview applied to the teacher from the tenth grader, which instrumentally is defined by the question 5 and 6. From the checklist applied to the students from the eleventh grader using indicators 9, 10, 11, 12, 13, 14, 15 and 16. From the survey applied to the students from the tenth grader, questions 6, 8, 9, 10, 11 and 12 are used.

#### d. Operational definition 3:

It is considered positive when the 100% or 70% the students present positive effects in MEP virtual lessons. When 69% to 40% the students present positive effects in MEP virtual lessons, it is considered more or less positive, and when 39% or less of the students present positive effects in MEP virtual lessons it is considered negative.

#### 3.5.1.4. Variable Chart

##### Analysis Unit (objects and subjects of study)

Specific Objective	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
1. To identify the different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.	The different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.	It is when students require specific techniques to develop hearing abilities in MEP synchronous learning with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.	Teacher (2 questions) Listening skills strategies.  Students (4 observation indicators) (5 questions). The existence of different kind of listening skills strategies is measured:  From the interview applied to the teacher from the eleventh grade, which instrumentally is defined by the question 1 and 2. From the checklist applied to the students from the eleventh grader using indicators 1, 2, 3 and 4. From the survey applied to the students from the tenth grader, questions 1, 2, 3 4 and 5 are used.	It is considered positive when the 100% or 70% of the students practice with listening skills strategies in their virtual English lesson, when 69% to 40% of the students practice with listening skills strategies in their virtual English lesson it is considered more or less positive, and when 39% or less of the students practice with listening skills strategies in their virtual English lesson it is considered negative.

<p>2. To distinguish the different kinds of strategies to improve speaking skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.</p>	<p>The different kinds of strategies to improve speaking skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.</p>	<p>It reveals that the students require specific methodology to cultivate communicative abilities in MEP synchronous learning with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares.</p>	<p>Teacher (2 questions) Speaking skill strategies.</p> <p>Students (4 observation indicators) (5 questions). The existence of different kind of speaking skill strategies is measured:</p> <p>From the interview applied to the teacher from the tenth grader, which instrumentally is defined by the question 3 and 4. From the checklist applied to the students from the eleventh grade using indicators 5, 6, 7 and 8. From the survey applied to the students from the tenth grader, questions 6, 7, 8, 9 and 10 are used.</p>	<p>It is considered positive when the 100% or 70% of the students practice with speaking skill strategies in their virtual English lesson, when 69% to 40% of the students practice with speaking skill strategies in their virtual English lesson it is considered more or less positive, and when 39% or less of the students practice with speaking skill strategies in their virtual English lesson it is considered negative.</p>
<p>3. To determine the impact of MEP virtual lessons on the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.</p>	<p>The impact of MEP virtual lessons on the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.</p>	<p>It reveals that MEP online lesson can produce a positive or negative effect on the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.</p>	<p>Teacher (2 questions) MEP online lesson</p> <p>Students (4 observation indicators) (6 questions) The MEP online lesson positive or negative effect and the existence of technological tools in MEP online lesson is measured:</p> <p>From the interview applied to the teacher from the tenth grader, which instrumentally is defined by the question 5 and 6. From the checklist applied to the students from the</p>	<p>It is considered positive when the 100% or 70% the students present positive effects in MEP virtual lessons. When 69% to 40% the students present positive effects in MEP virtual lessons, it is considered more or less positive, and when 39% or less of the students present positive effects in MEP virtual</p>

			eleventh grade using indicators 9, 10, 11, 12, 13, 14, 15 and 16. From the survey applied to the students from the tenth grader, questions 6, 8, 9, 10, 11 and 12 are used.	lessons it is considered negative.
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**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION**  
**OF DATA**

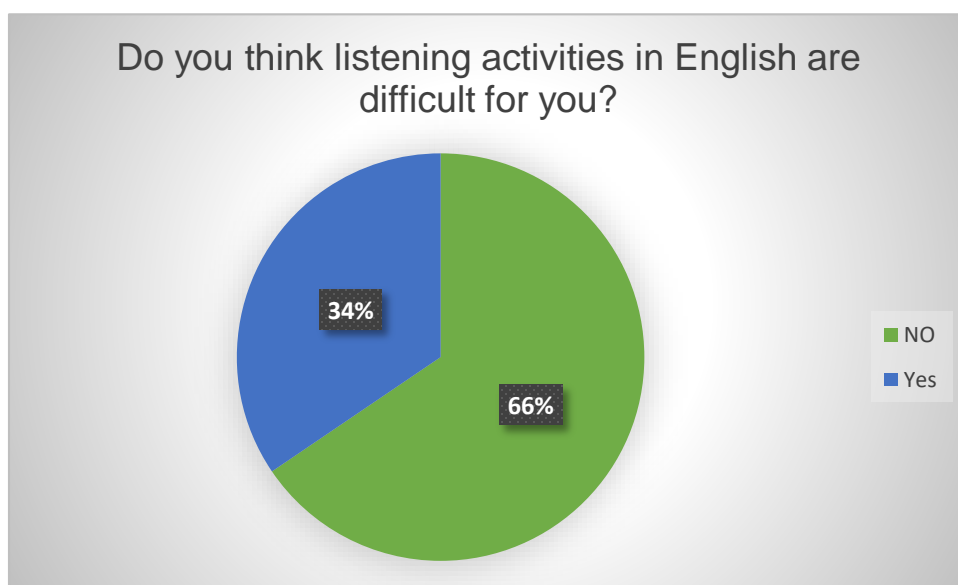
#### 4.1. DESCRIPTION OF THE DATA (INCLUDES GRAPHICS)

##### 4.1.2. Questionnaire results conducted to students of the eleventh grade at Colegio Técnico Profesional de Turubares.

The graphic at next correspond to question # 1 from the questionnaire.

**Do you think listening activities in English are difficult for you?**

**Graphic N°1**



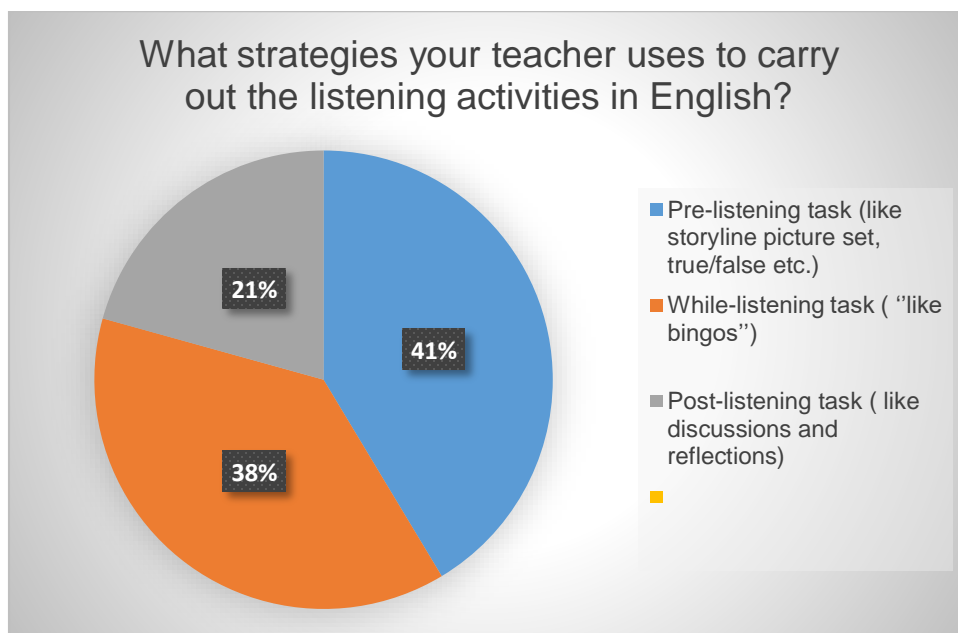
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

According to the numbers in the graphic above, a 66% of the students agreed that listening activities are difficult for them; then, the other 34% disagreed with it.

The next graphic corresponds to question # 2 from the questionnaire.

### What strategies your teacher uses to carry out the listening activities in English?

Graphic N°2



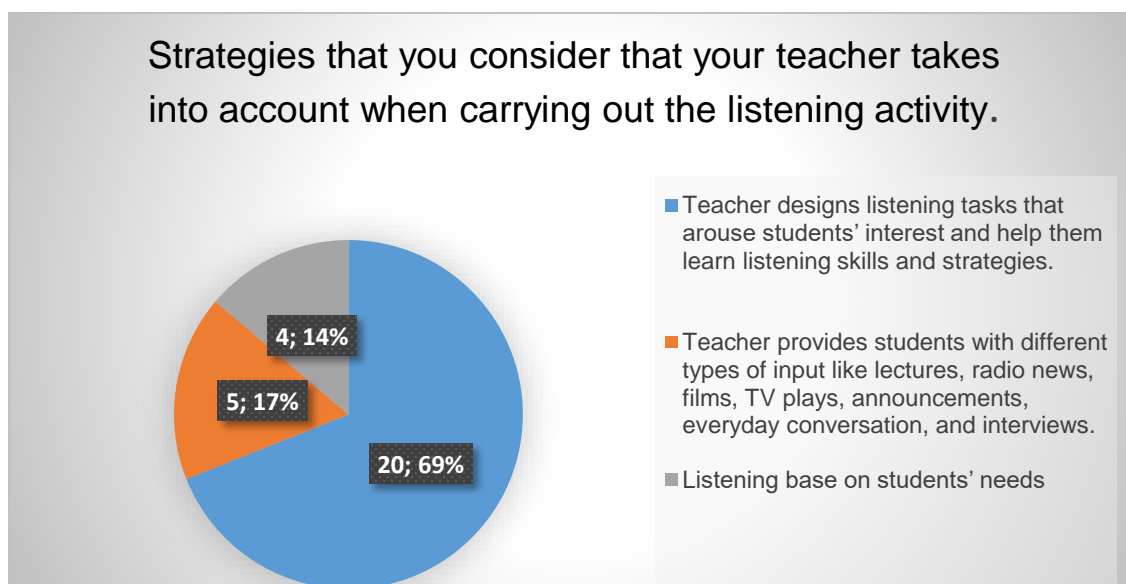
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

Interpreting to the numbers, 41% of the sample agreed that teachers use Pre-listening tasks to carry out the listening activities, 38% of the sample expressed that teachers are always carry out While-listening tasks, other 21% agreed that teachers apply Post-listening tasks.

The next graphic corresponds to question # 3 from the questionnaire.

**Select the strategies that you consider that your teacher takes into account when carrying out the listening activity.**

**Graphic N°3**



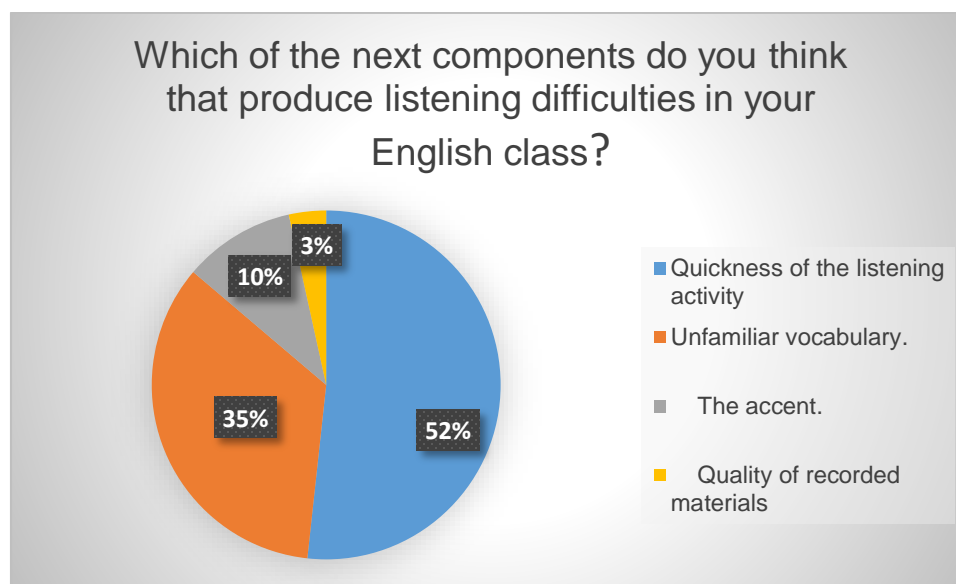
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

As observed in the pie chart, 69% of the sample agreed that teacher designs listening tasks that arouse students' interest and help them learn listening skills and strategies, 17% of the sample expressed that teacher provides students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews, other 14% agreed that teacher uses listening base on student's needs to carry out the listening activities.

The next graphic corresponds to question # 4 from the questionnaire.

**Which of the next components do you think that produce listening difficulties in your English class?**

**Graphic N°4**



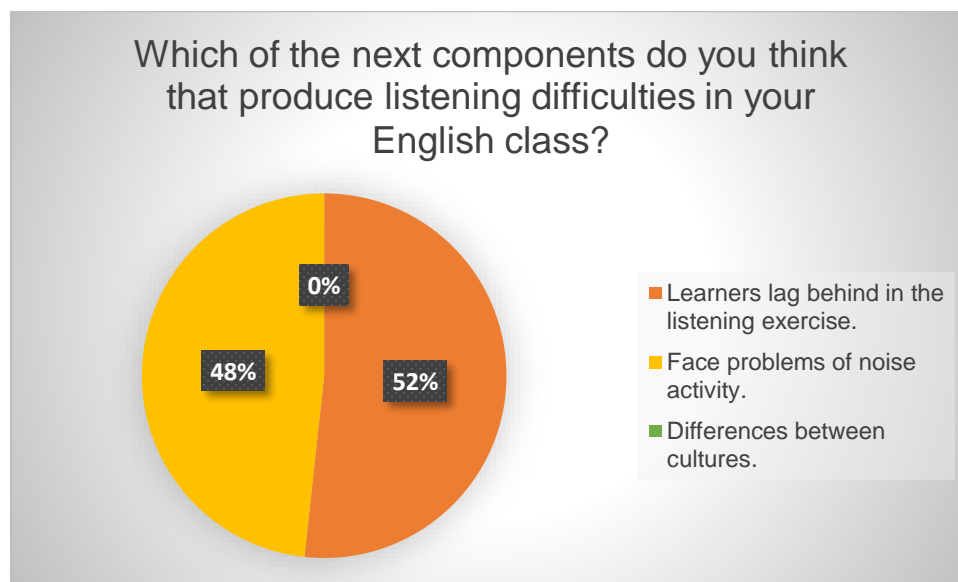
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

According to the numbers in the graphic above, a 52% of the students expressed that quickness of the listening activity produces listening difficulties, 35% agreed with unfamiliar vocabulary, 10% expressed that the accent affects them, then, the other 3% mentioned the quality of recorded materials.

The next graphic corresponds to question # 5 from the questionnaire.

**Which of the next components do you think that produce listening difficulties in your English class?**

**Graphic N°5**



Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turrubares.

According to the numbers in the graphic above, a 52% of the students agreed that learners lag behind in the listening exercise produces listening difficulties; then, the other 48% agreed that they face problems of noise activity.

The next graphic corresponds to question # 6 from the questionnaire.

**Do you think speaking activities in English are difficult for you?**

**Graphic N°6**



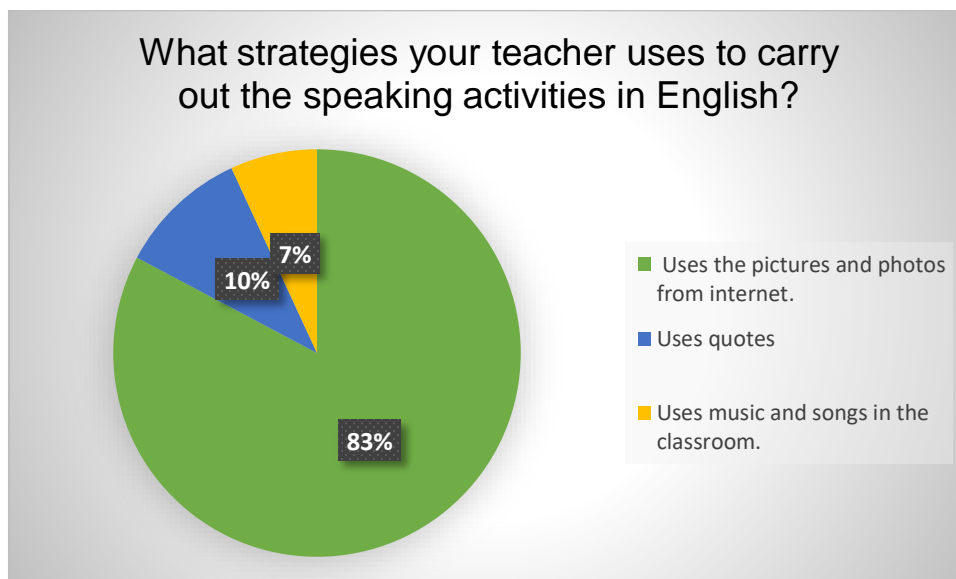
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

As observed in the pie chart, 72% pointed that speaking activities are not difficult for them and the other 28% said that speaking activities are difficult.

The next graphic corresponds to question # 7 from the questionnaire.

**What strategies your teacher uses to carry out the speaking activities in English?**

**Graphic N°7**



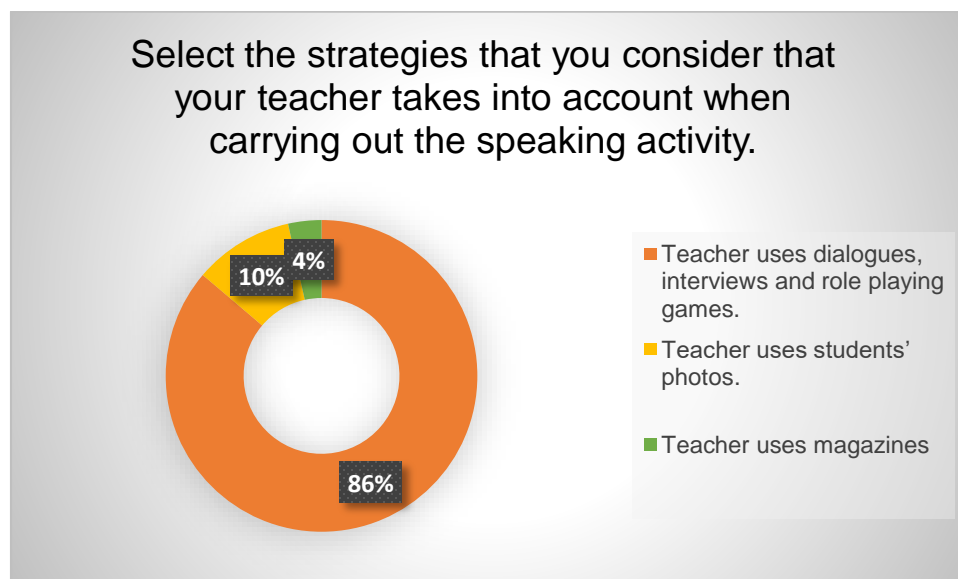
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turrubares.

As looked in graph N° 7, 83% of the students said that teacher uses the pictures and photos from internet; a 10% agreed teacher uses quotes; then, the other 7% agreed that teacher uses music and songs in the classroom.

The next graphic corresponds to question # 8 from the questionnaire.

**Select the strategies that you consider that your teacher takes into account when carrying out the speaking activity.**

**Graphic N°8**



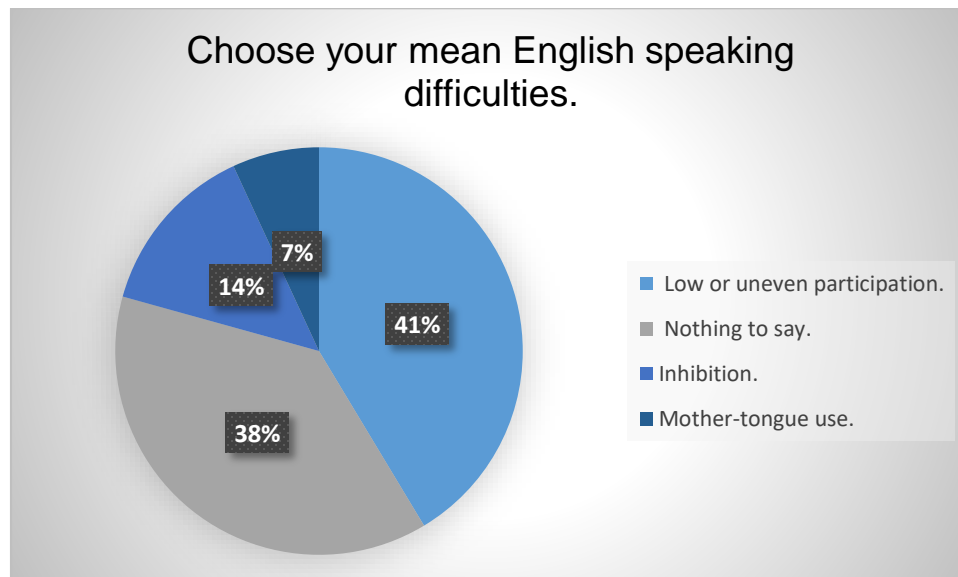
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

As observed in the graphic, 86% of the students considered that teacher uses dialogues, interviews and role-playing games; a 10% agreed that teacher uses students' photos; then, the other 4% expressed that teacher uses magazines.

The next graphic corresponds to question # 9 from the questionnaire.

**Choose your mean English-speaking difficulties.**

**Graphic N°9**



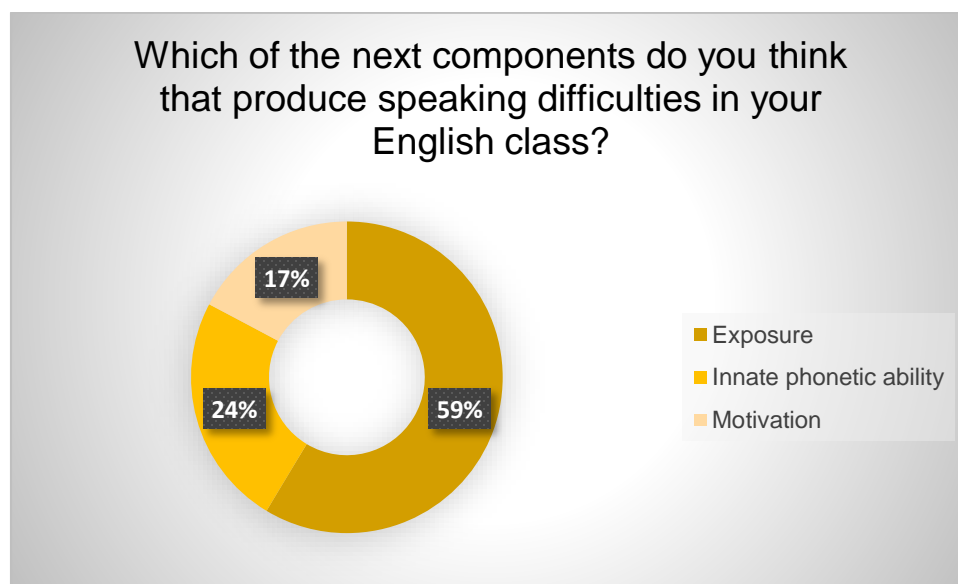
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

According to the numbers in the graphic above, a 41% of the students agreed that low or uneven participation produces speaking difficulties; other 38% pointed that nothing to say affect them, a 14% expressed that inhibition causes speaking difficulties; finally, 7% said that they have problems with mother-tongue use.

The next graphic corresponds to question # 10 from the questionnaire.

**Which of the next components do you think that produce speaking difficulties in your English class?**

**Graphic N°10**



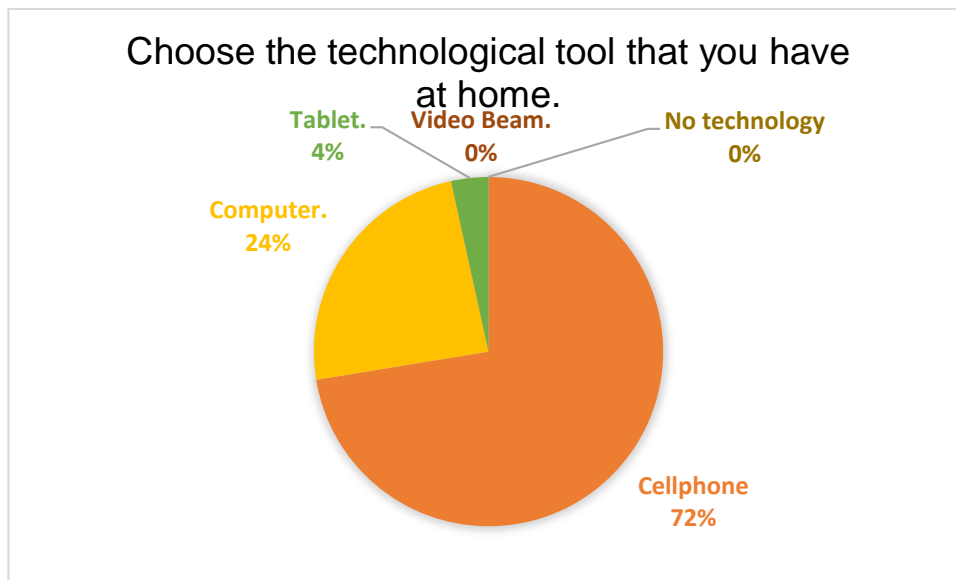
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turrubares.

As looked in graph N° 10, 59% of the students said that lack of exposure produces speaking difficulties; a 24% agreed innate phonetic ability; then, the other 17% pointed that motivation affects them.

The next graphic corresponds to question # 11 from the questionnaire.

**Choose the technological tool that you have at home.**

**Graphic N°11**



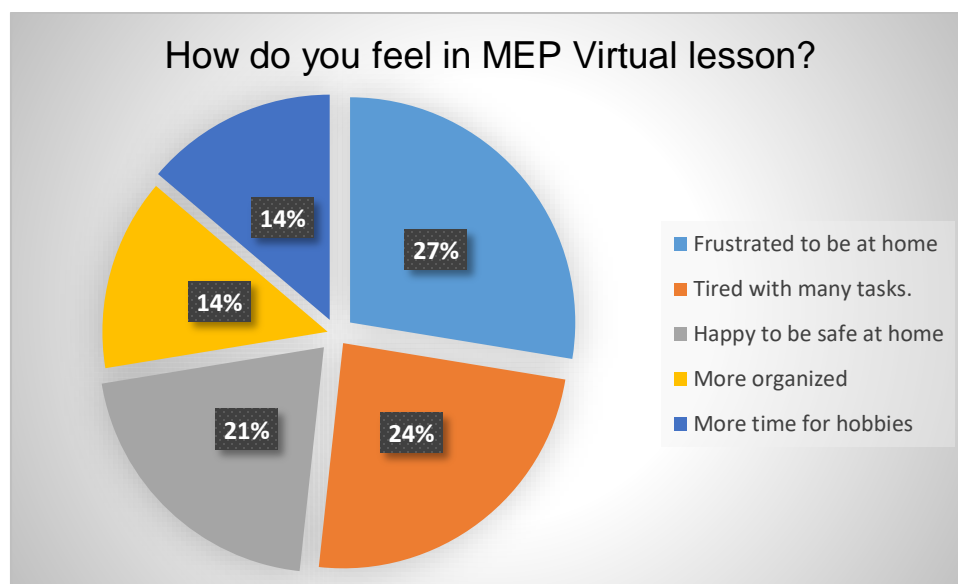
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

According to the numbers in the graphic above, a 72% of the students agreed that they have cellphones at home; other 24% pointed that they have computers, a 4% expressed that they have a tablet.

The next graphic corresponds to question # 12 from the questionnaire.

### How do you feel in MEP Virtual lesson?

Graphic N°12



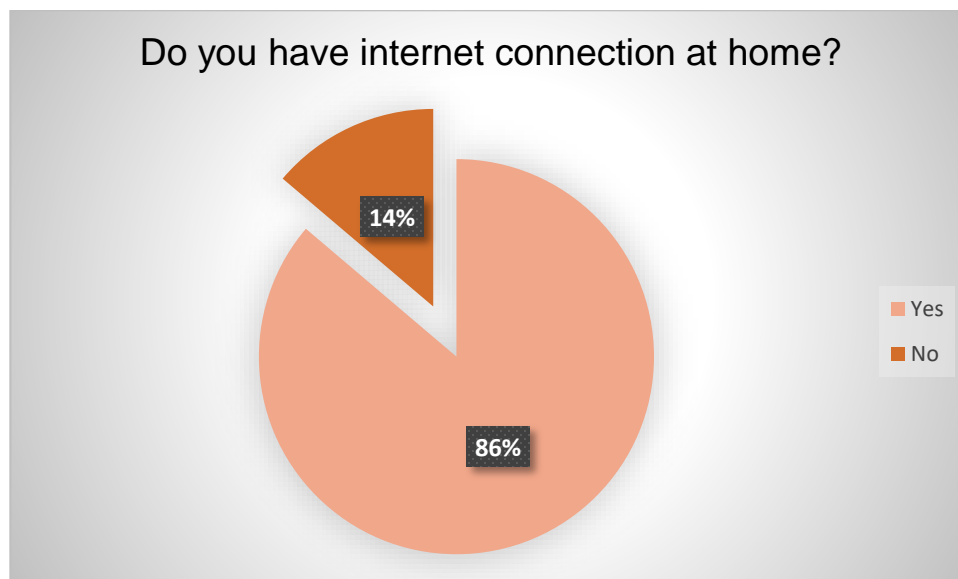
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

As looked in graph N°16, just a 27% of the students agreed that they feel frustrated to be at home; other 24% pointed that they are tired with many tasks; a 21% expressed that they feel happy to be safe at home; a 14% said that they feel more organized; finally, 14% said that they have more time for hobbies.

The next graphic corresponds to question # 13 from the questionnaire.

**Do you have internet connection at home?**

**Graphic N°13**



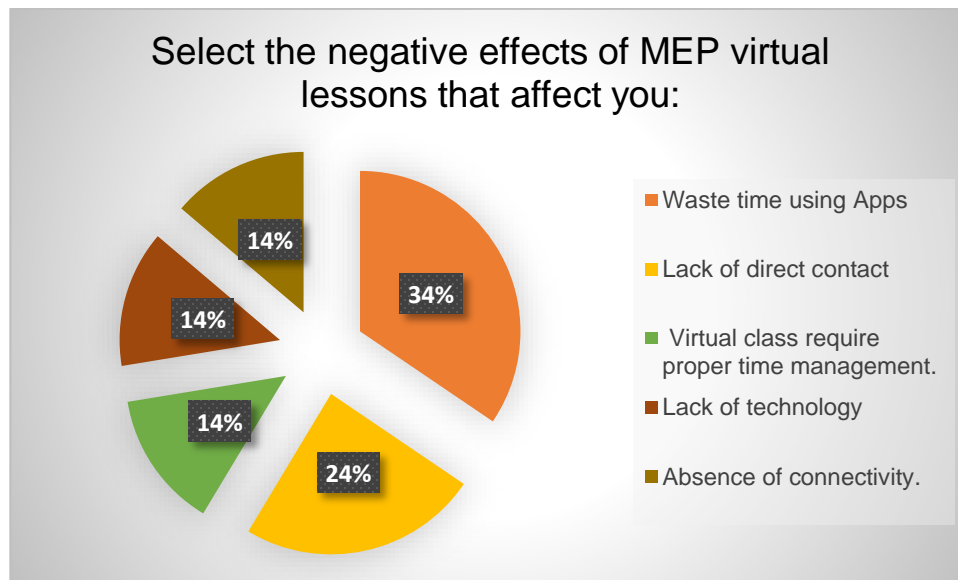
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

As looked in graph N°13, just an 86% of the students expressed that they have internet connection at home and a 14% pointed that they do not have internet connection.

The next graphic corresponds to question # 14 from the questionnaire.

**Select the negative effects of MEP virtual lessons that affect you:**

**Graphic N°14**



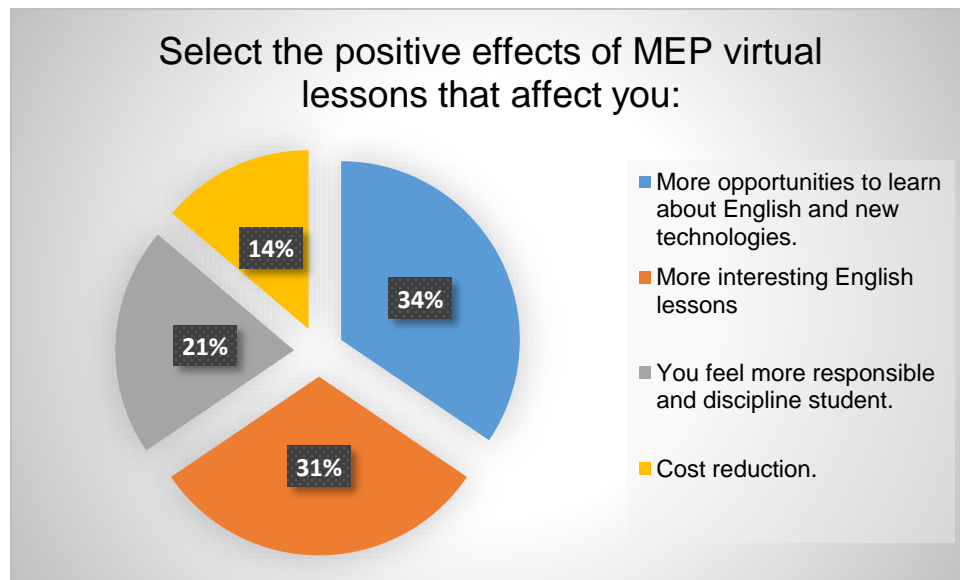
Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

As observed in the pie chart, just a 34% of the students agreed that a negative effect is the waste time using Apps; other 24% pointed the lack of direct contact; a 14% agreed that MEP virtual lessons require proper time management; a 14% said that the lack of technology affects; finally, 14% pointed the absence of connectivity.

The next graphic corresponds to question # 15 from the questionnaire.

**Select the positive effects of MEP virtual lessons that affect you:**

**Graphic N°15**



Source: Data obtained by the researcher through a questionnaire applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turubares.

According to the numbers in the graphic above, just a 34% of the students agreed that a positive effect is that they have more opportunities to learn about English and new technologies; other 31% agreed that MEP virtual lessons allow more interesting English lessons; a 21% said that they feel more responsible and discipline student; finally, 14% pointed the cost reduction.

The next chart shows a checklist about the strategies applied by teachers and the impact of MEP Virtual lessons observed during the MEP virtual lessons:

**Table # 5**

<b>Listening Strategy</b>	<b>Observed</b>	<b>Not Observed</b>
1. Listening base on students' needs.	x	
2. Teacher design listening tasks that arouse students' interest and help them learn listening skills and strategies.	x	
3. Teacher provides students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.	x	
4. Teacher helps their students to be familiar with the accents of different native speakers.		x
<b>Speaking Strategy</b>	<b>Observed</b>	<b>Not Observed</b>
1. Teacher uses quotes		x
2. Teacher uses the pictures and photos from internet.	x	

3. Teacher uses music and songs in the classroom.	x	
4. Teacher uses dialogues, interviews and role playing games.	x	
<b>The impact of MEP Virtual lessons</b>	<b>Observed</b>	<b>Not Observed</b>
1. Lack of connectivity.		x
2. Lack of technology.	x	
3. Lack of proper time management.	x	
4. Lack of knowledge about using technology.	x	
5. More interesting English lessons	x	
6. Students more responsible and discipline student.	x	
7. More opportunities to learn about English and new technologies.	x	
8. Use of technological resources (mails, chats, websites, blogs and podcast).	x	

Source: Data obtained by the researcher through a checklist applied to 29 students from eleventh grade at Colegio Técnico Profesional de Turrubares during virtual lessons.

The next chart shows the interview for the English teacher from Colegio Técnico Profesional de Turrubares for about the strategies applied by teachers and the impact of MEP virtual lessons:

**Table # 6**

Questions	Answers
1. Which English listening difficulties do you think that your students present into the English lesson?	Students can complete the listening activity completely. Learners presents lack of vocabulary.
2. Which strategies do you apply to improve listening kills in your English class?	Repeat the audio recording. Pre-listening activities. While-listening task Post-listening task
3. Which English speaking difficulties do you think that your students present into the English lesson?	Students have difficulties to transmit their thoughts or ideas. Learners do not want to participate. Students' exposure.
4. Which strategies do you apply to improve listening kills in your English class?	Role plays. Use of pictures and photos from internet. Interviews and dialogues.
5. What are negative effects of virtual classes on students in teaching English?	Lack of direct contact. Students do not wish to be at home. Difficulties with the use of technology.
6. What are positive effects of virtual classes on students in teaching English?	-Interactive lessons. -More activities online to learn about English. -More interesting English lessons. - The students have increased their sense of responsibility.

**CHAPTER V:**  
**CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 CONCLUSION

The main objective of applying virtual lessons is to continue with the education process in Costa Rica despite of the COVID-19 Pandemic. Teachers try to increase students' motivation and develop a better learning of English language. To reach this objective, the English teachers must apply specific strategies to improve listening and speaking skills in MEP virtual lessons. Teachers must generate a positive atmosphere for English language teaching. The English teachers have to maintain the students' communicative competence through technological tools.

The aim of this thesis is to analyze the implementation of strategies to improve listening and speaking skills in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

### **Referent of the first specific objective:**

It is concluded that teachers really apply different kind of strategies to improve listening skill in MEP virtual correctly. They carry out listening strategies like listening base on students' needs. Moreover, teachers design listening tasks that arouse students' interest. They provide students with different types of input like lectures, radio news and films.

### **Referent of the second specific objective:**

It is concluded that teachers really carry out different kind of strategies of strategies to improve speaking skill in MEP virtual lessons. They use pictures and photos from internet to stimulate students to communicate ideas orally. Moreover, teacher

uses music and songs in the classroom to develop fluency when students try to talk. Finally, teacher uses dialogues, interviews and role-playing games to have more interesting lessons and increase oral participation.

**Referent of the third specific objective:**

It is concluded that MEP virtual lessons on the eleventh grade from Colegio Técnico Profesional de Turrubares has impacted this population in a negative and positive way. For example, learners recognize to feel frustrated to be at home and they feel tired; because, they have to solve a lot of academic responsibilities. They hope to come face to face lesson completely. Moreover, learners considered that they waste time using apps and the lack of direct contact affect them. In addition, virtual class require proper time management because they have had difficulties organizing their schedules to finish all their homework. On the other hand, learners pointed as positive impact that MEP virtual lessons give more opportunities to learn about English and new technologies. Furthermore, they feel that English classes are more interesting; because there are more interactive activities.

## 5.2 RECOMMENDATIONS

- Teachers should use those tools with balance. The technology must not take the role of the teacher, they are just tools.
- Teachers should promote and stimulate communication capacity to avoid that technology limits the students' thinking potential.
- Owing to that institution does not have enough technology, the administration should look for new technology.
- Due to the students consider that their teachers use the technological tools effectively, teachers should continue applying his techniques when they use technology and multimedia resources into the English class.
- Teachers must help students to organize their time in order to learners can complete their academic assignments.
- Teachers and students should receive more training to avoid the lack of knowledge about using technology.
- Teachers should apply personal motivation activities to help students to reduce learners' frustration to be at home.
- Teachers should continue applying pre-listening task to help students against the lack of vocabulary and the quickness of the listening activity.
- Teachers should continue using dialogues, interviews and role-playing games in order to have speaking participation due to learns pointed that they feel motivated to talk with this kind of activities.
- MEP should spend more resources in technological equipment in order to reduce the lack of technology in this high school.

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# Annexes

## Annexes

**Annex.1**  
**UNIVERSIDAD HISPANOAMERICANA**  
**SURVEY FOR 11<sup>TH</sup> GRADE FROM COLEGIO TÉCNICO PROFESIONAL DE**  
**TURRUBARES**

Dear Students: This is a survey related to the implementation of strategies to improve listening and speaking skills in MEP virtual lessons, in order to get the English Language Teaching Licenciante degree at Universidad Hispanoamericana from Puntarenas. Likewise, it is developed to collect information for the research development. Thank you for your collaboration.

Instructions: Read this survey carefully and check with a (x) inside the parentheses.

<p>1. Do you think listening activities in English are difficult for you?</p> <p>a. ( ) Yes b. ( ) No</p>	<p>2. What strategies your teacher uses to carry out the listening activities in English?</p> <p>a. ( ) Pre-listening task (like storyline picture set, true/false etc.)</p> <p>b. ( ) While-listening task ( "like bingos")</p> <p>c. ( ) Post-listening task ( like discussions and reflections)</p>
<p>3. Select the strategies that you consider that your teacher takes into account when carrying out the listening activity.</p> <p>a. ( ) Listening base on students' needs.</p> <p>b. ( ) Teacher design listening tasks that arouse students' interest and help them learn listening skills and strategies.</p> <p>c. ( ) Teacher provides students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.</p>	<p>4. Which of the next components do you think that produce listening difficulties in your English class?</p> <p>a. ( ) Quality of recorded materials b. ( ) Unfamiliar vocabulary. c. ( ) Quickness of the listening activity. d. ( ) The accent.</p>

<p>d. ( ) Teacher helps their students to be familiar with the accents of different native speakers.</p>	
<p>5. Which of the next components do you think that produce listening difficulties in your English class?</p> <p>a. ( ) Differences between cultures. b. ( ) Learners lag behind in the listening exercise. c. ( ) Face problems of noise activity.</p>	<p>6. Do you think speaking activities in English are difficult for you?</p> <p>a. ( ) Yes b. ( ) No</p>
<p>7. What strategies your teacher uses to carry out the speaking activities in English?</p> <p>a. ( ) uses quotes b. ( ) uses the pictures and photos from internet. c. ( ) uses music and songs in the classroom.</p>	<p>8. Select the strategies that you consider that your teacher takes into account when carrying out the speaking activity.</p> <p>a. ( ) Teacher uses students' photos. b. ( ) Teacher uses magazines c. ( ) Teacher uses dialogues, interviews and role playing games.</p>
<p>9. Choose your mean English speaking difficulties.</p> <p>a. ( ) Inhibition. b. ( ) Nothing to say. c. ( ) Low or uneven participation. d. ( ) Mother-tongue use.</p>	<p>10. Which of the next components do you think that produce speaking difficulties in your English class?</p> <p>a. ( ) Exposure b. ( ) Innate phonetic ability c. ( ) Motivation</p>
<p>11. Choose the technological tool that you have at home.</p> <p>a. ( ) Computer. b. ( ) Video Beam. c. ( ) Cellphone. d. ( ) Tablet. e. ( ) No technology</p>	<p>12. How do you feel in MEP Virtual lesson?</p> <p>a. ( ) Frustrated to be at home b. ( ) Happy to be safe at home c. ( ) More organized d. ( ) More time for hobbies e. ( ) Tired with many tasks.</p>
<p>13. Do you have internet connection at home?</p> <p>a. ( ) Yes. b. ( ) No.</p>	<p>14. Select the negative effects of MEP virtual lessons that affect you:</p> <p>a. ( ) lack of direct contact b. ( ) Virtual class require proper time management. c. ( ) Waste time using Apps d. ( ) lack of technology e. ( ) Absence of connectivity.</p>

15. Select the positive effects of MEP virtual lessons that affect you:
- a. ( ) More interesting English lessons
  - b. ( ) You feel more responsible and discipline student.
  - c. ( ) More opportunities to learn about English and new technologies.
  - e. ( ) Cost reduction.

**Annex # 2**

**UNIVERSIDAD HISPANOAMERICANA  
INTERVIEW FOR THE ENGLISH TEACHER FROM COLEGIO TÉCNICO  
PROFESIONAL DE TURRUBARES**

Good Morning, my name is David Bermúdez Berrocal, actually, I am doing my thesis related to the implementation of strategies to improve listening and speaking skills in MEP virtual lessons, in order to get the English Language Teaching Licenciante degree at Universidad Hispanoamericana from Puntarenas. Likewise, it is developed to collect information for the research development. Thank you for your collaboration.

**General Objective:**

To analyze the implementation of strategies to improve listening and speaking skills in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.

**Specific objectives:**

- a. To identify the different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.
  
- b. To distinguish the different kinds of strategies to improve speaking skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional, Turrubares during the first period 2021.
  
- c. To determine the impact of MEP virtual lessons on the eleventh grade from Colegio Técnico Profesional, Turrubares during the first period 2021.

**Instructions:** Please, answer the next questions.

1. Which English listening difficulties do you think that your students present into the English lesson?
  
2. Which strategies do you apply to improve listening kills in your English class?

3. Which English speaking difficulties do you think that your students present into the English lesson?
  
4. Which strategies do you apply to improve listening skills in your English class?
  
5. What are negative effects of virtual classes on students in teaching English?
  
6. What are positive effects of virtual classes on students in teaching English?

## Annex # 3

**UNIVERSIDAD HISPANOAMERICANA  
CHECKLIST FOR STUDENTS FROM COLEGIO TÉCNICO PROFESIONAL  
DE TURRUBARES**

Good Morning, my name is David Bermúdez Berrocal, actually, I am doing my thesis related to the implementation of strategies to improve listening and speaking skills in MEP virtual lessons, in order to get the English Language Teaching Licenciante degree at Universidad Hispanoamericana from Puntarenas. Likewise, it is developed to collect information for the research development. Thank you for your collaboration.

Listening Strategy	Observed	Not Observed
1. Listening base on students' needs.		
2. Teacher design listening tasks that arouse students' interest and help them learn listening skills and strategies.		
3. Teacher provides students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.		
4. Teacher helps their students to be familiar with the accents of different native speakers.		

<b>Speaking Strategy</b>	<b>Observed</b>	<b>Not Observed</b>
1. Teacher uses quotes		
2. Teacher uses the pictures and photos from internet.		
3. Teacher uses music and songs in the classroom.		
4. Teacher uses dialogues, interviews and role playing games.		
<b>The impact of MEP Virtual lessons</b>	<b>Observed</b>	<b>Not Observed</b>
1. Lack of connectivity.		
2. Lack of technology.		
3. Lack of proper time management.		
4. Lack of knowledge about using technology.		
5. More interesting English lessons		
6. Students more responsible and discipline student.		
7. More opportunities to learn about English and new technologies.		
8. Use of technological resources (mails, chats, websites, blogs and podcast).		

## Annex # 4

<b>General objective:</b> Analyze the listening and speaking skills difficulties and the FARO Test performance in the tenth grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2020.			
<b>Specific objectives</b>	<b>Variables</b>	<b>Thematic Breakdown</b>	<b>Sources</b>
1. To identify the different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.	The different kinds of strategies to improve listening skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares.	2.2.1. Listening skills. 2.2.1.1. Meaning 2.2.1.2. Listening skills difficulties 2.2.1.2.1. Meaning 2.2.1.2.1. Elements that produce Listening difficulties. 2.2.1.3. Strategies to apply a right method for listening.	a. Developing Speaking and Listening Skills through Audiovisual Materials in the Fourth Form. <a href="https://www.researchgate.net/publication/331981907_Developing_Speaking_And_Listening_Skills_Through_Audiovisual_Materials_In_The_Fourth_Form">https://www.researchgate.net/publication/331981907_Developing_Speaking_And_Listening_Skills_Through_Audiovisual_Materials_In_The_Fourth_Form</a>  b. Analyzing Students' Difficulties toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at Uin Alauddin Makassar. <a href="http://repositori.uin-alauddin.ac.id/5572/1/DARTI.pdf">http://repositori.uin-alauddin.ac.id/5572/1/DARTI.pdf</a>
2. To distinguish the different kinds of strategies to	The different kinds of strategies to improve speaking skill in MEP	2.2.2..Speaking skills 2.2.2.1. Meaning	a. Proposal of Curricular Development in

<p>improve speaking skill in MEP virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.</p>	<p>virtual lessons with the eleventh grade from Colegio Técnico Profesional de Turrubares.</p>	<p>2.2.2.2. Elements that cause speaking difficulties. 2.2.2.3. Motivational techniques to increase oral participation in English class.</p>	<p>Listening and Speaking Skills in English Mep's Program in Eleventh Grades in Nightly High School Miguel Obregón Lizano". Costa Rica. <a href="http://13.65.82.242:8080/xmlui/handle/cenit/2896">http://13.65.82.242:8080/xmlui/handle/cenit/2896</a></p> <p>) Investigating Speaking Difficulties that Encounter Students at Secondary Schools A Case Study of Omdurman Locality Secondary Schools (3rd. Year). <a href="http://repository.sustech.edu/bitstream/handle/123456789/14065/Investigating%20Speaking%20Difficulties%20...%20.pdf?sequence=1&amp;isAllowed=y">http://repository.sustech.edu/bitstream/handle/123456789/14065/Investigating%20Speaking%20Difficulties%20...%20.pdf?sequence=1&amp;isAllowed=y</a></p>
<p>3. To determine the impact of MEP virtual lessons on the eleventh grade from Turrubares</p>	<p>Ludic techniques and technological tools professors have been using in the tenth grade from Colegio</p>	<p>2.2.3. Virtual lessons. 2.2.3.1. MEP virtual lessons. 2.2.3.2. Virtual lessons negative effect.</p>	<p>a. The Future of Virtual Classroom: Using Existing Features to Move beyond Traditional</p>

<p>Colegio Técnico Profesional de Turrubares, Turrubares during the first period 2021.</p>	<p>Técnico Profesional de Turrubares.</p>	<p>2.2.3.3. Virtual lessons positive effect  2.2.3.4. Students' feelings in virtual lessons.  2.2.3.5. The use of technological tools to improve English teaching process in virtual lessons.  2.2.3.6. Resources for multimedia activities</p>	<p>Classroom Limitations.  Interactive Mobile Communication Technologies and Learning (pp.944-951)  <a href="https://www.researchgate.net/publication/323157908_The_Future_of_Virtual_Classroom_Using_Existing_Features_to_Move_Beyond_Traditional_Classroom_Limitations">https://www.researchgate.net/publication/323157908_The_Future_of_Virtual_Classroom_Using_Existing_Features_to_Move_Beyond_Traditional_Classroom_Limitations</a>   b. Comparing Online English Language Learning and Face-to Face English Language Learning at El Bosque University in Colombia. Virginia Commonwealth University. USA.  <a href="https://scholarcompass.vcu.edu/cgi/viewcontent.cgi?article=6445&amp;context=etd">https://scholarcompass.vcu.edu/cgi/viewcontent.cgi?article=6445&amp;context=etd</a></p>
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El suscrito Marvin David Bermúdez Berrocal con número de identificación 113340248 autor del trabajo de graduación titulado *Implementation of Pedagogical Strategies to Improve Listening and Speaking Skills in "Ministerio de Educación Pública" Virtual Lessons with the Eleventh Grade from Colegio Técnico Profesional de Turrubares, Turrubares, During the First Period 2021*, como requisito para optar por el grado de Licenciatura en Enseñanza del Inglés; Si autorizo a la Biblioteca de la Universidad Hispanoamericana para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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