



UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN ENGLISH
TEACHING

“The Role of Virtuality into the English Classes and its Influence in the Development of
English Classes and its Impact on Students at the CTP San Isidro de Heredia with
Tenth Grade during the Third Quarter of 2020.”

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TIBAS, COSTA RICA.

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San José, 30 de septiembre, 2021

Universidad Hispanoamericana
Licenciatura en la Enseñanza del Inglés

Estimados señores:

El estudiante Pablo Romero Camacho, cedula de identidad número 1-1275-0772, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: **“The role of virtuality into the English classes and its influence in the development of English classes and its impact on students at the CTP San Isidro de Heredia with tenth grade during the third quarter of 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:

	Descripción	%	% Obt
a	Originalidad del tema	10%	10
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c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30
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San José, 29 de noviembre, 2021.
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Estimado señor

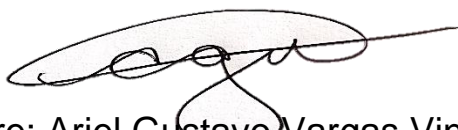
El estudiante Pablo Romero Camacho cédula de identidad 1-1275-0772 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **“The Role of Virtuality into the English Classes and its Influence in the Development of English Classes and its Impact on Students at the CTP San Isidro de Heredia with Tenth Grade during the Third Quarter of 2020.”** el cual ha elaborado para obtener su grado de Licenciatura.

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.

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Atte.

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Carné:

Dedicatory

I want to dedicate this thesis to a person who has always been by my side, always giving me all his support. This thesis is dedicated to Jousser Cruz. Thanks to your good example as a person and as a professional, I have had a guide to follow, based on love for the profession and the values that contribute to professional growth. Thank you very much for being a good example for me.

Acknowledgement

I want to thank God for allowing me to reach this point in my professional training as an educator.

Thanks to my family for always being aware of my studies and the development of the research project. I love you father and mother.

I also want to thank my tutor, who with his advice and professional help, contributed to the development of this research project.

Infinite thanks to Jousser Cruz for always motivating me to be a better professional every day, always giving me the advice, I need at the right time.

Abbreviations

- | | |
|----------|---|
| 1. CTP | Colegio Técnico Profesional. |
| 2. MEP | Ministerio de Educación Pública. |
| 3. ICT's | Information and Communication Technologies. |
| 4. GTA's | Autonomous Work Guides |

Abstract

The implementation of virtual classes are part of the changes that technology has brought within the educational field. This new teaching method does not require that students and teachers be physically present in the same place and space. On the contrary, this modality allows the teacher to carry out the classes using different means that allows him to reach the students with the same knowledge without affecting the teaching process. There are many educational institutions, both public and private, that have implemented this new alternative within their study programs.

This investigation presents a reality that the public student population has never faced before. This situation is virtual classes. This new teaching method has represented a challenge in general, both for students, for teachers and even for families. Faced with this new modality, students initiate an early connection to a world full of information and new experiences through virtuality. However, with the implementation of virtual classes, some factors that affect their proper development are beginning to be noticed, such as: the lack of training for educators since many do not have adequate management of the platforms to teach through virtuality. Another important aspect that affects the good development of virtual classes is the limited connection to the internet and in many cases the limited access to technological tools such as smartphones, tablets and computers. This has consequences for students as it creates a gap between students with resources and those with limited resources.

Resumen

La implementación de las clases virtuales, forman parte de los cambios que la tecnología ha traído al sector educativo. Esta nueva metodología de enseñanza no precisa de que los estudiantes y los profesores estén físicamente presentes en el mismo lugar y espacio. Esta modalidad permite al personal docente desarrollar las clases a utilizando diferentes medios que le permiten llegar a los estudiantes con la misma información, sin afectar el proceso de enseñanza. Son muchas las instituciones educativas tanto públicas como privadas, que han implementado las clases virtuales como una nueva alternativa de enseñanza dentro de sus programas de estudios.

Esta investigación presenta una realidad a la cual la población estudiantil publica nunca antes se había enfrentado. Esta situación son las clases virtuales. Esta nueva modalidad de enseñanza a significado un reto en general, tanto para la población estudiantil como para los educadores e inclusive para las familias. Ante esta nueva modalidad de enseñanza, los estudiantes inician una conexión temprana ante un mundo lleno de información y nuevas experiencias a través de la virtualidad. Sin embargo, con la implementación y desarrollo de las clases virtuales, es posible notar algunos factores que afectan directamente a su desarrollo adecuado y óptimo. Algunos de estos factores son: la falta de formación de los educadores ya que muchos no cuentan con un adecuado manejo de las plataformas para enseñar a través de la virtualidad. Otro punto importante a tomar en cuenta y que inciden directamente en el desarrollo de las clases virtuales es la limitada conexión a internet y en muchos casos el limitado acceso a las herramientas tecnológicas tales como teléfonos inteligentes,

tabletas, y computadoras. Como resultado de estas limitantes, tenemos la brecha que se forma entre los estudiantes que no tienen ninguna limitante y los que por algún motivo ve afectado su proceso de enseñanza.

CHAPTER I

RESEARCH PROBLEM

1.1 Problem statement.

This research is carried out with a sample of students, who belong to the Colegio Técnico Profesional San Isidro de Heredia. Specifically, the sample is made up of students in 10th grade. The main objective of the research is to analyze the influence that virtuality has on the development of English classes, and the impact on young people.

1.1.1 Background to the problem.

The development of technology directed to the educational area has had a great impact on the evolution of education since the 1980s. As Mora (2013) cites, in the same decade UK, the government supported the development and design of software aimed mainly at schools with the intention of improving their curriculum and the quality of education in general.

The use of technology in education has revolutionized the way educators transmit knowledge to students. The application of technological tools has contributed to generating a significant change within the educational process. The creation of new technological tools, have helped to eliminate certain barriers that previously did not allow the teaching process to take place within normalcy. Virtuality today is a clear example of how traditional teaching has changed, making technology an ally to innovate within the educational process.

With the changes generated by technology, it is necessary that teachers and the student community can be participants of the change, to a modality where access to information, to different ways of learning and putting knowledge into practice has been inflected by the technological change.

According to Mora (2013), the implementation of technology in the educational area is a complex process since several factors interfere during the process. Adaptability factors on the part of the teaching and student staff, economic factors that limit the development of technology-based learning programs, and cultural factors.

However, this change on many occasions has been limited for cultural and economic reasons. There are many educational institutions that do not have a budget for technological updating, which limits the evolution in the way of teaching and learning. It is common that any change initially produces resistance from the population, although this change means a benefit in their favor.

It is important to mention that the implementation of technology in education is more than providing equipment to institutions. This process requires constant training for educators, who would be the guides of the educational process and those responsible for the proper approach and management that is given to this useful tool, such as technology.

According to Waddell (2015), although the process of including technology within study programs, its use has faced different challenges or obstacles, which in many cases, halt progress. However, although many schools have the financial resources, trained personnel, and materials necessary to promote the use of technology, these

represent a low percentage, thus marking a gap between schools, according to the way in which students learn.

According to Kentnor (2015) ... this modality has its origins in the United States, where in 1989, online educational programs were used by the University of Phoenix, in order to implement a new way of educating students, in this way turning them into the precursors of online education. Due to the acceptance of the people, and the growth, more institutions were joining this new modality of education, offering new educational programs. Universities and colleges in the United States also joined this educational revolution, turning their educational programs around, where they included virtuality within their programs. New York University, in 1998, was the first high-level educational institution to have one of the largest study programs, in its entirety virtual modality. (Kentnor, 2015).

One of the premises of virtual education is that education can be achieved without face-to-face presence between students and educators. In past decades, thinking about developing this modality would have been impossible, since there were not the necessary resources to achieve it. However, today there is a great technology that allows to implement this modality, in response to the changes that must be made to adapt to today. Virtual education is the modality that has recently had the greatest growth, due to external factors such as the 2020 pandemic, caused by the Covid-19 virus. In this case, thousands of schools worldwide had to adjust their educational programs, and implement the use of virtuality as an ally to continue with the study program and thus not interrupt the students' program. According to Allen & Seaman

(2011), cited by Kentnor (2015), in 2011, 65% of educational institutions globally reported that learning using virtuality was necessary within their long-term study plans. As a result of this, and other factors, virtuality or online education is considered a trend of rapid growth.

Maddox (2015) pointed out that education and technology are strictly intertwined, making important contributions to education, to the methodologies used and new work philosophies. Many educators due to technological change have resisted this change, however, even for the smallest detail they make use of technology, such is the case of making reports.

This change requires an analysis by the entity in charge of the educational process, and then an analysis of the educational institution when implementing the change. Specifically, virtuality requires a change of mentality and acceptance by students and teachers. These two parties involved are of the most importance to successfully use virtuality as part of your academic development. At the beginning, all change generates resistance, since something new and unknown to many is being considered. Faced with this situation, it is important that information is communicated clearly to those involved, rescuing the positive aspects of said change and evacuating or clarifying the negative aspects that could stop the change.

Barker (2003) cited by Maddox (2015), argues that moving from a face-to-face classroom to one where virtuality plays a very important role requires preparation on the part of the teacher. In addition, the preparation of materials and methodologies must

also be adapted to the virtual modality, to achieve the fulfillment of the proposed objectives.

This change modifies the functions of educators, placing on them a greater responsibility for the learning of the students who make use of this new modality. The creativity of teachers when developing virtual classes must be such that students are motivated to participate in the different activities to be carried out, as if they were in face-to-face classes. This could be said to be one of the great challenges that educators must face.

Perhaps, adaptation to virtuality is one of the points that generates more resistance to change, mainly in those educators who for many years have used the traditional method (face-to-face) to educate the student population. For this reason, it is important that for the new generations of professionals in the educational field, they are taught the technological tools that help them to develop their work around virtuality.

1.1.2 Problematization.

The changes that education has undergone during the last decades have been quite significant and have marked an after. The need to be updated in terms of methodologies, strategies, materials, and the use of different approaches to achieve the objectives, has led educational institutions to make important changes related to how the teaching process develops.

Among these changes, the use of virtuality as an innovative tool within the educational program can be mentioned. According to Racheva (2017), virtual education

can be defined as the education modality developed in an institution where the main tools to develop the methodology are the internet and, in general, computers, more recently some other technological device. Teaching activities are carried out online, guided by the teacher. When developing this learning modality, teachers and students are physically separated, which represents making an extra effort on the part of teachers to capture the attention of students and not alter the results that they want to obtain when using the virtuality as a teaching tool.

Since the appearance of virtual education, it has undergone many improvements and more and more educational institutions see an opportunity for innovation by making use of virtuality. However, and despite the many benefits that virtuality provides, not all educational institutions can make use of this technological tool.

However, natural events, where the human being has no control, such as the pandemic, have forced all educational institutions to make use of virtuality as the main means to carry out classes.

The pandemic caused by the Covid-19 virus forced the closure of all educational centers worldwide. According to Li & Lalani (2021):

- With the development of the pandemic more than 1.2 billion students had to leave educational centers.
- As a result of closures in schools, the use of virtual classes was sudden in most educational institutions. In many cases, these educational institutions did not have the qualified personnel to carry out this important change. However, teachers had to be carried out and trained immediately.

- Studies carried out to date show that in most cases, virtual education facilitates the learning process. This means that the changes caused by the pandemic, such as the use of virtuality to teach, came to establish themselves within educational programs, which can be gradually improved, in order to provide a better education to students.

1.1.3 Justification of the problem.

The purpose of this research is to identify the role of virtuality into the English classes and its influence, and impact on students. This learning modality allows the development of different educational programs, without the need to meet (teachers and students) within the same physical place.

According to Oliveira, Dos Santos, Santos, Amado, Pereira (2017) educational institutions face a constantly changing trend. The influence of technology has marked significant changes in how it is taught and learned today. Virtual education is the teaching modality where students and teachers are physically separated, but thanks to the use of the internet and computers, cell phones, among others, the class can be carried out with total normality, making the necessary adaptations.

The use of virtuality for the development of English classes requires an adequate modification and adaptation of the activities to be carried out. Being a modality that is just being established within the different educational programs, there are still important aspects to be covered. The training of teachers must be constant since, day by day, new improvements appear that help to create a better experience in the virtual education modality.

As for the students, and for the new generations, it is important to transmit knowledge to them in a more interesting way, where they are more active and can be more involved in the development of the classes. The activities must be highly meaningful to keep their attention during the development of the class.

The cultural aspect is also important to consider since the virtual modality has come to solve the adversities that the 2020 pandemic has produced. Due to this situation, students and teachers must be aware that they are facing a new era, where technology is an ally of the development of daily activities.

The results obtained with the development of this research can serve to give greater support to the development of the virtual education modality within the institution where it is being carried out.

In turn, the results obtained with the development of the research instrument or information collection can help to analyze the impact that the virtual modality has had on students during the educational process and what would be the possible points of improvement when developing this modality of learning.

This research mainly analyzes the influence that the virtual modality has had as a teaching tool in this process. In addition, it considers the impact that the new learning modality has had on students.

The data collected with the research and development of the instrument as the main source of results in the practical area, can be used in the future to improve the virtual within the study program implemented by the educational institution. This information can be used by the institution in order to implement and improve the use of virtuality as a support tool during the educational process.

Considering the formulation of the problem, is it possible to mention that the question "How does virtual education affect the development of English classes in the Colegio Técnico Profesional San Isidro de Heredia with tenth grade during the third quarter of 2020?" helps to understand the impact and influence that virtual education has on the English program.

1.2 Formulation of the problem.

- How does virtual education affect the development of English classes at CTP San Isidro de Heredia, with tenth grade during the third quarter of 2020?
- What is the influence of virtual education in students at CTP San Isidro de Heredia with tenth grade during the third quarter of 2020?"
- What is the impact of virtual education on tenth grade students at CTP San Isidro de Heredia during the third quarter of 2020?

1.3 Objectives of the investigation.

1.3.1 General objective.

- a. To analyze the influence of virtuality in the development of English classes.

1.3.2 Specific objectives.

- a. To suggest strategies/activities to develop the speaking and listening skills on a virtual environment.
- b. To evaluate the effectiveness of virtual classes to improve the English level in students of tenth grade of CTP San Isidro de Heredia.

- c. To list advantages and disadvantages of virtuality applied to the develop of English classes.

1.4 Scope and limitations.

1.4.1 Scope.

The research carried out at the educational institution Colegio Técnico Profesional de San Isidro de Heredia, analyzes the influence and impact on students that the implementation of virtual education has had. This modality had to be established due to the national emergency caused by the Covid-19 virus. For this reason, educational institutions were forced to close their doors and implement different ways to continue the educational process. One of these new modalities is virtual education where the educator oversees providing information using the internet and different technological devices.

The research covers part of the student population, specifically the tenth-level students. Due to the pandemic, virtual classes had to be implemented in a short period of time and without a previously established guide to follow. For many students, the Internet connection and the lack of technological tools such as cell phones, computers and tablets, limited access to these classes. For this reason, it is necessary to analyze the impact that this new teaching modality has had on students today.

1.4.2 Limitations.

Due to the suspension of classes, ordered by the Ministry of Health in agreement with the MEP, one month before the vacation period, the application of the data collection instruments was considerably delayed.

A new institution had to be found that would allow the data collection instruments to be applied. As a result of the search, the instruments were applied at the Colegio Técnico Profesional San Isidro de Heredia.

Due to the "dual" modality that is currently being implemented in the institution, the instrument chosen for the research was applied in person and via virtual, which delayed the obtaining of the information.

The current situation in which the students are receiving classes (bimodal / dual) prevented a direct relationship (face-to-face) to develop the questionnaire. For this reason, it was decided to carry out the survey through a link, where students should answer each of the questions. However, many students, despite being given the link, did not cooperate by not answering the small questionnaire.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Historical Context.

2.1.1 Background of the organization or community.

Colegio Técnico Profesional de San Isidro de Heredia, night section, was created in 2016, belongs to the national educational system. It is located in the town of San Isidro. This belongs to the Heredia regional and in turn, this belongs to the 06 circuit. Under this name, there is also the daytime section. Both sections share the same vision, mission and values.

The night section is aimed at people between the ages of 18 and 65 who have a passed high school or ninth grade with some high school subjects enrolled.

People from cities of San Isidro, San Rafael, Santo Domingo and San Pablo, are the main beneficiaries with this new teaching modality that covers the national educational system.

Currently, it has an enrollment of 263 students, divided into 3 academic levels: tenth, eleventh and twelfth. It has a total of 26 teachers, who have the task of bringing knowledge to students in terms of academic specialties.

In the CTP of San Isidro de Heredia the following specialties are taught:

1. Executive for Service Centers.
2. Administration, Logistics and Distribution.
3. Graphic design.
4. Industrial electronics.
5. Computer Science in Networks.

6. Accounting and Finance.

Thanks to the development of this modality, students have greater possibilities to enter the workforce according to their specialty, before having an academic degree, like in the university.

Mission

“Provide the student community with a formal and technical educational offer, framed in the guidelines and programs of the Ministry of Public Education, considering the particularities that surround their reality in an environment of tolerance, flexibility, respect, efficiency and inclusion”.

Vision

“To be an educational institution of excellence, that offers a quality service and that guarantees the integral formation of the educational community”.

In addition to the vision and mission of the educational institution, they have values focused on teach future professionals, which are a reflection of the values that throughout their academic and technical training, the different teachers transmitted them with their actions and example.

Values:

Discipline. Set of rules of behavior to maintain order in our educational community.

Teamwork:

Work done by several individuals where each one plays a part, following the same objective.

Tolerance:

Attitude of respect for the opinions, ideas and attitudes of others, even if they do not coincide with their own.

Responsibility. Conscious decision making as a result of actions.

I respect. Consideration with which differences are treated person.

2.2 Theoretical- conceptual context.

“The use of technological innovations as a support tool during the educational process, today is a reliability, which teachers must face and assume.” Oliveira, et al. (2017). A clear example that can be referred to is the situation experienced during the pandemic caused by the Covid-19 virus. Faced with the worldwide emergency situation, where educational institutions were forced to suspend activities, they had to find a means that would allow them to continue developing educational activities. This is how virtuality was implemented as the main means to reach students with information.

This new form of education, in which hundreds of institutions had to go to continue teaching their students, represented great challenges, which teachers and students had to face. Many limitations appeared early in the process. On the part of the teachers, many did not have the technical knowledge of how to use the different tools that would allow them to teach the classes. On the part of the students, many had

limited access to the Internet, which made it virtually impossible for them to be in class. Another of the great challenges that teachers faced was the new way of qualifying students, and the adaptation that they had to make to the study program.

Currently, technology is considered as an agent of change within the educational field. This useful tool has revolutionized the way students learn and how teachers transmit information. This important tool brings the student and teacher community closer to a daily changing world, where every day students learn different things, related to different topics. It places the person closer to the current reality, and before an endless amount of information that can be accessed in a few seconds, contrary to what happened years ago, where technology was just developing.

Technology has allowed a radical change in the way classes are taught. The use of virtuality in education has made distance education more effective and accessible to students. According to Kentnor (2015), virtual education or distance education is the teaching method where the student and the educator are separated. In this method of education, the following elements are used as help tools: audios, videos, correspondence, and internet. Virtual education or online education as it is also known, began to have its greatest growth from the 90's, thanks to the technological revolution that began to emerge and to make great advances in different fields. Little by little, as technology progressed, methodologies appeared that could be applied to education, to make it more accessible to the general population.

The implementation of this modality helps students to be in constant evolution, experimenting with new tools that make them aware of information without the need to be present in a classroom. Virtuality allows the integration of interactive tools that

stimulate learning in students and make classes more dynamic within this modality. This mode of education uses the internet and computers (different technological elements) as the main means of information delivery and interaction with students. Around 80% of the contents were developed through this modality.

According to Metaute, Mora & Rugeles (2015) within the virtual education modality there are two types of students: the first is known as a digital native because from an early age they have had contact with technology, its management and proper use for educational purposes and fun. This student is characterized by the rapid understanding and absorption of the information that is provided through technological channels. Another characteristic of these digital native students is that their relationships are based on the use of social networks, so sharing information is a purely natural act and does not represent great complexity. On the other hand, is the student known as a digital immigrant. This student makes use of technology according to his needs, either for educational or leisure purposes. They make use of technology slowly and it is something that is not essential in their daily lives. Considering the characteristics of both types of students, both native and immigrant, educational institutions that wish to incorporate ICTs must adjust their educational programs, reestablishing pedagogical strategies, in order to reduce the related gaps. With technology, thus achieving a leveling off among students. In this way, it is possible to ensure the acquisition of skills and promote knowledge using this tool. (Metaute, Mora & Rugeles, 2015, para.133)

Given the current scenario, education and learning have changed dramatically without prior notice, going from the traditional way, where the student was presented to

a classroom to the technological environment, where the use of virtuality has become essential to continue with the educational process, making the incorporation of technology within its educational programs.

According to Ankney (2017), technology and innovation for years have become objectives to be achieved for educational institutions. The opportunities offered by this tool are endless, the quality of the educational process can be benefited thanks to the implementation of methodologies, practices and materials that use the technological element. It is expected that the implementation of technology and virtuality as such, will help to develop the abilities and skills that the student possesses, which will help the student to have a better interaction with technology.

Changes are constant, and it happen quickly, the influence of technology in education is inevitable. For these reasons, the pedagogy and the different study plans must change, to guarantee access to technology and have an equal progress between schools.

The educational modalities, throughout history, have undergone significant changes. These changes have been made in order to improve the quality of education and to adapt to the circumstances and reality of the moment.

Over the years, education began to be inevitably influenced by the technological age. According to Alhawiti (2017), the development and implementation of technology in education has changed the way students learn. The use of technology allows institutions to innovate within their study programs making use of technological tools such as virtuality, to reach students without being physically present in a classroom.

With innovative advances such as the use of virtuality within the educational context, the designs of classes and assessments have had to be changed with the intention of adapting to reality, leaving traditionalist assessments, focused on taking memorization into account of information. This small change within the educational program allows teachers to create more flexible and innovative evaluations, where they take the student into account more in different activities developed through virtuality. This motivates the student and they perceive it as a real preparation for the changes that technology is making in all areas where the human being develops. The approach to information making use of virtuality is a reality that prepares and develops skills that will be useful in professional life. Eliatamby (n.d).

The implementation of virtual classes has taken a turn in the way knowledge is transmitted. There are many educational institutions, mainly universities, that started with this new teaching method. These institutions have made technology a tool that allows them to educate more students around the world without the need to be physically present in a classroom. However, situations like the one currently experienced due to the pandemic, forced thousands of educational institutions (colleges, schools, universities) to use this teaching methodology within to continue with their educational programs.

According to Gofron (2017), modernization that occurs thanks to technology, specifically with the use of virtual education into the schools and colleges. These institutions play a very important role that cannot be replaced by technology. The school must continue with the task of creating creative, logical and critical thinking in the student, in addition to the ability to make sensible use of the information that is available

to them at all times. It is necessary that schools be taught to seek information on the student's own initiative that contributes to their education. The use of virtual education represents a great challenge for educational institutions. Going from the face-to-face mode to the virtual mode implies training for teachers for the proper use and management of the applications that are used to develop the class. In this case, the school is no longer the center where students develop communication and socialization skills with other classmates. For this reason, the educational institution must modify its study program around reinforcing these important skills in each of the students, where, through the different activities adapted to the virtual modality they are reinforced.

Regarding Sun Chen (2016), stated that virtual education is a growing modality of learning. Success will be determined by the support it receives from those responsible for educational programs and training provided to teachers and the motivation transmitted to students around educational innovation, influenced by the technology. It is important that schools and colleges consider the different needs of students when making use of the virtual modality to teach their classes. This modality should not affect the proper development of the educational process, on the contrary, it should be more friendly and encourage students to be active participants in the process, making use of technology as a tool to expand their knowledge and improve their skills.

Barker (2003), cited by Maddox (2015), argues that role changes in virtuality are inevitable. In turn, according to Diekelmann et al. cited by Maddox (2015), due to the implementation of virtuality, new roles are developed, both in educators and students. For example, in this modality, the educator is no longer the main source of knowledge, motivating students to do research related to the topics developed during class. On the

part of the student, they must assume a new role that leads him to carry out new research and to become a little more independent and responsible for his academic career.

It is important to emphasize that virtuality requires new approaches in the educational program. Some practices and methodologies used in the educational program for face-to-face classes could hinder the proper development of virtual classes. Maddox (2015). The preparation of the educator must be from the basics, making use of the technological tools that facilitate the development of virtual classes, to the most complex such as the modification of the initial educational program, without changing the objectives to be achieved.

According to Silva (2010), the teacher fulfills a different role within the modality of distance education or virtual education. The teacher combines the functions of their own profession, facilitator of knowledge and community organizer. Ryan, et al., (2000) cited by Silva (2010), mentions the four categories where the roles of educators are defined within virtual education. These categories are the following: pedagogical, social, technical and administrative. However, according to these researchers, the most important roles that the teacher must fulfill are pedagogical and social.

In the pedagogical part, the educator is the facilitator of expert knowledge, focuses on creating constructive discussions that contribute to the development of the class, also asks questions and answers the doubts on the part of the students, guides the discussion, giving sequence and sense to it, summarizes and highlights the most important points of the subject in question. Related to the social field, the teacher must have skills that develop and contribute to creating a collaborative environment, allowing

team learning, allowing the integration of each of the students within the educational process, in addition to motivating students in the face of the new learning modality, showing them the advantages of an education based on virtuality. Silva (2010)

Regarding the technical part, the teacher must make sure that the participants feel comfortable with the new modality by putting into practice and developing activities where the students are more involved in the process, precisely to capture their attention and participation during the class. In addition, the teacher must ensure that the platforms used to develop virtual classes provide them with the tools to achieve the objectives. In administrative matters, the teacher must know the details about the participation of students in virtual classes, their academic performance verified through various tests, and the moderation of the virtual space, considering into account the rules of appropriate behavior for classes. Silva (2010)

The teacher, as a guide for the learning process and moderator of the virtual space, can develop different activities to achieve an adequate development of the class. Within the activities that the teacher can develop are the following:

- a. Introduce the topic to be developed in the class, referring to the most relevant data, asking information-generating questions, and clarifying any doubts that arise.
- b. Encourage students to participate actively during class, referring to topics that can be related to daily life.
- c. Small groups of students, where they must develop some practice together to maintain contact between students, in order to continue developing interaction and collective learning among peers.

- d. Globalize learning, doing it as much as possible to reality, so that the student in their daily lives can put it into practice in an easier way.
- e. Ask questions to make sure the message, the information was clear.
- f. Help students who present a deficiency, either due to lack of practice or because the virtual learning modality represents an obstacle to being able to capture the information properly.

To summarized, Silva (2010) cites Barberà, Badia, and Momin (2001) who refer to the functions of the teacher within the virtual modality. They summarize the functions in three different stages:

1. Planning.
2. Development of the classes and the reinforcing activities of knowledge.
3. Closure.

The use of technology in education, especially virtual education or distance education, came to revolutionize the way in which people learn today. This learning modality has its advantages and disadvantages for teachers, students and even families. (Hue Dung, 2020).

According to Herrera (2017) thanks to the incorporation of technology into educational programs, specifically virtual education, it is possible to teach more students without them being physically present in a classroom. However, this new modality requires greater support from students and even parents, while creating the habit of receiving virtual classes and giving them the importance, they deserve. This

help must be oriented and focused on the student learning in a different way, more agile and in a more efficient way, thus creating a sense of independence and autonomy.

The implementation of virtual classes within the national public educational system has brought with it advantages and disadvantages for both students and educators and even for families. This change from the face-to-face modality to the virtual modality had to be carried out without prior planning, caused by the health emergency due to the pandemic. Broadly speaking, the implementation of the virtual modality lacked preparation on the part of the teachers, and a study program that would adapt to the circumstances of the moment.

According to Posey, Burgess, Eason and Jones (2010), the virtual mode allows the student to observe the classes as many times as necessary, since many teachers record the class with the intention that the student can access it when necessary.

Husu (2000) cited by Posey et. al (2010) this modality allows students and teachers to have a better time management since they do not require being in the same place physically to teach and receive classes, and travel from their homes to the educational institution

The implementation of this new modality allows the student to have an approach to new technologies and discover new skills that contribute to a better development.

Another aspect that Riegg (2021) mentioned is connectivity to virtual classes. Faced with a new learning modality, which requires certain elements that are familiar to many families, the educational process is limited by not having the minimum necessary

elements to be able to be part of this new educational era, such as: internet connection and the access to smartphones, computers and tablets.

According to Sharma (2020), virtual classes create a feeling of isolation in students. According to his research, students also learn from their classmates and they are an important part of their social and academic development. Being in different places, communication is limited between classmates and educators and support and socialization is reduced to a few hours through the screen of the computer or smartphone.

When classes have large numbers of students, it is more difficult for educators to connect with students. This would cause students to be inattentive to the information and lose interest. Sharma (2020)

Another important point to consider is the lack of important essential qualities in virtual education. To have a successful virtual class, it is necessary to have a prepared teacher who can compensate for the distance with good communication and transmission of information in a clear and concise way, in addition to creating a suitable environment within the same class. Sharma (2020).

The incorporation of Information and Communication Technology (ICT) in education has modified the roles played by each of the parties: the school, teachers and students. The role of the student within the educational environment influenced by ICTs refers to the development of a central piece throughout the educational process and the responsibilities that must be assumed within virtual education to achieve an adequate incorporation to the virtual modality and to achieve the objectives set for the course.

Undoubtedly, the student who develops through virtuality, acquires a very important role within the educational process, since he becomes the protagonist and moderator of his own learning. Throughout the educational process, the student develops discipline towards study (he begins to search for information on his own), and also develops the ability to self-direct his teaching process, achieving a certain didactic autonomy, driven by the desire to do his own research on a specific topic. (Metaute, Mora & Rugeles, 2015, para.135)

With the intention of making known which are the roles that students develop within virtual education, Metaute, Mora & Rugeles (2015) point out the most important:

- a. The role of the student oriented to the strengthening self-discipline. Through it, the student self-manages his time, allowing him freedom and flexibility during the educational process.
- b. The role of the student-oriented improvement of self-learning. It refers to the ability that the student develops to learn only through assigned research or the completion of individual or group projects.
- c. The role of the student oriented strengthening critical analysis and reflexive. This is achieved by carrying out the different activities adapted to the virtual modality, where in many cases it must be evaluated in a different way, taking into consideration the thinking of the students, their points of view, beyond the learning focused only to pass a test. The intention of developing critical and reflective analysis in the student is to make the educational process a more humanizing process.

- d. The role of the student-oriented improvement of collaborative work. The development of this role by the student, aims to break or minimize the isolation that virtual education can cause in students. For the virtual student, developing collaborative work means promoting the exchange of knowledge, taking into account the contributions of the different classmates, making contributions to the development of the class when appropriate.
- e. The inclusion of virtuality within the study program of the institutions has generated the need to adapt the activities that are developed and the way in which the classes are given. In order to develop listening and speaking skills, the English teachers have had to implement activities in which the student has the opportunity to continue progressing, considering that there are factors that can affect this process.

According to Cambridge Assessment English (2020), to achieve an adequate development of virtual classes it is important to consider some factors to follow, essential to achieve the objectives of the class. The most important points to consider are mentioned and described below.

1. Choose your platform and teaching tools. It is important that teachers choose the best platform that adapts to the virtual modality and that is easy to use for teachers and students. The chosen platform must allow the development of creativity, collaborative learning, file exchange and relevant information or practices developed during the class. Some of these platforms are the following: Google Classroom, Flipgrid, Zoom, Skipe, Google Hangouts, and Teams.

2. Technology requirements. Within the functions of the teacher in a virtual environment, he must manage time, create material adapted to the modality, disseminate the class, interact with the students and grade their assignments. To achieve these tasks, it is important that the teacher has a team that provides these facilities (computers, tablets) and of course access to the internet. On the part of the students, they must have the same requirements: computers, tablets, smartphones, and internet access.
3. Privacy and safety online. Safeguarding the data and privacy of students and teachers is important to achieve a good development of the virtual modality.
4. Training. It is important that the teacher provides a brief training to the students on how to use the different tools and platforms. Its proper use will help to develop a more fluid and interactive class, where the student does not present any problem when using the technological tools available for the virtual class.
5. Space and resources. As a teacher, you must select a space free from interruptions and distractions. You must have all the materials at your disposal. This will help create a more formal atmosphere, and will also provide the feeling of being in a real classroom and being creative and spontaneous during class. Teachers must motivate students to do the same, be in a quiet environment, free of distractions and with materials within reach to avoid wasting time.

6. Learning objectives. Initially, the virtual modality can be difficult for students and teachers. At the beginning of classes, the teacher must share the objectives for that class, the activities and the methodology to be used. These can be shared through the text box provided by the platform. At the end of the class, you can create a reflection on the objectives achieved or some point relevant to the subject seen in class.
7. Create a routine. Creating a routine will allow students to feel in a safe learning environment. Following the teacher's instructions will be a guide for students that will allow them to advance in the educational process and achieve educational objectives. Start the class with an activity that involves and develops conversation among the students, or a game. Next, perform the review of assignments or progress in class projects.
8. Delivering instructions. Virtual education allows teachers to provide instructions to students verbally and in the text box provided by the virtual teaching platform. At the same time, the teacher can confirm in real time to the students, the understanding of the instructions on what they should do.
9. Classroom management. Good management and control of the virtual classroom will allow you to develop a more interactive and meaningful class for students. While it is true that the physical environment (classrooms) allows direct interaction between students, virtuality also allows students to have some interaction with each other through chat on the platform and verbally. Therefore, the teacher must control the situation

by motivating the students to create a collaborative educational environment, turning off their microphones when they are not using them and to use the text box only when necessary. It is important to convey to the students the reason why this action is taken so that they do not interpret it as an interposition of authority.

10. Student engagement. The teacher must promote among the students a greater participation in the activities that take place during the class. On the part of the teachers, they must be more active, be more expressive and transmit security by providing indications for the development of the class.
11. In-class group work. Create a group learning environment. Many platforms allow the teacher to create groups online that can also be supervised by the teacher. In this way, the teacher can check that the students are following the instructions given as if they were in a face-to-face environment. Creating and sharing videos on the platform will make the class more interactive and will allow students to make use of the different learning options that virtuality offers.
12. Grading and progress tests. Like the face-to-face modality, in the virtual modality, the educational process must be evaluated and qualified by the teacher both during class and throughout the school year. To carry out this process, you can use more interactive test software such as Kahoot, or those provided by Typeform, where you can create more formal tests and where you evaluate the content as if it were in person.

The skills to take into account in this study are the speaking and listening. The listening skill is defined by Helgensen and Brown (2007; 4) cited by Dyah (2012), as the ability to construct a meaning from the information that is being transmitted verbally. In other words, is to understand what they are transmitting. Listening is closely intertwined with understanding what are being communicated with. Richards and Schmidt (2002: 313), cited by Dyah (2012) refer to listening skill as the process of understanding speech in a first or second language. It focuses on the understanding of the different linguistic units such as phonemes, words, grammatical structures, among others.

These and other definitions given by more researchers share a similarity about the listening skill. It is a process where the understanding of the message that is being transmitted verbally interferes, whose message is understood in its entirety.

In the other hand there is the speaking skill. Raya (2016) define the speaking skill defines the speaking skill as the ability to communicate fluently in a foreign language. This requires using the language properly, considering all its grammatical rules, semantics, among other aspects.

In order to mention some activities to use with the intention to improve the speaking skill, Kayi (n.d.) mention the following:

- a- Discussions. The professor proposes a topic of interest to the students with the intention that a small discussion is generated where the students make their contributions to the topic, expressing their opinion.

- b- Role Play. In this activity, students take on different roles within the conversation. Through prior planning, they put into practice the topics and vocabulary previously seen during class.
- c- Brainstorming. This activity revolves around a specific topic. Each student or group of students make their contributions by providing ideas to form content. The intention of this activity is to activate spontaneity and vocabulary management.
- d- Storytelling. Students should summarize a story or story they heard previously. Another option is for them to create their own story and share it with other classmates.
- e- Story Completion. In this activity the teacher begins by telling a story or tale. After a few sentences the teacher stops and gives the students the opportunity to continue with the story. In this way creativity is promoted since there is no specific script to follow.

According to Solak & Erden (2016), the speaking skill is divided into three stages: pre-listening, while-listening and post-listening. Each of the stages requires different activities to achieve skill development during the class.

- a- The pre-listening activities consists of introducing the topic to be developed during class, with the intention that the student has a notion of the topic to be discussed. Reference is made to key-words that help to understand the subject matter. This activity helps the student predict what they will hear during class. In this way, the prior knowledge of each student is activated. It is very common for

teachers to use brainstorming to help students participate during class to get directly to the topic at hand.

b- While-Listening. Underwood (1989) cited by Solak & Erden (2016) explains that the objective of listening practices is to help students achieve a better understanding of the message, the discussion or the topic developed during the class. At the same time, mention some activities to develop during this stage:

- storyline picture sets.
- completing grids.
- Predicting

c- Post-Listening. At this stage the teacher makes a summary of what was seen during class, where teacher verifies verbally whether the student understood the subject or not. Makes use of questions to students with the intention of returning to important concepts. It is important that the student is able to express himself around what the teacher asks.

2.3 Hypothesis.

The implementation of virtual classes affects the development of listening and speaking skills.

2.3.1 Variables and definition.

2.3.1.1 Virtuality.

Anderson & Simpson define virtuality as the modality of education where teachers and students are physically separated. In this learning modality, the internet and computers are the main elements to achieve an adequate implementation.

2.3.1.2 Speaking skill.

Raya (2016) stated that speaking skill is the ability of people to communicate adequately by using verbal language. The purpose is to convey clear information to others.

2.3.1.3 Listening skill.

According to Camacho, Manso, De Moura (2020) argue about the definition of listening skill. Listening skill is the ability to understand clearly the message that is being conveyed. Thanks to good understanding, the receiver can transmit the message to other people without any difficulty.

2.4 Operation of the hypothesis.

Table 1

Hypothesis	Concepts	Variables	Indicators
The implementation of virtual classes affects the development of listening and speaking skills.	Virtuality. Anderson & Simpson define virtuality as the modality of education where teachers and students are physically separated. In this learning modality, the internet and computers are the main elements to achieve an adequate implementation.	Virtual education and its influence to develop speaking and listening skills into the English classes.	Activities to improve the speaking and listening skills using the virtual modality.

	<p>Speaking skill. Raya (2016) stated that speaking skill is the ability of people to communicate adequately by using verbal language. The purpose is to convey clear information to others.</p> <p>Listening skill. According to Camacho, Manso, De Moura (2020) argue about the definition of listening skill. Listening skill is the ability to understand clearly the message that is being conveyed. Thanks to good understanding, the receiver can transmit the message to other people without any difficulty.</p>		
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Source: Taking from the literature review of this thesis.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Type of investigation.

3.1.1 Purpose (theoretical or applied)

According to Brenes, Ramirez, Zanolini, Arinez and Gonzalez (2018) the applied investigation Applied research focuses its attention on providing a solution to those obviously, visible and common problems that affect a certain population which can be concentrated within a group of people, within an institution or within a company, through different methodologies focused on providing a solution. According to Barrantes (2013) cited by Brenes et al, (2018) applied investigation aims to provide a solution to previously collected problems through the application of different instruments that provide important information to improve the condition of the population in general.

Based on this definition, it is possible to affirm that this research is an applied research. With its development, the intention is to provide a solution that benefits the implementation of virtual education and also supports the development of speaking and listening skills.

3.1.2 Temporal dimension (transverse / longitudinal)

Zangirolami-Raimundo (2018) refers to the term cross section, also known as a transversal study. The cross-sectional study focuses on performing the observation of variables and analysis of specific data of the research instruments in a limited time.

The main objective of carrying out an analysis of cross-sectional studies is reliable data that allows the researcher to develop conclusions based on real and

reliable information, in addition to creating more accurate hypotheses on the subject under investigation.

This research is transversal because it is carried out in a determined time, with a limit and also the population is already predetermined. In this case the research is being carried out in a time of 8 months.

3.1.3 Framework (mega-macro-micro)

Micro analysis is the study that is carried out on an individual in his social environment or a group of individuals in a particular social context. In other words, it is a small-scale study covering a population delimited by the researcher's criteria. Brenes et al, (2018).

This research is developed on the topic virtual education and its implementation and impact on 10th grade students, to develop the speaking and listening skills during the third quarter of 2020. In other words, the research is carried out in the micro framework, since it takes a part of students of the institution.

3.1.4 Nature (quantitative, qualitative or mixed)

According to Bhandari (2020) qualitative research is the process by which numerical information is collected and analyzed. This information is used to give one or more solutions to the problem that is the object of study.

The origin of this research is considered qualitative, since the way to obtain information is through various previously selected and analyzed instruments, such as questionnaires. It is important to mention that the objective of this research is to analyze

the influence of virtuality in the development of English classes and its impact on students of 10th grade.

3.1.5 Character (exploratory, descriptive, correlational or explanatory)

According to McCombes (2019) a descriptive research aims to give a clear and precise description of a population, situation, phenomenon or problem in which a certain population is involved.

For this reason, and given the characteristics of this methodology, it is possible to mention that this research is descriptive, since it analyzes the impact of the implementation of virtual classes into the development of speaking and listening skills.

3.2 Subjects and sources of information.

3.2.1 Units of analysis (objects or subjects of study)

This research is carried out with a group of tenth grade students from the CTP educational institution at San Isidro de Heredia. As a result of the emergency caused by the pandemic, the implementation of virtual education was one of the tools used during the 2020 school year. The use of virtuality during the school year required the modification of strategies, activities, methodologies and materials to use during class. The use of virtuality as a tool allowed to continue with the school year, although that meant confronting the teachers and students with a reality that was a bit unknown to them.

3.2.2 First hand:

In this section of the investigation, the sources of information to carry it out will be indicated. In first hand, the information obtained directly from the students by applying the chosen instrument (questionnaire) was used.

3.2.3 Second hand:

To provide greater bibliographic support, different sources of information were used, with the intention of expanding knowledge about the implementation of virtual education and its impact on students. In the development of the thesis, books, theses, articles were used, where different studies were published addressing the topic of virtuality.

3.3 Sample selection.

3.3.1 The population

The population with which this research is being carried out belongs to the national public educational system. The selected population belongs to the Colegio Técnico Profesional de San Isidro de Heredia, who are in the tenth grade. The age range of the students is between 18-40 years old. For the most part, the students are men. In addition, the sample presents a high percentage of students who are in the tenth grade. In other words, few repeating students are present in the sample.

3.3.2 The sample

The sample considered for the development of the research is made up of a subgroup of students belonging to the C.T.P San Isidro de Heredia. This group of students are in the tenth grade. For the development of the research, tenth grade sections (groups) were considered to develop this research.

3.3.3 Non-probabilistic

Brenes et al, (2018) this type of sample uses a part of the population with the intention that it represents the rest of the population. Not all members of the group have the possibilities to participate in the research, since they do not know the inclusion criteria, and their participation is limited by the exclusion criteria.

The present study or investigation is based on or uses non-probabilistic sampling since although the researcher is working with the tenth grade of CTP de San Isidro de Heredia, not all the groups of tenth grade were included in the study.

3.4 Techniques and instruments for collecting information.

According to Thomas, Oenning, and Garcia (2018) an instrument is a tool used to collect information about a specific topic, also, the instrument help to measure and analyze data related to the investigations. Within these tools is possible to find questionnaires, interviews, and field observations. For the development of information collection and analysis used in this research, the questionnaire tool was chosen, which contains questions related to virtual education and its impact on students to develop the speaking and listening skills. This questionnaire has in total 11 questions which aim to

obtain information on the implementation of virtual classes, their advantages, disadvantages and influence on the development of English classes.

3.5 Operationalization of the variables.

3.5.1. Conceptual, operative and instrumental definition of the variables

Specific Objective	Hypothesis	Variable	Conceptual Definition	Operational Definition	Instrument Definition
- To suggest strategies to develop the speaking and listening skills on a virtual environment.	The implementation of virtual classes affects the development of listening and speaking skills.	- Speaking skill. - Listening skill.	-Speaking skill. Raya (2016) stated that speaking skill is the ability of people to communicate adequately by using verbal language. The purpose is to convey clear information to others. - Listening skill. According to Camacho, Manso, De Moura (2020) argue about the definition of listening skill.	This variable is valid if more than 70% of the students agree that the implementation of virtuality helps to improve the speaking and listening skills.	The questionnaire contains questions for students about the activities used during virtual classes to improve speaking and listening skills.

			<p>Listening skill is the ability to understand clearly the message that is being conveyed.</p> <p>Thanks to good understanding, the receiver can transmit the message to other people without any difficulty.</p>		
<p>-To evaluate the effectiveness of virtual classes to improve the English level in students of tenth grade of CTP San Isidro de Heredia.</p>	<p>The implementation of virtual classes affects the development of listening and speaking skills.</p>	<p>-Virtuality classes.</p>	<p>-Virtuality classes.</p> <p>Anderson & Simpson define virtuality as the modality of education where teachers and students are physically separated. In this learning modality, the internet and computers are</p>	<p>This variable is valid if more than 70% of the students agree that virtual education is a modality that helps to improve the English level</p>	<p>The questionnaire contains questions for students about the impact that the implementation of virtual education has had within the development of English classes. In other words,</p>

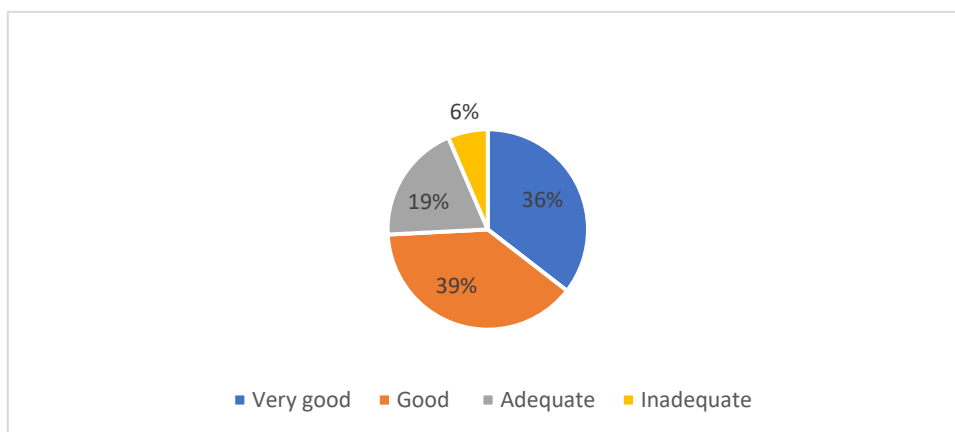
			the main elements to achieve an adequate implementation.		how effective was the implementation of virtuality in the learning process.
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CHAPTER IV
ANALYSIS AND INTERPRETATION
OF DATA

4. Data Analysis

In the next chapter the results obtained from the applied instrument is shown graphically and with a short description. A questionnaire was applied to 24 students who were part of the sample. This questionnaire made up of 11 questions, takes into account the opinion of the students about the impact that virtual classes have had on the development of English classes and their influence on speaking and listening skills.

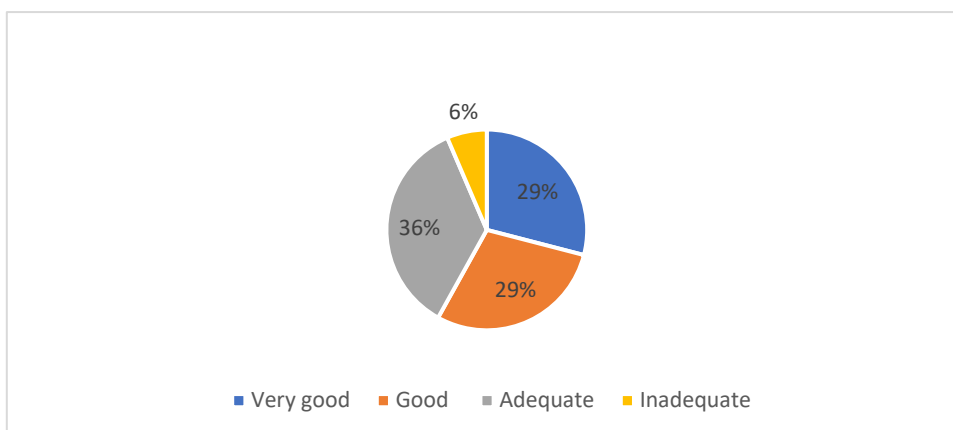
Graphic 1. Virtual English Classes Evaluation.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

In this graph is possible to observe how students rate the new learning modality applied to English classes. 36% of the students evaluated consider that the virtual classes are very good, 39% consider that the classes are good, 19% say that the classes are adequate, and 6% evaluate the classes as inadequate.

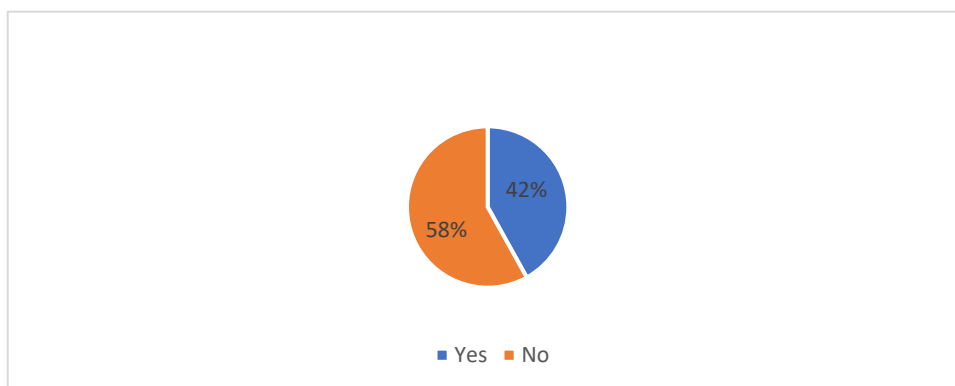
Graphic 2. Listening and speaking evaluation during virtual English classes



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

According to this graph, 29% students evaluate as very good the speaking and listening during the class, 29% of students rated it as good, 36% of the students rated it as adequate and 6% rated it as inadequate.

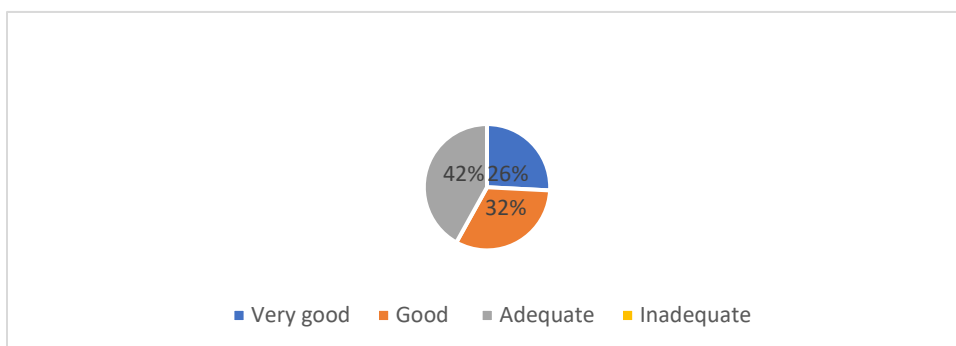
Graphic 3. Roll of virtuality into education.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

In this graph can be observed that 58% of the students say that virtuality offers the same opportunities for all students, while 42% of those surveyed say that virtuality does not offer the same opportunities for all.

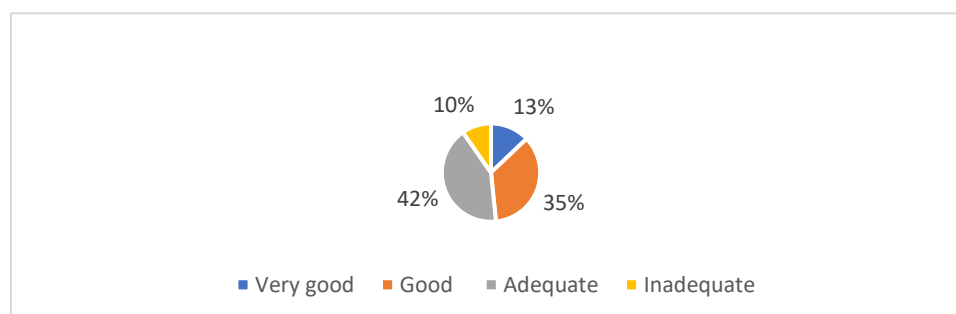
Graphic 4. Implementation of activities into English classes.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

In this graph it can be seen that 26% of the students agree about the activities to improve the speaking and listening skills were very good, 32% of the students say that activities were good, 42% of students say that the activities were adequate.

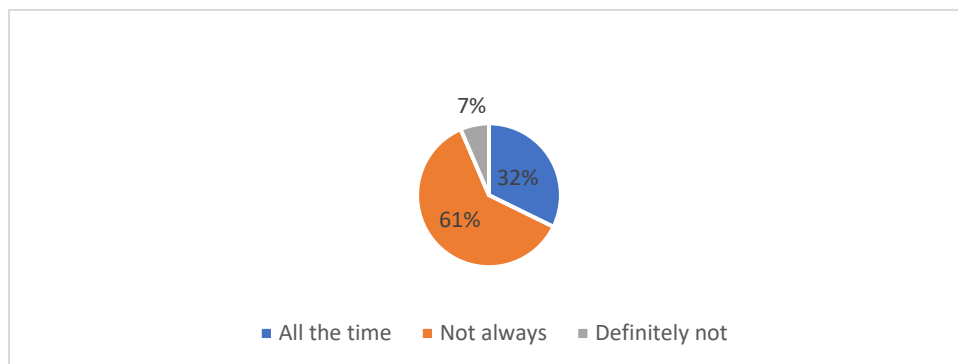
Graphic 5. Use of platforms in virtual classes.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 13% of students consider that the platforms authorized by the M.E.P and used in the classes were very good, 35% of the students say that the platforms were good, and 42% of the students say that the platforms were adequate and 13% of the students say that the platforms were inadequate.

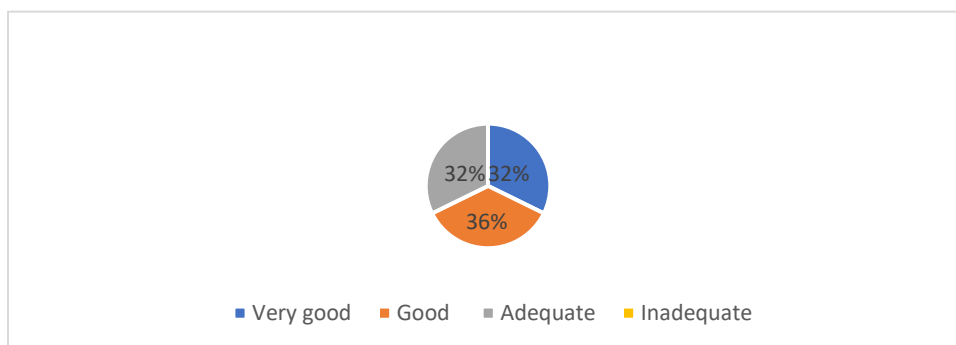
Graphic 6. Listening activities developed during virtual classes.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 32% of the students say that listening activities helped to develop this skill all the time, 61% of the students say that activities did not always help to improve those skills and 7% of the students say definitely not help to improve this skill.

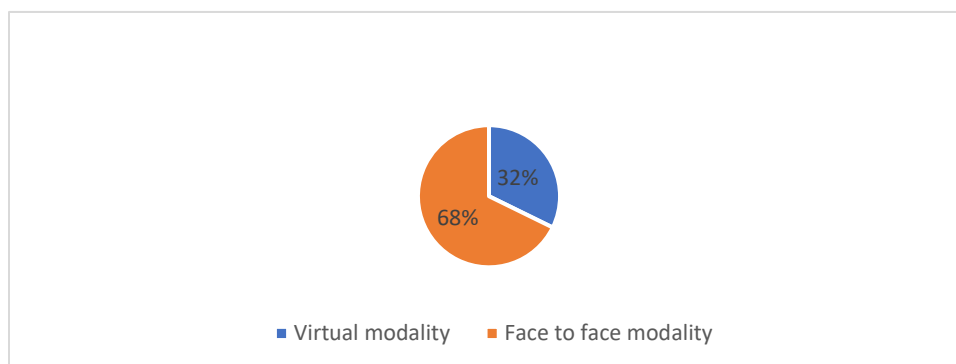
Graphic 7. Use of time during virtual classes.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 42% of students agree about the use and management of time (useful) during virtual classes was very good, 36% of students say it was good, and 32% of students say it was adequate.

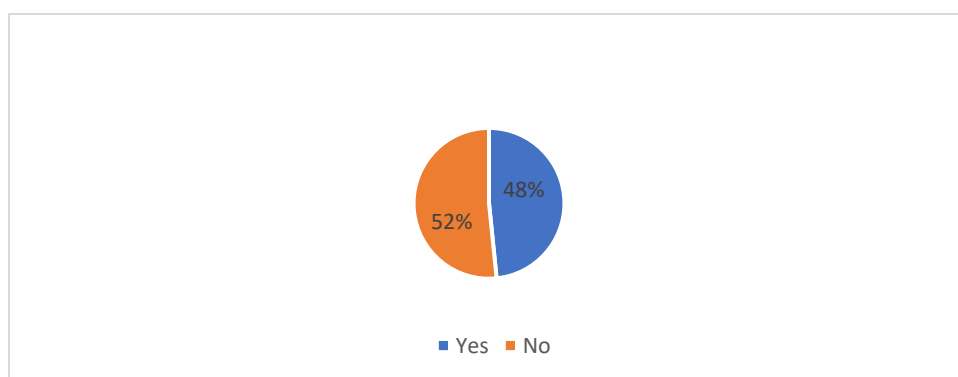
Graphic 8. Virtual modality vrs face to face modality.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that the majority (68%) of students mention that face-to-face modality is better for developing the speaking and listening skills, and 32% of the students prefer virtual classes to improve these skills.

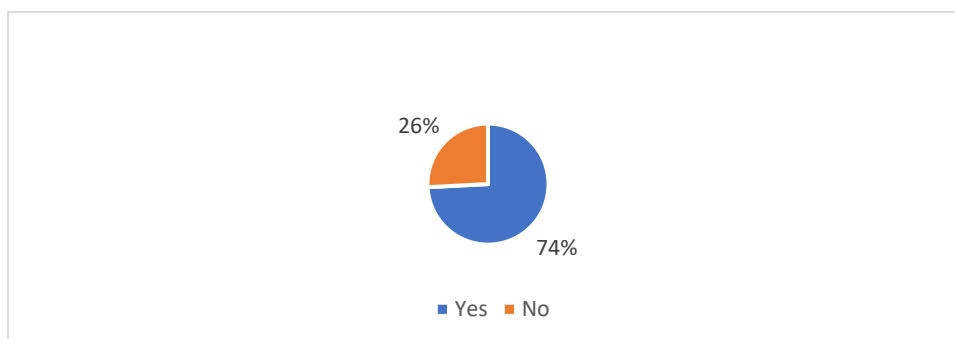
Graphic 9. Virtual classes present in public education.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 52% of students agree about virtual education should not be maintained within the teaching modalities, and 48% of the students say that it should be maintained as part of the teaching and alternative modalities to reach students.

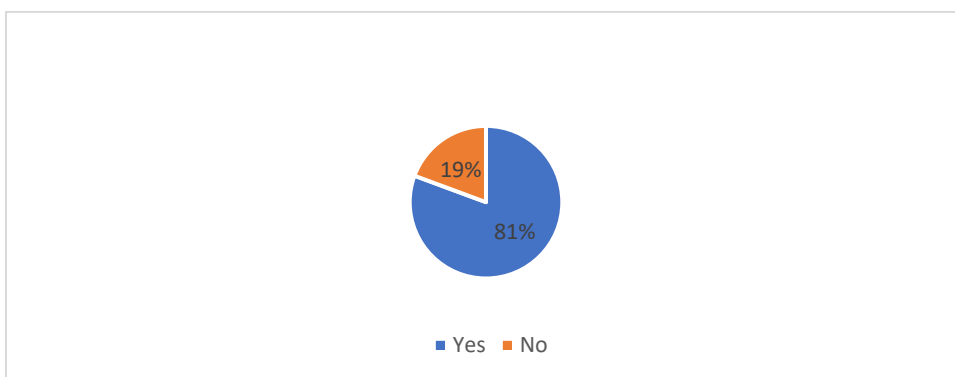
Graphic 10. Internet accessibility to receive classes.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 74% of the students have easy access to the internet to receive virtual classes and 26% of the students express that they have limited access to the internet to receive virtual classes.

Graphic 11. Accessibility to technological tools to receive virtual classes.

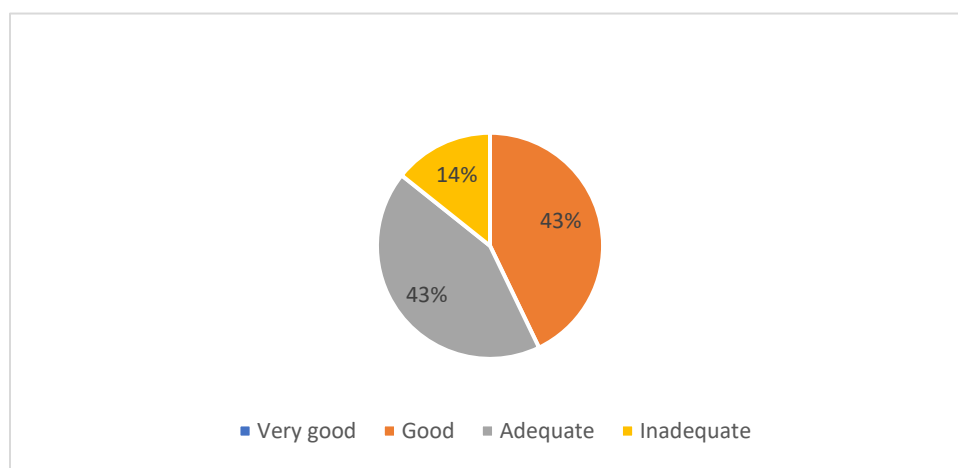


Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that there are 81% of students who have the necessary tools to receive virtual classes. Furthermore, 19% of the students express that they do not have easy access to the tools (smartphones, tables, computers) to receive virtual classes.

It is also important to take into account the point of view of teachers regarding this new teaching modality. For this reason, a questionnaire of 10 questions was applied, focused on the point of view by the educators.

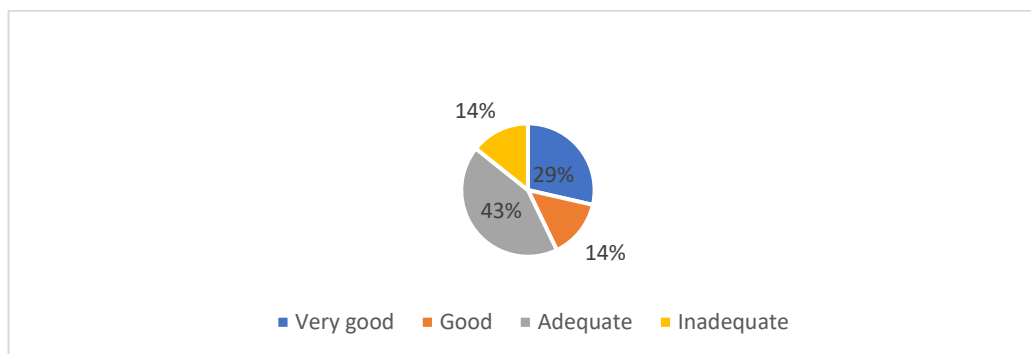
Graphic 12. Change from face to face classes to virtual classes.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows how teachers rate the change in teaching standards. It is observed that 43% of the teachers agree that the change was good, 43% of the teachers say that the change was adequate and 14% of the teachers say that the change was inadequate.

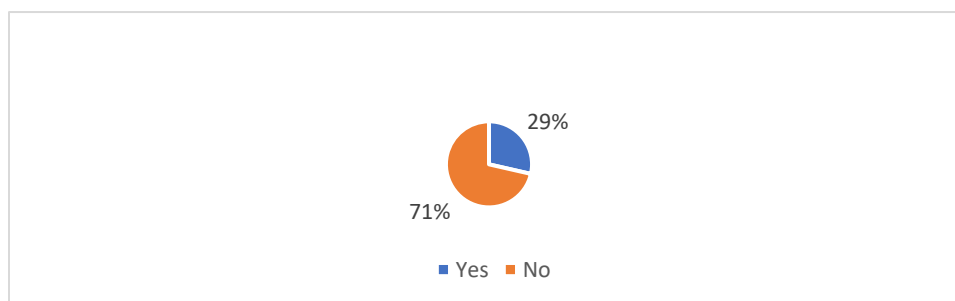
Graphic 13. Listening and speaking Evaluation in virtual classes.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 29% of the teachers rate as very good listening and speaking in virtual classes, 14% of the teachers rate as good those skills in virtual modality, 43% of the teachers rate those skills as adequate in virtual modality and 14% of teachers evaluate as inadequate in virtual classes.

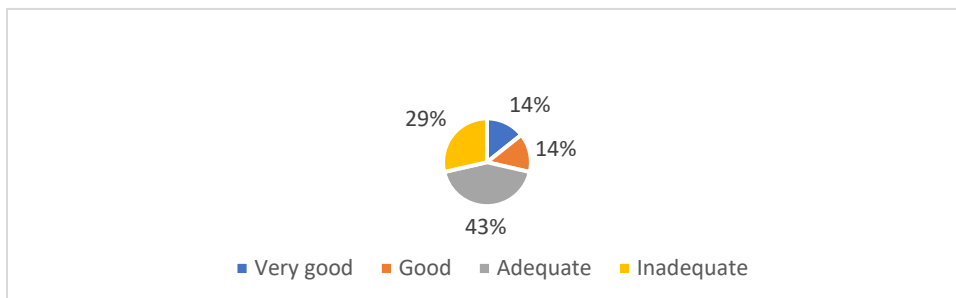
Graphic 13. Roll of virtual classes in education.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

According to the teacher's experiences during this time that virtual classes have been implemented, it can be observed that 71% of teachers say that virtuality does not provide the same learning opportunities for students, and 29% of those teachers agree that virtuality provides the same learning opportunities for all students.

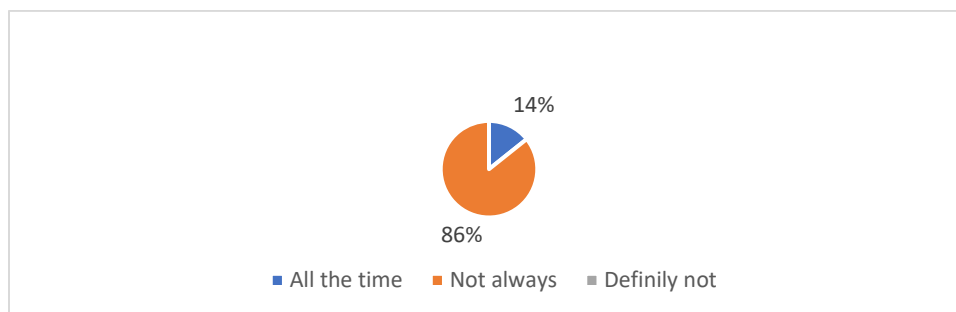
Graphic 14. Evaluation of platforms to use in virtual classes (MEP)



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows how educators evaluate the platforms authorized by the MEP, to use during virtual classes. 14% of teachers say that the platforms are very good, 14% of teachers say that the platforms are good, 43% of teachers say that the platforms are adequate, and 29% of educators say that platforms are inadequate.

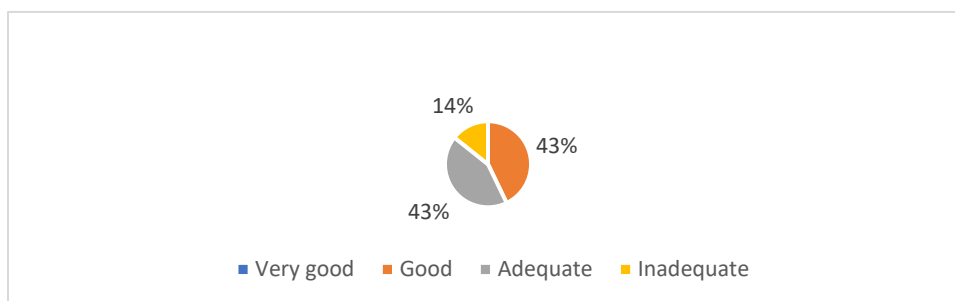
Graphic 15. Listening activities evaluation.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

According to teachers and their respective evaluations, it can be observed that 14% of the educators say that listening activities develop during virtual classes help to students "all the time" to improve this skill, and 86% of the teachers say that "not always" the activities help to develop and improve this skill.

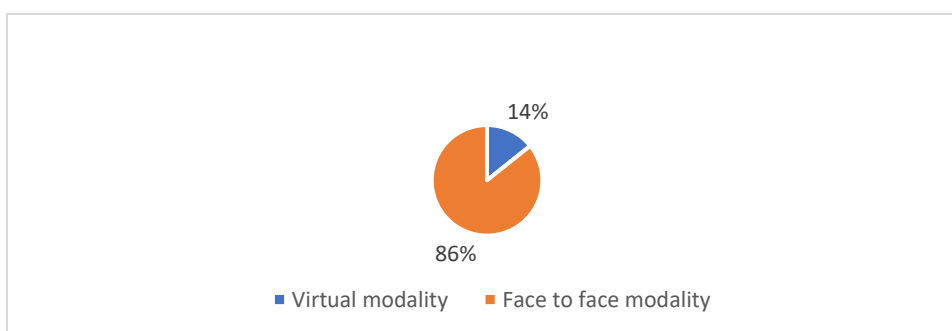
Graphic 16. Use of time in this new teaching modality.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

In this graph it can be seen that 43% of educators agree that the use of time during virtual classes was good to enhance those skills, 43% of teachers say that the use of time (no interruptions, no connection problems) was adequate to improve those skills, and 14% of educators say the use of time was inadequate (they had some problem with the connection, also students).

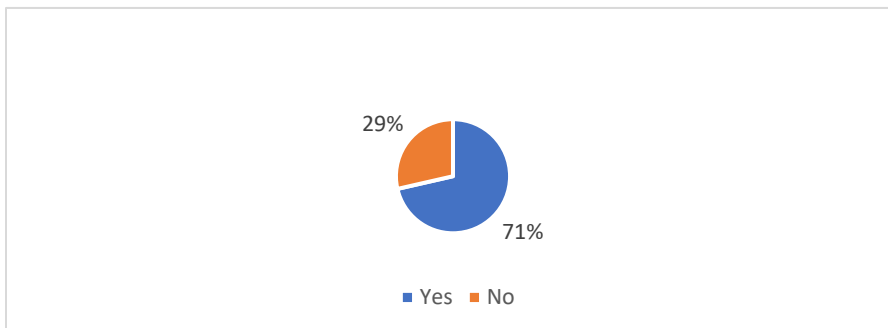
Graphic 17. Face to face modality vrs virtual modality.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 86% of educators agree that face-to-face modality is better for developing speaking and listening skills, and 14% say that the virtual modality is better for developing those skills.

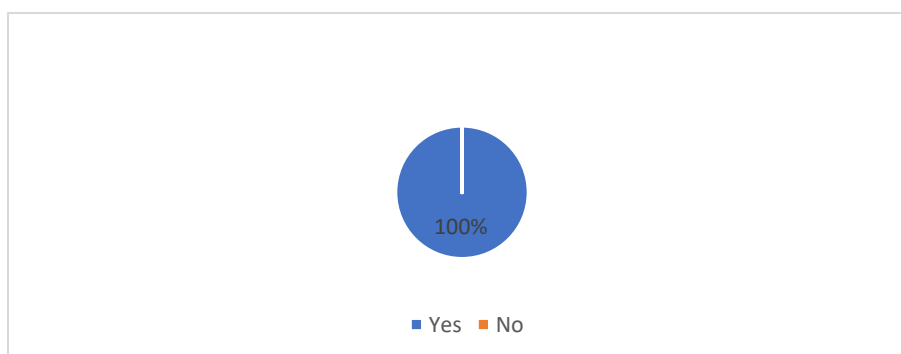
Graphic 18. Virtual education in national education system (MEP).



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

This graph shows that 71% of educators agree that virtual education should be maintained within the national educational system (make improvements) and 29% say that virtual education should not be maintained within the national educational system (MEP).

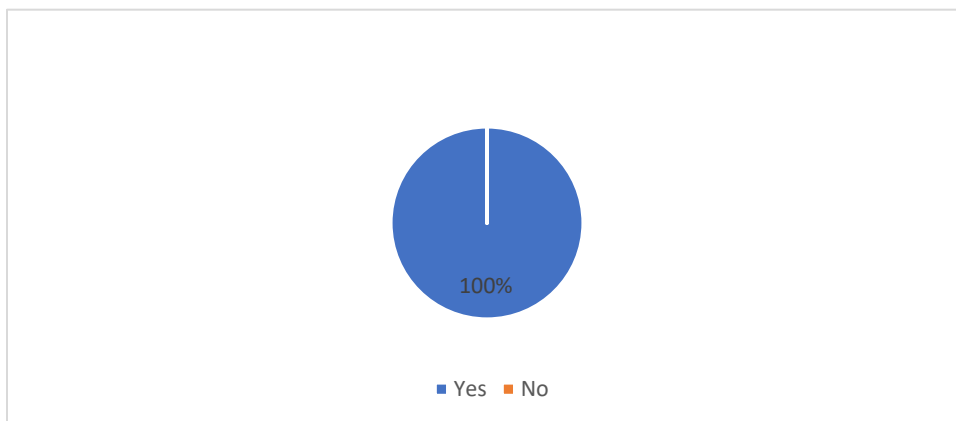
Graphic 19. Necessary tools to teach through virtuality



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

In this case, it can be observed that 100% of teachers surveyed say they have all the necessary tools to teach the virtual classes without any problem.

Graphic 20. Training and updates for teachers.



Source: survey applied to the students of 10th at Colegio Técnico Profesional San Isidro de Heredia during the second period 2021.

In this graph 100% of teachers agree that they should receive training and updates related to the development of virtual classes (use of platforms, apps).

CHAPTER V

**CONCLUSIONS AND
RECOMMENDATIONS**

5.1 Conclusions

1. The influence of virtual classes during the 2020 period marked the beginning of a new teaching and learning modality within the national public educational system. This new teaching modality negatively impacted the school year since several factors such as accessibility to the internet and to technological tools such as smartphones, tablets and computers, limited students within the teaching process.
2. Due to the new teaching method, many of the activities had to be modified and adapted so as not to affect the student in the learning process. These activities should have focused on capturing the participation and attention of the students since they were facing a world unknown to many since virtual classes were a new concept.
3. The effectiveness of the virtual classes was affected due to certain limitations that some of the students presented. Two important aspects that affected the proper development of virtual classes in the first year of presence in the national public educational system were: limited or non-existent access to the internet and to technological tools such as smartphones, tablets and computers. This situation occurred mainly in rural areas and in families with limited economic resources.
4. Virtual classes have advantages and disadvantages for students. The implementation of this new modality makes a difference between the students since not all have the same facilities to access virtual classes. From the moment this new change began, caused by the quarantine, it exposed many students to

an unknown world, the lack of knowledge, in many cases it caused problems of anxiety, loneliness and frustration in the students.

5.2 Recommendations

1. For future researches, it is recommended to expand the range of the sample, considering other levels, to obtain more general data on the impact of virtual classes at the institutional level.
2. The use of applications that allow the student to have more practice to develop and improve speaking and listening skills is recommended.
3. It is recommended to adapt the classes to the new teaching modality with the intention of capturing the attention, participation and interest of the students.
4. Involve students through different practices where greater participation is achieved, with the intention that they achieve a more fluid development of speaking and listening skills.
5. It is recommended to keep the teachers in constant training and updating on the management of the different platforms to be used in the development of virtual classes.
6. The MEP is recommended to carry out a general study on the scope that virtual classes have on the student population, since there are sectors that have easier access to this new learning modality and on the contrary, mainly due to economic factors, there is a population that is limited by not having the necessary tools to be part of this change in teaching

CHAPTER VI

PROPOSAL

6.1 Name of the proposal

“Improving the virtual modality in the learning process”.

6.2 Place to be develop, organization or involved population.

This proposal is being carried out at the Colegio Técnico Profesional San Isidro de Heredia, where the research was carried out.

6.3 General objective and specific, which belong to the proposal and not to the research

General Objective:

- a. To improve the virtual modality by modifying and adapting the classes and the activities to be developed during the class.

Specific objectives:

- a. To implement the use of different learning apps, in which student can practice in real time what they learned in classes, with the intention to improve each skill: reading, writing, listening and speaking.
- b. To implement the use of different apps to improve the four skills in the process of teaching and learning English as a Foreign Language.
- c. To create a full participation learning environment in virtual classes.
- d. To create a workshop (training and updating program for) for teachers to develop (topics such as: activities to be developed during class,

educational platforms and their versatility within) creative and attractive virtual classes.

- e. To create a workshop for teachers to develop creative and attractive virtual classes.

6.4 Chronogram of activities and responsible

To give continuity to the development of this proposal, three important parties are involved: the director of the institution, who will be communicating monthly the progress of the project, which have been the achievements and obstacles, the coordinator, in charge of supervising the development of the project. program, and teachers, who oversee developing the program, activities and other points to considered within the proposal to be developed in the institution.

The use of the applications will be a support tool to develop the classes. This will allow students to have greater participation and interaction with their classmates. The trainings and updates will allow the teachers to develop the classes in a better way.

General suggestions:

- Give a higher percentage value to attendance during virtual classes, since many students do not give the importance that this item requires.
- Modify and adapt the form of evaluation, since they currently depend on the Autonomous Work Guides (GTA's), just by doing them they already obtain a significant percentage of the final grade.

- Motivate students and convey to them the importance of education face of the new teaching modality. With this new teaching modality, it is required to capture the student's attention through more dynamic classes and that involve them more.
- Most of the time, classes must be synchronized and students must attend and participate in the development of classes, practices and activities that are developed.

Activities chronogram:

- Training on how to use Woot It (this app is easier to use than Teams).
- How to create an adequate environment to teach (class management).
- How to adapt activities to improve the 4 skills (reading, listening, speaking, writing)
 1. For reading: Each student will read a couple of paragraphs of a reading related to the topic to be developed. This text should have a level of complexity according to the academic grade.
 2. For speaking: The teacher will divide the group into sub-groups of 3-4 people and assign them a specific topic. Next, it will create discussion rooms so that the members of the subgroups can give their point of view and at the end of the practice, the students should share the information with the rest of the group, already within the class in general with the other classmates.

3. For listening: teacher will read or play a story, or news. After that, the teacher will ask question to students what the news or story was about (telling stories). Each student should answer the questions or make a short summary with the most important aspects.
4. For writing: Each student must create a text on a topic assigned by the teacher or chosen by the student. This must follow the guidelines that said writing must comply with. For its review, the student must upload the document to the platform or do it through the participation forum.

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ANNEXES

Annex A

Universidad Hispanoamericana

Clarification.

Survey for students.

Survey to identify how the impact of the virtual classes affected the development of speaking and listening skills in students.

The purposes of this survey are strictly informational. In addition, the data collected will be kept confidential.

The researcher will take the data into account and analyze them to determine the impact that virtual education has had on English classes.

Colegio Técnico Profesional San Isidro de Heredia

Date: _____

Indications.

Mark with an "x" or a circle the answer that best suits your opinion. Complete the following answers as honestly as possible.

1. How do you evaluate your English virtuality classes?
 - Very good
 - Good
 - Adequate
 - Inadequate

2. How do you evaluate listening and speaking in your virtual English lessons?
 - Very good
 - Good
 - Adequate
 - Inadequate

3. Do you consider that the roll of virtuality provides the same opportunities for all students?
 - Yes
 - No

4. How do the implemented activities improve your speaking and listening skills in virtual classes?
 - Very good
 - Good
 - Adequate
 - Inadequate

5. The opportunities provided in the platforms authorized by the MEP contributed to the development of speaking activities.
 - Very good
 - Good
 - Needs to improve
 - Inadequate

6. The listening activities developed in virtual classes helped to develop this skill.
 - All the time
 - Not always
 - Definitely not

7. How would you evaluate the use of time in virtually by the teacher to enhance the listening and speaking activities?
 - Very good
 - Good
 - Adequate
 - Inadequate

8. In your opinion, which modality is better to enhance speaking and listening skills?
 - Virtual modality
 - Face to face modality

9. According to last experiences, do you consider that virtual education should be keep in our national education system?

- Yes
- No

10. Do you have easy access to use internet connection to receive classes?

- Yes
- No

11. Do you have the necessary tools such as computers, tablets or smartphones to receive virtual classes?

- Yes
- No

Annex B

Universidad Hispanoamericana

Clarification.

Survey for teachers

Survey to identify how the impact of the virtual classes affected the development of speaking and listening skills in students.

The purposes of this survey are strictly informational. In addition, the data collected will be kept confidential.

The researcher will take the data into account and analyze them to determine the impact that virtual education has had on English classes.

Colegio Técnico Profesional San Isidro de Heredia

Date: _____

Indications.

Mark with an "x" or a circle the answer that best suits your opinion. Complete the following answers as honestly as possible.

1. How do you evaluate the change from face-to-face classes to virtual classes?
 - Very good
 - Good
 - Adequate
 - Inadequate

2. How do you evaluate listening and speaking in your virtual English lessons?
 - Very good
 - Good
 - Adequate
 - Inadequate

3. Do you consider that the roll of virtuality provides the same opportunities for all students?
 - Yes
 - No
4. The opportunities provided in the platforms authorized by the MEP contributed to the development of speaking activities.
 - Very good
 - Good
 - Needs to improve
 - Inadequate
5. The listening activities developed in virtual classes helped to develop this skill.
 - All the time
 - Not always
 - Definitely not
6. How would you evaluate the use of time in in this modality (virtuality) to enhance the listening and speaking activities?
 - Very good
 - Good
 - Adequate
 - Inadequate
7. In your opinion, which modality is better to enhance speaking and listening skills?
 - Virtual modality
 - Face to face modality

8. According to last experiences, do you consider that virtual education should be keep in our national education system?

- Yes
- No

9. Do you have the necessary tools such as computers, tablets or smartphones to teach through virtual classes?

- Yes
- No

10. Do you consider that teachers should receive constant training and updates to teach through virtuality?

- Yes
- No

UNIVERSIDAD HISPANOAMERICANA
CENTRO DE INFORMACION TECNOLOGICO (CENIT)
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DE LOS TRABAJOS FINALES DE GRADUACION

San José, 06 de Enero 2022

Señores:

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