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FACULTY OF EDUCATION ENGLISH TEACHING

**THESIS SUBMITTED TO OBTAIN THE LICENCIATURA
DEGREE IN ENGLISH LANGUAGE TEACHING**

**FACTORS THAT DIFFICULT THE ABILITY OF ORAL
EXPRESSION IN THE ENGLISH VIRTUAL CLASSES
THROUGH THE FOUR STAGES ESTABLISHED BY THE
MINISTRY OF PUBLIC EDUCATION, IN STUDENTS OF SIXTH
GRADE OF LOS REYES SCHOOL, COTO REGION, CIRCUTE 05**

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FACTORS THAT DIFFICULT THE ABILITY OF ORAL EXPRESSION IN THE ENGLISH VIRTUAL CLASSES THROUGH THE FOUR STAGES ESTABLISHED BY THE MINISTRY OF PUBLIC EDUCATION, IN STUDENTS OF SIXTH GRADE OF LOS REYES SCHOOL, COTO REGION, CIRCUTE 05.

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San José, 14 de junio de 2021

Destinatario

Carrera : Enseñanza del inglés I Y II ciclo.

Universidad Hispanoamericana

Estimada señora:

La persona estudiante Nikole Pamela Jimenez Rivera, cédula de identidad número 604540242, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *FACTORS THAT DIFFICULT THE ABILITY OF ORAL EXPRESSION IN THE ENGLISH VIRTUAL CLASSES THROUGH THE FOUR STAGES ESTABLISHED BY THE MINISTRY OF PUBLIC EDUCATION, IN STUDENTS OF SIXTH GRADE OF LOS REYES SCHOOL, COTO REGION, CIRCUTE 05.*, el cual ha elaborado para optar por el grado académico de Licenciatura.

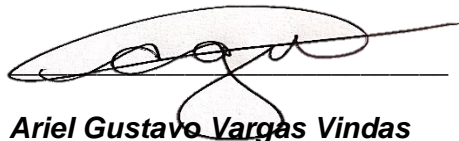
En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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

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



Ariel Gustavo Vargas Vindas

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LETTER FROM THE READER

San José, 14 de junio de 2021

**Universidad Hispanoamericana
Sede Llorente
Carrera: Enseñanza del inglés I Y II ciclo**

Estimado señor

El estudiante Nikole Pamela Jiménez Rivera, cédula de identidad 604540242, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado “Factors that Difficult the Ability of Oral Expression in the English Virtual Classes Through the Four Stages Established by the Ministry of Public Education, in Students of Sixth Grade of los Reyes School, Coto Region, Circute 05.”, 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.

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

Atte.



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604540242

Firma y Documento de Identidad

DEDICATORY

I dedicate this work to God and my family:

To my parents, Lic. Roy Jimenez Madrigal and my mother Lic Kimbler Rivera Vega.

Thank God for them and for all the support they have given me since I was born and in the process of my entire career and in the development of my life, they have been the unconditional support that has helped me to get ahead, as well as fulfilling my goals being an unconditional support, in difficult or overcoming situations. God for being that manifestation that helps us to be a united family since it is always present.

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ABSTRACT

The purpose of this study was to explore the experience of students and instructors in distance education in terms of the dialogue established between students and instructors, to assimilate how efficient distance education was for them, in improving the ability to speak in the area of English, to be able to determine which factors influenced the most taking as a point of reference the scenarios of the Ministry of Public Education. The methodology consisted of a qualitative exploratory study, the data were obtained through observations, and the analysis of an institutional survey, answered by students.

The main goal of the work is to investigate and know the root causes that interfere in the learning process in a language as important today as English, focused basically on students of the Bajo de Reyes School in the virtual modality of the Region Coto, Circuito 05. Why the selection of this topic? Since there are many reasons why students do not learn a language, and especially those who are finishing primary school, are faced with it more frequently in the pandemic COVID-19. The aim of this work is to identify those difficulties that students face when acquiring a second language in distance education.

Key words: Distance education – Scenarios – Methodology -Speaking skills.

Resumen

El propósito de este estudio fue explorar la experiencia de estudiantes e instructores en educación a distancia en términos del diálogo establecido entre estudiantes e instructores, para asimilar cuán eficiente fue para ellos la educación a distancia, en la mejora de la capacidad de hablar en el área de inglés, para poder determinar qué factores

influyeron más tomando como punto de referencia los escenarios del Ministerio de Educación Pública. La metodología consistió en un estudio exploratorio cualitativo, los datos se obtuvieron a través de observaciones y el análisis de una encuesta institucional, respondida por los estudiantes.

El objetivo principal del trabajo es investigar y conocer las causas raíz que interfieren en el proceso de aprendizaje en un idioma tan importante hoy como el inglés, enfocado básicamente a alumnos del Colegio Bajo de Reyes en la modalidad virtual de la Región Coto, Circuito 05 ¿Por qué la selección de este tema ?, dado que son muchas las razones por las que los estudiantes no aprenden un idioma, y especialmente aquellos que están terminando la escuela primaria, se enfrentan a él con mayor frecuencia en la pandemia de COVID-19. El objetivo de este trabajo es identificar aquellas dificultades que enfrentan los estudiantes a la hora de adquirir una segunda lengua en la educación a distancia.

Palabras clave: Educación a distancia - Escenarios - Metodología - Habilidades de expresión oral

CHAPTER I

RESEARCH PROBLEM

1.1 Issue problem.

What are the main factors that affect speech ability through virtual classes according to the four stages as indicated in the MEP distance education guidelines, so that they cannot establish and participate in a conversation in English?

1.1.1 Background of the problem.

Learning a language is a complex process "for many people it occurs without any difficulties, however, others do not perform well and find multiple difficulties in their exercise" (Uribe, D., Gutiérrez, J., and Madrid, D. 2008). Some researchers around foreign language learning identifies factors such as anxiety, motivation, practice styles and study strategies that are key in the development of learning.

Nevertheless, must consider that this series of factors that are currently affected by the quality of educational programs, the professionalization of teachers, corruption within the system itself, lack of resources, lack of interest of students to learn and teachers to teach, the crisis of values today. The use of ability to speak in the English language is affected by these series of factors, but also by the current situation with the COVID-19 where students and teachers are not prepared for virtual learning. Therefore, many rural schools do not teach foreign language; however, most of them have access to English from school until the end of school and this is how students are not able to have a minimum conversation in English or use simple words in the English language, which is what would be expected once that they have "apparently" taken so many classes and, most seriously, that they have passed the subject year after year.

This research identifies the most common causes or reasons for this problem, considering the four scenarios established by the Ministry of Public Education in the form of

distance classes. However, it interests many teachers, and that is not a problem exclusive to this institution but in many sectors of the canton and country where English is not their mother tongue and they are facing this new situation with virtual classes once when it comes to "putting into practice". This knowledge, it is intended to propose some alternative solutions, which could help reverse that "failure" into "success", not only for those who teach, but also for those who are "forced" or not, to learn English.

1.1.2. Problematization

There are many reasons why students find difficult to learn a new language, and especially they do not like to express themselves in English, in face-to-face classes as well as in virtual classes it becomes much more difficult. Although, these problems have always existed since the corresponding attention has not been taken, otherwise, it is necessary to inform themselves to avoid them or counteract their appearance.

That is why with this research found not only the most frequent problems; but also, to make them known, since many people know that they exist, but they have not been fully identified or people and teachers do not know how to address them. This is what is going to be achieved with this research, identify them, and intervene, so that they are not repeated, and the student is successful in this task of acquiring a second language. In addition, to the teachers being more involved with this new process that it is virtual classes.

1.1.3. Justification of the topic

The present work determined the degree of assimilation and familiarization that is with the students when using the ability to speak in the English language in virtual classes "from

features based on access to technological resources and connectivity educational scenarios have been defined for attend and work:

- a) Attention to students with internet access and device at home.
- b) Attention to students who have a device and internet access reduced or limited.
- c) Attention to students who have technological devices and without connectivity.
- d) Attention to students who do not have technological devices or connectivity.” (MEP, 2020, Abril, pg5)

Despite that the information was collected by using the English MEP program as a primary source, where specific skills, indicated for teachers and students, academic purposes and requirements are studied, to see the possible causes that are not allowing a good development of Speaking skills.

However, it is important to emphasize that teaching in general is a complex task in every way. Even more, teaching a language, people must be taught to communicate efficiently and effectively, because communication is essential to achieve interpersonal relationships. Since "English has become the main language of communication for citizens" (Navarro, 2010) as well as being able to access all kinds of knowledge and produce new knowledge. As it is known it is challenging to teach a mother tongue, much greater is the challenge of teaching a foreign language.

Even thought, teaching a different language has several drawbacks, which is why it is sometimes rejected by the student and that is why students do not understand a conversation after several years of attending English classes or by parents. On other situations, there is no didactic

material for teaching and learning this new language, just as many students do not receive English throughout the course of school, which makes it more difficult to not understand or to know that others have an advantage over them. That is why their learning progress has a number of situations when it comes to learning it.

According to that, the purpose of this research is to know what are the main problems that greatly affect the learning process of English as a foreign language in students. Also, to provide the teacher with some tools that allow and facilitate the teaching and learning of English through strategies, methods, and techniques in the English language virtual classes. As it is used more and more every day, in almost all areas of human knowledge and development.

Another important reason is that knowing English is vital for student's future because it will provide advantages, but also in professional and academic fields in high school. Without forgetting that studying English is important because it allows the relationship of other cultures, lifestyles, and different ways of thinking. "English is a language that is generating great opportunities not only for our lives as professionals; but also, as transmitting agents of a world culture oriented towards the search for the common good". (Niño-Puello, Miryam, 2013), allows enrich life, experimenting with new ideas, exercising the mind, benefiting from global cultural diversity, obtaining scholarships for postgraduate studies, working in a transnational company, as well as an ability to express oneself before the others in an understandable way, thus increasing social relationships.

1.2 Formulation of the problem.

What are the factors that affect students to use speaking skills through virtual classes according to the four stages, so that they are not able to establish and participate an English

conversation?

1.3 Objectives of the investigation

1.3.1 General objectives.

- To determine the factors why students are not able to develop the English-speaking skills through an analysis of educational scenarios in the sixth grades students' virtual classes of the El Danto School, Coto Region, Circuit 05.

1.3.2 Specific objectives.

- To identify the main causes that affect the production of speaking skills in the English language to strengthen learning through virtual classes.
- To analyze the reasons why sixth grade students, get different results on the use and comprehension of English-speaking proficiency.
- To define the most frequent difficulties faced by teachers and students in virtual classes to achieve a better use of speaking skills in the English language.

1.4 Scope and Limitations

1.4.1 Scope.

The selection of the research participants is based in an institution where the participation of sixth grade students will be carried out. The section is made up of 16 students, sixth grade students as well as the participation of some teachers from the English area institution. Participants in this study are both male and female, mostly male. The students come from different areas: Los Reyes, La Maravilla, among others, and range in age from 10,11,12 years old. Most of the students began to have contact with the language at the ages of 7 and 8 in first grade, they are students who currently receive four hours a week of English classes. As an important fact, most of the participants have some type of socioeconomic support, which means that most of the students come from households with a low or medium income.

1.4.2 Limitations.

Considering that the research was developed in a public institution, there were many limitations to face during the investigation process. Due to, the schedules and the different activities that an institution must carry out, the number of lessons that can be lost due to activities such as: teacher meetings, festivities, institutional activities, and tests are a factor to consider, since affected the time with students for research and information gathering.

Another limitation was how willing or accessible it was for students to participate, given that due to the current situation in the country with the COVID-19 CORA VIRUS pandemic, students are taking virtual classes, which is a limitation for those who do not have Internet access or computing resources at home. The main point of the research is to identify the main problems that students face when acquiring a new language, to improve and eliminate or reduce these

factors. Since many students are known to be intimidated or afraid to express themselves in English.

CHAPTER II

THEORETICAL FRAME

2.1 Historical Context

2.1.1 Education level

As stated, (Carvajal, R.E. 2011) in his study Development Plan in the San Vito district. The population of San Vito presents the following educational level: 7% of the population does not have any type of study completed, 24% have only completed primary school, while 9% have successfully completed their secondary studies. University preparation has been achieved by 6.6% of the population. In addition, to that we can add that San Vito is the only place in Costa Rica along with other small communities in the country where Italian is taught in a compulsory way in the educational system and promoted by the Ministry of Public Education.

2.1.2 English as a language.

It is also taught as a second language in many educational systems. Although it is not an official language in most countries, it is currently the language most frequently taught as a foreign language that over time has provided a status of cultural superiority to its non-native speakers. However, for people who acquire it as a second foreign language it is not so easy to learn, like many it is not difficult, and they learn it simply and quickly. This is how many countries have implemented and trained different native or non-native language teachers to develop language teaching. The English language covers an endless number of basic needs, which are to allow the inhabitants of the region to communicate, as well as to establish the official language in which texts are written, government documents are written, among

others. In some of them it is the naturally original language while in others it was imposed with force.

This is how we can define what language is basically " natural languages that function as full-fledged mother tongues for larger or smaller groups of people." (Lloyd, S. 2017, pg. 1). Linguists often use the words language and language interchangeably. For them, there is not much difference between these terms. In popular speech, however, the word language usually refers to a language that has a literary corpus or that is used in national and international forums; that it has a larger number of speakers or that it has been standardized in some formal way.

Even though, a language is the “study mental structures relating to language” (Santana, C. 2020, pg. 1). The language is called the complicated system of associations between ideas and sounds or gestures to include the sign languages that each human society possesses without exception. This language, whether written or not, necessarily has its own grammatical system.

2.1.3 Fundamental linguistic skills of the English language

According to what he says (Texidor P., R. and Reyes M., D. 2012).

"Communication in the English language requires four skills that students must master." They must be mastered since it is the basis for having a good fluency and good performance in the language, therefore the four must be handled exactly which are:

Oral comprehension that consists of understanding the oral messages received. Oral comprehension requires an exchange between information sources and the use made of it. “The concept of understanding is related to the verb to

understand, which refers to understand, justify or contain something.

Understanding, therefore, is the ability or cunning to reach an understanding of things” (Pérez P. J. and Gardey A. 2008, pàrr1). In other words, knowledge of the language and the world can help us understand the communication process and know what information we receive is relevant and what is not.

Oral production is the verbal expression of thought, which means that expressing yourself orally through simple and brief texts that present facts, experiences or ideas in an organized way. “it is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse is highly valued by students.” (Bilash, O. 2009, pàrr.1). Produces simple and short oral texts as descriptions, explanations in learning situations, following given models.

Written comprehension consists of interpreting some texts in writing, simple and close to the experience and interests of the students. Using guidelines for analysis either identify the genre to which the text belongs, identify the main idea and the secondary one. In addition to "The oral translation of printed or written material, often used as measure of a student’s overall reading performance to examine aspects of reading accuracy, fluency, and comprehension that cannot be observed directly from the act of silent reading (Stefanko, B. 2020, parr.1). As they are: the lexicon, the images, the typography, and the distribution of the text. Guided application of appropriate strategies to solve comprehension problems. Written production is the representation of words using recognizable graphic signs.

“Written production is one of the branches; when learning a second language, it is a skill that students must develop. When expressing oneself in a language, this is only done in an oral fashion; written communication is extremely important in language learning. For many students, writing is a less stressful activity than speaking as the audience for any mistakes is more selective; on the other hand, written work is concrete and is therefore open to closer examination and correction.” (Bilash, O. 2009, parr.1)

The school has the function of developing this capacity, starting from the texts that are closest to the students, but also considering the most complex texts, such as academic reports, essays, monographs, among others.

2.1.4 Components of the English language

English language teaching is based on the development of three main components grammar first is the description of the ways in which words can change their forms and combine to form sentences.

Grammar can therefore be understood as a resource people make use of to create discourse that is grammatically appropriate at both the level of the sentence and the text. While vocabulary can be thought of as the units that describe people and places, concepts, topics, states, events, relationships, and actions, grammar can be thought of as the resources we use to package words into sentences and texts according to the grammatical conventions of our language.” (Richards, J. C. 2012).

Therefore, grammar is the group of principles, rules and precepts that govern the use of a particular language in this regard, it must be said that each language has its own grammar. As a science, it is viewed as part of linguistics.

The second one is vocabulary is the set of words that an individual knows that includes the semantic and syntactic difference.

“Vocabulary refers to all the words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication.” (Nordquist, R. 2019).

Therefore, it becomes necessary to determine that anyone who is encouraged to learn a language other than their mother tongue needs spending many hours of study learning vocabulary. And it is a fundamental key to be able to manage in that other language.

Finally, pragmatics is the set of principles and conditions that determine the use of a specific statement between the sender and the receiver according to the situation and the communication purposes.

“Pragmatics deals with *utterances*, by which we will mean specific events, the intentional acts of speakers at times and places, typically involving language. Logic and semantics traditionally deal with properties of *types* of expressions, and not with properties that differ from token to token, or use to use, or, as we shall say, from utterance to utterance, and vary with the particular properties that differentiate them” (Kepa K., John P., 2020)

This component develops the ability to ask, ask, order, approve or disapprove, apologize, deny, joke, beg, and tell stories. Also, the ability to start, maintain and end a conversation and the ability to handle different forms of expression according to the situation and communication purposes.

2.1.5 Contributions of English teaching to society

In recent times, English has progressively become the most widely used language worldwide. Here globalization has been of great relevance as a medium through which English has grown infinitely. The phenomenon of globalization has contributed greatly to making English the most important and necessary language of today, being understood as the language of the world's dominant countries, especially the United States and speaking countries

Even though, through cultural consumption, movies, series, music and from political, diplomatic, and economic spheres, English has progressed over the native languages of each place, occupying small places with colloquial or circumstantial words until allowing idioms, phrases to be adopted and abstract concepts even in places where the population does not speak or fully master English.

Also, when encountering a second foreign language, the student experiences different ways of looking at life and solving problems that help them enrich their knowledge and being, respecting cultural differences. "Teaching, educational methods are now widely canvassed in which the significance of teaching is far from clear. Repeatedly one finds an almost exclusive emphasis on certain activities of the pupils, say those of

enquiry discovery and play, not on the activities of the teacher”. (Hirst, P. H. 2006) the child or young person of today is continually exposed to the need to solve situations, in which the mastery of this language is required since it opens the doors to a greater number of possibilities such as studies, work, computer programs, use of the Internet. These events make the use of language become a tool to develop your knowledge. This is how this second language becomes a tool for improving the quality of life and today it is essential.

2.1.6 History of Escuela Bajo de Reyes

With the growth of the population, it was necessary to create a school; the neighbors got together and formed a procreation committee for it. Mr. Mario Colina donated a lot near the EL TAJO sector; but some neighbors did not like it, since the lot was very small and in a very high part. Don José Prendas, He said “so that there is no dissatisfaction on the part of any neighbor, I give the land that is necessary.

The committee took a turn to raise funds and with them begin to build. The people were very concerned and made great efforts to get the necessary materials. The zinc was bought and the wood was sawn, which was all given away. Don Benigni Fernández was the builder. I build two classrooms. It was over. So that the children can receive lessons, Don Jesús Prendas, lent a straw ranch near his house. Lessons were taught there for two months. As the community is called Los Reyes, Las Escuela was named Bajo de Reyes.

a) Growth in the infrastructure of the educational center.

It began in 1964 with two classrooms, but in 1969 there was a need for two more classrooms, due to the increase in enrollment. The longhouse must have been used to teach lessons. Due to the lack of communication, they began to coordinate with the MEP and MOPT for the construction of four classrooms. Two of them were built in 1975 and the other three years later.

Currently there is a pavilion with four classrooms in good condition, a kindergarten classroom, a warehouse, a battery of toilets and well-kept green areas. The school is category one direction and the three teachers of I and II cycle are owned. In the last year 2006, the entire school was painted, and ceramics were put on the sidewalks at the entrance to the institution.

2.1.7 Objective of Escuela Bajo de Reyes.

Acquire the necessary tools to be able to develop as a person in harmony with the society in which they operate and which constitutes the challenge that is presented to them, but currently in underdeveloped countries some students confuse this process and dedicate themselves to giving knowledge in a memory and leave aside the integral development that the process requires.

2.1.8 Visión of Escuela Bajo de Reyes.

Offer the student community of Los Reyes an educational process in accordance with the provisions of current educational policy, maximizing the development of students'

abilities and skills as tools for life. To train individuals who are confident of themselves, with values, with social conscience and aware of their contribution to the community and the country, in an educational process that involves teachers, students, parents and members of the community in general, with criteria more inclusive, without neglecting the demands of an increasingly globalized world.

2.1.9 Mission of Escuela Bajo de Reyes

To be an institution, leader in educational quality and ethics, in permanent modernization. Bulwark in the rescue of values for life and for harmonious coexistence, creating awareness about the right of each person as an individual and of this within society. Promoting in the citizen a comprehensive, competent, creative and committed to national work, respect for nature and tolerance with those who live together.

2.2 Theoretical - conceptual context

2.2.1 Contributions of teaching English to society

The phenomenon of globalization has contributed greatly to making English the most important and necessary language of today, being understood as the language of the dominant countries worldwide, especially the United States and England. Through the cultural consumption of films, series, music and also from political, diplomatic and economic spheres, English has been advancing over the native languages of each place, occupying from small places with colloquial or circumstantial words to allowing idioms, phrases to be adopted and abstract concepts even in places where the population does not speak or fully master English.

Thus, when coming into contact with a second language, the student experiences different ways of seeing life, and solving problems that help enrich their knowledge and being, respecting cultural differences. "Teaching should focus on the interests and needs of the student to learn." (Plan of study of English, para. 3) the child or the young person of today is continuously exposed to the need to solve situations, in which the command of this language is required since it opens the doors to a greater number of possibilities such as studies, work, computer programs, use of the Internet. These events make the use of the language become a tool to develop their knowledge. This is how this second language becomes a tool for improving the quality of life and today it is essential.

2.2.2 Variables that influence English language learning.

There are different problems in acquiring a foreign language, such as in the case of English. The aim of this research is to identify the most common or frequent problems that students face in the acquisition of a foreign language and the use of English-speaking skills. Surely, there are students who learn a language foreign with extreme easy. Others: however, find this process more difficult, but why does this happen? What are the factors that affect the learning of a foreign language? The differences between individuals, their learning conditions, and the contexts in which they learn are some aspects on which researchers focus to deduce and demonstrate the complexity of learning a foreign language.

The differences between individuals, their learning conditions and the contexts in which they learn are some aspects on which researchers focus to deduce and demonstrate the complexity of learning a foreign language. The large number of learning factors

referred to partly justifies the complexity discussed above. These factors will not be fully analyzed. We will talk about those who have a powerful implication in the learning of the foreign language in the ability to speak. Numerous investigations have shown that there is a relationship between it and the acquisition of a foreign language. This conclusion is reflected in the study by Dr. Gardner, author of *Multiple Intelligences* (2016), who considers that people have different intelligences that develop in different ways.

- a) **Personality:** “Psychologists who try to tease out the science of who we are define personality as individual differences in the way people tend to think, feel and behave.” (Pappas, S. 2017). However, this is not always the case, on many occasions, introverts by not talking much, listen better, think, and learn the same or even more than extroverts. Personality traits such as being an extrovert are important in conversation and exchange of opinions to learn a language but not in other individual language skills such as grammar and metalinguistic knowledge.

- b) **Anxiety:** “Anxiety is your body’s physical response to threats. Your breathing might increase, your heart might start pounding, you could feel butterflies in your stomach, and you might get a burst of energy.” (Australia, R.2020), although throughout learning this anxiety is reduced, because intermediate and advanced students are less anxious.

- c) **Language factors:** "Some languages are more difficult to learn because they are not historically related to ours and the words they use are not borrowed."
(Gardner, H. 2016) It means that the most difficult languages do not belong to the

same family of languages to which ours belongs. For this it is necessary to have a definition of acquisition and learning; as well as, to know the cohesion that exists between these two terms.

Learning a foreign language

Learning is the conscious process in the accumulation and study of the grammatical characteristics, memorization of vocabulary of the language that you want to learn. The term learning is most commonly used to describe the process of studying a second language in a general way. Learning: "it is a psychic process that allows a lasting modification of behavior as a result of experience." (Galimberti Umberto, 2006 p.102)

Acquisition of a second language

Second language acquisition is called the gradual process of development and incorporation of the characteristics of the second language, carried out by an individual through natural non-academic techniques and who already masters a mother tongue or own language. "The linguistic acquisition I understand the circumstances of age, place and source of acquisition of each of the languages" (Souza Roberto, 1970 pp. 674)

Acquiring a second language is a complex process. Through research and consultations to theory, for a better understanding of the processes that take place and the factors that influence them. Learning itself is not simply a matter of intelligence and aptitude but of attitude and motivation as well. In all areas of learning, motivation is essential to succeed especially children to like the new language. There are two especially

important aspects in learning a second language: the communicative need and the attitudes of the students. For many people, learning a second language is an expected consequence of their social environment, necessary for communication.

When a person has the need to communicate with others, they increase their motivation to learn the second language. "For this reason, there is so much emphasis on studying abroad when possible. A general way to increase motivation in students is to create courses that encourage them to perceive the language as a valuable tool for communication. " (McRay, 1999. par 3). Another way is to provide many opportunities to practice since, when learning the language of another culture, the other way of perceiving the world to learn new experiences is accepted, that is, when a person has a positive impression from the other culture, this can enhance and enrich the learning process but on the other hand, if a learner has a negative attitude, this will create strong internal barriers.

For these students, their experiences in the classroom become very important. So that the teacher occupies a unique and important position to influence the formation of a positive attitude and motivation that students are forming about the culture or language, this is how the importance of speech in students is necessary to be present in the classes. virtual classes. What many people who have not tried to learn a second language do not understand is how difficult it is compared to learning their native language. This difficulty is the reason why motivation, attitude and strategies are so important.

“Descriptive thinking theorists believe that second language learning consists largely of memorization, repetition, and completion of mechanical exercises. They also believe that if adult learners have more difficulty learning it is because their linguistic habits are so firmly entrenched that they

"stumble" on their ability to learn the second language correctly. (McRay, 1999 para12).

That means that behavior and acquisition, according to the theory, is not a mental phenomenon but a behavior learned through a process of habit formation. It consists of imitation, reinforcement of habits and conditioning by the environment within the process of acquiring a second language we find:

a) Exposition:

Through exposure, the individual or student, who will acquire the second language, carries out a less conscious cognitive process than those who learn it. This individual acquires the second language through constant physical exposure to the surrounding environment. When we speak of the natural environment in the acquisition of a foreign language, we refer to the non-formal environment in which the student finds himself. In this regard, (Cenoz and Perales in Muñoz 2000) point out the following:

“In the natural context, which resembles the first language acquisition context more than the formal one, the acquisition occurs as a result of the interaction between L2 speakers and the observation of the interaction between L2 speakers in different social situations.”

It means that generally children and adults are the two groups that are in the learning process, in both cases, learners are moved by a desire either to satisfy their communication needs or because they must speak the language of the environment in that they live, since they must interact with the neighbors, go shopping, go to the doctor, school, work, talk with their colleagues in the neighborhood and others.

b) Interaction.

To successfully learn a language and speaking skills, it is necessary to put it into practice in real and direct interactions with other people, expressing our messages clearly and making sure that whoever listens to us understands us. At the same time, the interlocutor or interlocutors let us know directly or indirectly if they are understanding us or not. "Interaction is the ability to take part in oral practices that have sociocultural relevance for a group or community of speakers." Gass, S. M. (2017). It means that students and individuals who want to learn a second language strictly need or are in need of experimenting with the language, trying new structures, expressions and words, helping to automate them and produce them more naturally in the future.

c) Affective factors

The term "affective factor" is related to the experiences, whether good or bad, and the feelings related to your learning process through which you experience those experiences that has something to do with the learning process. These create obstacles between the student, the environment around them and teachers. Attitude towards the learning situation This type of attitude refers to the learning situation as a whole, which includes the teacher, the method, the classroom environment and the subject matter itself. Learners of a language bring a wide range of beliefs and opinions about how their instruction should be carried out, and it is more than likely that these ideas can affect learning. Previous experience, whether in educational terms in general or language learning in particular, plays a fundamental role in shaping the attitude towards learning.

“The reason for this is that students become familiar with the “philosophy” that each teacher brings to class, which dictates their teaching method and the choice of learning strategies. Thus, each teacher presents a different philosophy corresponding to different methods to which students respond more or less efficiently depending on their personal characteristics.” (Cantos, 2011).

d) Personal factors

In this case, the teacher gives importance to the beliefs and feelings that facilitate or hinder learning, self-esteem and the ability to learn. We can define “Personal factors. They are the set of attitudes that we can consciously change ”(Grau, A., Suñer, R., & García, M. M. 2005)

These preferences affect the types of strategies teachers choose for students to learn the new material. If the student feels that the teaching method to which he is exposed is not appropriate, her attitude towards that situation, an attitude that will turn out to be negative, will condition the process. That is, if students detect inconsistencies or deficiencies in teaching or simply do not understand the need to assimilate what they are taught, the teaching-learning process is paralyzed.

Faced with this situation, there are classes with a high degree of demotivation to which cases of bad behavior are added. Therefore, it is not surprising that the attitude of students in the classroom determines their learning. Activities that are not appreciated by students as truly educational, that is, useful for real life, will produce negative attitudes and

decrease attention and participation in class. Therefore, attitude is essential since it is the element that determines the continuation or end of the learning process.

2.2.3 Natural barriers to learning English

Within the success of the learning or acquisition process of a second language, it could be the case that the individual presents some inconveniences or barriers. They are all those factors that appear through an interaction between the students and the context; that limit full access to education and learning opportunities. The most common obstacles that children face are not those of an architectural nature, nor high curricular content, nor the severity of their physical limitations, but human barriers, the lack of sensitivity towards what is different, the lack of knowledge about new educational trends (Flora, P. 2012). Some of these barriers that influence the process are of a natural nature, such as: age, learning disabilities, fossilization, interest of the individual, health problems, frustrations.

Learning and attention issues

Problems with language, reading and attention can be caused by different conditions, including dyslexia, auditory processing disorders, as well as other learning and attention difficulties that cause problems with the interaction of new languages, with movement and speech, and with social skills being a major problem in distance classes, where interaction is almost minimal. “Learning and attention difficulties are problems at

the level of the brain and are usually genetic. About 20% of children have learning and attention issues. " (Millá, M. G. 2006, pp150).

Learning and attention difficulties may manifest in different ways and with different degrees of severity. Children may have trouble reading, writing, math, organization, concentration, listening, social skills, motor skills, or a combination of these.

Fossilization

It is a linguistic phenomenon "it is the phonological and semantic representation of linguistic structures that constitute a unitary and discrete whole, different from the mental representations associated with said structures" (Moreno Manso, JM, García-Baamonde Sánchez, M., and Blázquez Alonso, M. 2010, pp 190). It makes the learner maintain in his interlingua, unconsciously and permanently, features alien to the target language related to grammar, pronunciation, vocabulary, speech or other communicative aspects. It is widely accepted that this process is precisely the reason that students, in general, cannot achieve the same level of competence as a native speaker since they are far from constant interaction.

The learning factors that occur in the environment and in a personal way, are an important role. Some of the possible causes that have been identified are like; lack of desire for acculturation there is no motivation or interest in a student to learn about a new culture; the communicative pressure that at the moment they feel afraid of how to respond spontaneously; the lack of opportunities to learn and the type of feedback the student receives when using the second language is not as efficient.

Which consists of the student learning a second language fossilize main characteristics of that language, such as pronunciation, grammatical aspects or vocabulary. In most cases these characteristics experience a blockage or stagnation on the part of the student; which does not allow said person to advance in their progressive improvement process and does not allow them to reach the same capacities or competencies that a native speaker possesses by nature.

2.2.4 External barriers to learning English

As well as, which happen around the individual and that in some way affect the learning process of the same: Factors such as the quality of the teaching given by the entity in charge where the knowledge about the language to be learned is received, the Individual may be under pressure or obligation to learn that language, not having the necessary or sufficient time due to other occupations with a higher level, family or personal problems.

Little execution in classes

There is not enough time in class for the oral exercise of English, the few conversations are only repetitions of some sentences that do not reach the students. They need to be put to practical and real use so that students can use the phrases learned in real conversations. Not only that, many times the lesson does not give them to conclude with the practices, cover the doubts or finish with the selected topics, so the learning pauses. "Time is a very important factor that every student is faced with." (Ortiz, 2012) Especially

since in schools in which they are not bilingual the time devoted to this subject is 1 to 3 hours per week, and the time needed is more than 3 hours per week.

Considering that by incorporating the virtual modality the time was reduced to the minimum, this is how the practice with the language is almost nil since in classes it is not practiced much.

2.2.5 Four scenarios established by the ministry of education.

As previously mentioned, the Ministry of Education used a series of pedagogical guidelines for the method of learning at home. These were created by the large number of questions and concerns of teachers and students when being at home and feeling confused to the distance education modality as expressed by the “Minister of Public Education, Guiselle Cruz, said that the new social conditions, imposed by the COVID-19 pandemic, have caused a reinvention of the teacher-student relationship.” (Martinez, A. 2020, pàrr 03).

This is how with the creation of the four scenarios it is possible to have a clearer vision of the reality and possibilities that students have in their homes. Students with internet access and device at home, all those who have the possibility to connect and use electronic devices effectively, whether computers, tablets, cell phones to communicate through the Team’s platform as well as unlimited internet as a wireless network WIFI where not have problems with connectivity and access to established schedules.

Students who have a device and have limited or reduced Internet access. Those who have the technological means, computer, tablet, cell phone but do not have the accessibility to use them at the freely established hours, either because the devices are shared at home or they do not have a Wi-Fi wireless network, where the use of the internet is limited and low.

Students who have technological devices and without connectivity. Those who do not have unlimited internet access in any way have reduced prepaid internet, but have some technological device, be it cell phone, tablet or computer, but without internet access to use it effectively. Students who do not have technological devices or connectivity. This stage is the most important since the institution to work on the research project, most of the students are in stage three and four with difficulties for connectivity and use of technological devices.

a) Family factors

Therefore, these factors are present in student learning since, as previously emphasized by the current situation in the country, students are at home more than usual. Thus, in this way it is important to consider the environment in which the students live at home since San Vito, Coto Brus, being a rural area, many of the parents have a low academic level, where they are make it difficult to help or develop written work at home with your children. “Illiterate parents even feel shy or as a minimum appear. This is because they are unaware of the significance of presenting in the yearly parent’s days detained at schools.” (Khalid, A. 2018).

But also, just as it must be considered that the lack of preparation of the parents greatly frames the motivation of the students and the help from the parents to develop the autonomous work guides “which constitute the didactic tool through which the monitoring of the educational process is guaranteed.” (Ministerio de Educación Pública. 2020).

b) Strategies used in virtual classes.

As is currently known, English teachers have had to implement and innovate their English lessons in virtual mode due to the situation of the pandemic. However, many teachers are suitable and prepared for the situation, but the vast majority of teachers were not in the conditions with resources and knowledge for this new function of distance education, which have been innovating through training given by the Ministry of Education Publish, where they are provided with appropriate and necessary information for the development in the virtual area, it was mentioned in an article of Diario Digital Nuestro País

“The trainings are suitable for professionals and students of careers in education and its main objective is to collaborate with educational centers and the business sector on the correct use of digital technologies. This is due to the need that has been generated in the face of the new normal that Costa Rica is experiencing.” Salazar, C. (2020).

Despite this, the training, and the development of the school year in teachers and students has taken a radical turn, since teachers have made use of various techniques to develop virtual classes, considering the motivation and interests of the students such as the use of audio visual, visual, technology, online system among others.

Teams Platform

In virtual classes given by teachers who work for the Ministry of Public Education, they use the Teams platform, which is a highly accessible tool with a wide variety of functions to create meetings, conferences, and even distance classes. “Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications.”

Kamasa, C. (2020).

Teams was selected, since the validity of the license does not expire while the student or teacher is kept in the educational system of Costa Rica, also the access to the tool can be done from any electronic device cell phone, tablet, desktop or personal computer, it has a defined capacity for storing information in the cloud and it has security certificates that allow the usability and reliable management of the and most important point is that the platform provided by “Microsoft allows the work of all active students of the MEP, as well as the teaching and administrative staff of all levels of institutional organization.” (Ministerio de Educación Pública. 2020). In addition to other tools such as:

Presentation Media

- Photos: Photos give a clear picture of what you are talking about. They may appeal to emotions.
- Charts and graphs: Charts and graphs can clarify ideas and show relationships among items.
- Posters: A poster may contain just about anything: words, photos, graphs, or illustrations or maps show locations of events.

- Props: Props may be necessary when you are describing things that are unfamiliar to your audience.

-

Visual and Audio Media

PowerPoint is often used to create business presentations but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation.

PowerPoint Presentation

Most PowerPoint presentations are created from a template, which includes a background color or image, a standard font, and a choice of several slide layouts. Changes to the template can be saved to a "master slide," which stores the main slide theme used in the presentation. When changes are made to the master slide, such as choosing a new background image, the changes are propagated to all the other slides. This keeps a uniform look among all the slides in the presentation.

c) Little use of speech ability.

Due to the COVID-19 pandemic, most of the lessons in students are in virtual classes which consist of two and a half hours, where the interaction in English is very unremarkable, since the students feel more co-lived when expressing themselves in English, with fears, shame, distrust since it is a great challenge in person, but in a virtual

way it is even more so. This being a new world for students, it is very remarkable where interaction is minimal even in the Spanish language, with the help of the teacher it is where they answer certain questions in English. Which is a factor that affects the learning of the foreign language.

d) Excessive use of written production.

Grammar is called the science whose object of study is the components of a language and their combinations. (Pérez P.J. Y Merino, M. 2008). The concept finds its origin in the Latin term grammar and refers, on the other hand, to the art of mastering a language in a correct way, both from speech and writing. Grammar, therefore, can be defined as the group of principles, rules and precepts that govern the use of a particular language.

This concept that nowadays the teacher is based more on teaching grammar. What good is it to know how to construct grammatically correct sentences if they do not know when to use them in conversations? “It is not much use to know the different grammatical tenses and not be able to use them in the correct context” (Problems when learning ENGLISH in the classroom, 2011 parr,7). Just because grammar does not mean that students will speak English. Since there are too many rules, when you speak you don't have time to think about them. Since it is evident that if the student thinks about the many rules they could not speak spontaneously.

The old habits of face-to-face classes are affecting in virtual classes, since most of the time these are focused more on producing in the area of writing, leaving aside the ability to speak, which was not used much due to the use vocabulary, texts, reading

comprehension, didactic activities focused on the student beginning to write and read in English, forgetting that he must be able to speak and produce a conversation in the same way as when writing.

This can be seen reflected in students who in English classes only use the book to work, having to develop all the activities and practices destined in the book, very little time is left to produce conversations, whether roll plays or spontaneous conversations, weakening the What is the pronunciation, intonation, formation of sentences correctly or understandable when speaking.

2.2.6 Difficulties of teachers in the diction of virtual classes factors affecting students in the four scenarios, for the development of the English Language.

Virtual classes were a modality that had to be implemented quickly due to the pandemic in the 2020 school year, as well as the little interaction and use of digital platforms, it was an inconvenience for many already experienced teachers and those who were entering since the adaptation to new tools and platforms was immediate and without time for advice or training in advance to cover doubts and others, that is why it cost to start with virtual classes and evacuate millions of doubts on the part of teachers, parents and children who had to face this new normal.

a) Study methods

In the distance classes they were not only affected by the teachers and the little knowledge and interaction they had with them, but also in the mystery programs of public education that were designed to be in person, the fulfillment of the objectives and In order to reach them, a modification had to be made in the same way as to what was going to be taught, which topics were more relevant for the students and amounts for the next levels, leaving aside a large number of important topics but with little relevance.

The material used for teaching and learning English is not varied, since in most teachers they base their practices only on the textbook or practices are based on grammar, they focus on knowing how to construct sentences but do not do it. more important than it is to practice and know when to use it “grammar is essential to perfect the language, not to teach it” (Moran, 2013, para., 14). Classes in general become boring and ineffective. As in the case of students, teachers may also have a lack of motivation to teach classes, and a lack of reading habits in both languages.

Even though, can find different educational institutions and a wide variety of institutes to learn English, all of them present the same methodology for learning, even though they promise the most innovative in teaching. All these institutions promise mastery of the language in short periods and in a very simple way, all this either through memorization of long vocabulary lists, acted out conversations or exercises in a textbook.

Most of the methodologies used are based on unrealistic situations, out of context and in some cases, outside of the students' needs. "The English teaching teacher faces a greater commitment to the new challenges of education." "(Disinterest in learning English. 2010). These challenges imply the immediate change of techniques, strategies, roles (both

teachers and students) and the resources used in order to achieve quality teaching that leads not only to memorize but also to understand, analyze, apply and create knowledge.

b) Execution in classes

This happens since many of the students in the southern area are in stage number four established by the Ministry of Education, it means that they do not have access to the internet or technology, which means that for them the classes were developed through, autonomous work guides, "The evaluation is proposed as a comprehensive process with a formative nature. For this, in the Autonomous Work Guides, which are provided to the student, the following evaluative resources of a formative nature can be integrated" Ministerio de Educación Pública. (2020). Even though, where that number of students were not able to cover doubts in the English language, as well as being in constant interaction with colleagues or listening to the teacher speak in English. In other words, these students were not in contact with the language, which is a factor that seriously affects the process of students in the English language.

b) Dependence on student books

While English student books provide us with a curriculum and help us develop a strategy to cover different points, they can also stunt learning English. "Human beings always look for patterns" (Problems learning ENGLISH in the classroom, 2011 parr 5). They always find how to do the simplest things and cut paths to avoid double work. When

the teacher focuses too much on the student book then the students feel that they do not have to prepare or practice since everything is in the books.

However, they feel that they only have to do what each unit says and thus they believe that they will get to speak in English. Over time the student book becomes boring with readings that do not interest us and with really tedious audios. The book has been one of the omnipresent elements in school, a device so inherent to a way of understanding the teaching-learning process that perhaps some teachers would not know what to do without it, they would find themselves helpless, they would not know what to teach or how to do it.

d) Role of Parents

As we well know, family support is essential in relation to the learning of boys and girls, also in relation to language teaching. Parents establish the starting point of the spoken language and lay the foundations for its development. This is how “the participants express that their parents support them in their learning process since they consider it important to know the language” (López Montero, MJ, Salas, AJ, and López, MR sf pp14) They are extremely important not only to guide them, but the child he must have support at home from the parents for the learning of a second language or the learning itself.

Parents must have a certain level of involvement in the learning process, that is, they must know and be interested in those situations that their children live, do and learn in school. In this sense, if the family establishes interaction in the tasks, asks about the work of the different subjects and is interested in the schoolwork of their child, the children will notice and assimilate that school is important and that what is learned there will be useful forever. It also helps to have a level of expectations about your children's achievements. It

is about encouraging them to improve themselves until they finish university studies. That is why it is said that the support of parents for their children is vital even in the development of university studies. On the other hand, within the family there should be a level of active appreciation of the efforts and achievements of their children, a recognition of their special talents, aspects that will stimulate in them a greater interest in learning and attending school.

As previously mentioned, the institution is in the fourth stage where the population is of almost limited resources, there is a large population with low academic levels including parents who find it difficult to help their children in the resolution of class subjects even but in English, which is a language other than the native one, as parents it is difficult for them to explain or solve practices with them. On the other hand, there are parents who work full time and are not at home to help students, it is difficult for them in the same way.

2.2.7 Personal situations that affecting students in the four scenarios, for the development of the English Language.

a) Personal situations

The personal or individual reasons related to attention problems have to do with the individual, psychological circumstances of each person, being closely related to the emotional capacities of each child or adolescent. On the other hand, boys and girls with attention deficit disorders with or without associated hyperactivity have concentration problems as one of the characteristic symptoms of their problem.

Although, inadequate nutrition can be another factor that impairs the maintenance of attention. Despite the abundant and constant information on this matter, it is still constant that young people and adolescents hardly eat breakfast, which means that, by mid-morning, they are exhausted and without the possibility of following the class. Besides that we can emphasize that it can be the same as self-esteem and learning since self-esteem is the idea we have about our person as an individual.

Self-esteem is largely responsible for many successes and failures in education. A student with low self-esteem tends to manifest the following symptoms. Chronic indecision for fear of being wrong, this can be seen in some students who panic to speak English in front of other people for fear of making a fool of themselves. Another is the desire to perfectly perform every task they undertake. This usually makes them is late in completing the task, hesitates and is finally one of the students with the longest delay to participate in the activity.

b) Collective causes

Even though, sometimes, the problem of inattention is not limited to a few students, but it is the class, or a majority group of it, which shows attitudes that border on a worrying lack of collective attention. In this case, the problem is usually complex, converging social, collective behavior and even family factors that end up creating a very negative environment in class, where in addition to the lack of attention, there are often situations of serious lack of discipline and, in extreme cases, of violence between students or against teachers.

c) Sociocultural factors

The sociocultural environment is very important in the intellectual development of the individual. An environment with adequate cognitive stimuli can develop greater intellectual skills compared to a subject who grows up in an environment with poverty of stimuli. Environmental factors directly affect psychophysical performance, by acting on concentration and relaxation and creating an appropriate or inappropriate environment for the task of studying.

Vygotsky's sociocultural theory emphasizes the active participation of children with their environment, considering cognitive growth as a collaborative process. Vygotsky claimed that children learn through social interaction and acquire cognitive skills as part of their induction to a way of life. (Carrera, B., and Mazarella, C. 2001).

For that reason, social interactions and communication with others in a flexible and diverse environment facilitate learning. Learning and self-esteem are enhanced when respectful relationships are established with others, and when others appreciate and accept unique potential and talents. The environmental factors that surround each person: family, neighborhood, and socio-economic situation, have a special relevance for the achievement of learning in connection with intrapersonal factors. Learning, and that a good diet, as well as healthy and sufficient sleep, are essential for the intellectual faculties to develop, in the same way, it is beginning to become aware that an emotionally conducive environment is a determining factor in the learning process.

d) Health problems

On many occasions with the variety of students that the institutions present, vision problems can be present, visual problems are directly affecting the way we learn to read and write. "Deficiencies in visual skills such as ocular motor skills, defects in changes of focus and alteration in the coordination of both eyes, can alter school performance." (Visual problems that hinder school learning. s.f. pàrr4). To have a good performance both in reading and writing we need all visual skills to function properly while having a good integration with the rest of the senses, in this way we will obtain a greater visual performance.

We can also find hearing, children with hearing disabilities have problems attending mainstream schools unless they are provided with the right help and support. They can have integration problems and tend to sit at the back of the class to go unnoticed.

Many children do not participate in class because they cannot hear what the teacher or other students are saying. They do not always ask their classmates to repeat what they have said and some even tell the teacher that they do not need special microphones even though the sound amplification would make it easier for them to listen. But other factors can also affect learning, such as lack of sleep, stress, cultural differences, and poor diet.

e) Age of students

However, age plays an important role in the process of learning a second language. As mentioned above, according to (Díez, V. A. 2010, pp252) "He considers that children

are, in all aspects, more efficient and effective in learning a second language than adults and young people." A six-year-old child can learn faster than a teenager with due time, quite the opposite with an adult, who mostly has responsibilities or has a full-time job, does not have the same capabilities as a young person, who you have more time available for studies.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Type of Investigation

This chapter presents the methodological aspects of the research, shows the methodological perspective that “improve the consistency, robustness and reporting of the activity, enhance the quality of the research, standardize approaches, and maximize trustworthiness of findings” (McMeekin, N. et al., 2020, pàrr 05). That has been used and the methodological design of the different stages of the research project. This chapter defines the methodology used to carry out the research. Aspects such as the methodological approach, the type of research, the study population, the techniques, and procedures used to collect the information are considered.

3.1.1. Purpose

This research presented more widely and with feasible results which are the most relevant difficulties that both students and teachers have faced in pedagogic mediation when developing speech in the English language. The purpose applied in this study becomes an aid to identify and prevent a high percentage of teacher and student dropouts in the COVID-19 2020 pandemic, as well as the loss of oral capacity due to little interaction. The practicality of the study can be put into practice, by the institution, to improve certain processes that currently lack proper operation and need to be updated for the sake of innovation and functionality.

3.1.3. Temporal Dimension

The report has a transversal time value., as it well says, “A cross-sectional study is defined as a type of observational research that analyzes data of variables collected at one given

point in time across a sample population or a pre-defined subset.” Fleetwood, D. (2021). That is why the characteristics of the report are relatively quick to perform, the researcher can collect all the variables at the same time and most importantly, other researchers can use it as a springboard for future research.

3.1.3. Framework

The intention of the study carried out is to work with an institution which is classified as Micro “relatively small social group, or of an issue concerning such a group; the action of conducting such an investigation”. (Oxford University Press 2020) Since an observation and a questionnaire will be carried out to the students and professors of the institution to see what problems they faced through virtual classes and possible eradications that went to them.

3.1.4. Nature (Quantitative and/or Qualitative)

The methodological perspective that has been followed in this work has been qualitative. In this approach it is intended to understand the habit, the factors that incur in some educational phenomenon, considering that reality is constructed by individuals in interaction with their social world. According to Martínez, M (2000) referring to qualitative research indicates that:

“All qualitative research must contain a chapter that deals with the general design of the research process, where a vision of the study and its stages are presented. It highlights how the problem to be investigated and the techniques used in the study emerge from the exploratory dynamics that the researcher is carrying out, and this requires time, since the selected problem must be reasonable in size and complexity, feasible in time and have available resources.”

In qualitative research, the interest is in understanding the meanings that individuals construct, that is, how they make sense of their environment and the experiences they have in it. It is also assumed that meaning is immersed in the experiences of individuals and that this meaning mediates through the researcher's own perceptions.

3.1.5. Character

Causal research helps to identify the causes behind the processes taking place in the system. In other words, it helps "having this knowledge helps the researcher to take the necessary actions to solve the problems or optimize the results. Causal research provides the benefits of replication if necessary." Bhasin, H. (2020). This is how the orientation of the research work is more focused on what are those factors that altered the ability to speak in English in virtual classes.

3.2 Subjects and sources of information

3.2.1. Subjects

The selection of the participants for the research was based on an institution that work with the Sixth-grade section of the Bajo de Reyes School, circuit 05. The selection is made up of 10 students, as well as the participation of some Teachers of the institution in the English area. The participants in this study are both male and female, the majority male. The student body

comes from different areas: El ceibo, la Maravilla, Los Reyes among others, and their ages range from 10 to 12 years.

Most of the students began to have contact with the language at the ages of 7 and 8, they are students who currently receive four hours a week of English classes, but, is it important to make an emphasis because those student did not receive that among of English classes the last years for the Pandemic. Importantly, most of the participants have some type of socioeconomic assistance, which means that most of the students come from households with a medium or high income.

3.2.2. Firsthand

Author	University or Organization	Country	Year
Ramírez, R.	Universidad Hispanoamericana	Costa Rica	2012
Mishra, L., Gupta, T., & Shree, A.	University of Tabuk	Saudi Arabia	2017
Lokanath,M., Tushar,G. Abha, S.	International Journal of Educational Research Open	India	2020
Sokal,L. Eblie, L.	International Journal of Educational Research Open	Canada	2020
Casasola, W.	Tecnologico de Costa Rica	Costa Rica	2020

3.2.3. Second hand

Author	University or Organization	Country	Year
Yi, Y., Jang, J.	National Center for Biotechnology Information	South Korea	2020
Arkorful, V. Abaidoo, N.	College of Distance Education, University of Cape Coast	Ghana	2015
Al-Zahrani, A. M	King Abdulaziz University	Saudi Arabia	2020
Swanson, A. Davis, B. Parks, O.	The Forbes School of Business at Ashford University, Denver	USA	2015
Cruz, G.	Ministerio de Educación Pública	Costa Rica	2020

3.3 Selection of Sampling

The distribution of the people participating in the research “Factors that difficult the ability of oral expression in the English virtual classes through the four stages established by the Ministry of Public Education, in students of sixth grade of Los Reyes School, Coto Region, Circute 05, will consist of 10 students.

3.3.1 The population

Table N ° 1

Student name	Take Part
Agüero Mendoza José David	X
Alfaro Elizondo Mariano	X

García Arguello Francisco Javier	X
Hernández Villanueva Ángelo	X
Mena Mora Herson Antonio	X
Méndez Badilla Yerelyn Vanessa	X
Mendoza Chaves Mauro	X
Quirós Arias Carolina Sofía	X
Rodríguez Vidas Cristel Lucia	X
Sánchez Barrantes David Andrés	X

3.3.2 Sample

The sample is the portion or fraction of the entire population involved in the current research study. Which will take place in the town of San Vito, in the canton of Coto Brus, specifically in La Escuela Bajo de Reyes, circuit 05 of Coto Brus. The sample that will be used for this study is a total of 10 people, including 7 men and 3 women from that institution.

According to Muños (2014). A sample is defined as:

"The sample is a significant representation of the characteristics of a population, which under the assumption of an error (generally not greater than 5%) we study the characteristics of a population set much smaller than the global population."

Even though, sample is a part that is considered to represent a whole, it is a part of the population on which a study is carried out, it is a part a portion that is drawn considerably representative of a population to carry out a study or research. The sample is the one that can determine the problem since it can generate the data with which the processes are identified. The

sample is the group of individuals that is taken from the population, to study a statistical phenomenon.

It means that based on this premise, some students are of limited economic resources. Most are in good economic condition. It will be considered for the conduct of the investigation to the student population. In this area it is mainly dedicated to the agriculture of basic grains, to the collection and transport of coffee.

3.3.3 Non-Probabilistic

The research work is carried out with students of the same age in the sixth grade, those who present the same socioeconomic traits in the Bajo de Reyes community as it can be emphasized that they are students who meet stage three and four from the ministry of public education.

3.4 Techniques and Instruments for Collecting Information

The following sections are divided into two parts, which correspond to the two sets of data used for this study. The first examines the development of oral skills and compares the group of learners and the second one will be a questionnaire asked learners about their expectations, previous experience using videoconferencing tools, and overall motivation to do collaborative work.

3.4.1 Interview

The interview is the technique with which the researcher tries to obtain information in an oral and personalized way. The information will focus on lived events and subjective aspects of the person such as beliefs, attitudes, opinions, or values in relation to the situation that is being studied.

According to Amador, M. (2009) the interview is defined as:

“The interview is the interpersonal communication established between the researcher and the study subject to obtain verbal answers to the questions posed about the proposed problem. This method is more efficient than the questionnaire as it allows obtaining more complete information.”

The interview involves an interpersonal communication system that integrates both the interviewer and the interviewee. It is necessary to be clear about a reference, a code, a message and a means of transmission, the interviewer must focus and direct the conversation to achieve the objectives that have been proposed.

3.4.2 Survey

It can be emphasized that “today the word “survey” is used most often to describe a method of gathering information from a sample of individuals. This “sample” is usually just a fraction of the population being studied.” Scheuren, F. (2004, p.09). The survey asked about their degree of satisfaction with the virtual classes and their overall motivation to learn the language and engage in collaboration with the teacher. Since the questionnaires is anonymous, there is no way of knowing whether the ones who answered the entry questionnaire were the same ones who answered the second one.

3.4.2 Operation of the Variables

Operationalization of Variables Chart

Operationalization of Variables Chart				
General Objective:				
<ul style="list-style-type: none"> - To determine the factors why students are not able to develop the English-speaking skills through an analysis of educational scenarios in the sixth grades students' virtual classes of the Los Reyes School, Coto Region, Circuit 05. 				
Specific Objective	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To identify the main causes that affect the production of speaking skills in the English language to strengthen learning through virtual classes.	The main causes that affect the production of speaking skills in the English language	The causes that affect the production of speaking skills	A survey is used to evaluate the students of Bajo de Reyes School, with the indicators from question number 1 to 6.	The variable is considered valid if 50% respond positively to the fact that they were affected with the virtual modality
To analyze the reasons why sixth grade students, get different results on the use and comprehension of English-speaking proficiency.	The reasons why sixth grade students, get different results on speaking production	The reasons why students have a different speaking proficiency in virtual classes.	A survey is used to evaluate the students of Bajo de Reyes School, with the indicators from question number 6 to 12.	The variable is considered valid if 50% respond positively to the fact that they had many problems in virtual classes
To define the most frequent difficulties faced by teachers and students in virtual classes to achieve a better use of speaking skills in the English language.	The most frequent difficulties faced by teachers and students in virtual classes.	The analysis of which were the biggest problems that were seen in virtual classes for teachers and students.	An observation with different indicators is used to identify relevant points in the pedagogical mediation and see a change to the face-to-face modality	The variable is considered valid if 50 percent respond negatively to the indicators in virtual classes.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

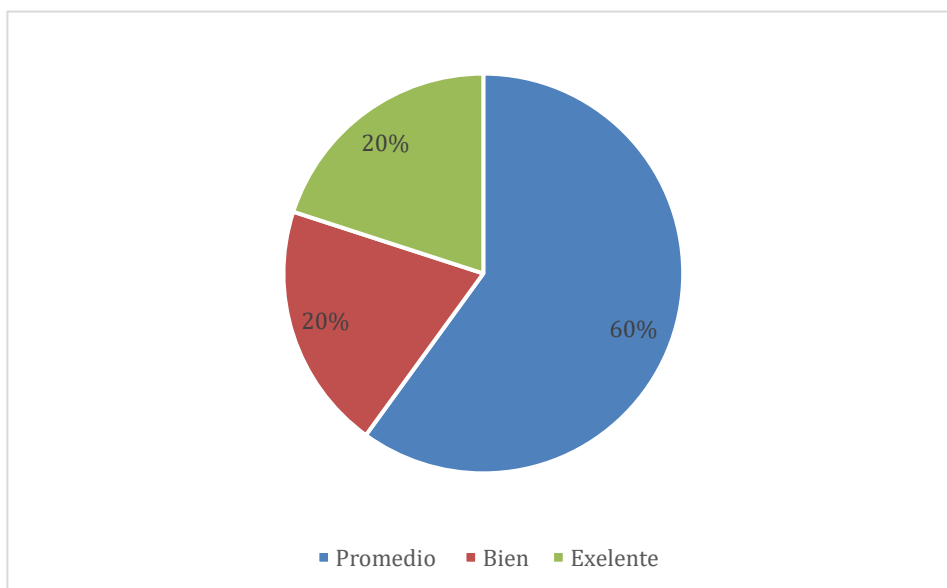
4.1 Data Presentation and Analysis

This chapter presents the collected data in a tabular presentation, analysis and interpretation of the findings based on the results of the statistical treatment applied. The data is organized in sequential order according to the questions asked in the Bajo de Reyes School Student Survey.

4.1.1 Data description

Figure 1

Graph 1. What do you think in general about distance education?

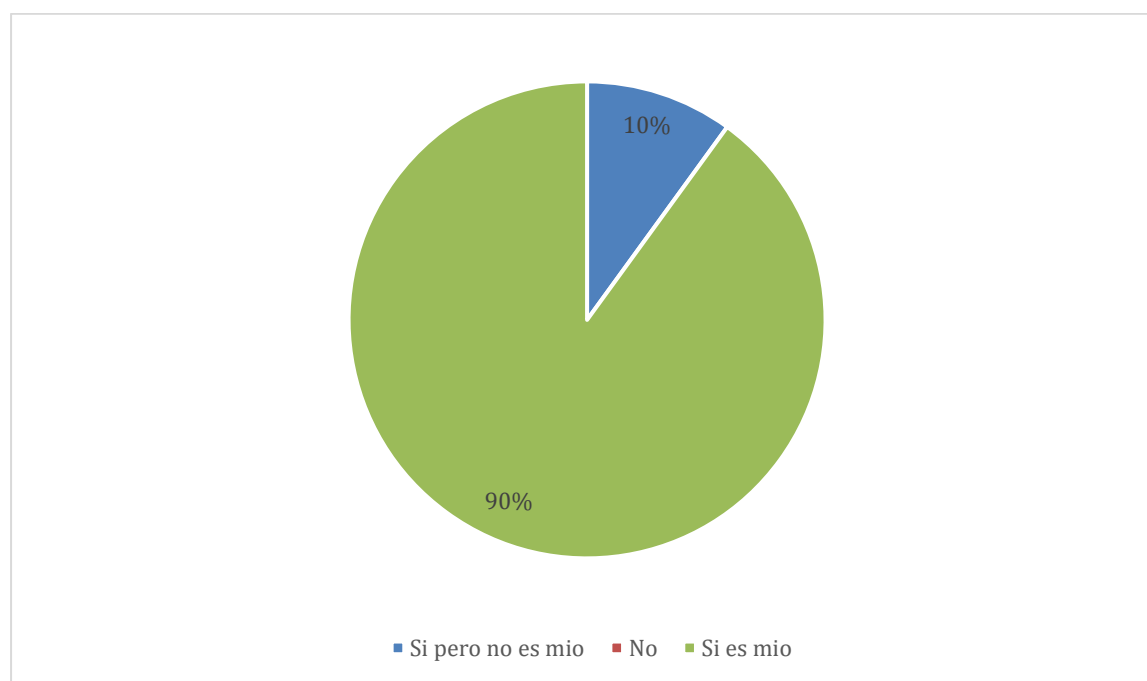


Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

In graph number one it can be seen that the sample population considers 60% average daily education, there is an interaction and behavior neither better nor worse than in face-to-face classes. In the same way, 20% of them consider that education is good, and finally 20% consider it excellent. In itself, it should be emphasized that students consider it to be a good learning method in the covid-19 pandemic, taking into account its benefits and promoting learning.

Figure 2

Graph 2. Do you have access to a device to learn online?



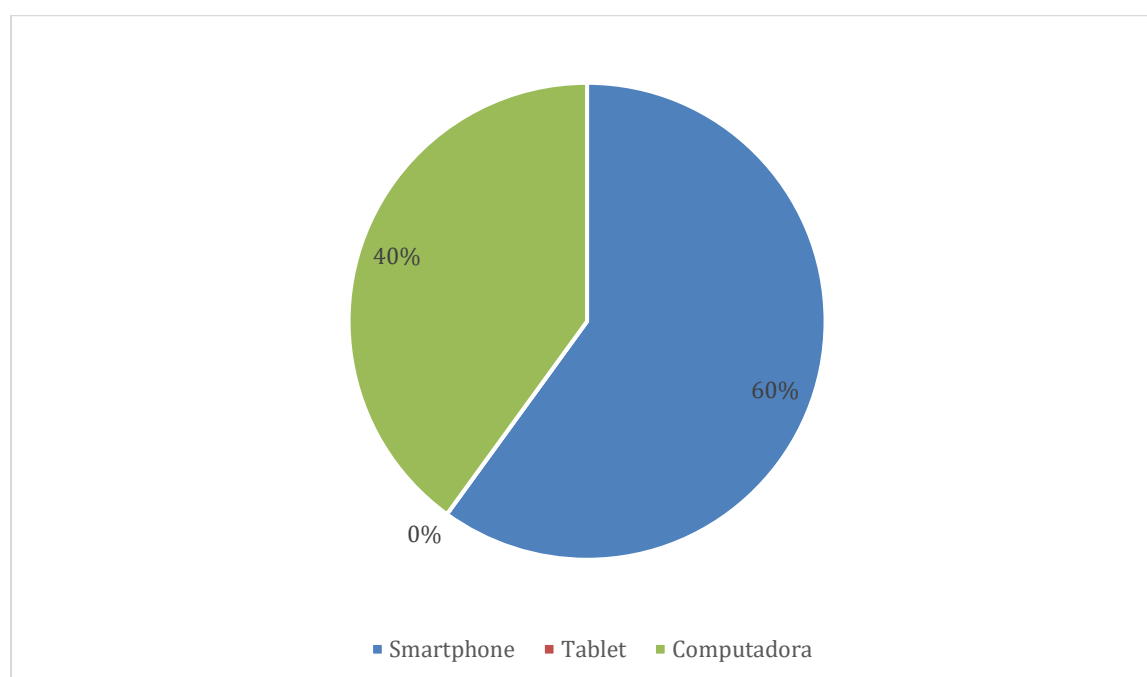
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

According to the second graph, it can be seen that 100% of the students, 90% of them have their own device to learn in online classes, that is, they have the tools and facilities available to attend virtual classes. However, there are 10% who do not have their own device, but in their homes, there is some technological tool that they can use to efficiently attend virtual classes, that

is, this graph show that students are not limited to 100% Regarding technological tools, for which can place them in the number two space, in accordance with the ministry of Public Education students who have a device and internet access reduced or limited.

Figure 3

Graph 3. What device do you use for distance learning?



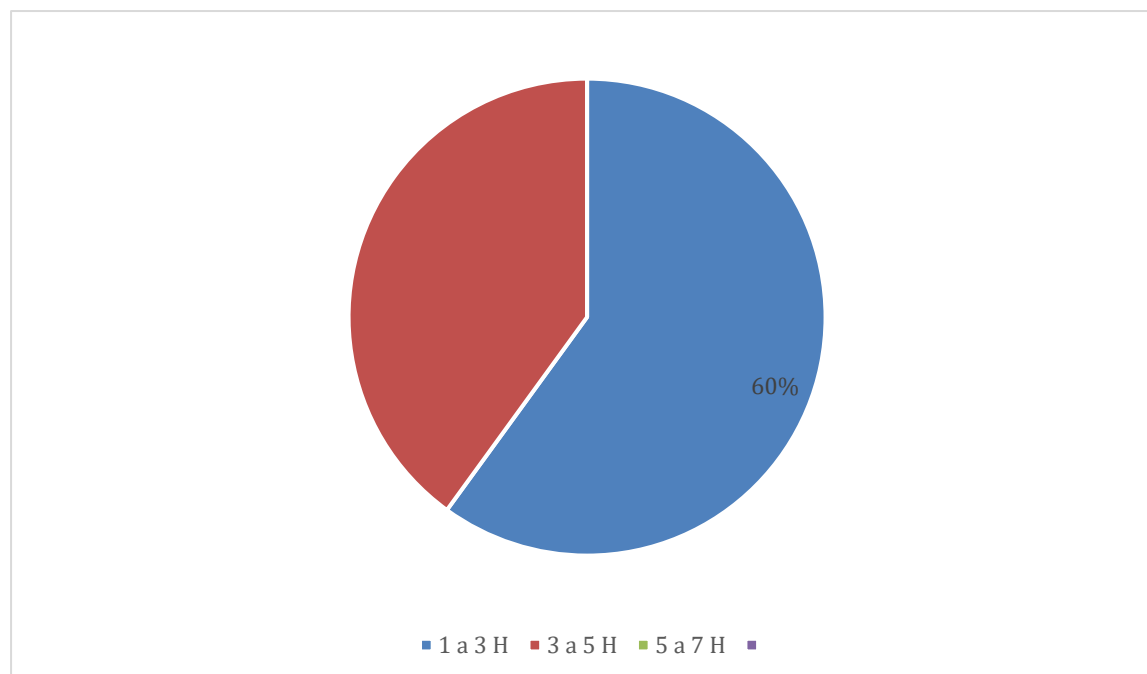
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

The following graph explains which device students use to learn in online classes, it is observed that 60% of them use a smartphone, which reduces the level of concentration since they have access to different applications at the time of the classes. connection problems in receiving a call or if you leave the meeting. But it should be noted that 40% of students do use their computers to attend classes, which will benefit them to be able to develop more activities,

dynamize in a virtual way since it is the only resource that can be used with social distancing, but without lose that important contact and interaction in virtual classes

Figure 4

Graph 4. How much time do you spend each day on distance education on average?



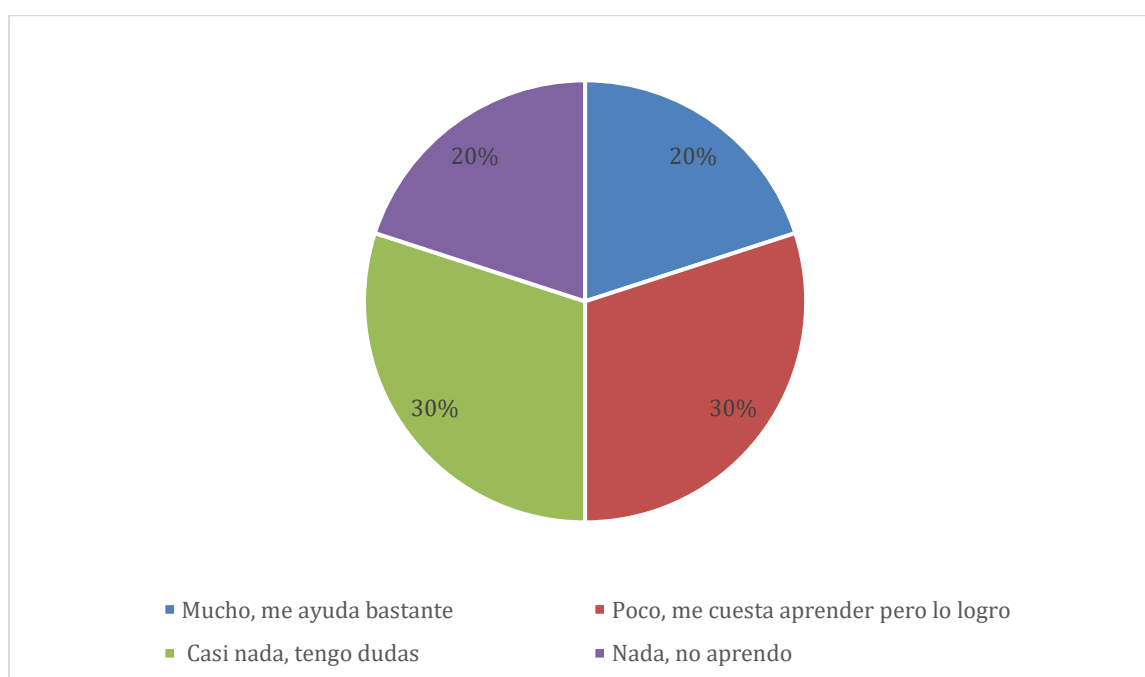
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

Next it is detailed how much time a student spends in virtual classes to the subject of English, in general it can be said that the students live 3 lessons of 45 minutes per week in person in the area of English, this is how it can be observed in the Graph that 60% of the students receive one to two hours of classes per week, and only 40% of students receive one of 3 to 5 hours per week of virtual classes. Thus, in this graph it can be seen that students have reduced their learning hours and interaction with the English language in virtual classes since the time is

reduced and only doubts about written works are evacuated, such as the Autonomous Work Guides with a very limited and reduced time to develop speech skills in class.

Figure 5

Graph 3. How effective has distance learning been for you?



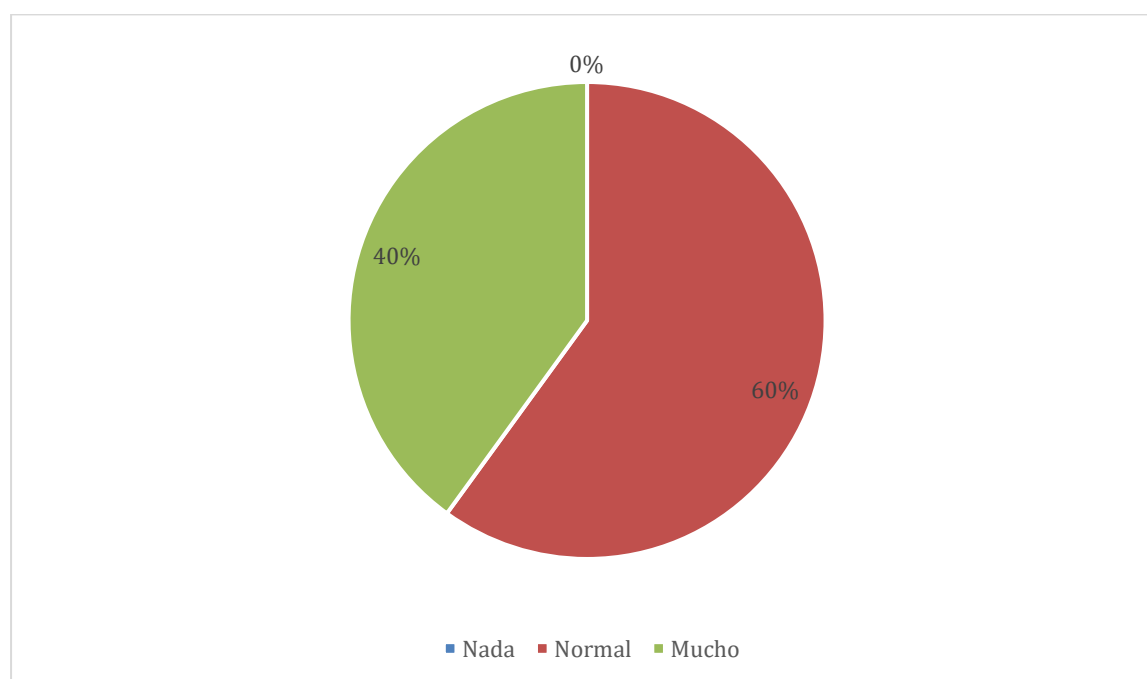
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

In the following graph it is analyzed that 20% of the students assure that they have learned enough with the virtual class modality, where their English teacher connects to evacuate doubts, and explain a little as well as having contact with them. In addition, 30% of them assure that they are ineffective but they can learn with the resolution and exercises and with the doubts that the teacher evacuates. Otherwise, 30% of the population is evidenced that assume that virtual

classes have not been very effective since they usually present doubts either in the result of the written work, being difficult for the student not to evacuate a doubt at the moment that the require. However, finally, it is seen that 20% of the students if virtual classes are difficult because it is due to connectivity problems, or difficulty in the resolution of written work at home, since most of the students have to do their tasks alone for work reasons of parents and others

Figure 6

Graph 6. How stressful is distance education for you during the COVID-19 pandemic?



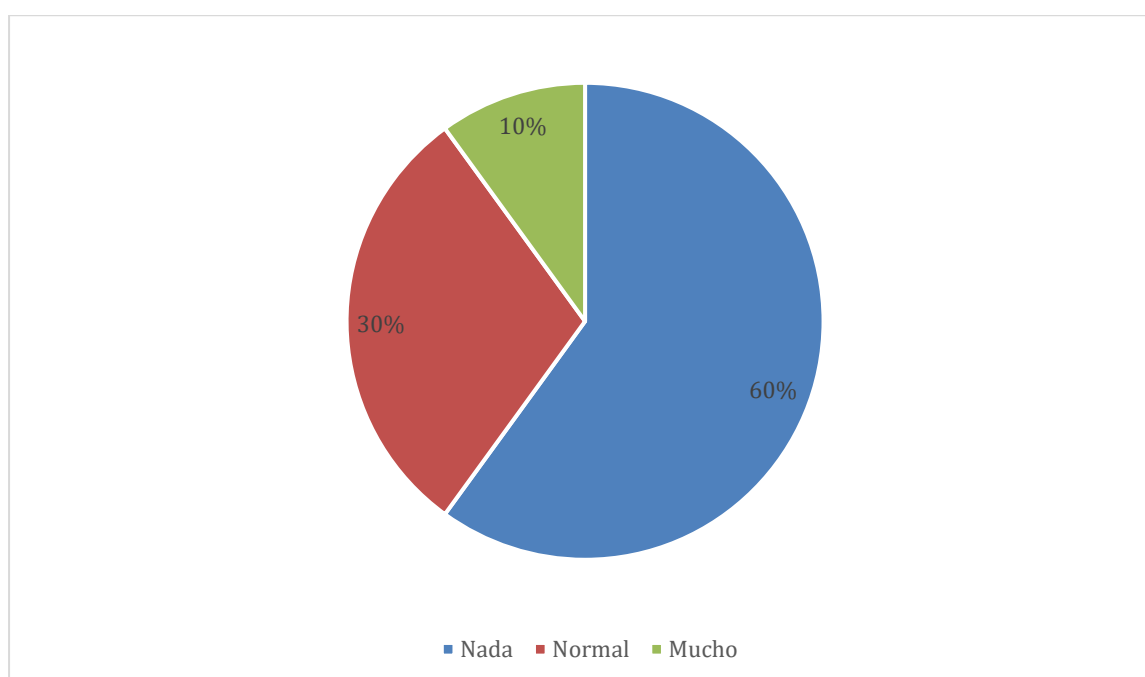
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

It is detailed in the graph that the students do not present a high level of stress in the virtual classes in the pandemic since it can be analyzed that there is a suitable environment to live the virtual classes without, interruptions, noises that make it impossible to understand or people

who are interrupting the class to be effective, 60% clarify that it is a normal environment out of stress, but nevertheless 40% if they present difficulties in their environment, with many distractions which makes it difficult to concentrate in large quantities when receiving virtual classes but it is evident that distraction and stress in virtual classes can be evidenced.

Figure 7

Graph 7. Did the English teacher have technological difficulties in class?



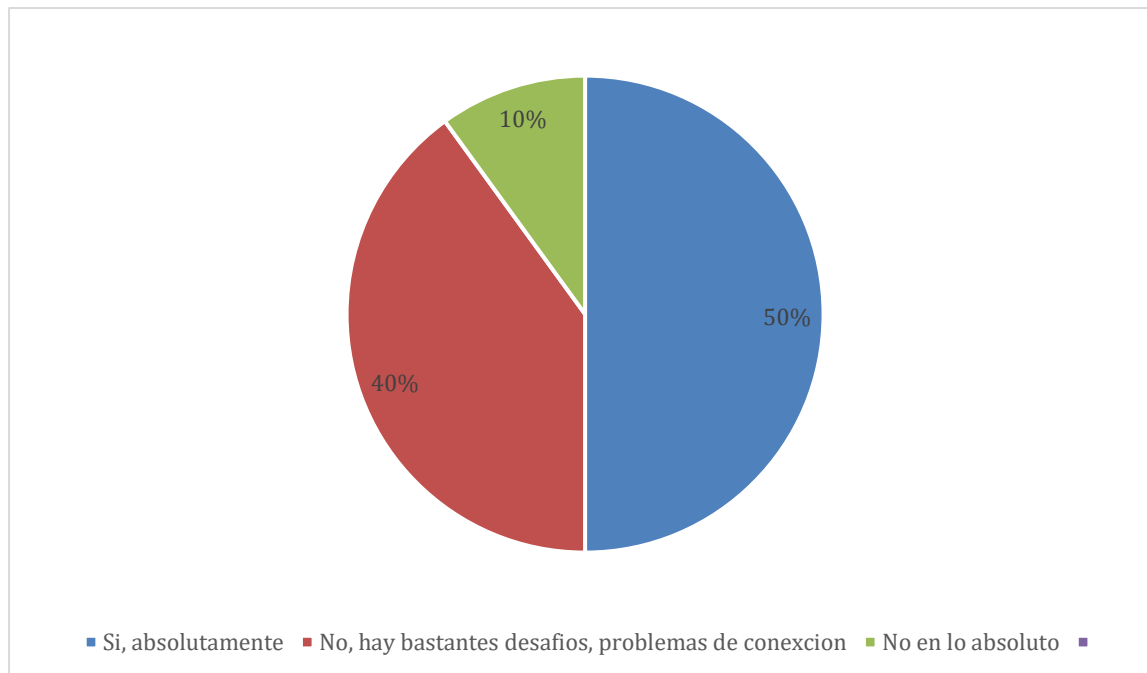
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

The percentage observed in the following graph shows that eventually with this new normal and the pandemic, many teachers had to undergo new techniques and learning tools, which is why it should be noted that 60% of the students consider that the English teacher did not present technological difficulties of how to use the Platform, new techniques and virtual learning method, but nevertheless 30% consider that it was normal, such as connection problems, lack of

time in virtual classes, little participation on the part of the students, like 10% assimilate that there is a lot of difficulty and that is the reason why they do not connect daily in virtual classes.

Figure 8

Graph 8. Are you satisfied with the technology and software you use for online learning?



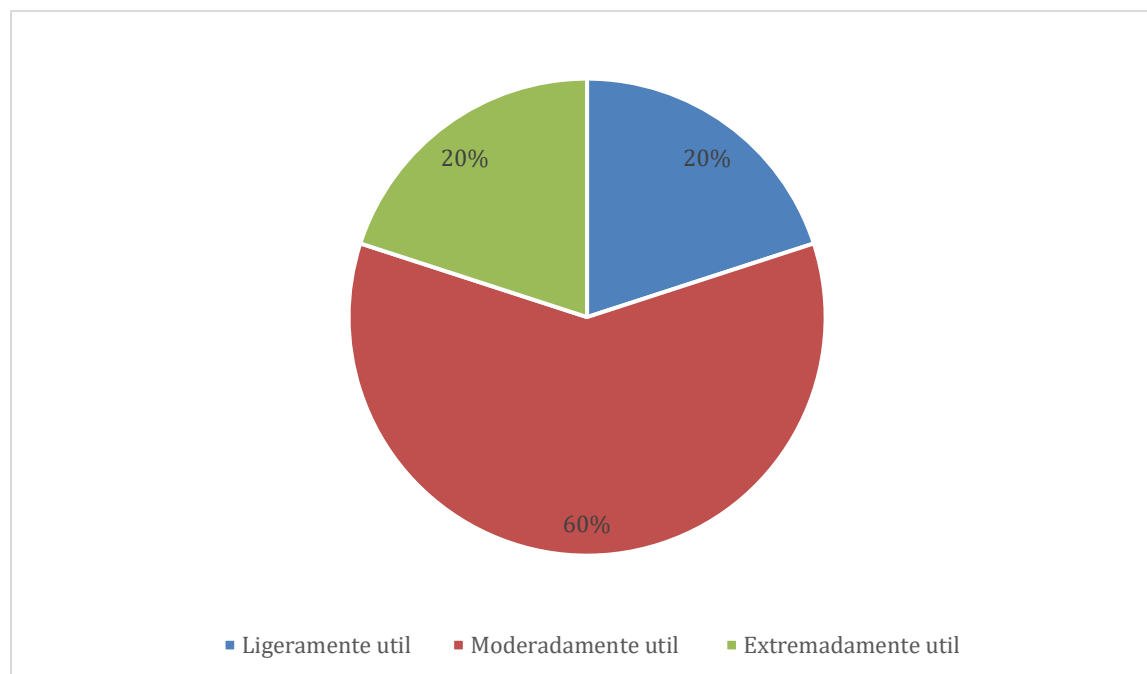
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

The following graph shows the degree of satisfaction in terms of the technology they have at home for online learning, that is, 50% feel satisfied with the tool they have, it is useful for the online class, they can contribute ideas and share in class in a satisfying way. On the other hand, there are 40% of the students who have difficulties with the technology they have, such as, for example, very slow processors, compatibility problems, accessibility since, as detailed previously in Graph number 3, 60% of the Students use the smartphone to attend classes, and

only 10% do not feel satisfied since the complexity is great. This is how clearly it can be seen that there is a large percentage of students who have problems with technology and software.

Figure 9

Graph 9. How effective are your teachers teaching online?



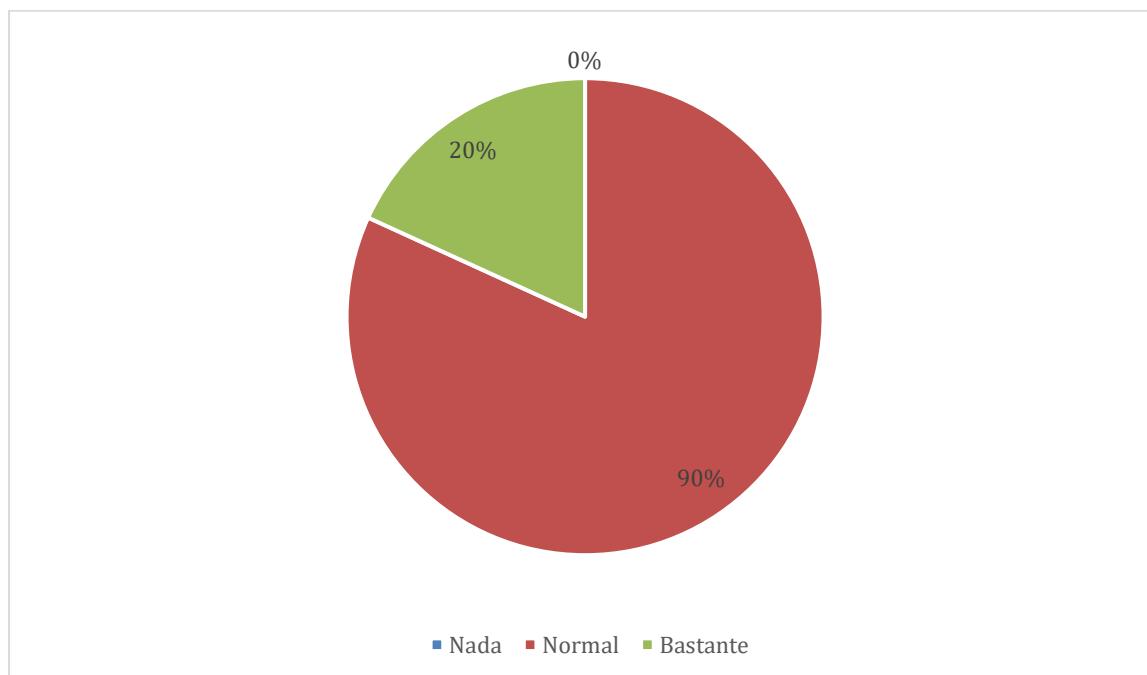
Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

The following graph shows the percentage that students consider their English teacher effective in virtual classes. It can be seen that 60% consider their English teacher moderately useful, which means that they can clarify doubts when necessary. The content it is suitable for them and it is understandable; they have the possibility to learn and increase their learning. At the same time, 20% of them take it as extremely useful, it means that learning is developing in a successful way. However, in the same way, it can be seen that there is a 20% who consider their teacher slightly useful, which means that it is difficult to evacuate doubts, many times they do not

understand the content on the lase or it is difficult for them to develop the written work effectively

Figure 10

Graph 10. How peaceful is the home environment while learning?

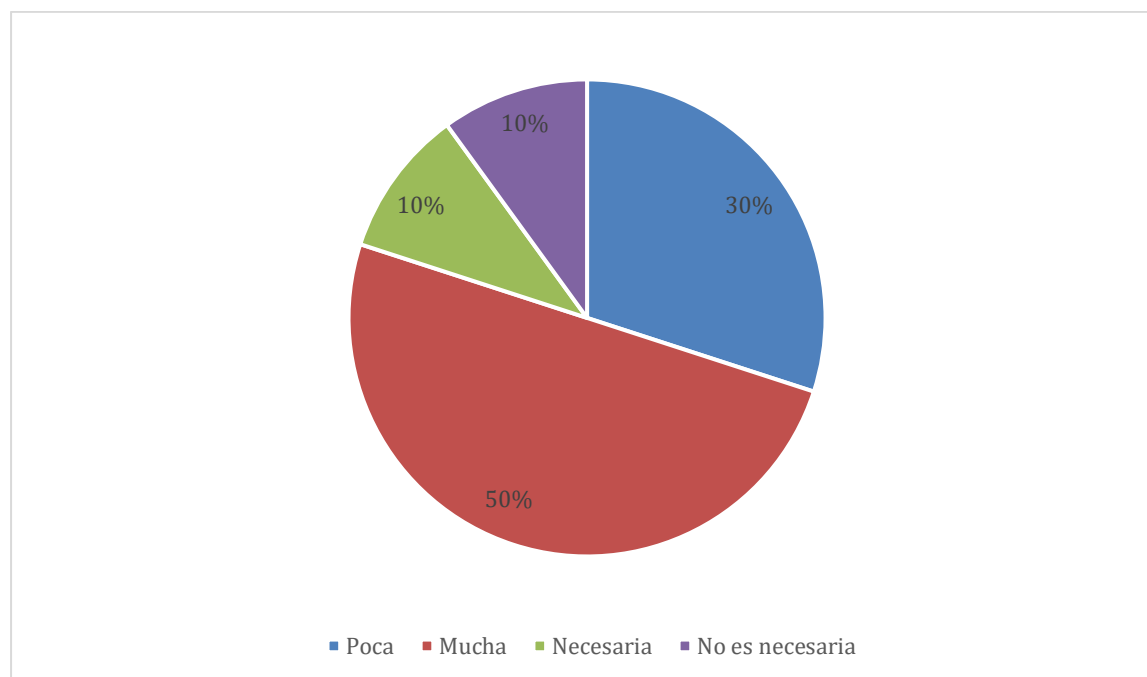


Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

It is evident that the space in which the students finds themselves at the time of receiving their virtual classes is essential for the development of the class as well as the resolution of their written work and others, as well as satisfactorily 90% of the students have an environment to live normal virtual classes, but it should be noted that 10% of them consider that they work in a fully satisfactory environment to achieve the expected learning

Figure 11

Graph 11. How important is face-to-face communication to you?

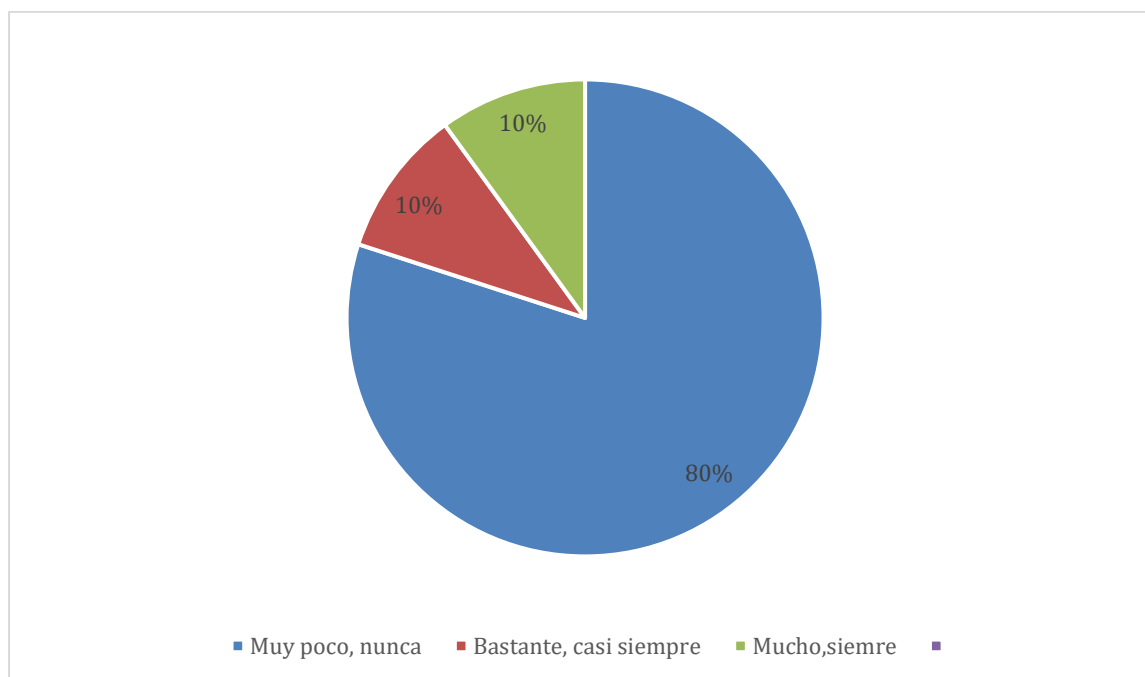


Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

This graph reflects the percentage as they consider face-to-face education and teaching. It can be seen that 30% of students consider face-to-face interaction little important, which does not limit their way of learning and that it can be easily developed from Otherwise 10% consider that it is not necessary at all, they do not need it at all, but nevertheless show the other 10% that consider it necessary at some point they will need it, this being help for the interaction and the development of A student, taking as a point of reference that there is 50% who consider that it is extremely necessary to learn and improve tasks on a day-to-day basis, and their skills, as it is in the English language, the interaction between teachers and students is essential to improve the linguistic bases

Figure 12

Graph 12. How often do you speak to your classmates remotely in English?



Source: Survey apply to students of Escuela Bajo de Reyes, March/2021.

The graph details the interaction that students have with their classmates in the English language in this recurring situation of the pandemic in their virtual classes. It can be seen at first glance that the highest percentage reflects that they have very little interaction with their peers in the language, this being 80% of them, but on the other hand there is 10% who assume that quite almost always, being the reflective part that in virtual classes there is interaction with the language among the students, like the other 10% who affirm that a lot, they are almost always in contact.

4.1.2 Interpretation or Analysis of data

According to the data presented by survey for Bajo De Reyes School students, it can be concluded as follows. Marco Fajardo in his article about Experts analyze weaknesses in distance education and agree that 'people are not prepared, He emphasizes that distance education, as it brings many innovations and learning to the student population, can be deduced that there is no a lot of teacher preparation, "apart from this connectivity issue, there is another factor, that teachers do not have enough training to teach their content virtually, the older the average age, the less digital they are" . (Fajardo, M. 2020). It can also be analyzed in the survey that a problem that the students present is connectivity, where it is an important point to be able to live an English class, since it requires at least 10 megabytes to be able to have satisfactory access and use of the application according to . (Fajardo, M. 2020). affirms that "to the connectivity problems faced by many students, especially those with fewer resources and including those living in rural areas, is added the insufficient training of teachers, especially older ones.

But without leaving aside the motivation of the students can be seen reflected in the little training that teachers present the difficulty of adapting certain topics to the virtual tool "only some content can be transmitted virtually, since there are skills, such as social ones, that depend on one's own interaction such as face-to-face for the more theoretical

"subjects it will be easier than the practical ones, to this is added the difference according to the level of education of the students. In that sense, they are the same as in person, but accentuated: the younger, the more difficult it is to retain their attention and communicate directly with them." (Fajardo, M. 2020).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Through hard work, it allows to reach conclusions in this research through objectives, instruments, surveys and observations in the data collection of this: Factors that difficult the ability of oral expression in the English virtual classes through the four stages established by the Ministry of Public Education, in students of sixth grade of Los Reyes School, Coto Region, Circute 05

As can be seen evidenced, that a large percentage of students consider average distance education since it takes a lot of teacher and student preparation, because it should be noted that students from rural areas, in scene four established by the ministry of public education are in vulnerable areas with difficult access to school, where they must travel for an hour to meet the school objective. This is how distance education for this population is limited or almost inaccessible, being the obstacle for them in their academic training during the school year in the Covid-19 pandemic.

Without forgetting that it was mentioned that many of them, being located in stage four, do not have the necessary technology to be able to achieve a satisfactory education, since there are autonomous work guides, where they carry out practices in writing but nevertheless it is important that the student evacuate doubts about any specified item or any doubt on the subject, this is where the disadvantage is seen since the student must let that doubt pass and it will not be clarified if he does not have contact with the teacher.

Likewise, it should be noted that the time established in virtual classes is very short, where there are many triggers that prevent the established hours of the students when connecting to be effective, that is, with great difficulty there is only a quarter of the lesson given satisfactorily, this being a very radical change in the student who used to spend in face-to-face

classes either one morning or one afternoon when going to receive a half hour virtually. Taking into account those students who find it difficult to concentrate and have to be being aware of them is a factor that hurts them since learning the written form with autonomous work groups are carried out at different times during the week, forgetting about the previous day.

It is evident that not all students have the same level of learning and that each of them should pay attention to their need, whether it is concentration in the class at the time that a topic is explained. That is why the student has doubts In about the attempt to carry out their subjects and not being able to have the possibility to evacuate that doubt. There is demotivation and little interest in the English subject since it is a second foreign language for the student by not being able to understand what it is that is requests or how to develop an idea due to lack of vocabulary or others is where the problem begins and the student stagnates without being able to advance due to a doubt.

However, connection problems continue to be a backwardness for students in rural areas where, with their limited access, they cannot participate in the few lessons taught by the English teacher, since, as mentioned above, access is already limited. That it is not a problem in a metropolitan area where the internet can be efficient as required by the team's platform, but without forgetting that it is not only the distance from the location of the students, but also the high amounts that must be paid for the service month by month, this being impossible for many parents who benefit from financial aid from the state. Without forgetting that they are quite reduced with technological devices to be able to participate in the lesson, many of the students are using their mobile device to attend classes but not all have their own where they can evacuate doubts either through the WhatsApp application or some other medium, if their parents are working.

But it can be clear to conclude the main factor that has affected the academy formation during the covid 19 pandemic is the presence and interaction of students with the outside world and school context, that is, all those students who need to clear their minds, leave from their problems or situations at home, took refuge in the institution where they spent a large part of day, this is how it is difficult for these students to spend a large amount of time at home, causing personal problems such as stress, anxiety, depression, more concern about their learning whether they will achieve their objective or not, that is where the face-to-face factor is important in a student, just like a student who is entering school or was in first year of school, will adapt to a new modality educational which will have many benefits but at the time that the whole situation of the pandemic is regulated again, it will have to adapt to a totally different education. also emphasizing that the teaching methods.

Currently virtual classes are different and there are a series of methods for virtual teaching such as video, conferences, chats, emails, forums, blogs and video creation, among others. But as these tools are used repeatedly, a boredom is generated in virtual classes with little interest on the part of the students, that is, motivation is lost since only the same practices and activities are done, this is how teachers must update and be pending of the innovations since as it could be seen in the observation carried out in the English class where a series of items were selected as general aspects where punctuality and the use of time were observed, it could be reflected that the virtual class has a stipulated time and by not giving the class effectively on time, a large part of the lesson is lost while the students are able to connect, and attend the class, as an important factor seen in the class was the use of quality devices, could hear the pronunciation of the teacher but not in a 100% effective way since the students had to ask the teacher to repeat the word several times. times. This is how it can be concluded that virtual classes help and benefit all those students who cannot be in contact with the school, but it plays

an important factor in efficiency since not all of us are with the same disposition and possibility to participate in them.

5.2 Recommendations

In the following space, some recommendations or suggestions that can be used or consider to improve the quality of language learning in students of Bajo de Reyes school will be given to improve their speaking skills in virtual classes. The following recommendations have been generated from a worrying perspective, seeing so many students who do not have a good command of the language or it is difficult for them and they have not made progress in learning the language, so that it is possible to correct the problem that affects the educational level and many students and are subject to the opinion of future researchers in this same field and context.

Therefore, each person is a world, they have a history and a relationship that they have built positively or negatively with English and with their own learning process. Accepting these particularities, in the present investigation regularities and patterns were identified that were presented by students who shared characteristics. It becomes known that it is a subject of great importance in which teachers and directors of the institutions should pay more attention, and not do it less, since recognizing what these causes are so that they can identify them, since the apathy of the Students towards the subject of English is sometimes generated because adequate methodological strategies are not used in virtual classes, which are not of interest to the students, or because of the negative attitude of the themselves to teach in the new modality.

But also, make it known that by not achieving the objective of preparing students for an intermediate level that allows them access to the higher level, it was possible to detect that teachers in the English area are not contemplating a good level of English. Thus, if English teachers do not put into practice the ability of speaking, students will have difficulties in

accrediting the language assessment for the higher level; that is why some strategies or tools used by teachers in the English area do not give the necessary results for the preparation of the students.

To the institution.

It is recommended have a space where students practice English as well as provide sufficient resources to English teachers. It is recommended that more hours of English classes be taught in order to reinforce the practice of the language. Otherwise, is recommended to consider the present research work and that the ability of speaking in the English area becomes part of one more content for the subject and thus reinforces and promotes more the fluidity of the students.

On the other hand, is considered important that teachers need more institutional and governmental support to get involved in continuous professional development programs. This will allow the teacher to know and make use of a wide variety of activities that promote meaningful knowledge in favor of the development of their students' speaking and listening skills in English.

Moreover, is recommended that the educational administrations of educational institutions provide resources to support the educational work of teachers in this subject. It is also recommended that teachers investigate and identify the best way to provide motivation to their students, which must be relevant and at the right time so, as not to interrupt their oral production. The educational administrations of the institutions are recommended to provide resources to support the educational work of teachers in this subject. The institution that participated in this research is equipped with technological devices to improve listening and speaking skills;

however, its use is rare. To conclude with the synthesis of this work, some important causes for the support and validity of this work:

- There is a gap in the processes of knowledge, understanding and application.
- Children are unaware of the contents, the lack of knowledge and understanding processes.

To teachers

Motivate students more to practice English, guide them in everything that has to do with English to learn more about this language. Always require that the classroom try to speak more in English to further promote the practice of this language, it would be important to make this new concept known about the cultural levels of the English language. It is also necessary that the teachers' planning includes aspects such as pronunciation and fluency of oral discourse, which will lead to the strengthening of the ability to listen. Regarding the ability to speak, teachers should emphasize pronunciation practices and at the same time motivate students to overcome their insecurity when they make mistakes in their oral practice.

Despite that, known that the role taken by teachers does not generate a learning environment where students are the protagonists of their own learning, in addition to not having challenging or cooperative situations in general. In addition, it is possible to inform that a student learns through an active, cooperative, progressive and self-directed process that aims to find meanings and build knowledge that arise, as far as possible, from the experiences of students in authentic and real situations. That is why the motivation of students to learn a second foreign language is not reflected as their needs are not considered in the learning objectives Make it known that the role taken by teachers does not generate a learning environment where students

are the protagonists of their own learning, in addition to not having challenging or cooperative situations in general. In addition, it is possible to inform that a student learns through an active, cooperative, progressive and self-directed process that aims to find meanings and build knowledge that arise, as far as possible, from the experiences of students in authentic and real situations. That is why the motivation of students to learn a second language is not reflected as their needs are not considered in the learning objectives.

To the students

Participate more in English classes, make the most of the time have on this subject to clarify all doubts, make the effort to speak only in English without fear of ridicule. Taking English courses outside the institution is also advisable, considering that English is the second most important language. Although is very helpful to be researchers, to consult all concerns to create that quality of researcher, explorer, observer and to be students who care about what want.

On the other hand, it is important to recognize that, although the factors analyzed were identified in the literature as important, they are not the only ones that influence difficulties in learning English. Throughout the process, aspects such as personality traits, self-concept and self-esteem and aptitude were present.

It is proposed to future researchers to continue this line of research to oxygenate the educational practice of educational centers, it would be important to address in future research questions that could not be addressed in the research, such as: How much does technology interfere today in learning a language as important as English? Or to what extent could the information and communication technologies present in today's secondary schools contribute to increasing the quantity and quality of student learning? Integrating research projects in the

teaching of English is a force that transcends school and time, since it opens the possibility to the construction of learning related to life, incorporating everyday knowledge to transform them into sources of deeper, general learning and significant, while forming more reflective, investigative and determined people for their life, for society.

One of the objectives of the research is to observe the level of response of the students to the different methodological strategies used by English teachers in the institution under study, both in the development and in the strengthening of the four communication skills. It is also intended that the research is useful and leads to reflection and reorientation of the teaching processes of English as a second language, which responds to a need in a real context, since on the part of the students there is a level of disinterest in a huge second language.

Finally, let it be known that it needed to develop sessions in which the priority is not to meet a schedule, some classes must focus on learning that does not end when the next hour arrives, I disconnect the next subject and so on for weeks, months, year. In order to ensure learning, make it real and make them protagonists. Students want to learn, discover and narrate things using the tools of their daily life and guided by a teacher who sets them off on a fascinating adventure.

CHAPTER VI

PROPOSAL

As a final proposal of this research, it is expected that it will be taken as a basis for future research on the factors that intervene in the learning process in the area of the English subject. As well as one of the main reasons for this problem, since as future Teachers want to motivate students to achieve fundamental knowledge, because English is a universal language and can be useful in future academic work.

6.1 Name of the proposal

Strategies to improve speaking skills in the area of English through virtual classes.

6.2 Place to be developed

The proposal of this present project will be carried out at the Bajo de Reyes School, where observations and surveys were carried out with the students to give follow-up and better power as well as reinforce that ability in the students.

6.3 General objective

- Propose strategies to reinforce speech in the teaching of English in virtual mode with the students of the Bajo de Reyes School.

6.3.1 Specific objective

- Mention different methodologies, digital material and resources that the English teacher can implement when executing the virtual class to encourage speech.

6.4 Chronogram of activities

The list of activities established in the proposal will be applied by the English teacher of the Bajo de Reyes school, so that it may encourage a good development in the speech of the students in virtual classes.

Activity	Objective	Execution
<p>Educational discussions with class themes</p>	<p>Identify important topics and develop the production of speaking skills</p>	<p>The students are divided into groups, each one is assigned a topic by the teacher where they must look for information in the notebook, the internet or any other resource they have at their disposal, the students must share their points of view in English using vocabulary what do you know</p>

Talking forums	Describe through the ability to speak situations exposed in everyday life	The teacher shows them an image, paragraph or video where a situation arises, the students must comment on what happened, why, how and a possible solution to the situation presented by the teacher orally
Presentations	Present on relevant topics for students where they have to use english proficiency	Students make presentations of topics seen in classes, or their personal habits, tastes or preferences, this is how students feel more motivated to speak or present topics of interest
Talking tom	Reproduce sentences to improve memorization and production	The teacher says a sentence in English about an important topic where it is structured by pronouns, verbs, adjectives, adverbs and complement, the students must repeat that they understood or the complete sentence if they could memorize it easily

ABC game	Creating conversations that makes sense until you reach the end of the alphabet.	How to play: say a sentence that begins with the letter "a", and then your partner says another that begins with the letter "b". Afterwards, you should take turns with your partner to say sentences that begin with the next letter of the alphabet.
Draw me something	Identify the ability to express themselves in the area of English through speech	Choose an image, from the Internet, a book or a magazine, and do not show it to your partner. Then describe the image in detail for your partner to try to draw it. When your partner is done, compare the images and see if they are actually similar.

6.5 Necessary budget for its implementation

Budget

Materials	Quantity	Cost
Internet	El que sea accesible	12000
Total		12900

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Survey

SURVEY FOR BAJO DE REYES SCHOOL STUDENTS

The questionnaire is made up of twelve questions in total for sixth grade students and anonymously where they must select the answer that most closely matches their criteria.(Anonymous survey)

THESIS SUBMITTED TO OBTAIN THE LICENCIATURA DEGREE IN ENGLISH LANGUAGE TEACHING.



1. ¿Qué opinas en general sobre la educación a distancia?

- Promedio
- Bien
- Excelente

2. ¿Tienes acceso a un dispositivo para aprender en línea?

- Sí, pero no es mio
- No
- Si , es mio

3. ¿Qué dispositivo utilizas para el aprendizaje a distancia?

- Computadora
- Tableta
- Smartphone

4. ¿Cuánto tiempo dedicas cada día en promedio a la educación a distancia?

- 1-3 horas
- 3-5 horas
- 5-7 horas

5. ¿Qué tan efectivo ha sido el aprendizaje a distancia para tí?

- 1 2 3 4 5
- No ha sido efectivo en absoluto Extremadamente eficaz

6. ¿Qué tan estresante es para ti la educación a distancia durante la pandemia de COVID-19?

7. ¿Presentaba la maestra de inglés dificultades tecnológicas en clase?

- Nada
- Normal
- Mucho

8. ¿Estás satisfecho con la tecnología y el software que utilizas para el aprendizaje en línea?

- Sí, absolutamente.
- No, hay bastantes desafíos, se pega
- No, en absoluto.

9. ¿Qué tan efectivos son tus profesores al estudiar en línea?

- Ligeramente útil
- Moderadamente útil
- Extremadamente útil

10. ¿Qué tan pacífico es el ambiente en casa mientras se aprende?

- Nada
- Normal
- Bastante

11. ¿Qué tan importante es la comunicación cara a cara para ti ?

- Poca
- Mucha
- Necesaria
- No es necesaria

12. ¿Con qué frecuencia hablas con tus compañeros de clase a distancia en inglés?

- Muy poco, nunca
- Bastante, casi siempre

- Poca
- Mucha
- Necesaria
- No es necesaria

12. ¿Con qué frecuencia hablas con tus compañeros de clase a distancia en inglés?

- Muy poco, nunca
- Bastante, casi siempre
- Opción 3
- Mucho, siempre

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**UNIVERSIDAD
HISPANOAMERICANA**
SERIEDAD Y PRESTIGIO

THE OBSERVATION IS MADE UP OF A SERIES OF INDICATORS TO CARRY
OUT THE EVALUATION OF A VIRTUAL CLASS IN THE ENGLISH AREA IN THE
COVID19 PANDEMIC.

Observation Guide					
Class:				Date:	
Topic:					
<p>The aspects that should be considered in a class for both teachers and students are presented.</p> <p>Instructions: Mark with an X if on the ascending scale if the class meet the above criteria</p> <ol style="list-style-type: none"> 1. Excellent: Performs the trait in a way that is higher than expected. 2. Very good: Performs on the trait in an expected manner. 3. Good: Performs less than expected on the trait. 4. Not performed: The trait is not observed or had difficulty performing it. 					
CRITERION	TRAIT	1	2	3	4
General features	Punctuality				
	Use of time				
	Originality in the presentation				
	Eye contact in virtual classroom				
	Voice tone				
	Students participation				
Content	Vocabulary				

	Content mastery				
	Seek the student's attention.				
	Exemplified				
Audiovisual	Letter size				
	Sound				
	Connection				
	Orthography				
	Audio and video playback				