Universidad Hispanoamericana

Faculty of Education

Licentiate in English Teaching

THE EFFECTS OF VIRTUAL TEACHING IN THE LEARNING OF COMMUNICATIVE SKILLS WITH BEGINNER LEVEL LEARNERS AT INSTITUTO NORTEAMERICANO DURING THE III QUARTER OF 2021.

Sustentant

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Tutor

Yanory Arguedas Carballo

San José, September 2022

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DECLARACIÓN JURADA

Yo Priscilla Quiros Solano, mayor de edad, portador de la cédula de identidad número 16200428egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de _ THE EFFECTS OF VIRTUAL TEACHING IN THE LEARNING OF COMMUNICATIVE SKILLS WITH BEGINNER LEVEL LEARNERS AT INSTITUTO NORTEAMERICANO DURING THE III QUARTER OF 2021.

, juro solemnemente que mi trabajo de investigación titulado: es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; articulo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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Priscilla Quiros Solano

Firma del estudiante

Cédula: 116200428

CARTA DEL TUTOR

San José, 26 de noviembre de 2021.

Universidad Hispanoamericana
Enseñanza del ingles

Estimados señores:

La persona estudiante Priscilla Quirós Solano, cédula de identidad número 116200428, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **The Effects of Virtual Teaching in the Learning of Communicative Skills with the beginner level learners in the Instituto Norteamericano in the III quarter of 2021**, el cual ha elaborado para optar por el grado académico de Licenciatura en la enseñanza del inglés.

En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoria 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
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e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL		100

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

Atentamente,

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Estimado señor
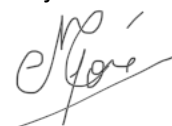
La estudiante Priscilla Quirós Solano**,** cédula de identidad 116200428, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "The effects of virtual teaching in the learning of communicative skills with beginner level learners at instituto norteamericano during the III quarter of

2021".el cual ha elaborado para obtener su grado de "Licenciatura en la
Enseñanza de Inglés."

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

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

Atte.

Firma
Nombre: Msc. María José Herrera Araya
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Cordialmente,

Priscilla Quiros Solano

116200428

v.   Dedicatory

    I dedicate my thesis to my mom, who has always supported and motivated me to study and pursue my dreams and have always believed in my capabilities and in me. Thank you for paying for my education and encouraging me to keep studying to get me licentiate degree. I am grateful, because during this process you have always been by my side cheering and helping me as much as you could. Thanks to you, Mom, I have become the professional that I am. This thesis is as much yours as it is mine.

Also, to all the family, teachers, and friends who always believed in my abilities and were part of my growth and development during this year.

vi.   Acknowledgments

To my tutor, without you and your virtues, your patience and perseverance, this job had not been so easy. Her advice was always useful when the ideas to write what I have achieved today did not come out of my mind. You were an important part of this story with your professional contributions that characterize you. Thank you very much for your many words of encouragement when you need them most; for being there when my work hours got confusing. Thank you for your guidance.

To my parents, you have always been the engine that drives my dreams and hopes, who were always by my side on the most difficult days and nights during my study hours. They have always been my best life guides. Today when I finish my studies, I dedicate this achievement to you, dear parents, as one more goal achieved. Proud to have chosen you as my parents and that you are by my side at this important moment. Thank you for being who you are and for believing in me.

A research work is also the result of recognition and vital support offered by people who esteem us, without which we would not have the strength and energy that encourages us to grow as people and as professionals.

ix.   Summary

Virtual courses offer a unique opportunity for the student to share experiences with others, which reinforces the sense of collaboration and community. In addition, the student receives control of his time, his resources and can choose the best learning path according to his preferences and abilities. From anywhere and at any time, students can access their virtual courses. On the other side, teachers can update their materials and discussion topics instantly which keeps the courses fresh and consistent with the present time. Although it seems contradictory, virtual education does allow personal contact between the teacher and the student. The exchange of written messages and the possibility of detailed monitoring of progress provide educators with a knowledge of the student, many times greater than in face-to-face courses.

Teaching represents a challenge when it comes to finding new dynamics and ways of transmitting knowledge to others, especially in times when information is almost immediate, and the socialization dynamics have changed. Furthermore, virtual education is one of the new teaching methods today, and it uses technology to educate remotely, removing the barriers of distance and, why not, time as well.

Los cursos virtuales ofrecen una oportunidad única para que el alumno comparta experiencias con otros, lo que refuerza el sentido de colaboración y comunidad. Además, el alumno recibe el control de su tiempo, sus recursos y puede elegir el mejor camino de aprendizaje según sus preferencias y habilidades. Desde cualquier lugar y en cualquier momento, los estudiantes pueden acceder a sus cursos virtuales.

Los profesores pueden actualizar sus materiales y temas de discusión al instante, lo que mantiene los cursos actualizados y coherentes con el momento actual. Aunque parezca contradictorio, la educación virtual sí permite el contacto personal entre el profesor y el alumno.

El intercambio de mensajes escritos y la posibilidad de un seguimiento detallado de los avances proporcionan al docente un conocimiento del alumno muchas veces mayor que en los cursos presenciales.

La docencia representa un desafío a la hora de encontrar nuevas dinámicas y formas de transmitir nuestro conocimiento a los demás, especialmente en momentos en los que la información es casi inmediata y nuestras dinámicas de socialización han cambiado.

La educación virtual es uno de los nuevos métodos de enseñanza en la actualidad y utiliza la tecnología para educar de forma remota, eliminando las barreras de la distancia y, por qué no, el tiempo.

x. **Introduction**

The purpose of this document is to define and characterize the communication and interaction processes developed in virtual learning contexts. It is essential to promote the construction of collaborative learning in the teaching-learning process, which generate environments that main characteristics are the closeness and cohesion of the group; from the design of the interactions, geographic differences and personal distance are reduced.

The literature highlights the importance of understanding and analyzing the dimensions that intervene in the design and development of interactions in virtual learning contexts, for the efficiency and relevance of the design of learning activities in online courses, so that learning is fostered through collaborative efforts by the exchange of ideas, and interpersonal relationships are strengthened.

In addition, the incorporation of information and communication technologies in the academic field has brought with it not only the support of curricular and research activities but has also promoted the exchange of information between students and teachers in a dynamic way through the Internet. This has given rise to the establishment of new learning environments based on the use of the Internet as a means of disseminating knowledge.

Additionally, this approach to education incorporates new pedagogical models of conducting the classroom to turn it into an open field of knowledge where the teacher must develop leadership functions by proposing ideas, theories, and virtual collaborative methods in to improve the teaching-learning process. For their part, the student requires a high level of responsibility to manage the time necessary in the development of the course, so they must show personal effectiveness, practice good study habits and strategies, and a willingness to learn in a new environment.

CHAPTER I

RESEARCH PROBLEM

1.1 PROBLEM APPROACH

This investigation is carried out with students of the Instituto Norteamericano aged between 6 and 50 years old, in a group of beginners, in the province of San Jose during the third quarter 2021.

1.1.1 ANTECEDENTS

Through the evaluation and investigation of various bibliographic sources, it is possible to determine some background related to the proposed research topic and its problematic, such information is directly related to the issues of the present search due to the data consulted which also displays the difficulties virtuality faces; thus, some examples are exposed as follows.

As it has been established by Salas (2021).

The 2020 pandemic provoked by the COVID-19 reached pretty much every single corner of the planet and, without a doubt, affected every human action, education was not an exception. Thousands of educational institutions both public and private starting from kindergartens up to universities all over the world were forced to put their face-to-face activities on hold and reinvent themselves to continue providing educational services to their students while protecting their health as well as the health of those who work for them, teachers, and administrative staff. (p.50)

Accordingly, it can be determined the magnitude of the pandemic and how it changed people´s life in every aspect, but mainly in the educational field. Hence, professors and students should have encountered a new way to continue with the teaching-learning process. It has not been easy but fortunately, new forms of teaching have been found to provide students with the adequate tools and methods so they can continue learning.

On the other side, it has been established by Liu (2020), that there is still hope for those who believe in the progress using ICT´s. "The increased availability and development of immersive

technologies have given students growing opportunities to engage in different educational subjects." (p. 2). Therefore, it may be told that the virtualization can and still has positive impact on the learners 'educational development, it is just a matter of looking for the proper tools and strategies so every student can have access to the educational process. Furthermore, for students whose access to internet or to a technological device is limited, there is still a lot to do. Educators can use several sources to continue teaching the contents.

Another important affirmation is made by Vargas and Villalobos (2018). They sustain that the virtualization and the use of several applications and tools have come to help in the teaching-learning process; even though, it has not been easy going through the learning of using these methods, it is not impossible either. This situation has facilitated greatly the possibility to continue teaching using a great variety of strategies for doing so.

The objective of this study is to determine how the use of Moodle online educational platform helps students …. A high percentage of the students from these majors work and study facing adverse conditions. Improvements in mediation, variety of resources, and autonomous learning may turn into meaningful learning opportunities for students. (p. 2).

Additionally, it may be necessary to mention the importance for educators, parents, students and for the educational system itself, that being able to find new ways of teaching during the pandemic, has been a must to continue with the teaching-learning process due to the fact that this theme cannot be left aside. Thus, to provide the contents and all the input to the learners it has been an obligation to look for new methods of teaching.

The closure of schools because of COVID-19 has been a critical global incident from which to rethink how education works in all our countries. Among the many changes

generated by this crisis, all teaching became mediated by digital technologies. (Pozo et al,

2021. Para 2)

As a matter of fact, this paper emphasizes specifically on examining the practices that many

educators have made regarding the use of ICT´s throughout the quarantine time to get acquainted with

its functionality in order make possible to continue with process of teaching. In this way, all learners and

families can succeed, able to get the proper knowledge, and put in into practice as well since these

methods of teaching permit to continue learning the subjects with less difficulties.

… besides the big challenge teachers are facing they are doing their best to

provide students with alternatives to have the material and continue with learning English as

Foreign Language. A well-develop society requires professionals that fit their needs, in areas

like medicine, finance, and education. (Acuña, 2021, p. 3).

According to the previous quote, it is valid to highlight the great relevance of doing this

investigation which defines the importance of the virtual classes due to the pandemic situation. It is

worth mentioning the big labour educators have been doing to provide learners with the appropriate

material so they may continue learning. As mentioned before, it has not been an easy job, but every

person has done their best, giving it all not to be left behind. Moreover, due to the pandemic, technology

has become a must for everyone and for everything, making a good use of techs ensure the improvement

in learning and acquiring knowledge to be able to continue life.

Alternatively, another research study mentions the importance of online classes and how it

benefits both students and professors, making it easier to continue with the communication among them

so the teaching-learning process is not left behind; on the contrary, people, learners and institutions can

succeed throughout the practice and make a good use of all the technological tools available.

"The aim of online communication is the same as that of face-to-face communications: bonding; exchanging information; being heard and being understood. Fostering a sense of community in online classes will make the students' learning experience more meaningful and it can help them stay connected during the course life. "(Alawamleh, 2020, p. 2)

1.1.2. PROBLEMATIZATION

Firstly, nowadays most of students have a hard time keeping up with their homework when they are learning at home. Without the natural supports that exist in the classroom, they can be easily distracted and lose track of time. There are some complications during the class observation in the virtual classes, for example the participation of the learners, they do not participate during the lesson even if the teacher asks some questions or adds some comments, not in the activities of the class.

Also, with this problem of the Pandemic "Coronavirus-19," the institution decides to follow the virtual classes; for this reason, the learner must get virtual lesson at home, in their schedule and in some cases the internet does not function in a better way, or some students do not have internet at all nor a computer to be able to access the lesson in a virtual form. Moreover, another factor is the pronunciation that the students do in a regular way when they must pronounce a specific word or sentence, they pronounce it bad and the motivation to communicate between teacher and students is not good enough sometimes. As well as the communication between each student with the rest of the class. In addition, when the professor is explaining a topic in virtual classes and asking questions for the students in some cases the learners do not response and not participate in classroom according of the topic that the professor is teaching in the classroom. Hancock (2018) mentions that pronunciation is more than listen and repeat. Pronunciation includes features of language like vocabulary and grammar and skills like speaking and listening. Like vocabulary and grammar, learners pronounce by noticing and understanding rules and patterns which lie beneath the surface of speech.

1.1.3 JUSTIFICATION

Nowadays, the professor faces diverse situations in the classroom. Therefore, it does not matter the condition of the student and its characteristics; the objective of the leader is to accomplish the goals of the course in each pupil. Most of scholars are different in skills and abilities, dissimilar interests, strengths, and weaknesses. Nowadays, with this pandemic the presential classes must be changed it for virtual classes. Consequently, the objective is being capable to work with these pupils in virtual classes.

That is why the investigator has developed a project in the research and teaching approaches to beginner students and improve the relationship with the rest of the student community and the teacher in the virtual classes. This work will not only provide basic information on learning, but also the contributions and benefits based on this topic that will detail specific and important points regarding education with virtual classes. It is essential that the teacher accompany the student in the learning process. According to this, the learners must have participation in the learning process if parents, teachers, professionals involve and help the learner in the learning process. Schritter (2022, p.1), mentions that a professor's attitude toward his or her students can dramatically affect class participation in one direction or another. Students are more likely to participate in class if they have a comfortable relationship with their professor. This means that the professor does not write off the student's response or contribution. This also means that the professor is patient with all his or her students, listens to every response with attention, and provides feedback that is both positive and constructive. Professors can increase participation by creating a safe and respectful class environment. They can also improve the situation by learning the names of their students, so that each individual feels that their opinion is valued.

Teaching a language to beginner' students should go beyond knowledge or skills in the subject, but educators need to focus on following steps and recommendations to provide relevant and meaningful

learning for this population. In other words, the interest of this research work is based on the information, educational techniques, routines, and organization that the facilitator must know to manage children or teenagers with this level and that through this project the author acquires knowledge and experience in the field of English teaching focused on communicative skills in online classes.

1.2 FORMULATION OF THE PROBLEM:

What are the effects of Virtual Teaching in the Learning of Communicative Skills with the beginner level learners at Instituto Norteamericano during the III quarter of 2021?

1.3 RESEARCH OBJECTIVES

1.3.1 GENERAL OBJECTIVE

Analyze the Effects of Virtual Teaching in the Learning of Communicative Skills with the beginner level learners at the Instituto Norteamericano during the III quarter of 2021.

1.3.2 SPECIFIC OBJECTIVES

- Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
- Investigate the effect of audiovisual tools in virtual environment for communicative skill development of the beginner's learners in the Instituto Norteamericano during the 3rd quarter of 2021.
- Design a proposal with different techniques that the professor can apply in virtual classes with the beginner's learners in the Instituto Norteamericano during the 3rd quarter of 2021.

1.4. SCOPE AND LIMITATIONS

1.4.1. SCOPE

The institution from the study or research is the Instituto Norteamericano located in San Jose, Costa Rica.

1.4.2. LIMITATIONS

In these virtual classes are some of the limitations that could be experienced such as the internet connection in some cases is not good for some learners when they must enter in a meeting in zoom or teams. Also, some students do not like virtual classes and the observation must be during the virtual class of the group.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. HISTORICAL CONTEXT

The institution is the Instituto Norteamericano is in San José: Central Avenue, from Tienda (Plaza) Universal, 50 east, La Unión building, 4th floor. (Upper La Bomba pharmacy)., San José, Costa Rica. This company is a building in where they teach English for people of ages 13-50 years old. Also, there are five modules, introductory, basic, intermediate, and advanced. Moreover, there are 15 professors who teach in virtual classes every day of the week and Saturdays. The learner's study with a book called Interchange Edition from Cambridge.

According to the information from the mission of the institution, the program allows the student to be able to master in a spontaneous agile, and fluent way, the four fundamental areas of the English language: reading, writing, listening, and speaking in English classes. "Our teaching team is made up of experts in the teaching of English as a second language, graduates of national and foreign universities." (Instituto Norteamearicano, 2021, p. 2)

"Learning English is not an easy task, which is why in more than a decade dedicated exclusively to teaching English we have designed a course that will never be frustrating" (Instituto Norteamericano, 2021, p. 2). According of this, this is the vision of the institution for them it is essential that the students practice every day the language, reinforce in class the pronunciation, practice the English alone or with the classmates.

"We hope that all our students feel the dedication and enthusiasm of all our staff, as well as the joy that learning English will expand your opportunities for the rest of your life. (Instituto Norteamericano, 2021, p. 3). The more motivated a student is, the more involvement he will have in his study, the more dedication and attention he will pay to his tasks and, therefore, he will have greater ease

in reaching his academic goals. Likewise, the motivation will be able to progress in their skills and abilities, as well as overcome their limitations.

"The North American Institute was founded to serve the needs of the Costa Rican community around language learning. Costa Rica sits at the crossroads of the world and those with the best communication skills and multiple language fluency will be best able to take advantage of the opportunities Costa Rica's bright future will present." (Instituto Nortemearicano, 2021, p.3). It helps you empathize. Learning a language is knowing another culture. That is another of the most outstanding advantages of knowing English because it helps to understand, accept, and respect the diversity of the world. For that reason, it is our goal to bring the most modern methodologies, technologies and, Certified instructors to our students so that they can achieve actual results and substantial improvement in their language learning. (Instituto Norteamericano, 2021).

2.2. THEORETICAL-CONCEPTUAL CONTEXT

2.2.1 VERBAL COMMUNICATION

Verbal communication is the interaction between two or more people, either orally or in writing. It is fundamental in any human relationship and, therefore, it is present in daily life, for example, in interviews, letters, email and conversations.

Verbal communication refers to the utilization of words to express ourselves in front of other people. Thus, it is an inclusion of both spoken and written communication. Although most people prefer verbal communication to describe only spoken communication. The verbal part of communication refers to the words that we choose, and how they are heard and interpreted." (AdmitKard, 2020, p 1).

According to this, verbal communication is everything that is expressed through words, while non-verbal communication is the information transmitted through gestures and body language.

Cohering to the dictionary verbal communication is the use of sounds and words to express yourself, especially in contrast to using gestures or mannerisms (non-verbal communication). An example of verbal communication is saying "No" when someone asks to do something, and the person does not want to do so." (Your dictionary,2020).

According to this, verbal communication is the way each person communicates and expresses their feelings, opinions and thought in different environment, for example, at work, at school and at home with friends and family. This means that it necessarily requires the use of written or oral words or expressions. Verbal communication is expressed through words or writing in such a way that written or oral language is used so that it can be carried out. Also, the importance of the verbal communication is the interaction between two or more people, either orally or in writing form. It is fundamental in any human relationship. Therefore, communication is present in daily life; for example, during job interviews, writing letters or emails, among others. (AdmitKard, 2020)

2.2.2 BODY LANGUAGE

Body language it is a form of non-verbal communication that is based on the gestures, postures and movements of the body and face to transmit information. It is usually done unconsciously, so it is a good indicator of the emotional state of the person.

Body language is important to the way students read you. For example, frequently crossing your arms can put students on the defensive and make it look as if you're closing yourself off to communication. If you do not know what to do with your hands, try pressing your fingers

against each other in front of your chest. Students are more likely to be receptive to your ideas if you have body language that is open to them. You also can utilize hand gestures to make a point. We all know what a finger to closed lips means or a wagging finger. (Pickett,2020, p. 3).

According to this quotation, when talking in front of an audience people are using body language, nonverbal signal that all humans use to communicate daily with other people. Also, it can utilize hand gestures to make a point.

Body language refers to the nonverbal signals that we use to communicate. According to experts, these nonverbal signals make up a huge part of daily communication. From our facial expressions to our body movements, the things we do not say can still convey volumes of information. It has been suggested that body language may account for between 60 to 65% of all communication. (Cherry, 2019, p. 3).

Body language encompasses all the conscious and unconscious signals of the body that give information about a person's emotional state or intentions. All non-verbal expressions of gestures, facial expression, body posture, and movement are included here.

2.2.3 EYE CONTACT

Eye contact is a form of body language which is important during communication. How we present ourselves and communicate with others aside from talking is by our body language. The body language speaks more than words which then logically accounts for a bigger percentage of our communication skills. Therefore, our eyes speak volumes about us and how we communicate. Eye contact is a situation in which two people look directly into each other's eyes. It is considered an important part of effective communication. It is one of the keyways in which we make connections with other human beings.

Eye contact is another way to improve your nonverbal communication skills. When you look around your classroom, you secure the trust of your students while also getting their attention. In addition, if a student is acting up, you can try the five second stare." (Pickett,2020, p.1).

Eye contact is one of the most powerful tools in non-verbal communication, and the starting point for active listening. It works like a switch: it turns our connection with others on and off and makes us seem approachable. It all starts when eyes meet and ends when eyes avoid each other. What happens in between depends largely on our ability to attend, understand, and feel. It is a matter of sensitivity. Furthermore, eye contact and facial expressions provide important social and emotional information. People, predominantly unaware of it, mutually examine each other's eyes and faces for positive or negative signs about their mood, as stated below.

Our eyes have the power to communicate what we are feeling and how we perceive a situation. It is imperative for us to put in the required effort so that we master the art of making appropriate eye contact to ensure that we are good with our social and interpersonal skills. (Ezeanya,2013, p.3).

"Researchers studying human psychology are of the view that non-verbal communication plays an important role in effective communication. Eyes are known as the "windows to the soul" and they express our emotions when words fail us." (Ezeanya, 2013, p.3). The most important characteristic of a good teacher is their communication skills, especially if we consider that to improve the quality of education, in any level, it is necessary that the communication that the teacher establishes with his students is effective and has better visual contact with the learners. A smile on the face will predispose our students to a good attitude. The smile is an effective means of communication. When we smile, the atmosphere becomes positive and friendly. When our gestures show a lively, agile, and lively

style, we capture the attention of the students and make everything more interesting and attractive. The absence of a smile and friendly gestures made the teacher perceived as boring, listless, and inflexible.

2.2.4 SMILE

If educators are teaching virtual or presential classes, it is important to smile to the students since they are giving to them a good environment to start the class.

Remember to smile when you are giving your students approval. If a student's behavior improves, say the word "yes" with a large smile on your face. You want your students to understand that you notice when they do something right, too." (Pickett,2020, p.4).

Humor can be a very powerful tool in building community. The result is evident in a face-to-face class. In a virtual classroom, humor becomes even more important because it can humanize the atmosphere and help students to relax instantly. Also, a smile on the face will predispose our students to a good attitude. The smile is an effective means of communication. When we smile, the atmosphere becomes positive and friendly. When our gestures show a lively, agile, and lively style, we capture the attention of the students and make everything more interesting and attractive. The absence of a smile and friendly gestures made the teacher perceived as boring, listless, and inflexible.

2.2.5 GREETINGS

These verbal communicative techniques are important for the management of the classroom considering verbal and no verbal communication that the facilitator can apply in the classes and show your students what appropriate classroom behavior means. "Remember to say, "Good Morning" and "Goodbye" to your students daily. It not only helps to set a good tone for the day but also helps

students learn to mirror polite behavior. Try to greet students by name. "Which features tools and resources for educators, students who were personally greeted by their teachers also felt that those teachers cared about them personally. This belief helped motivate the students in the classroom." (Pickett,2020, p.3). Greetings is a word that is often used as a farewell between people who have a certain confidence. But also, as a plural of greeting it is the way of communicating that one person has with another. To make their presence known through a gesture or speech. Greetings are usually expressions of prosperity, such as "good morning", "good afternoon". These can be used both at the beginning of the communication and at its end. Also, the greeting is a gesture of daily and professional life, a sign of respect and consideration towards others, and the opportunity to please your learners, collaborators, or colleagues.

2.2.6 VERBAL COMMUNICATION SKILLS

 Verbal communication skills refer to messages that are used most frequently and take place in personal encounters and telephone conversations as well as to written messages which are transmitted in different ways. There are some tools and techniques that people can use to improve the effectiveness of verbal communication, as stated below.

Verbal communication is the use of words to share information with other people. It can therefore include both spoken and written communication. However, many people use the term to describe only spoken communication. The verbal element of communication is all about the words that you choose, and how they are heard and interpreted. (Skillsyouneed, 2020, p.3).

Verbal skills enable people to know and manage words, sentences, verbs, adjectives, as well as understand meanings, produce synonyms and antonyms, and complete sentences. Virtual

education requires constant communication through interaction reciprocal and frequent between educator and learners to counteract the possible isolation experienced by some of the participants and promote exchange, dialogue, reflection, and construction of knowledge. Given this fact, the teacher who participates in the virtual modality, requires having certain communication skills specific and indispensable, which are fundamental in the ability to guide their students in educational achievement. These include questioning, reflection, clarification, and questioning. Also, efficient educational communication must be motivating, persuasive, structuring, adaptive, generalizing, facilitating learning. All of this, managing to carry out teaching structures and techniques that functionally promote the achievement of educational objectives.

2.2.7 QUESTIONING

Questioning is a beneficial tool that the professor can apply in the classroom. The role of the teacher must be a model, which will allow to show the opinions of the students which will allow to raise new questions, it is where they must help by asking questions to guide their students, which is the most important thing because they are for which can organize learning. On a more social level, questioning is also a useful technique to start conversations, draw someone into a conversation, or simply show interest. Effective questioning is therefore an essential element of verbal communication." (Skillsyouneed, 2020, p. 4).

The questioning is a method and a technique that are used for various purposes, such as the motivational activity to start the class, or the strategy. It contributes to developing the inquiry: from the general to the particular or vice versa, from the known to the unknown; recapitulate and synthesize what has been researched and studied; to stimulate individual work, critical analysis, and reflection. Promotes the learner's participation and their ability to self-evaluate. There are two main types of question:

2.2.8. CLOSED QUESTIONS

A closed question is one for which there are only a limited number of alternatives. One of the simplest cases of a closed question is one in which you can only answer yes or no.

"Closed questions tend to seek only a one- or two-word answer (often simply 'yes' or 'no'). They therefore limit the scope of the response. Two examples of closed questions are: "Did you travel by car today?" and did you see the football game yesterday?" (Skillsyouneed, 2020, p.3*)*

"These types of question allow the questioner to remain in control of the communication. This is often not the desired outcome when trying to encourage verbal communication, so many people try to focus on using open questions more often. Nevertheless, closed questions can be useful for focusing discussion and obtaining clear, concise answers when needed." (Skillsyouneed, 2020, p.3).

As professors, the educators can make a list of closed questions, then ask these questions to learners for specific topics and each student must answer in a specific time. Closed questions are important in interviews, round tables, games, oral presentations, and debates.

OPEN QUESTIONS

One of the advantages of the open question is that it gives learners the opportunity to express themselves freely on a topic. Individuals reveal their thought patterns, which helps to identify the emergence of new practices or new currents of opinion.

"Open questions demand further discussion and elaboration. They therefore broaden the scope for response. They include, for example, "What was the traffic like this morning?" "What do you feel you would like to gain from this discussion?" Besides, "Open questions will take longer to answer, but they give the other person far more scope for self-expression and encourage involvement in the conversation." (Skillsyouneed, 2020, p. 4).

2.2.9 REFLECTING AND CLARIFYING

When scholars are using visual cues or visual material, there are some techniques that the teacher can apply in virtual classes and in the classroom and can help the student's improvement. In particular, visuals aids for learning can have a huge impact on how students retain information. While words can be abstract and hard to retain, visuals tend to be more concrete and easier to recall.

Reflecting is the process of feeding back to another person your understanding of what has been said. Reflecting is a specialized skill often used within counselling, but it can also be applied to a wide range of communication contexts and is a useful skill to learn. Reflecting often involves paraphrasing the message communicated to you by the speaker in your own words. You need to try to capture the essence of the facts and feelings expressed and communicate your understanding back to the speaker." (Skillsyouneed, 2020, p.3).

Also, student reflections can help teachers modify and plan future lessons, see what strategies are helping and which students need additional attention, and what connections between the lesson and what they see outside of the classroom.

3.1 EDUCATIONAL POSTERS TO INSPIRE AND REMIND STUDENTS.

One of the most important roles a teacher has is to inspire students. There are plenty of ways you can inspire your classroom, whether it is by seeing the best in every student and encouraging them to reach their potential or by finding new and creative ways to make learning come alive for your class. "Educational are a classic teaching aid that can breathe life into a classroom. Hanging posters up on your classroom walls will not only invite color into the environment, but they will also act as helpful resources for students." (McGuire,2018, p.1).

Motivation is a differentiating element between adequate and inadequate academic development. Motivation is of fundamental importance for the student to show interest in their education and a

predisposition to learn. The more motivated a student is, the more involvement they will have in their study, the more dedication and attention they will pay to their homework, and therefore, the easier it is to achieve their academic goals. Likewise, the motivation will be able to progress in their abilities and capacities, as well as overcome their limitations. A motivated student will achieve good results and will show a greater interest in continuing with their formative stage and reaching increasingly complex goals. Moreover, motivation is very important at the time of learning since it is directly linked to the student's disposition and interest in learning, since without the student's work the teacher's activity will not be of much use, which is why it is considered that while the more motivated the student is, the more he will learn and easily reach meaningful learning. Motivational factors play an important role in the organization and direction of the student's positive behavior in the learning process, since motivation contributes to developing their abilities, overcoming their limitations and attend to their interests the essential task of the teacher is to keep the student motivated so that he / she develops tasks for their own satisfaction but not for a grade.

3.2 CREATIVE PRESENTATIONS TO KEEP STUDENTS ENGAGED WITH A LESSON

The goal of an educator should always be to create interactive presentations. Students lose interest in dry, teacher-centered lectures, while immersive presentations capture and hold their attention. Engaging students increases retention, understanding, and enjoyment. And engaging your audience is surprisingly simple with just a few simple rules especially with the right technology at your disposal. So, with the tips and tricks below, get started making immersive presentations. "Today's students expect the classroom to be both informative and entertaining. Rather than passively listening to lectures, interactive presentations engage students by allowing them to participate in lessons. This eliminates boredom and instills in students a sense of duty to pay attention." (McGuire, 2018, p. 3).

Motivating students, stimulating them, and bringing out the best in them has always been a challenge for teachers. Therefore, today more than ever, it is extremely important to use strategies that increase student participation. At this time, it is essential to capture and maintain the attention of students with content relevant to them, presented clearly.

A creative presentation template can go a long way to keep your students from snoring in the middle of class. For starters, introduce bright colors and creative fonts into your slide design. You can also combine photos, charts, and icons to illustrate concepts. Presenting information in a creative and visually stimulating way can help get students excited about a topic."

(McGuire,2018, p.3).

According to this cite, it is essential that each professor must apply interactive and creative activities in the classroom such as games, read folktales, using music, drawing, share opinions, apply critical thinking and using technology. Make sure students are at the center of each activity. Ask them how they think distance learning can be improved. Ask questions through a forum or by sending links to articles related to the topic that you saw in class. Keep in mind that each person may respond differently, and it can be advantageous to use different methodologies. To do this, perform different activities such as written, oral, video, in groups or individually.

3.3 EDUCATIONAL CHARTS TO MAKE DATA ACCESSIBLE

Firstly, when using educational charts to make data accessible try to take care of verbal and non-verbal communication. Keep in mind that technical aspects are also important. Make sure the sound and picture are adequate. Spend time talking to course students about the subject and relate their experiences to what you want them to learn.

Simple charts are another great visual aid for learning. They can make data more approachable and can also help reveal the stories behind data. Look for opportunities to present information visually in your presentations, handouts, and reports, and find a chart that fits that type of information. (McGuire,2018, p.4).

Interactive classrooms are an innovative space where technology and education mix, to facilitate learning. Its multiple functions allow the space to become more interactive for students and teachers. This system works as an additional aid, which seeks to enrich knowledge through different technological tools.

3.4 An Important Detail to Keep in Mind When Designing Visual Aids for Learning

Primarily, visual aids are images, drawings, phrases, illustrations, photographs, pictures, schemes, or diagrams that facilitate the presentation and understanding of various content.

Visual aids are resources that present a series of benefits for the development and learning of students. It should be noted that although they are designed for learning, they report other positive aspects in other areas of the learners. Among those benefits we can highlight the following: they facilitate access to content, favor attention, provide security, they are personalized and adapted, they attend to specific needs, they facilitate their autonomy, they help your self-esteem, and they will be motivated. (McGuire, 2018, p.5).

Visual aids are tools that help transform verbal information into visual information to improve oral language comprehension. Converting abstract oral information into concrete visual information that remains in time. Moreover, Visual aids are learning tools that educators and presenters use to convey an idea more effectively. It is important that the visual aids are tailored for a particular audience, depending on their needs. Additionally, teachers and presenters should use visual aids only as aids and not rely on them to teach a topic.

Also, for the planning and execution of a class, visual aids must be prepared to reinforce and facilitate student learning. The use of various means of visualization activates the students, awakens their attention, and thus helps their development, contributes to a more solid assimilation of the material, saves time. The subject of the lesson and the age of the students determine both the nature of the display media and the peculiarities of its application. These materials are a device that is used to capture the attention of the student, promote learning, and serve as a support for the teacher. Visual resources are those that appeal to vision and their visual elements are characterized by being digital, written, and analog elements. Moreover, illustrations, maps, diagrams, photographs, diagrams, charts, formats, drawings, etc. They are visual supports that allow us to anticipate the content of the texts and form an overview.

3.5 COMMUNICATIVE SKILLS

3.5.1 Encourage the child to initiate and engage in conversation.

Firstly, a facilitator can develop activities with teaching resources that help students to solve them. Use, whenever possible, images, diagrams, or maps to capture the attention of the students and surprise them. Try to divide the activities into short sub-activities (between 10 and 15 minutes) and encourage them to participate. Involving your students in a remote and synchronous learning environment is key to successful remote classroom. Talk to the class as if it were in person or in a regular classroom. Help students relax by interacting with them directly and individually. Call them by name, if possible, when they request information or answer a question.

Besides, encourage interaction between students and teacher by asking question and allowing student to respond. This can be done through the chat box or activating the microphone. Create an atmosphere that encourages dynamic interaction and communication among students, whether it is

during your live class or in spontaneous video conference meetings. This student interaction can also be achieved by using discussion threads to start conversation. Also, active communication is key to an engaging and exciting course.

Some children may not want to talk at all. This makes it difficult for them to express their feelings appropriately when upset or stressed. Take time out to consistently encourage their involvement in low-stress activities. Initiate and support talks during art activities, when playing games and during paired reading activities. Model phrases that may be useful in terms of the context of a situation. Introduce new concepts and words to a child. (Watanabe, 2019, p.5).

This teaching strategy provides individualized learning experiences for students. In intentional conversations, the teacher will guide the conversation to work on a social, emotional, or developmental skill with which the student needs more help. Since the conversations are one-on-one, the teacher can tailor the conversation to each student.

Discuss feelings about events happening to students in the classroom or school. Become a person they can turn to openly share their thoughts without judgment. In this way, you provide the support, opportunities, and scaffolding to build stronger communication skills in your students. (Watanabe, 2019, p.4).

According of this, if it is wanted to make an impact and build a presence in a professional setting, developing four basic communication skills is key. These basic communication skills are speaking, writing, listening, and reading. The way communication is held with others and the presentation of ideas make a lasting impression on people. Moreover, interactive, and audiovisual material, especially if it involves the active participation of students, is a safe bet to awaken the interest and motivation of students of all ages. In this topic, the teacher's imagination to use these resources with an original and

motivating touch is essential. For example, viewing a video of a historical film can be used for students to find faults and inconsistencies, encouraging the same time your critical spirit.

3.5.2 Allow students to share opinions and vote in the classroom.

First, a virtual classroom should be the space where the student can acquire knowledge, experiment, apply, express themselves, communicate, measure their achievements, and know that the teacher or person in charge of that class is on the other side, which allows them to learn in a reliable, safe atmosphere and risk free. Motivating students, stimulating them, and bringing out the best in them has always been a challenge for teachers. Therefore, today more than ever, it is extremely important to use strategies that increase student participation. At this time, it is essential to capture and maintain the attention of students with content relevant to them, presented clearly.

Then, ask their opinion on recent school events and relevant happenings. Show them how to use "I think" and "I feel" statements to share their thoughts. Vote on school pets, games to play during a break or a theme for a classroom party. Older children may be able to discuss recent news and world events." (Watanabe, 2019, p. 4).

It is essential to allow students themselves begin by expressing their ideas, let their opinions and concerns have a place in the classroom and this allows us to open a debate among the students so that they learn the importance of knowing how to support their opinions with data, making them see what else that useful, they are necessary. Interactive, collaborative learning that is also based on experiences is what we should aspire to in our classroom. Rather than giving the lesson, assigning homework, and moving on to another topic, ask what they like, what worries them and what moves today's students. Only in this way will we be able to awaken their curiosity and their desire to learn as well as their sense of competence. Moreover, the importance in which the students share their opinions is the fact that

students think of participation as the opportunity to give ideas and help, allow them to be included as protagonists of the teaching-learning process, sharing decision-making with the teachers on matters that are of interest to them.

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4.1 AUDIO VISUAL TOOLS

Audiovisual media are those materials and equipment that record, reproduce, disseminate visual and sound messages to facilitate knowledge and, especially, motivate learning and attitudes. The audiovisual media are a set of visual and auditory techniques that support teaching, facilitating a greater and faster understanding and interpretation of ideas. The efficiency of audiovisual media in teaching is based on perception through the senses. On many occasions, videos become the best tool to present in an effective and easy way some practical or theoretical topics that cannot be transmitted in any other way. The videos help students to get involved with the subject, maintaining motivation during the learning process.

"As virtual classrooms become more and more prevalent, the need for a standard set of practices and procedures for training delivery has become increasingly apparent. The virtual classroom is a different learning environment from the conventional classroom." (Training Industry,2021, p.4)." The audiovisual media are a useful and necessary complement because they concretize the teach words and promote students' intuition and creativity in their learning process. Likewise, the application of audiovisual media in English class by the teacher is relevant but requires the ability of him so that these tools come to life and promote animation and student entertainment, especially when it comes to learning a language foreigner, such as English.

Mixing both the physical and virtual classroom together is a challenge to keep everyone engaged and focused, oftentimes resulting in low review scores. But it does not have to be. With some

modifications to the way we present the program, it is possible to create an effective learning environment in a mixed classroom of virtual and physical students. Environment from the conventional classroom." (Training Industry, 2021.p.3).

Audiovisual resources are tools to support students and more and more teachers are turning to them, there are even teachers who are beginning to produce content for their pedagogical strategies. The potential of these resources will always depend on their quality and their application in the educational process. Also, audiovisual resources are a valuable support material in educational training. The real importance of audiovisual materials lies in the fact that they create a rich and varied environment, from which students can do their own learning. Self-learning, that is, one of the main objectives that are intended to be achieved through teaching and education. Also, the use of virtual tools in class encourages students to think creatively to solve real-life problems and challenges.

more interest.

4.1.1 PREZI

Prezi is an online multimedia application for creating presentations in a dynamic and original way without the slide sequence.

…creating, giving, and tracking beautiful interactive presentations is as easy as 1,2,3" with their cloud-based presentation software. Prezi presentations are nothing like your traditional presentations; zooming in and out and moving side to side across one single, very attractive and modern canvas, focusing in on images and videos inputted by the user. Prezi is very popular and consistently receives excellent reviews." (Ekaran, 2018, p. 3).

Teachers can do this every day in class: take something ordinary and make it extraordinary. With Prezi, an overview of a boring project is an exciting journey through topics, needs, and ideas. Also,

motivate students in the development of activities (propose interesting activities, encourage participation in class). Each professor must prepare didactic strategies (series of activities) that include motivating, meaningful, collaborative, globalizing and applicative activities. Prezi can be used by teachers and students for all types of content presentation; for students to learn and present what they have learned; so that they logically organize the content they want to present and to exercise the way they communicate their ideas.

4.1.2 QUIZLET / QUIZLET LIVE

Quizlet is an application that can be used to study and learn content created by other users, or to create your own study units. It also allows you to share units with friends, classmates, or students. It is an individual or group study tool that allows teachers to create sets of cards with the important topics of a class or activity, which they can share with students or with other people.

Quizlet provides a platform for students and teachers to create and share their own learning materials, including flashcards and diagrams. Quizlet Live is the free in-class quiz game, produced by Quizlet, that can then bring these learning materials to life. In this engaging and interactive game, students must all contribute, stay focused and communicate well to win. Quizlet consistently receives excellent reviews and is a great way to bring study notes to into the 21st century. (Ekaran, 2018,p.3).

Quizlet is an interesting tool to create cards with educational content including text and images. The interesting thing is that, once the cards are created, the tool automatically develops activities and games that will be very useful in the classroom. For teaching-learning Quizlet helps with pronunciation, writing, reading, and listening, which are some of the fundamental bases when learning a new language.

5.1 VIRTUAL ENVIRONMENT

A virtual learning environment is a hosted educational web space, a set of tools that allow the didactic interaction so that students can perform a corporal's own work of teaching, such as chat, read documents, exercises, ask questions to the teacher, work in a team. All this in a simulated way without the mediation of a physical interaction between teachers and students. The online class is part of distance education and is a teaching modality that is carried out totally or partially in a virtual environment, through videos, electronic books, and other digital materials.

A virtual classroom environment ensures human connection, a vital element of classroom teaching that video-on-demand courses do not have and sorely miss. In a virtual classroom, teachers interact with students in real time; students can voice their questions and interact with peers like how they would in a regular classroom, albeit over the internet. (Sam, 2020, p.4).

In virtual education, the student has the facility to choose at what time to study and for how long, creating flexible and appropriate study schedules for each course participant. Virtual educational environments offer both students and teachers the opportunity to connect from anywhere and at any time. It allows students to work at their own pace, as well as to overcome shyness on those occasions when they do not feel very comfortable when they must carry out activities that require interaction and that are not exempt from the pressure produced by immediacy. In this space, students can write their doubts, criticisms, or suggestions and those responsible for the course can have access to them to answer them. In addition, it allows communication between students, which enriches learning and helps to solve doubts and problems. In other words, these forums serve to create a classroom climate, where there is an exchange of knowledge, experiences, and growth. Also, the virtual environment is a tool that facilitates the development of a subject, communication between students and teachers, sharing different educational resources and once academic activities are carried out online.

5.2 Advantages of Virtual Classrooms Over Brick-And-Mortar Setups

5.2.1 High Interactivity

Interactive classrooms are an innovative space where technology and education mix, to facilitate learning. Its multiple functions allow the space to become more interactive for students and teachers. This system works as an additional aid, which seeks to enrich knowledge through different technological tools. Installing interactive classrooms becomes an excellent option, because its various functions make classes can be taught in a more practical and innovative way. Teachers may have extra help such as computers, audio, sound, boards, among others, to facilitate the attention and active participation of students.

An effective virtual classroom is one that makes use of multiple communication channels, such as online virtual meeting software, chat rooms, messaging, voice calls, and conferencing options. This is so that learners with varying preferences are all able to benefit equally." (Sam, 2020, p. 3).

Interactivity allow students a meaningful learning in their interaction with the contents, increasing the retention of knowledge as well as attention and concentration. Also, the student takes a more active role in the teaching-learning process, by transforming and even generating content with the support of interactive elements and activities. Interactivity has a positive effect on learning. Promotes an exchange between the student and the learning tools and between the students. Moreover, students share their ideas, difficulties, and solutions to create a positive social exchange from which they will learn. Interactivity is motivating, attracts attention, generates impact, and increases retention by generating a memorable, entertaining, and even fun experience. Also, interactive learning is a strategy that, applied in the classroom, allows us to generate creative and innovative multidirectional structures in which the

connections between ideas flow. Trends in education combined with technology allow us to apply interactivity in our day to day to free ourselves from routine and, thus, develop more professional and creative tasks.

5.2.2 Collaborative Education

Collaborative learning is a didactic technique that promotes student-centered learning by basing work in small groups, where students with different skill levels use a variety of learning activities to improve their understanding of a subject. Also, collaborative learning is an educational approach that seeks to improve learning through working together. It usually takes place in groups of two or more in which everyone solves problems, completes tasks, or learns new concepts of collective interest. "Digital whiteboards, file sharing, virtual meeting applications, and chats facilitate collaborative learning between students. This mimics the real-time atmosphere of classrooms without having to meet physically; it also reinforces materials learned so that knowledge retention is higher." (Sam, 2020, p.5).

Collaborative Education is based on the achievement of a common goal through the interaction that involves individual and shared work This implies the acquisition and implementation not only of knowledge, but also of skills and attitudes. The idea is that each member of the group perceives himself as an essential part of the team, but also understand that all his colleagues are important pieces to achieve the objectives set. Also, each of the members must maintain a good cooperative relationship with the other team members and be willing to give and receive constructive comments or criticisms about their contributions. On the other hand, collaborative activities enhance learning by allowing individuals to exercise, verify, and improve their mental skills and critical thinking through inquiry, discussion, and the sharing of information during the problem-solving process. Also, Collaborative learning is a didactic approach that advocates the acquisition of knowledge through group work dynamics and social interaction. This interaction activates mental processes such as reasoning,

understanding and critical thinking in students. Its objective is for students to build their own learning and enrich themselves through the exchange of ideas and cooperation with their peers. Collaborative learning is necessary and important because it gives students the opportunity to express their ideas and there is an enrichment in learning, since an exchange of knowledge is generated and this in turn clears doubts and concerns in them.

5.2.3 Student-Focused Teaching

Student-centered teaching includes the explicit training of skills, students learn to think, solve problems, make decisions, work in a team, evaluate evidence, analyze arguments, generating hypotheses, all those learning skills essential to master the subject matter. "Virtual classrooms focus on students and their real-time education, unlike pre-recorded videos which are highly teacher centric. Students can ask questions, clarify concepts, and discuss topics in real time." (Sam, 2020, p.3).

Successful student-centered instruction emphasizes the creative and effective use of technology to meet student learning goals. Teachers approach the content standards in ways that not only support the material, but also help students develop essential digital skills. Also, student-centered teaching invites students to reflect on what they are learning and how they are learning. Student-centered teaching encourages collaboration through It is possible for students to learn from and with others. The teacher has the experience and the obligation to share it, but the teachers can also learn from students. The teachers work to develop structures that promote engagement shared for learning. Moreover, teachers must understand the reality of student, support their basic learning needs as well as existing capabilities. It is therefore required to know each student and understand the learning process.

5.2.4 Comfortable Learning Space

The classroom should be a space where all students feel equal and listened to. Therefore, interaction and open dialogue should be facilitated. Any space must be adaptable to carry out colloquia and debates in a comfortable and accessible way for everyone. School spaces are very important for teachers and students, since they develop creativity, children's autonomy, and learning. In these spaces, students spend many hours of their lives, and that is why they should not go unnoticed. "Virtual classrooms make learning online feel much less robotic. Human interaction is critical to the success of an education system; virtual classrooms ensure learners can interact and chat with peers and teachers without compromise." (Sam, 2020, p. 3).

Learning environments are understood as the physical, social, and educational conditions in which learning situations are located, the type of facilities, equipment, strategies, didactics, the context, and the climate of social relations. The learning environment is constituted by natural conditions or those of the environment in which the student develops and by those that the educational institution plans and provides, and is managed, designed, and recreated by the teacher, who completes the natural environment with resources. and learning-oriented activities. Being a teacher requires social responsibility, a commitment, exercising an active role in the virtual environment, fulfilling each of the functions so that students acquire knowledge and skills in the learning process. Also, the classroom should be a space where all students feel equal and listened to. Therefore, interaction and open dialogue should be facilitated. Any space must be adaptable to carry out colloquia and debates in a comfortable and accessible way for everyone. Finally, it is considered that, in virtual environments, didactic materials, learning activities and the media are extremely important since they should allow the student to analyze, reflect and investigate and generate their self-learning with the quality that is required. to face the labor field.

CHAPTER III

METHODOLOGICAL

FRAMEWORK

3.1 PURPOSE

"The theorical research is the activity oriented to the search of new knowledge and research fields, to create a new body of theoretical knowledge in the science field" (Barrantes, 2013, p.64). Based on this quotation, it is determined that this investigation project uses theoretical research to prove how some techniques could help the learners to improve their learning process by the implementation of the methodologies in the present and the future.

3.1.1 TEMPORAL DIMENSION

It can be said that this research is transversal since is for a specific topic and because the time is short for the development. "The transversal points studies parts of the development of the subjects and the topics in a certain point." (Barrantes, 2013, p.64).

3.1.2 FRAMEWORK

According to UH Methodological Guidelines (2018) "the micro space of the investigation means a part or subtopic in which the investigator will make his research." (p.29). Being said that it consists of that this research is a part in which the author will make this project for example: conversations, observations, and interactions with the learners.

3.1.3 NATURE

"In general, methods research represents research that involves collecting, analyzing, and interpreting quantitative in a single study or in a series of studies that investigate the same underlying phenomenon." (Cameron, 2015, p. 3). As it has been established, it is determined that this investigation work is quantitative since the research uses a survey to collect the needed information to support the claim and the results are numerical and tabulated to obtain valid data which means it uses a quantitative approach to obtain the necessary evidence that supports this investigation.

3.1.4 CHARACTER

According to UH Methodological Guide (2018) "The research analytical-interpretative first of all tries to know the factors or conditions that conducts a problem so that explain and comprehend in a hermeneutic way the why, reasons, and circumstances this is happening." (p.36). It is determined then that in this research the character is analytical-interpretative, for this reason the observation in the virtual classes is analyzing and interpreting with the data and results of each instrument.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 ANALYSIS UNIT

According to Cecilia (2018) "Inclusion criteria are defined as the key features of the target population that the investigators will use to answer their research question". (p.1). Based on this, it is determined that the learners in a range of age between 13 or 49 years old of a group from English Language Classes in the Instituto Norteamericano in San Jose, Costa Rica.

According to Cecilia (2018) "Exclusion criteria are defined as features of the potential study participants who meet the inclusion criteria but present with additional characteristics that could interfere with the success of the study or increase their risk for an unfavorable outcome." (p.1). Based on this, the learners in a range of age between 6 or 50 years old of a group two from English language classes in the Instituto Norteamericano in San Jose, Costa Rica.

3.2.2 FIRSTHAND

Author or Author	University or Organization	Country	Year
McGuire	Venn gage INC	United States	2018
Pickett	Leaf Group Education	England	2020

Viviana Carla Roman	San Julian de UNPA	Spain	2018
Edgar Salgado Garcia	Universidad Católica de Costa Rica	Costa Rica	2015
Patricia Córdoba Cubillo	Universidad de Costa Rica	Costa Rica	2005

3.2.3 SECOND HAND

Author	Title	Year
Pickett	Verbal and non-verbal communications in the classroom	2020
Skillsyouneed	Verbal Communication Skills	2020
McGuire	10 types of Visual Aids for Learning	2018

3.2 SAMPLE SELECTION

3.3.1 THE POPULATION

In this investigation there are 6 students from English Language Classes of Instituto Norteamericano in the Second Trimester of 2020 on Saturdays from 8 am to 5pm are the population selected which serve as source of investigation in the 3.3.3. present work.

3.3.2 SAMPLE

The sample chosen is a group of students of six students from English Language Classes of Instituto Norteamericano, during the Second Trimester of 2021 on Saturday from 8:00 am to 2:00 pm. This population has an age range of thirteen to forty-nine years old; it consists of 56% woman and 39% man. Also, this group has an English level of beginners that is why they were chosen.

3.3.3 Selection of Data

The process of selection is carried out in a meticulous way, paying attention to all the answers gotten and the relevance in the investigation. There are basically two types of sampling techniques –random and non-random. Random sampling techniques give the most reliable representation of the while population and are the basic means for overcoming the possible biases in selecting a sample." (Cargan, 2017, p. 240)

3.3.4 Collection of Data

The data collection process was an extended evolution since the researcher reads every valuable information for this study and involves it in the research. Moreover, the instruments used allows better data collection and accomplishes more objective statements and results. This is what makes this study more reliable and shows the nature of the reality.

The present study used interviews and input diagnosis and output diagnosis as investigation technique and the questionnaire as a tool to collect data. There was one questionnaire directed to English teachers who work in Instituto Norteamericano, and another aimed at students belonging the school system. The instruments incorporated multiple choice questions, yes/no questions, and open answer questions.

3.4 TECHNIQUES AND INSTRUMENTS USED TO COLLECT DATA

According to Collins Dictionary (2020) A" checklist is a list of all the things that people need to do, information that you want to find out, or things that you need to take somewhere, which you make in order to ensure that you do not forget anything." (p 1).

The first instrument the present research uses a checklist, the purpose is to evaluate the attitude and mood of the learners to see how they react during and after the activities. The following three items consist of the performance of the activities done by the students to realize if they do the activities properly, correctly and in the correct time. The following three items consist of the development of the students in the work group to check if they work in collaborative manner, and the last three items consist of the reaction showed by the students about the activities at the end to see if they finished relaxed or stressed. The aim of using such an instrument is determining if students feel motivated and interested during the lesson and to measure the effectiveness of the activities herein proposed.

The American Society for Quality (2020) says, "Data collection surveys collect information from a targeted group of people about their opinions, behavior, or knowledge. Common types of example surveys are written questionnaires, face-to-face or telephone interviews, focus groups, and electronic (e-mail or website) surveys." (p. 1). Hence, based on the previous information, the second instrument selected to collect valid data consists of a digital and virtual survey. Also, the records acquired from this survey will be carried out in a database with their corresponding classes. The information collection instrument to be used is the Google forms, thus in this survey the participants can answer the questions. This information is going to be used to analyze the effects of virtual teaching in the learning of the communicative skills of the English language of the beginner level in the Instituto Norteamericano in the third quarter of 2021.

3.5 VARIABLES CHART

Specific Objective	Variable	Conceptual Definition	Operational Definition	Instrumental Definition
Determine pedagogical strategies that can generate	Virtual Teaching	Virtual instruction is a method of teaching that is taught either entirely online or	Virtual teaching is a way on which educators have found a form of being able	To measure this variable a survey and a couple of activities using

communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.		when elements of face-to-face courses are taught online through learning management systems and other educational tools and platforms. Virtual instruction also includes digitally transmitting course materials to students. (Tophat, n.d.)	to continue with the teaching-learning process, making good use of many technological tools and providing learner with the necessary input to succeed in education.	various applications were designed to the mere purpose of obtaining valid data to check the variables established.
Investigate the effect of audiovisual tools in virtual environment for communicative skill development of the beginner's learners in the Instituto Norteamericano during the 3rd quarter of 2021.	Communicative Skills	Communication skills enable individuals to understand others and to be understood themselves. A variety of aspects are important in the context of these skills, such as listening, speaking, observing and empathy. (Toolshero, 2022)	When talking about communication there are different techniques and strategies that may be implemented during the lessons. However, it is the teachers' duty to look for the proper methods so learners can understand and be successful when communication with others, either in verbal and non-verbal forms. The idea is that students improve their skills to be understood and comprehend others message.	To be able to get reliable instrument to collect data a class observation and a check list were implemented to a group of students from the Instituto Norteamericano, with the goal of defining their attitude, environment and motivation at the time of participating during the activities.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter shows the analysis of the results obtained through the data collected by the instruments applied to the group number two of the Beginners Level of the Instituto Norteamericano San Jose, Costa Rica by means of comparative bar graphs that allow visualizing the contrast of what was achieved and not achieved in each item. Firstly, with two observations in the virtual classes and then with a survey regarding to the information and characteristics of the participants in this survey.

4.1 DATA ANALYSIS

4.1.1 CHECK LIST EXAMINATION

First, some data obtained from the observations about the student relaxation is that the twenty-five learners were relaxed before starting activity one and activity two. In this activity the relaxation favors the classroom climate, develops students' emotional competencies, and can improve academic performance if properly programmed. Second, about the student interest shows that twenty learners were interested in activity one and ten learners were interested in activity two. In this activity the interest stimulates knowledge and encourages commitment to learning. In this way, the student feels more competent in this field, which improves their self-esteem and motivation to continue learning.Third, about the student motivation shows that ten learners were motivated in activity one and three learners were motivated in activity two. In this activity, the Motivation is a differentiating element between adequate and inadequate academic development. Motivation is of fundamental importance for students to show interest in their education and a predisposition to learn.

inadequate academic development. Motivation is of fundamental importance for students to show interest in their education and a predisposition to learn. Fourth, about the understanding of instructions

 shows that twenty-five learners understand instructions in activity one and fifteen learners understand instructions in activity two. In this activity it is important to follow instructions to have a better learning. Listening, reading, and understanding helps us to collect information necessary to meet goals. The instructions are guides that give us information on how to achieve our goals. Fifth, about the completion of activities in the establish time shows that fifteen learners complete the activities in the establish time in the activity two and ten learners complete the activities in the establish time in the activity one. In this activity the time organization is essential to achieve effective learning and achieve the objectives you pursue. Sometimes the speed of day-to-day life in the classroom and the demands of the curriculum leave no room for reflection or preparation, which ultimately ends up worsening results and slowing down your progress and that of your students. Sixth, about the student performance shows that seventeen learners perform the activity one in the correct way and fifteen learners perform the activity two in the correct way. In this activity the performance evaluation requires observation, monitoring, and measurement of student behaviors at the time they are executing any action related to the learning process, either individually or collaboratively. Seventh, about the student ideas shows that ten learners come up with ideas in activity two and three learners come up with ideas in activity one. In this activity the fact that students think of participation as an opportunity to give ideas and help, allow them to be included as protagonists of the teaching-learning process, sharing decision-making with the teachers on matters that are of interest to them. Eighth, about the student communication shows that five learners communicate with the rest of the class in activity one and two learners communicate with the rest of the class in activity two. To benefit from communicating with students in class, it is essential to use simple language adapted to each age group so that young people can understand the content and feel safe to share their ideas and show the learning acquired with the rest of the class. Nineth, when the students work cordially shows that twenty-five learners work cordially in activity one and twenty-five learners

work cordially in activity two. In this activity the student must behave in class correctly, without talking to classmates and paying attention to the teacher's explanations. You must always comply with the rules that the teacher has established for the proper development of the classes. Tenth, about the student relaxation at the end of the activity shows that twenty-five learners seem to be relaxed at the end of activity one and twenty-five learners seem to be relaxed at the end of activity two. In this activity, relaxation favors the classroom climate, develops students' emotional competencies, and can improve academic performance if properly programmed. Finally, about the student motivation at the end of the activities shows that twenty-five learners seem to be motivated at the end of the activity one and twenty-five learners seem to be motivated at the end of the activity two. In this activity the students who are motivated show more interest in the activities proposed to them, pay more attention to the instructions of their teachers, are more willing to take notes, work more diligently, with greater self-confidence, and perform the proposed tasks better.

4.2 SURVEY ANALYSIS

Figure One . Genre
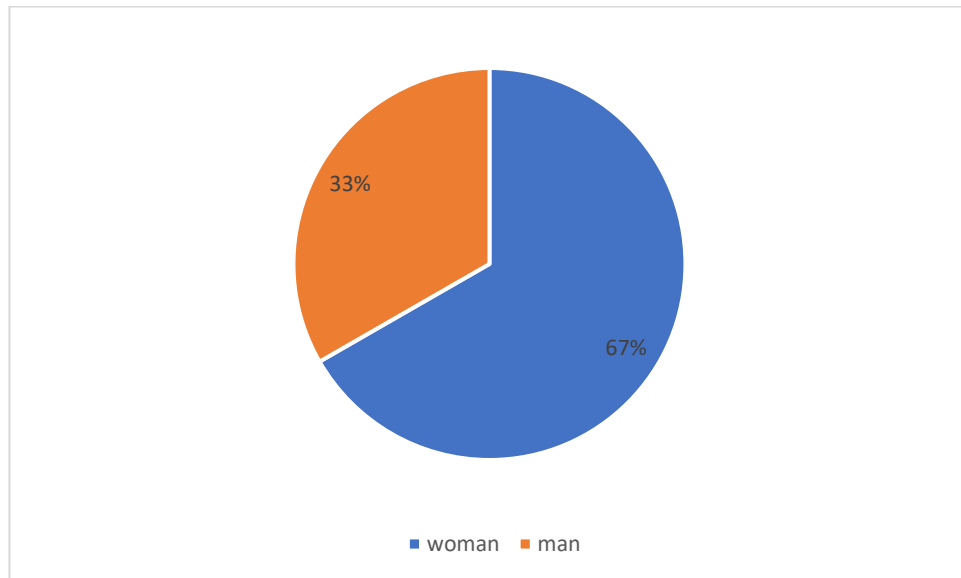
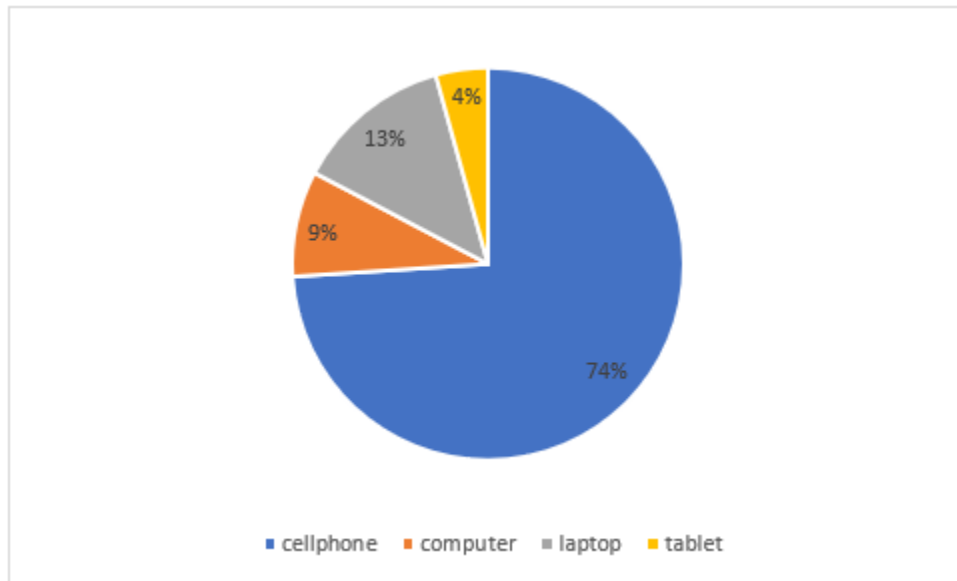Source: Survey aimed to Instituto Norteamericano students. Question #1(III Quarter, 2021)

Figure one shows that the sixty-seven percentage of the students are woman and the thirty-three are man.

Figure two. Age
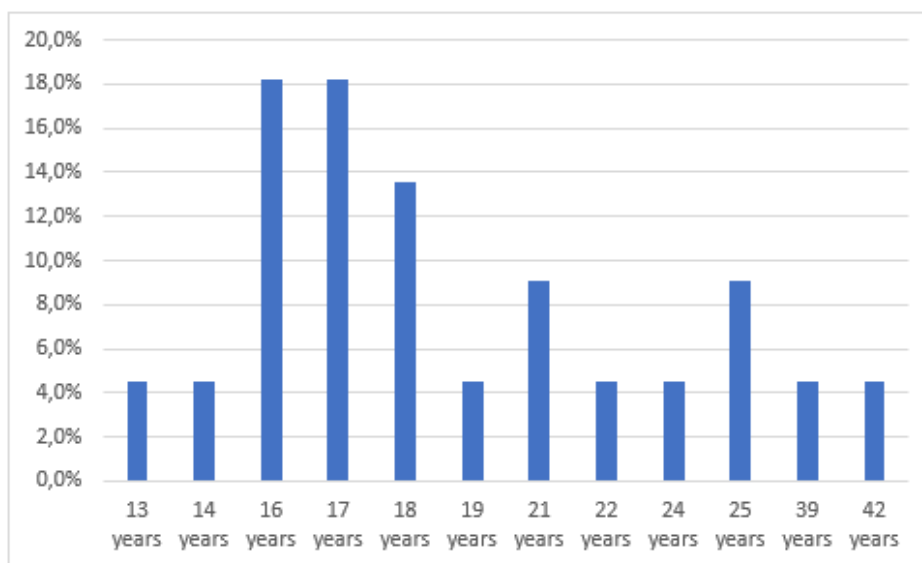
Source: Survey aimed to Instituto Norteamericano students. Question #2 (III Quarter, 2021)

Figure two shows that the four percent of the population is 13 years old. Another four percent of the population is 14 years old. The eighteen percent of the population is 16-17 years old. Another four percent of the population is 19 years old. The nine percent of the population is 21 and 25 years old. Another four percent of the population is 22-24 years old, and another four percent of the population is 39-42 years old.

Figure three. Occupation

Source: Survey aimed to Instituto Norteamericano students. Question #3 (III Quarter, 2021)

Figure three, shows that the sixty- five percentage study and the thirty-five-percentage work.

**Figure four.** Hours: How many hours a day you practice English on your own?
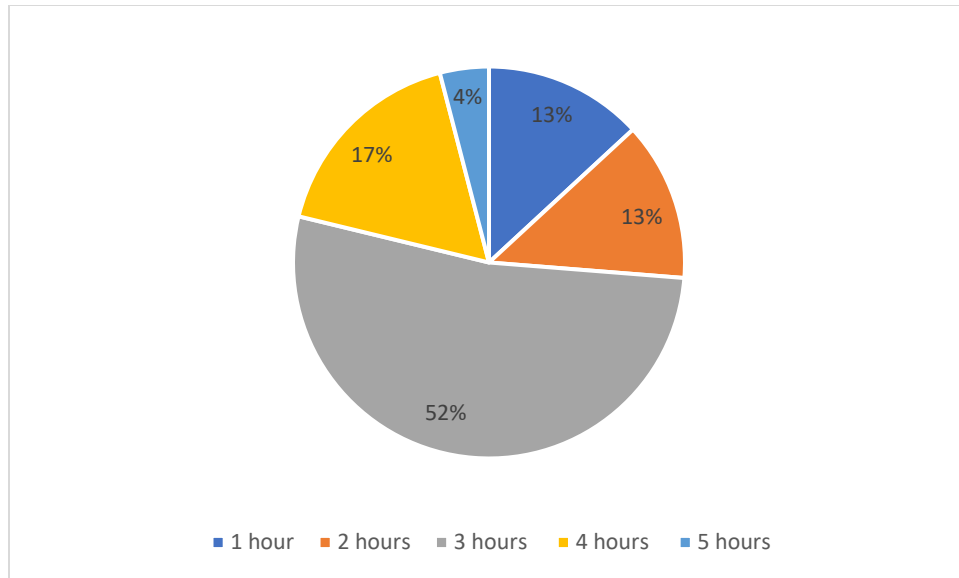
Source: Survey aimed to Instituto Norteamericano students. Question #4 (III Quarter, 2021)

Figure four shows that fifty-two percentage practice three hours in a week English language, the seventeen-percentage practice four hours in a week English language, one thirteen percentage practice two hours in a week English language, another thirteen-percentage practice only one hour English language and four percentage practice five hours in a week English language.

**Figure five**. Practice. Do you have someone to practice English with?
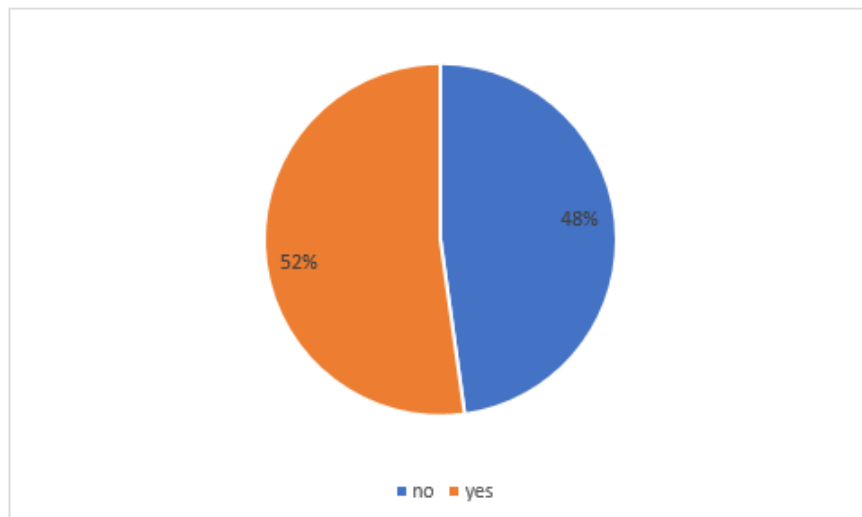
Source: Survey aimed to Instituto Norteamericano students. Question #5 (III Quarter, 2021)

Figure five shows that the fifty-two percentage have someone with whom they can practice the language and the forty-eight percentage have someone with whom they can practice English. In this graph, when the students practice English with someone, it will allow teachers know other cultures and lifestyles. People will be able to meet new individuals around the world, understand their habits and customs. In addition, knowing English will help better understand the own culture, customs, and language.

Figure six. Do you prefer virtual classes or presential classes?
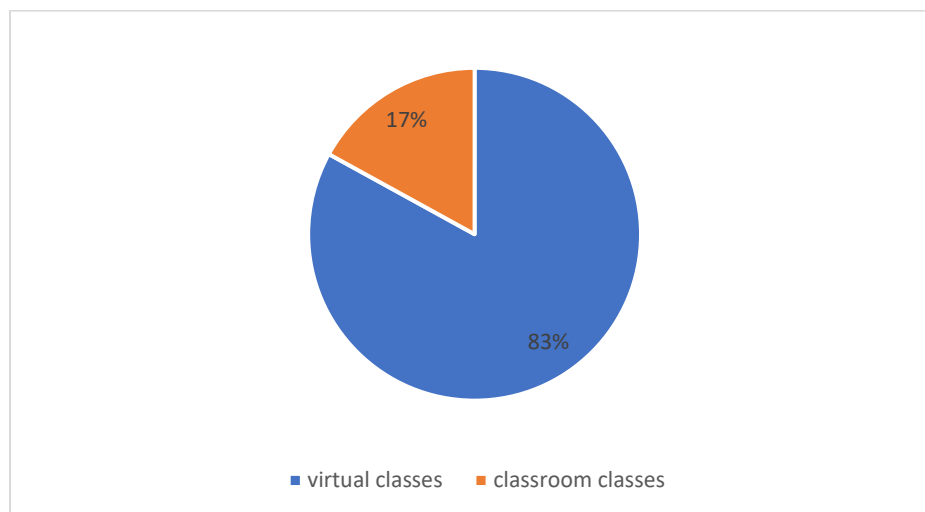
Source: Survey aimed to Instituto Norteamericano students. Question #6 (III Quarter, 2021)

Figure six shows that the eighty-three percentage prefer classroom classes and the seventeen percentage prefer virtual classes. According of this graph, virtual education opens constant channels of communication with the teachers, on the one hand, you can solve your doubts with them during classes,

and on the other, you have the possibility of having tutorials, emails and even chat messages to talk about later questions that you have.

Figure seven. what Electronic Device do you use?

Source: Survey aimed to Instituto Norteamericano students. Question #7 (III Quarter, 2021)

Figure seven shows that seventy-four percentage use a cellphone for the virtual classes, the thirteen percentage use a laptop for the virtual classes, the nine percentage use a computer for the virtual classes

and four percentage use a tablet for the virtual classes. According of this graph, the use of mobile phones has become another instrument for schools that have incorporated some digital tools that are already part of their daily routine, such as the installation of digital blackboards, replacing those made of chalk, and that allow the display of graphics illustrative images or videos that complete the study agenda.

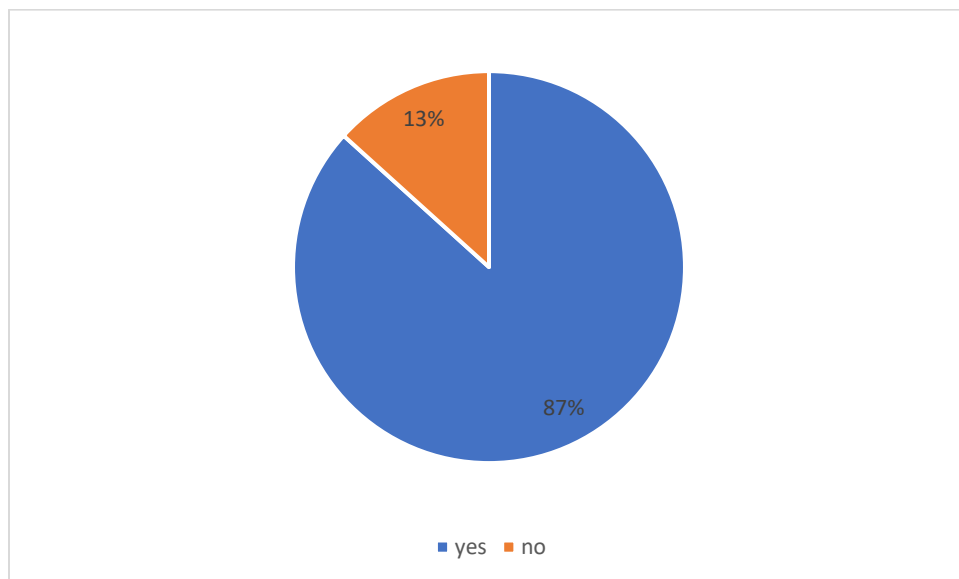**Figure eight.** How much have you improved your communication skills in virtual classes?
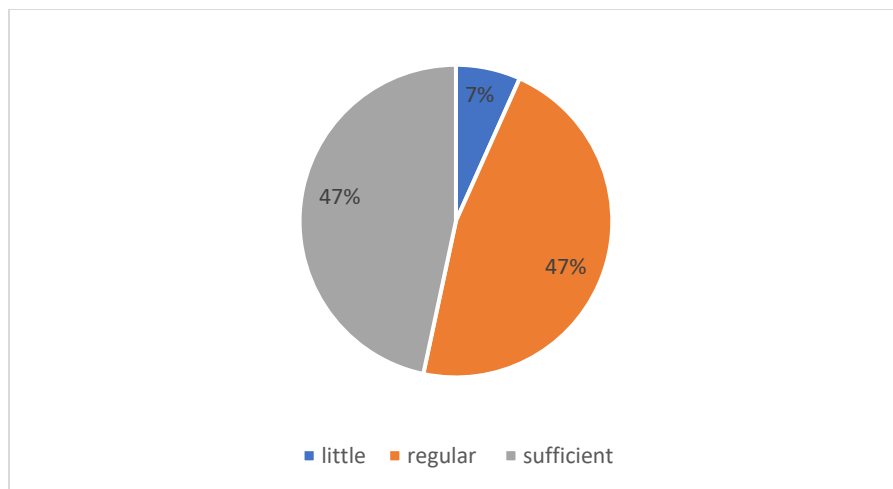
Source: Survey aimed to Instituto Norteamericano students. Question #8 (III Quarter, 2021)

Figure eight, shows that one forty-seven percentage have improved a little their communication skills in virtual classes, another forty-seven percentage have improved regular their communication skills in virtual classes and the seven percentage have improved little their communications skills in virtual

classes. According of this graph, communication in virtual learning environments is a process of interaction between teachers and students and between students themselves that puts into play the understanding, expression and interaction of the messages transmitted through the different technological tools of the platforms.

Figure nine. Does the teacher use games in virtual classes?
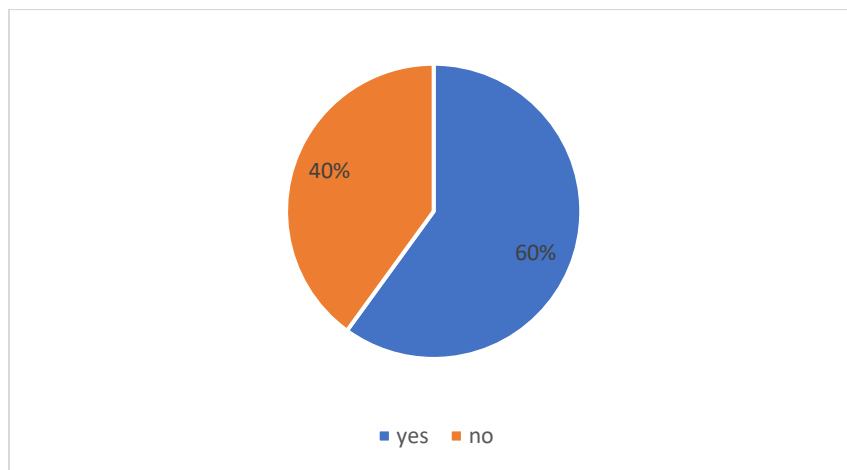
Source: Survey aimed to Instituto Norteamericano students. Question #9 (III Quarter, 2021)

Figure nine, shows that the forty-percentage said that the teacher uses games in virtual classes and the forty-percentage said that the teacher does not use games in virtual classes. According of this graph, through play, students learn to bond with others, and to share, negotiate and resolve conflicts, in addition to contributing to their capacity for self-assertion. The game also teaches learners leadership skills, as well as group relationships. Although online games are a form of entertainment, with the support and

guidance of parents, they can help children develop their creativity, foster relationships with friends, and improve strategic thinking.

Figure ten. How much do you learn playing in virtual classes?
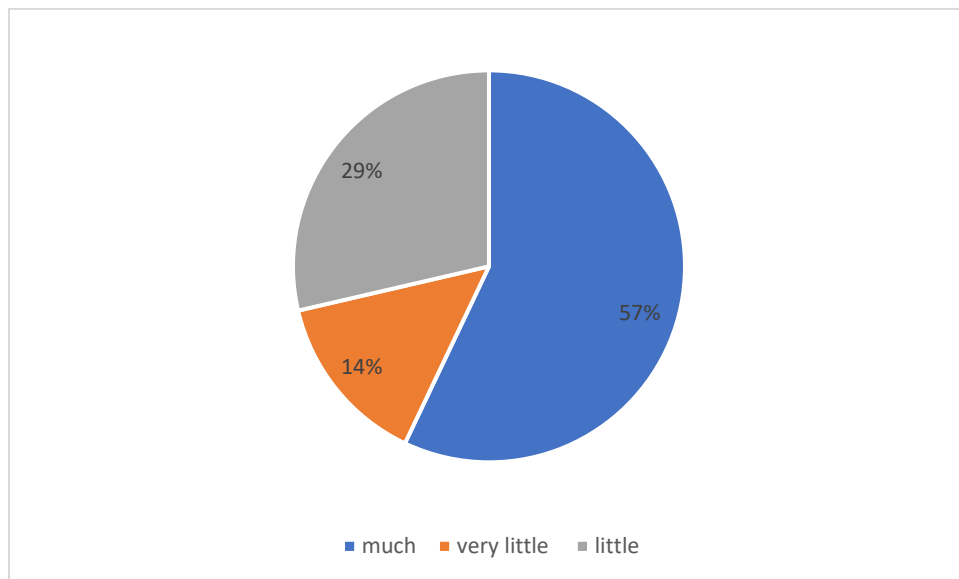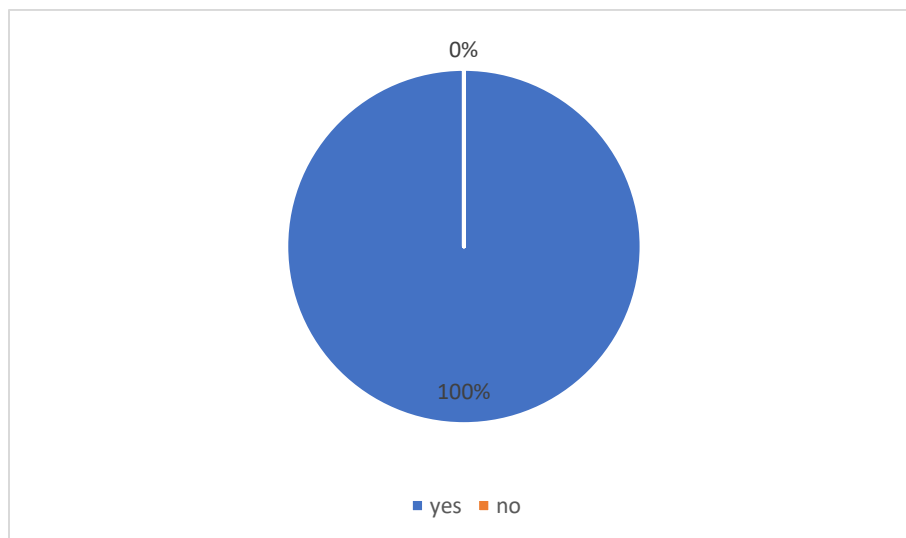

Source: Survey aimed to Instituto Norteamericano students. Question #10 (III Quarter, 2021)

Figure ten shows that the fifty-seven percentage learn much playing in virtual classes, the twenty-nine percentage learn little playing in virtual classes and the fourteen percentage learn very little playing in virtual classes. According of this, one of the ideal forms for distance learning are games, so the student

will not realize that he is learning and will be enjoying it. Despite many attempts to introduce games to learning, it is more complicated than face-to-face.

Figure eleven. Do they do dialogues in class to practice orally?

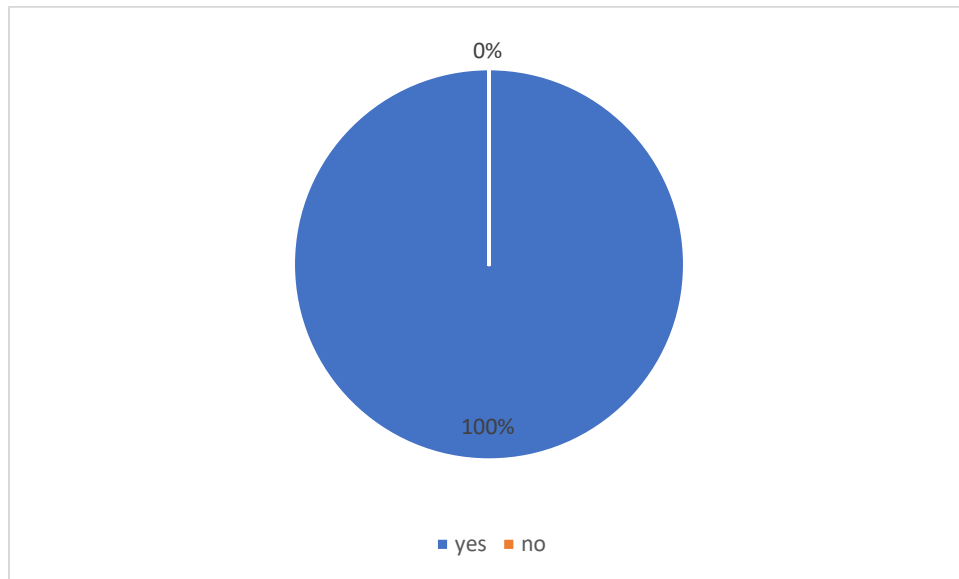Source: Survey aimed to Instituto Norteamericano students. Question #11 (III Quarter, 2021)

Figure eleven, shows that the eighty-seven-percentage said yes when they do dialogues in class to practice orally, and the thirteen-percentage said no when they do dialogues in class to practice orally. According of this, by practicing conversation, the student assimilates the acquired knowledge and integrates a series of cognitive skills, putting them into practice simultaneously to produce oral communication. For all intents and purposes, this is learning by doing.

Figure twelve. How much do you learn by doing dialogues with your classmates in virtual classes?
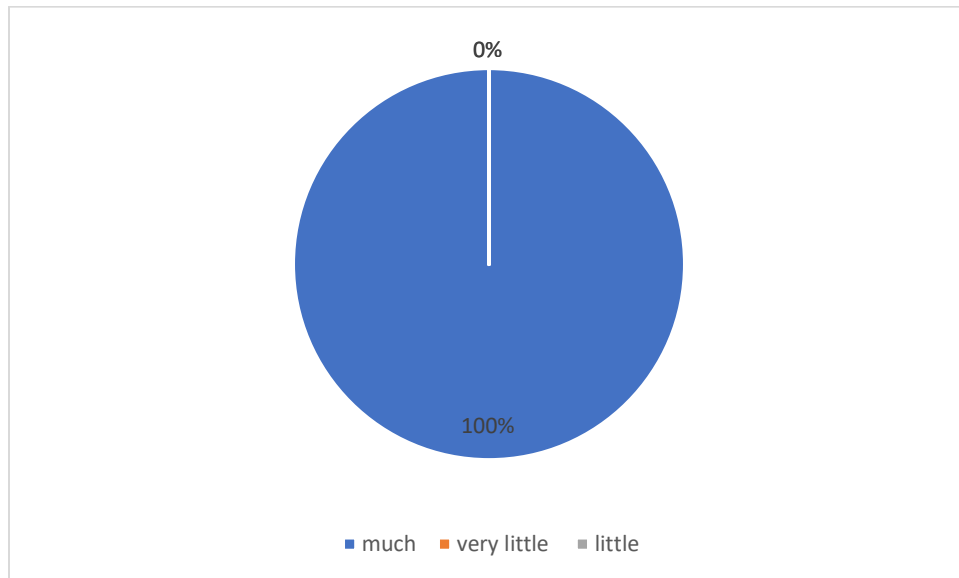
Source: Survey aimed to Instituto Norteamericano students. Question #12 (III Quarter, 2021)

Figure twelve shows that the one hundred percentage said learn by doing dialogues with their classmates in virtual classes.

Figure thriteeen

. Can you understand and respond to instructions and commands in English?

Source: Survey aimed to Instituto Norteamericano students. Question #13 (III Quarter, 2021)

Figure thirteen, shows that the one hundred percentage understand and respond to instructions and command in English. It is essential to put your trainees close to their teaching areas. This can help make their instruction easier and create a better learning experience for them. You can also check for understanding more easily and efficiently. Once you've given instructions for a task, you can tell right away if they understand what to do. Typically, English-speaking students sit close to English language learners so they can help with various activities.

Figure fourteen. Do you feel confident to participate in oral activities virtually?
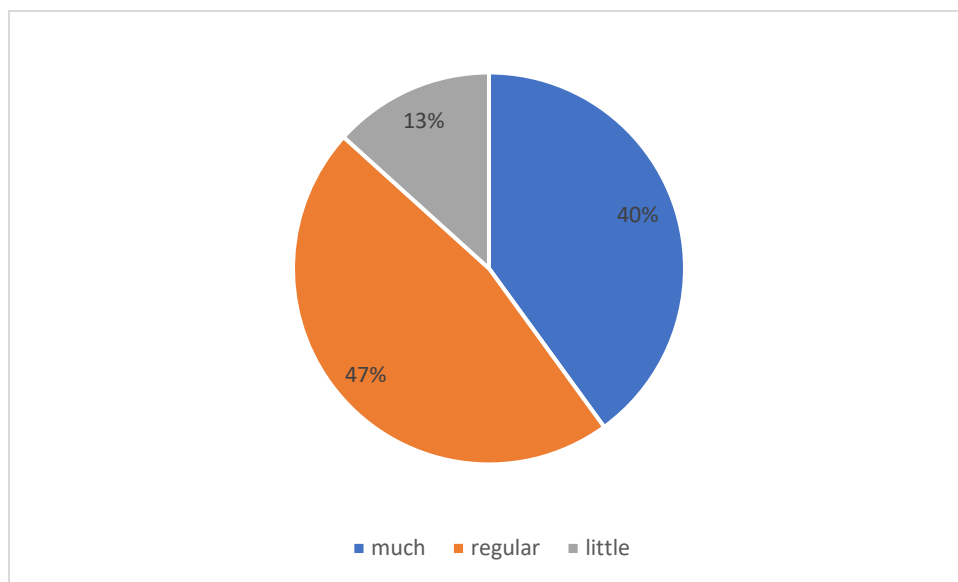
Source: Survey aimed to Instituto Norteamericano students. Question #13 (III Quarter, 2021)

Figure fourteen, shows that the forty-seven percentage feel confident to participate in oral activities virtually, the forty percentage feel confident to participate in oral activities virtually and the thirteen percentage feel confident to participate in oral activities virtually. According of this graph, oral expression occurs spontaneously, to attract the attention of others, narrate events that have occurred;

express feelings, wishes, moods, or problems; argue opinions or express points of view on the most

diverse topics.

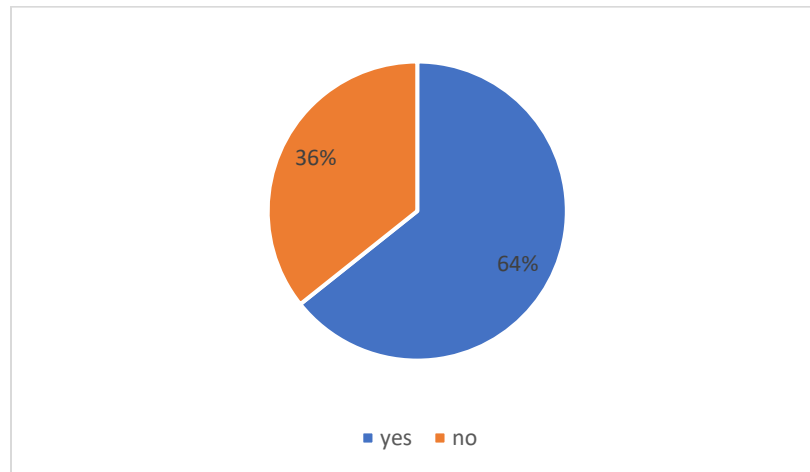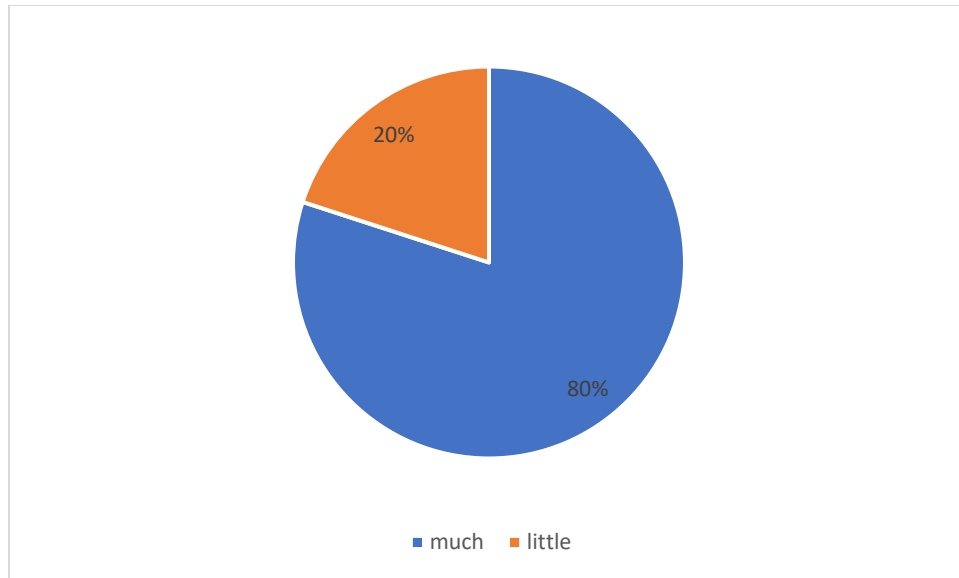**Figure fifteen.** Do you participate orally in English classes?

Source: Survey aimed to Instituto Norteamericano students. Question #15 (III Quarter, 2021)

Figure fifteen shows that the one hundred percentage participate orally in English class. The

development of oral skills proposes interesting topics about current or real life. Also, as teachers take

advantage of all the spaces to speak in English, not only within the class. The initial moment of the class

is vital with an atmosphere of security and trust. The themes, illustrations, photos, and other resources

must be carefully selected. The teacher must begin to provide the student with an appropriate model of

communication.

Figure sixteen. Did you participate more in classroom classes?

Source: Survey aimed to Instituto Norteamericano students. Question #16 (III Quarter, 2021)

Figure sixteen, shows that the sixty-four percentage participate more in classroom classes and the thirty-six percentage participate more in classroom classes. According of this, the fact that students think of participation as the opportunity to give ideas and help, allows them to be included as protagonists of the teaching-learning process, sharing decision-making with the teachers on matters that are of interest to them.

Figure seventeen. Has it facilitated the use of technology to improve communication skills in virtual classes?

Source: Survey aimed to Instituto Norteamericano students. Question #17 (III Quarter, 2021)

Figure seventeen, shows that the eighty percentage facilitated the use of technology to improve communication skills in virtual classes and the twenty percentage facilitated the use of technology to improve communications skills in virtual classes. According of this graph, the use of technology in the educational space allows the use of more interactive tools and that keeps the attention of the students more easily. In this way, students become more enthusiastic about learning.
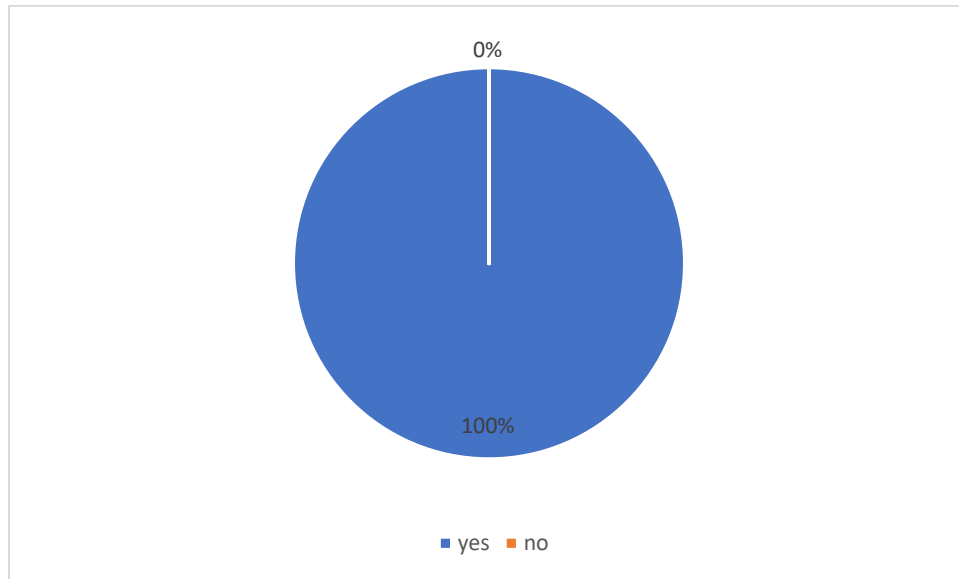
4.3 Student's Questionnaire

Figure one. I like speaking in English
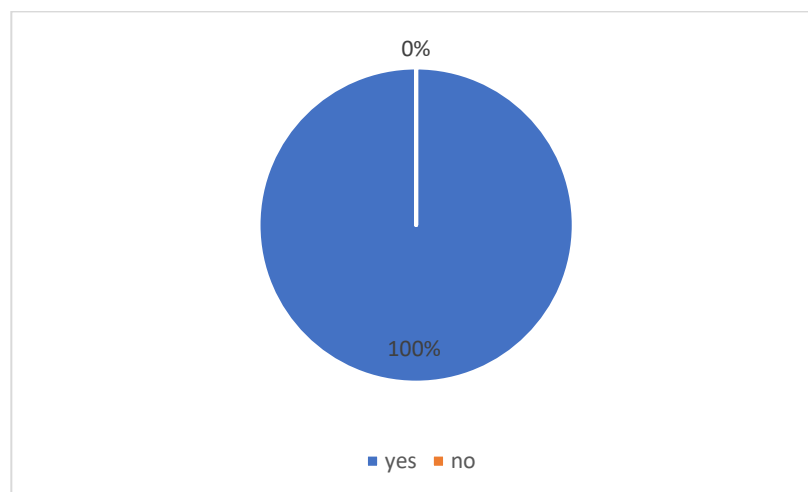
Source: Questionnaire aimed to Instituto Norteamericano students. Question #1 (II Quarter, 2022)

Figure one shows that the one hundred percentage students in virtual classes they like speaking in English. encourage funny, light-hearted, and unpredictable responses. For example, you can say the words in different ways: with a smiling or sad expression, singing opera or pretending to be sleepy; Use your imagination and have fun. If you emphasize funny faces more than speaking, children will often be happy to practice the language repeatedly.

Figure two. I feel confident when speaking in English.
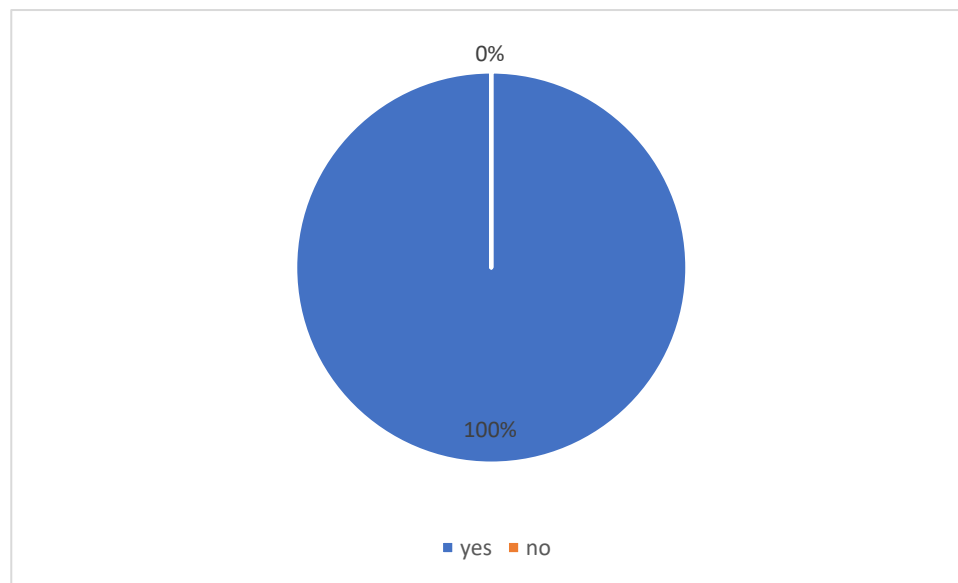
Source: Questionnaire aimed to Instituto Norteamericano students. Question #2 (II Quarter, 2022)

Figure two shows that one hundred percentage feel confident when they are speaking in English, Practice and preparation can go a long way in building your confidence. For example, rehearsing and rewriting presentations in English is good for memorizing the material. The more familiar you are with the content, the better the presentation will come out and the easier it will be for you to speak with confidence.
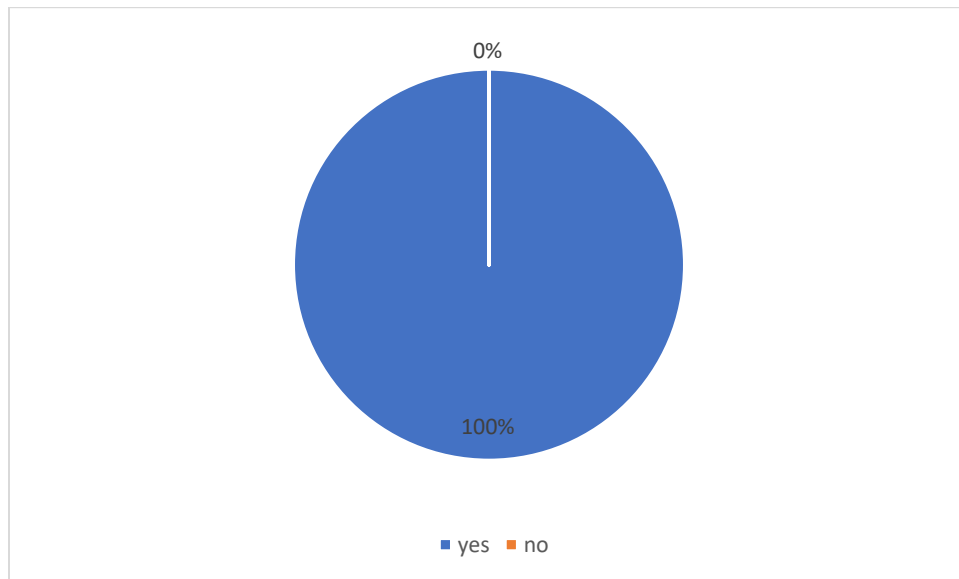
Figure three. My communicative skills ability improved because of this class.

0%

100%

■ yes ■ no

Source: Questionnaire aimed to Instituto Norteamericano students. Question #3(II Quarter, 2022)

Figure three shows that the one hundred percentage learners improve their communicative skills ability in this class. For this reason, Communication skills facilitate understanding and coexistence between people. Both in social interaction, as well as in labor relations and the personal sphere, knowing how to transmit and capture ideas is essential for achieving a stable and harmonious coexistence. Speaking, listening, reading and writing are communication skills that must be developed from interaction and pedagogical strategies that allow individuals to use language correctly, both in oral and written communication, as well as knowing how to interpret and understand it.

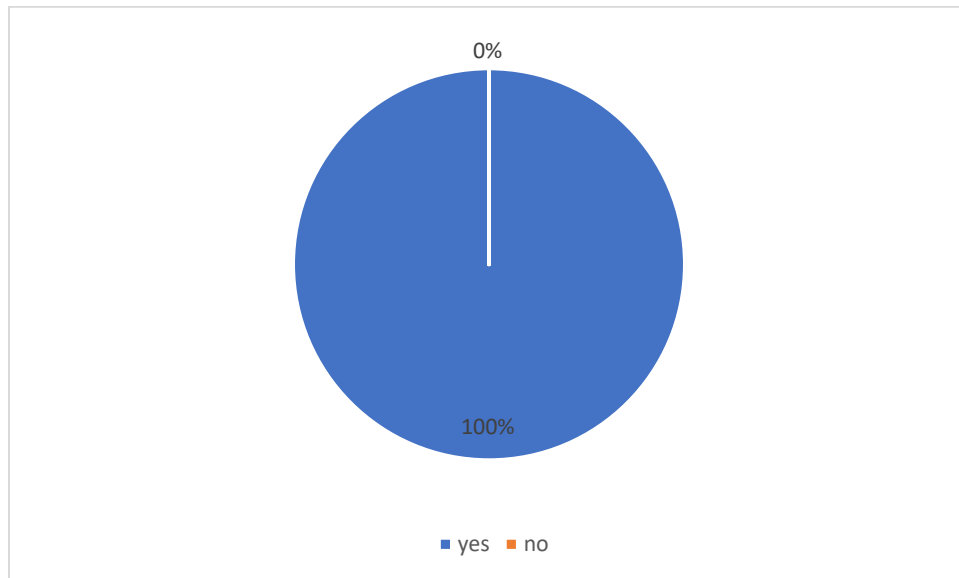**Figure four.** My speaking ability improved as a result of my teacher's explanations.

Source: Questionnaire aimed to Instituto Norteamericano students. Question #4(II Quarter, 2022)

Figure four shows that the one hundred percentage speaking ability was improved because of the teacher's explanations,

The relationship between teacher and student favors student learning by increasing their academic performance. The link between teacher and student is key to promoting the development of learning of each of the students. A good teacher needs not only extensive knowledge of the subject taught and a study plan; You need to be enthusiastic, caring, and empathetic but also firm and respectful, responsible, flexible, and communicative. These, among other characteristics, make up the keys to being a good teacher.

Figure five. My communicative ability improved as a result of materials (videos, quizlet , prezi PowerPoints, textbooks, etc.) used in this class.

Source: Questionnaire aimed to Instituto Norteamericano students. Question #4(II Quarter, 2022)

Figure five shows that the one hundred percentage student's communicate ability improved as result of materiales such as videos, quizlet, prezi, powerpoints, textbooks,etc) used in class. Possessing competent communication skills will determine our success in social relationships. That is why communicating well will ensure that we can enjoy better relationships at work, relationships, friendships, family and in general, with all the people around us.

Figure six. My pronunciation improved because of practices and activities in class.

0%

100%

■ yes ■ no
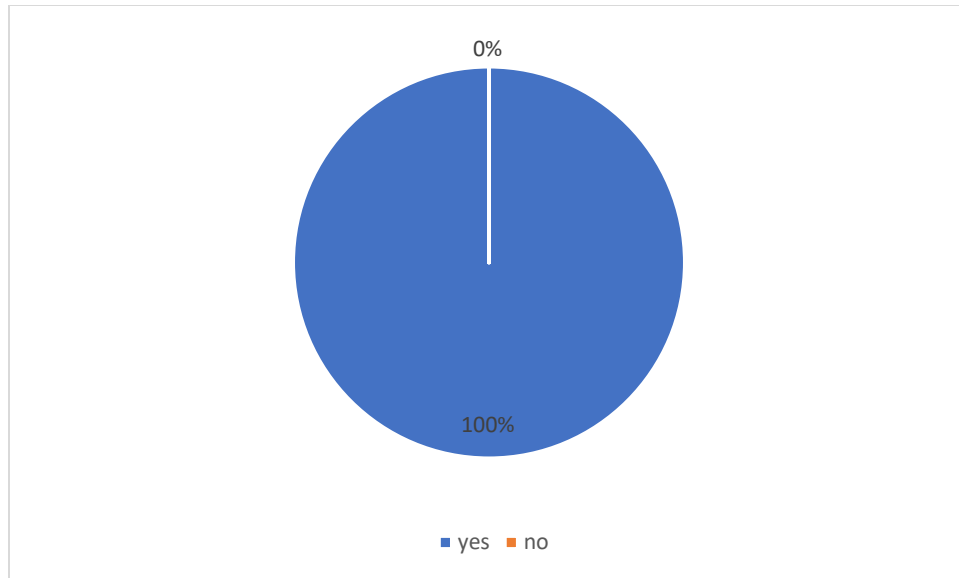
Source: Questionnaire aimed to Instituto Norteamericano students. Question #6(II Quarter, 2022)

Figure six shows that the one hundred percentage learners' pronunciation improved as a result of practices and activities in class. Also, you must remember that constant practice will give you greater fluency. Listen to how the natives pronounce the words and try to identify the sounds that are made and the ones that are not made. Pronounce the word out loud repeatedly until you feel that you have said it correctly. Apply the tips that we have detailed, and you will notice the progress in your way of pronouncing.

Figure seven. My teacher's eye contact in class is useful to make me feel involved and engaged
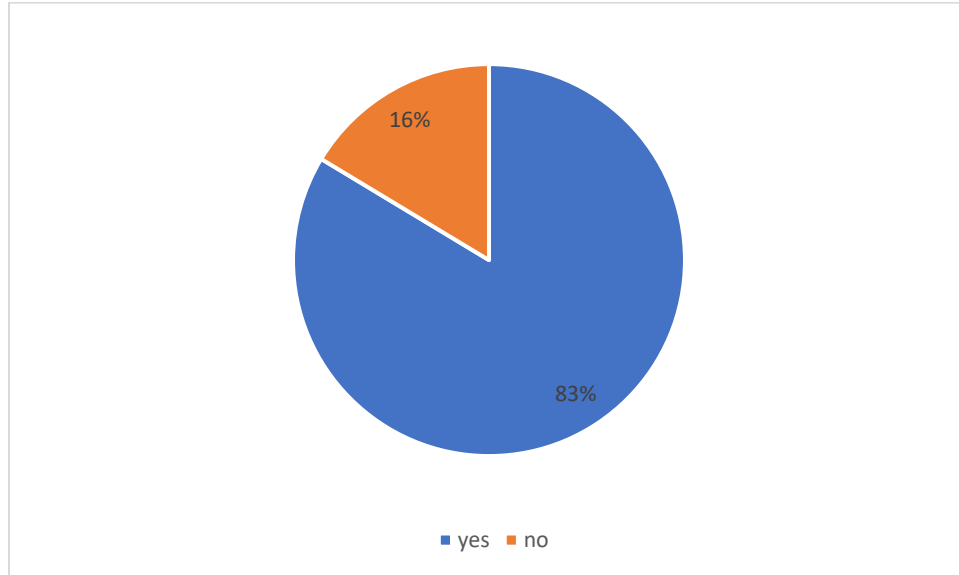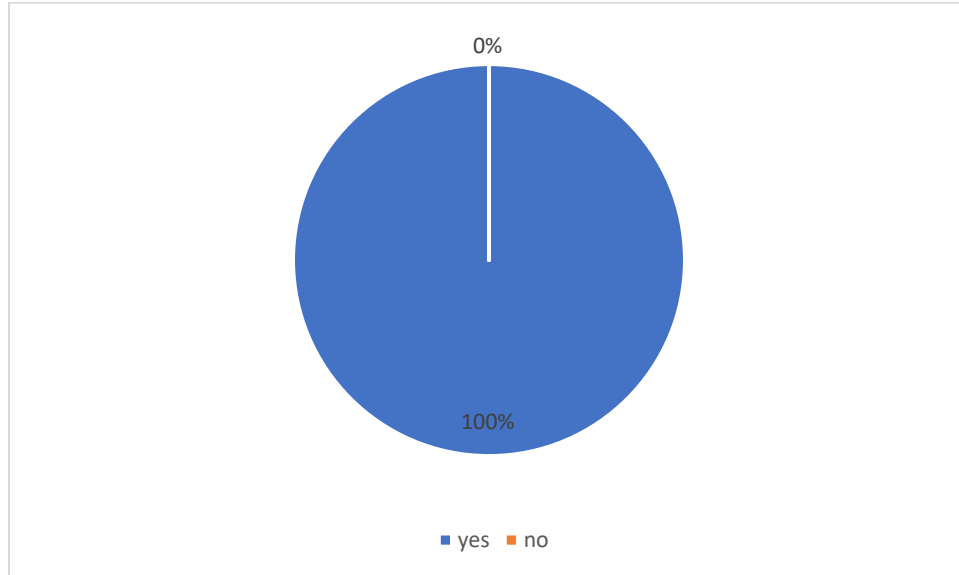

Source: Questionnaire aimed to Instituto Norteamericano students. Question #7(II Quarter, 2022)

Figure seven shows that the eighty-three percentage said the teacher's eye contact in class is useful to make feel involved and engage. On the other hand, the sixteen percentage said the teacher's eye contact in class is useful to make feel involved and engage. Making eye contact allows your students to engage and not feel ignored. A link is established. You should not speak looking at the sky or the ground, or with your back to the students, because this non-verbal action communicates disinterest. Also, Eye contact must be established throughout the speech, since the good orientation of the gaze allows the initial capture of the attention of the students, as well as helping to maintain it.

Figure eight My teacher's explanations with visual aids and tools were more interesting.

Source: Questionnaire aimed to Instituto Norteamericano students. Question #8(II Quarter, 2022)

Figure eight shows that one hundred percentage said that the teacher's explanations with visual aids and tools were more interesting. The teacher applies in her explanations interactive and creative visual aids and tools in her classes. Interactive classrooms are an innovative space where technology and education are mixed to facilitate learning. Its multiple functions allow the space to become more interactive for students and teachers.
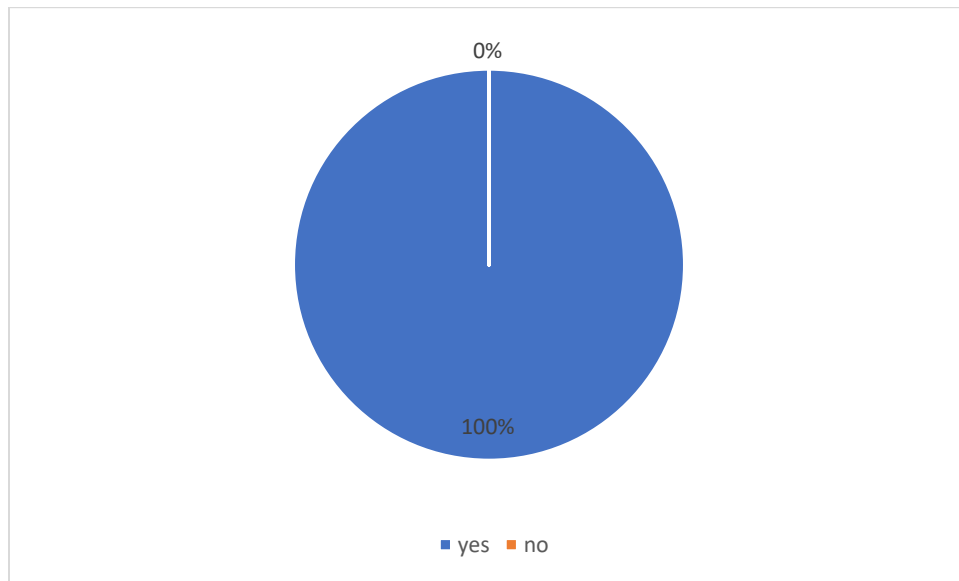
Figure nine. Were pronunciation activities in class for you to practice?
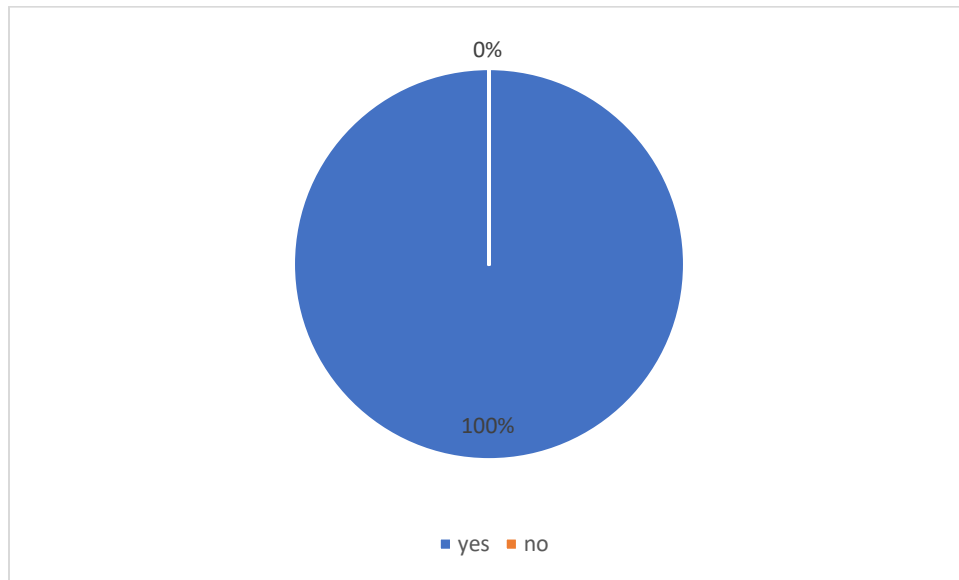
Source: Questionnaire aimed to Instituto Norteamericano students. Question #9(II Quarter, 2022)

Figure nine shows that the one hundred percentage said there were pronunciation activities in class for practice. It is essential to know that improve your pronunciation in English you can also listen to stories, watch movies and videos in English and try to imitate what they say, with their accent and intonation. All these activities will help your tongue and ears get used to the new sounds.

Figure ten. Pronunciation practices and activities in this class were useful for me

Source: Questionnaire aimed to Instituto Norteamericano students. Question #10 (II Quarter, 2022)

Figure ten shows that the one hundred percentage said pronunciation practices and activities in this class were useful for them. It is important that the audios, pronunciation words and sentences, practice with the mouth, listen to music, listen videos, there are good manners to practice and improve pronunciation.

Figure eleven. My teacher gives feedback for me to correct my mistakes.
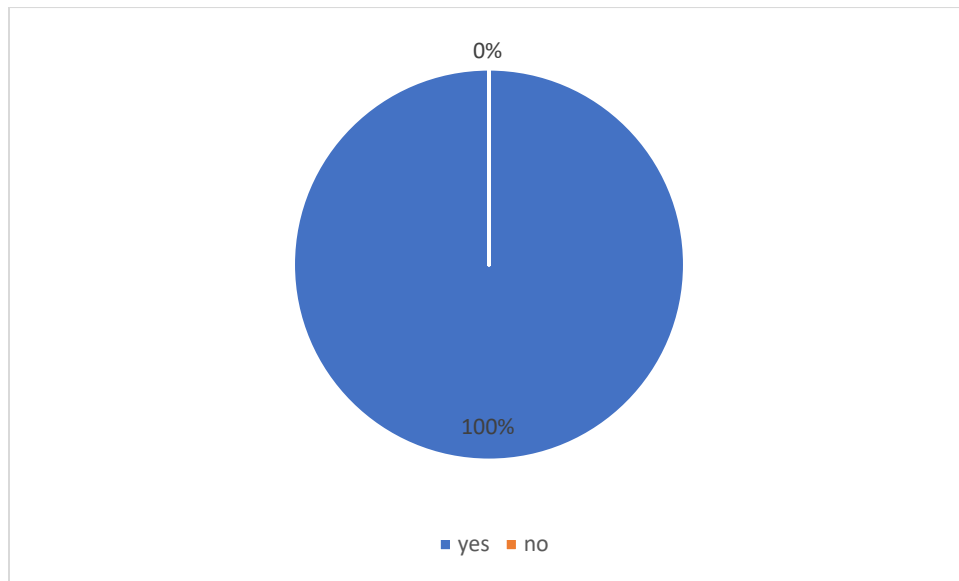
Source: Questionnaire aimed to Instituto Norteamericano students. Question #11 (II Quarter, 2022)

Figure eleven shows that one hundred percentage said the teaches give them feedback to correct their mistakes. When students are aware that the answer, they are giving to the problem is not the correct one, they can attempt to solve the problem at a deeper level compared to someone who has simply memorized the answer. Also, as teachers we should not just correct the error, but make sure that the students use and understand the reason why the answer is not correct.
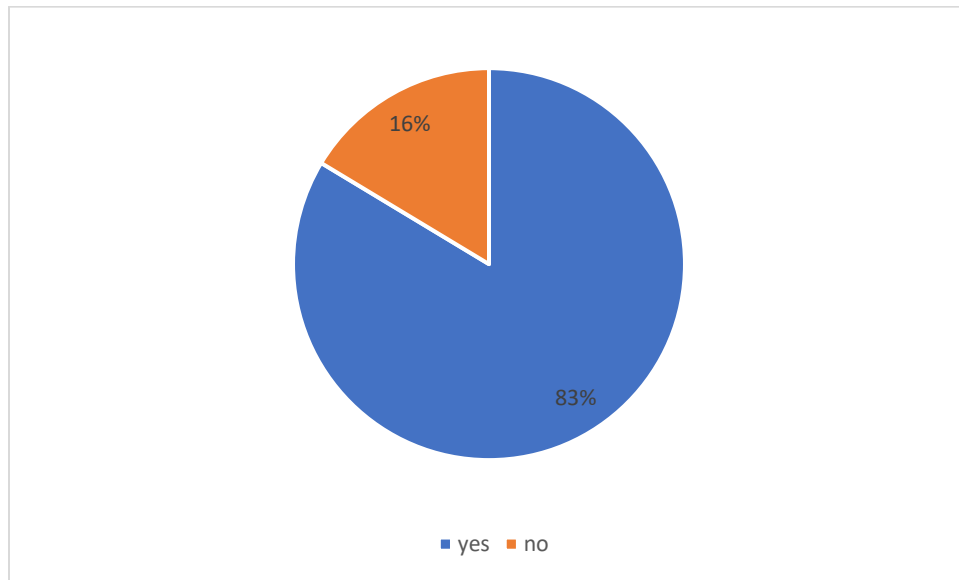
Figure twelve. There were activities to work and interact with my classmates orally?
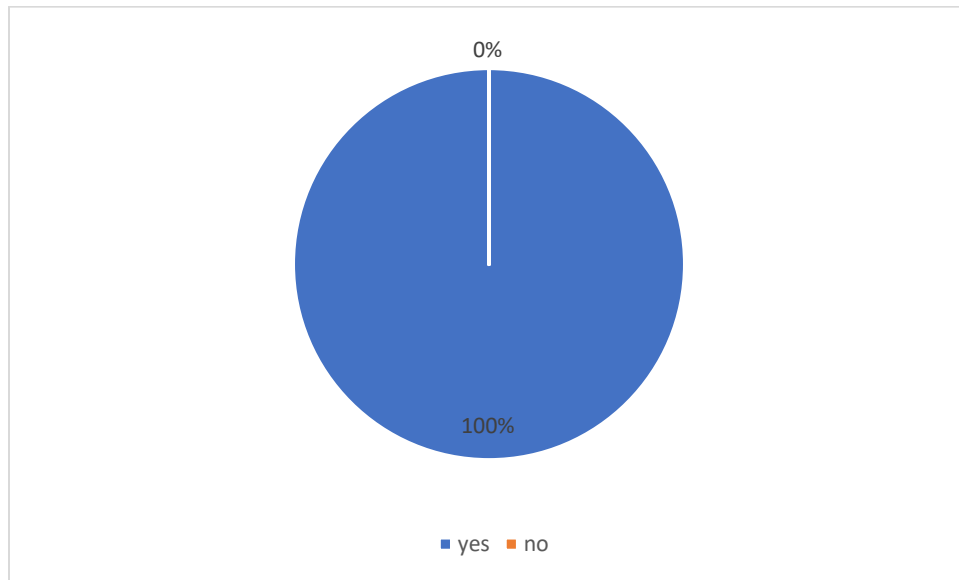
Source: Questionnaire aimed to Instituto Norteamericano students. Question #12 (II Quarter, 2022)

Figure twelve shows that the one hundred percentage said there were activities to work and interact with their classmates orally. It is essential that you must have a knowledge of your students, understand and accept their feelings and needs, offer satisfactory experiences that increase the self-esteem of the students, as well as create situations of free play to stimulate communication through modeling and reinforcement techniques.
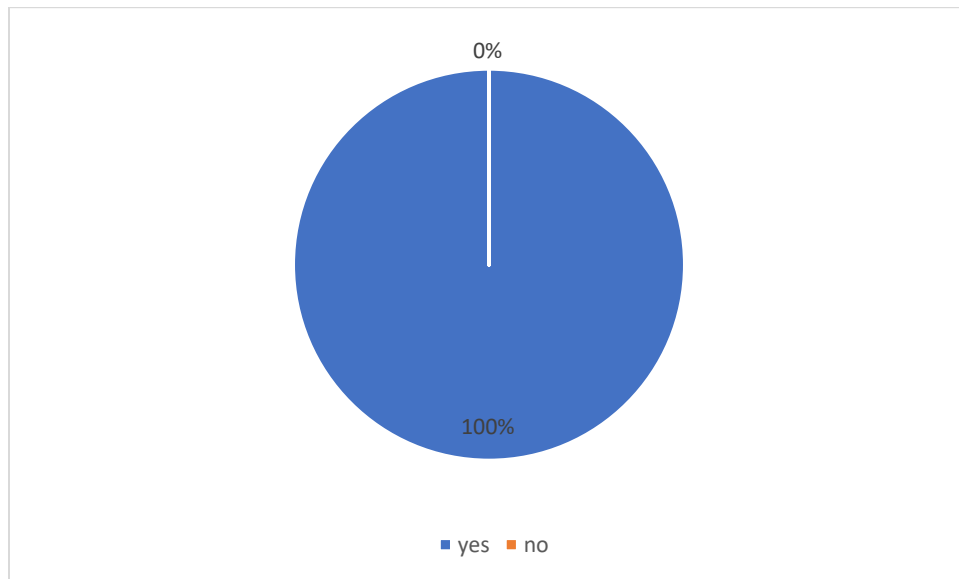
Figure thirteen. I have activities where I can talk and interact with the teacher in English?

Source: Questionnaire aimed to Instituto Norteamericano students. Question #13 (II Quarter, 2022)

Figure thirteen shows that the eighty-three-percentage said there were activities where they can talk and interact with the teacher in English and the sixteen-percentage said there were activities where they can talk and interact with the teacher in English. Also, the relationship between teacher and student favors student learning by increasing their academic performance. The link between teacher and student is key to promoting the development of learning of each of the students. Teachers, for their part, must assume the responsibility that this connection implies and act as a reference in the lives of students.

Figure fourteen. Does the teacher ask questions for me to answer in English and participate in class?

Source: Questionnaire aimed to Instituto Norteamericano students. Question #14 (II Quarter, 2022)

Figure fourteen shows that one hundred percentage said the teacher asks questions for them to answer in English and participate in class. It is important to know that in this activity, Perform non-qualifiable participation activities. Formulate questions that generate closeness in your students, such as: characteristics are their social networks, soccer teams, favorite players; Look for questions that nonetheless evaluate with a number or a letter, but that your students feel that they can comment without it having a negative consequence.

Figure fifteen. Do you have activities to participate with collaboration of your classmates?
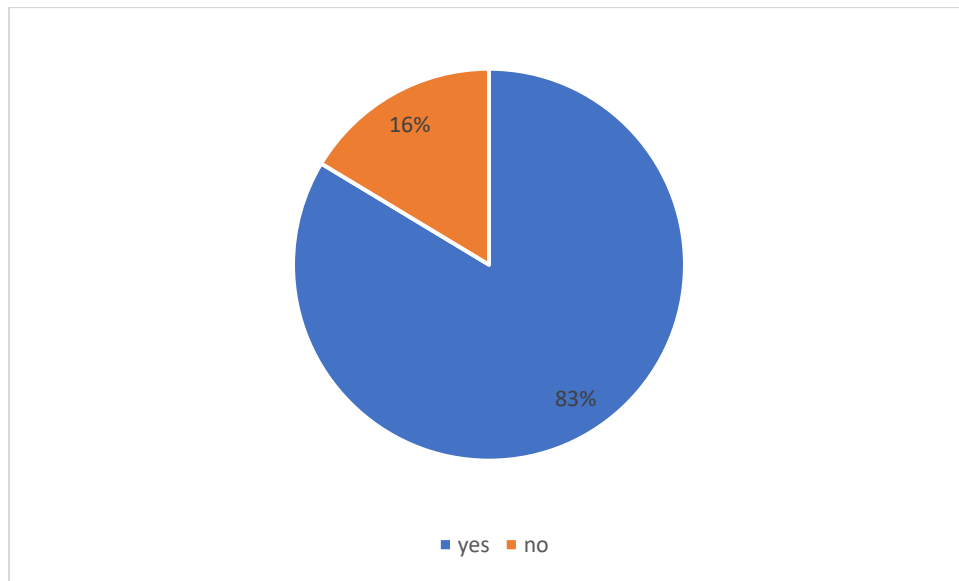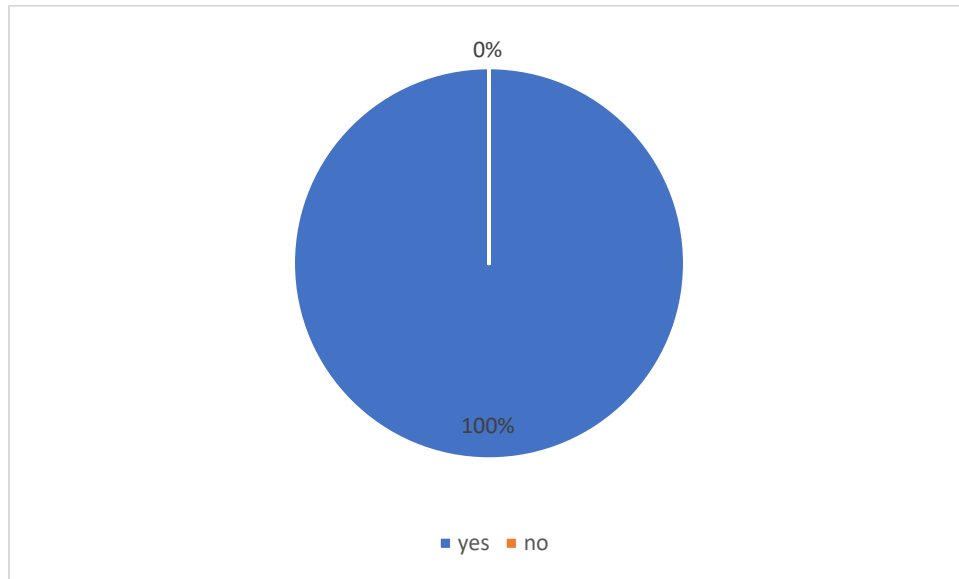

Source: Questionnaire aimed to Instituto Norteamericano students. Question #15 (II Quarter, 2022)

Figure fifteen shows that the eighty-three-percentage said they have activities to participate with collaboration of their classmates and the sixteen-percentage said they have activities to participate with collaboration of their classmates. In this activity the fundamental tool is the teamwork may seem distracting in the classroom, but it encourages student engagement and social engagement. Give them means to express their ideas and participate. It is not only about involving the student, but that their participation is of quality. Moreover, the fact that students think of participation as an opportunity to give ideas and help, allows them to be included as protagonists of the teaching-learning process, sharing together with the teachers the decision-making on matters that are of interest to them.
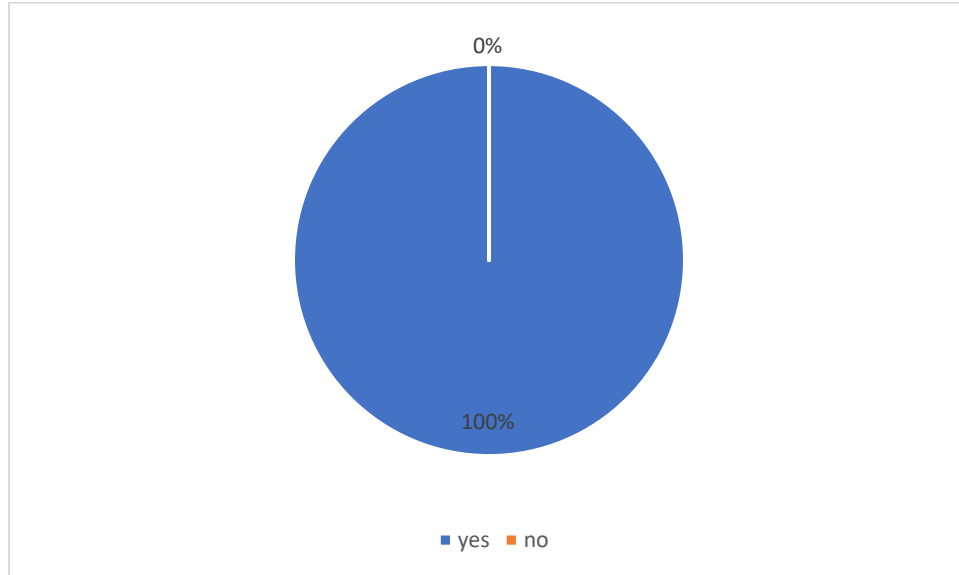
4.4 Techers' Questionnaire

Figure one. Do you greet the students and stablishes rapport with students at the beginning of the class?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #1 (II Quarter, 2022)

Figure one shows that the one hundred percentage of the teachers greet the students and stablishes rapport with students at the beginning of the class. A greeting with a positive message before class starts can make a difference for both students and teachers. Also, a Greeting student at the classroom door every day can increase motivation and reduce misbehavior. Specifically, in just a few months, greeting students with good energy and a smile promotes a sense of acceptance, and gives them emotional and social support that helps them feel more comfortable with learning.
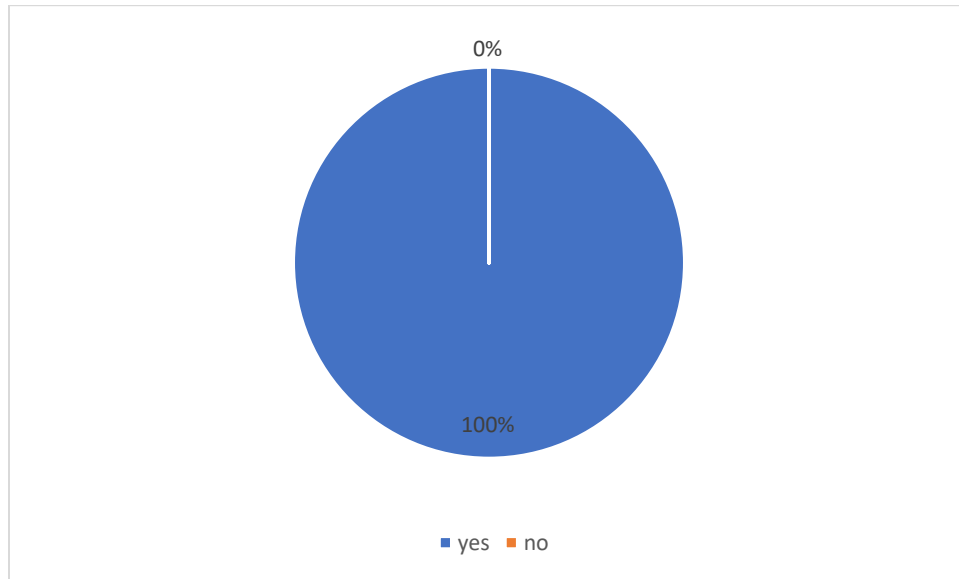
Figure two. Do you hold interest of students during the class?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #2 (II Quarter, 2022)

Figure two shows that the one hundred percentage of the teachers hold interest in their students during the class. The student's interest in learning is not something that comes exclusively from his personal disposition or because there is something in the environment that is very attractive. Interest is an interactive process between the person and the physical, social, or cultural conditions of their environment. The professor must not forget that the first ones who must be motivated are the ones responsible for imparting the training and showing that we are interested in what we are teaching. Only in this way can we obtain the maximum potential of our students, making the training a success.

Figure three. Do you maintain eye contact with students and keep the camara on during the class?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #3 (II Quarter, 2022)

Figure three shows that the one hundred percentage of the professor maintain eye contact with students and keep the camara on during the class. It is important that with the camera on, knowing they are being watched, they are not so easily distracted by their cell phones or by what is happening at home. It allows to observe the non-verbal language of the students.
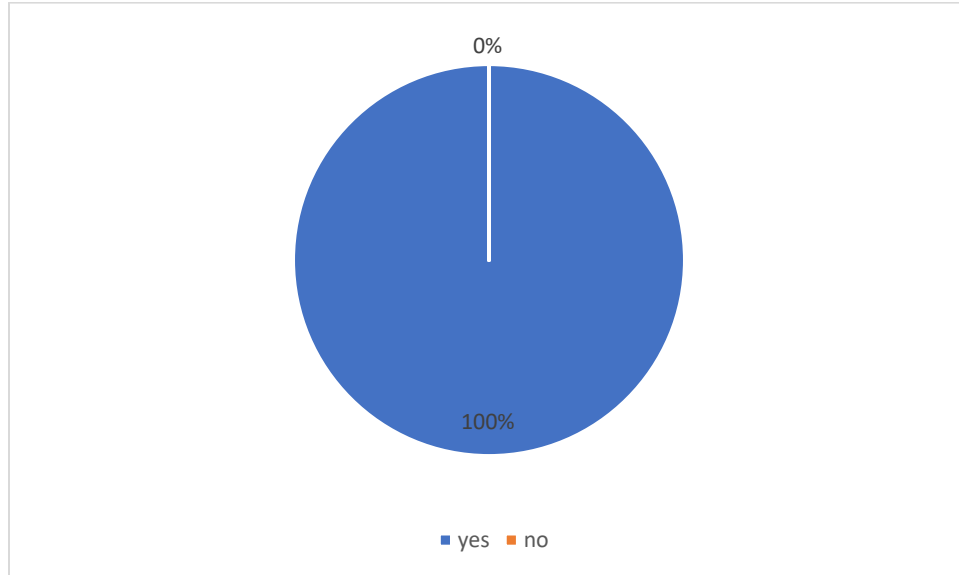
Figure four. Do you smile at students to build confidence and rapport during the class?
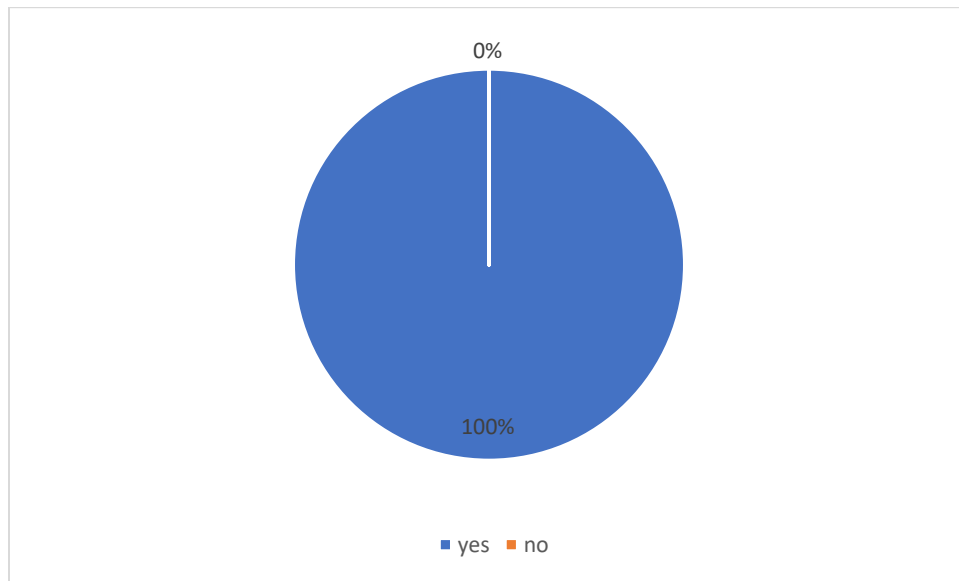
Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #4 (II Quarter, 2022)

Figure four shows that the one hundred percentage of the professors smile at students to build confidence and rapport during the class. Consider discipline, applied firmly, fairly, and responsibly. Propose stimulating activities, where all students feel important. Ensure that respect, solidarity, and mutual support are always lived.

Figure five. Do you provide feedback for your students?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #5 II Quarter, 2022)

Figure five shows that the one hundred percentage of the professors provide feedback for their students. A professor said that he types better way to improve what is important is required after the question or practice. Establish the focus of observation and feedback in a shared manner. Create an atmosphere of cordiality and respect. Give feedback based on argued evidence, focusing on the practice and not on the person.
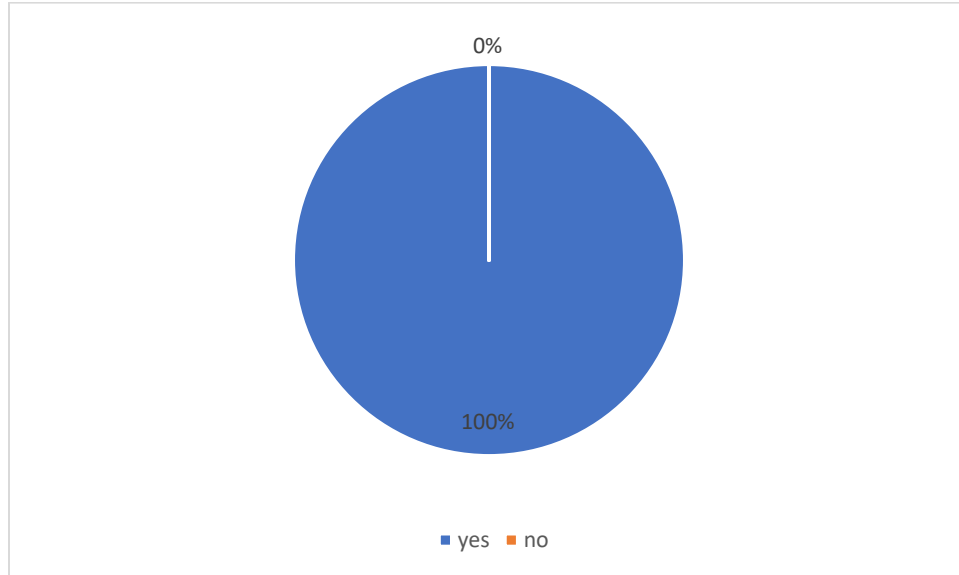
Figure six. Do you encourage participation; interact with your students?
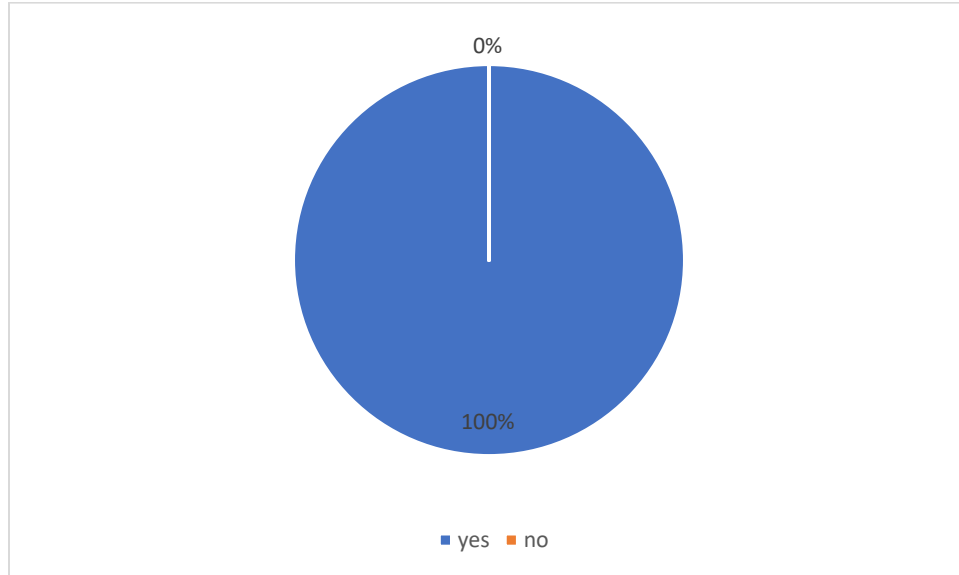
Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #6 II Quarter, 2022)

Figure six shows that the one hundred percentage of the professors encourage participation and interact with your students. Feedback is important because Facilitate self-reflection. For example, by asking students to analyze the strengths and weaknesses of a piece of work they have done, to observe the specific areas in which they need to improve, and to propose concrete strategies for their achievement, analysis is being promoted and learning is improved. Increases student motivation and self-esteem. If the feedback helps you clearly identify the areas you need to improve, the student will see a boost in self-esteem. The same happens if, in this communication process, the positive aspects and strengths that have been demonstrated in their performance are reinforced.

Figure seven. Do you use creative materials in class?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #7 II Quarter, 2022)

Figure seven shows that the one hundred percentage of the teachers use creative materials in class. Didactic materials are the elements that teachers use to facilitate and guide the learning of our students (books, posters, maps, photos, sheets, videos, software,). It is fundamental that the professor solve doubts with creative answers to provoke reflection and inquiry. He is interested in the learning of his students. Listen with interest and respect to innovative ideas. Establish two-way communication with students.

Figure eight. Do you use audio-visual tools to present the topics, like Prezi or quizlet activities?
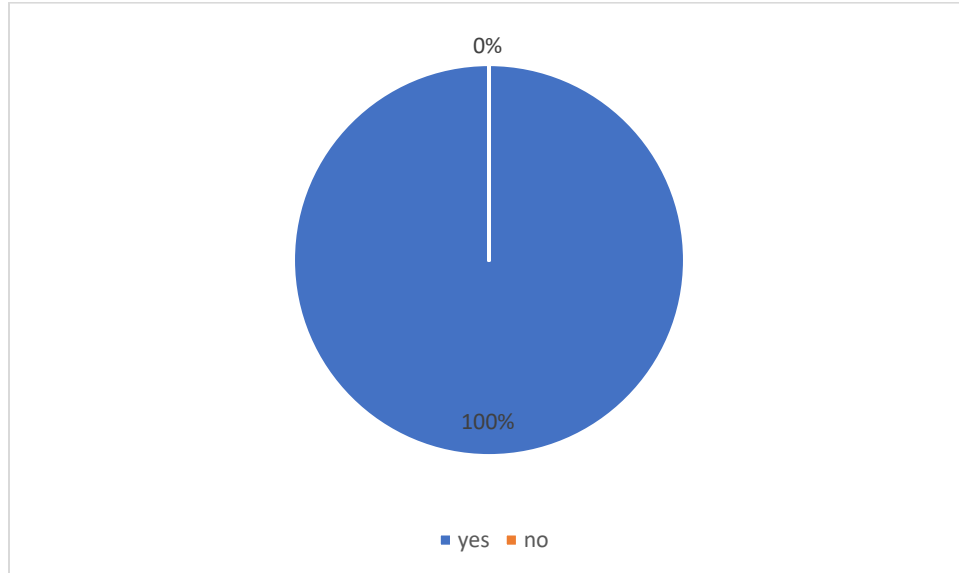
Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #8 II Quarter, 2022)

Figure eight shows that the one hundred percentage of the facilitators use audio-visual tools to present the topics, like Prezi or quizlet activities. The main reason for the use of images in educational processes is that they are motivating, sensitize and stimulate the interest of students towards a given topic, so that they facilitate instruction by completing the verbal explanations given by teachers. They serve to attract the attention of the audience allowing materials to be presented on a screen (texts, sounds, animations, static images, moving images, video fragments...) with which the exhibition can be documented, illustrated, or reinforced.

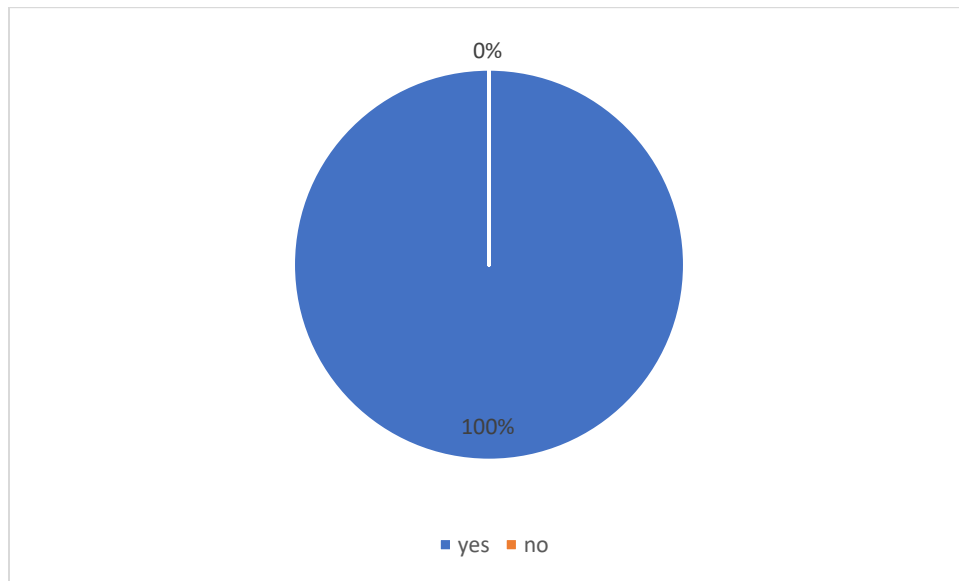**Figure nine.** Do you apply collaborative activities in the class to promote communication?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #9 II Quarter, 2022)

Figure nine shows that one hundred percentage of the professor apply collaborative activities in the class to promote communication. Also, a teacher said that he applies short dialogues, describe pictures in small groups. Collaborative activities turn students into protagonists of their own learning, develops their skills and abilities, strengthens their interpersonal relationships, and allows them to acquire meaningful learning. They must be open to sharing their ideas and knowledge with others, with confidence and without fear. Always with an open mind to the ideas of others. You can establish some rules of dialogue, or even the frequency and means of communication so that they learn to collaborate.

Figure ten.   Do you promote interaction in the classroom, both student- teacher interaction and student - student interaction?
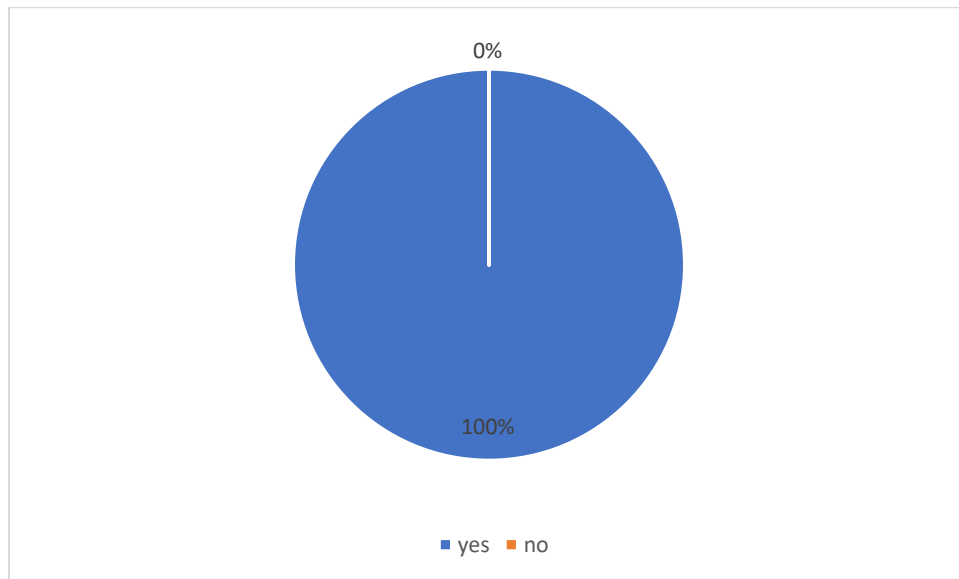
Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #10 II Quarter, 2022)

Figure ten shows that the one hundred percentage of the professors promote interactions in the classroom. Show confidence in students. Show positive regard for them. Students need to see the teacher as a support figure and for this the teacher must create a good personal relationship with them. The link between teacher and student is key to promoting the development of learning of each of the students. Teachers, for their part, must assume the responsibility that this connection implies and act as a reference in the lives of students.

Figure eleven. Do you check pronunciation in classes?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #11 II Quarter, 2022)

Figure eleven shows that the one hundred percentage of the facilitators check pronunciation in class. Pronunciation conveys the oral message, in a way that can make it easier or harder for the listener to recognize words. Therefore, the communicative importance of pronunciation lies in the fact that it gives intelligibility to the oral text of which it is a part.

Figure twelve. Do you apply drills and practice to improve pronunciation in students to improve communicative skills?

Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #11 II Quarter, 2022)

Figure twelve shows that the one hundred percentage of the students apply drills and practice to improve pronunciation in students to improve communicative skills. Your students have different rhythms, so you must be concrete, fast and focus on specific topics. Talking with them also means reading their comments in a chat or listening to their questions in an interactive video call, with this you will be able to improve the effectiveness of your online course or class.

Figure thirteen. Do you ask open or close questions to students to foster communicative skills?
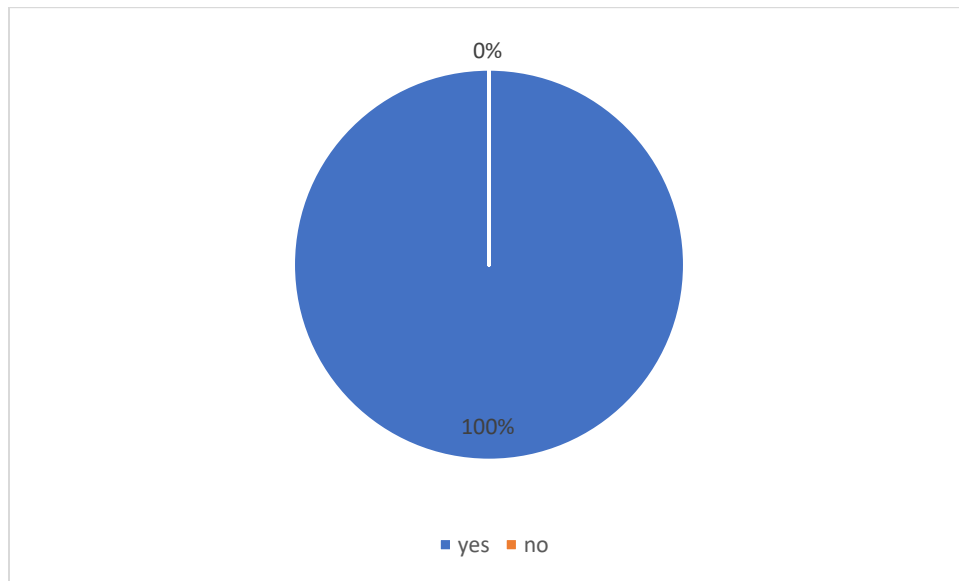
Source: Questionnaire aimed to Instituto Norteamericano teachers. Question #13 II Quarter, 2022)

Figure thirteen shows that the one hundred percentage of the professors ask open or close questions to students to foster communicative skills. The importance is communication serves to transmit and receive messages clearly. Thanks to communication skills, it is possible to give and understand instructions, learn new things, make requests, ask questions, and transmit information with ease. Moreover, facilitate understanding and coexistence between people. Both in social interaction, as well as in labor relations and the personal sphere, knowing how to transmit and capture ideas is essential for achieving a stable and harmonious coexistence.

4.3 Input Diagnosis and Out diagnosis

Figure one. Was there eye in class?
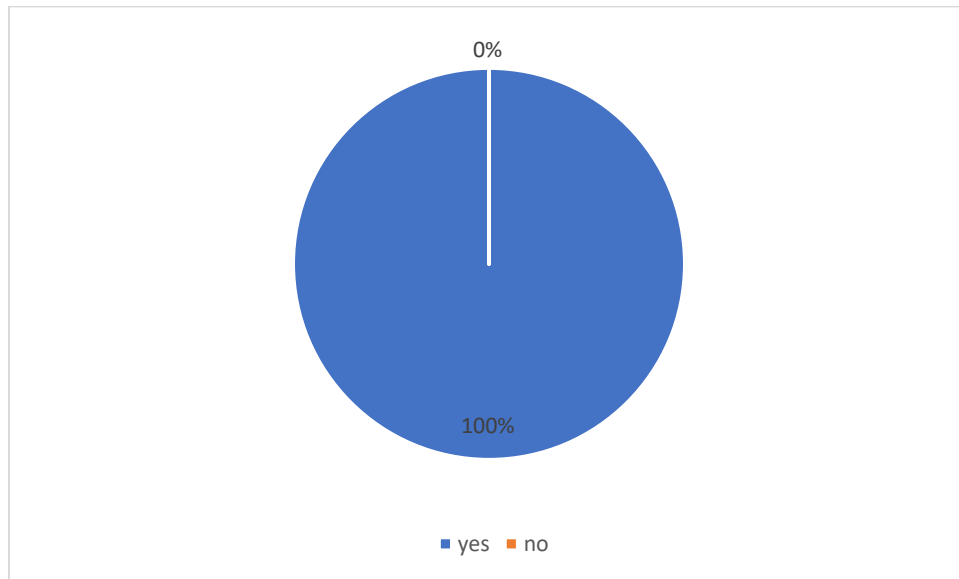
Source: Input Diagnosis and Out diagnosis aimed to Instituto Norteamericano teachers. Question #1(II Quarter, 2022)

Figure one shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto Norteamericano was eye contact in class.

Figure two. Were there grettings in class?

Source: Input Diagnosis and Outdiagnosis aimed to Instituto Norteamericano teachers. Question #2(II

Quarter, 2022)

Figure two shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto

Norteamericano was greetings in class.

Figure three Was there questioning in class?

Source: Input Diagnosis and Out diagnosis aimed to Instituto Norteamericano teachers. Question #4(II

Quarter, 2022)

Figure three shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto

Norteamericano was questioning in class.

Figure four Were there educational posters in class?

Source: Input Diagnosis and Out diagnosis aimed to Instituto Norteamericano teachers. Question #4(II

Quarter, 2022)

Figure four shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto

Norteamericano were educational posters in class.

Figure five Were there creative presentations to keep students engaged with the lesson?
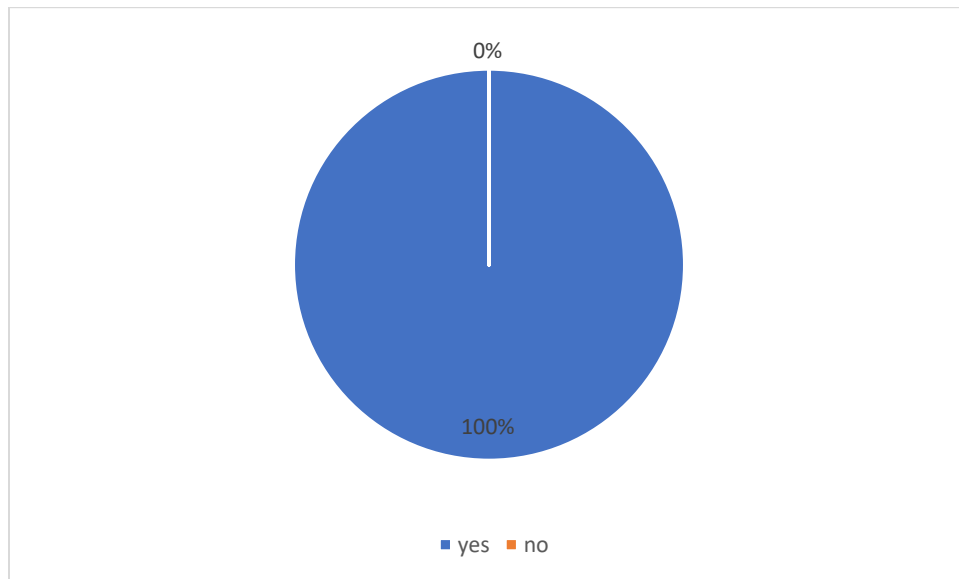

Source: Input Diagnosis and Out diagnosis aimed to Instituto Norteamericano teachers. Question #5(II

Quarter, 2022)

Figure five shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto

Norteamericano were there creative presentations to keep students engaged with the lesson.

Figure six Were there educational charts in class?
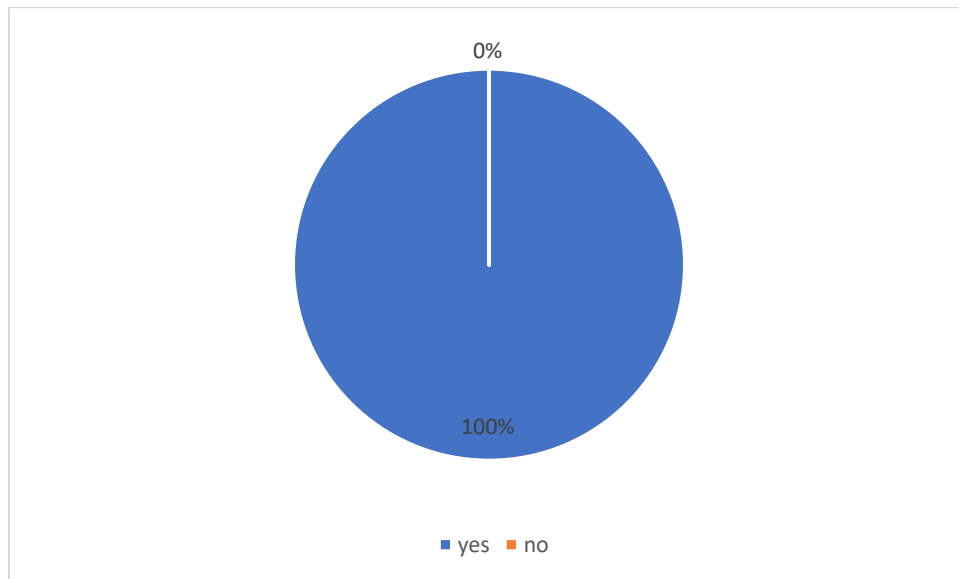
Source: Input Diagnosis and Outdiagnosis aimed to Instituto Norteamericano teachers. Question #6(II

Quarter, 2022)

Figure six shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto

Norteamericano were their educational charts in class.
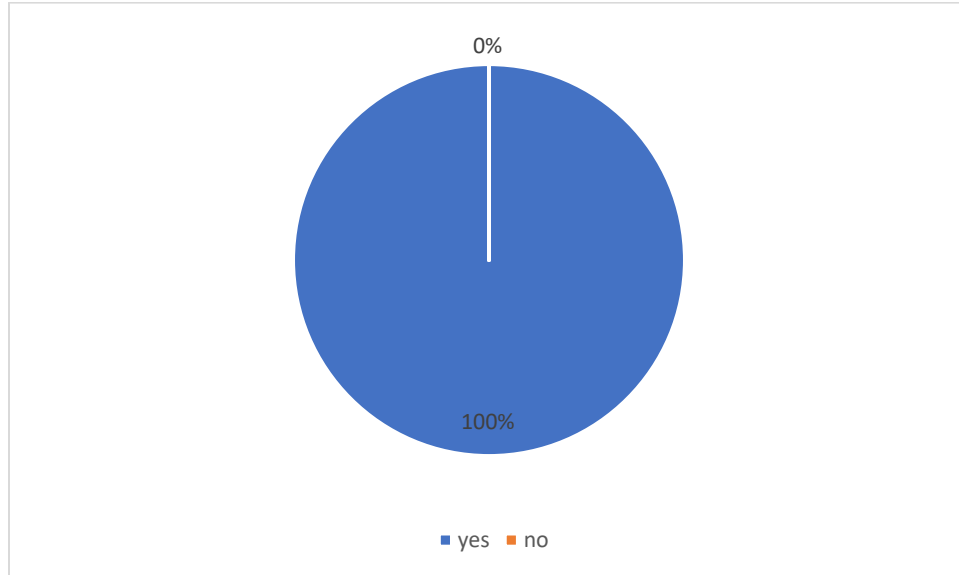
Figure seven Were there sharing opinion in class?

Source: Input Diagnosis and Outdiagnosis aimed to Instituto Norteamericano teachers. Question #7(II

Quarter, 2022)

Figure seven shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto

Norteamericano were sharing opinion in class.
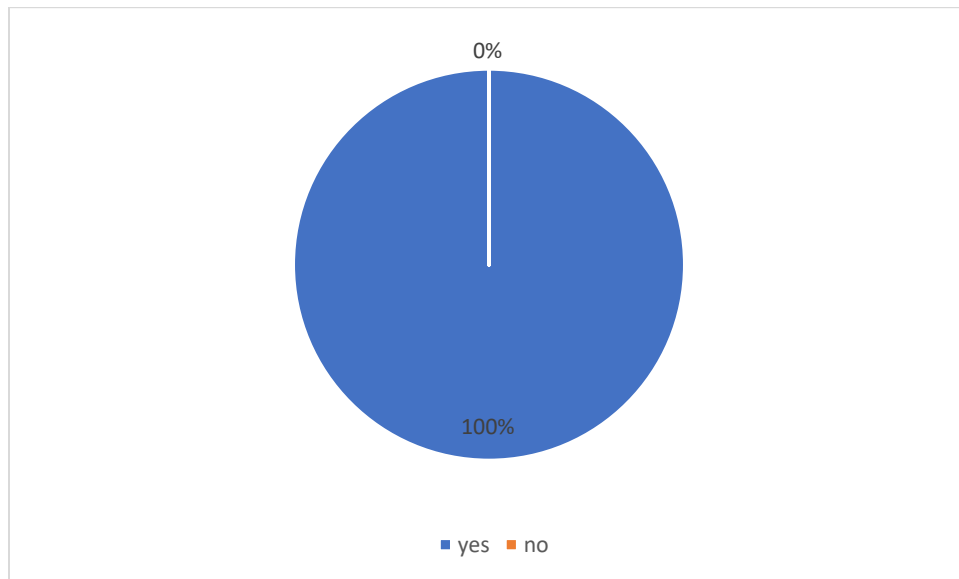
Figure eight Were there audio-visual tools?

Source: Input Diagnosis and Out diagnosis aimed to Instituto Norteamericano teachers. Question #8(II

Quarter, 2022)

Figure eight shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto

Norteamericano were audio visual tools in class.

Figure nine Was there using Prezi in class?
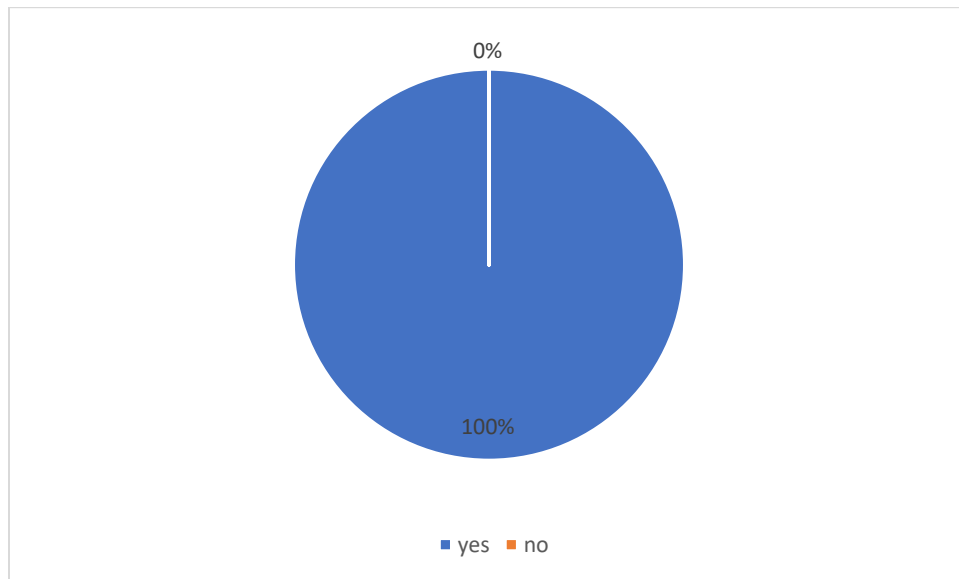
Source: Input Diagnosis and Out diagnosis aimed to Instituto Norteamericano teachers. Question #9(II Quarter, 2022)

Figure nine shows that in the input diagnosis and out diagnosis aimed to the students in the Instituto Norteamericano were using Prezi in class.
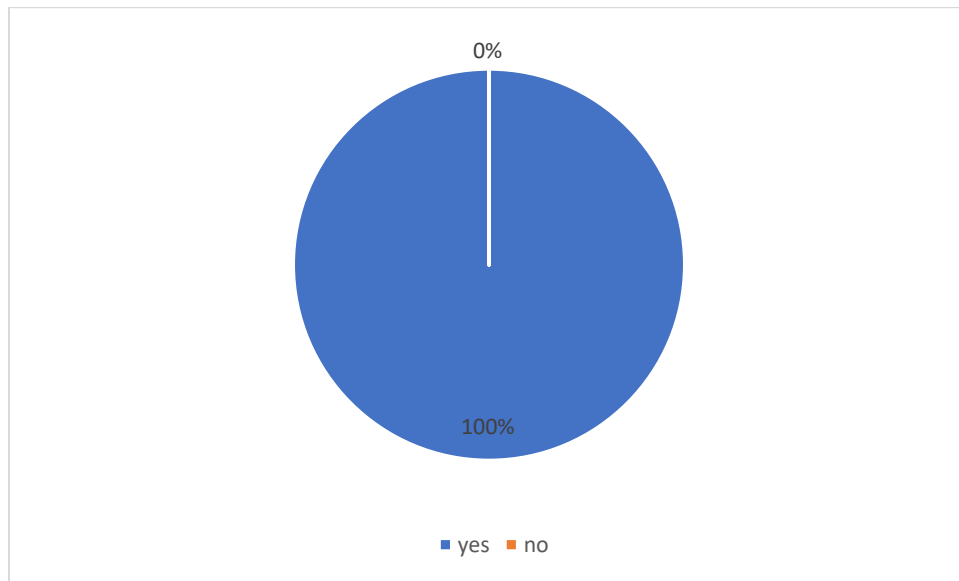
Figure ten Was there using Quizlet in class?

Source: Input Diagnosis and Outdiagnosis aimed to Instituto Norteamericano teachers. Question #10(II

Quarter, 2022)

Figure ten shows that in the input diagnosis and outdiagnosis aimed to the students in the Instituo

Norteamericano were using quizlet in class.

CHAPTER V
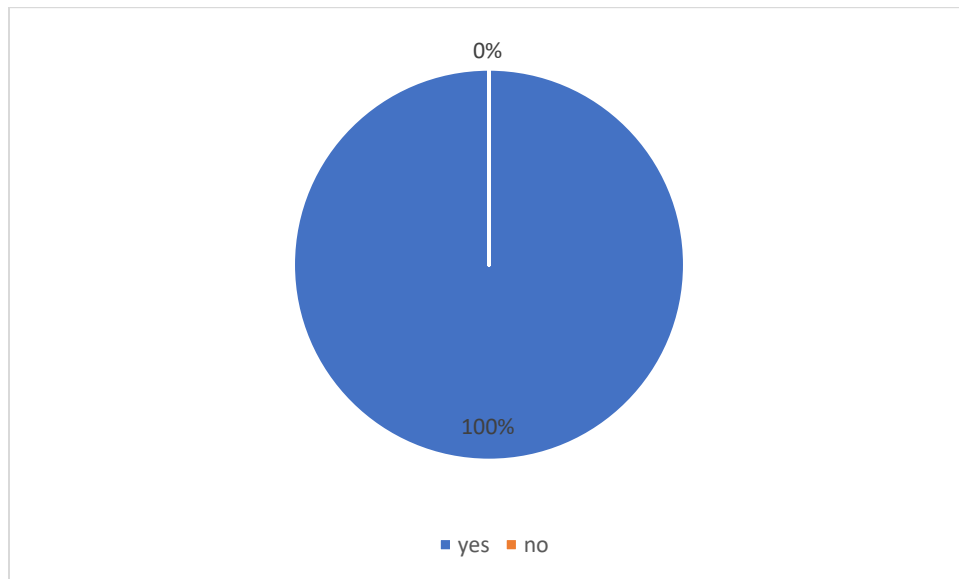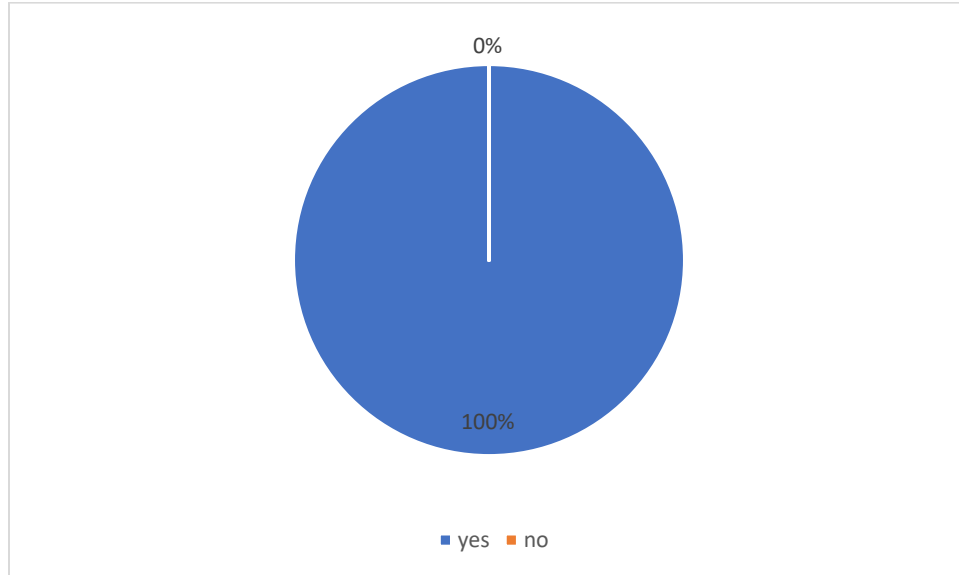
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In reference to the research question.

- It is concluded that the impact of online learning in communication among the beginner level were good and bad the adaptation for learners and the author had experience regarding of English Teaching in virtual classes.

Referent to the general objective

- It is concluded that the activities used in class observation worked in a different manner than expected because it was obtained better results from the learners in activity one and activity two.

Referent to the first specific objective

- It is concluded that the pedagogical strategies that the teacher applied worked good in activity one but in activity two the learners do not communicate with the rest of the class.

Referent to the second specific objective

- It is concluded that the author identifies the impact of audiovisual tools in virtual environment for communicative skills development in the learners with the activity one and activity two of the class observation and the survey.

Referent to the third specific objective

- It is concluded that the author is going to do a proposal in which the professor can apply in virtual classes and make interactive and creative activities in virtual classes for the learners.

5.2   Recommendations

- It is recommended to implement the proposed techniques in the class during the year. To take more time to explain the activities to obtain better results. To support the team, work to facilitate the communication among the classmates. To use different techniques which would improve the learning process of the learners.

- It is recommended to add images in the virtual classes to help and follow the comprehension of the learners.

- It is recommended to look for new strategies that propitiate the cooperation and communication among the classmates. To implement more teamwork in the class and give support to the group during the activities.

- It is recommended to continue using pictures, videos, audios and vocabulary during the virtual classes' activities. To combine the use of images with other techniques to assist in the development of the exercises.

- It is recommended to future teacher must planning the tasks of each virtual classes with interactive and creative activities.

- Students can be nervous about remote or online learning, so making sure they can see and hear you clearly is a must. If you're teaching from home, like most of us, make sure the environment you're in is orderly, well-lit, and free from distractions. You want this new "office" to look as much like your regular classroom as possible.

- Engaging your students in a remote and synchronous learning environment is key to a successful remote classroom. Talk to the class as you would if you were in person or in a regular classroom on campus. Help your students relax by interacting with them directly and individually. Call them by name, if possible, when they request information or answer a question.

- Encourage interaction between students and yourself by asking questions and allowing students to respond. This can be done through the chat box or by activating the microphone. Create an atmosphere that encourages dynamic interaction and communication among students, whether it's during your live class or in spontaneous video conference meetings. This student interaction can also be achieved by using discussion threads to start the conversation. Active communication is key to an engaging and exciting remote course.

CHAPTER VI

PROPOSAL

6.1 Learn by playing in virtual classes

Place of development: Instituto Norteamericano

Population: English beginners' students.

General Objective: Analyze communicative techniques that the professor can apply in virtual classes of the beginners' learners in the Instituto Norteamericano during the 3rd quarter of 2021

Specific Objective: Design a proposal with different techniques that the professor can apply in virtual classes with the beginner's learners in the Instituto Norteamericano during the 3rd quarter of 2021.

This proposal is constituted by different activities that the professors can apply in virtual classes and make his/her classes interactive and creative with useful tools for the oral communication in this virtuality:

1. Create a welcoming learning environment that recognizes emotions without seeing each other in the classroom

2. Promote understanding and maintain attention, despite distractions

3. Promote active and collaborative learning, even when we are alone at home

4. Assess learning without being able to collect homework

5.Be clear on the instructions

a. It is necessary that all activities have clear instructions so that the student can understand them without the help of third parties. To do this, you must state the objectives in a simple and concise way, detailing in each activity what are the contents to be carried out, the methodology and how it will be evaluated.

6.Make sure students are at the center of each activity. Ask them how they think distance learning can be improved. Ask questions through a forum or by sending links to articles related to the topic that you saw in class. Keep in mind that each person may respond differently, and it can be advantageous to use

different methodologies. To do this, do different activities such as written, oral, video, in a group or individual.

7.It is important that students have moments to disconnect and get away from the screens, since in this context almost everything is solved online, starting with distance classes (via tablet, pc, telephone). So, help them change their landscape with jobs and activities they can do without having to connect. A good option is tasks that require creativity and crafts.

8.Student motivation and the potential of digital tools are some of the key factors that must be taken into account when planning and carrying out digital teaching, especially in the face of the lack of contact between students and teachers; But beyond this, it is very important that students understand that they can be responsible if they assume what they want to do and put the necessary means to achieve it; In this way, the activities of the school will not become an obligation but a means that will allow them to know more and develop their skills.

9.Kindness is still important, even in the virtual classroom. Even though we are communicating through the screen, we need to foster a feeling of connection among our students. Begin your class by asking each person how their day was and how they feel. Recognize their feelings and emotions before starting the lesson, you will see that they will be more participatory and more motivated.

10.The information we share with our students during the live lesson is probably the most important part of our communication. It is better to complete fewer activities and cover less content than to rush knowledge through the units and activities you prepared. The important thing is the effectiveness and not the volume. Feedback will allow us to measure effectiveness and will have a positive impact not only on your learning, but also on your mental well-being.

11.Try to associate the activities of the class with the interests of the student: sports, music, current events, audiovisual culture, etc.

12.Use games and activities, online and physical, to make the classes more fun, friendly and close to the students.

13.Introduce variety in the organization and structure of the classes so as not to bore students with excessive monotony.

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Annexes

Class Observation Applied to Students

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

Topic: Sentences

Objetive: Develop well-structured sentences based on an image

Activity # 1: Build sentences

Technique: Using visual cues - Assigning groups

Explanation of the activity: The students make groups of four people. The teacher shows a picture to each group, and they must build a sentence using the image shown as a subject. The group which does the sentence in a correct way and less time wins.

Topic: Subject and Predicate.

Objective: Recognize the subject and the object in sentences in written form.

Activity # 2: Identify Subject and Predicate in sentences

Technique: Keeping routines in the classroom clear and consistent - Assigning groups

Explanation of the activity: The students make groups of four people. The teacher writes on the board the steps they need to follow to complete a worksheet. The steps are: 1. write the name of the leader, 2. circle in red color, the subject of the first three sentences, 3. underline in blue color the predicate of the last sentence. Also, it is important to mention is that the table will be used for both observations.

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Check List

Rubric	Most of the time	Sometimes	Almost never	Never
1.The student seems to be relaxed before starting the activity.				
2.The student seems to be interested in the activity.				
3.The student seems to be motivated with the activity.				
4. The student understands the instructions.				
5.The student follows the instructions.				
6.The student performs the activity in the correct way.				
7.The student comes up with ideas.				
8.The student communicates with his classmates.				
9.The student works cordially with his classmates.				
10.The student seems to be relaxed at the end of the activity.				
11.The student seems to be motivated at the end of the activity.				
12.The student seems to be satisfied at the end of the activity.				

Encuesta

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

El siguiente cuestionario forma parte de una investigación para el curso de Tesis en la Universidad Hispanoamericana. El cuestionario tratará básicamente acerca de los efectos de la enseñanza virtual en el aprendizaje de las habilidades comunicativas del Idioma Inglés en los estudiantes de nivel principiante del idioma del inglés en el Instituto Norteamericano. Esta misma tiene como objetivo conocer la población a nivel de información personal y determinar su opinión en base a la virtualización. La información debe responderse de forma anónima y será utilizada únicamente para los fines de la tesis.

1. **Sexo:**

Hombre	Mujer	Prefiero no responder

Prefiero no responder: _____

1. **¿Cuántos horas a la semana practica por su cuenta el idioma del inglés?**

1	2	3	4	5 o mas

5. **¿Usted tiene a alguien con quien pueda practicar el idioma del inglés de forma oral?**

Si	no

2. ¿Para usted son efectivas las clases virtuales?

si	no

Porque _____

3.   ¿Si le dieran a escoger que prefiere clases virtuales o clases presenciales?

Virtuales	Presenciales

8. ¿Qué aparato electrónico usa para las clases virtuales?

Teléfono celular	Computadora de escritorio	Laptop	tablet	Otro:¿Cuál es?_____

9. ¿Qué tanto ha mejorado sus habilidades comunicativas en las clases virtuales?

Muy poco	Poco - regular	Bastante

10. ¿Qué tan a menudo utiliza su profesor material visuales?

siempre	A veces	Rara vez	Nunca

¿Cuáles usa? _____

11. utiliza el docente juegos en las clases virtuales?

si	no

12. ¿Que tanto aprendes jugando en las clases virtuales?

Muy poco	Poco	regular	mucho

13. hacen diálogos en clases para practicar oralmente?

si	no

14.¿Que tanto aprendes haciendo diálogos con sus compañeros en las clases virtuales?

Muy poco	Poco	mucho

15. ¿Puede usted entender y responder instrucciones y comandos en inglés?

si	no

16. ¿Se siente en confianza para participar en actividades orales de forma virtual?

Muy poco	Poco	regular	mucho

17. ¿Participa oralmente en clases de inglés?

si	no

18. ¿Participaba más en clases presenciales?

si	no

19. ¿Le ha facilitado el uso de la tecnología para mejorar la habilidad comunicativa en las clases virtuales?

Muy poco	Poco	mucho

Teachers' questionnaire

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

1. Do you greet the students and stablishes rapport with students at the beginning of the class?
   Yes ( )   no ( )
2. Do you hold interest of students during the class?
   Yes ( )   no ( )

3. Do you maintain eye contact with students and keep the camara on during the class?
   Yes ( )   no ( )

4. Do you smile at students to build confidence and rapport during the class?
   Yes ( )   no ( )

5. Do you provide feedback for your students?

   Yes ( )   no ( )

How?   _____

6. Do you encourage participation; interact with your students?
   Yes ( )   no ( )

7. Do you use creative materials in class?
   Yes ( )   no ( )

8. Do you use audio-visual tools to present the topics, like Prezi or quizlet activities?
   Yes ( )   no ( )

9. Do you apply collaborative activities in the class to promote communication?
   Yes ( )   no ( )
   If yes, which ones? _____

10. Do you promote interaction in the classroom, both student- teacher interaction and student - student interaction?
    Yes ( )   no ( )

11. do you check pronunciation in classes?
    Yes (   )   no (   )

12. Do you apply drills and practice to improve pronunciation in sts to improve communicative skills?
    Yes (   )   no (   )

13. Do you ask open or close questions to students to foster communicative skills
    Yes (   )   no (   )

Universidad Hispanoamericana
Priscilla Quiros Solano
Tutor: Yanory Arguedas Carballo.

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

Course: Beginner Level   Observer: Priscilla Quiros Solano

Date and Time: May 14th, 2022 8am to 11am.

Aspects to observe	Yes	No	Description/Comments
1. The teacher greets the students and stablishes rapport with students at the beginning of the class	X		
2. The teacher holds interest of students; is respectful, fair.	X		
3. The teacher maintains appropriate eye contact with students and keeps the camara on during the class	X		
4. The teacher uses a clear voice, smiles at students to build confidence and rapport during the class	X		
5. The teacher provides feedback, encourages participation; interacts with students, shows enthusiasm	X		
6. The teacher uses aids, materials, techniques, and group involvement	X		
7. The teacher uses creative visual aids, or audio-visual tools to present the topics, like Prezi ppt or quizlet activities	X		
8. The teacher applies collaborative work activities in the class to promote communication	X		
9. The teacher promotes interaction in the classroom, both student- teacher interaction and student - student interaction	X		
10. The teacher encourages oral participation in class	X		
11. The teacher checks pronunciation and apply drills and practice to improve pronunciation in sts to develop communicative skills.	X		

Aspects to observe	Yes	No	Description/Comments
12. The teacher asks open or close questions to students to foster students' participation and achieve communicative skills	X		

Students' questionnaire

Universidad Hispanoamericana
Priscilla Quiros Solano
Tutor: Yanory Arguedas Carballo.

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

Questionnaire Items

1. Do you greet the students and stablishes rapport with students at the beginning of the class?
   Yes (   )   no (   )
2. Do you hold interest of students during the class?
   Yes (   )   no (   )

3. Do you maintain eye contact with students and keep the camara on during the class?
   Yes (   )   no (   )

4. Do you smile at students to build confidence and rapport during the class?
   Yes (   )   no (   )

5. Do you provide feedback for your students?
   Yes (   )   no (   )

How?   _____

6. Do you encourage participation; interact with your students?
   Yes (   )   no (   )

7. Do you use creative materials in class?
   Yes (   )   no (   )

8. Do you use audio-visual tools to present the topics, like Prezi or quizlet activities?

   Yes (   )   no (   )

9. Do you apply collaborative activities in the class to promote communication?

   Yes (   )   no (   )

If yes, which ones? _____

10. Do you promote interaction in the classroom, both student- teacher interaction and student - student interaction?
    Yes (   )   no (   )

11. do you check pronunciation in classes?
    Yes (   )   no (   )

12. Do you apply drills and practice to improve pronunciation in students to improve communicative skills?

    Yes (   )   no (   )

13. Do you ask open or close questions to students to foster communicative skills?
    Yes (   )   no (   )

Instituto Nortemaricano
English Language Department
Prof:Rodman Alvarado
Beginner Level
Lesson 1 (3 hours)
Week 1

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

Topics: What is your name? alphabet, Greetings and leave takings: names and titles of address; numbers 0-10, phone numbers and email addresses (pages 8-13)

	Activities	Time
Speaking: Introducing yourself and friends; saying hello and goodbye, asking for names and phones numbers.	Conversation between the classmates and the professor. Then, in pairs between the students.	15min
Grammar: Possessive adjectives: my, your, his, her, the verb be, affirmative statements and contractions.	The professor explains with a power point presentation the topic.	20min
Pronunciation and listening linked sounds, listening for the spelling of names, phone numbers and email addresses.	Practice with some audios in class.	20min
Writing and Reading: writing a list of names, phone numbers and email addresses. Activity: celebrity classmates when introducing yourself to new people.	celebrity classmates when introducing yourself to new people.	20min

Instituto Nortemaricano
English Language Department
Prof:Rodman Alvarado
Beginner Level
Lesson 2 (3 hours)
Week 2

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

Topics: Where are my keys? Possessions, classroom objects, personal items, and locations in a room. (Pages 13-21)

	Activities	Time
Speaking: Namings objects, asking for and giving the locations of objects.	With some pictures the students give the locations of objects	15 min
Grammar: articles a, and the, this/these, it/they, plurals, yes/no and where questions with be, prepositions of place: in, in front of, behind, on, next to and under.	The professor explains with a power point presentation the topic	20min
Pronunciation/ listening: plural -s endings. Listening for the locations of objects at home and in virtual classrooms.	Practice with some audios in class.	15min
Writing/ Reading: writing the location of objects. Find the differences when comparing two pictures of a room.	Find the differences when comparing two pictures of a room with some pictures that the teachers show in a presentation.	

Instituto Nortemaricano
English Language Department
Prof:Rodman Alvarado
Beginner Level
Lesson 3 (3 hours)
Week 3

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

Topics: Where are you from? Cities and countries: adjectives of personalitiy and appearance; numbers 11-103 and ages.

	Activities	Time
Speaking: Talking about cities and countries, asking for and giving information about place of origin, nationality, first language, and age, describing people.	Talking about some pictures that the teacher shows in a power point presentation.	15min
Grammar: The verb be: affirmative and negative statements, yes/ no questions, short answers, and wh-questions.	The professor explains with a power point presentation the topic	20min
Pronunciation/ Listening: syllable stress, listening for countries, cities, and languages, listening to descriptions of people.	Practice with some audios in class.	20min
Writing/ Reading: writing questions requesting personal information. Activity: "let's talk!": Finding out more about your classmates and family.	Write questions and asking in pairs.	20min

Instituto Nortemaricano
English Language Department
Prof:Rodman Alvarado
Beginner Level
Lesson 4 (3 hours)
Week 4

Specific Objective: Determine pedagogical strategies that can generate communicative skill development in beginners' learners in virtual classes in the Instituto Norteamericano during the 3rd quarter of 2021.
Variable: Virtual Teaching
Indicator: communication skills, pedagogical strategies, and virtual classes.

Topics: Is this coat yours? Clothing; colors, weather, and seasons.

	Activity	Time
Speaking: asking about and describing clothing and colors; talking about the weather, and seasons; finding the owners of the objects.	Talking about some pictures that the teacher shows in a power point presentation.	15min
Grammar: possessives: adjectives our and there, pronouns, names, and whose; present continuous statement and yes/ no questions, conjunctions and, but, and so, placement of adjectives before nouns.	The professor explains with a power point presentation the topic	20min
Pronunciation/ Listening: the letters s and sh listening for descriptions of clothing and colors.	Practice with some audios in class.	20min
Writing/ Reading: writing questions about what people are wearing. Activity: celebrity fashions. Describing celebries clothing.	Practice with some audios in class.	20min

Universidad Hispanoamérica
Tutor: Yanory Arguedas
Student: Priscilla Quiros Solano
Input Diagnosis and Outdiagnosis

- Specific Objective: Determine pedagogical strategies that can generate communicative

  skill development in beginners' learners in virtual classes in the Instituto Norteamericano

  during the 3rd quarter of 2021.

- Variable: communicate skills
- Indicator: greetings, questioning, educational posters, creative presentations,
  educational charts, opinion, visual tools, Prezi, Quizlet.

Input Diagnosis
1. Was there eye in class? Yes no
2. Were there greetings in class? Yes no
3. Was there questioning in class? Yes no
4. Were there educational posters in class? Yes no
5. Were there creative presentations to keep students engaged with the lesson? Yes no
6. Were there educational charts in class? Yes no
7. Were there sharing opinion in class? Yes no
8. Were there audio visual tools?yes no
9. Was there using Prezi in class?yes no
10. Was there using Quizlet in class?yes no