THE IMPACT OF GAME-BASED LEARNING IN IMPROVING THE SPEAKING SKILL IN SECTIONS 7-1 AND 7-3 FROM COLEGIO TÉCNICO DE ESPARZA DURING THE FIRST QUARTER OF 2022.

Faculty of Education

Thesis Submitted to Obtain the Licentiate Degree in English Teaching

Irma Villalobos Venegas

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August, 2022

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SWORN OF DECLARATION

Yo Irma del Carmen Villalobos Venegas, mayor de edad, portadora de la cédula de identidad número 6-0424-0228 egresado de la carrera de la Licenciatura en la Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación: The impact of game-based learning in improving the speaking skill in sections 7-1 and 7-3 from colegio técnico de esparza during the first quarter of 2022, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley Derecho de Autor y Derecho Conexos 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 estos 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. En fe de lo anterior, firmo en la ciudad de Puntarenas, a los 08 días del mes de septiembre del año dos mil veintidós.

Irma del Carmen Villalobos Venegas

Cédula 604240228

CARTA DEL TUTOR

San José, 07 de septiembre de 2022.

Destinatario
Carrera
Universidad Hispanoamericana

Estimada señora:

La persona estudiante Irma Villalobos Venegas, cédula de identidad número 604240228, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación "THE IMPACT OF GAME-BASED LEARNING IN IMPROVING THE SPEAKING SKILL IN SECTIONS 7-1 AND 7-3 FROM COLEGIO TÉCNICO DE ESPARZA DURING THE FIRST QUARTER OF 2022", 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 tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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

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

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

Atentamente,

Ana Alicia Rodríguez Solórzano
Nombre de Persona Docente

Numero de Cedula: 204930449

Letter from the tutor

CARTA DE LECTOR

San José, 17 de diciembre de 2022

Universidad Hispanoamericana
Carrera: Licenciatura en la enseñanza del inglés.

Estimado señor

La estudiante Irma Villalobos Venegas, cédula de identidad 604240228, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " The |Impact of Game-based Learning in Improving the Speaking Skill in Sections 7-1 and 7-3 from Colegio Técnico de Esparza during the First Quarter of 2022.", el cual ha elaborado para obtener su grado de "Licenciatura en la enseñanza del inglés."

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

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

Atte.

Firma
Nombre; MSc. Roy Alfaro Alfaro
Cédula 203060905
Carné: ----

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Cordialmente,

_____

Firma y Documento de Identidad

DEDICATORY

This research is dedicated to the three more important people in my life: first, to my mother and my couple who were the ones helping me all the time, as well as, supporting and encouraging me to continue and finish this investigation. Also, to my wonderful baby who is my motivation, and for whom I sacrificed my time with him to complete this project. I would like to thank all of them for their patience during this process of investigation.

ACKNOWLEDGEMENT

First of all, I give my deepest gratitude to God because he gave me the wisdom and the necessary strength to carry out this investigation, without him this would not have been possible. Then, I want to thank everyone who was directly or indirectly involved in this research because all of them made this project possible in one or another way.

Also, I highly appreciate my tutor's help and guidance during this difficult process, her for patience and willingness to help us all the time.

Furthermore, I am grateful to Mister Julio Cesar Castro Miranda because his cooperation at the beginning of the process was fundamental for me to continue with this investigation.

ABREVIATIONS

E-learning : electronic learning

MEP : Ministerio de Educación Publica

ABSTRACT

Speaking activities are essential within the classroom, it is the only way in which the learners of English can put into practice what they have learned or what they are currently learning. This investigation looks forward to explore the impact of game-based learning in improving the speaking skills. For this reason, during this time all those aspects involving the oral participation and performance of students in the classroom will be analyzed. It is necessary in order to enhance the process of speaking English to evaluate the teacher's work through the analyzes of the strategies they are using, and to see in what way students are practicing English in the classroom. On the other hand, this research covers the use of e-learning and its pros and cons in the case of our reality as Costa Rican citizens by considering MEP's scenarios as well.

RESUMEN

Las actividades de producción oral son vitales en el aula, ya que es la única manera en la que los estudiantes pueden poner en práctica lo ya aprendido o lo que estén aprendiendo actualmente. Esta investigación busca explorar el impacto de los juegos durante el proceso de aprendizaje para mejorar las habilidades orales. Por esta razón, todos los aspectos referentes a la participación oral y desempeño de los estudiantes en el aula van a ser analizados. Esto es necesario para poder mejorar el proceso hablar inglés y evaluar el trabajo docente por medio del análisis de las estrategias utilizadas y de qué forma los estudiantes practican inglés en el aula. Por otra parte, esta investigación cubre los pros y los contras del uso de tecnología con fines educativos según nuestra realidad como costarricenses y tomando en consideración los escenarios planteados por el MEP.

INTRODUCTION

Life keeps in constant change, so what some day was not that important can become into something mandatory, and that is what has been happening to the English language. Nowadays, English has become the most spoken language around the world, and everyone needs to speak it if they want to success and get a kind of good job. The problem is that through the years the country has been facing the problematic that most of the Costa Ricans do not have the expected level of English, so this affects the country in general too because the enterprises won't come here if they cannot find the necessary workforce.

That is why, the government has been working on a program called "Costa Rica bilingue" in which they pretend to improve the English level of people in short term, and this research has the same goal as well. During the investigation process the researcher is going to analyze different information, this research focuses mainly on exploring the impact of game-based learning in improving the speaking skill of students, so in order to deeply analyze how to enhance this area, the methodologies and techniques used in the classroom by teachers must be studied as well as the students' response regarding their attitude and confidence when speaking the language. On the other hand, it will investigate if MEP's scenarios provide an enhancement of the speaking skill. There are many students who struggle with English every day, so there are a lot of aspects in this field that must be evaluated as soon as possible if we want to see a change in the Speaking performance of students.

In sum, this research paper looks forward to analyzing the way the language has been being taught in schools, and finding out if there are some processes that can be improved. The goal is to make a huge contribution in the speaking field for that reason to determine the impact of game-based techniques is paramount during the investigation process due to the fact

that is the weakest skill of all four skills. The results of the present study will provide a parameter that later teachers can analyze in order to give their best in the classroom, as well as the desire to improve the oral communication of their students. Also, it can be useful in case they need to update or adjust their methodologies and techniques to most accurate ones, or just to determine that the learning process has been successful.

CHAPTER I

PROBLEM SEARCH

1.1 PROBLEM

1.1.1 BACKGROUND OF THE PROBLEM

The teaching of English in Costa Rica is an old practice, and through the years the methodologies and techniques that teachers use to teach this language have been being improved. Despite, the multiple advances that Ministerio de Educación Publica (MEP) as well as private institutions have made by training teachers, revising and upgrading the English programs in order to enhance the English skills of people in Costa Rica, it has not shown the expected results. Since "just few of the students who took the language proficiency test got the level that multinational companies ask for" (Barquero, 2019). This is a problematic that has been difficult to overcome.

Also, as it is mentioned by Tico Times (2015)

Results showed from this career-focused population – candidates seeking jobs at a CINDE bilingual job fair – that only 1 percent of test-takers scored in the A1 (low beginner) and A2 (high beginner) levels combined. A total of 25 percent of the job-seekers scored at the B1 (low intermediate) level, and 58 percent scored B2 (high intermediate), 14 percent at the C1 level (low advanced), and 1 percent at the highest level, C2 (high advanced).

Once again, the information says that the speaking skills are not the most accurate because just a few percentages of the population have a moderate or advanced proficiency. It is so common to hear students saying they can understand the language but they cannot speak. This information ca be ascertained in the following research.

An investigation was carried out at Universidad de Costa Rica, they focused on the speaking skills of students and they found that "75% of the students selected indicated that they had difficulties to speak for one minute" (López and Salas, 2018). However, one minute is very little time, so this means that students are not accustomed to speak in English in the classroom. Students need to practice more often in class if we really want to see an improvement because as it was also stated in that investigation 90% of the students said they felt they had improved their level of English after participating in the research. For this reason, we can say that the oral participation is essential in order to improve the spoken language in students.

On the other hand, another aspect to consider is the motivation and level of engagement of students which are linked to the use of gamification. Students have to feel motivated most of the time because that might determine their participation and their willingness to learn and speak the language. Cordero and Nuñez (2016) leaded an investigation based on the use of gamification to stimulate the language skills of ILE students at Universidad de Costa Rica, and they made some discoveries after analyzing the data.

They stated that gamification improves the learning process of a new language, it increases the motivation of students. Also, it provides more dynamic classes and it makes students to be more competitive, so this promotes the active participation in the classroom. As well as, allowing students in a more natural and interesting environment for practicing English. (P.280)

Nowadays, there is no evidence regarding the use of gamification in the Costa Rican classrooms, so there is no idea if teachers are implementing this new way of teaching to

enhance the motivation and the oral participation, or if they you it in a proper way. There are some researches talking about the benefits it brings to the learning process to promote the use of games, but no one knows if it is being used or not in Costa Rica or if it has been used effectively.

When this pandemic began the e-learning was an unknown area because even though it was something with many years, it was not considered as a method for teaching. Therefore, teachers as months were passing by they learned to implement e-learning as well as gamification in their classes while others continue teaching with the traditional strategies with conventional materials and techniques like books, videos, role plays and round tables, and with a resistance to teach through game based.

In addition, people have the idea that one has better results than the other, but actually they do not have the notion of what they are saying. They express their thoughts about the use of gamification in e-learning and traditional face to face classes, but according to what they think is more effective, but with any basis on the topic. It is important to mention that our population has a different reality in infrastructure, economy, education and many more aspects. Due to this situation, MEP's scenarios take place because the students with access to internet and electronic devices will not have troubles when trying to improve the speaking skills, but what is going to happen with the ones who do not have the same possibilities? Their chance of practicing and get better will be limited.

To summarize, the education is in constant change, so here is the importance to count with reliable data that permits to make the most suitable adjustments in terms of improving the English language in Costa Rica.

1.1.2 PROBLEMATIZATION

The English language is well known as a lingua franca because it is spoken in most countries around the world that's why it is really important for people to speak this language. People who speak English have better job opportunities, salary, and he or she becomes a person with a higher professional proficiency. Costa Rica has been trying to improve the level of English that costa Ricans get after they finish high school, so the government made an alliance with the company Education First which according to that enterprise "is an international education company that focuses on language, academics, cultural exchange, and educational travel programs". Education First (n.d). Another interesting fact is that based on their ranking of English skills we are in the 36th position with a moderate proficiency out of 100 Countries and Regions. (English proficiency Index, 2020), thus, the alliance was created due to the necessity of enhancing the speaking skills of people. Nonetheless, the situation is really worried because it was stated that "just 4% of the students could be hire by a multinational company because of their English skills, and in most cases, students complete successfully just the beginner level" (Barquero, 2019).

On the other hand, there is a lack in motivation, innovation and technology, which are all related. Teachers play an important role which is based on motivating the students, and trying to involve them into the English language, and besides that to awaken their desire for learning a new language. The information above sometimes is not considered as necessary by teachers, and the reality is that it really is. If students feel motivated, and they like their classes they will want to learn more and more and as a result they will have an accurate oral performance. Therefore, innovation and technology is the key to have happy students and successful lesson with better results. Technology has some pros and cons, but it is really

useful in the classroom because of the access to online games, flashy practices and an endless of great resources.

Even though, there are plenty of teachers without access to internet, or that do not count with the equipment in their schools, there are other techniques that do not require use of internet, and that can turn the classic class into an innovative class. Gamification plays an important role in education because it is a strategy that we can use to teach, and that students will love, will need internet connection for some, but there are plenty that do not require internet connection. On the other hand, we have the classic techniques which consist on the use of books, worksheets and videos which have displayed good result throw the years. The traditional way of teaching has been the predominant for years because e-learning is very new, so it could be a possibility that the lag Costa Ricans have when speaking English is linked to the way they have acquired the skills.

For those reasons, it is essential to assess if the new educational trends that have grown in popularity because of the current covid-19, allow the enhancement of the language acquisition more than the traditional methodologies and techniques do.

1.1.3 JUSTIFICATION

After the pandemic teachers and students were forced to carry out their teaching-learning process through e-learning because the education was affected, but neither teachers nor students were prepared for this. As a consequence, education had to revolutionize, so teachers adapted from teaching with books to be teaching with online resources and games that they found. As well as having no idea of how to do it because they did not receive any training on this topic, so they have been using a methodologies and strategies that nobody knows if they really work or not for improving the speaking skills. Also, we do not know the effectiveness of e-learning in contrast to face to face teaching, which was the original method for years. The idea is to develop in class what best suits the students' necessities, so the questions here are the following, how do we know which strategies and techniques are more effective? Can we find out if e-leaning really works for learning a new language or it is better the face to face method?

The only way to answer these questions is by investigating, and that is the reason why this research topic must be considered because teachers can have a real investigation based on the methodologies, strategies and techniques they have been using for teaching, and if it is founded that one methodology or strategy like gamification generate more impact than others, it would be a valuable information for teachers. Likewise, to measure the level of speaking skills is going to be linked to the way they are learning the language. More specifically, if the investigation states which groups have better levels of speaking skills and the methodology and strategy they have learned through, we can have an important advance in the English teaching field.

1.2 FORMULATION OF THE PROBLEM

What is the impact of game-based learning in improving the speaking skill in sections 7-1and 7-3 from Colegio Técnico Profesional de Esparza during the first quarter of 2022?

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

- To explore the impact of game-based learning in improving the speaking skill in sections 7-1 and 7-3 from Colegio Técnico Profesional de Esparza during the first quarter of 2022.

1.3.2 SPECIFIC OBJECTIVES

- To define which methodology maximizes the confidence and the fluency of students when speaking English.
- To demonstrate the impact of gamification and traditional method in the improvement of the speaking skill.
- To explore if MEP's scenarios provide an enhancement in the speaking area.
- To implement a proposal for speaking and game-based activities in class.

1.4 SCOPE AND LIMITATIONS

1.4.1 SCOPES

The present investigation was carried out at Colegio Técnico Profesional de Esparza, specifically with the 7th grade students of the English classes. The research takes place in Esparza, Puntarenas and the institution is specifically located in Baron. Everyone is going to benefit from this investigation, but the students and teachers are going to be the most

benefited because the main goal is to determine how to maximize the speaking skills of students, and the best methodologies for teachers to use in the classroom to achieve this.

The research takes place the first quarter of 2022, it begins in January and ends in July of the present year.

1.4.2 LIMITATIONS

The biggest limitation nowadays is COVID-19 even though, it is more controlled now, there are still cases and the institutions are trying to protect the students from suffering covid. Also, the investigation depends on the good health of students and teachers in order to continuo with the process of investigation. If there is a positive case in the institutions the time for the investigation can be affected and if this get worse, it can be exposed to be suspended.

Also, the activities carried out in class can be limited because of the same problematic that students have to keep the distance all the time, it can affect our results because the classes have not come back to normally yet, it is still an adaptation process.

Furthermore, demotivation could be a problem for the investigation because the attitude towards the subject is really important. If students are not willing to participate in class, it might affect the results.

On the other hand, the methodologies used in the classroom can influence the work because a teacher only uses the traditional way, so the observer cannot see game based implemented in the classroom. If the teacher does not allow a real chance for speaking the language. We also need students and teachers to be honest when providing their answers for the questionnaires or acting normal when being observe.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

2.1.1 BACKGROUND OF THE ORGANIZATION OR COMMUNITY

In the following paragraphs the reader can find the information regarding Colegio Técnico Professional de Esparza. Such information was facilitated by the principal and administrative personnel with the purpose of providing the most accurate information for this research paper.

First of all, the Colegio Técnico Professional de Esparza is located in the province of Puntarenas in San Rafael, Esparza. The place where the high school is located is a rural area surrounded by nature and farm animals. As you can see in the picture bellow the CTP Esparza is in the countryside, however, there are some few services in the area, as it is visible Colypro's recreation center is very closed to the CTP, there are also a church, a school, a grocery store and the Ebais very near to the high school.

Figure N° 1

Source: CTP Esparza

On the other hand, the public transportation is not so good, people can take it just three times a day, and if they need to go out at a different time they have to take Orotina's route, to

pay a taxi, or to wait for a ride. In addition, the main basic services can be found in Esparza city like 10 kilometers away such as: banks, clinic, supermarket, restaurants, stores etc.

San Rafael is not a big city, but even though it is not, there was the necessity to have a high school in the town. That's why a group of people from the community came with the idea of creating it because there were many possible students for the new institution. They started with the process, but that was not that easy, it took time and was so complicated till it was really working in 2013.

On February 6th in 2013, the high school opened for the first time, the idea was to offer a complete education for the students of the area. This institution began by renting a multipurpose room that belonged to an association called little farmers (pequeños productores), they adapted that building to their necessities, so they built ten rooms with lightweight materials. It was a high school with many limitations regarding equipment and infrastructure because as it mentioned it started in a multipurpose room that only had 20 wooden tables and 60 wooden stools all borrowed from the same association. At the beginning they did not have even the budget for the administrative department. So, during the next months the institution started receiving some donation from the city hall, DIEE and Alunasa, they donated school equipment like tables and chairs designed for educational purposes, they also donated white boards and some desks. Also, the technical education department allocated a specific amount of money to buy technological equipment for students, so they could have a better education.

As it was stated before it opened on February 6th in 2013, and it had an enrollment of 82 students, 17 teachers and 8 administrative people in total. When the institution opened the

principal in charge was Msc. Rosa Alba Parra Marín, nowadays, the current director is Msc Ezequiel Vargas Salas. At that time, they had a total of five approved specialties, but only two got the necessary enrollment and they were industrial electronics with 13 students and administration, logistics and distribution with 19 students. besides that, they also had the exploratory workshops and conversational English. It started with only two groups one per level, it had one seventh grade in the II cycle, tenth grade in III cycle, and a group of two-year modalities.

Nowadays, the multipurpose room is used for administrative processes, there we can find the principal, secretary, guidance counselor, technical coordinator and the assistant as well as the language, computing and electronics lab. The high school has improved a lot, but it is still in process to be better, the institution has a land of eight hectares of which only four will be used for the installations in the near future. So, students have now a suitable place to study. It has new classrooms where students can learn and not the old multipurpose room. In the present, they have a total of 310 students, 51 within teachers and administrative personnel.

Below you can find the mission and vision of this grate high school that tries to offer the best education system to their students for the benefits of the community and country.

2.1.2 MISSION

Executing a permanent leadership in the education of teenagers in the level of medium technician by promoting the acquisition of customs, moral and ethical values that allows students to face the new social and economic challenges of the community and country.

Saving the existed sources in order to provide students with the necessary tools to apply for the available jobs in the areas of specialization. CTP (2014)

2.1.3 VISION

Colegio Técnico Profesional Esparza, is an educational institution offering students' development in the level of technical education. Offering a complete technical education and skills for the new social, politic, economic, technological and environmental changes that the region and country require. As well as for the innovation of society in a globalize world.

CTP (2014)

2.2. THEORETICAL CONTEXT – CONCEPT

Learning a new language is a complex process that requires discipline and effort, not all the people really learn how to speak in a different language, so is it possible only for some people? Or what's happening during the process? Also, our brain experiences different changes during the learning process, so that's why is it vital to analyze the way people are learning English in the classroom. In the present chapter some research are going to be analyze in order to determine how to improve the speaking skills of English students as well as the best strategies for learning the language.

First of all, it must be understood that every student is different, so they will learn in different ways. The strategies used in the classroom are going to be determinant, and will lead the students to success or failure. For decades, the educational system was obsolete and rigid implementing year by year the same old strategies for teaching English, based mainly on repeating, grammatical structures and writing. For years, the speaking skill did not receive the attention it really deserves, or in some cases it was almost forgotten by teachers.

Since long time ago, speaking English has become a must for many reasons: if you want to get a better job, if you seek to be working for a transnational company, it is the

language of business and the most spoken in the world. For these and many more reasons people want to speak it fluently thus people are interested in studying it in a deeper form.

Nowadays, the focus of attention is speaking due to the covenants the government has implemented in order to have a fully bilingual population. Indeed, MEP has been working hard on it, and it has improved the programs focusing now more on real situations that lead the students to speak effectively in class through the implementation of various scenarios.

2.2.1. E-LEARNING AND TRADITIONAL LEARNING

Let's start talking about E-learning, and "it is the abbreviation of electronic learning that refers to the act of teaching and learning through internet and technology." (Ganduxé, 2018) This term has gained popularity because of all the benefits it has, but when the pandemic began the e-learning was an unknown area because even though, it was something that had appeared many years ago, it was not considered as a method for teaching.

Therefore, teachers as months were passing by they learned to implement e-learning as well as gamification in their classes because of the need to innovate in the virtual classroom in order to keep the students engage which became more difficult, but at the same time others continued teaching with the traditional strategies with conventional materials and techniques like books, videos, role plays and round tables, and with a resistance to teach through game based. Also, nobody can say who is doing it in the wrong way because there are not researches about this in Costa Rica, but there is an investigation that was carried out in Arab universities to see the effectiveness of e-learning when teaching English, and this includes gamification. The participants have different opinions related to the use of e-learning which are cited below.

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Though a large percentage of participants (40%) remained neutral towards the statement that their performance in English would be better through the e-learning mode than the traditional learning mode, majority (43%) (agreed-37.5% and strongly agreed-5%) that their performance in English would be better through the e-learning mode that the traditional classroom mode (Zakarneh, 2018, p.176)

On the contrary, we have the traditional method which is famous for being boring, but it tends to be the most used by teachers probably for its effortless implementation. Most of the time when this methodology is applied a book is needed, so this immerse the students into monotonous classes which are based on memorizing and repeating. Actually, this kind of method uses a lot of writing, reading and listening exercises as a strategy for learning English, and the time to practice speaking is not enough or even null. Also, the speaking area is practiced through role plays most of the time, but without focusing on real situations which is the key to success, students need to practice in a live context that allows them to use it again in the near future and not having passive roles in the English lessons.

As Ciccarelli says Traditional learning almost always involves a 'sage on the stage': the teacher who communicates in-person with a group of students in a brick and mortar facility. This method of learning typically involves students gathering in physical classrooms during a certain timeframe with the purpose of learning about specific topics or to gain specific hands-on job training and experience. The curricula and lessons are typically based on a standardized and government-approved textbook, which the teacher and students work through (Ciccarelli, 2020).

As you can see, there are two different methods of teaching English, but analyzing which methodology provides with the best speaking skills is the priority of this research. In order to contribute to the improvement of the language in the speaking field. Anyone can say that traditional learning is better than based learning or vice versa, so the study must be precise on this aspect. Teachers will be grateful if they have valid information to check on in order to improve their work in the classroom. As well as students deserve the best educational system, and that can be reached just through the use of data analyses.

2.2.2 GAMIFICATION FOR TEACHING ENGLISH

Furthermore, gamification has a wide variety of techniques to choose from, there are digital and non-digital and both fulfill the same function which is making the learning process more fun for students. A research paper took place in turkey, and they talk about gamification and which strategy is used the most: digital or non-digital gamification. The results shown the following information: it was observed that the studies included in the meta-analysis were conducted in 2010 at the most, while at least in 2020. In addition, the sample group was mainly university students. While non-digital games were used in 16 of the studies, digital games were used in 36 studies. (Dikmen, 2021, p.3008)

> As it is visible, digital games are more utilize to teach in the classroom, also, in the same research the investigator states that the academic level of students did not increase when using gamification, but it focuses attention on the type of game used because it concluded that depending on the game there is a significant effect on the learning process. Finally, it established that non-digital games help to achieve the language goals more than digital games. (Dikmen. 2021 p.3012)

On the other hand, technology offers a lot more than what was just mentioned before, now teachers are using different online sources so that, students can have fun while learning. Gamification is a term that has become popular within teachers. "Gamification describes the incentivization of people's engagement in non-game contexts and activities by using game-style mechanics." (Investopedia team, 2021)

So that, the objective of those sources is to amuse people with them and even more, nowadays that it has been the trend in the educational field where those kinds of software have been being used to improve the acquisition of new knowledge. Education has been revolutionized by the creation of those educational software that students love using. Even though, students are fans of using gamification in class the impact of it during the process of learning must be analyze to see if it really works, or if teachers have the wrong perception of it.

I do not consider an educational game and game-based learning to be capsules containing a cocktail of engagement and learning. Instead, they constitute a system of processes that serve utilitarian purposes, experiential purposes, and meaning-making processes. Only when these elements are orchestrated well can an educational game have long-term impact. (Berg, 2015, p.231)

In addition, to the previous information there was also found a research in which the investigator thinks that gamification in learning involves a number of aspects, including game elements, educational context, learning outcomes, learner profile and the gamified environment. Gamification is receiving attention, particularly for its potential to motivate learners. Dichev and Dicheva (2017)

It is clear that gamification provides a great atmosphere, but besides that, the attention must be put in improving the speaking skills. This research analyzes the use of them in a specific population of students to enhance the oral performance. Game based learning gives the opportunity to innovate and motivate students in the classroom either face to face or virtual, but teachers have to be careful to what they implement in the classroom because the goal is that students master the language, that they can speak it, so if that is not happening is because something is failing in the educational system and needs a solution.

Also, as it was mentioned in an investigation "natural communication can be promoted through the use of educational games because these can be designed to accomplish a goal, and this can all ow learners to use language in a meaningful way" Villalobos and Alfaro (2021). It is notably, that gamification provides education a natural environment for learners to practice the language in a more relax way in which they can express themselves in English without feeling forced to do it, conversely, students are willing to participate in class. likewise, she found that the manner to improve fluency is by fostering the exposure to the language, so it is still paramount to explore this field to determine if it is as helpful for teaching as teachers think or if it is a bad practice disguised as something fantastic for the learning process.

2.2.3 COMMON STRATEGIES USED IN THE CLASSROOM FOR ENHANCING SPEAKING

Studying a language is a challenge for everyone, the person has to adapt to the new process of learning, and to the completely different vocabulary and pronunciation that the language requires. It is a narrow path that people have to go through if they really want to speak the target language. Nowadays English is taught basically everywhere around the world

from the poorest countries to the richest ones, and the quality of it variates according to the country. As it is shown by the English proficiency index the countries that are best at English are Netherlands, Austria and Denmark.

Figure N° 2

Very high proficiency		High proficiency		Moderate proficiency	
1	Netherlands	14	Serbia	32	Hong Kong, China
2	Austria	15	Romania	33	Spain
3	Denmark	16	Poland	34	Lebanon
4	Singapore	17	Hungary	35	Italy
5	Norway	18	Philippines	36	Moldova
6	Belgium	19	Greece	37	South Korea
7	Portugal	20	Slovakia	38	Belarus
8	Sweden	21	Kenya	39	Albania
9	Finland	22	Estonia	40	Ukraine
10	Croatia	23	Bulgaria	41	Bolivia
11	Germany	24	Lithuania	42	Ghana
12	South Africa	25	Switzerland	43	Cuba
13	Luxembourg	26	Latvia	44	Costa Rica
		27	Czech Republic	44	Dominican Republic
		28	Malaysia	44	Paraguay
		29	Nigeria	47	Chile
		30	Argentina	48	India

The English proficiency index (2021)

They have a better management of the English, and as you can see Costa Rica, Dominican Republic and Paraguay are in the same category named moderate proficiency. Surly, Costa Rica needs to get better results in the near future. It is obvious that something is not going well in the English teaching field of our country because a moderate proficiency is not enough, according to the common European Framework of reference for languages the

highest levels are C2 and C1 and the aspects being evaluated in the speaking part are described below.

Figure N° 3

The chart in this table was designed to assess spoken performances. It focuses on different qualitative aspects of language use.

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly-flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

Taken from Council of Europe

The English teaching field is being affected by the poor performance Costa Ricans have been showing through the years, so this investigation looks forward to encounter the fissures that do not let the population to achieve better results in tests that measures their level of English. The focus of attention must be the strategies used in the classroom for teaching the subject because they are the motor of the learning process, if students are not having the most accurate strategies while learning, they will not maximize their abilities in the classroom.

Teaching strategies are methods and techniques that a teacher will use to support their pupils or students through the learning process; a teacher will choose the most suitable

teaching strategy according to the topic being studied, the level of expertise of the learner, and the stage in their learning journey.

Certainly, the process of teaching has many actors, teachers must take into consideration different aspects like: the time, the population, equipment and many more but an excellent strategy is the heart of the it, and it can make the difference. Due to this situation, let's analyze a research carried out with Costa Rican students of English by Álvarez (2019) focused on the use of scripts made by students and role plays in order to practice the script in an oral form, so she found that

Firstly, 80% of the students demonstrated to have mastery of the subjects in the topic studied. Second, 65% of the population improved their grammatical structure, punctuation and spelling. Third, 60% organized their ideas in a coherence and logical order, and finally, 80% of the students aimed to share ideas with their classmates to develop creativity, originality and imagination to write.

Even though, this information tends to be positive, the reader can find that on the data analyzes on page 91, 60% of the students said that they never participate in mimics, scripts or role plays, so we can infer that those techniques are not interesting at all for learners, or that the teacher has never used them. In other words, teachers should take the time and think on how to innovate on strategies for better results as well as motivation.

Finally, these are some strategies that are mentioned by Anilkumar (2022) and others that the author of the investigation uses while teaching speaking.

1. Effective Questioning Techniques

It consists of giving or letting students to think of questions in order to ask their classmates about a specific topic using the target language.

2. Collaborative Learning

"Also referred to as 'cooperative learning', the idea of having pupils work in groups for certain classroom activities" Anilkumar (2022)

3. Problem solving

It is based on different problems like solving a mystery, find the murder, the desert island, guess who, creating your own town etc, those activities lead students to discussion in order to find out the most suitable answers.

4. Short presentations

It involves choosing a topic to talk about in class.

5. Impromptu speech

It encompasses the use of different topics that the student must talk for a minute or more.

6. Debate

This is a great activity to foster participation and discussion in the classroom.

7. Flip

Which is an app that students can use to have video discussions in small groups

2.2.4 TEACHER'S AND STUDENT'S ROLE

To start with, the role of teachers and students have been changing, in the past the focus of attention in the classroom was the teacher, and the student just followed the rules and were unnoticed, after some years it switched and now according to Russell (2021) it is the opposite, she states that

> Active learning requires students to think, discuss, challenge, and analyze information. Passive learning requires learners to absorb, assimilate, consider, and translate information. Active learning encourages conversation and debate, while passive learning encourages active listening and paying attention to detail. Traditionally, active learning is considered to activate higher-order thinking, and passive learning just helps students to retain.

Despite this, the role of teachers is vital in this process because they still have to guide students to achieve their goals. it is also essential that teachers worry about students' classwork because even though students need to work by themselves, they need to feel the teacher's guide during the process, so they can be comfortable and confident to what they are doing.

Indeed, these roles seem better because the ones that must learn and practice the language in the classroom are the students, they must be the center of attention not the teacher to take the leadership all the time.

2.2.5 MEP'S SCENARIOS FOR LEARNING THE LANGUAGE

MEP has developed the use of different scenarios after the locked down due to the coronavirus situation in Costa Rica, the schools had to close and they stopped giving face to

face classes because it was so risky for students and the personnel. This was a complex situation, but it was clear that education had to continue that's why MEP developed the scenarios which consist on the implementation of technology in order to continue with the process of learning.

Martínez says that there are four scenarios to consider:

1. Students who have access to internet and technological devices at home.
2. Students who own a device, but they have reduced or limited access to internet connection.
3. Students that have technological devices but without internet connection,
4. The ones who do not have neither a technological device nor internet connection.

(Martínez, 2020)

The use of e-learning played an important role in the education students received because basically they used what they had in order to continue studying, they could watch the videos and send the guides back to their teachers, but there was a percentage of students who did not have the same possibilities to continue studying because they had a limitation with the use of technology.

E-learning is a wonderful tool for learning, and it was fantastic tool when the pandemic started because the learning process did not have to stop, but Costa Rican teachers and students were not prepared for that, they did not have the conditions talking about the basic elements they needed related to the hardware and internet connection. Nowadays, students and teachers have more experience related to using e-learning and MEP's scenarios is an excellent initiative, but maybe their reality is not the same. In order to implement this, they

have to ensure that all students, teachers and schools will have the same conditions and that all of them will receive the same quality of education.

2.2.6 E-LEARNING IN IMPROVING SPEAKING

The use of e-learning can be a wonderful tool for improving the language, and here technology plays an important role because through the use of internet and technological devices students can improve the language. As a result, students can have contact with people from every part of the world and exchange cultural aspects as well as practicing the language with native and non-native speakers. Moreover, if they have this possibility they must take advantage of it for practicing speaking and improving their English. Also, teachers can contribute in this by guiding the students on all the possible options they have by using technology or trying to implement these activities within two different groups in the high school. see some e-learning tools that students can take advantage of. Thus, this information the investigator will provide a list of activities that students can perform based on her knowledge.

a) Phone calls

They can call classmates and friends and trying to practice the language.

b) Zoom meeting

They can join free zoom meetings with people from all around the world like in the case of speaking English with ves&val who organize sessions with people from different countries and the objective is to speak in English for an hour and some others who offer the same. (source: facebook)

c) Web sites

There exist different web sites in which they can find grammar, pronunciation tips and many more information regarding the English language.

d) Apps

There are apps that allow people to call, video call or chat with other people who want to practice speaking or English in general like free4talk and flip. These apps assign you a couple to work with or in small groups.

e) Video games

Students who enjoy playing video games and have access to internet have the possibility to speak English a lot while playing.

f) Post casting

This is a new trend that can be really useful because students can upload audios of themselves talking about a specific topic.

g) Tutors

Students who have the possibility, can pay a tutor online with a view to practicing English with a native speaker.

The examples mention below are part of the huge world involving technology, but these activities get frustrated when the students do not have the same accessibility as others do for different situations. In that case, that part of the population does not have an entry to the

wonderful world of technology and all the advantages it has in order to improve their speaking skills and their English in general.

On the contrary, students who have the limitation of being offline have to be subjected to the few options they will probably have which can be just apps that do not require internet connection, but that are mostly to practice other skills but not speaking, or practicing speaking face to face with the nearest classmate or person.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 TYPE OF INVESTIGATION

3.1.1 PURPOSE (APPLIED)

This investigation has a theoretical purpose because it is destined to contribute to the field under investigation through gathering the necessary information to create a recent document with fresh data. This is a process in which a lot of information has been being consulted, so the data is going to be really useful to ESL teachers and future investigators too. The reality is that it looks forward to improving the speaking skills of English students through the analysis of the current methodologies and among other aspects for teaching the language. By the end of this research the investigator expects to have a clear solution or at least some recommendations on how to improve the teaching - learning process.

3.1.2 TEMPORAL DIMENSION (TRANSVERSE / LONGITUDINAL)

The time line for this investigation is short; the investigator is working on a transversal research, but with prudent and appropriate time to cover all the set objectives. This temporal dimension is due to the necessary to find concrete results to approach the problem immediately, and contributing to the improvement of this language through the way it is taught. The research focuses on making a deep analyzes on some different areas like: the methodologies, scenarios and the speaking part as well. Then, the main idea is to analyze the date in order to provide a solution to improve the deficiency in the language. Also, it is a short-term research because it has a specific time to be developed which is specifically from January to July. During this time, the object of study is going to be tested in order to see its impact in the areas that need improvement. In this short time, this investigation provides the audience with valuable information in order to enrich the teaching-learning process.

3.1.3 FRAMEWORK (MEGA – MACRO - MICRO)

This research is being carried out under the principles of a micro investigation because this analyzes only one high school which is the CTP Esparza and two groups of students. There is no intention of extending this research because according to the time and objectives, it is not possible to make a macro investigation which can take a lot of time because it has to investigate the whole national area. This research studies two specific grades in the seventh level in a specific high school in which from many students just some of them participate. Even though, it covers just a tiny part of the population of English students in Costa Rica, it is considered enough to get the necessary data for this investigation.

3.1.4 NATURE (QUANTITATIVE, QUALITATIVE OR MIXED)

The present investigation contemplates a mix model since both quantitative and qualitative models are necessary. Also, the domain of this approach is mix but quantitative predominant. The quantitative model is needed to measure the answers given by teachers and students in at least two objectives in which it is needed to calculate specific answers in order to state conclusions. Also, the qualitative model is necessary to gather some information that is collected through observations and interviews to analyze the student's behaviors in class, their feelings and points of view depending on the methodology and techniques they were working with.

3.1.5 CHARACTER (EXPLORATORY, DESCRIPTIVE, CORRELATIONAL OR EXPLANATORY)

The present investigation has a descriptive character because "To put it simply, descriptive studies are used to describe various aspects of the phenomenon. In its popular

format, descriptive research is used to describe characteristics and/or behavior of sample population." Dudovskiy J (n.d)

For this reason, this investigation is descriptive because it explores the impact of game-based learning in improving the speaking skill of English students. Every detail within the classroom is paramount for the investigation and is analyzed in a meticulous way.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 UNITS OF ANALYSIS (OBJECTS OR SUBJECTS OF STUDY)

This investigation is carried out with the seventh level of English students from the C.T.P Esparza during the present year 2022. Due to the necessity to improve the speaking skills of students in Costa Rica is that this research explores the impact of game-based learning in improving speaking. It is essential nowadays, and it is a skill considered as difficult for many people, so for this reason this search looks forward to getting a solution or recommendations to enhance this process of speaking English in the high schools for the country´s benefit.

3.2.2 INCLUSION CRITERIA

The teachers and students of English that are in the seventh level, and in which case it is their first time in that level, also students from 12 to 13 years old.

3.2.3 EXCLUSION CRITERIA

Students of other subjects which do not include English as well as students of others levels which are not the seventh. Teachers of other subjects, and students younger than 12 or older than 14 years old.

3.2.4 FIRST HAND

The investigation is carried out by using primary, secondary and third hand sources because all were important to provide the evidence on the topic under investigation. In the case of primary sources some national and international thesis and researches are used to gather the information.

Figure N° 4

Author / Authors	University or organization	Country	Year
Dikmen	Firat university	Turkey	2021
Zakarneh	International Journal of Applied Linguistics & English Literature.	Arab	2018
Berg	university of skovde	Sweden	2015
Àlvarez	Universidad hispanoamericana	Costa Rica	2019
Villalobos & Alfaro	Universidad Latina de Costa Rica	costa rica	2021

3.2.5 SECOND HAND

Second hand sources used in the research process.

Figure N° 5

Author / Authors	book tittle	Year
Anilkumar	The Most Effective Teaching Strategies To Use In Your School: Evidence Based And Proven To Work	2022
Dichev and Dicheva	Gamifying education: what is known, what is believed and what remains uncertain: a critical review.	2017
Russell (2021).	Active vs. Passive Learning: What's the Difference?	2021
Barquero	Solo 4% de nuevos bachilleres tiene el inglés que piden las multinacionales	2019

3.2.6 THIRD HAND

Third hand sources used in the research process.

Figure N° 6

Author / Authors	Article	Year
Ciccarelli	Online Learning vs. Traditional Learning: Considerations for Educators and Students.	2020
Jiménez	enseñanza del inglés debe ser más cultural y motivadora	2019
Martínez	MEP gira orientaciones para la educación a distancia	2020

3.3 SAMPLE SELECTION

3.3.1 THE POPULATION

The population involves all the people directly linked to the area in which the research paper will be held, so for this investigation the population is the total number of students from the C.T..P Esparza who some of them will be part of the investigation.

3.3.2 SAMPLE

The sample of the research is a fundamental part because in order to execute this research in the best way, it is needed. The sample of this investigation will be the English students of the 7-1 and 7-3 levels, that is an appropriate number of participants that can help in obtaining excellent data to solve the problem being studied.

3.3.3 NON-PROBABILISTIC

At this point, it is state that this research is non-probabilistic due to the fact that it studies the subject of English, and only few grades will be included. There are many students that are excluded because of different reason, they are in other grades or they are not part of the group of English that are not considered for the investigation.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT THE DATA

Some instruments were created in order to be applied during this investigation process with the aim to obtain valuable conclusions that permit to contribute on the topic being studied. For that reason, there are different instruments to evaluate all relevant aspects.

Observation: to see the teacher's work as well as student's response to the stimuli, to measure the impact of game-based learning and, fluency.

Check list: to analize if MEP's scenarios propitious a better speaking performance.

Questionnaire I: for students, to analyze their opinion regarding the methodologies and techniques applied in the classroom.

Questionnaire II: for teachers, to understand in a deeper way their manner of working in the classroom and to explore how

observation: this evaluates the fluency and the level of English of students.

3.5 OPERATIONALIZATION OF VARIABLES

Figure N° 7

Specific Objectives	Variable	Conceptual definition	Instrumental definition	operational definition
To define which methodology maximizes the confidence and the fluency of students when speaking English.	which methodology maximizes the confidence and the fluency of students when speaking English	it refers to a set of practices and principles used by teachers to improve the confidence and fluency of students.	Questionnaire I: it is aimed to teachers, to gather some information regarding teaching speaking. Observation: it is aimed to see the students' behaviors and performance of a topic in English.	Teacher's questionnaire the result will be positive if most of the teachers know about the best methodologies for improving speaking. the result will be negative if most of the teachers do not have an idea on methodologies for teaching speaking.

| To demonstrate the impact of gamification and traditional method in the improvement of the speaking skill.	the impact of gamification and traditional method in the improvement of the speaking skill	This might include changes in knowledge, skill, and behavior towards enhancing speaking skill.	Questionnaire II: this will be applied to the students to know their opinions related to the class as well as for understanding how to maximize this field.	students' questionnaire 70-100% of students can identify the methodologies and techniques teachers use in the classroom for teaching them. less than 60% of the students do not have an idea of what they do in class or they do not answer.
To explore if MEP's scenarios provide an enhancement in the speaking area.	if MEP's scenarios provide an enhancement in the speaking area.	the scenarios are all the possible situations interfering or helping in the enhancement of the oral ability.	Through a questionnaire students state their reality regarding MEP's scenarios for learning. .	Questionnaire II if the last three sentences are positive it means that MEP's scenarios are accurate. if the students say no is because the MEP's scenarios don't work for them.

CHAPTER IV:

ANALYSIS AND INTERPRETATION OF THE RESULTS

4.1 DATA PRESENTATION AND ANALYSIS

This chapter presents the collected data in a tabular presentation in which all the information students shared is analyzed and showed in a sequential way as they were in the questionnaire. The idea is to analyze all answers in order to have a better understanding of the current situation regarding the teaching field.

Figure N° 7

GRAPHIC N°1
How do you feel when you have to go to English classes?
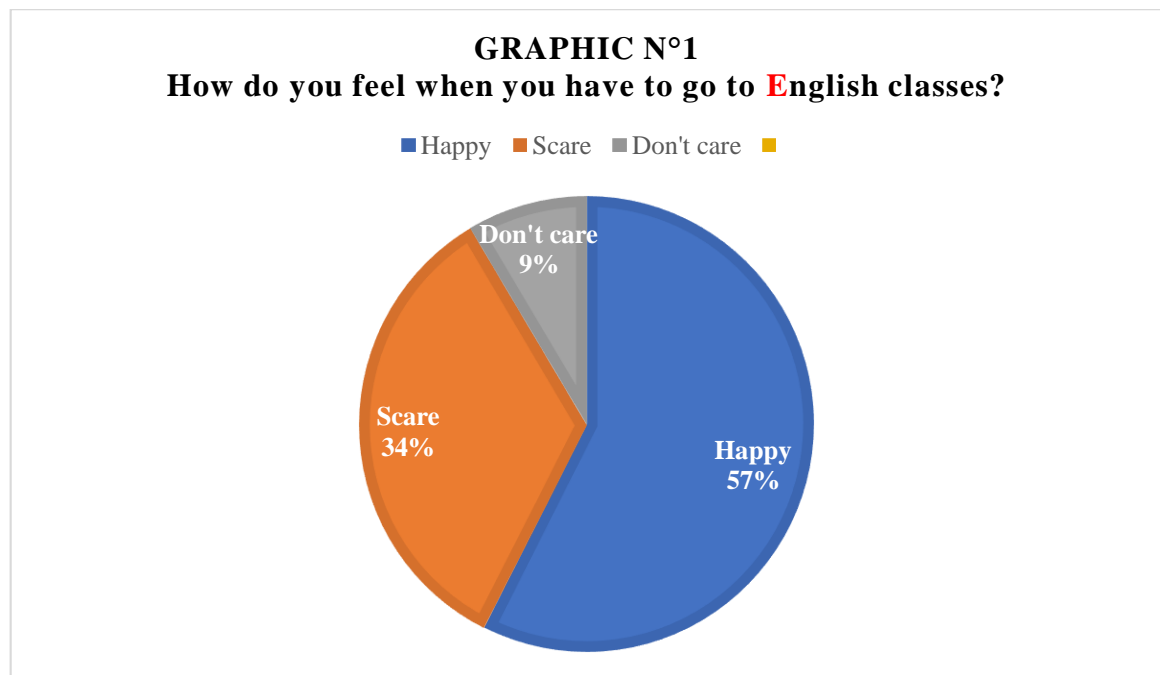
Source: Survey applied to the students of CTP Esparza, June/2022

In the first paragraph, it can be seen that 57% of the students feel happy or at least good when they know they have to attend to English classes, but there is a 34% of students who just feel scared or not comfortable in the classes which is a high percentage though. Finally, 9% of the students do not care if they have to go or not to the English lessons at high school. This question is really important because learning the language depends on students' attitude towards it, and as it is visible it is not positive at all.

Figure N° 8

GRAPHIC N°2
Do you feel good when you see your Englsih teacher?

■ Yes ■ No ■ ■

No
32%

Yes
68%
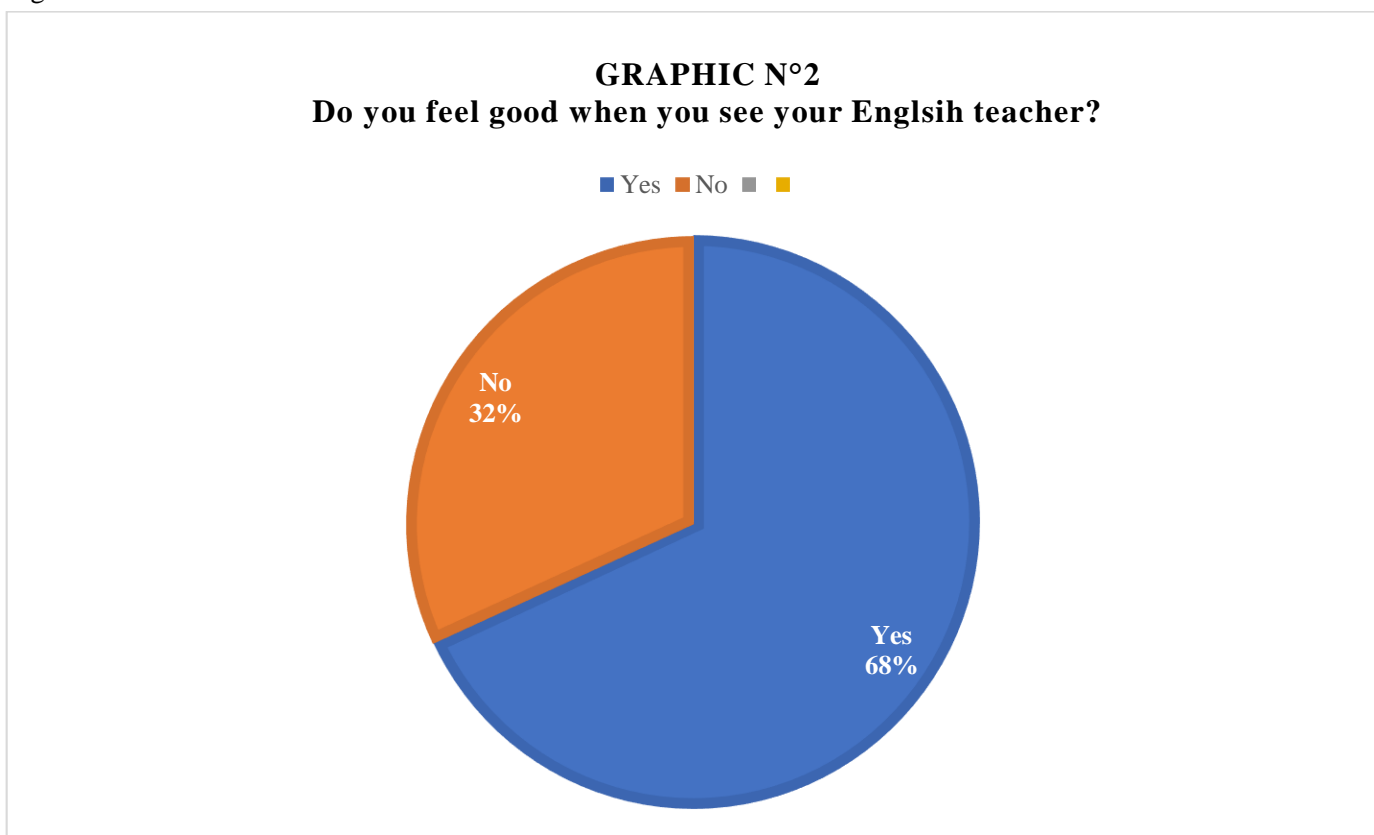
Source: Survey applied to the students of CTP Esparza, June/2022

As it was expressed by students 68% of them feel good every time they see their English teacher, and this is fundamental because there should always be a good relationship between students' and teachers. Due to the idea that if they like their teacher they will go to classes even though they do not like the subject very much. On the other hand, 32% of the students do not feel good when they see the teacher coming which is worrying of the learning process because if they do not comfortable in class they will not participate and will look for the chance to not go to class.

Figure N° 9

GRAPHIC N°3
Does your teacher implement speaking activities in class?

■ Yes ■ No

No
0%

Yes
100%
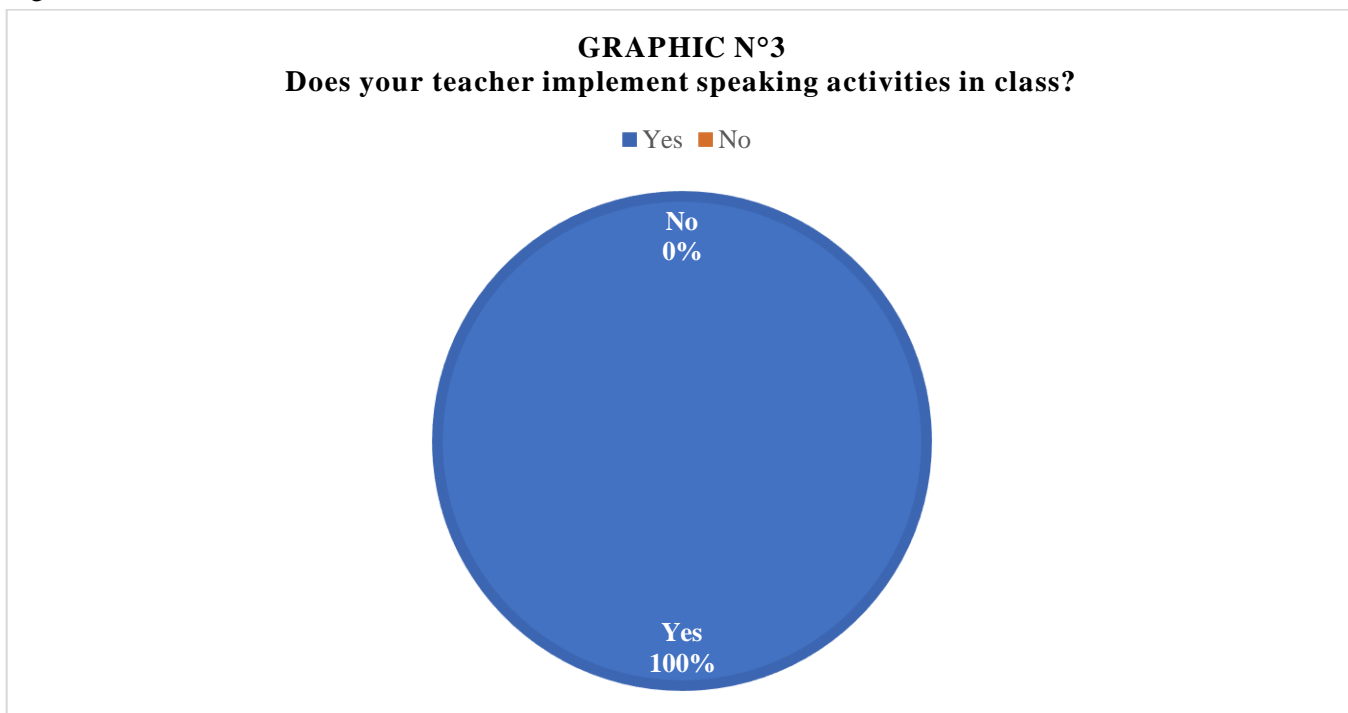
Source: Survey applied to the students of CTP Esparza, June/2022

The third graphic shows one of the most important questions which is how much students practice the speaking part in class, and 100% of the students stated that their teachers implement speaking activities in class.

Figure N° 10

GRAPHIC N°4
If your answer was yes, what activities can you mention?

■ Videos and comments ■ Roleplays ■ writing ■ Reading ■ Games

4%
8%
8%
44%
36%
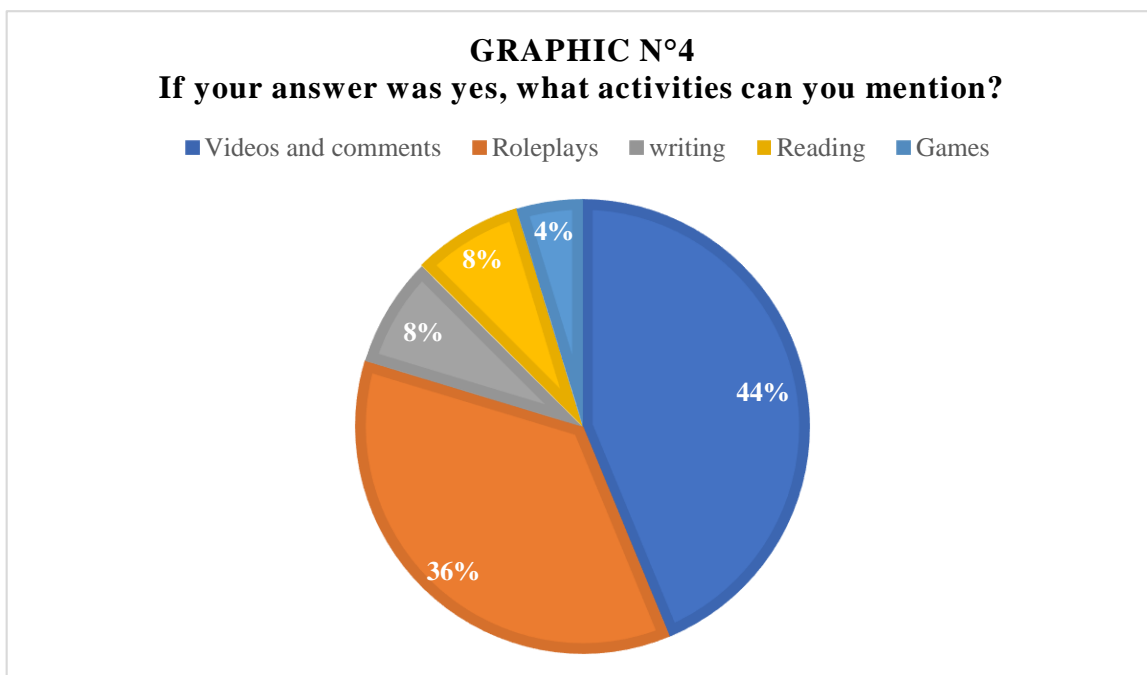
Source: Survey applied to the students of CTP Esparza, June/2022

Graphic number four has the information regarding the activities that students assure they have in the English lessons. The highest with a 44% is the use of videos which then their teacher asks questions and they make some comments about it. Then, the use of role plays or dialogues with a 36% followed by an 8% of the use of writing and reading in class. Finally, the smallest number is a 4% which corresponds to the implementation of games in class.

Figure N° 11

GRAPHIC N°5
Which of the following options your teacher uses the most
when teaching english in order to make you speak?

■ Games ■ Role plays ■ Videos ■ Interviews ■ Others
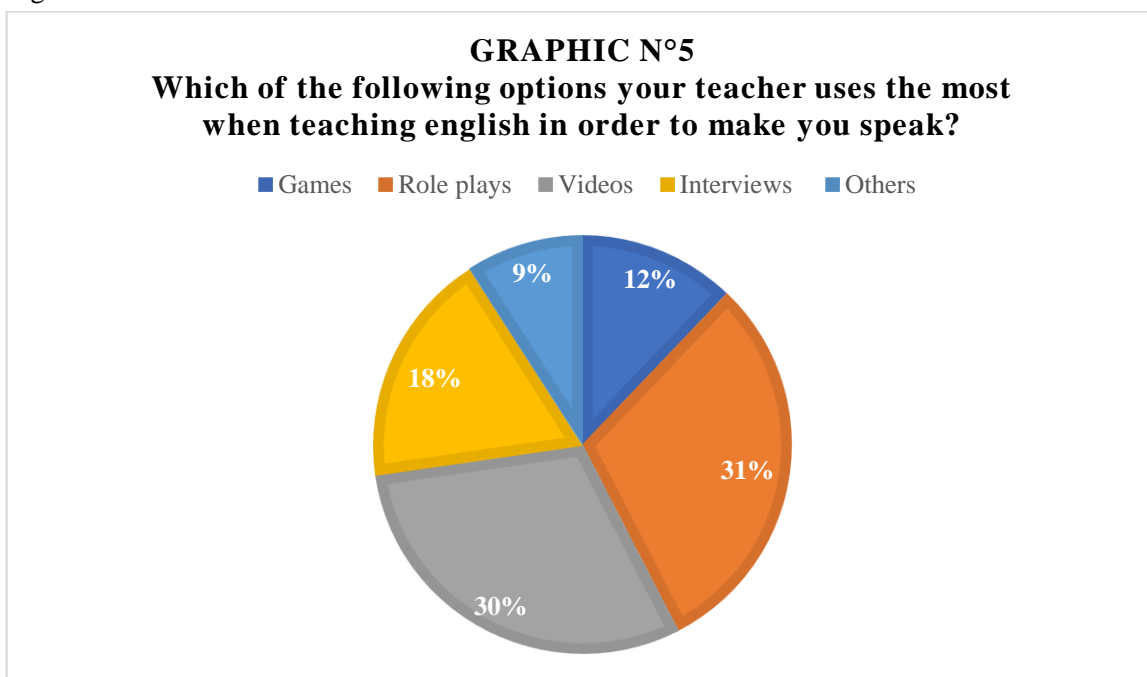
Source: Survey applied to the students of CTP Esparza, June/2022

Once again, it is observed that the most used techniques in the classroom are the use of videos and role plays. According to the gathered data 31% say that role plays are very used in class, and very closed there is a 30% with the use of videos, so it is clear that teachers make students to produce in English by the use of videos and role plays. Also, 18% for interviews, 12% games and 9% others which are the lowest percentages

Figure N° 12

GRAPHIC N°6
How do you feel in the english classes?

■ Confident ■ Insecure

47%

53%
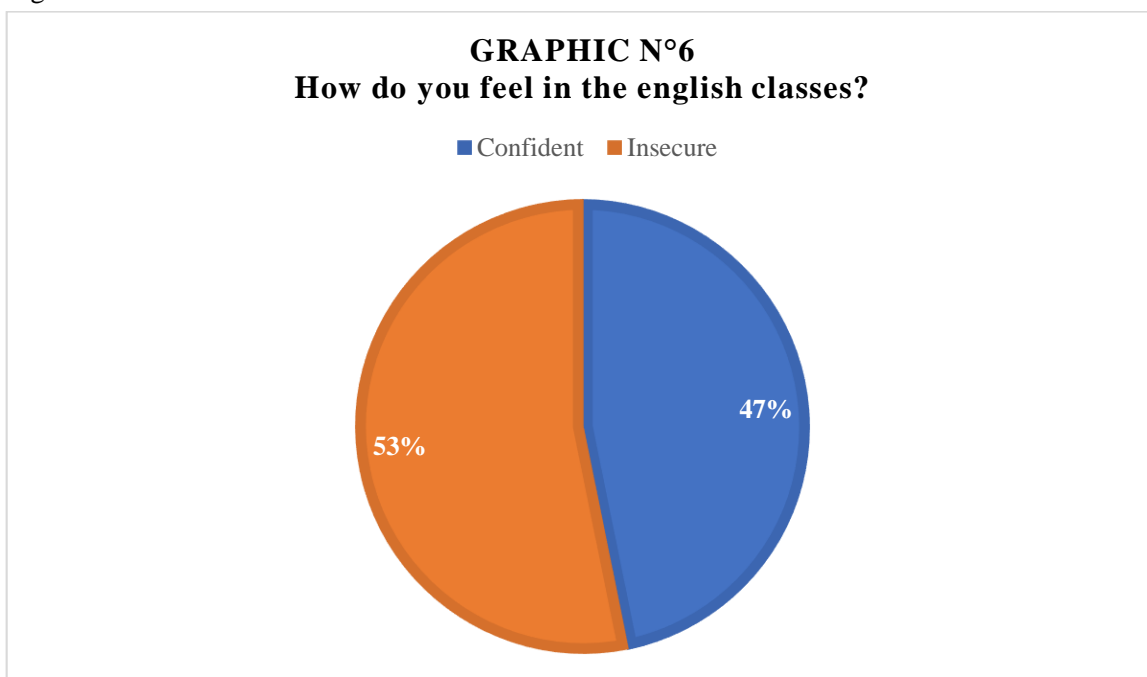
Source: Survey applied to the students of CTP Esparza, June/2022

Resulting from the analysis of the data, 53% of students at CTP feel insecure when speaking in English, and 47% feel confident while using the language in class. Even though, the results are very closed we have a difference of 6% between them. It is evident that the insecurities that the students have must be tackle in the best way possible. It would be important to analyze the teacher's environment in the classroom and determining what is causing those students to feel insecure in class otherwise, the situation will continue.

Figure N° 13

GRAPHIC N°7
Which one of the following options you feel more
comfortable to participate in class?

■ Role plays ■ Interview ■ Games ■ Others
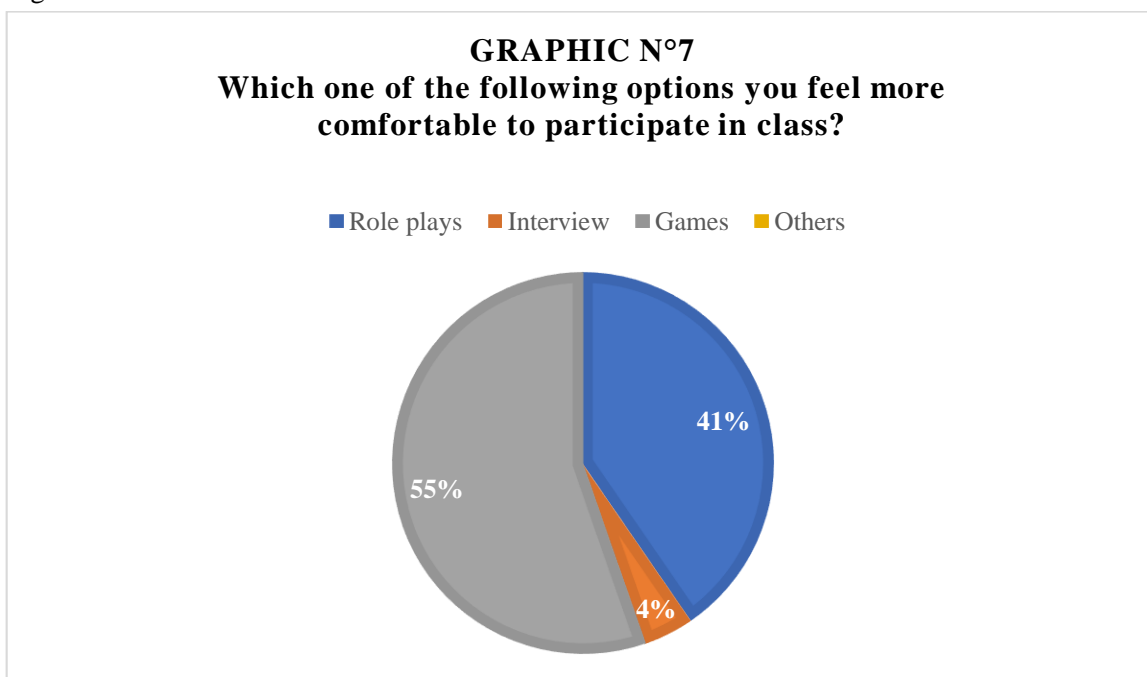
Source: Survey applied to the students of CTP Esparza, June/2022

Evidence illustrates that 55% of students answered the would feel more comfortable to participate in class with games, but as it is visible in previous graphs that technique is the least used when teaching, but according to the students' opinions they would appreciate it the most. In the same way 41% that say they like role plays which is a technique they use in class, so they seem to like it. Finally, 4% enjoys interviews as a way to speak in class.

Figure N° 14

GRAPHIC N°8
How much english do you think you practice at high school?

■80-100% ■50-70% ■Less than 50%

9%

36%

55%
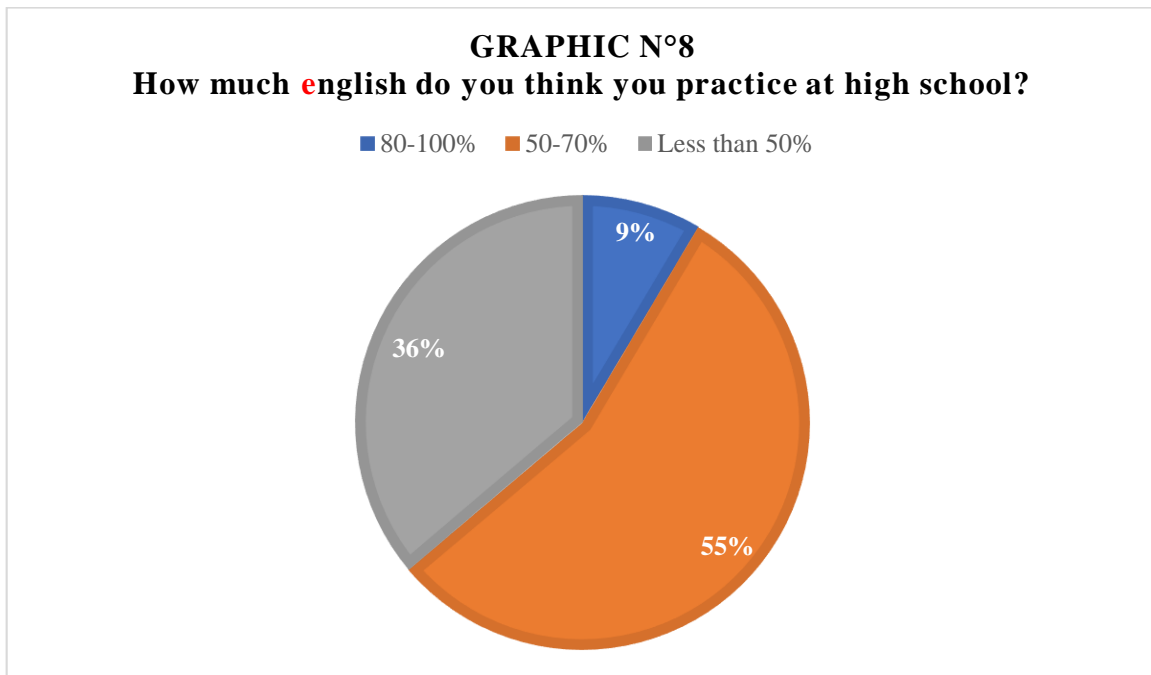
Source: Survey applied to the students of CTP Esparza, June/2022

This suggests that 55% of the population under investigation consider that they practice English at school just from 50 to 70%, and 36% think they practice the language less than 50% in class. Furthermore, 9% of the students agree that they use English more often from 80 to 100% in class. This information is vital because the investigator now can have some real information based on how much English is spoken during classes which is essential for the students' performance in this area.

Figure N° 15

GRAPHIC N°9
With what of the options you think you learn faster?

Videos Role play Interview Games
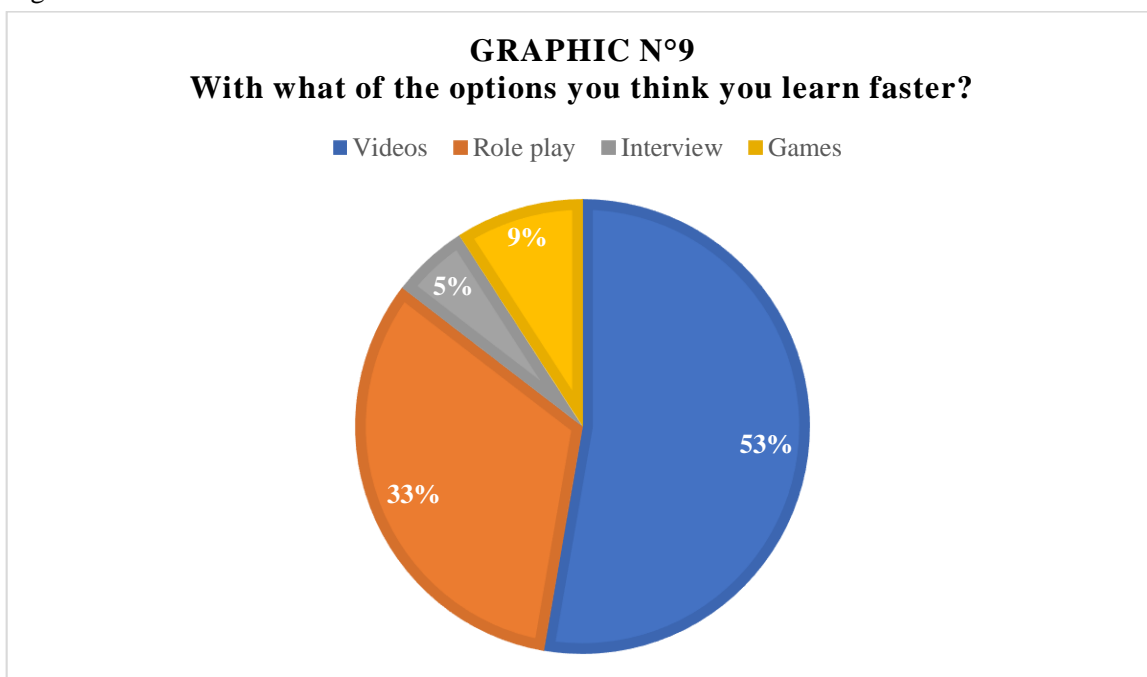
Source: Survey applied to the students of CTP Esparza, June/2022

In graphic 9 students were asked about their learning process by asking them which techniques they consider they learn better the topics, so 53% say that they learn better through videos, 33% by using role plays in class, 9% by playing games in class and 5% by making interviews around the classroom. It must be considered that videos and role plays are the activities that they practice the most, so those are the ones they know the most too, thus, they can think that is the best way for learning.

Figure N° 16

GRAPHIC N°10
What do you prefer in order to speak english?
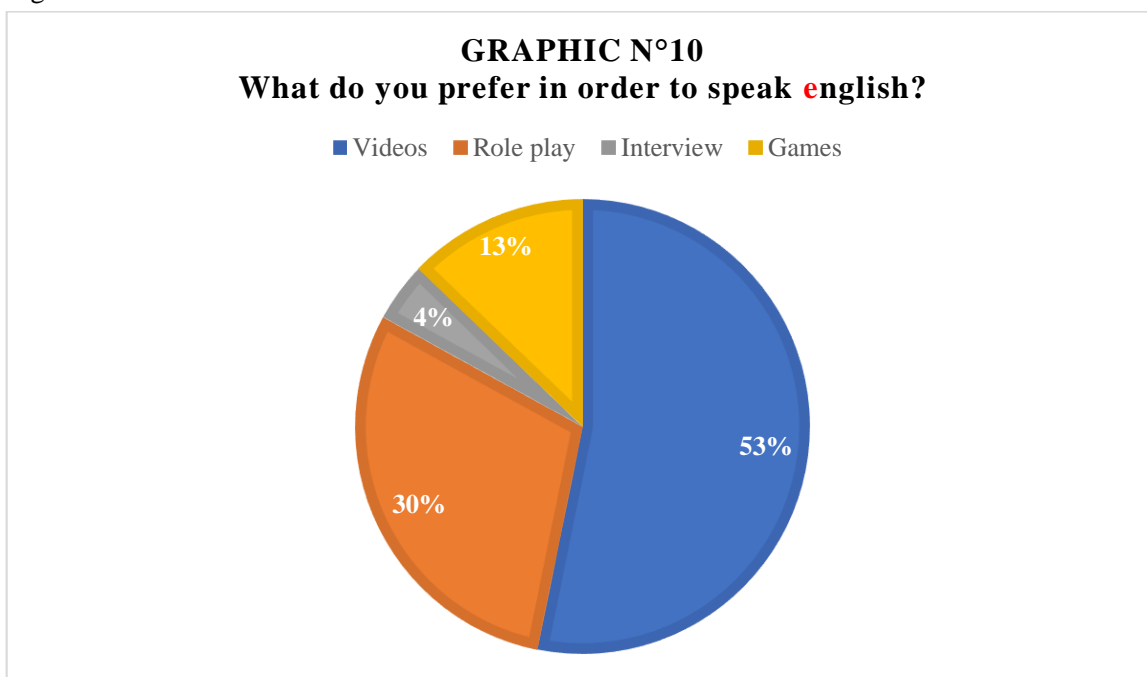
Source: Survey applied to the students of CTP Esparza, June/2022

In comparison with the results given in the previous graph, once again students prefer videos and role plays for practicing the speaking part in class. 53% prefer videos that later they comment on, 30% prefer role plays, 13% prefer games and 4% interviews, so students have different opinions regarding preferences to speak the target language. To know what students, like and how they feel more comfortable in class is something that teachers should know.

Figure N° 17

GRAPHIC N°11
Do you have access to technological devices?

■Computer ■Cellphone ■Laptop ■Any

6% 9%

30%

55%
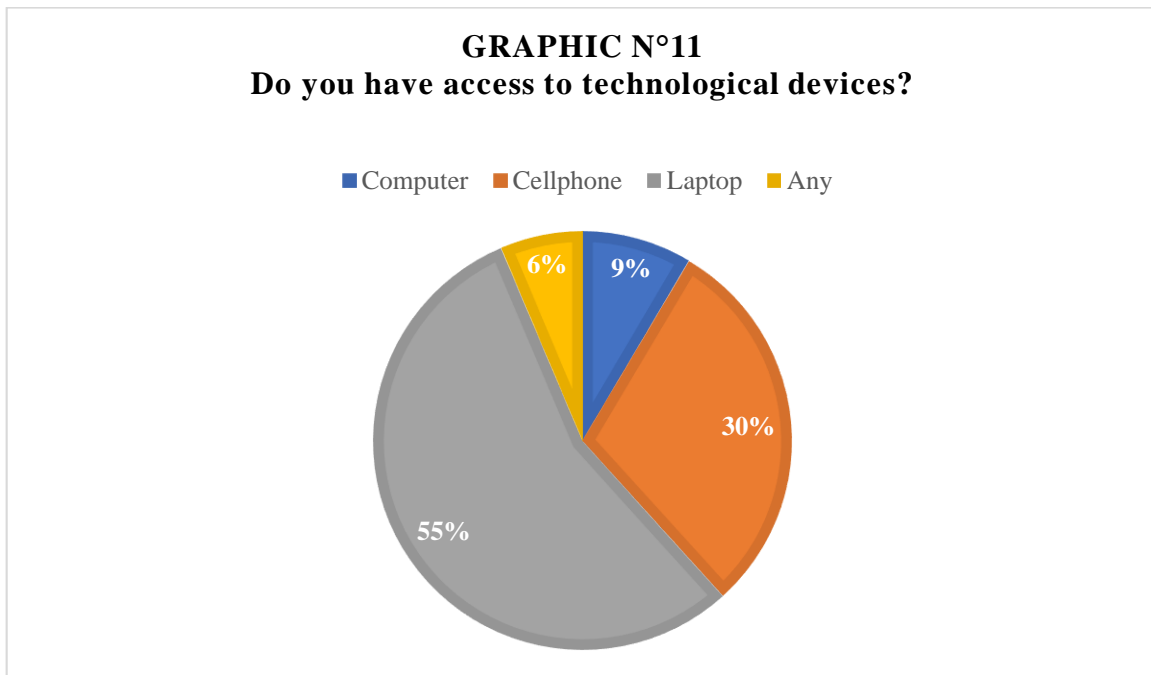
In this question, the access to technological devices was analyze as a mean to determine the effectiveness of MEP's scenarios during the pandemic time and the present. It is clear that 55% of students have a laptop at home which is fantastic because that means they have at least a device they can use for learning purposes. Then, 30% of the population have cellphones, 9% of them have a computer and 6% do not have any devices at home which make it difficult for them to study, do homework or even to take virtual class.

Figure N° 18

GRAPHIC N°12
What do you use the technological devices at home for?

■ Surf the net ■ Play ■ Do homework ■ take classes
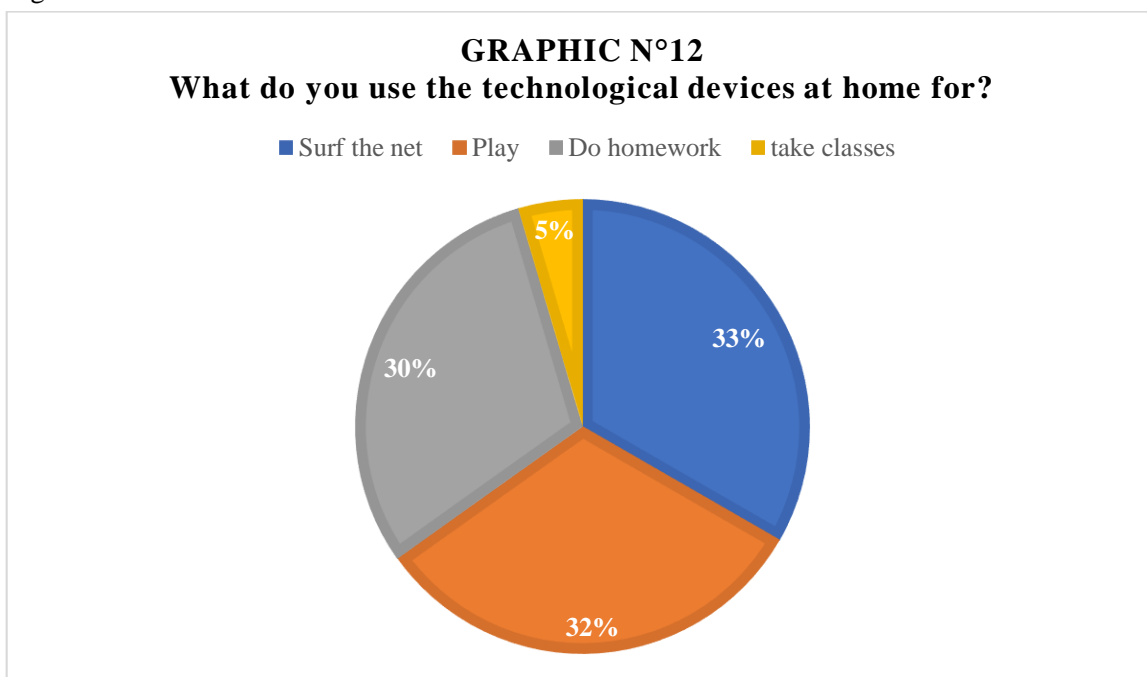
Source: Survey applied to the students of CTP Esparza, June/2022

Technological devices can be really useful for students, but depends on the usage. 33% of them use the devices for surfing the net while 32% for playing. On the other hand, 30% of students do the homework and just 5% take any kind of classes.

Figure N° 19

GRAPHIC N°13
Who does the technological equipment there is at home belong to?
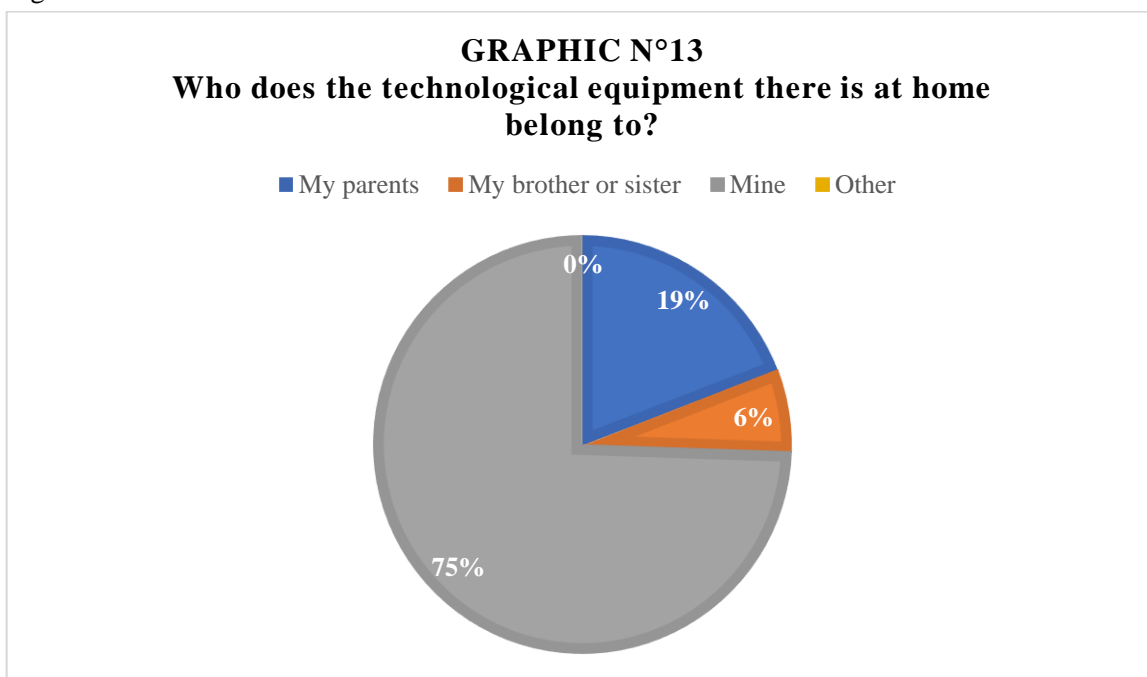
Source: Survey applied to the students of CTP Esparza, June/2022

Accordingly, to the information a high percentage of students (75%) own a device that they can use for any purpose at any time, meanwhile, 19% of the students do not have a device, so they use their parents' devices when they need one, and 6% share the device with their brothers or sisters. The situation is kind of good for most of them, but there is still a high percentage of students who do not have access to a technological device in order to study.

Figure N° 20

GRAPHIC N°14
How do you consider the internet connection when taking
virtual classes?

■ Good ■ Regular ■ Bad ■
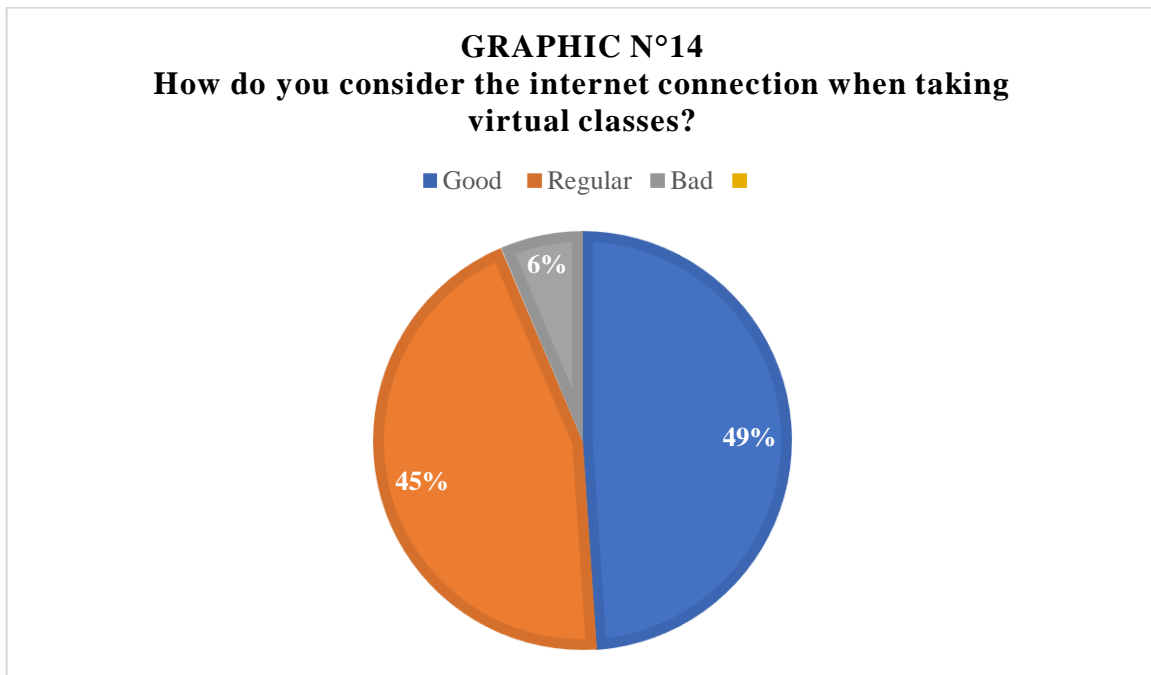
Source: Survey applied to the students of CTP Esparza, June/2022

The internet connection is really important because it is a must, students can have a device, but if they do not have a good connectivity that device will be useless. In this case, the results are not so good because 49% state that the connectivity is good, 45% say it is regular and 6% say they have a bad connection or even non. Taking these results into account, the students are not fully prepared to take online classes, and some of them may have problems even for doing the homework.

Figure N° 21

GRAPHIC N°15
How would you rate the technological devices'
performance?

■ Good ■ Regular ■ Bad
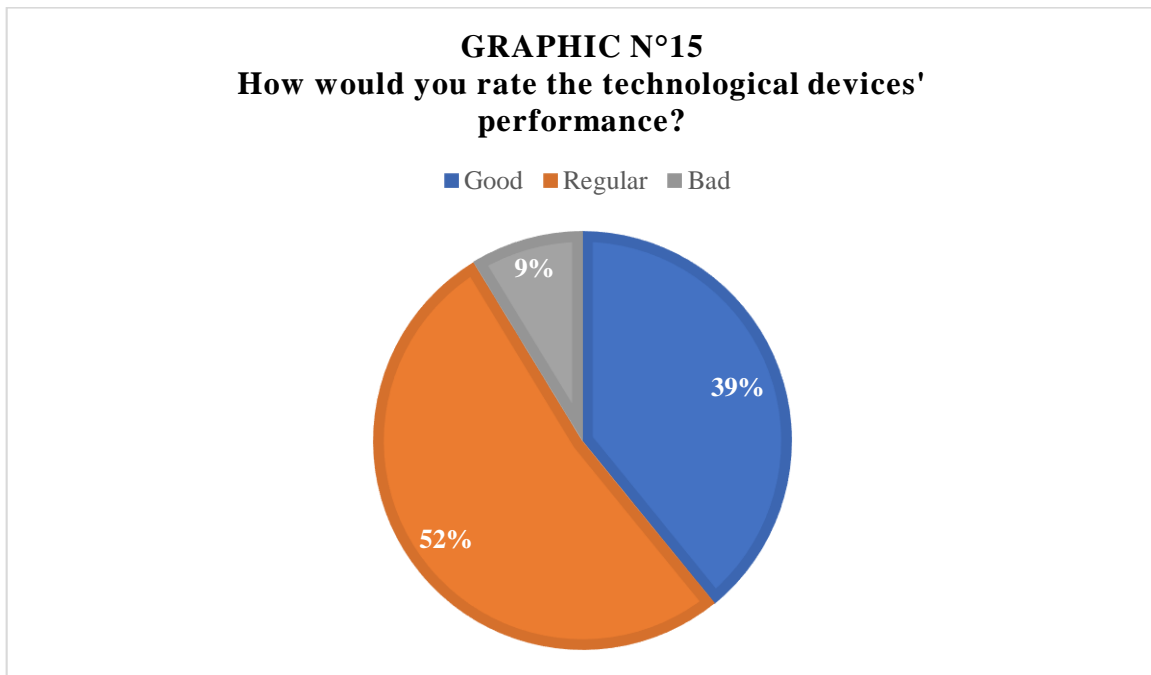
Source: Survey applied to the students of CTP Esparza, June/2022

The following analyzes was made based on the performance of the technological device, if it runs correctly while being in used, or if it is slow and make it impossible. 52% affirmed that the performance is regular, 39% described it as good, and 9% as bad. In general, it is observable that even though most of them have a laptop or cellphone they do not work in optimist conditions or do not have the minimum specifications and characteristics required for a good performance.

Figure N° 22

GRAPHIC N°16
How do you feel during virtual classes?

■ Good   ■ Boring and didn't learn   ■ Didn't take classes   ■ Connectivity problems
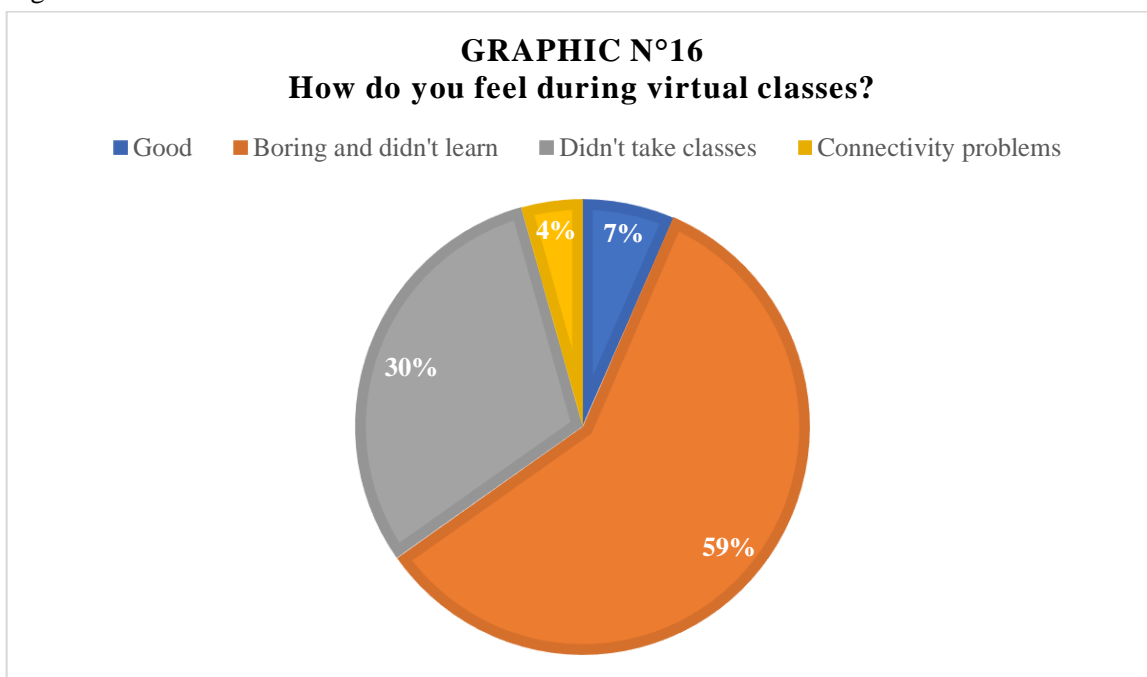
Source: Survey applied to the students of CTP Esparza, June/2022

After analyzing the question, 59% of the sample described the virtual classes as boring and they also stated that they did not feel they were learning during that time. Also, 30% said that they never took virtual classes during the pandemic time, so they were not asked even to connect, or some did not have how. Moreover, 7% affirmed they were good and that they liked it, and 4% had connectivity problems while taking classes.

4.2 RESULTS TAKEN FROM THE ENGLISH TEACHERS

1. What's gamification for you?

In this question 50% of the teachers did not know what the meaning of gamification was, and the other 50% mentioned that gamification is the use of games in class, and that it is a good source for students because they can have fun while learning.

2. what's traditional teaching?

Here 100% of the teachers were informed about this methodology, so they stated that it is the use of photocopies, writing down information as well as memorizing in class. So basically, a passive role in which the students do not participate a lot.

3. Are you aware of which are the best methodologies and techniques for improving the speaking skill.

100% of them said that they know about the topic, so based on their answers we can infer that they really know how to work this area in the students, in order to have more productive people when speaking the language.

4. If the previous answer was yes, can you mention some techniques you use in the classroom?

In this case, 100% of them tried to dodge the question, so 0% of the teachers could mention what are the techniques they use in the classroom for teaching English. They answered with other information like that it is important to give the students the opportunity to speak and think in English as well as mentioning that they don't have internet connection, but that they try to implement technology in the classes.

5. Do you consider there is some valuable information easy to check regarding how to enhance the oral communication of students?

100% of the interviewees answered that they know about, but it is contradictory because in the previous question they did not seem to know about techniques, and at the same time they said that they master the topic that they know some information about.

6. what technique do you use most of the time to foster oral participation in the classroom?

50% of the teachers said they use both gamification and traditional techniques meanwhile, the other 50% did not mark any answer but added that they ask questions to students and give them time to think and answer in English.

7. Why do you use that or those techniques most of the time?

In this case, 100% of the teachers alluded that they use those techniques in order to encourage the skills of students and as a way to make them produce in English all the time.

8. Do you think that your students enjoy and feel comfortable when speaking English in your lessons?

100% of the teachers think that just some of their students feel comfortable when speaking in English in the classroom which is a really worrying situation.

9. Do you see your students engage in class while working on role plays?

As it was state by teachers, 100% of them said that the students enjoy that activity in class.

10. do you include games to foster speaking in your planning?

In this question, we found 50 and 50 because half of the teachers said that they use games and the other half said that not at all the time.

11. In your opinion, how can the speaking skill be improved?

In the same way, we have that just 50% knows how to improve the oral communication of students because just 50% mentioned what can be done in order to enhance this ability meanwhile, the other 50% just mentioned that they need to practice in class which is something obvious.

The next questions are based on the teachers' experience teaching remotely during the pandemic time and some based on their opinions about the topic.

12. Did you have the necessary equipment for teaching from home?

It was found that only 50% of the teachers had the conditions for teaching online, and the other 50% said that they had the necessary equipment for teaching.

13. which of the following options you had at that time?

100% stated they had a cellphone during that time, and 50% said that they have computer, laptop and Wi-Fi for working remotely which is not a good number.

14. How do you consider the internet connection while teaching online?

The teachers mentioned that 50% had a good connection and 50% they had bad or none internet connection in order to work under this condition.

15. Do you remember any events that made it complicated to teach online?

50% did not have any comments to say, and 50% stated that some students did not have internet connection or did not join to the classes.

4.3 OBSERVATIONS

7-1 Group Observation

This was a group was 26 students who were taking conversational English classes, they were divided in order to have a better classroom management and better results. First, during teacher Mildred's classes it was observed that she gets along with her students, most of them acted in a normal and warm way with her. Besides that, good relationship, we have the fact that she spoke a few English during the class and as a consequence student did the same, they just spoke English and they did not try to speak even a word in English. Later on, the teacher explained the topics for the exam and gave the instructions in English, and this was the only communication they had in the target language. They seemed to have understood the instructions and everything related with the exam, but they were not asked to speak in English at any time. In this case, the investigator could not observe a class because the day in which the observation was carried out the teacher had to give them the topics for the exam, and they were going to watch a movie. The teacher has a good level of English, and she might take advantage of that and -having her students hearing more English in class, as well as, asking them to produce more English and less Spanish.

<u>7-3 Group Observation</u>

In this case, she had one group and it was not divided, so they were like 21 students in the investigator could observe the class, and the teacher was speaking in English all the time, she used Spanish just to clarify some doubts but just when was needed which is great. The teacher implemented traditional techniques in the classroom, she was writing examples on the board and she also asked students to do the same on their notebooks. Also, she tried to foster communication, but may be not in the most engage or productive way, she just asked students to read the examples and not something else. They did not look engage, they were bored in class and it was difficult for her to have them paying attention and participating in class. Students seemed to like videos, but when the teacher showed a video about eating habits some of them were paying attention and the rest was doing other things. After the video there wasn't any activity to fulfil the topic, she did not ask for opinions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Regarding to the research problem

This research question was addressed: What is the impact of game-based learning in improving the speaking skill in sections 7-1and 7-3 from Colegio Técnico Profesional de Esparza during the first quarter of 2022? the following conclusions were stated after the process of investigation.

a) The investigation was successfully finished, and a lot of paramount information was found which is going to contribute a lot for future investigations and would be useful for teachers and students of English too. However, there is the feeling that there was more to investigate that may be due to the covid-19 and due to the time was not possible. For example, to analyze more groups of conversational English and more teachers, but besides that, the results are good and can help a lot in order to have a better idea of what is happening at the present in the classroom. In the information below you will find all the conclusions regarding the present investigation.

REGARDING TO THE GENERAL OBJECTIVE

In this case the general objective was aimed to explore the impact of game-based learning in improving the speaking skill in sections 7-1and 7-3 from Colegio Técnico Profesional de Esparza during the first quarter of 2022, and the conclusions are the following:

a) It is vital that the teachers prepare the planning based on the four skills, but with more emphasis on speaking activities because it is the area that needs improvement and the one that causes more trouble, and at the same time, as it was observed it is the less practiced in class.

b) A technique focusing on speaking was not observed in class, everything was related with writing examples and reading them as well as watching videos, but there was not any production of the language. For this reason, it is extremely important to implement activities in which students can speak in class because they must speak in class.

c) Students need to have real situations in class in order to speak English in a natural way. It needs to be something that they perform very often if they want to get better results. For this reason, it can be said that it would be difficult for students to achieve certain level of English if they do not practice.

REGARDING TO THE FIRST SPECIFIC OBJECTIVE

To define which methodology maximizes the confidence and the fluency of students when speaking English.

a) Talking about the confidence of students when speaking the language, it was found that students said they feel more comfortable to participate in class when they have games, but we have to remember this is not a frequent activity. Also, according to the information gathered, they think they learn faster through videos and role plays which are the techniques the teacher uses most of the time in class.

b) On the other hand, students stated that the teachers implement speaking activities all the time, and that is something good, but now it would be important to check the relevance and the quality of those activities for their oral improvement. To see if teachers have been using the most accurate speaking techniques according to the level and to their interests too.

REGARDING TO THE SECOND SPECIFIC OBJECTIVE

The second objective was to demonstrate the impact of gamification and traditional method in the improvement of the speaking skill.

a) First of all, students have no idea about gamification because that is something that is not part of their learning process. They know it is related with the use of games to maximize their learning experience, but they do not have an activity very often because just one teacher said that she includes sometimes gamification but could not mention the activities. For this reason, the impact of gamification could not be seen because it is basically non-existent in the classroom, but students' game some information regarding this topic.

b) Second, the results showed that basically the only methodology students know is the traditional one in which they just write, give examples, watch videos, role plays and trying to give opinions in English. The results are clear, students answered that they think they speak English in class just from 50 to 70%, and now we wonder how much English they can really speak by themselves in real life. It was seen that students had huge difficulties even for reading examples, they had problems with basic grammar and pronunciation and that is the result and reflection of the methodology being used.

c) Third, as far as the investigator could observe, the techniques teachers use in class do not foster communication in a desirable way because students are in a passive role most of the time, and the oral production is poor. They should be more exposed to daily situations, and activities in which they have more participation. Teachers continue focusing on old techniques, and videos and role plays are at the top of the list. Those are the activities they know and the ones they think are good for them.

REGARDING TO THE THIRD SPECIFIC OBJECTIVE

Talking about the third specific objective that is to explore if MEP's scenarios provide an enhancement in the speaking area, we found out the following information.

a) In conclusion, it was found that MEP'S scenarios are almost useless for many reasons. First, as you can see in the graphs most of the students have a laptop and a cellphone, but some of them don not have connectivity, some have a regular connection and others a good connection. For this reason, the investigator considers it is not an option because not all of the students will have the same opportunities for learning English, so the process must be affected in this case, and there is going to be a huge gap between students and their ability for understanding and speaking English.

b) Other important point to mention is that students do not find virtual classes interesting, on the contrary, they rated it as something boring, and they also have the idea that they do not learn anything through remote classes. while the questionnaire was being applied students mentioned that it was just listening to the teacher and writing. So, in conclusion, MEP's scenarios have not been used to improve the speaking performance of students, but if all of them had the same conditions, that would be something completely possible to be carried out in a successful way.

c) Also, they said that they do not like the way the teacher conducted the class, they expressed that they felt like if the teacher did not care if they were learning or not, they felt alone and distracted too. The classes were not dynamic, and they did not have a good experience, so it turned into the opposite, they ended up disliking the classes at all. At this point, it is important to mention that teachers were on an unknown field at the begging of the pandemic, they did not have an idea on how to teach online and did not have any

training to do the task, but know maybe they are more capable and more trained to do so. In addition, through the use of MEP'S scenarios the speaking skill of students and be improved, but for this, the role of the teacher is vital because virtual classes are perceived as boring by students, so the teacher must carry out dynamic classes for students, and full of speaking activities.

RECOMMENDATIONS

a) Teachers must be trained on new techniques to improve speaking in the classroom, and how to organize the time in order to cover all the four skills.

b) MEP should remove some bureaucratic processes that teachers have to do, and that may take a lot of their time which they can take in order to improve their planning, and having more organized classes rich in speaking activities.

c) MEP should check if the teachers are following the plans and if they are using the teacher's guide with class materials that they are provided because if not, it can be affecting the process.

d) Taking into consideration the current situation MEP's scenarios are not an option because not all students have the same possibilities, and there a huge part of the population that will not be covered.

e) MEP must focus the attention on the speaking production without neglecting the other skills, but the reality is that the students need to speak English, and the really is that they understand vocabulary and some conversations but they are not able to speak it fluently.

CHAPTER VI

PROPOSAL

6.1 PROPOSAL NAME

The purpose of this research aims to explore the impact of game-based learning in improving the speaking skill in sections 7-1and 7-3 from Colegio Técnico Profesional de Esparza during the first quarter of 2022. For this reason, the name of the proposal is "Implementing games to speak English"

6.2 POPULATION

This proposal will take place with the eighth-grade students of Colegio Técnico Profesional de Esparza, Puntarenas.

6.3 GENERAL OBJECTIVE

To implement game-based activities to improve the speaking skills of students of the seventh level at Colegio Técnico Profesional de Esparza, Puntarenas.

6.3.1 SPECIFIC OBJECTIVE

To develop speaking activities through gamification.

6.4 CHRONOGRAM

TIME	STRATEGIES	ACTIVITY	RESPONSIBLE
October 3rd – 7th	speaking - games	unit 4: going shopping	teacher - students
October 10th – 14th	speaking - games	unit 4: going shopping	teacher - students
October 17th – 21st	speaking - games	unit 4: going shopping	teacher - students
October 24th – 28th	speaking - games	unit 4: going shopping	teacher - students

Source: Villalobos, 2022

6.5 BUDGET

The budget needed for these activities is very low, nevertheless, what it requires is the teacher's time to look and prepare some of the activities like looking for pictures, make the jeopardy game or looking for the online resources. On the other hand, the internet connection would be something important in order to carry out some of the activities and taking the class engagement to the next level. If they do not have internet they will have to find out a different way to do it or for a similar activity that will not require internet.

6.6 PROPOSAL DEVELOPMENT

The following proposal is aimed to the seventh grade; it includes some speaking

activities as well as some games that permit students to speak the language in class.

UNIT 4 CHECKING THINGS OFF A SHOPPING LIST!			
week	**Indicator**	**Mediation activities**	**Evaluation learning outcomes**
October 3rd – 7th	**Shopping list** identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.	**<u>Gallery</u>** 1. T. guides ss through a Gallery in which they can observe the vocabulary regarding to shopping at the supermarket. **<u>Baamboozle game</u>** 2. T makes two groups of students. Each group has to choose a number if they say the name of the product they see on the picture, they get the point. https://www.baamboozle.com/game/953778 **<u>Listening</u>** 3. Ss listen to the audio and then answer in an oral way the questions (P. 182) **<u>Post – listening</u>** 4. T asks ss to explain what they have heard or any words they can remember.	utilizing the vocabulary learned in an oral way.
October 10th – 14th	**Going shopping**	**<u>Quizizz or memory game</u>**	expressing the errands, he has

	recognizes what is being said about shopping for groceries and clothing.	1. T can play quizizz in the classroom, but this requires all participants to have access to internet, or playing a memory game in small groups with cards containing people, once they get a pair they have to describe the clothing the person is wearing. www.quizizz.com **Who catch it first** 2. T places an object in the classroom and makes to lines, the first two students in the lines have to run to the object and take it. The one who do not take it has to mention some errands or things he has to do or buy. **Funny line** 3. T. divides the class into two lines one in from of the other, ss must be facing each other, they will say what they have to buy or do during the day and them the line moves and they have to speak with the next person they have in from about activities.	to do during the week.
October 17th – 21st	gives basic information about shopping preferences and prices.	**Dialogue** 1. T asks ss to practice a dialogue with two different classmates (P. 210) **Guessing game**	specifying what people wear depending on the activities they perform.

| | | 2. T divides the class into two groups. Each group needs to have a list of people who wear specific clothes for their daily activities like: football player, dancer, chef, security guard etc. one S describes what the person does and what he or she wears and the other group get a point if they guess the profession.

Survey

3. T gives Ss the task of going and ask teachers and students what they usually wear for different events like going shopping, a party, a wedding etc.
4. Ss write down the answers and them retell two of them orally.

Tic tac toe

5. T brings some pictures of people with different clothing.
6. Ss play tic tac toe and the one who loses the game has to describe the picture. | |
| October 24th – 28th | buys things in shops by pointing or other gestures to support what he/she says. | **Hot potato**

1. T has some flashcards with products and the prices.
2. Ss make a circle and the T plays some music when it stops the s who has the potato must see a card and the its price in English.

Jeopardy game

3. T. prepares a jeopardy game according to what he or she wants to study or review. | Expressing himself in English when shopping at grocery stores, clothing stores and supermarkets. |

		4. Ss make small groups and get points as they answer and participate in an oral way. https://slidelizard.com/en/blog/jeopardy-powerpoint-template **<u>Flea market</u>** 5. Ss bring some items from home that they will pretend to sell in a fictitious way in class. Ss exchange information about the items and "buy" some.	

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ANNEXES

ANNEX #1

Questionnaire aimed to the students

Questionnaire (students)

Dear student the present questionnaire has been being elaborated with the objective of exploring the impact of game-based learning in improving the speaking skill in sections 7-1, 7-2 and 7-3 from Colegio Profesional de Esparza during the first quarter of 2022. This is part of the thesis which is needed to opt for the degree of Licenciatura in teaching English at Universidad Hispanoamericana, for this reason we respectfully request you to be clear and honest when answering the following questions.

Make sure you read and understand every question. If you have questions ask the investigator.

1. How do you feel when you have to go to English classes?

( ) happy

( ) scared

( ) I don't care

2. Do you feel good when you see your English teacher?

( ) Yes

( ) No

3. Does your teacher implement speaking activities in class?

( ) Yes

( ) No

4. If your answer was YES, what activities can you mention?

_____

_____

5. Which of the following options your teacher uses the most when teaching English in order to make you speak?

( ) games

( ) Role plays

( ) videos

( ) Interview

( ) others

6. How do you feel in the English classes?

( ) Confident

( ) insecure

7. Which one of the following options you feel more comfortable to participate in class?

( ) role plays

( ) interview

( ) Games

( ) Others : _____

8. How much English you think you practice at high school?

( ) 80 – 100%

( ) 50 -70 %

( ) less than 50%

9. Which one of the options you think you learn faster?

( ) videos

( ) role play

( ) interview

( ) games

10. What do you prefer in order to speak English in class?

( ) videos

( ) role play

( ) interview

( ) games

11. Do you have access to technological devices at home?

( ) Yes

( ) No

12. Do you use technological devices at home to study English (do homework, take

classes etc)?

( ) Yes

( ) No

13. How Do you feel during virtual classes?

( ) I do not have the equipment

( ) I do not have access to internet

( ) I do not have any problems

Observation 1: directed to the teacher

Questionnaire aimed to the teacher

Questionnaire (teacher)

Dear teacher the present questionnaire has been being elaborated with the objective of exploring the impact of game-based learning in improving the speaking skill in sections 7-1, 7-2 and 7-3 from Colegio Profesional de Esparza during the first quarter of 2022. This is part of the thesis which is needed to opt for the degree of Licenciatura in teaching English at Universidad Hispanoamericana, for this reason we respectfully request you to be clear and honest when answering the following questions.

1. What's gamification for you?

_____

_____

_____

2. What's traditional teaching?

_____

_____

_____

3. Are you aware of which are the best methodologies and techniques for improving the speaking skill.

( ) Yes

( ) No

4. If your answer was YES, can you mention some techniques you use in the classroom?

_____

_____

_____

5. Do you consider that there is some valuable information easy to check regarding how to enhance the oral communication of students?

( ) Yes

( ) No

6. What technique do you use most of the time to foster oral participation in the classroom?

( ) Gamification

( ) traditional techniques like: books, videos, writing etc

( ) Both of them

( ) other: specify _____

7. Why do you use that or those techniques most of the time?

_____

_____

_____

8. Do you think that your students enjoy and feel comfortable when speaking English in your lessons?

( ) Yes

( ) No

( ) Some of them

9. Do you see your students engage in class while working on role plays?

( ) Yes

( ) No

10. Do you include games that foster speaking in your planning?

( ) Yes

( ) No

11. In your opinion, how can the speaking skill be improved through the classroom's work?

_____

_____

_____

_____

Class Observation

Universidad Hispanoamericana

Faculty of Education

Esparza, Puntarenas

Objective: to analyze the methodology and techniques that the teachers use n the classroom when fostering oral participation in the classroom.

This instrument is aimed to know the way teachers manage the oral participation of students in the classroom, and also to see the students' reactions towards the class.

Person in charge: investigator (Irma Villalobos Venegas)

1. Greeting   comments

Does the teacher greet her/his

students in a warm way?

How do students respond to the

teacher's arrival to the classroom?

2. warm-up

Does the teacher develop a warm

up activity?

3. Lesson

what methodology was predominant during the class?

What techniques the teacher applies?

What are the students' reactions towards the English class?

Does the teacher auspicious the oral interaction in the classroom?

Does the teacher ask students to participate?

Do students participate in the activities?

4. Closure

Does the teacher do a closure about the topic?