

UNIVERSIDAD HISPANOAMERICANA

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN BILINGUAL
PRESCHOOL TEACHING**

**THE IMPLEMENTATION OF THE TEACCH METHODOLOGY PRINCIPLES TO
IMPROVE THE UNDERSTANDING OF ENGLISH VOCABULARY COMMANDS IN
STUDENTS FROM PREP LEVEL IN SAGRADO CORAZÓN DE JESÚS BILINGUAL
SCHOOL DURING THE FIRST AND SECOND QUATER 2024**

Dayana María Ortiz Araya

Faculty of Education

School of English Language Teaching

Tutor

Lic. Adriana Apuy Rojas

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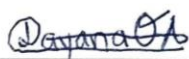
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SWORN DECLARATION

DECLARACIÓN JURADA

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Cédula: 3-0514-0937

LETTER FROM THE TUTOR

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San José, 06 de septiembre de 2024.

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Estimada señora:

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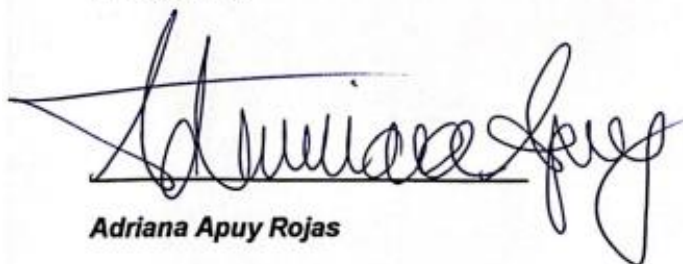
En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones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

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Atentamente,



Adriana Apuy Rojas

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Sede: Heredia

Carrera: Licenciatura en la Enseñanza preescolar bilingüe.

Estimados señores:

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

Atte.

Firma:



Nombre: MSc. Ariel Gustavo Vargas Vindas
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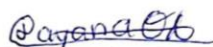
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DEDICATORY

I want to dedicate this project first to me because of all the effort and late nights working on this document to achieve the principal goal of having the diploma. Second, my family (my parents, brother, and uncle) who have been a fundamental support during this academic cycle and witnessed all the efforts I developed and suffered throughout this process. Third, to my grandmother who may rest in peace because even though she is not anymore with me on Earth I know she is happy and proud of me because of concluding this process. Finally, to my boyfriend who has support me in the development of the thesis and never let me come down in the moments I wanted to leave everything.

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ABSTRACT

Costa Rica's education has suffered different changes during the last years which look for the educational system improvement to guarantee what is established in the 78 article of the Constitución Política de Costa Rica “La educación preescolar, general básica y diversificada son obligatorias y, en el sistema público, gratuitas y costeadas por la Nación” (Constitución Política de la República de Costa Rica, 1949) giving the chance to children, teenager, and adults to have the same rights and privileges in their learning process. Based on this, inclusive education has taken a lot of importance in the last years in our classrooms which has become a place of new learning for teachers, and where many times they need support and new ideas to work with their children in the classrooms.

This research project was developed in Sagrado Corazón de Jesús Bilingual School in Cartago, Costa Rica, a private institution with big prestige in the province. The investigation was developed with a fourteenth preparatory group (from five to six years old) in which there was the presence of an autism spectrum disorder. The objective of the investigation is to demonstrate how the implementation of the TEACCH methodology may contribute to and help teachers to develop their classes with all their students taken into consideration their different ways of learning and the different disabilities that they present that may become in their fort.

In the first chapter, you will find the investigation problem statement, in chapter two the author cites different documents that may let you know more about the topic in the study. Chapter three presents all the information related to the sample in study and the instruments that may be used with the corresponding population; in chapter four you will find the results obtained from the application of the instruments in the sample and finally, in chapter five you

will find the conclusions and recommendation obtained from the author when developing the investigation.

RESUMEN

La educación costarricense durante los últimos años ha sufrido de varios cambios que buscan la mejora de nuestro sistema educativo en el que se cumpla lo establecido en el artículo 78 de la Constitución Política de Costa Rica “La educación preescolar, general básica y diversificada son obligatorias y, en el sistema público, gratuitas y costeadas por la Nación” (Constitución Política de la República de Costa Rica, 1949) dando paso a que todos los niños, jóvenes y adultos tengan los mismos derechos y privilegios en el proceso de aprendizaje. Es por esto por lo que la educación inclusiva a tomaba mucha importancia en los últimos años en nuestras aulas las cuales se han convertido en nuevas enseñanzas para los y las docentes donde en muchas ocasiones necesitan de soporte y e ideas para trabajar con todos sus estudiantes en sus aulas.

Este trabajo de investigación se desarrolló en la Escuela Bilingüe del Sagrado Corazón de Jesús en Cartago, Costa Rica; institución privada con mucho prestigio en la provincia. Se trabajó con un grupo de 14 estudiantes de preparatoria (edades entre los 5 y 6 años) entre los cuales se cuenta con un estudiante con el Trastorno del Espectro Autista. El objetivo de esta investigación es demostrar como la implementación de la metodología TEACCH puede contribuir y ayudar a los docentes a desarrollar sus clases con todos sus estudiantes tomando en cuenta sus diferentes formas de aprendizaje y las diferentes discapacidades que presentes las cuales se pueden volver en su fuerte.

En el primer capítulo podrán encontrar el establecimiento del problema de investigación, en el capítulo dos el autor cita diferentes documentos que permitan conocer más a fondo el tema en estudio. El capítulo tres demuestra toda lo relacionado a la información sobre la muestra, así

como los instrumentos que se estarán implementado durante el desarrollo de la investigación con la población correspondiente; en el capítulo cuatro se observan los resultados obtenidos de la aplicación de los instrumentos y por último en el capítulo cinco se encuentran las conclusiones y recomendaciones obtenidas por el autor al realizar dicha investigación.

CHAPTER I
RESEACRH PROBLEM

INTRODUCTION

Costa Rican education has been known as one of the greatest and with the best results in Central America since this education started from an early age. The preschool education system is free for children from the fourth year old up to the sixth year old where the social, physical, emotional, motor, and cognitive abilities are developed and improved using games that will make children's learning process natural and attractive; this learning is aimed to be developed based in children's rhythm, ways of learning, learning difficulties, and their previous knowledge. Constructivism is the curricular approach used when planning the different strategies that will be used in the classroom by applying the different principles that make up part of the approach; these principles have to be with: children as the center of the process, the teacher as a facilitator, activities related to real-life situations, error as part of the learning, and helps children build their identity (Programa de Educación Preescolar, 2014).

Costa Rican education is known as free and available for every citizen no matter their capacities, disabilities and economic situations making it an inclusive education which is defined in the UNESCO as a quality education that should be known as a human right and the one that takes into consideration all the different characteristics people present for it to be accessible and offer many opportunities to all the population; this means that it not only refer to human who has a specific disability, it includes all the students who are immersed in the education system. Melendez (2018) mentions that to offer an inclusive education the country education policies should be diverse to guarantee inclusive and equitable opportunities to the population, especially those who present any disability supporting this idea by citing the Convención sobre los Derechos de Personas con Discapacidad de la ONU which explains that education should guarantee good accessible conditions to those people who present a disability taking into

consideration their limitations that are presented in their daily activities to implement ideal teaching methodologies that will claim for the ideal and best education for this population which establish that all people will receive their education the regular education system, that may participate of the hall class and receiving support from special education teachers in the classroom is it is need. In other words the objective of inclusive education does not have to be only with people that present a disability, it has to be with the individuals that assist to a education center who present different characteristics that may be taken into consideration for the development of the classes which means that not only a specific methodology should be used an develop, no matter if a methodology has to be with an special need because some of its bases or principles can be adapted or implement in a class no matter who is part of it but may help to work and include the different needs the student from that group require.

Based on the information explained above Costa Rican education characterized for been one of the greatest in Central America may present changes not only in the public area but also in the private area where taking a methodology may be useful to guide the institution teaching objective but be open to include and apply other methodologies principals that will enrich the children learning process. This investigation will help place in practice the inclusive education in a prep group of a private institution to demonstrate the effectiveness or not of implementing the Treatment and Education of Autistic-related Communication Handicapped Children (TEACCH) methodology principles, which apply structure and use of visual support, to work on the English vocabulary and commands understanding with the complete group.

English as a second language has become one of the priorities in the preschool area in the Costa Rican Education Ministry to teach and work with six-year-old students who have never had an interaction with the language to start this process and improve their learning since little.

Teaching the language to little children will let them acquire it easier than an adult as they are sponges who absorb the knowledge better and follow a process without little up for them to finish their studying years. Today classrooms have plenty of students who present different disabilities and situations becomes a challenge for teachers to work and develop the new language with students so implementing different approaches and strategies will make this process easier for teachers to develop their classes with the student.

This project will be developed with the intention of looking for a method that can be used by teachers in schools to teach English as a second language to children who will have their first interaction with the language. If the learning process students in Spanish present difficulties in their native language, in a second language becomes more difficult for them to understand, implementing the TEACCH methodology to work with students in the classroom with plenty of different situations children present will give teachers the opportunity to have an idea of planning classes that will become inclusive and give the chance the students to acquire the language without feeling apart from the group.

The purpose of developing this project is to give teachers a tool and light for teachers to work on vocabulary and commands with preschool children. As regular teachers, the preparation to work with students who present different disabilities like language problems is not the greatest and sometimes there is a necessity to work with special education teachers to achieve the goal of teaching and learning for students. If the TEACCH methodology functions as a way to help these students to learn easily the vocabulary and commands in the language. Depending on the effectiveness of the methodology for the language it will be shared with them to work in their classes to improve the second language acquisition in their students.

English learning is fundamental nowadays in society to achieve a job, and this project is looking for a tool to give the change to all the students to have the same opportunity in society to express, relate and talk in a second language. Inclusion is part of Costa Rican education and looking for ways to work in it in classrooms will make a big difference and advance for our country's education.

1.1 PROBLEM STATEMENT

How does the implementation of the TEACCH methodology principles improve the understanding of English vocabulary and commands in students from the prep level in Sagrado Corazón de Jesús Bilingual School.

1.1.1 Background of the problem

To develop great bases when learning something new is important to have in mind what is needed and how it is going to be taught and learned by others. Pacchiano et al. (2021) mention that giving clear instructions and having a structure of what children need to do when they are learning will help them understand better what is thought in the language especially if the teacher has an orientation, appropriate instruction, and structure children to anticipate and has an idea of what is going to happen or by their own develop their knowledge. The authors mention that it is demonstrated that those groups of teachers who give clear instructions and works in the understanding of the importance of having a structure when developing a class and transmitting this to the students at the end of the year those children can comprehend what is asked as well as use and apply different vocabulary in a context without needing teachers intervention in it.

The Treatment and Education of Autistic-related Communication Handicapped Children (TEACCH) is a methodology whose main objectives and focuses are directed at working with autism spectrum disorder (ASD) children especially to improve their strengths, skills interests, and needs but always looking for the goal of teaching ASD people to grow independently (Soetikno et al., 2021). The authors mention that TEACCH methodology has structured teaching ways because it is based on psychological theories the ones who take into consideration students' cognitive social learning a topic that not only has to be with ASD students, but all children in a classroom have this type of learning so the use of the methodology can be used not only with ASD students it can be applied in all groups especially because it takes into consideration external and internal factors that has influence in children learning process (Soetikno et al., 2021).

Sa'adah and Junaidi (2021) developed an investigation where they implemented in school the TEACCH methodology to work in the children's learning process; the authors implemented the methodology by doing structured activities with the students in an independent way as well as in a group way. The independent activities were designed based on the children's characteristics and their level where the teacher gave clear and coherent instructions and children developed the task on their own; the group activities were designed also based on children's interests but in a predictable way by using schedules which were structured based on the activities that they should do and the steps each activity should be done based on the instruction given by the teacher and exemplify using visual aids (pictures of what they need to do) to reinforce what it was said by the teacher. The other implementation of the methodology was based on the physical structure of the learner's learning environment where they organize the classroom areas based on the needs of

students and the different activities that were going to be develop anticipating the different situations that may be presented by the students.

1.1.2 Problematization of the problem

During the past of the years many pedagogist, scientist and specialist has explained and demonstrated that learning a second language in earlier ages is the greatest moment to attract and easily absorb the language. As Montessori describes children minds are like sponges that can be malleable and has the capacity to store all the information that is presented and develop good bases for their future, she mentioned that the six first years of a child are the ideal one to teach all the information, rules and behavior needed because is when their intelligence is developed and produced (Ahmad, 2021). Taking into consideration the information shared and explained by the different specialist related to the importance to teach children since the first ages Costa Rica modified in 1997 the article 78 from the Constitución Política de Costa Rica where it establishes that the basic and preschool education is obligatory and both of them are free (Fernández, 2016) where both public and private institutions offer different opportunities of learning to children applying different methodologies to help their learning development.

The school where the investigation will take place works with the “Enseñanza para la Comprensión” which Salamanca (2017) explains that the EPC is a system that works with the cognitive and metacognitive abilities that will let children solve problems, create and interact with the acquire knowledge, these means that the constructivism is directed to investigate by their own by answering the different questions that appear in their process and later obtaining a result that can be judge but even though the learning process is guided for children to build their own learning by experimenting and discovering the bases of the language learning process, commands, rules,

instructions, and vocabulary, needs to be thought in the class to develop the knowledge. In the school there is not a methodology or way to work these with children, there is a lack of structure of when to apply the teaching for understanding system and when another methodology can be applied to work the other elements implied in the language learning; these is what the investigation looks for, demonstrate or give an idea of a methodology that can be implemented in the classroom to works other English elements without letting apart the system the school works with.

1.2 PROBLEM FORMULATION

1.2.1 Research question

How does the implementation of the TEACCH methodology principles improve the understanding of English vocabulary and commands in students from prep level in Sagrado Corazón de Jesús Bilingual School?

1.3 OBJECTIVE OF THE INVESTIGATION

1.3.1 General Objective

To determine the impact of implementing the TEACCH methodology principles to improve the understanding of English vocabulary and commands in students from the prep level in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024.

1.3.2 Specific Objectives

- a) To identify the effectiveness of the five TEACCH methodology steps when teaching English vocabulary and commands to students from the prep level in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024.

- b) To demonstrate students' improvement when understanding English vocabulary and commands in students from the prep level in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024.
- c) To determine a possible methodology English teachers can implement when teaching vocabulary and commands to students in their first contact with the language from the prep level in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

This research pretends to evaluate the possible effectiveness of implementing the TEACCH methodology principles with prep students from the Sagrado Corazón de Jesús Bilingual School working on the English commands and vocabulary learning process which are fundamental and necessary to create a great classroom development.

The investigation will give the prep teacher a methodology that may be applied to improve the class organization and structure as well as the student's development and learning process no matter the school methodology that is used; it will enhance the teaching process without affecting the school principals and instructions.

The results obtained from this research may help not only the private school teachers, but it may also help other teachers to apply the TEACCH methodology principles in their classes no matter the methodology or approach used in the school because the structure in the class development is fundamental in each classroom to help achieve the goals proposed.

1.4.2 Limitations

One of the limitations that may affect the development of the research is the lack of knowledge of the teacher who works with the prep group in regards to the methodology because this may delay the implementation of the methodology in the class as a result of taking time to explain the teacher what is the methodology about and which are the principles that it lists to put them in practice in the class.

Another limitation may be the opening that the school principal, coordinator, and group teacher may have to put into practice some of the principles the methodology offers during the development of the class after observing one previously to give some ideas or advice on which TEACCH methodology principles may function to work with the students and be conscious if they are need or not and how they benefit the class development when using them.

A third limitation that can be presented during the investigation development is the student's acceptance and getting used to the new methodology implemented and how it can benefit or not their learning process. This is one of the most important limitations that can be found because depending on children's behavior and opening to a new methodology the effectiveness can exist or not.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 GLOBAL TEACHING METHODOLOGIES AND APPROACHES

2.1.1 Teaching for Understanding Approach

The teaching-for-understanding approach is a non-common approach applied or used in schools because it is considered that it doesn't take into consideration the understanding concept and how effective the approach methods that are joined to the previous concept mentioned; Karmon (2018) explains in her document the different investigations related to define the understanding concept as "the ability to think and act flexibly with what one knows" this definition was taken from the words given by one of the pioneers of the teaching for understanding approach who is David Perkins.

Howard Gardner and David Perkins are part of Project Zero from the Harvard Graduate School of Education in 1967 where they looked for a different approach that could be implemented in the classrooms which looked more for real and significant learning in children, not only for the exam as it is normally mentioned, on the other side the project would enhance learning, thinking, and creativity process in learners development (Hyland A., 2018). The PZ pioneers pretend that learners extend, synthesize, and apply the previous knowledge they know to acquire and understand better the new information learned.

Karmon in 2018 explained that teaching for understanding emphasizes joining learners' previous knowledge, what they know about the topic in study, with the new knowledge they acquire in school, and at the same time how the learner can join this knowledge with the world and the world as an individual. The approach demonstrates that the knowledge the student has and that obtained from the new experiences and learning may or may not help in understanding how world functions because depending on everyone it will be significant or insignificant to apply it in the daily life activities.

Principles

Londoño E. et al. (2020) explain that for implementing the Teaching for Understanding Approach a metacognition process is implied which should start before the beginning of the academic period where there are reflected the four principles of the approach. The generative topic is the first principle that establishes the topics, concepts, ideas, and problems that will allow students to discover their previous knowledge and make connections and various perspectives to support comprehension. The comprehension goals reference the different development and comprehension abilities that students should have for them to comprehend what has been learned; the goals should be measurable, concrete, and observable in the development of the classes but they defer from an objective because focus more on the reflection, analysis, and comprehension students obtain.

Comprehension Achievement refers to all the activities planned for children to use and apply their knowledge creatively and innovatively: they are focused on developing comprehension and reflection more than just developing a task. They let children go-ahead from their knowledge. Finally, the constant diagnostic evaluation should answer the work developed to give a constant assessment for students to identify their weaknesses and strengths based on the results obtained from the activities developed (Londoño E. et al., 2020).

2.1.1.1 Advantages and disadvantages

Hernández I. and Zagal M. (2019) describe some advantages and disadvantages related to the Teaching for Understanding Approach which are listed above:

| Advantages | Disadvantages |
|--|---|
| <ul style="list-style-type: none"> Helps the students to develop their learning by doing it with experience | <ul style="list-style-type: none"> There are plenty of variables that should be managed by the teacher and |

| | |
|---|--|
| <p>not by listening and memorizing what they need to know.</p> <ul style="list-style-type: none"> • Develop stimulative and challenging activities that may help children develop comprehension based on their context and what surrounds them. • The use and application of previous knowledge may let the student make mental connections between the knowledge they already have and the new knowledge they are obtaining. | <p>the students during the development of the approach making this difficult to achieve the goals proposed.</p> <ul style="list-style-type: none"> • The school systems and their changes give low support to the approach, in other words, there is not an acceptance from the system and schools to apply or use this approach in the school. • A bunch of strategies and ideas to apply in the teaching for understanding the classroom making difficult the planning of the teaching approach. |
|---|--|

2.2.1.1 Teaching for Understanding Approach in Preschool

English teaching since preschool may be seen as a challenge that not all people may take and that not all methods and approaches may adapt or function for learning development. Suarez S., et al. (2020) explain in their document that understanding is the ability to think and act based on what people know and the results or consequences that may appear to be good or bad. The authors explain that the teaching for understanding approach looks for the development of the thinking process and skills during the learning process of children; from an early age, the approach looks that children learn for their future and not only memorizing the information. The approach focuses on developing the classes based on the real context of what children are exposed to and what they normally live so they can internalize and make a join between what

they are learning easily. Another purpose of the teaching for understanding approach in preschool is to help children develop the abilities that will let them learn the way they think, be independent to apply and use their abilities and values based on what they have learned before in their families as well as can understand that not all people think and act the same way as they do and be able to accept this and learn to keep their ideals or change based on what they think and know (Suarez S. et al, 2020).

Cifuentes J. (2019) mentions that teaching for understanding approach has four levels of comprehension that may be used since starting to apply or use the approach at an early age: ingenious, beginner, apprentice, and skill. In the ingenious the author explains that children show difficulties when relating knowledge and how to apply it in life, the beginner already can establish connections between the concept and the action or reaction; they can build their knowledge and communicate them easily; in apprentice, children can show the ideas and concept acquire and be able to analyze and determine the consequences or advantages action or thinking in a specific way may exist. Finally, in the skill level, children are creative and critical being able to use and apply their knowledge correctly and may find the knowledge purpose in an established discipline to apply it in the real world (Cifuentes T., 2019).

2.2 ESL/EFL TEACHING METHODOLOGIES AND APPROACHES

2.2.1 ESL/EFL Teaching

English as a Second Language (ESL) and English as a Foreign Language (EFL) teaching has become one of the priorities in the different education systems in many countries worldwide; Panmanivong (2019) recognizes English as a global language used for communication, social relationships, and in economic and industrial areas. The author also explains that in the

educational area, English language is used as an instruction and research tool for learners to expand and develop their knowledge from an early age up to the higher education known as the university (Panmanivong, 2019).

When talking about English it is important to explain the difference between ESL and EFL for the readers to comprehend both terms. Salwa Nuriska explains that English as a Second Language (ESL) is a common term given to the use or study of English in those countries that are non-native speakers; in other words, in those countries where the primary language is not English, they are speakers of another language. Disha Sharma (2019) agrees with the previous author's idea that non-native speakers speak ESL and that it happens when English is learned after the child correctly speaks their first language because the first language influences the second language.

On the other side, English as a Foreign language refers to learning the language in a country whose native language has nothing to do with English, and the learners have no exposure to the language in their daily environments (Saud W., 2019). Si P. (2019) explains that EFL includes those learners whose native language is not English and that the use of the language in study will not be used to communicate in their daily life it means English is not the official language in the country, so it is not used for communication, for example in countries like Japan or China.

Khalil L. & Semono-Eke B.K. (2020) explain that ESL and EFL can be taught with different methods to develop in the classroom to achieve short- and long-term goals. The various methods and approaches will be implemented and applied in the classroom based on their outcomes and the objectives or goals the institution wants the students to achieve at the end of a school year. The author also mentions that depending on the social situation, education

organization, teacher preparation, and factors that surround students' lives may the method or approach be effective or not in the class development and learning process (Khalil L. & Semono-Eke B.K., 2020).

2.3 TRADITIONAL ESL/EFL TEACHING METHODOLOGIES AND APPROACHES

2.3.1 Grammar Translation Method

The Grammar Translation Method is the most common method used and applied in the ESL and EFL classrooms to teach the new language since the beginning of this process implementation. Khalil L. & Semono-Eke B.K. (2020) describe the GT method as the one that translates as its title says text and information from their target language to the English language based specifically on the literature and grammar not on pronunciation and communication; it focuses in grammar rules and vocabulary by developing reading and writing skills more than speaking skills. The authors also mention that the GTM is a teacher-based center, in other words teacher is the one who develops the classes and directs all the activities implemented to teach the language not letting the students learn by their selves; the teacher's authority is fundamental, and primordial in this method (Khalil L. & Semono-Eke B.K., 2020).

Turner M. (2021) describes that in this method the students' preparation burns from reading classical texts in their original language and translating them to the English language allowing learning specific vocabulary and learning grammar rules that will let them write their ideas on the language studied. The vocabulary and grammar rules later are used to work on the reading and writing skills both the principal skills the method works on leaving the speaking skill out of the children's learning process.

Matamoros J. et al (2017) mention that another technique implemented or used in the GTM is memorization. As the translation is done from the native language to the new language the learner will memorize how the word is said and what it means when listening to it first in the native language and later in the new language. It also includes the memorization of the grammar structure to be able to translate a complete idea to the language more structurally and mechanically than naturally and spontaneously.

2.3.2 Direct Method

Batool N. et al. (2017) explain that the direct method is connected to the target language of the learner but does not translate what is learned, this method focuses more on language learning through the action and demonstration letting the learner make connections between what is listened or said and what is shown or demonstrated in the class. The use of illustration, physical objects, and representation when teaching in the direct method are the principal techniques that may let the children learn new vocabulary and information without implementing the native language pronunciation. The main objective of the method based on the author is that the word meaning, the gestures, and the language learning may be connected by a clear memory that when you listen or read the word you can be able to see the object or idea you are talking about and understand it with translating it (Batool N. et al., 2017).

Learners are the center of the direct method which looks for their language learning in the language by different strategies as the author above Ripardo da Silva A. et al (2024) in their document mention that the implementation of gestures, body language, and real-world elements will make learning English process, more significant and meaningful for students. The authors also mention an important fact that all the methods should be implemented and taken into consideration which refers to considering the social and physical contexts of children when

planning, establishing, and conducting classroom activities to help students make an easier and better connection between what is though using gestures and what they live, for example (Ripardo da Silva et al., 2024).

Finally, Dewi R. et al. (2023) share in their investigation that in comparison to the GTM the DM focuses its process on training students in oral skills principally (listening and speaking); it emphasizes helping children to develop their communication ability by working in the pronunciation and the expression when referring to an idea and a situation more than in the writing part. They also mention that the language learning of this method will be successful if it is implemented and worked at an early age where children will have ability to make easier and better connections between what they listen to and say and what they see (Dewi R. et al., 2023).

2.3.3 Suggestopedia Method

Alhamad M. and Murad al-Jaf A. (2022) describe suggestopedia as a method which objective is to remove or cut down psychological barriers that students face when learning a language by using different activities where they can trust in their teachers and show confidence in themselves. The method looks to develop students' high self-confidence by developing a relaxed and comfortable environment where teachers promote students' confidence when learning a foreign or second language besides their mother tongue. This method looks for classes where children interact and have fun making the learning process less stressful and more significant where the environment and what surrounds students must be and interfere in the process. (Alhamad M. and Murad al-Jaf A., 2022).

Based on the mention above by the authors, Sun Y. (2023) explains that the suggestopedia method was founded by Georgi Lozanov a Bulgarian psychotherapist who

analyzes that students' perception, memory, imagination, way of thinking and emotions interfere in their learning process that is why the specialist develops this method where music, words, actions, environment, and movements are used to develop the learning for reduce stress and anxiety and create a relax and happy atmosphere in the class where the learning process will be easier, significant and faster to develop in children.

Suyadi (2021) mentions that the suggestopedia method focuses on the relationship between teacher and learner during the teaching and learning process. The method objective is that teacher give students the security and the support they need to be able to learn easily and in an enjoyable environment. Some of the method characteristics mentioned by the author are: 1. Decoration: teachers' creativity has influence here by decorating the classroom with students' interests and posters that may help develop their learning, 2. Furniture: it may feel students comfortable in the place they are and have access to all that surrounds them making them independent and helping in their confidence, 3. Classroom arrangement: it allows students to move wherever they want and need the classroom chairs and tables to give space when developing different activities and not necessary to be always in the same place making the class boring, and 4. The use of music: implementing classical music or baroque music will help children create a positive emotional response and improve their memorization and learning by giving an optimal mental state (Suyadi, 2021).

2.3.4 Total Physical Response Method

Celik T. et al (2021) explain that the Total Physical Response method coordinates the speech and action at the same time to develop the learning process. The founder of the method focuses the method implementation on how children learn their mother tongue by listening to their parents and at the same time observing the actions they are doing when they speak making

a correspondence between both for later develop the speaking skills; in other words, the method is focused on the listening skill and the reaction to the order given from the teacher. They also explain that the Total Physical Response method's main purpose is to reduce the stress of students and entertain them during the English learning process (Celik T. et al, 2021).

Rambe S. (2019) mentions that the method founder J.E. Asher that teachers in class should apply the method as well as parents start the mother language learning process with the child. They say the commands and at the same time they do the action for the child to make a connection between both things. The author also mentions that the TPR method should be meaningfulness and communicativeness, meaningfulness because the material and environment should be related to the reality, the text, materials, and activities that can be encountered in the real world, while communicativeness because the students when feels ready and make the connections they should use the language to communicate with others (Rambe S., 2019).

2.4 21ST CENTURY ESL/EFL TEACHING METHODOLOGIES AND APPROACHES

2.4.1 Communicative Approach

Abrejo B. et al (2019) explain that the communicative approach allows learners to use the language in the different situations they live or face and motivate them to improve their language learning. The authors mention that the main purpose of the approach is to improve their communicative skills when using the language to talk with others and exchange ideas about a topic related to their daily experiences and the context that surrounds them on both sides, inside and outside their classrooms (Abrejo B. et al, 2019).

Adejumo M. (2020) explains that the communicative approach focuses on the function and communication of the language not only on the linguistic structures as many other methods

or approaches do by proficiently teaching communicative skills. The author lists six interconnected characteristics of the approach: 1. All components that are integrated into the classroom and their development are included in the approach goals. 2. The use of language is directed to be meaningful for the learner when implementing de language techniques designed to teach and practice the language. 3. The communicative techniques look for the children's engagement in accuracy and fluency, but fluency takes more importance because of the communicative skills the approaches look for and gives learners the chance to improve every time the approach is in practice. 4. Learners should use the language, produce the language, and be able to receive and understand it from outside the classroom so they will be exposed to solve in response and solve in real-life situations more than just in the class with known and common situations. 5. Students can recognize their learning style so they can focus and work on their learning process making it more autonomous. 6. As teachers' role in the approach is to be a facilitator and a guide for learners, they must build and understand words and phrases' meaning through interaction with others during practice and conversations in and outside the classroom (Adejumo M., 2020).

Toro V. (2018) mentions that three elements may be taken into consideration when working with the CA: 1. Communication principle which refers to developing activities in the classroom that may force students to use real communication in the language. 2. Task principle which focuses on the use of the studied language to develop different tasks presented in the classroom. 3. Meaningfulness principle in where the CA should make the language learning meaningful for te learner so they will understand and apply it every day when needed.

2.4.2 Task-Based Approach

To start defining the approach it is important to explain what the word task means, Daminjanov S. & Nigora V. (2019) describe a task as the activities people think about when planning, conducting, and adjusting their day at the beginning of it. In the educational area, a task is described as the activities and materials a teacher plans for students to work in the classroom or their environment to achieve the goals and objectives established and to learn the language. After defining the task, it can be explained what the Task-Based Approach (TBA) which Ross J. (2019) describes as a language teaching approach that looks for students to develop and complete activities with an objective or goal to stimulate and prepare them for real communicative situations and be able to respond based on the meaning rather than on the form. This approach is a descendant of the Communicative Approach and the Natural Approach which share principles and bases (Ross J., 2019).

Daminjanov S. & Nigora V. (2019) list some benefits that the TBA has for language learning: 1. The children's learning is natural and should be related to the classroom context. 2. The approach establish it focus on the meaning more than the form. 3. The learner becomes consistent in improving their knowledge thanks to the teacher's opportunity to give input and guide them. 4. The approach can be developed and linked to other approaches and methods used to teach the language.

The approach follows a sequence to achieve the goals and objectives for children's learning, Bula O. & Murillo C. (2019) explain the pre-task, task, and post-task sequence from the TBA; the pre-task refers to the moment where the teacher helps students have ideas of what is going to be learned by using pictures, videos, and other material that will introduce the topic and will start making students interact using the language. The task: refers to those activities that

children will develop on their own but with the teacher's input to use that language and communicate with each other; they will plan what will they do and later present to their classmates and teacher what they worked by doing presentations, speeches or other activities that may let them share. Finally, the post-task refers to the moment where students make an analysis of what they do and how they feel when developing the task as well as which errors they make and what new things they learned (Bula O. & Murillo C., 2019).

2.5 ESL/EFL PRESCHOOL TEACHING

2.5.1 English Preschool Program MEP

In 2019 the “Ministerio de Educación Pública” (MEP) Mr. Mora developed a guideline that refers to English Education since preschool, this document talks about how learning a second language becomes an indispensable tool for people's personal and professional development in the present years giving more opportunities to work and develop in a job that is why the “Alianza para el Bilingüismo” (ABI) become a new program that will look for the opportunity to acquire communicative, productive and competitive English language competences that will help their human development and better life quality (Mora E., 2019).

Mr. Mora in the document also mentions that based on neuroscientific studies exposure to a second language at an early age may help the learning of this in an easier form because of the facility children present in the listening area more than adults which the language learning process is later. The author also mentions that preschool children ages learn naturally based on what is listened to and observed from the adults for later develop their oral skills based on this as they do with their native language; this opens a huge opportunity to work with the language

teaching since preschool level for a better and easier acquisition of the language having great and big results in future years (Mora E.,2019).

ABI is a MEP national strategy whose principal objective is to direct Costa Rica to the bilingual era which includes immersion in a language from preschool ages up to high school. The main goal of this strategy is to achieve education in a second language in 2024 year where all students can use, apply, write, and comprehend the language to communicate with others giving them the chance to apply for important job places as well as enjoy a trip (Diaz K., 2020).

To achieve this strategy objective MEP is to focus on the student as the center of the education process and be able to adjust to society's changes. The constructivism theory includes in its principles this and other focuses that mep want to implement in their classes which are: the student as the center of the process to be able to express the ideas, make questions, and interact with others; teacher as a mediator and facilitator who support the students learning, the learning process should be based on children needs and in the context that surrounds them, the activities plan should be creative, active, attractive, and based on children interest, finally give education the communicative and self-identity building function giving students the security of what they know and what they learned (Preschool Education Program, 2014). Also, the developmental pedagogical methodology is implemented in preschool teaching which pretends and looks for the understanding of each student as an individual whose learning process is progressive and sequential where their necessities, characteristics, and conditions are considered when developing the activities in class.

2.6 ENGLISH VOCABULARY TEACHING IN PRESCHOOL

2.6.1 English Vocabulary Teaching in Teaching for Understanding Approach

Suárez S. et al (2020) explain the teaching for-understanding method as the one which looks for the ability in students to understand and comprehend what is learned and what happens around them to be able to act based on what they know, making a part of the traditional methods ideas of repeat several times what is learned so that they memorize, this looks for the ideal of face the society situations and be able to act. The learning process in this method is focused on children building their knowledge and comprehending what they learn based on what they know this means and it can be concluded that the vocabulary in the method is learned within the development of the classes and of the different four different moments used to work in the classroom making the vocabulary learning natural as the English for understanding method idea and based on what children previous knowledge and what surrounds them (Suárez S. et al 2020).

2.6.2 English Vocabulary Teaching in Teaching for TEACCH Method

Susanti R. (2024) mentions that the TEACCH method is directly to work with autism spectrum disorder students which should take into consideration students' interests and needs when planning the activities to work in the classroom. Based on this the author explains that the vocabulary learning in this method should be focused on children's interests so they can call students' attention and learn easily; it is recommended that the vocabulary may be taught by using visual aids, acting out the lesson, or the activities idea and giving clear instruction of what is asked to be done so it gives chance to students acquire the vocabulary meaning.

The author also explains that the selection of appropriate media in the classroom may help and encourage children's vocabulary learning by making connections between what they see and what they listen to. The word wall visuals, flashcards, and pictures may be useful for

vocabulary learning by students in the classroom. TEACCH is characterized by giving huge importance and attention to the visual organization so students make connections between the word listened and what is shown (Susanti R., 2024).

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH (DESCRIPTIVE/QUASIEXPERIMENTAL)

3.1.1 Purpose

This research aims to analyze how the implementation of TEACCH methodology may help in the speaking skill level of Sagrado Corazón de Jesús Bilingual School preparatory students. Inclusive education is a process that looks to integrate all children in the classroom without making any difference and letting someone outside the class, this inclusive education changes and transforms constantly to support and adjust to the different situations that appear in the school and may do the classroom adequate for each child that participates and has the right to receive a quality education (Schuelk M., 2018). This investigation may help give teachers a possible methodology that can be implemented in their classes and that may help all children in their classrooms.

Because the author is attempting to tackle a frequent problem in the student population of public schools, the objective of this research is applied. For this, Barrantes (2013), explains that "applied research has the purpose of solving practical problems, of transforming the condition of a topic that has been worrying us". (p. 27). This suggests that the study problem can significantly influence favorably the level of students' existing speaking skills, due to the information acquired by this research. In addition, the study examines a trend in Costa Rican technical education.

3.1.2 Temporal Dimension

A transversal study is defined as an observational study in which data is collected to study a population at a single point in time and to examine the relationship between the variables of interest. The research is transversal because it will be carried out between May 2024 and September 2024, where the sample does not vary significantly and helps to collect data. After all,

according to the intentions of this project, it is desired above all to have a specific time, short and delimited so that the study clearly explains what it intends to develop and investigate.

3.1.3 Framework (Mega, macro, micro)

An important aspect to understand about the framework in which this thesis is being built is that this study is microlevel investigational study, as microlevel exists to supply the necessity of studying more specific populations and short amount of data. In this case, the research is based on the population of two preparatory groups (specific groups) at Sagrado Corazón de Jesús Bilingual School (a specific institution) in Cartago province (in a specific place). This allows the research to prepare a clean-cut study that transmits useful information in a well interpreted way.

The proposal is a micro framework. Since it is focused in 2 prep groups of Sagrado Corazón de Jesús Bilingual School because the school has 3 preparatory groups, thanks to this the investigation is deeper and contains more investigation than a micro investigation. Thanks to the information collected from different sources such as previous research and other instruments carried out such as interviews and observations, it has been possible to find the necessary information for the preparation of said work.

3.1.4 Nature (Qualitative or Quantitative)

The nature of this research is qualitative. According to Hernández, Fernández, Baptista (2010), “there are two types of approach however, due to the different premises that support them since the last century, such currents have been "polarized" into two main approaches to investigate: the quantitative approach and the qualitative approach to research. Both approaches employ careful, methodical, and empirical processes in their efforts to generate knowledge, so

the previous definition of research applies to both equally, using, broadly speaking, five similar and interrelated phases” (p.4). In terms of the research work's qualities, it can be noted that it is qualitative because it focuses on the study of a specific and contemporary social issue that must be investigated. As a result, we will collect evidence through interviews and observations to support such a conclusion about the strategy.

3.1.5 Character (exploratory, correlational, descriptive, and explanatory)

There are four types of studies namely exploratory, descriptive, correlational, or explanatory. This investigation has a descriptive character. Because the goal of the study is to determine how the implementation of TEACCH methodology may help students to comprehend commands and vocabulary. Furthermore, the data gathered will help the instructor in charge better understand what aspects need to be improved, changed, or reinforced. As a result, summarizing everything that occurs in class before, during, and after the investigation, it will act as a guide to better serve the student population by making recommendations that will help them develop.

According to Hernández et al (2010) descriptive studies “They seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects, or any other phenomenon that is subject to analysis. That is, they only intend to measure or collect information independently or jointly on the concepts or variables to which they refer, that is, their objective is not to indicate how these are related” (p.80).

3.1.6 Type of research (continued)

This research is a retrospective study because it will analyze how the use of technological resources can help improve English level that students currently have in their speech area. There are already different studies related to the use of the TEACCH Method in the classroom. Still, the idea of the research is how the implementation of this methodology influences the prep students at Sagrado Corazón de Jesús Bilingual School.

3.2 SUBJECT AND SOURCES OF INFORMATION

3.2.1 Subject

The subjects or studied population in this research are preparatory students at Sagrado Corazón de Jesús Bilingual School from Cartago. The ages of the population are between five years old and six years old approximately. It is important to mention that the population of this research is one group of fourteen (14) students approximately.

3.2.2 Sources of information

The sources of information are divided into two different groups according to the nature of the documentation, they are divided into primary resources and secondary resources. First, the primary resources are composed especially of official documents such as MEP's educational programs, laws, and other official documents, and any direct source of the investigation, such as observations, surveys, and other pertinent information resources found by electronic or printed means. As emphasized by Gay, Mills, & Airasian (2012) A primary source holds firsthand information, such as an original document or a description of a study written by the person who

conducted the study. The data are factual rather than interpretive, so the study is more valued than secondary research. Research reports, dissertations, experiments, surveys, conference proceedings, letters, and interviews are some examples of primary sources. (p.83).

And finally, in the case of secondary resources, these are described as sources of second-hand information, such as books that cover research or comments on any given topic, because the data that the book contains is all based on a previous research process, previously interpreted, analyzed, and commented and compiled. The same authors, Gay, Mills, & Airasian (2012) explain the meaning of a secondary source, so they state: A secondary source is a source that interprets or analyzes the work of others—either a primary source or another secondary source, such as a brief description of a study written by someone other than the person who conducted it. Secondary sources are often used to review what has already been written or studied. Education encyclopedias, handbooks, and other reference work typically contain secondhand information summarizing research studies conducted on a given topic. (p.83).

The research is conducted at the Sagrado Corazón de Jesús Bilingual School, with preparatory students as participants. The decision to work with this level was made because it is a level where they have already spent some years in the same institution taking English classes and there are some Autism Spectrum Disorder (ASD) in the group that may help the investigation be more real and give better results when implementing the methodology to work in the class.

Within this investigation, observations will be made to see how students deal with language in the classroom, after which the teachers in charge of the groups will be interviewed to learn about their knowledge of TEACCH methodology and their opinions on how its implementation in the classroom may help the speaking skill in children.

First-hand sources of information include research documents such as theses at different levels (bachelor's, master's, doctorates) both in nationally and internationally renowned universities retrieved from the internet.

| Author | University | Country | Year |
|---------------------|--|----------------|-------------|
| Salamanca S. | Universidad Nacional de Colombia | Colombia | 2017 |
| Panmanivong T. | Flinders University | Australia | 2019 |
| Sharma D. | PG. College | India | 2019 |
| Khalil L. et all | Qassim University | Saudi Arabi | 2020 |
| Matamoros J. et all | Universidad Técnica de Machala | Ecuador | 2017 |
| Da Silva A. et all | Federal University of Western Pará | Brasil | 2024 |
| Batool N. et all | National College of Business Administration Ghaei University | UK | 2017 |
| Candra R. et all | Universitas Pendidikan Ganesha | Indonesia | 2023 |
| Si P. | Yangtze University | China | 2019 |
| Saud W. | King Khalid University | Saudi Arabia | 2019 |
| Alhamad M. et all | Wasit Directorate of Education Islamic University of Lebanon | Iraq | 2022 |
| Suyadi | Universitas Batanghari Jambi | Indonesia | 2021 |
| Sun Y. | University of Northampton | UK | 2023 |
| Rambe S. | Institute Agama Islam Negeri | Indonesia | 2019 |
| Inciman T. et all | Mersin University | Turkey | 2021 |

| | | | |
|----------------------|---------------------------------|------------|------|
| | Cag University | | |
| Daminjanov S. et all | Namangan State University | Uzbekistan | 2019 |
| Bula O. et all | Universidad Estatal a Distancia | Costa Rica | 2019 |
| Susanti R. | Satu Nusa Lampung University | Indonesia | 2024 |

The sources for this research are different resources of the Ministry of Public Education, such as the Preschool program as well as different papers related to the English learning process in preschool from the public area. Different journals from different countries were also use and included in the investigation of this topic.

3.3 SAMPLING AND TIMES

3.3.1. Sampling

This research is based on the preschool population of Cartago province, specifically on the preparatory students at Sagrado Corazón de Jesús Bilingual School. The student population is between 5 and 6 years old. This population is completing the preparatory level of preschool, based on the establishments, parameters, and curriculum of the MEP for Costa Rican educational training. According to the institutional scope of the Sagrado Corazón de Jesús School and its current enrollment database (2024), the preparatory student population comprises 42 students, which are distributed into three groups, formed by groups of 14 students in each. It is essential to reinforce what was investigated in this project because by analyzing the teachers' answers in the interviews and what is noticed in the observations, it will be possible to have a broader panorama

of the reality that is lived in the classrooms of this school related to the speech level of the students.

3.3.2 Time Proposed

The time in which this research is planned and conducted is for a quarter and a half of the year (six months). Precisely during the first quarter of 2024 and the second quarter of 2024. Approximately from May to September, to accomplish the recollection, compilation, and analysis process, as recommended by the tutor and professors.

3.3.3 No Probabilistic Sample

It should be noted that the choice of the sample is made randomly because there are many groups and many students, and it is necessary to have a sample with similar characteristics so that it represents the entire population. Hernández (2014) states that: "In non-probabilistic samples, the choice of elements does not depend on probability, but on causes related to the characteristics of the investigation or the purposes of the researcher" (p. 176). Thus, the sample of preparatory students provides valuable information to analyze the level of speech ability, so they are perfectly in line with the purpose of the research.

3.4 TECHNIQUES AND INSTRUMENTS

3.4.1 Observation

During the instructional period, the students from Preparatory 2 were subject to observation. The group was observed once before carrying out the interview (instrument), to see the students' behavior in the classroom, their development, and their use of the English language

during classes as well as the teacher's attitude and way of teaching by using the Second Variable Observation Instrument. The First Variable Observation Instrument was used for the observation of the presence of the different TEACCH steps and characteristics of the methodology in the classroom. The observation of each group will last two hours (see Annex 1). The Second Variable Observation Instrument was used for the observation of the students' comprehension of teacher commands and the use of the vocabulary in expressions and day activities by the students (see Annex 2).

3.4.2 Teachers' interview

The teacher would be interviewed to find out her point of view related to the research. It would be asked what she knows about TEACCH Methodology if she currently uses or applies some of the steps the methodology has if she implements visual support to develop her classes, which activities she develops to include all student's ways of learning, and if she would be open to including the methodology in her class development. The interview is an adequate instrument to evaluate the experiences and opinions of the English teacher in charge of Preparatory 2 students, who can answer each of the questions because she knows her students and knows their strengths and weaknesses (see Annex 3).

3.5 VARIABLES

The variables must be considered so the project develops its path properly. Korb (2012) has described a variable as "the characteristic or attribute of an individual, group, educational system, or the environment that is of interest in a research study" (para. 1).

3.5.1 Independent Variables

The independent variables are the factors that can be modified, changed, or controlled by the researcher as explained by Martínez (2012) when he detailed that an independent variable is the fact that is presented as an antecedent, cause or condition that affects in a determined way the dependent variable. This category will be the one manipulated by the researcher to generate the proposed changes (p.134).

3.5.2 Dependent Variables

The other set of variables included in the hypothesis is the dependent variables. The dependent variables are the fact that occurs as a consequence or effect of the independent variable. These types of categories are predictable as long as the independent variable is manipulated. By observing and measuring them, the specialist can determine whether or not 45 their innervation has generated the expected changes in the hypothesis or hypotheses (Martínez, 2012, p 134).The chart for the operationalization of variables is presented in the following pages to demonstrate the process in which the researcher analyzes the different research variables, and the instruments applied to the studied population to prove the validity of the variable in the study of the research problem. In this process you may identify the general objective of the research, its respective variable for each specific objective, the conceptual definition, which is the variable explanation for a better understanding.

3.5.3 Operationalization of Variables

Variables chart

General Objective: To determine the impact of implementing the TEACCH methodology principles to improve the understanding of English vocabulary and commands in students from the prep level in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024.

| Specific Objectives | Variable | Conceptual Definition | Instrumental Definition | Operational Definition |
|--|--|------------------------------|-----------------------------------|---|
| To identify the effectiveness of the five TEACCH methodology steps when teaching English vocabulary and commands to students from the prep level in Sagrado Corazón Bilingual School in Cartago during | Effectiveness of the five TEACCH methodology | TEACCH Vocabulary Commands | <u>Instrument:</u> Observation | TEACCH is a method used to assist kids with autism in developing an inclusive classroom environment. Vocabulary is a list of words and phrases that are explained or |

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|--|---|--|---|--|
| <p>the first and second quarter of 2024.</p> | | | | <p>defined to give a meaning.</p> <p>Commands are defined as a type of sentence that is used to told someone or something to develop an action.</p> |
| <p>To demonstrate students' improvement when understanding English vocabulary and commands in students from the prep level in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024.</p> | <p>Students' improvement when understanding English vocabulary and commands</p> | <p>Improvement Understanding Vocabulary Commands</p> | <p><u>Instrument:</u> Observation</p> | <p>Improvement is defined as the process of making something better or make it get better.</p> <p>Understanding the ability to comprehend or have knowledge about a subject or</p> |

| | | | | |
|--|---|-------------|---|---|
| | | | | <p>about how something works.</p> <p>Vocabulary is a list of words and phrases that are explained or defined to give a meaning.</p> <p>Commands are defined as a type of sentence that is used to tell someone or something to develop an action.</p> |
| <p>To determine a possible methodology English teachers can implement when teaching vocabulary and</p> | <p>Methodology English teachers can implement when teaching vocabulary and commands</p> | Methodology | <p><u>Instrument:</u> Interview</p> | <p>A methodology is an approach or group of methods used in research an problem-solving within</p> |

| | | | | |
|---|--|--|--|----------------------|
| commands to students in their first contact with the language from the prep level in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024. | | | | the education field. |
|---|--|--|--|----------------------|

CHAPTER IV
RESULTS AND ANALYSIS OF DATA

In this chapter, the data obtained from the application of the instruments in the corresponding school are presented and analyzed. Based on Dawit D. (2020) data analysis refers to changing the collected data into facts and ideas that may be understood by the reader no matter if it is qualitative or quantitative; can also be defined as the comparison between the outcomes of various treatment from several groups that may achieve the research goals established in the investigation.

This chapter shows important information about the implementation of the TEACCH methodology in the classroom looking for the inclusion of all children in the class development, as well as the teacher's opinion and knowledge of the methodology.

The instruments were designed for each specific objective to obtain the necessary information to be able to analyze it and give it its correct interpretation. As well as for the conclusion and future recommendations.

4.1 INSTRUMENTS AND COLLECTED DATA.

4.1.1 Instruments to measure the variable #1

The first specific objective determines the effectiveness of the five TEACCH methodology steps when teaching English vocabulary and commands in Preparatory 2 students of Sagrado Corazón de Jesús Bilingual School. The researcher made an observation and used a checklist as an instrument.

The observation was made on August 22nd, 2024, during the Art class which last an hour and with fourteen students present and none absent.

The teacher mentioned to students that they would review the Zafari animals that they had been studying since weeks before and she played a song on the screen for them to dance and

sing it. Later she asked each student which their favorite Zafari animal is their favorite and after exchanging likes she asked them to make a drawing on a sheet of paper about the favorite animal they mentioned. During the development of the activity, the investigator observed what is asked and mentioned in the five TEACCH methodology steps by using the “yes” and “no” statements in the checklist used.

It is important to mention that the preschool curriculum in the Sagrado Corazón de Jesús Bilingual School makes the students move from one classroom to another depending on the moment they are working in (art, science, language, motor skills) so children share and develop in all the preschool classrooms, just at the beginning of the day, during lunchtime and before leaving the school they are in their corresponding classroom. All the classrooms are big and have visual aids that support the class development for all the groups.

Figure #1**First Variable Observation Instrument #1**

Sagrado Corazón de Jesús Bilingual School

Teacher: TatianaDate: August 22nd, 2024.Group: Preparatory 2

| Indicator | Yes | No | Observation |
|---|------------|-----------|---|
| The classroom has enough space for the development of the class. | X | | The classroom is huge to work with the whole group. |
| The classroom's natural illumination helps in class development. | X | | There is enough light to work in the classroom. |
| The classroom space is well organized to develop the class with students. | X | | |
| The classroom is organized and structured (play area, workstation, art stations). | X | | The classroom visited was organized and with the areas were correctly identified so students could place themselves properly. |
| Visual aids are present around the classroom to help the students understand. | X | | In all the classrooms there are visual aids of different topics, and the one studied in the class. |
| The teacher uses visual aids as a support when giving instructions. | X | | The teacher uses a TV to show children pictures of the animals they asked how can be drawn. |

| | | | |
|--|---|--|--|
| | | | To work with the TEA student the teacher assistant uses a monkey picture for him to guide when doing the drawing. |
| The teacher considers all students' ways of learning when developing the class. | X | | |
| The teacher's instructions are given clearly so students can develop the activities. | X | | Children can comprehend the instructions and draw what is asked. |
| The teacher engages students when explaining and developing the activities. | X | | She develops an initial activity with the students to review and engage than in the topic to develop the activity. |

Source: Instrument applied to fourteen preschool students from Sagrado Corazón de Jesús Bilingual School and their teacher. Data collected by researcher Dayana Ortiz Araya, August 22nd, 2024.

Notes: The TEA student that is part of the class, entre into the classroom and immediately start working with blocks. The teacher calls his attention by taking him to dance and he do it. Later, the student gets back to the blocks and then the teacher assistance takes him back and sit down with him to listen to the instructions given by the teacher and help the students to develop the activity asked by the teacher.

The information shows relevant aspects related to using the TEACCH steps in the development of the class and what surrounds children in the different learning environments they visit.

Some of the positive aspects identified by the observation and demonstrated in the instrument are that the classroom distribution and elements in it are adequate to work and develop the activities with the students, it also shows that visual aids are present in all the classrooms which help and reinforce the children learning process as support.

On the other side, several negative aspects may be taken into consideration like that the noise that surrounds the school may interfere with the development of the class and may upset the students, also as they are a preparatory group the use of visual aids to give instruction or exemplify the indications because their English level and comprehension are higher and exceptional for them.

4.1.2 Instruments to measure the variable #2

The second specific objective looks to demonstrate students' improvement when understanding English vocabulary and commands in students from preparatory 2 students in Sagrado Corazón Bilingual School where children were observed in Logical Thinking class to see how students demonstrate their understanding of vocabulary and commands based on the activity asked by her.

The teacher gave students a bag which has flashcards with numbers from ten to twenty and a quantity of objects for each number, she asked one by one the student which number she showed them and later asked them to work individually counting the objects and associating the number with the group of objects.

Figure #2**Second Variable Observation Chart**

Sagrado Corazón de Jesús Bilingual School

Teacher: TatianaDate: August 22nd, 2024.Group: Preparatory #2

| Indicator | Yes | No | Observation |
|--|------------|-----------|--|
| The teacher speaks in English during the class. | X | | During the two classes, the teacher speaks English. |
| The teacher explains the topic in English. | X | | She gives good instructions to them so they can comprehend the idea to develop it. |
| Students understand when the teacher speaks in English. | X | | |
| The teacher teaches dynamically. | X | | |
| The teacher can catch the students' interest. | X | | |
| Students comprehend the commands given by the teacher with different supports. | X | | They easily comprehend and work in what is asked. |

| | | | |
|---|---|--|---|
| The students comprehend and use vocabulary in the development of the class. | X | | They use vocabulary and phrases to communicate and express ideas. |
| The teacher implements different methods to support communication. | X | | As it is a preparatory group, they easily get the ideas asked by the teacher. |

Source: Instrument applied to fourteen preschool students from Sagrado Corazón de Jesús Bilingual School and their teacher. Data collected by researcher Dayana Ortiz Araya, August 22nd, 2024.

Notes: The TEA student interaction with classmates is minimal.

Based on the observation developed it was obtained a positive result related to the second objective of the research. It was demonstrated and observed that preparatory 2 students have a great ability to comprehend vocabulary and commands when the teacher speaks during the whole class in English. The teacher also asks students to mention different phrases when describing the different ideas related so they can also implement the vocabulary in the class. The students demonstrated a great English-level comprehension y the class letting the teacher use the language freely and easily to work with it during the development of activities with the students.

4.1.3 Instruments to measure the variable #3

The third specific objective is to determine a possible methodology English teachers can implement when teaching vocabulary and commands to students in their first contact with the language from the preparatory 2 group in Sagrado Corazón Bilingual School in Cartago during the first and second quarter of 2024. The purpose of the third instrument that is the teacher's interview is to retrieve information regarding if the teacher knows about the TEACCH

methodology; if the teacher implements this methodology in the classroom, and if the teacher is open to a future implementation of TEACCH in her classes.

Figure #3

Question #1

| Question | Answer |
|---|---|
| Can you explain your understanding of the TEACCH methodology and its core principles? | The TEACCH methodology is a structured teaching approach designed specifically for individuals with autism spectrum disorder. It is for its effectiveness in supporting individuals with autism by creating structured, supportive environments that cater to their unique learning styles and needs. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #1 (II Quarter, 2024).

It is demonstrated that the teacher has a good and basic knowledge and understanding of the TEACCH methodology and he principles that it must work with autism spectrum disorder students.

Figure #4

Question #2

| Question | Answer |
|--|--|
| How do you organize your classroom to align with TEACCH principles? Can you describe the different areas and their purposes? | Organizing a classroom to align with TEACCH principles involves creating a structured, predictable, and visually clear |

| | |
|--|--|
| | environment that supports the individual learning needs of students with autism. |
|--|--|

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #2 (II Quarter, 2024).

The teacher answers the question by explaining what the theory explains about classroom organization but doesn't explain how she organizes her classroom based on what the TEACCH principles refer to.

Figure #5

Question #3

| Question | Answer |
|---|--|
| What types of visual supports do you use in your classroom? How do you ensure they are effective for your students? | I use a daily schedule. These outline the day's activities in sequential order using pictures, symbols, or words. Visual representations of different emotions that help students identify and communicate their feelings. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #3 (II Quarter, 2024).

The teacher explains that she uses daily visual support to help students express their ideas as well as to represent using pictures what they must do and the steps they should follow to develop the activities.

Figure #6

Question #4

| Question | Answer |
|--|---|
| How do you tailor your instruction to meet the individual needs of each child? Can you provide an example? | Regularly, I assess each child's skills, learning styles, and areas of need using formal and informal assessments. This could include observations, one-on-one assessments, and reviewing work samples. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #4 (II Quarter, 2024).

The teacher demonstrates that she takes into consideration all children ways of thinking and their interest to make the class more inclusive.

Figure #7

Question #5

| Question | Answer |
|---|--|
| How do you implement visual schedules in your daily routine? How do you think they benefit your students? | They can be displayed as a whole-day schedule or broken down into parts of the day |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #5 (II Quarter, 2024).

The teacher explains that she sometimes uses a whole daily routine schedule and sometimes depending on the activity that will be divided in parts so that will be easily to understand it and develop it properly.

Figure #8

Question #6

| Question | Answer |
|--|---|
| What strategies do you use to prompt or cue students during activities? How do you determine which prompts are most effective? | Prompts and cues help students understand what is expected, encourage them to complete tasks, and foster independence. I use in my class visual schedules and task cards, visual timers, pictures and icons |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #6 (II Quarter, 2024).

The teacher explains that she uses different techniques to help children develop their activities working on their independence and confidence to do them by their own.

Figure #9

Question #7

| Question | Answer |
|--|--|
| How do you encourage student engagement during activities? What signs do you look for to assess their level of engagement? | I like to use tailored learning activities because it will provide differentiated activities that cater to various learning styles and levels. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #7 (II Quarter, 2024).

The teacher explains that she uses a variety of activities to include and work with all the different learning styles and levels that children may have.

Figure #10

Question #8

| Question | Answer |
|--|---|
| In what ways do you promote independence among your students? Can you share a specific instance where a student demonstrated independence? | I try to establish and maintain consistent routines that provide a predictable structure. This helps students understand what is expected and allows them to navigate daily activities with greater independence. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #8 (II Quarter, 2024).

The teacher demonstrates a great and good knowledge about how to work with the independence in children and how to make them feel secure in what they are doing.

Figure #11

Question #9

| Question | Answer |
|---|--|
| How do you facilitate social interactions among students? What activities or strategies do you find most effective? | I use cooperative learning strategies where students work together in small groups to complete tasks or solve problems. Assign roles to each student to encourage participation and interaction. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #9 (II Quarter, 2024).

The teacher describes the development of group activities and role activities that may let children interact with each other to enhance their relationship making a healthful environment.

Figure #12

Question #10

| Question | Answer |
|--|--|
| What methods do you use to support communication in your classroom? How do you adapt these methods for different students? | I like to use communication boards or books with symbols, pictures, or words that students can point to or select. These tools can be customized to suit individual needs and preferences. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #10 (II Quarter, 2024).

The teacher explains she uses an inclusive way for all children to be able to communicate and express their ideas by using the visual supports in books or flashcards that may let them select what they want to express.

Figure #13

Question #11

| Question | Answer |
|---|--|
| How do you involve parents in the TEACCH methodology? What strategies do you use to communicate with them about their child's progress? | Regular communication between parents and teacher is encouraged to share progress, challenges, and strategies. This can be done through meetings, written reports, or digital communication. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #11 (II Quarter, 2024).

The teacher expresses an essential idea of communicating with parents and works hand by hand with them so they can have the knowledge and be a support during students' development.

Figure #14

Question #12

| Question | Answer |
|---|---|
| Have you received any training in the TEACCH methodology? How has this training influenced your teaching practices? | I received this training during my experience. I understand their learning styles y I want to take courses about this interesting method. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #12 (II Quarter, 2024).

The experience is great training in regards to education, the teacher has no training in the TEACCH methodology but based on all the experiences she has worked with her students makes her have training.

Figure #15

Question #13

| Question | Answer |
|---|---|
| What challenges have you faced in implementing the TEACCH methodology, and how have you addressed them? | TEACCH strategies are designed to be flexible, but individual differences among children can make implementation challenging. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #13 (II Quarter, 2024).

As mentioned in the answer given by the teacher the TEACCH methodology is flexible and give the chance to adequate and make changes depending on children's needs.

Figure #16

Question #14

| Question | Answer |
|--|--|
| What areas of the TEACCH methodology do you feel could be improved in your classroom? What | Leveraging technology can enhance the effectiveness of visual supports and |

| | |
|---|--|
| support or resources would help you enhance its implementation? | communication tools. Exploring new technological tools and incorporating them into TEACCH practices could offer additional benefits. |
|---|--|

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #14 (II Quarter, 2024).

The teacher considers that implementing and using technological tools may support in the visual area.

Figure #17

Question #15

| Question | Answer |
|---|--|
| Would you be open to implementing in your classroom the TEACCH methodology? Why would you do or don't do? | Yes, I'm open to implementing the TEACCH methodology in a classroom setting. The TEACCH approach is well-regarded for its structured and individualized strategies, and I'd be keen to explore how it could enhance the educational experience for students, particularly those with autism or communication challenges. |

Source: Teacher's interview aimed at Sagrado Corazón de Jesús Bilingual School. Question #15 (II Quarter, 2024).

The teacher shows a great opening to implement and continue learning about the TEACCH methodology to explore new strategies that may be applied in the future with all the students.

CHAPTER V
RESULTS AND ANALYSIS OF DATA

5.1 CONCLUSIONS

In this chapter, the research will develop the conclusions regarding all the information obtained during the development of the investigation, as well as from the instruments applied in the visit developed at the school from the observation and the interview developed in the chapters above.

The purpose of this research is to evidence how the implementation of the TEAACH methodology principles may help students in class understand the commands and the vocabulary the teacher explains, uses or apply to develop the class and support their learning process no matter the conditions they present.

5.1.1 Regarding to the Research Question

The research question for this investigation is:

How does the implementation of the TEACCH methodology principles improve the understanding of English vocabulary and commands in students from the prep level in Sagrado Corazón de Jesús Bilingual School.

It is concluded that the implementation of the TEACCH methodology principles based on the teachers' knowledge and experience with it helps students improve their vocabulary and command understanding because they can be adjusted to each student's way of learning and necessity making the class an inclusive space for them to learn and develop.

The teacher expressed that the main principle she implemented in the class development from the methodology is the one regarding visual aids where she uses this as a support for children to express and communicate in the different moments in the day so that this lets them understand and develop the activities more individually.

5.1.2 Regarding the General Objective

According to the general investigation objective, it can be concluded that if since the beginning of children's learning process the TEEACH methodology principles are applied this will let children improve their skills for the understanding of vocabulary and commands making an association between what is said and what is shown according to the use of visual aids, also the class organization may be an important point to take into consideration when teaching because a well-organized classroom may open an easily focus for children to learn.

It can be said that the impact of this methodology in class development is indispensable when working with preschool children because it is so flexible that can be adapted and implemented based on each child's necessities and ways of thinking letting the teacher make different activities that will help in an easily way the comprehension of the commands and vocabulary taught in class.

5.1.3 Regarding the First Specific Objective

Based on the information obtained from the interviews developed in the investigation it can be concluded and demonstrated that the methodology steps become an effective and great teaching strategy to work with all the group because it lets the students acquire the vocabulary and commands in a more structure way so it let them make connections and recognize easily what later will be asked or mentioned by the teacher.

5.1.4 Regarding the Second Specific Objective

According to the second instrument applied in the investigation, it is demonstrated that the understanding of the vocabulary and commands in the class is successful if there is a whole process that starts at an early age and continues until higher ages. Most of the students observed

in the class received the language at an early age this let them have a better process where at the beginning the use of different strategies and materials let them get and acquire the information in their minds for in the later time be able to don the connections in their brain and understand easily what the teacher is asking to do or what is she talking about.

5.1.5 Regarding the Third Specific Objective

Based on the teacher interview and what was observed during the visit of the researcher in the class it can be concluded that the TEACCH methodology can not only be applied to ASD students as it is the objective of it, but it can also be included in all the different schools and groups as a support for the established school methodology or approach.

As the methodology in investigation includes all ways of learning and is open to having or making changes it may be a great support for the teacher to work with all the students according to what they know, how they learn, and how they develop in the class. This let the teacher has a bunch of opportunities to make her class more inclusive and ensure that all her or his students have the opportunity to understand the vocabulary, or commands worked in class to develop by their own activities and make their learning process more significant.

5.2 Recommendations

According to the results and the research in general, some recommendations will be presented for future investigations and preschool English teachers from the Sagrado Corazón de Jesús Bilingual School. The researcher makes these recommendations to forward improvement:

- It is recommended for future research to expand the number of groups to obtain more results from the application of instruments, especially in groups where there is no presence of ASD students so it can be proved if the implementation of the TEACCH

methodology not only functions with this populations or in groups where they are present.

- For schools it is recommended to train teachers in this methodology that may be combined with the method they implement in their schools so that allows students to feel included in their classes and for the teacher to have more knowledge and be well prepared to work and be flexible about what they consider may be important to apply.
- For the teachers keep the use of visual aids every day as a support and an assistance so children can match what she is saying or asking with the pictures shown. It may also help children in their independence when developing activities asked so they can guide themselves by looking at the pictures and remembering what they must do. Also, daily schedule pictures may help children structure their day and have a guide of what activities will they do, or which classes will they work on during the day.
- For parents are recommended to take into consideration the TEACCH methodology so they can implement it at home, and this will help children as well as in school be used to an organization, schedule, and learning process that may be flexible and may be used with all no matter their differences and their learning styles.

CHAPTER VI

PROPOSAL

6.1 PROPOSAL OF THE RESEARCH

This proposal aims to give different teachers and institutions some didactic strategies and activities that can be implemented to work on the TEACCH methodology to improve listening comprehension skills during preschool English classes. These probable suggestions make the vocabulary and use of commands in the classroom easier and more favorable for all students to work in class with them.

6.2 PLACE TO DEVELOP THE PROPOSAL

These didactic strategies may help improve the student's understanding of vocabulary learned in the class and commands listened to develop the activities in class at Sagrado Corazón de Jesús preschool groups as well as any other private or public institution that may benefit from the activities.

6.3 OBJECTIVES OF THE PROPOSAL

6.3.1 General objective

- a) To improve the English vocabulary and command comprehension by using the TEEACCH methodology principles with preschool students in Costa Rica preschool institutions.

6.3.2 Specific objectives

- a) Improve preschool students' listening skills by implementing the TEEACH principle in the class.
- b) Reinforce the children's understanding of the vocabulary and commands used and given in the class.

- c) Implement different TEACCH principles and characteristics in the class to support the vocabulary and commands learning.

6.4 SUGGESTED ACTIVITIES

6.4.1 What am I interested in?

Goal: To reinforce students' vocabulary knowledge and understanding.

Materials: Computer, paper, pictures, drawings.

Each week the teacher will ask students which topic they are interested in to talk about in class. Depending on what they choose, a new word will be studied in the class and will be illustrated with a picture, or a drawing done by the student to review it every day at any moment of the class. This will help children make an association between the new word and the picture.

6.4.2 Mimical Time

Goal: To interpret dynamically the commands given in the class.

Materials: The body and materials needed to do the activity explained.

The teacher will call a student who will make the mimic of what they need to do in the activity that they will start. The teacher will start giving the instruction and the student selected will make it based on what the teacher says so the classmates will have a representation and will comprehend easily the commands given to work in it.

6.4.3 Be an Investigator

Goal: To illustrate new vocabulary and commands in the class.

Materials: White paper and markers.

When students ask the teacher about a new word they would like to know or a new command given by the teacher. The teacher will play a special sound for all the students to know that there is a new word or command for all to pay attention to and listen to the new vocabulary or command. When they investigate and discover what the new word or command means, the students will draw what they investigate to represent the definition.

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ANNEXES

ANNEXE 1

First Variable Observation Instrument #1

Sagrado Corazón de Jesús Bilingual School

Teacher: _____ Date: _____ Group: _____

| Indicator | Yes | No | Observation |
|--|-----|----|-------------|
| The classroom has enough space for the development of the class. | | | |
| The classroom's natural illumination helps in the class development. | | | |
| The classroom space is well organized to develop the class with students. | | | |
| The classroom is organized and structured (play area, workstation, art stations). | | | |
| Visual aids are present around the classroom to help the students understand. | | | |
| The teacher uses visual aids as a support when giving instructions. | | | |
| The teacher considers all students' ways of learning when developing the class. | | | |
| The teacher's instructions are given clearly so students can develop the activities. | | | |
| The teacher engages students when explaining and developing the activities. | | | |

ANNEXE 2**Second Variable Observation Chart**

Sagrado Corazón de Jesús Bilingual School

Teacher: _____

Date: _____ Group: _____

| Indicator | Yes | No | Observation |
|--|------------|-----------|--------------------|
| The teacher speaks in English during the class. | | | |
| The teacher explains the topic in English. | | | |
| Students understand when the teacher speaks in English. | | | |
| The teacher teaches dynamically. | | | |
| The teacher can catch the students' interest. | | | |
| Students comprehend the commands given by the teacher with different supports. | | | |
| The students comprehend and use vocabulary in the development of the class. | | | |
| The teacher implements different methods to support communication. | | | |

ANNEXE 3

Interview

1. Can you explain your understanding of the TEACCH methodology and its core principles?
2. How do you organize your classroom to align with TEACCH principles? Can you describe the different areas and their purposes?
3. What types of visual supports do you use in your classroom? How do you ensure they are effective for your students?
4. How do you tailor your instruction to meet the individual needs of each child? Can you provide an example?
5. How do you implement visual schedules in your daily routine? How do you think they benefit your students?
6. What strategies do you use to prompt or cue students during activities? How do you determine which prompts are most effective?
7. How do you encourage student engagement during activities? What signs do you look for to assess their level of engagement?
8. In what ways do you promote independence among your students? Can you share a specific instance where a student demonstrated independence?
9. How do you facilitate social interactions among students? What activities or strategies do you find most effective?
10. What methods do you use to support communication in your classroom? How do you adapt these methods for different students?
11. How do you involve parents in the TEACCH methodology? What strategies do you use to communicate with them about their child's progress?
12. Have you received any training in the TEACCH methodology? How has this training influenced your teaching practices?
13. What challenges have you faced in implementing the TEACCH methodology, and how have you addressed them?
14. What areas of the TEACCH methodology do you feel could be improved in your classroom? What support or resources would help you enhance its implementation?
15. Would you be open to implementing in your classroom the TEACCH methodology? Why would you do or don't do?