

UNIVERSIDAD HISPANOAMERICANA

THESIS SUBMITTED TO OBTAIN THE

LICENTIATE DEGREE IN ENGLISH

TEACHING

USING TECHNIQUES TO IMPROVE

ENGLISH VOCABULARY ACQUISITION TO

SIXTH GRADERS ADULT STUDENTS AT

CAPACITACIÓN OBRERA PRIMARY PUBLIC

NIGHT SCHOOL IN HEREDIA, FROM MARCH

TO JULY, 2019.

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September , 2019.

Index


Index.....	ii
Declaración Jurada.....	iv
Carta del tutor.....	v
Carta del lector.....	vi
Carta del Filólogo.....	vii
Carta de Autorización CENIT.....	viii
Dedication.....	x
Acknowledgements.....	xi
Preface.....	xii
Epigraph.....	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Problem Statement.....	2
1.1.1 Background.....	2
1.1.2 Problematization.....	4
1.1.3 Justification.....	6
1.2 Research Question.....	10
1.3 Research Objectives.....	10
1.3.1 General Objective.....	10
1.3.2 Specific Objectives.....	10
1.4 Limitations and Scopes.....	11
1.4.1 Scopes.....	11
1.4.2 Limitations.....	11
CHAPTER II THEORETICAL FRAMEWORK.....	14
2.1 Historic Context.....	15
2.1.1 Background.....	15
2.1.2 Present Day.....	15
2.1.3 Educational system in Nicaragua.....	16
2.1.4 Educational system in Costa Rica.....	17
2.2 Conceptual Theoretical Context.....	19
2.2.1 New Techniques.....	19
2.2.2 Teach children and adults differences.....	20

2.2.3 What is Pedagogy?	20
2.2.4 What is Andragogy?	22
2.2.5 Types of Motivation	22
2.2.6 Teaching Techniques	24
2.2.7 Methods and Approaches To Apply When Teaching	25
2.2.8 Learning Styles	29
2.2.9 English as a Second Language	31
2.2.10 Interactive Activities	32
CHAPTER III	33
TYPE OF INVESTIGATION.....	33
3.1 Type of investigation.....	34
3.1.1 Purpose	35
3.1.2 Temporal dimension	35
3.1.4 Nature	36
3.1.5 Character	38
3.2 Subjects and source of information.....	39
3.3 Sampling Selection	40
3.3.1 No Probabilistic	40
3.4 Techniques and instruments to collect information	42
3.5 Operationalization of the variables	46
CHAPTER IV DATA ANALYSIS	47
4.1 Data Analysis and Results	48
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS	69
5.1 Conclusions	70
5.2 Recommendations	72
CHAPTER VI BOOKLET.....	74
6.1 Booklet	75
Annexes	83
Instrument #1: Observation Charts	84
Instrumento #2: Cuestionario para los estudiantes	87
Instrument #3: practice	89
Instrument #4: practice	96
Instrument #5: Oral activity observation.....	103
Bibliography	108

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

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Estimado señor

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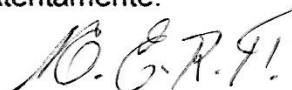
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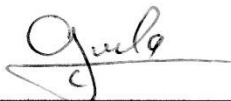
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Dedication

I want to dedicate this work to my parents who are the ones on my side giving me all the support and motivation to continue studying. They taught me to never give up and continue fighting to accomplish my life goals. They educated me to become a good person, always willing to help others and for that reason I want to thank them and become a better person.

Acknowledgements

First, I would like to thank God for giving me life and the strength and the capacity to finish this research and to complete this goal. To my parents who have always been there helping and motivating me to accomplish my dreams.

Preface

This research project is about implementing techniques to assess adult students from sixth grade at *Capacitación Obrera* Night School. Realizing innovative activities is a significant tactic to make students feel confident and comfortable during the learning process, it is a mode to motivate adults to learn English vocabulary as a foreign language. When teaching adults the teacher has to consider various aspects as treating students as equals to make them feel comfortable and not inferior to the tutor.

During the class, students feel comfortable and have fun during the English class while learning vocabulary when applying diverse techniques. Some observations and diagnostic tests are applied to students to demonstrate that through the techniques applied during the classes, students learn English vocabulary in a faster and more comfortable tactic.

Epigraph

“Tell me and I forget.

Teach me and I remember.

Involve me and I learn.”

Benjamin Franklin

CHAPTER I

INTRODUCTION

1.1 Problem Statement

How to improve students English vocabulary acquisition through the use of techniques to sixth graders primary students around fifteen to sixty years old at *Capacitación Obrera* Primary Public Night School in Heredia, from March to July, 2019.

1.1.1 Background

This research is about implementing innovative activities during the English class to help adults learn English as a foreign language because the methodology used according to *Ministerio de Educación Pública* is not appropriate to the population. There has to be a specific program to teach English as a foreign language to adults for night public schools, however, there is no teaching English program at *Capacitación Obrera*, for that reason teachers have to use the program recommended for day schools where children are students. Consequently, adults at *Capacitación Obrera* primary night school are learning with a program that is not adequate for them, in order to help students learn faster and in a comfortable way, the teacher needs to adapt the activities done in class to facilitate the English vocabulary learning process.

Now a days goals and life styles are changing in order to improve people`s life. Regarding *La Nación*, Costa Rica`s president mentioned in one of his speeches, Alvarado said that as a country, Costa Rica needs the tool of speaking English available for most of the population in the country, also that there is a public commitment of facilitating the process of learning English to most of the people who work for public institutions, likewise the government hopes that private institutions adopt the same objective of teaching English to most of their workers. For that reason, the population attending at *Capacitación Obrera*

Night School are part of the goal of having a bilingual population, that means that learners at *Capacitación Obrera* Night School are learning English as a foreign language for the reason of completing the sixth grade primary diploma, then, students are learning English as a foreign language to become part of the bilingual population the country is working for, besides, implementing the usage of English to have more job opportunities.

Fröhlichová (2015) designates “children’s learning is governed by teacher’s guidance and it refers to the term - pedagogy. He also pointed out that the same method is not used for adults. In this case the term andragogy is employed” (p. 17). Teaching English as a foreign language might be different than teaching English as a second language to adults. Since when teaching English as a second language, learners are surrounded by the language most of the time, however, when learning English as a foreign language, apprentices are surrounded by their native language most of the time.

When young schoolchildren are learning, most of the class is guided by the teacher, who is the person with the knowledge and transmitting all the information to the learners, on the other hand, when adults are learning, the tutor has not to be the midpoint of the class since there might turn boring at some point for adults to continue listening or paying attention to the same person for a continuously period of time.

There are not many studies about how to teach adults a second language in a primary night school following the MEP’s program in Costa Rica. However, regarding Schwartz, there are studies to teach adults, but in other situations, for example, there are studies of how to teach adult people in private institutes or in countries where the students are immerse in the second language, as Latin people who live in the United States and are learning English (p.1). In those studies there are described some strategies teachers can use to improve adults learning English as a second language process. Those strategies and aspects have to be

considered and implemented during the English classes at *Capacitación Obrera* Night School; for example, considering that students are “non-traditional”, learners tend to become interested only in updated topics they daily need. In addition, adult students are responsible for themselves, that means this population do not have to ask for permission or tell their parents about grades at school since grown-ups are responsible for themselves.

1.1.2 Problematization

Teaching English vocabulary to adults is significant now a days since there is a big amount of people who are grown up students learning a second language for different reasons. In this case, students that the researcher is describing are adults studying at a public night school, which means that the population is not in a good economic situation. In most of the situations, students have to go to work to support their families, at night they have to attend school to have their diploma for primary in order to get a better job. When learners get to school they are tired of their working day and being in a learning process is even more work for them, considering that most of the students are adults around thirty to sixty years old.

Considering the facts mentioned before, the methodology that teachers have to use to teach that class is a relevant aspect since students need to feel comfortable enough to continue attending the classes. Teachers need to create interactive classes where students have to be constantly participating so that they do not feel tired or fall asleep during the class. To plan interactive classes where students might practice English through conversations, playing games, watching videos are some communicative classes that can make them participate, follow the topics of the class and, be awaken after a long day.

In addition, facilitators need to consider that some of these adult students did not go to school in their early childhood and that for some others it has been a long time since they were immerse in the learning process. Students have difficulties because they are not used to sit in a class for more than two hours. Some students have cognitive difficulties when acquiring a second language, they do not know how to pronounce, read or write in English since they have never studied English before in their life. English is a necessity now a days in several aspects, it is required to have better job opportunities, to communicate with other people or even to feel comfortable to start a conversation with a tourist in our country. In addition, Cerdas (2018) describes in her article in *La Nación* that Carlos Alvarado, president of Costa Rica, announced that Costa Rica is a bilingual country, there are immediate actions that increase teaching the English language, (n.p) The government is trying to implement projects to facilitate the English language learning process in order to become a bilingual country.

For that reason, it is important to create interactive lessons to teach this adult population that study at a night school to motivate them and to facilitate their learning English vocabulary process. Some students have a positive attitude towards learning a new language, but some others do not have good experiences learning English. Preparing interactive activities can help those students get interested in learning English as a foreign language in an easier way, so that they can get interested and can participate during the class. Moreover, to motivate learners constantly during the class, to tell them positive phrases to help them feel confident while learning English can turn the learning English process into a progressive experience.

1.1.3 Justification

To look for different methodologies to apply in the English class when teaching adults is significant since students have to feel comfortable during the class to keep learning English as a foreign language. Concerning Marin, 2017, learning English now a days is opening opportunities regarding many aspects such as better job opportunities, post graduate scholarships to study abroad, communicate when traveling, and some other aspects. Regarding, *Universidad Politécnica Internacional*, English has become a global language , that means, that it is a language people can talk and understand around the world, English is not only to learn a language, it is to recognize part of a culture when using the language. Speaking English has many advantages, most of the industries in Costa Rica are multinational, for that reason those companies need to work with bilingual people who can communicate with people around the world (n.p.). As mentioned before, to speak English give people the opportunity to achieve a scholarship, to travel to another country to study and, get diplomas that can improve the curriculum which can help find extensive job options when looking for one. Furthermore, to make business, to speak English becomes a necessity since it is one of the languages used and understood around the world. Teachers have to encourage adults to learn a second language for any of the reasons they have, as business, personal goals, getting a better job and, some others. Some relevant aspects that teachers have to consider are that they need to show respect when teaching adults, students have to feel comfortable so that they know they are relevant for the tutors at the institution and needed for the learning process.

Strang (2014) expresses “be courteous toward adult learners; treat them as equals, and allow them to voice their opinions freely and without judgment.” (n.p.) As adults, learners at *Capacitación Obrera* have the necessity of feeling and acting like adults during the language

class. However, grownups know they are students for that reason the teacher needs to show respect to the adults in the class, treat them as equal, that helps adult students feel comfortable enough in order to facilitate the learning process, the tutor does not have to make adult learners feel inferior as children, they have to be treated as equal as the teacher to show respect. In addition, teachers have to motivate learners and show them that what people say about learning a second language in early ages is not as true as people say, maybe they need to make more effort regarding some aspects, but it is not impossible, the advances in the learning process depend on their attitude and willing to learn. Teaching adults depends on many aspects; for example, how easy an adult can learn, also features as the cognitive and behavioral characteristics adults that want to learn a second language have and that teachers have to take into account, Cozma (2015).

Cognitive features are important to take into consideration, since there are some adult students who want and have the willing to learn, but they have some difficulties in the learning process such as in reading and writing in their mother tongue. On the other hand, behavioral features are also important since there are some people that do not like English, they do not have a positive attitude towards learning English as a second language. Adults are mature people that can control themselves, they can control their learning process, and the relationship they have with the tutor. Grown persons are mature enough to establish what they want and how they can achieve the goal, for that reason, to motivate students can improve the accomplishment of the goals.

Having fun during a learning process facilitates the progress to learn a language itself. Furthermore, when a teacher creates or plans a class he /she has to take into account many aspects as students' prior knowledge , background, experience in the language and goals, all this to help students enjoy, and create a meaningful class. As mentioned by Strang (2014), "As an instructor, you realize the importance of making the classroom experience meaningful

for all students, and you strive to ensure that each one has the opportunity to feel and be successful as a result of taking your course” (n.p.). For that reason, the research is going to be meaningful since there are many adult students that need to feel comfortable enough during the English class at *Capacitación Obrera* Primary Night School. Teachers need to mark a meaningful learning process to help adults feel confident and take advantage of the opportunity they are receiving at *Capacitación Obrera*. Having positive results at the end of a course is what most teachers want during their teaching process, because that’s a prize a teacher can receive. Students being able to communicate and apply vocabulary acquired during the course is the best reward a teacher can have during his or her carrier.

If teachers think about their adult students, their language level, learning style, social and professional needs, students feel comfortable during the language class and continue attending the course. As Spalding mentions (n.d) teachers and students must get out of their comfort zone, have productive learning environments, take the risk of having challenging classes and forget about boundaries. Implementing interactive lessons and forcing students to use English most of the time during the English class are some techniques teachers need to apply to help scholars get out of the comfort zone, take the risk to make mistakes during the English class, use the vocabulary they have been acquiring to start producing and improve the learning environment.

Ministerio de Educacion Publica (MEP) is the entity in charge of the public educational system in Costa Rica, during the actual government two governmental institutions as *Instituto Nacional de Aprendizaje (INA)* and *Ministerio de Trabajo y Seguridad Social (MTSS)* work hard to create a project to improve and train people, most of them students, to learn English as a foreign language. This project is a national strategy to transform Costa Rica in a bilingual country, in order to generate jobs and incomes through tourism, economy and study opportunities outside the country. Azofeifa (2019) describes

that there is a specific budget that the government is going to invest during 2019, each of the public entity receives part of the budget and is in charge of some commitments in order to accomplish the goal of creating a bilingual country. (n.p.)

1.2 Research Question

Which techniques can be used to improve adult around fifteen and sixty, primary students` English vocabulary acquisition to sixth graders at *Capacitación Obrera* Primary Public Night School?

1.3 Research Objectives

1.3.1 General Objective

Improve adult primary students` English vocabulary though the use of different techniques at *Capacitación Obrera* Primary Public Night School.

1.3.2 Specific Objectives

1. Determine the appropriate technique for the acquisition of English vocabulary in sixth grader students at *Capacitación Obrera* Night School.
2. Analyse the effectiveness of the techniques used in the sixth graders English class.
3. Create an activity guide booklet with the activities and techniques applied in class.

1.4 Limitations and Scopes

As mentioned to the students at *Capacitación Obrera* Night School, scholars are essential for the institution and for teachers, since they make an enormous effort to go to school and do their best during the learning process. Motivation is one of the most important aspects in this institution since it is difficult sometimes, because they are tired from their working day or they do not have enough money to attend classes all days during the week since they live far away from the institution. Teachers are constantly motivating students so that they continue attending classes in order to finish the school year.

1.4.1 Scopes

During the research project the idea is to apply innovative activities and techniques that can facilitate the English vocabulary learning process. According to the diagnosis applied to the students it is noticeable that applying the techniques help learners have fun and the learning process becomes easier for students. In addition, learners feel motivated during the class which is positive for teachers and students since the learning process is comfortable and meaningful.

1.4.2 Limitations

There are some aspects that are relevant to consider during the research such as students' special needs, cognitive disabilities, ages, motivation, and economic situation which can affect or change the results during this study. There are students that do not like English as a language, they do not feel interested in learning English, for that reason they do not feel motivated during the class, they do not like to participate in the activities planned by the teacher. In addition, there are students with cognitive disabilities who try to do their best during the class, but because of their cognitive disability, learning a second language, it becomes a difficulty in their lives. Students need to listen to the pronunciation of the words

more than once to understand the pronunciation of the word and learn it. To write the words is also difficult for them, some students compare the writing process in Spanish with the writing process in English. Moreover, some students tend to forget the vocabulary very fast, they do not keep it in mind for long periods of time. In addition, the pronunciation is hard for them, since in English a word is pronounced differently from how it is written; for that reason speaking in English becomes a difficulty. Bad economic situations are common among the students in this institution since they do not have a diploma in primary subsequently, they do not have jobs well paid where they can support their family, pay the bus tickets and other expenses they need to cover. Most of the population in *Capacitación Obrera* Night School are from Nicaragua, they came with their primary diploma to the institution, however they do not know how to read and write correctly, so they do a placement test to see the level they are in and get a primary diploma in Costa Rica.

Age is an important aspect since learning in general is easier for children, on the other hand older students are passive and help them during the learning process, since in the institution there are students from fifteen years old up to sixty. There is a generational gap that teachers have to deal with, younger students are very active and the learning process becomes sometimes difficult regarding pronunciation and putting language into practice. Holmes and Abington (n.d) mention, “age is the characteristic mentioned often when describing an adult learner. Most educators assume that it is easy to distinguish an adult learner from a young learner” (p.50)

There are many aspects to consider when teaching English as a foreign language in a primary night school to facilitate students’ learning process. Concerning Holmes and Abington (n.d.), “The mission of adult educators is to assist adults to develop their full potential and andragogy is the teaching methodology used to achieve this end” (p.51)

To teach English as a foreign language to primary students at a night school has been more efficient since learners are having fun while learning, by having fun means that apprentices are learning through games, interactive and cooperative activities where they are socializing at the same time they are learning. To learn vocabulary becomes easier since students play memory games, bingo, jenga, and some other games that request their attention and concentration during the activities to feel involved in the game and in the class.

CHAPTER II

THEORETICAL

FRAMEWORK

2.1 Historic Context

2.1.1 Background

Regarding *La Nación* (2001), *Capacitación Obrera* Primary Night School was founded in 1947 within the revolution of the decade of the 40's with the idea of helping adults that work during the day and wanted to continue studying to get their primary diploma. The Catholic Church in Costa Rica had a social action plan in coordination with the education system, they created *Capacitación Obrera* as a project where people had two main areas, one was the educational part where people had to go to primary school from first to sixth grade; the other area was the technical area where people had to learn specific occupations as tailoring, sewing, and shoemaking, among others. At the beginning, the school was created for the shoe shining, sales people in the central park and people who worked in the central market, who did not finished the primary school. People who studied at the *Capacitación Obrera* Night School had to create a presentation since one of the main characteristics of the methodology was to help students lose their fear of speaking in front of others, at the end of the school year, learners had to create a roll play where women had to create the cloth for the actors and men had to plan and create the performance (p, 8).

2.1.2 Present Day

Now a days, the methodology at *Capacitación Obrera* Night School is basically the same at a daily school where I and II cycle receive the subjects which are Mathematics, Spanish, Social Studies, Science and English, there are thirty lessons per week, each lesson lasts thirty five minutes within two recesses of ten and five minutes each. Levels are divided into the following order, first level which is first grade, second level which is second and third grade, third level which is fourth and fifth grade and, fourth level which is sixth grade.

Most of the population that attend *Capacitación Obrera* Night School come from marginal areas around Heredia, people have to work during the day to sustain their families. Half of the population at this school are adults and elderly people that want to finish their primary school, the other half of the students are young adults around their fifteen or twenty years, the young adults that are under fifteen in most cases do not work.

In Costa Rica, regarding *La Nación* (2019), there is an 11, 3 percent of people that are not working at this moment. Society is going through a rough moment regarding finding jobs, there are professionals that cannot find a job in the area they got prepared at. A survey realized by *INEC (Instituto Nacional de Estadística y Censos)* which is the entity in Costa Rica in charge of making surveys about different topics, in the first trimester of 2019 around 276 000 people are looking for a job, however, they cannot find a specific work. The word unemployment refers to individuals over fifteen years old whom are trying to work or looking for a job, but do not find one. (n.p.) At *Capacitación Obrera* primary Night School there are students who are around fifteen years old or around and cannot find a job since they do not have a primary school degree and they are under the age permitted.

2.1.3 Educational system in Nicaragua

Most of the population that go to *Capacitación Obrera* primary Night School are people who come from Nicaragua, those students have their diploma from Nicaragua in primary education; however, they have difficulties in reading and writing, for that reason they go to *Capacitación Obrera* Night School, to learn how to read and write in a better way, also they need to learn basic aspects about mathematics and social studies. The Education system in Nicaragua works different from the one in Costa Rica. Regarding UNESCO, in Nicaragua preschool is not obligatory, which starts with the gap regarding the educational system of Costa Rica. The curricula is multidisciplinary, that means that there are several topics or

themes discussed during the classes, some of them are moral, cultural, spiritual and civic values; the education system , also has principles as environmental education, health and hygiene, peace and democracy, human rights and genre education.

Preschool from four to six years old, they are formal or informal (communitarian preschool), formal preschool is taught in special preschool centers or at formal schools; however, preschool is not obligatory. Primary school is free and obligatory for children from six to twelve years old, those six years are divided into two, fundamental education which is from first to fourth grade and second cycle which is fifth and sixth grade. Middle education prepares students in a superior level where they can get ready for a job, basic cycle lasts three years with a basic diploma, diversified cycle lasts two years where the student gets a science and letters bachelors diploma. Technical education is a three years program where students from fifteen up to eighteen years old get prepared in a special area to start working when they finish high school. (UNESCO- IBE, 2006)

2.1.4 Educational system in Costa Rica

Education in Costa Rica works very similar, the amount of school years is the same as we have in Costa Rica; however, the educational system in Costa Rica makes more emphasis on important aspects of the five basic subjects which are Spanish, Mathematics, Social Studies, Science and English. On the other hand, in Nicaragua they make more emphasis on educating values on people instead of learning how to read and write and specific areas of the basic subjects which are important in our daily life.

There are private and public institutions in Costa Rica, both of them have to follow the MEP's guidelines, however, the private institutions follow the MEP's programs and add a diversity of topics to the basic programs. Most of the private institutions in Costa Rica use books which have a variety of topics that are not covered in the MEP's program, in order to

open student's minds in diverse issues. In Costa Rica, the education system stipulates that it is obligatory and free for kids and teenagers to attend from preschool to high school, children around five years old need to start attending preschool, it is required two years of preschool. According to the new normative, teachers in preschool have to teach English vocabulary in order to encourage and motivate young learners start learning English as a foreign language. After preschool, students have to attend six years of primary school where basic subjects are given to the pupils such as mathematics, Spanish, social studies, science and English. During high school, undergraduates obligatorily need to attend to more classes, since science is divided into chemistry, biology and physics, English is divided into grammar and conversation, the other subjects continue being the same under the same name, Spanish, social studies and, mathematics. There are different types of secondary school such as bilingual, academic technical oriented and general secondary schools. Each of the secondary schools mentioned before, have a specific purpose in education, regarding MEP's web page (2019) the bilingual public institutions are the ones in charge of emphasizing in English as a foreign language through technology, computing and, business management courses. There are thirteen academic technical oriented institutions around the country, which are in charge of teaching workshops oriented into developing English skills (n.p.)

There are many gaps such as the programs teachers have to develop during the school year, English level is not as high as expected for students, parents and, government, infrastructure is not the adequate to fulfill students necessities and, lack of technology required for instructors and learners to facilitate the learning process in Costa Rican education. Ministers and supervisors are working hard to improve the educational system in Costa Rica, Nicaragua on the other hand, has not the same programs with similar topics to teach during school time, that is one of the reasons Nicaraguan people are not as well prepared as Costa Ricans.

2.2 Conceptual Theoretical Context.

Learning English becomes a priority here and now since to be a bilingual person can give more opportunities when talking about a job or even traveling to other countries. During November, 2014 a study mentioned by Cerdas (2019) done to Costa Rica in order to measure how many people in Costa Rica could speak English, the results were not positive for the reason that Costa Rica was the number forty three out of sixty three countries (n.p.). In Costa Rica people need to start to get interested into learning English in order to get better opportunities in life such as studying abroad, getting better job opportunities and salaries.

2.2.1 New Techniques

In Costa Rica the *Ministerio de Educación Pública (MEP)* which is the entity in charge of the educational system is trying to improve the English level of proficiency of students in the public institutions by creating new programs where learners need to use English all the time during the class, also the new programs are more communicative and interactive. Marin (2017) mentions, “MEP is creating alliances with companies as Intel and United States embassy to improve the learning English process by implementing technology with students and teachers”. (n.p.) Finding foundations that can donate technology to schools, educators and learners is a positive aspect for the country since there is a necessity in different areas where the population around some schools have not the money to afford a computer. There are public schools in marginal areas in Costa Rica where parents can only pay for a house and basic necessities that children have, giving that population the opportunity to have a computer and access to internet can motivate students to continue learning English through different and innovative techniques, for example, through videos, songs, games, movies, and surfing in the internet to learn and practice English.

2.2.2 Teach children and adults differences

To talk about how to teach adults there are special concepts that have to be clear. To teach adults sometimes is different from how to teach young students somehow. First, for teachers it is necessary to know how to distinguish an adult learner from a young learner and the method or technique that facilitates their learning process. According to different definitions of dictionaries, an adult has many possible definitions as a person as a fully developed and mature individual who can reproduce him or herself, also, as a creature who can be responsible of his or her acts and know what is right or wrong. On the other hand, a child is a young person between infancy and youth, an individual not yet of age.

2.2.3 What is Pedagogy?

For that reason, to teach English as a foreign language is different for children who attend regular primary school and for adults who attend a primary night school. Fröhlichová (2015) expresses: “It means that they use their senses for their understanding. Adults are rather rational, logical, and objective and prefer precise explanations.” (p.18) Young students constantly use their imagination most of the time, children need to explore and experiment to learn, on the other hand, adults do not like to lose time when learning, grownups are mature enough to know what they want and like to do during their learning process. Teaching young learners is called pedagogy, which means according to Oxford dictionary (2019). “The method and practice of teaching, especially as an academic subject or theoretical concept” (n.p) When talking about pedagogy people are describing the art of helping others learn something new, mainly specific subjects or concepts which are important in everyday life. It is not mentioned that when talking about pedagogy, people talk specifically about teaching kids or young learners, however, when teaching adults and elderly folks, specialists use a specific word which is andragogy.

Young learners are sometimes called faster learners, their brain is like little sponges that absorb most of the information really fast. Moreover, they go to class since it is an obligation, they are told they need to go to school to learn, that they need to go to school to acquire knowledge about different subjects in life. Regarding Fröhlichová (2015) “Children are still on their way to grow up, to form their identity. They follow the rules and they are influenced by growth patterns determined by their age.” (p.17) Teenagers are still in the moment of their life where they need to observe and follow others to understand and realize what they want for their life and form their identity. Parents encourage their children to go to school in order to learn how to become a professional in life; when parents help their kids and tell them positive phrases, they help children appreciate going to school and enjoying the learning process.

Frequently, kids like to learn through interactive activities, games, songs, videos and to have fun while they are learning. Another important factor is that children are not afraid to make mistakes while learning, different from adults who constantly monitor themselves and punish them when they make mistakes. On the other hand, adults learn not as easy or fast as children do, not all of the adults have a person who can give support and tell them positive phrases or encourage them to continue learning, nonetheless adults go to school because they know they need to study to get a better job or a better economic position to help their family. Fröhlichová (2015) remarks “Adults are independent and tend to assess themselves or the things in their surroundings.” (p.17) Grown persons know what aspects are important or a priority in their life, adults know they need to set goals in their life to continue getting ready and accomplishing different aspects in life, for that reason, adults are mature enough to analyze their surroundings as friends, jobs and priorities to see if are convenient or not for their life.

2.2.4 What is Andragogy?

According to Cambridge dictionary (2019) andragogy means “the theory, methods, and activities involved in teaching adult learners” (n.p). Regarding the definition andragogy is very specific when it mentions grownups as the learners, it remarks that there are specific methods to teach theory to adults.

Adults have different motivations than children. According to Cambridge Dictionary, motivation is “enthusiasm for doing something”. For children the motivation can be to go to school and play with their friends, they do not even know they are learning through the games and activities they do at school, on the other hand, adults are motivated to go to school to get a diploma, to learn how to read and write, to get a better job, have and give a better life to their families.

2.2.5 Types of Motivation

People do most of their daily life activities ,because they have a type of motivation, there are different reasons to feel it towards a goal, some examples of types are because they are afraid of failing, this type of motivation is called fear- based motivation, Buckley (2018) mentions in his article “The word “fear” carries a heavy negative meaning, but when it comes to motivation, this is not necessarily the case. Anyone who is big on goal-setting and achievement knows that accountability plays a huge role in following through on goals” (n.p.) Feeling fear of not achieving their goal helps them feel motivated, so they continue working hard to achieve a goal. Beckley (2018) mentions in his article another competence motivation which helps a person develop some skills in certain areas “This type of motivation is especially helpful when it comes to learning new skills and figuring out ways around obstacles that one is faced with in different areas of life” (n.p.).

Motivation sometimes is also a personal aspect, depending on each person if they want to start changing aspects in their life, Buckley (2018) describes in his article that attitude motivations "...comes to those who intensely desire to change the way that they see the world around them and the way that they see themselves. Goals associated with self-awareness and self-change will be met with attitude motivation" (n.p.) People who have attitude motivation think they can change the world, but they need to start changing first. When competing with a person to become better than the other is another type of motivation, Buckley (2018) refers to "Power-based motivation is a type of motivation that energizes others to seek more control, typically through the use of positions in employment or organizations" (n.p.) People feel motivated also to become powerful, to become the boss or in charge of a project, encouraged a person to try to do his or her best while working in his or her responsibilities to be the person who is on control. "Because there will be something to look forward to at the end of a task, people will often become more determined to see the task through so that they can receive whatever it is that has been promised." When people receive a reward or a price for a job they are doing well, is another type of motivation, they will work harder since they know there is a reward or a price at the end if they achieve the goal.

There are different types of motivation according to scientist, but there are two specific and central types of motivation that a person can have and that can be relevant in how a person can see or consider an activity more significant than others. According to Buckley (2018) "Intrinsic motivation is a type of motivation in which an individual is being motivated by internal desires" (n.p.) Internal motivation is how a person feel positive and optimistic about a specific situation where they know they can work hard to achieve something they want to. When adults want to get a better job or if they want to become professionals, they have intrinsic motivation since it is something they want to accomplish, adults know what to do or how to work hard to realize their goal, and they are constantly

motivating themselves since it is something they want for themselves. For these goals the adult has also the extrinsic motivation which Cherry (2018) defines as “which is when people are motivated to perform a behavior or engage in an activity to earn a reward or to avoid a punishment (n.p.) . Because they know that with a better job they can earn more money to help their families. On the other hand, there are people motivating others to help them realize their goals.

At *capacitación Obrera* Primary Night School, teachers are constantly motivating the students, since they need to feel they are important. When students are motivated, they feel teachers care for them, they know teachers want to help them continue with their studies and finish their primary school so that they can get their primary diploma. To keep students motivated, educators need to use a methodology where they keep students interested in going to school and learning.

2.2.6 Teaching Techniques

For that reason, teachers have to make a short test at the beginning of the class, called a diagnostic test, to identify which are the contents or topics that students know. British Council (2019) specifies “A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language.” (n.p.) It is a test that lets the facilitator know where the students’ knowledge is and which area they need to cover or to strengthen. In addition, teachers need to analyze the population they have in the classroom since depending on the students they have, the methodology or technique they need to apply can change. According to Cambridge Dictionary (2019), a methodology is “a system of ways of doing, teaching, or studying something” (n.p.). A methodology is how a teacher, according to the student’s needs, can teach the topics to facilitate the learning process. Furthermore, a technique according to Cambridge Dictionary (2019) is “a way of doing an activity that needs

skills” (n.p.) When using a technique, the teacher has to consider the skills that the students in the class can work with. Not all the students have the level to develop all the skills.

According to Cambridge Dictionary (2019), a skill is “an ability to do an activity or job well, especially ,because you have to practice it” (n.p.) When talking about English skills, we are talking about listening, speaking, reading and writing. These are the main four skills that apprentices need to accomplish at a primary level, at the beginning, students need to study and repeat words to acquire vocabulary in order to communicate, listening and speaking are the main skills scholars need to develop within the first three years at school, if they can understand and communicate with a basic level of English, they develop the other two skills faster. Reading and writing are the other two skills that take more time and effort since in English words are written different from how they are pronounced. However, practicing at home and at school can help learning English.

2.2.7 Methods and Approaches To Apply When Teaching

There are methods and approaches teachers can implement when teaching English, however, there is a difference among a method and an approach. Freeman references (2000) “Methods which are taught to the teachers make a base and give them thinking about the applicable techniques and principles according to the situation where they stand” (n.p.) A method is the combination of techniques tutors have to implement in a class to teach English as a foreign language. On the other hand, an approach is the philosophy of the teacher, which means the techniques the teacher think are the best that can be applied in the language class. In other words a method is what studies mention teachers must implement in the language class and an approach are the techniques of those methods that the teacher think work the best for students who are learning English as a foreign language.

Language Translation Method was first used around eighteen forty and nineteen forty, it was first used to teach Latin Language through the grammatical rules and vocabulary, according to Essays UK, 2018. Tugrul (2013) mentions “The purpose of the grammar translation method was to help students read and understand foreign language literature. It was an efficient way of learning vocabulary and grammatical structures” (n.p.). At the beginning was thought that translating the vocabulary into their mother tongue was useful for students who were learning a second language since they needed to learn the grammatical rules and the vocabulary mostly to understand the reading and writing of English, however, students did not achieve fluency and a natural communicative language use. During English class at *Capacitación Obrera* Night School students try to translate most of the time the vocabulary in order to understand in their native language, however, the teacher prefers to show an illustration or use body language to clarify student’s questions. Essays UK (2018) defines “While it is highly recommended that use of second and target language should be maximized in learning the language but here maximization does not mean teachers and learners should all the time speak in the target language.” (n.p.) While using the Grammar Translation Method, the tutor and learners are using the mother language and the target language at the same time, that means that second language is not into practice most of the time and consequently English is not learned as wanted, that is one of the main reasons Grammar Translation Method is not as effective as it was thought at the beginning.

Communicative Approach according to British Council (n.d) “When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.” (n.p.) Using English to communicate is the main purpose for most people who learn English as a foreign language. According to the Communicative language Approach, using English to communicate is the best method to empower learners to interiorize the language in order to explain themselves, their ideas, look

for a natural mode or give a message to other person. At *Capacitación Obrera*, one of the activities done was from the communicative approach, students learned about clothes, how to describe what other and they were wearing. In order to make the activity more creative and interactive, the teacher gave them paper doll, apprentices had to give different color and print styles to the clothes of the dolls, then learners needed to create sentences describing what the dolls where wearing and then students had to work in pairs explaining and communicating to the classmates what their paper dolls were wearing. Therefore, students were practicing the vocabulary learned in class and practiced the speaking skills, losing the fear of communicating through using English as a foreign language.

Total Physical Response also known as TPR is another approach teachers can implement when learning English as a foreign language. Essay UK (2018) refer to “In Total Physical Response (TPR), the teacher gives the students instructions and the students follow the instructions by using whole body responses.” (n.p.) The name of the approach describes how it works, learners have to use their body to answer to what the teacher is asking for. When children are learning a language, have a silent period, it can be helpful to implement TPR in that period of time since children are learning even if they are not producing. Regarding Essay UK (2018) “When the child is not able to speak, at the time he/she is internalizing the language.” (n.p.) Children are learning during the silent period, their brain is still working on learning English as a foreign language and considering in how to use the language. TPR is mostly used for beginners, since the teacher is the one speaking and using the language, most of the time the teacher has to model using the body to help students understand the action or activity students need to do. At *Capacitación Obrera* Night School, some students are in the silent period, that means they know the language, but they are afraid of making mistakes and do not feel comfortable enough using the language, therefore it is significant for apprentices that the teacher is using the language to give directions since it is a

technique to continue learning and interiorizing English as a foreign language. One of the activities done with the students where TPR was part of, was when students play a memory game about family members, since the facilitator was modeling what they needed to do at the time when the tutor was speaking English to describe the game, tutor models that students needed to stand up, pick up a card, show it to the classmates, read the vocabulary out loud, pick up a second card, read it to the classmates, if they had a match they needed to include the vocabulary word into a sentence, if there was no match, students had to sit down. The Educator is also teaching general English vocabulary while speaking the language during the game.

The Task Based Approach is one methodology used among teachers, the idea of the Task Based Approach is to create a plan where the students have to complete a goal, then practice what was learned and produce trying not to make mistakes. This approach is also known as Present Practice Production (PPP). First, the teacher has to present the language in context, through a text, a dialogue or a real situation, then students are asked to complete a practice stage where they have to repeat what was learned in the presentation, practices most of the time are through choral or individual drilling, filling gaps or completing sentences. All these activities demand the correct use of the language in a comfortable tactic. Finally, students have to produce in a communicative activity such as a role play, speech or any activity learned suitable to the task. At *Capacitación Obrera* Night School the present practice production methodology was implemented when students received the information about clothes vocabulary as part of the presentation of the topic, then students had to complete some worksheets where they had to look for the vocabulary, finally students had to color the clothes of the paper dolls as they wanted and then apprentices have to create a speech where they describe how they decided to color the clothes and which textures they used, explain to the classmates and then show the paper doll with the described clothes.

When teaching English, teachers need to have a clear method of helping students learn in a better way. According to Merriam Webster Dictionary (2019), a method is “a procedure or process for attaining an object, a way, technique or process for doing something” (n.p.). Tutors need to accomplish an objective, according to the population they have in the class, they need to develop strategies to go through a process to help students learn English as a second language and at the end of the class and of the school year to achieve a goal. A strategy is a careful plan or method to employ a plan toward a goal according to Merriam Webster Dictionary. Teachers have to be really careful and know the needs the students in the class have, all this is necessary to help students in their learning process. Implementing different strategies and skills in an English class help students learn through different ways, since people have different learning styles.

2.2.8 Learning Styles

Learning styles are the different processes where learners store, understand and recall the topics they are learning. People learn in different ways, that means that there are different learning styles, there are different ways where people absorb, process and understand information they need to learn. Learning styles are categorized into three main types which are cognitive, psychology and, sensory. Cognitive style includes the impulsive/reflective, analytic and, dependent/independent learning; psychology or personal style includes the introverted/ extroverted, intuitive and, open oriented learning, finally, the sensory includes the visual, tactic, kinesthetic and, auditory learners. The learning styles are related to the personality or likes of the person, some of the most common learning styles are visual, kinesthetic, auditory, introverted, extroverted, verbal, analytic, and individual and, group preferences. Identifying which is the learning style of each or most of your students is fundamental since it will facilitate planning the activities in the lesson plan of the class,

implementing significant activities to the class according to the necessities of the students will motivate students when they realize that the learning process is becoming easier.

For example, visual learners need to see images or pictures to facilitate the understanding, processing and learning vocabulary, in this case using flashcards or visual games or activities help students process and interiorize the vocabulary or the topic they need to learn. On the other hand, verbal learners tend to learn faster when they do verbal explanations, these type of learners are good options for teachers to ask them for help when teaching big groups, since verbal learners understand and explain to others in order to interiorize the topics they are learning. Auditory learners gain information through listening to class discussions, videos or songs since they understand by listening to the pitch, tone of voice and, speed. Kinesthetic people need to move around the class and touch objects in order to facilitate their learning process. Intuitive is the kind of learner who prefers to learn by guessing and imagining the answer, learning through theories, on the other hand a sequence learner is a person who prefers to learn through the senses, they prefer to be taught by a teacher since they prefer to have facts than theory. While individual learners like to study alone since they can concentrate better, group learners prefer to study with classmates, interact with other people to understand and sometimes explain to other in order to learn faster.

For educators, observing the students at the beginning of the school year and understanding their learning style can help implement significant activities for most of the students. Sometimes teachers tend to use activities according to the learning style they have or work better for them, nevertheless, using at least one activity for each of the learning styles while developing the class or the topic, so that all of the students can be included and facilitate the learning process of all of the learners. There are academic, personal and, professional advantages when identifying the learning styles of the learners, regarding the

academic benefits apprentices can feel enhance students` learning abilities, success in all of the educational stages since they can find an ideal technique to study and obtain good grades in test, it also can help reducing stress and frustrations while studying. Concerning the personal aspects includes the increase of self-esteem and self-confidence since apprentices and teachers know the strength and weaknesses points of the students, all this to make the learning process more enjoyable. Concerning the professional advantage, facilitators gain over competition and have an effective development of students` skills. Applying those learning styles when teaching English as a second language to adults can be helpful to facilitate the teaching and learning process.

2.2.9 English as a Second Language

Teaching English as a second language is the process of learning English whose first language of their mother tongue is not English, Nordquist (2018) remarks “English as a Second Language also refers to specialized approaches to language teaching designed for those whose primary language is not English” (n.p) Learning English as a second language sometimes might be difficult for some since it is not their native language or mother tongue, in this case, apprentices are learning English in a Spanish speaking country, where people speak Spanish most of the time, advertisements, music and other important aspects in learning a language are most of the time in Spanish. However, there are several choices for learners, they can easily find songs, videos, readings, books in English to facilitate their learning process if they want to feel immersed in the second language. English as a second language teachers need to consider many aspects when teaching adults.

English classes to adults need to be very active to keep students` motivation and interest so that they continue attending the English class. Teachers have to remember that he or she is in contact with adults, they need to be treated different than kids. Personal interaction motivates students since they feel important, they know they are treated as equal

during the class that makes them feel comfortable enough and help them feel self-confident. There are a number of strategies that tutors can use to help adult learn English as a second language, some of them are including games, interactive and creative activities where they can forget about their daily life problems and enjoy the class while learning a language. But, what is a strategy? According to Cambridge Dictionary (2019) a strategy is “a long range for achieving something or reaching a goal, or the skill of making such plans” (n.p). In this learning process both, teachers and students need to perform a plan to achieve a goal which is learning English as a second language. Students need to understand their learning style and find a way to study to make the learning process easier or comfortable enough so that they might continue to the end to achieve the goal of learning English as a second language. In addition, tutors can find diverse activities to make learner feel comfortable enough with the class applying interactive activities or games where undergraduates can have fun while learning.

2.2.10 Interactive Activities

During the research, different interactive activities are performed during the English class to help students in the learning English vocabulary process. Some of the activities done in class were a bingo, a memory game, a guessing conversation, a matching, a word search, and paper dolls, among others. Interactive activities are necessary to implement during the process of learning English as a foreign language with adult students at a night school since learners need to feel motivated and active in order to have a significant learning process.

CHAPTER III

TYPE OF

INVESTIGATION

3.1 Type of investigation

An investigation, regarding Cambridge Dictionary (2019), is a process where people study a phenomenon or a problem, during this process the researcher has to observe, analyze and find a solution to the problem (n.p). This research fits into the critical theory and educational research since there are observations of the classes, students' behaviors and reactions and also there are evaluations done to the group. This phenomenology investigation is trying to prove that there is a problem when teaching English to adults at a primary night school and it is trying to give a solution by observing the gaps in the teaching system and implementing ideas that can help adult students when learning English as a foreign language.

During the process, the study is identified as a qualitative approach, since the research is to identify the techniques that can be implemented into the class to improve the English vocabulary learning process to identify if it works or not in order to assess students. Students are going to answer in a written and individual form different practice diagnoses during the process containing different topics studied in class where the techniques are implemented to demonstrate and compare the positive answers since the idea is to find techniques that can be implemented when teaching English to adults at a primary night school.

During the research, the four skills are implemented since listening, speaking, reading and writing are relevant to identify if students are learning English vocabulary. To learn a language is a process where students need to implement the four skills in order to learn English as a foreign language in a complete routine, since all of the abilities are necessary.

3.1.1 Purpose

Learning English as a foreign language has always been somehow a difficult process for some people, in this case it is not different, since learners are adults that need to learn English as a regular subject at a public school in order to complete their sixth grade and obtain their primary diploma. This research is based on a population of a primary and public night school who are learning English as a second language. The purpose of this study is to review books, articles and other investigations about the methodology teachers use while teaching an English class to adults at a public night school and to find a technique to help students learn English vocabulary with a faster and enjoyable method, to help them understand and learn the vocabulary they need to overcome during the school year. Helping students enjoy, have fun and learn English vocabulary, so that they start feeling comfortable using English during the class.

3.1.2 Temporal dimension

This is a longitudinal research since the information is collected during different periods of time, learners are observed during the research to perceive their attitude towards the new techniques that are being implemented during the research. In addition, students have to answer some written and oral diagnostic tests in an individual form to measure the amount of words they have acquired during the learning process in the research. This is a group study, since the observation is done to a group of primary students of a night school that is located in Heredia.

3.1.3 Framework

This study is going to be developed at *Capacitación Obrera* Primary Public Night School, located in Heredia downtown, this is a public institution where adults up from fifteen years continue with their primary studies in order to get their diploma and can continue with their education in the public system; at the same time they can continue working in their daily job with no schedule problem; since it is a night school. English is not the main subject at this institution, however, students want to learn basic vocabulary to understand songs, readings, movies or even advertisements that they can see in their daily life, or try to communicate with tourists that they have to deal with sometimes in their jobs.

In addition, to graduate and obtain their diploma, adult students at *Capacitación Obrera* Night School need to learn English as a foreign language to complete the MEP's program. The macro of this research is the different techniques a teacher has to implement during an English class to help students understand and learn English vocabulary to create confident students, able to understand simple and basic aspects of English. The micro of this research is the group of sixth grade that the teacher is working with, implementing new techniques where the four skills reading, writing, listening and speaking are included to simplify the learning English vocabulary as a foreign language process.

3.1.4 Nature

The nature of this research is to study and apply a technique where students at a public primary night school can learn English vocabulary, in order to simplify their learning process and make it meaningful, a technique where students have fun while learning so that they feel interested in English as a foreign language. Sometimes, because of the teaching style, learners do not like learning English, they feel it is difficult to learn it as a language, they lose interest

and sometimes they even say that they do not like English at all, which makes the teaching and learning process a hard time for the teacher and for the apprentice.

It is a qualitative research since during the study the idea is to implement the techniques to assess students in the English vocabulary learning process. The idea is to describe, explain and probe the theory, when talking about teaching English vocabulary to students of a primary night school. The information of this research is gathered through photos, observations, diagnostics and interviews that allow the researcher obtain relevant and detailed information.

The idea of this research is to find out a technique to implement in the English class at *Capacitación Obrera* Primary Night School to help students learn vocabulary in a faster and enjoyable way. Implementing games, creative and interactive activities help the teaching and learning processes in a positive mode, also improve the development of the class in order to call students' attention and simplify the acquisition of English vocabulary to fulfill the goal of learning English as a foreign language.

People are different, they have diverse likes and dislikes, considering scholars feelings towards English and playing games, participating in interactive dynamics has to be significant for the teacher; since, there are some students that can feel harm or embarrassed for not knowing a word or how to pronounce it. The educator has to make a diagnose at the beginning of the school period and pay close attention to the apprentices' needs and learning styles to implement them and make students feel comfortable to increase their motivation and self confidence in order to improve their performance during the English class.

3.1.5 Character

The character of this research is descriptive and correlational. Each one of this has a purpose in it .They are explained in the following lines.

A descriptive research according to Bhat (n.d.) is used to describe a situation, subject or, behavior. “It attempts to gather quantifiable information that can be used to statistically analyse a target audience or a particular subject” (n.p.) This research is descriptive since describes the process where the teacher has to implement a technique to help adult students at *Capacitación Obrera* Night School to learn English vocabulary; also, it describes how to apply the activities to help students learn English and to explain if the technique worked or not. Besides, it describes the process learners go through and find out if they achieved the goal.

A correlational research according to Bhat (n.d.)“the role is to gather the data and determine if there is a pattern that indicates a correlational relationship between the variables.” In addition, this study is correlational for the reason that it is comparing or making a relation between the technique teachers use and the learning process students go through. The instructor has to consider learners needs and learning styles to plan diverse activities that can help them acquire more vocabulary during their learning process at *Capacitación Obrera* primary night school.

3.2 Subjects and source of information

In this research one of the most important objects are the subjects or the students from sixth grade at a public, primary night school in Heredia called *Capacitación Obrera*. Population at *Capacitación Obrera* Primary Night School are adults from fifteen up to sixty years old. Most of the population of this institution live in Heredia in marginal areas, for example *Guararí*. Students at *Capacitación Obrera* Primary Night School are people who work during the day and study at night to obtain the primary diploma, it is a diverse population regarding ages since half of the group are young adults around their fifteen and thirty years old, the other half of the group are adults who are around forty up to the late fifties. The group participating in the study is of sixth graders who are in the last year of primary school, however, scholars in the group are at a beginning level of English, most of the learners in the group present difficulties when learning English as a foreign language. In addition, there are students with learning disabilities in the group who have serious problems during the learning process in Spanish and English classes.

In order to have a clear understanding, reference and credibility of the research about the implementation of new techniques to facilitate learning English vocabulary and *Capacitación Obrera* Night School, diagnostics, observations and practices are applied to the group of sixth grade, which is the group that is going to be part of the study. The population of this group is of twenty one students, there are six men and fifteen women, around half of the population are around their twenties and thirties, the other half are around fifties and more.

3.3 Sampling Selection

The sampling selection of this study are the students of sixth grade of *Capacitación Obrera* Primary Night School located in Heredia. This group has a population of twenty one students, where six are men and fifteen are women. Half of the group is around the twenties and thirties, on the other hand, the other part of the group is from their forties up to sixties. It is a group with a variety of personalities, learning styles, economic and social positions, and disabilities to learn. There are some students in the group that have learning disabilities, so studying English turns difficult for them, even when they are learning Spanish they need help, in English they need more time to understand and learn how to pronounce or write vocabulary in the new language they are learning.

There are specifically two students who are in their fifties and have learning disabilities, these two women have difficulties to learn English vocabulary, they have problems to retain vocabulary, it is also a challenge to read and write the English vocabulary studied in class. One of these women is very shy, which makes the learning process more complicated since she does not repeat after the teacher when it is asked for. The other woman talks about other topics not related to what is studied during the class, which distracts even the students sitting around her.

3.3.1 No Probabilistic

This research is no probabilistic for the reason that during this study only one group from the four groups at *Capacitación Obrera* Night School was chosen. Not all of the groups have the opportunity to participate or become part of it, even if all the groups are in the same conditions of learning English as a foreign language. The group that is going to be part of this study is sixth grade, it is a group of twenty one students, where we can find fifteen women and six men. The population has a variety of ages, there are students that are fifteen years old

and there is a student that is around sixty years old; however, we can say that half of the group are younger than thirty years and the other half are from thirty up to sixty years old.

3.4 Techniques and instruments to collect information

To probe that applying new techniques help adult students to learn English as a second language, it is necessary to create different instruments to collect the information that helps probe the new technique used in the class is working. Among the evaluations to be applied to the students are a diagnostic test, an interview and an observation. The idea of creating these tests is that the educator can measure the knowledge the learners had at the beginning of the research, then how they learn and move forward due to the new techniques used in class.

The idea of creating practices is to measure students' knowledge at the beginning, middle and end of the research in English vocabulary regarding the MEP's program according to the level the group is. In addition, creating diagnostic tests is also significant since they are used to measure the students' knowledge and assess the techniques to improve learning English vocabulary.

There are different aspects that an instructor has to consider when planning a class to teach English vocabulary to adults, designing the lesson plan is one of the most important aspects for the reason that when a teacher has one, he/she is prepared to teach a class. It is recommendable to start with a warm up, a short, but catchy activity that can call students attention, then the facilitator has to explain the new topic; after that, students have to answer some practice or a review activity so that the teacher can see if learners understand and acquire the new vocabulary words and topics. After that, undergraduates have to start producing, so the tutor asks them to do an activity where they have to put into practice everything they learned during the class.

Playing a memory game is one of the activities planned and done in the English class as a technique to improve the learning English vocabulary. The activity of the memory game

consists of placing two illustrations that are exactly the same about the family members, students have to look for the pairs that have the same illustration about the family members and make a short sentence about the illustration, for example, this is my father, this is my mother, and these are my grandparents, so on. In addition, when learning about the family members, students have to complete a word search about this topic. The idea when students complete a word search is to help them learn how to write letter by letter each of the vocabulary words. To facilitate the learning process of how to write a word, a word search can help a lot; since learners have to look for the word letter by letter and in that way, scholars are going to remember the order of the letters in a word. Furthermore, when learning about the family members, learners have to sit and work in pairs, there has to be student A and student B, each of them receives a worksheet where they have to read the sentences to the classmate and organize the family tree. The idea of this activity is to help students communicate and practice their speaking skills regarding family vocabulary.

There are many topics, according to the MEP's program that students have to learn during the first trimester of the school year, one of the topics studied in class during this period of time is the clothes. For this topic students have to learn colors in order to describe what people are wearing. One of the most interesting activities is where students received a paper doll with clothes craft, in these worksheets, learners have to color the clothes according to their likes and how they want to color it, they have to include if the clothes was striped or squared design. Then, apprentices have to describe the clothes that the paper dolls are wearing.

When learning about the body parts, students have to draw in their notebook the body and point out the body parts by writing their corresponding name. After that, learners have to identify in a worksheet the body parts pointed by the arrows, write the corresponding number in the correct name of the body part. In addition, they have to look for the words in a word

search in order to review the written form. In the same worksheet where the word search is, there are some illustrations of the body parts, learners have to try to remember the name of the illustration of the body part, they can guess the word by looking at the clues in the word search.

When learning about numbers, students have to write the name of the numbers in their notebook answer a practice where the instructor wrote random numbers on the board, learners have to write the name of the number on the board, all this in order to help apprentices to learn how to write or identify the written form of the numbers. One of the interactive activities is that pupils had to play bingo, first they had to write aleatory numbers on a piece of paper, the instructor mentions the numbers on the bingo game, persons in the class have to try to remember the number the teacher is saying and make a circle or an ex on the number. The idea with this activity is to help students listen to the numbers, to improve their listening skills.

Students learn about their daily routine by writing the sentences in their notebooks, then students repeat and mimic the action in the daily routine that we are learning, after that, apprentices have to describe their own routine to a classmate, and write it in their notebooks as well. The idea of those activities is to practice the speaking skill when describing to the classmates the daily routine they have in their daily life.

The Diagnostic test applied to students has a multiple choice, short answer and matching part where learners have to identify the vocabulary studied through the techniques applied in class about food, clothes, weather, numbers, daily routine farm and domestic animals, parts of the house and likes and dislikes. The diagnostic test is individual and is done in a written form. Through it, two of the skills are practiced which are reading and writing; since students need to read and identify the written form of the vocabulary studied

during the class. Listening and speaking are practiced during the class while the teacher is implementing the interactive activities where learners have to participate and use the vocabulary in an oral tactic.

3.5 Operationalization of the variables

According to Merriam-Webster a variable is a factor in a scientific experiment that may be subject to change. In this research the operative variable are the techniques to be applied in the class in order to improve the learning vocabulary process that students are going through.

According to the study, since it is a qualitative research there are no variables. The project is to apply innovative techniques and assess students when learning English vocabulary at sixth grade students at a primary public night school in Heredia.

CHAPTER IV

DATA ANALYSIS

4.1 Data Analysis and Results

Chapter four is to analyze the information obtained during the research done to sixth grade students at *Capacitación Obrera* Primary Night School, where the idea is to implement innovative techniques to facilitate the English vocabulary learning process. As mentioned in chapter two, it is relevant to create and implement interactive and innovative activities to motivate adult students at *Capacitación Obrera* Night School to learn English as a foreign language.

There are five instruments used during the research in order to find information that can be relevant for the findings. Merriam Webstern (2019) labels an instrument is “a measuring device for determining the present value of a quantity under observation” (n.p.) There is relevant information that has to be collected since it is useful for the research that can only be documented through observations, for example, students reactions and attitudes towards the activities performed in class.

Annex 1 is the first instrument that is a chart where the teacher observes the usage of Spanish or English depending on the activity performed in class which are oral activities, games, worksheets and, authentic material. As mentioned in chapter two, there are authentic and innovative activities that can motivate and help adult students at *Capacitación Obrera* Night School learn English vocabulary from a foreign language. There is a space for the tutor to write any comment or specific information that can be significant for the research according to students` behavior or reaction to each of the activities. The second part of the instrument is to observe how often students use English during oral activities or during the class, to observe if students use English only when it is required by the teacher or if the students speak English for pleasure or volunteer, in addition, if learners use one word, small phrases or if they try to use full sentences. In addition, there is a part of the chart where the

tutor can write if the student is fluent and accurate when speaking in English; also, if the learner is using the vocabulary studied in class. In chapter two it is described the MEP's program, where it is relevant to learn mostly vocabulary about different topics. In addition, in chapter two it is mentioned the importance of learning English as a foreign language for the government of Costa Rica.

Annex 2 is the second instrument, it is a questionnaire for the sixth grade students of the group observed, who are part of the research project. According to Merriam Webster (2019) describes a questionnaire as "a set of questions for obtaining statistically useful of personal information from individuals" (n.p.) Through the questionnaire students express their feelings towards English classes, the materials students like to use during the learning process. Furthermore, how learners feel before, during and after the class, which is relevant information for the research; since, it is necessary to know if students feel comfortable while learning English vocabulary through the new techniques that are implemented. There are different types of motivation that are described in chapter two, there are internal and external motivation, which are relevant when working with adults, internal motivation is when the student feels comfortable with him or herself and wants to learn to become a better person, on the other hand, external motivation is when there are people offering a better job opportunity or salary when obtaining the diploma; moreover, when the teacher is telling the learners motivational phrases or words to help them feel confident during the learning process.

Annex 3 is the third instrument that is a diagnose prepared by the teacher where students have to answer with a multiple choice, short answer, matching and, identification, the topics that are practiced during the first diagnostic test are weather, numbers, daily routine, clothes and, body parts. In chapter two there are mentioned some techniques and activities the teachers can implement or use to evaluate the students' learning process.

Annex 4 is the fourth instrument that is a diagnostic test prepared by the teacher where students have to answer with a multiple choice, short answer and, a matching part where students have to answer questions about the topics studied during the class while implementing the techniques to improve and assess students learning English vocabulary. This time the vocabulary in the diagnostic test is about farm and domestic animals, parts of the house, fruits, vegetables and food, likes and dislikes. As mentioned in chapter two, there are techniques to help the teacher observe the English vocabulary learning process of the adults at *Capacitación Obrera* Night School.

Annex 5 is an oral participation observation chart where students have to look at an illustration located on the board and say the word in the illustration according to what is studied through the techniques applied in class to help students learn English vocabulary. Oral presentations and participation is a technique mentioned in chapter two that teachers can implement during an English class to help students learn pronunciation of the vocabulary words as well as losing the fear of participating in front of other people.

The Population at *Capacitación Obrera* as mentioned previously, is mostly adults that come from Nicaragua and Costa Rica. Chapter two describes the difference between the educational system in Nicaragua and in Costa Rica. For that reason it is pertinent to create a positive environment to help adults learn English vocabulary of a second language from the beginning of the school year and motivate them through interactive and innovative activities.

Through this questionnaire, the researcher is going to analyze relevant information about students' feelings towards learning English vocabulary and which is the technique that learners prefer to feel confident. Moreover, there are questions to make students think about their interest in learning English as a foreign language.

The following are the charts containing the analysis of the information collected during the observations.

1. Have you studied English before?

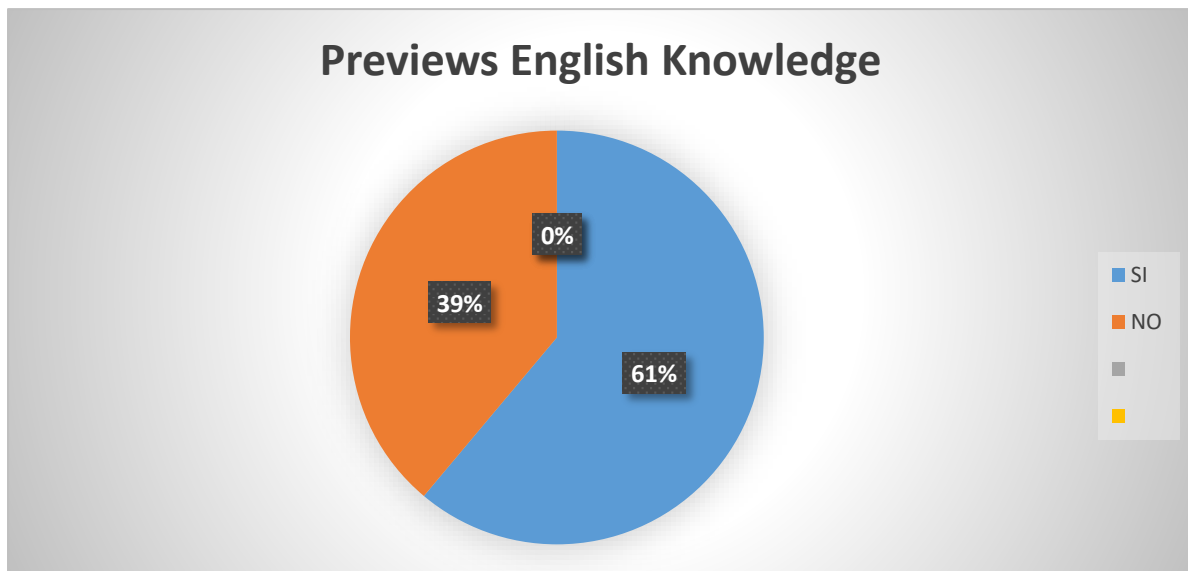


Figure 1 Taken from annex two, which is a questionnaire for the students to analyze if learners have prior knowledge in English, if apprentices have received English classes before.

Results:

- 39% of the students in the class have not received English before in their life. On the other hand, 61% answer positive for receiving English classes before in their life.
- Eleven out of eighteen responses were positive regarding receiving English classes before the research.

Interpretation: Most of the students have received English classes previously to the research project, however, during the observations not all of the students practice what they have learn before, students are shy most of the time and do not like to participate when the teacher asks for participation or repeating words when learning how to pronounce the vocabulary. As

described in chapter two, adult students at *Capacitación Obrera* Night School have to attend English classes since for the MEP's program it is mandatory to learn English in order to obtain the primary diploma. Since it is a group of sixth grade, students have received English classes before at the institution.

2. What kind of activities do you prefer during the class?

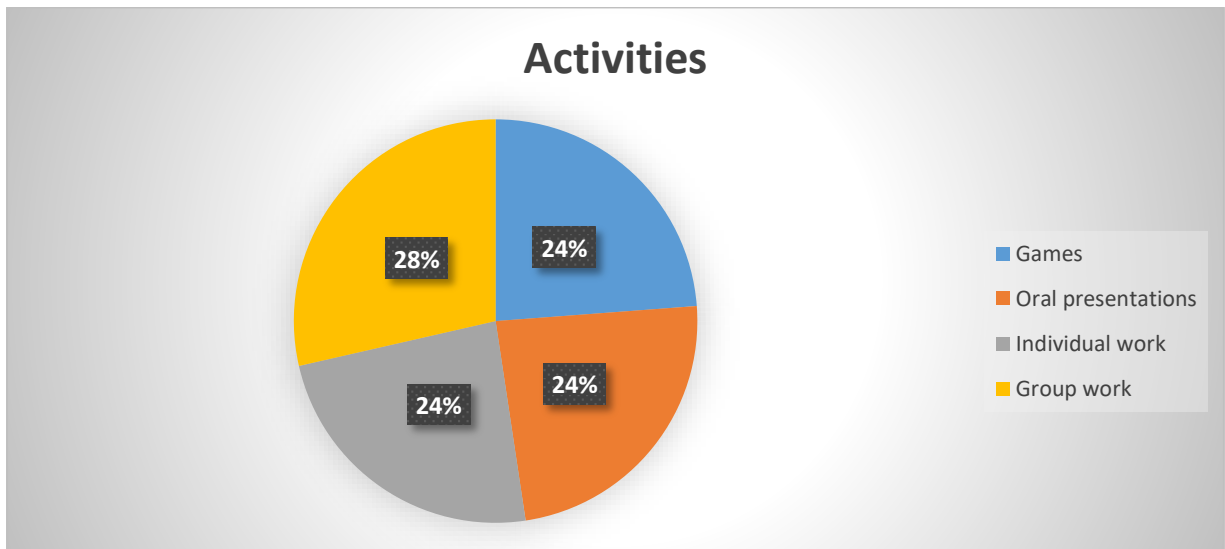


Figure 2 Taken from annex two, which is a questionnaire for the students to analyze if learners prefer games, oral presentations, individual work or group work when learning English vocabulary.

Results:

- 28% of the students prefer to work in groups, 24% prefer games, 24% like oral presentations and the other 24% like individual work.
- Six out of eighteen of the students prefer group work which means learners like to work with the classmates probably to share the answer when they do not feel confident enough about the answer. In addition, group work means that students are sociable, since they prefer to share with others.
- Equal amount of students prefer games, individual work and, oral presentation.

Interpretation: the group is diverse, which means that students have different learning styles since five students in the group prefer working individually, five students like to make oral presentations, five like to learn through games and six students like to make group work.

Learning styles are described in chapter two, students tend to learn through different activities

or methods, for that reason the importance of applying diverse activities to explain, teach and assess students during the learning English vocabulary process; the teacher has to consider the learning styles scholars have in order to implement activities for visual, auditory and , kinesthetic learners. In addition, as mentioned previously, the population at *Capacitación Obrera* are mostly adults who work during the day to help their family with the economic situation. Moreover, when teaching adults, as mentioned in chapter two, it is necessary to implement games and diverse interactive activities to motivate students during their learning process.

3. Which material do you prefer the teacher can implement during the class?

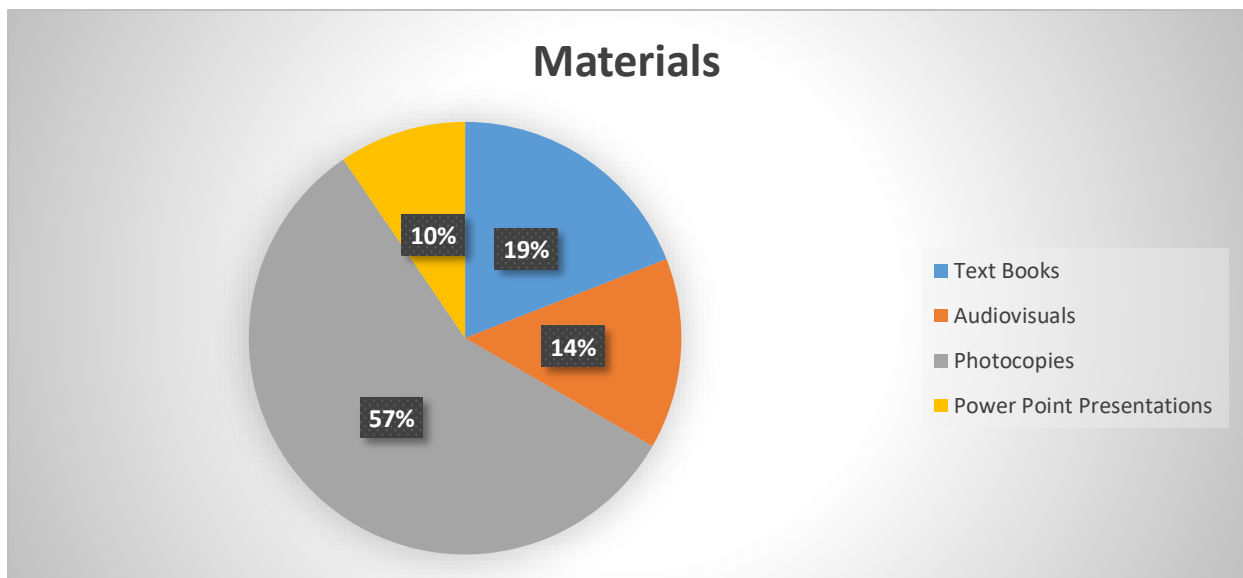


Figure 3 Taken from annex two, which is a questionnaire for the students to analyze if learners prefer text books, audiovisuals, photocopies or power point presentations when learning English vocabulary.

Results:

- 57% of the students prefer to work with photocopies to learn English vocabulary.
- Only 10% of the students like power point presentations and 14% like audiovisuals.
- 19% of the students like to use text books.

Interpretation: Most of the time photocopies have the illustration of the vocabulary which facilitates the English learning process, since they can associate the written word to the illustration and they can understand the meaning of the word. Some of the population like text books, however, it is hard for them to buy text books because of their economic situation. Use of technology is not one of the best options in the class, since most of the students are adults that are not familiar with the use of technology. As mentioned previously, considering the adults' learning styles is significant when teaching English vocabulary, for the reason that

they can facilitate the learning process, furthermore, as mentioned in chapter two, motivation is one of the factors to be considered when planning and implementing material during the teaching class.

4. Why do you attend English classes?

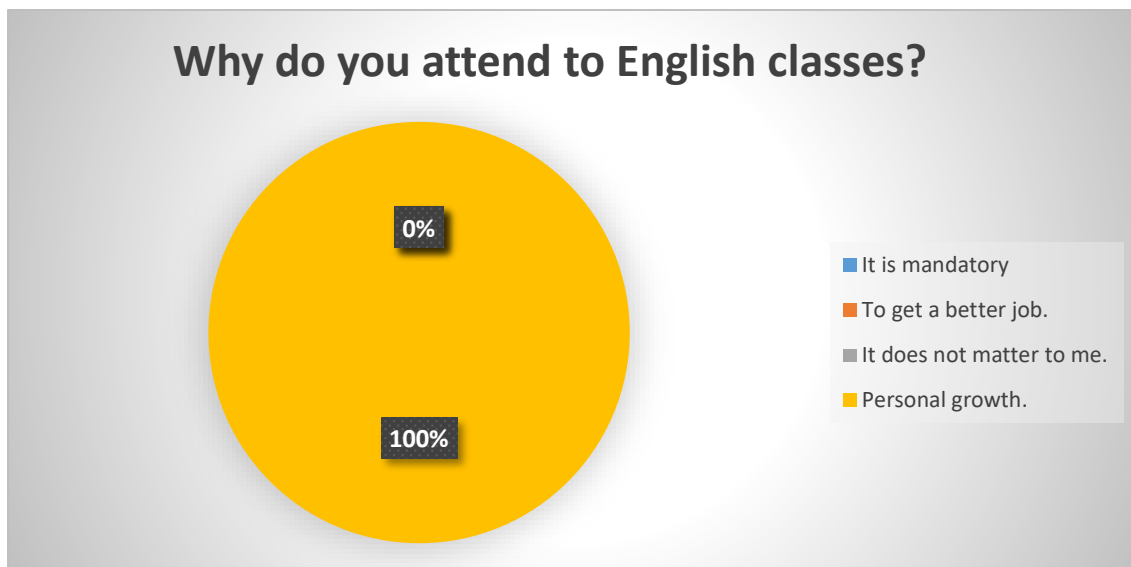


Figure 4 Taken from annex two, which is a questionnaire for the students to analyze why students attend to the English classes.

Results:

- 100% of the students answered they attend English classes for personal growth.

Interpretation: All of the students know that at *Capacitación Obrera* Night school it is mandatory to study English as another subject, however, all of the students answered they are studying English for personal growth. The results of this question describe that students are willing to learn.

Students think learning English is relevant nowadays to get a better job position, new job opportunities or to communicate with others.

In chapter two, motivation is a significant topic, since it describes the importance of motivating adult students to continue studying and learning new languages, in this case learning English is part of the MEP's program. Internal and external motivation help students consider learning English vocabulary and continue working hard to improve their life goal..

In this question, according to the answers, students feel motivated to come to class and attend the English classes as a personal growth and not as an obligation they have to go through to obtain their diploma.

5. How often do you participate during the class?

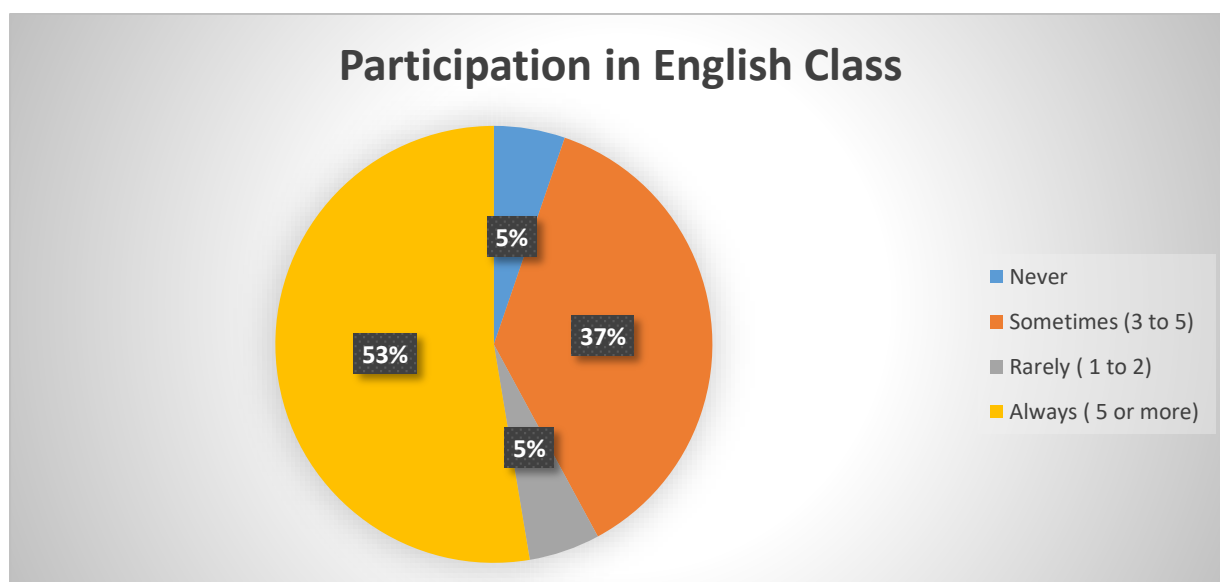


Figure 5 Taken from annex two, which is a questionnaire for the students, this question is specifically to analyze students' participation during English class.

Results:

- 5% of the population mentions they rarely participate in classes, other 5% mentions they never participate in class.
- 37% of the population mentions they sometimes (three to five times a class) participate in the class
- 53% of the population mentions they always participate in class.

Interpretation: Most of the students' answers show that they participate during the class, however, during the observation (annex one) it is noticed that not many students like to participate during the class, when the teacher asks a student to repeat a word, not all of them do it. There are students who are shy and they do not like to repeat, since they are afraid of making mistakes. To help students feel comfortable using English vocabulary in classes, as mentioned in chapter two, it is important to implement new techniques as pair or group work.

6. Which of the skills is promoted the most during the class?

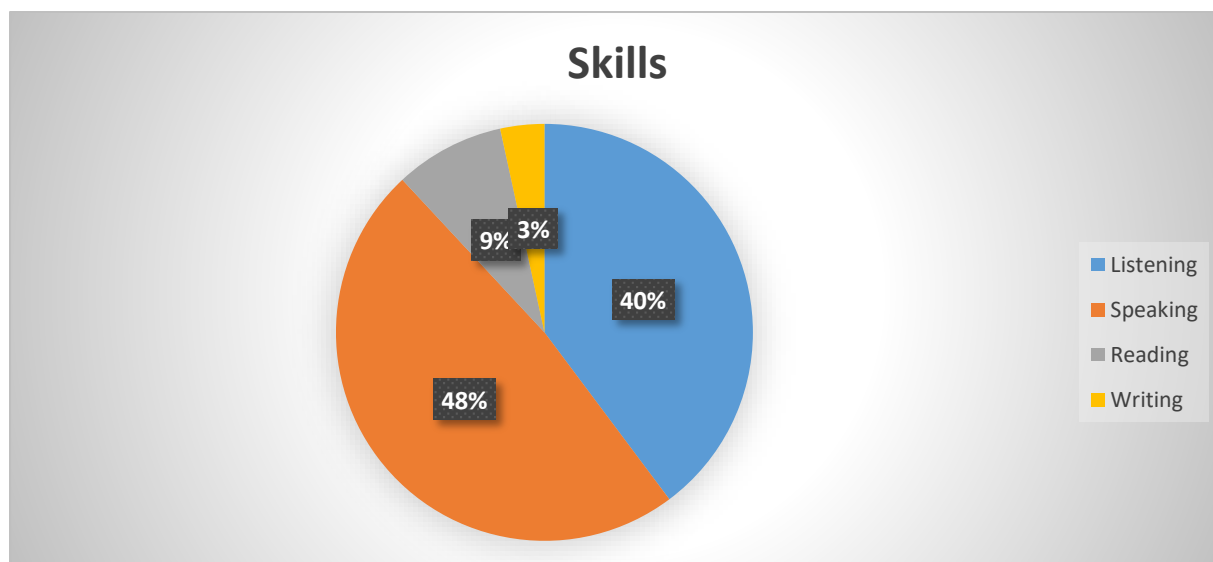


Figure 6 Taken from annex two, which is a questionnaire for the students, this question is specifically to analyze which skill students think is more practiced during the English class.

Results:

- 48% percent of the population mentioned that speaking is the skill more developed during the English class.
- 40% of the students mentioned that listening is the second skill more developed during the English class.
- 9% of the population thinks reading is the third skill more developed during the class. In addition, 3% of the students mentioned that writing is the skill least developed in the class.

Interpretation: Four skills are developed during the learning English vocabulary class, however, listening and speaking are the two most central skills practiced during the class.

Listening and speaking are the main skills practiced during the class ,since students at *Capacitación Obrera* Primary Night School have a very basic level and students are motivated in learning how to communicate with others using English. Learning the four skills

when learning English is important, that is why teachers have to consider the techniques or methodologies described in chapter two, that can be implemented during the class to assess students in their English vocabulary learning process. For example, let students play games during the class in order to learn new vocabulary can facilitate to develop the skills of listening and speaking.

7. Which of the following English areas do you consider the most difficult to develop?

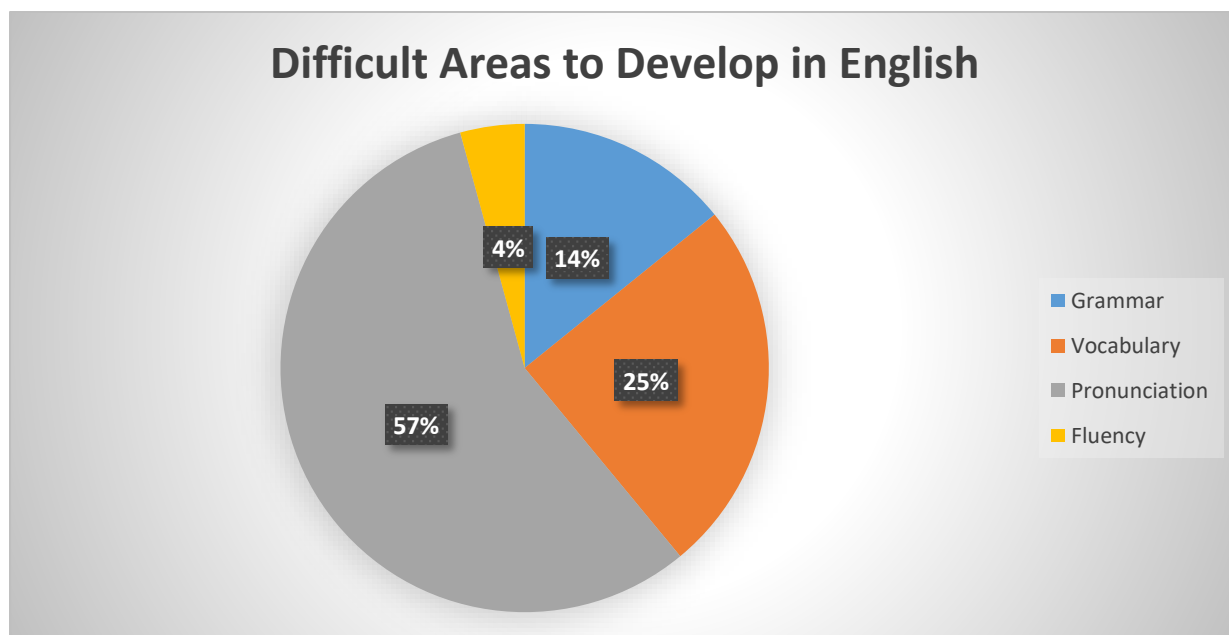


Figure 7 Taken from annex two, which is a questionnaire for the students, this question is specifically to analyze which are the areas that students think are difficult to develop.

Results:

- 57% percent of the students think the most difficult area about English is how to pronounce words.
- 25% percent of the students think it is hard to learn English vocabulary.
- 14% of the students believe it is difficult to learn grammar in English. 4% of the students believe it is difficult to learn how to become fluent when learning English.

Interpretation: Most of the students answered that learning how to pronounce English vocabulary is one of the most difficult aspects, even if the teacher is constantly telling students how to pronounce the words correctly. As observed during the class. Grammar and fluency are two areas that are not fully developed during the English class, since learning vocabulary is the main objective, which is the reason why students do not consider fluency and grammar as possible options. Chapter two describes the importance of learning English

vocabulary as a foreign language, since in Costa Rica, people are not surrounded by English language speakers as much as Spanish ones , for that reason, students need to pronounce words correctly, in order to communicate and make themselves clear when using English or having a conversation in English.

8. Do you consider that the program can affect your learning process?

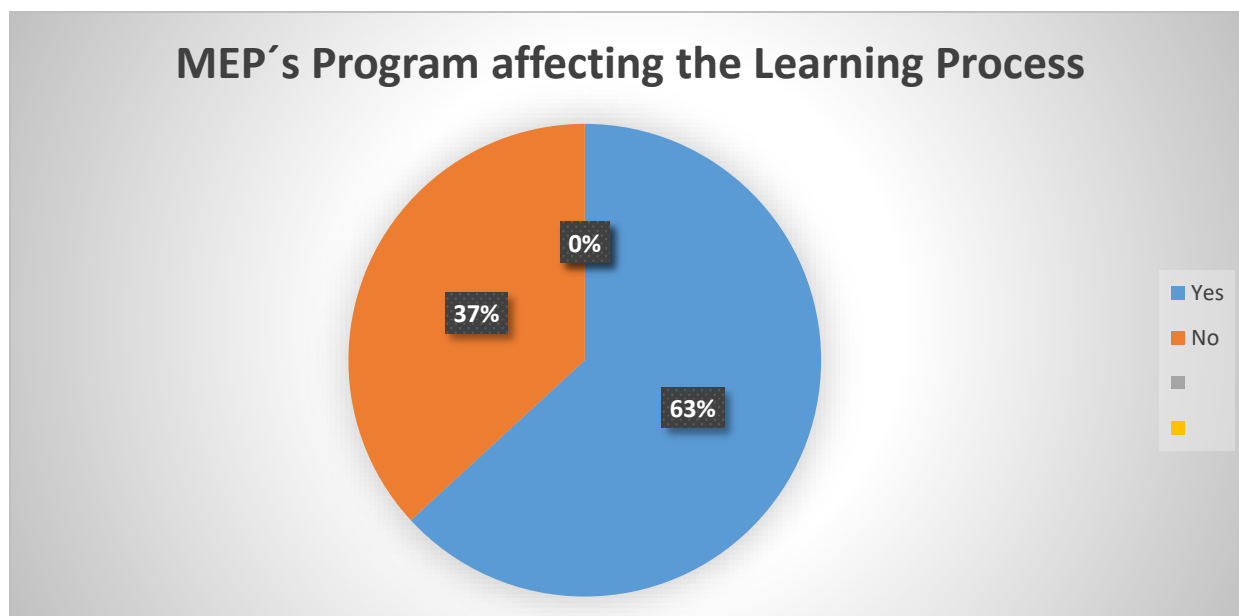


Figure 8 Taken from annex two, which is a questionnaire for the students, this question is specifically to analyze if MEP's program is affecting somehow the learning process.

Results:

- 63% of the students answered that the MEP's program is affecting their learning process.
- 37% percent of the learners mentioned the MEP's program is not affecting their learning process.

Interpretation: According to student's answers and justifications, the MEP's program is somehow affecting their learning process, since it is too basic and not specific for adults needs. On the other hand, thirty seven percent of the students think that the MEP's program is not affecting their learning process and it has to be basic ,since learning English is difficult for them, if the MEP's program changes, it is more difficult for them to learn English as a foreign language.

9. How can you improve the English classes?

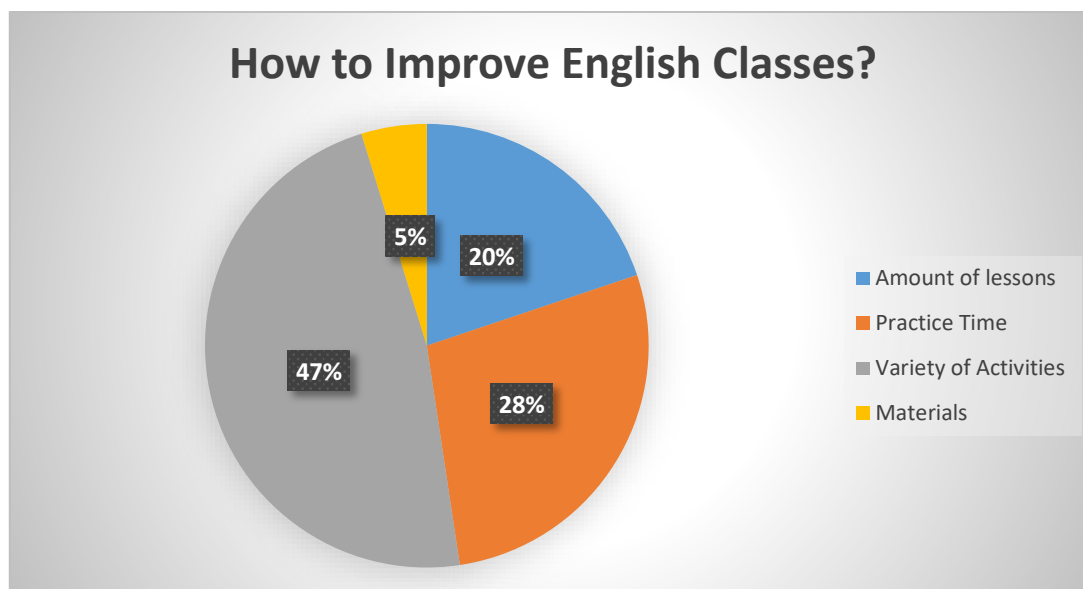


Figure 9 Taken from annex two, which is a questionnaire for the students, this question is for students to tell how teachers can improve the learning English vocabulary process.

Results:

- 47% of the students prefer a variety of activities to learn English vocabulary.
- 28% percent of the population believe that it is necessary practice more time.
- 20% of the population mentioned that it is necessary to increase the amount of English lessons. Only 5% of the students mentioned that more material is needed.

Interpretation: Most of the students describe that the learning process can improve by implementing new and innovative activities ,where they can participate and have fun. In addition, students believe that it is essential to increase the amount of time using English, both in classes and in practice time. Through this question, teachers receive feedback of how students feel about English classes and how to improve it in order to have more meaningful classes. In chapter two there is a description of the activities the teachers can implement to improve the learning English vocabulary process. Through them the student starts feeling comfortable and motivated to continue with the learning process.

It is appropriate to mention that the teacher needs to consider acting and behaving equal with the students, because the tutor is working with adults around their age or even older than he / she. Students feel confident when they know they are equal as the facilitator, as mentioned in chapter two, there are some tips that teachers have to follow to keep students' attention during the learning English vocabulary class. Implement interactive activities to retain their interest during the class, since learners come from a working day. In addition, make apprentices feel confident enough when they understand the activities, because their learning styles are considered important during their learning process.

The following chart describes students' preview knowledge , about the different topics according to the MEP's program, then the technique applied during the class and the results obtained according to diagnose.

Topic	Previews Knowledge	Technique Applied	Interpretation
Family members	Students do not have any previews knowledge about the topic, since most of them have not received English classes before.	Memory game Word search	Through the memory game, students feel motivated to find the matching pair and win the game, they had fun and learn at the same time. With the word search, students learned the written form of the vocabulary and do not think that is boring since they were having fun.
Body parts	Students do not have any previews knowledge about the topic since most of them have not received English classes before.	Word search Matching activities	With both activities, students had fun and did not notice they need to know the meaning of the vocabulary in order to answer the worksheets.
Clothes	Students do not have any previews knowledge about the topic since most of them have not received English class before.	Paper dolls Pair work	Through the paper dolls, students went back to their childhood, for that reason learners feel motivated to learn and express what their paper dolls are wearing. Through the pair work, students had to lose the fear of making mistakes.
Numbers	Students do not have any previews knowledge about the topic since most of them have not	Bingo	Playing bingo is an activity that motivate students, since they want to win the game

	received English classes before.	Group board checking	and for that reason they want to learn the written form of the numbers.
Daily Routine	Students do not have any previews knowledge about the topic since most of them have not received English classes before.	Mimics	Through mimic some students reacted shy, since they do not like to participate in any kind of activities. However, at the end of the activity most of the students participated and learned how to describe their daily routine.
Parts of the House	Students do not have any previews knowledge about the topic since most of them have not received English classes before.	Matching activities	Through the matching activities, students learn how to write the name of each of the rooms in a house in a creative way in order to help visual students.
Food	Students do not have any previews knowledge about the topic since most of them have not received English classes before.	Bingo Board participation	Food is a broad topic, through the bingo most of the vocabulary was practiced, students were motivated since they wanted to win the game, for that reason they tried to learn the vocabulary.

CHAPTER V
CONCLUSIONS AND
RECOMMENDATIONS

5.1 Conclusions

This research has been developed with the main goal to answer the problem question which is related to how to implement techniques that can assess students during the learning English vocabulary process in a sixth grade students at a primary Night School in Heredia called *Capacitación Obrera*. In addition, this research has a main objective, three specific objectives, that have been under study, which are related to how to solve the problem question.

Through the research it is visible that when teaching English vocabulary to adults at a primary night school it is necessary to implement techniques that can help adults in their learning process. Teaching English vocabulary through innovative activities can help students during the learning process and also can facilitate the teaching process in many aspects, since students feel motivated during the class and start willing to learn.

Learning a foreign language is a challenge for some people, even more if they are adults studying at a public night school and working during the day. For that reason, it is vital as teachers to create an environment ,where the student feels confident during the class, treated as equals, since they are adults the same as the teacher.

- Adult students can improve their English vocabulary language process though the use of different techniques at *Capacitación Obrera* Primary Public Night School.
- A specific technique can be applied for the acquisition of English vocabulary in sixth grade students at *Capacitación Obrera* Night School.

- Innovative activities as games, board games, word search, and worksheets can motivate students and help them learn English vocabulary and facilitate the learning process.
- An activity guide booklet with the activities and techniques applied in class is done. It helps students in the English vocabulary learning process.
- Almost all of the students feel confident and motivated after applying the techniques and participating during the class assessment.
- According to the results of the diagnostic tests applied after assessing the students through innovative techniques, it is noticeable that students learn new English vocabulary.
- Through the oral practice observation, it is visible that learners remember most of the English vocabulary words studied with the techniques applied in class.
- After the analysis of the observations the researcher concludes that the implementation of the techniques , helps students learn English vocabulary in a comfortable way.
- It is clear that the techniques applied can be implemented with the MEP's program and practiced with adult students, since in this research learners are adults who want to learn English vocabulary for different reasons mentioned previously in the research.
- Finally, all the students who participate in the research agree that they feel motivated to practice and learn English vocabulary through the innovative activities.

5.2 Recommendations

The following recommendations are in agreement with the previous conclusions. The researcher pretends to provide a guide about some techniques that teachers can implement during the English classes to help students learn vocabulary in English. The implementation of the techniques is to promote the English vocabulary learning process in students at *Capacitación Obrera* primary Night School and also improve students' English language.

- To implement the activities mentioned in the booklet can facilitate the teacher's jobs since students feel motivated to learn English vocabulary in a faster way and with easier techniques.
- To have fun during the activities planned to teach English vocabulary can facilitate the learning process and help students feel motivated to learn the language.
- To aware students that not only the teacher is in charge of the learning process, Learners have to feel motivated and show interest in the learning process, since most people believe that a class is only in charge of the tutor.
- To implement group work activities during the class where students show their motivation and interest to the classmates in order to help them learn as well.
- To apply innovative activities that can motivate students learn English as a foreign language.
- To make sure the innovative activities applied in class are the correct ones according to the population.
- To create different strategies to motivate the students participate during the class, since there are people who are very shy and do not like to participate or communicate with others.

- To apply activities that require most of the students' participation in order to encourage them to learn English vocabulary.
- To consider the students' opinions towards the activities, since it is relevant to consider their likes and dislikes about the activities performed in class in order to improve the learning process.
- To reward students' participation during the activities in order to motivate them and have more participation.
- To adjust the MEP's program to adults, since teaching English to children is somehow different than to teach English to adults.
- To treat adults as equals during the English class to make them feel confident and motivated to learn English as part of a natural process.

CHAPTER VI

BOOKLET

6.1 Booklet

This booklet is created to help educators and students during their teaching learning process in order to find interactive activities that can be implemented during the English class. When teachers implement interactive activities, they motivate and help students acquire knowledge.

All these activities are created to help teachers find activities that can be implemented while teaching English as a foreign language and save time when looking for interactive games and how to implement them in class.

In addition, these activities help students when they need to look for information, also they can implement them in a class with their classmates. This booklet has also the explanation of how to create the game, the instructions of how to play it and use English vocabulary in the activities.

In this booklet you can find some of the activities that the researcher applied to students at sixth grade at *Capacitación Obrera* Primary Night School to assess students in their English vocabulary learning process. Most of these activities facilitated the teacher's work and the students' learning process.

- **Bingo:** A bingo is a board game where there are illustrations, words or numbers, according to the topic to study. Inside a container there are some cards with the same information on them, there has to be a person in charge of telling the vocabulary word on it, if a student has all the words, he wins, that is, the person who has all the vocabulary words marked.

Using a bingo game according to the topic studied in class is a strategy to help students practice the listening skill, in addition of forcing them learn the name of the topics studied, since they need to know the vocabulary to become part of the game and try to win.

Materials: cardboard with the illustrations of the vocabulary words studied according to the topic. A plastic bag or container with all of the vocabulary word printed on the cardboards. **Time:** around 20 to 30 minutes, according to students' reaction towards the study vocabulary.

- **Memory game:** Memory game is a creative activity where students have to know the vocabulary in order to participate and lose the fear of making mistakes, since in order of scoring the point, students have to look for the pair and say the vocabulary word and use it in a sentence in context. Memory games can be practiced in pairs or in groups. The relevant aspect about playing memory games is that students have to know or remember the vocabulary words.

Materials: one pair of flashcards with the illustrations of vocabulary words studied in class, adhesive tape to paste the flashcards on the board or wall. **Time:** 20 to 30 minutes, depending on the amount of flashcards and time students spend to say the vocabulary word or sentence. It is important to consider that it is necessary to have at least ten vocabulary words in the list in order to have enough vocabulary and do not simplify finding the pair of words.

- **Pair work:** Pair work is when two students have to work together in order to share information or vocabulary words that are relevant in their learning process. Through pair work, students have to develop their communicative skills, try to pronounce the word the best they can, if not, the other person does not understand what the other adult is talking about. It is an activity that facilitates the teachers' observation, since most of the students have to be working at the time, the tutor can walk around the

class and identify the students who are interested and motivated to participate during their learning English vocabulary class.

Materials: during pair work, students need an illustration or topic to discuss about. A chronometer is necessary, since the teacher needs to keep track of the time. **Time:** 10 minutes all of the activity, that means students have to be constantly changing their pair, around each two minutes in order to exchange ideas with other classmates.

- **Word Search:** A word search is a type of worksheet where learners need to look at the vocabulary words from a list of words. It is a useful tool to identify the students that know the written form of the vocabulary studied in class. In addition, a word search can help visual students learn the written form of the vocabulary studied in class.

Materials: a sheet of paper with the word search and the vocabulary word studies, a pencil or pen. **Time:** 15 to 20 minutes, depending on the time students take to look for the words.

- **Matching activities:** A matching activity is a worksheet where there are two columns, on one of the columns there are the words, on the other column there are the illustrations of the vocabulary, students need to make a line from the vocabulary to the correct illustration. Matching activities are essential to help visual and auditory students who need to learn the written form of the vocabulary and also to listen to, when the teacher is pronouncing it.

Materials: a sheet of paper containing the matching activity and a pen or pencil.

Time: around 5 or 10 minutes, depending on the level of complexity for students.

- **Paper dolls:** Paper dolls is mostly used to learn cloth vocabulary or to describe what paper dolls are wearing. Through the paper dolls students develop the communicative

skills since they need to communicate what the paper doll is wearing in order to make the description. In addition, paper dolls can be elaborated to use with community helpers or to describe people's physical appearance.

Materials: paper dolls and the illustrations of the clothes for each one, each paper doll needs different pieces of clothes in order to practice the vocabulary, color pencils in order to color and decorate the pieces of clothes .. **Time:** 10 minutes, students have 2 minutes to describe what his or her paper doll is wearing, then the other classmate has his or her turn, after that, students change their pair.

- **Board participation:** Board participation is a useful activity where students have to go to the front of the board and check their answers by sharing all the information with the classmates. This is convenient for teachers and students, since for the teacher it is easy to observe who is learning and who needs help, on the other hand, students who feel uncomfortable can receive help from the classmates who are answering on the board.

Materials: markers and a board for students to go to the front of the class and share their answers. **Time:** 5 to 10 minutes, depending on the amount of answers learners need to check on the board.

- **Mimics:** mimics is an activity for extroverted students , it can be useful for the teacher to notice who knows the vocabulary words studied in class, since students need to guess or identify the vocabulary the other person shows by acting.

Materials: a bag with the vocabulary , actions or sentences students have to mimic in front of the class. **Time:** 20 minutes, depending on the amount of words that students need to perform, and how long students take to mimic and guess the word.

- **Pictionary:** Pictionary is a game where students have to take a word from a bag and draw it on the board in front of the class, the rest of the classmates need to guess the

word. Students drawing has forty seconds to make the illustration. The students guessing have one minute to guess since the moment the student starts drawing.

Materials: a plastic bag with pieces of paper containing the words studied in class. A board and markers that students need to use to create the illustration. A chronometer the teacher is going to use to take the time students have to draw and guess the word.

Time: 20 to 30 minutes, depending on the amount of words students have to draw and guess.

- **Balloon games:** The teacher places illustrations inside the balloon, students have to take the balloon and exploit it, then students have to say the word that has in the illustration. This kind of activity helps the teacher activate students during the class if they feel tired. Besides, it is a technique used to make students acquire and practice vocabulary.

Materials: balloons, word illustrations and, adhesive tape to paste the balloons on the wall or board. **Time:** 10 to 20 minutes, depending on the time students take to create the sentence using the vocabulary word.

- **Hot potato:** teachers like to implement hot potato during the learning process, since it is a technique to help students learn and practice vocabulary.

The teacher plays a song or clap the hands while students pass around a ball, when the teacher stops the music or clapping, the student with the ball has to answer a question about the vocabulary learned in class.

Materials: a soft and small ball that students need to pass around while the music is on. Speakers and a computer where the teacher can play some music. **Time:** 10 minutes, while students pass around the ball and answer the question or describe the word.

- **Jenga:** Playing jenga is a fun game that can be implemented during the class, motivate students have fun while learning English vocabulary. The teacher has to write a number on each of the wooden pieces, create a list of vocabulary words or illustrations according to the vocabulary that students are learning, when one student takes out a piece of wood, takes a look at the number on the piece of wood, shows the illustration and the student has to mention the word shown by the teacher in the list.

Materials: Jenga and the list of vocabulary, illustrations or questions the teacher is going to ask. **Time:** around 30 minutes.
- **Spin wheel:** place four different colors in a big circle in a roulette, each color means one action the student has to perform: act, spell, draw, use in a sentence. The student has to turn the arrow to see which actions the person has to perform, spin the arrow, the teacher has to show from a list of flashcards which words the student has to act, spell, draw or use in a sentence.

Materials: spin wheel made of four different colors with the arrow that points at the action students have to perform. Time: 20 minutes.

There are some other charts or activities that help teachers and students in formative assessment when teaching English vocabulary as a foreign language to adults. Those formative activities can help adult students find strategies to organize the vocabulary they need to learn, in addition, those activities can help teachers find a strategy to organize ideas and relevant information during the learning process.

- **Brain storm:** a brainstorm is a useful tool for teachers and students when learning English vocabulary. The teacher can write the central topic on the board, then students mention the vocabulary related to it, and learners can write on their notebook the words related to the topic studied in class.

Materials: piece of paper and a pencil or pen. A topic that students have to write about. **Time:** from 5 to 10 minutes.

- **Checklist:** through the check list, the teacher observes and makes a mark next to the student's name, if students are participating in class, if they are working on the vocabulary or trying to accomplish the class objectives. The check list has to be prepared previously with the student's name, the vocabulary studied in class and the objective. Students can make a class evaluation using the checklist to make a class analysis of the English vocabulary learning process.

Materials: sheet of paper with the checklist and the objectives students have to accomplish during the class, a pen or pencil to write any observation. **Time:** 15 minutes.

- **Drawings:** drawings are relevant during the English vocabulary learning process, since it is necessary to give examples to the students to help them understand the new vocabulary they are learning, also, to avoid using Spanish through the learning process.

Materials: a booklet or notebook where students can make the illustrations, a pen, pencil or color pencils. **Time:** depending on the amount of words students have to illustrate.

- **Example cards:** example cards can be applied during the class or when students need to study for an evaluation. Example cards have the word on one side of the card, on the other side, students can write an example using the word, also they write the definition or an illustration of the word, all these in order to help the student learn the vocabulary avoiding the usage of their native language.

Materials: cards where students have to draw and write the words, pen, pencil or color pencils. **Time:** 20 minutes to elaborate the cards.

- **Observations:** observations are most of the time helpful for teachers, it is necessary to create a rubric according to the topic studied in class, an activity with clear objectives that can help the teacher observe if students understand the topic and can accomplish the objectives of the class.

Materials: The sheet of paper where the teacher has the rubric with the objectives students need to accomplish during the class observation, pen or pencil to write any observation. **Time:** 20 minutes, depending on the observation time is necessary.

Annexes

Instrument #1: Observation Charts

Universidad Hispanoamericana
English Teaching Major, 2019

Tutor: Karla Avalos

Researcher: Melissa Guzman Cespedes

Research Topic: Using techniques to improve English vocabulary acquisition to sixth graders adult students at *Capacitación Obrera* primary public night school in Heredia, from March to July.



General Objective: Improve adult primary students' English vocabulary through the use of different techniques at *Capacitación Obrera* Primary Public Night School.

General information:

Number of students observed: _____

Number of lesson observed: _____

Group observed: _____

Date: _____

Time: _____

PART I. Techniques to promote oral participation.

Objective: Determine the appropriate technique for the acquisition of English vocabulary in sixth grader students at *Capacitación Obrera* Night School.

Instructions: The following chart has statements. Check in the box below according to what you observe. Then, comment on your answers.

Techniques	Participation in Spanish	Participation in English	Authentic Material	Not Authentic Material	Description of Behavior
A. Games					
B. Oral activities					
C. worksheets					

PART II. Students' participation

Objective: Analyse the effectiveness of the techniques used in the sixth graders English class.

Instructions: The following chart has statements. Check in the box below according to what you observe. Then, comment on your answers.

Type of Oral Participation	Participation in Spanish	Participation in English	Description of Behavior (fluency, accuracy, and vocabulary)
A. Solicited			
B. Volunteered			
C. One Word			
D. One Phrase			
E. Peer Participation			

Instrumento #2: Cuestionario para los estudiantes

UNIVERSIDAD HISPANOAMERICANA

Licenciatura en la Enseñanza del Inglés, 2019

Modalidad de Graduación: Tesis

Tutora: Karla Avalos

Investigadora: Melissa Guzmán Céspedes

Estudio de Investigación: Using techniques to improve English vocabulary acquisition to sixth graders adult students at *Capacitación Obrera* primary public night school in Heredia, from March to July, 2019.



El siguiente instrumento consiste en una serie de preguntas dirigidas a estudiantes de sexto grado de primaria de la escuela nocturna Capacitación Obrera. La información obtenida será utilizada solo con fines académicos.

I PARTE. Información Personal

Instrucciones: Brinde la información solicitada a través de las diferentes secciones de este cuestionario.

Género F M

Edad : _____

Lugar de residencia: _____

II PARTE. Analizar las estrategias necesarias para promover el aprendizaje de vocabulario en Inglés en la escuela nocturna Capacitación Obrera. .

Instrucciones: Marque una equis “X” en el cuadro correspondiente su respuesta a las siguientes preguntas.

1. ¿Ha recibido Inglés antes?

Sí No

2. ¿Qué tipo de actividades le gustan más en la clase de inglés?

Juegos Presentaciones orales Trabajo Individual Actividades Grupales

3. ¿Cuáles materiales le gustaría que use la docente durante la clase de inglés?

Libros de texto Fotocopias
 Material Audiovisual Presentaciones PowerPoint

4. ¿Por qué razón asiste a clases de inglés?

Es obligatorio Me es indiferente
 Por motivo de trabajo Superación personal

5. ¿Qué tan frecuente participa en cada clase de inglés?

Nunca Algunas veces (3-5)
 Pocas veces (1-2) Muchas veces (más de 5)

6. ¿Cuál de las siguientes habilidades se promueve más en la clase?

Escucha Habla Lectura Escritura

7. ¿Cuál de las siguientes áreas del inglés considera más difícil desarrollar?

- Gramática Vocabulario Pronunciación Fluidez

8. ¿Cómo se siente durante las siguientes etapas de la clase?

	Desmotivado	Motivado	Cansado	Entusiasmado
Antes				
Durante				
Después				

9. ¿Cómo se siente cuando se le hace preguntas en inglés sobre algún tema en específico?

- Seguro Nervioso Frustrado Emocionado

10. ¿Cómo considera su nivel de inglés?

Básico Intermedio Alto Avanzado

11. ¿Considera que su programa de estudio le permitiría obtener un alto dominio del idioma?

Justifique su respuesta.

Sí No

11. ¿Qué mejoraría de sus lecciones de inglés?

- Cantidad de lecciones Variedad de actividades
 Tiempo de práctica Materiales utilizados
 Otro:

12. ¿Qué lo motivaría a participar más en clases?

Instrument #3: practice

Universidad Hispanoamericana
English Teaching Major, 2019

Tutor: Karla Avalos

Researcher: Melissa Guzman Cespedes

Research Topic: Using techniques to improve English vocabulary acquisition to sixth graders adult students at *Capacitación Obrera* primary public night school in Heredia, from March to July.



Multiple Choice

A. Make an “x” on the letter containing the correct answer for its question. Only one option is correct

1. The illustration describes the following weather condition.

- a) sunny
- b) windy
- c) cloudy



2. The illustration describes the following weather condition.

- a) rainy
- b) cloudy
- c) stormy



3. The illustration describes the following weather condition.

- a) rainy
- b) sunny
- c) stormy



4. The illustration describes the following weather condition.

- a) rainy
- b) stormy
- c) cloudy



5. The illustration describes the following weather condition.

- d) sunny
- e) stormy
- f) windy



6. What is the name of number **9**?

- a) ten
- b) five
- c) nine

7. What is the name of number **5**?

- a) two
- b) five
- c) seven

8. What is the name of number **6**?

- a) six
- b) three
- c) seven

9. What is the name of number **7**?

- a) one
- b) four
- c) seven

10. What is the name of number **10**?

- a) ten
- b) five
- c) nine

11. What is the name of number **8**?

- a) three
- b) eight
- c) seven

12. What is the name of number **3**?

- a) three
- b) eight
- c) seven

13. What is the name of number 4?

- a) four
- b) three
- c) seven

Short Answer

A. Write six sentences using the given information about the daily routines.



_____.



_____.



_____.



_____.



_____.



_____.

B. Write the name of the clothes using the given information.

shorts shoes t-shirt cap dress hat skirt sunglasses



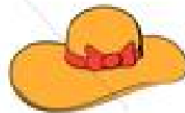














Matching

Match the number on column A with its corresponding name on column B. Write the number in the parenthesis. There are not extra options.

Column A

12 ()

17 ()

28 ()

11 ()

24 ()

16 ()

30 ()

15 ()

21 ()

20 ()

Column B

a) twenty

b) Fifteen

c) Thirty

d) Twenty one

e) Twelve

f) Seventeen

g) Twenty four

h) Eleven

i) Twenty eight

j) Sixteen

- A. Match the illustration of the daily routine on column A with its corresponding name on column B.
 B. Write the number in the parenthesis. There are not extra options.

Column A

Column B



()

1. I watch TV.



()

2. I eat breakfast.



()

3. I go to bed.



()

4. I take a shower.



()

5. I wash the dishes.



()

6. I brush my teeth.



()

7. I wake up.



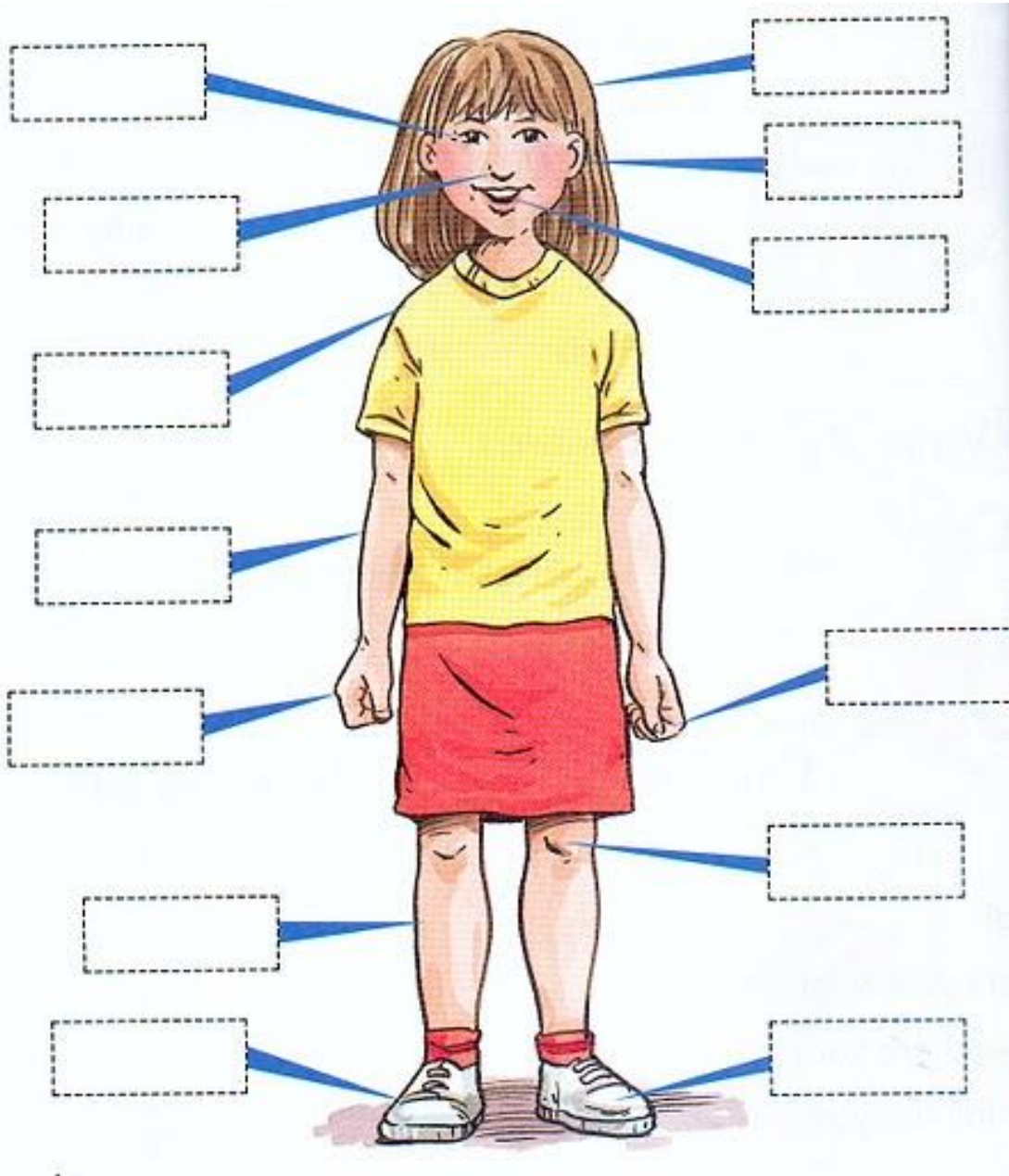
()

8. I go to work.

Identification

A. Write the correct name of the body parts in the corresponding place according to the given information in the box. There are not extra answers.

Toes ear arm hair leg knee mouth
foot eye hand nose shoulder finger



Instrument #4: practice

Universidad Hispanoamericana

English Teaching Major, 2019

Tutor: Karla Avalos

Researcher: Melissa Guzman Cespedes

Research Topic: Using techniques to improve English vocabulary acquisition to sixth graders adult students at *Capacitación Obrera* primary public night school in Heredia, from March to July.



Multiple Choice

B. Make with an “x” the letter containing the correct answer for its question. Only one option is correct

14. The illustration describes the following animal.

- d) pig
- e) horse
- f) rooster



15. The illustration describes the following animal.

- d) cow
- e) sheep
- f) rooster



16. The illustration describes the following animal.

- d) cow
- e) horse
- f) chicken



17. The illustration describes the following animal.

- g) pig
- h) cow
- i) rooster



18. The illustration describes the following animal.

- a) cat
- b) dog
- c) turtle



19. The illustration describes the following animal.

- d) pig
- e) cat
- f) mouse



20. The illustration describes the following animal.

- d) dog
- e) rabbit
- f) mouse



21. The illustration describes the following animal.

- d) cat
- e) dog
- f) rabbit



22. The illustration describes the following animal.

- d) dog
- e) mouse
- f) parrot



23. The illustration describes the following animal.

- d) cat
- e) rabbit
- f) parrot



Short Answer

A. Write three sentences about the food you like.

1. _____.

2. _____.

3. _____.

B. Write three sentences about the food you do not like.

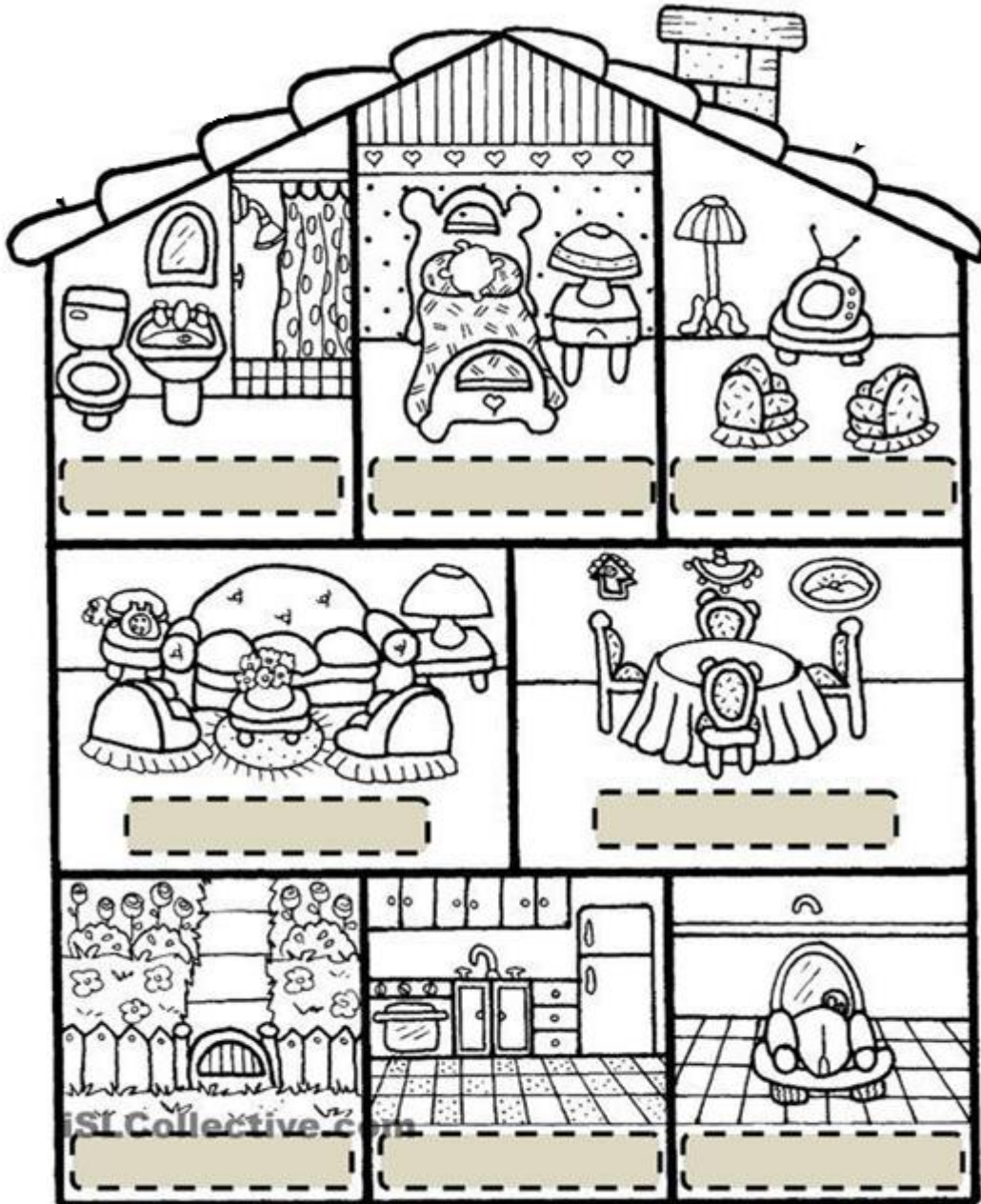
1. _____.

2. _____.

3. _____.

C. Write the correct name of the parts of the house in the corresponding place according to the given information in the box. There are not extra answers.

- | | | | |
|-------------|---------|-------------|----------|
| garage | bedroom | kitchen | bathroom |
| living room | garden | dining room | tv room |



Matching

Match the fruits on column A with its corresponding name on column B. Write the number in the parenthesis. There are not extra options.

Column A



()



()



()



()



()



()

Column B

k) apple

l) orange

m) strawberry

n) grapes

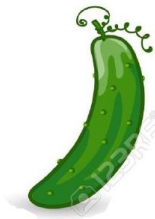
o) banana

p) watermelon

A. Match the vegetables on column A with its corresponding name on column B. Write the number in the parenthesis. There are not extra options.

Column A

Column B



()

a) carrot



()

b) lettuce



()

c) tomato



()

d) cucumber



()

e) broccoli

B. Match the illustration of the types of food on column A with its corresponding name on column B. Write the number in the parenthesis. There are not extra options.

Column A

Column B



()

1) Ice cream



()

2) fish



()

3) chicken



()

4) beef



()

5) milk



()

6) eggs

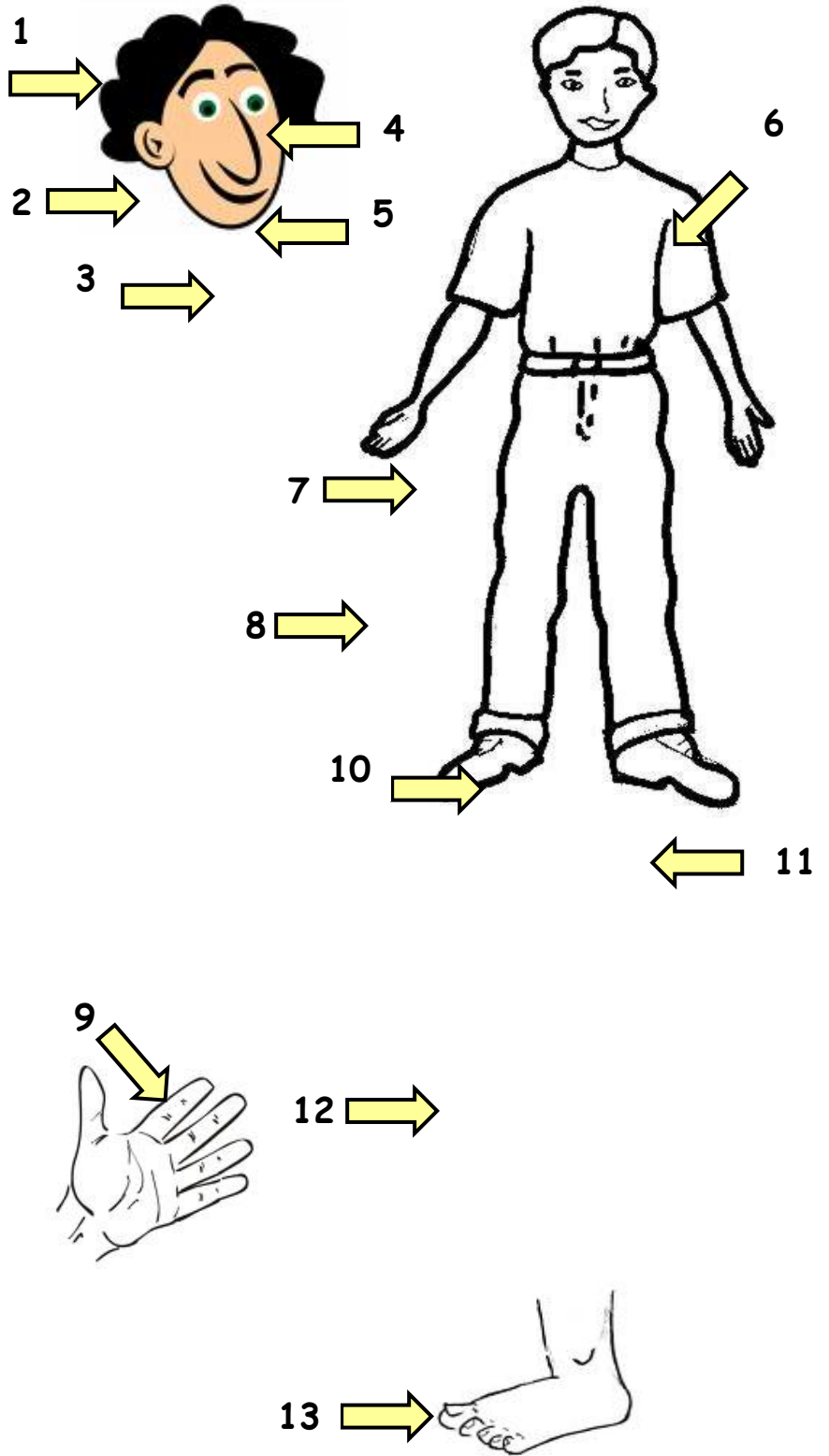


()

7) tuna

Match words and pictures

arm	<input type="checkbox"/>
ears	<input type="checkbox"/>
eyes	<input type="checkbox"/>
fingers	<input type="checkbox"/>
foot	<input type="checkbox"/>
hair	<input checked="" type="checkbox"/>
hand	<input type="checkbox"/>
knee	<input type="checkbox"/>
leg	<input type="checkbox"/>
mouth	<input type="checkbox"/>
nose	<input type="checkbox"/>
shoulders	<input type="checkbox"/>
toes	<input type="checkbox"/>

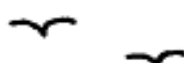


Wordsearch

Circle and write the parts of the body.



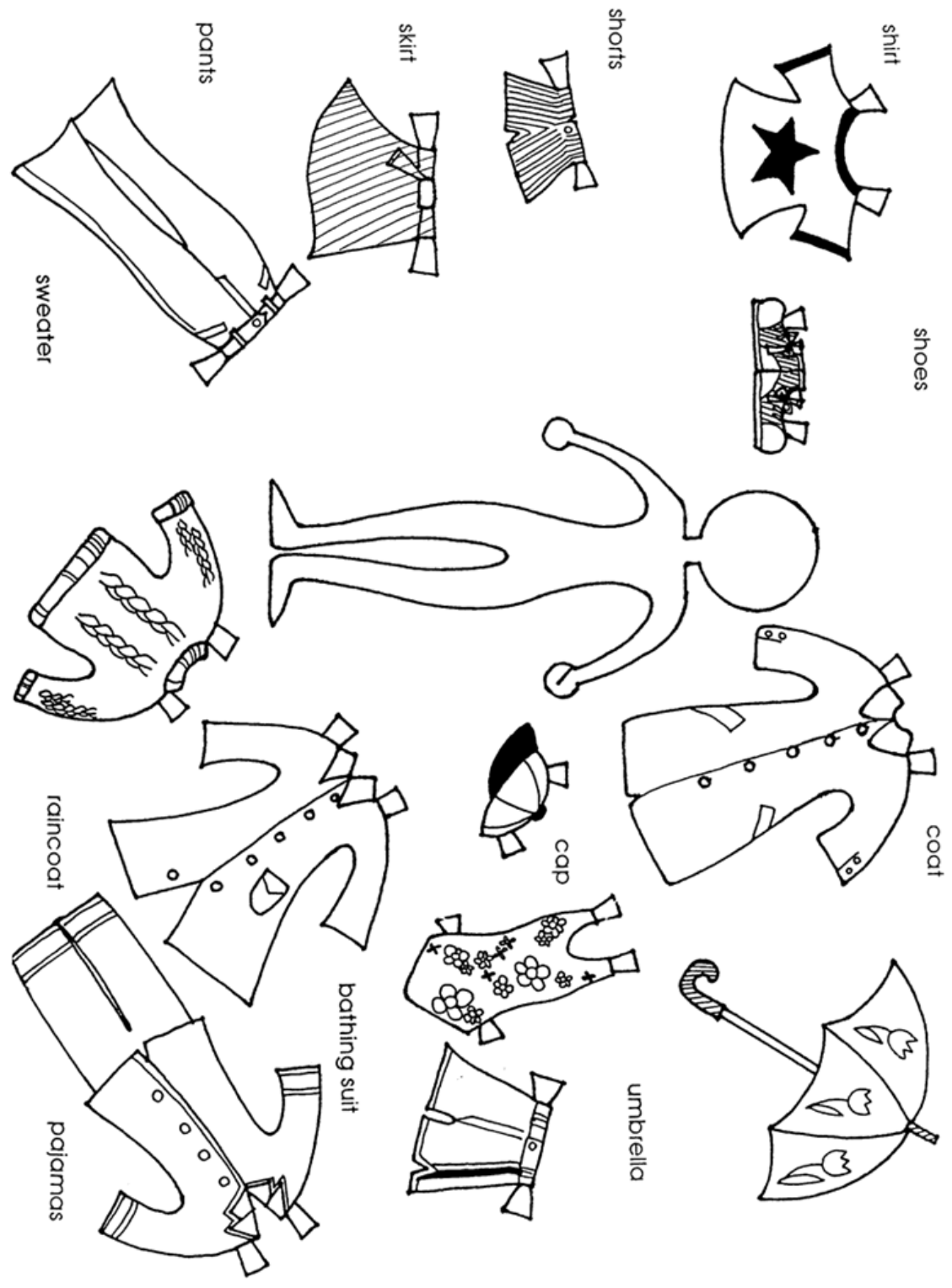
r	h	e	a	d	d	g	m	i	k
e	s	l	l	w	o	e	w	o	m
c	e	n	o	s	e	s	a	r	k
g	b	b	l	m	y	h	s	r	c
d	l	h	a	i	r	o	c	l	e
e	y	o	r	e	t	u	b	e	n
m	e	t	t	s	o	l	s	d	l
h	t	u	o	m	e	d	n	a	h
m	s	r	o	k	n	e	e	d	c
r	t	m	f	l	y	r	y	o	r
a	f	i	n	g	e	r	e	w	t



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Clothes Craft

My name is _____





Family

Find the words below in the grid to the left.

Y	P	F	C	X	M	L	R	H	I	N	L	A	W	S
O	Z	W	A	O	T	E	E	H	U	I	T	Z	W	H
E	D	Y	K	T	T	W	H	M	S	S	J	V	I	L
N	B	D	X	S	H	U	K	L	K	D	B	E	Z	B
C	R	T	I	K	D	E	E	C	R	Q	R	A	O	W
Q	O	S	R	C	L	J	R	V	B	E	R	Q	N	G
Q	T	J	J	J	Y	N	E	P	H	E	W	R	D	D
P	H	W	G	E	S	K	D	T	F	X	E	A	E	A
P	E	P	U	K	H	A	A	O	W	H	A	F	Q	X
Y	R	I	O	T	R	F	O	E	T	W	I	T	C	N
G	K	S	N	E	D	J	L	O	A	W	F	S	P	I
B	C	U	H	N	O	O	M	K	E	U	Q	G	Z	E
S	A	T	A	D	E	D	G	E	L	R	N	G	J	C
N	O	R	P	B	N	M	B	J	L	J	W	C	U	E
M	G	B	C	A	A	R	V	R	I	R	X	S	L	F
J	O	U	R	M	C	O	U	S	I	N	B	Q	N	E
K	X	G	E	A	N	N	L	O	Z	R	U	U	Y	T



aunt
brother
cousin
father
grandfather

grandmother
husband
in-law
mother
nephew

niece
sister
uncle
wife

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