

**UNIVERSIDAD HISPANOAMERICANA**  
**SCHOOL OF ENGLISH LANGUAGE TEACHING**

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

**TRES RELATOS DEL CARIBE COSTARRICENSE,  
BY DOLORES JOSEPH MONTOUT, AS A DIDACTIC  
TOOL FOR TEACHING ENGLISH, TO STUDENTS IN  
SECOND LEVEL, CINDEA OF ALAJUELITA, II  
SEMESTER, 2018**

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**January 2019.**

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Carrera: Enseñanza del Inglés  
Universidad Hispanoamericana

Respetable director:

La estudiante Maria José Aguilar Chacón, cédula de identidad número 115510988, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación titulado "**Tres Relatos del Caribe Costarricense, by Dolores Joseph Montout, as a didactic tool for teaching English, to students in second level, CINDEA of Alajuelita, III semester, 2018**", el cual ha elaborado para optar por el grado de Licenciatura en Enseñanza del Inglés.

He verificado que se han incluido las observaciones y 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.

Los resultados obtenidos por el postulante implican la siguiente calificación:

			Pts Obt
a)	OIRIGINALIDAD DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE LOS AVANCES	20%	15
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACIÓN	30%	28
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	18
e)	CALIDAD DEL MARCO TEÓRICO	20%	18
<b>Total</b>			<b>89</b>

Sin más por el momento,

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## Carta del Lector

San José,

Universidad Hispanoamericana

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Carrera

Estimado señor

La estudiante María José Aguilar Chacón, cédula de identidad 115510988, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "TRES RELATOS DEL CARIBE COSTARRICENSE, BY DOLORES JOSEPH MONTOUT, AS A DIDACTIC TOOL FOR TEACHING ENGLISH, TO STUDENTS IN SECOND LEVEL, CINDEA OF ALAJUELITA, III SEMESTER, 2018", el cual ha elaborado para obtener su grado de Licenciatura

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

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

Atte.

**DIEGO TORRES  
MORENO  
(FIRMA)**

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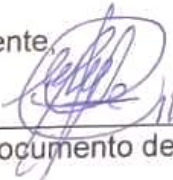
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## **DEDICATION**

A strong and intelligent woman, with a great sense of solidarity and love towards others. The woman who fought for my academic education and shows her dedication day after day. Thank you, mother, for your love. I dedicate this research project to you that reflects our effort. We live the fruits of blessing.

## **ACKNOWLEDGMENTS**

Before everything to God who guides and blesses my steps. Special thanks to my mother and brother who have always been with their motivation and collaboration to carry out this thesis and all my career. My family, motor bulwark for my academic and mainly personal performance. Infinitely thanks for all your unconditional support.

## **CHAPTER I: RESEARCH PROBLEM**

## **1.1 PROBLEM STATEMENT**

### **1.1.1 Background of the Problem**

Caribbean art diffusion is undoubtedly a way to value this culture and the roots of Costa Rican pluriculturalism. At national level, the government has made efforts through the Ministerio de Cultura y Juventud de Costa Rica (MCJ); which since 2011 started the Corredor Cultural Caribe (CCC) project with the aim to highlight the value of the historical and cultural heritage in the Central American Caribbean coast and the Dominican Republic. Among the actions of this program is to promote entrepreneurship, communication, cooperation, cultural tourism, research and cultural dialogue. (Ministerio de Cultura y Juventud de Costa Rica, 2014).

In addition, there is a website named Sistema de Información Cultural Costa Rica (Sicultura) in which publications related to the Costa Rican culture in general are made. From which it is possible to rescue interesting topics and organizations created to publicize the Caribbean culture. This online platform is for any artist, entrepreneur and public who want to know about Costa Rican culture (Sistema de Información Cultural Costa Rica [Sicultura], 2014).

The proliferation of the Costa Rican Caribbean culture should be a subject in the eyes of all Costa Ricans. In the English study program established by the Ministerio de Educación Pública de Costa Rica (MEP) the Costa Rican Caribbean culture is not part of the topics to be developed. Analyzing these programs, the themes that are developed do not refer to the Afro-Caribbean culture.

For example, the subjects that refer to culture in the programs of study of English for third cycle of the general basic education and of diversified education expose very general ideas about culture of Costa Rica and other cultures around the world. This can be confirmed by making a quick reading in the study programs of the MEP.

Dolores Joseph Montout is a national Limon artist, author and social activist. A character worthy of being recognized nationally and at all educational levels. However, there is no direct guide that outlines the importance of including topics related to this writer, his literary composition or the Costa Rican Caribbean culture in general.

The literature indicates the consciousness of culture origins by letting appreciate, understand and be tolerant with other people and other cultures (Pereira & Ramos, 2016). Reading literature about culture is an interesting way to learn about it. This can be through formal books or with tales as the case of Montout's short stories. Where a reader can find part of the essence of the Costa Rica's Caribbean zone.

In Chile, subsidized and private educational institutions, during English classes, work with texts that have been designed in the United States or in Great Britain. This is because the Ministry of Education has aligned the expected learning of the English in accordance with the Common European Framework of Reference for Languages (CEFR) (Pereira & Ramos, 2016).

Comparing the previous case, the Costa Rican education system is like the Chilean one. The system is based on foreign books. If it refers to the programs for teaching English, the national literature that is used is very scarce or practically nonexistent. It is valid to mention that this literature is unusual, but it exists. This is the case of "Tres Relatos del Caribe Costarricense" written in English by Dolores Joseph Montout.

Learning English is more than passing a college course or a year at school. Currently, Bilingualism is a tool that, among other benefits, it offers better job opportunities and possibilities to explore the world (López & Rodríguez 2017). It is responsibility of the teachers to help to transmit in an effective, creative and unforgettable way English as a Second Language.

The use of literature as didactic tool to teach English is important in the holistic

development of students. The most relevant advantages of using literature as a teaching tool for teaching English as a Second Language are: to awaken interest in reading and culture in other regions. As well as learning the language with new vocabulary, grammatical structures, and pronunciation.

One of the first language teaching and learning methods developed to deal with literature in the language classroom was the formalist approach ... this method intends to develop mainly writing and reading skills as they are considered essential linguistic skills to analyze and interpret literary texts. The Direct Method is another method that encourages the use of literary texts in the language class. It advocates direct target language use. (Araya et al, 2017, p. 130)

Literary works as a means of teaching go beyond reading a book. It is the correct literary choice to focus what is read in a learning experience. Rodríguez & Gutiérrez (2013) assure the literature tells stories with an immense arsenal of situations real or fictitious, with an infinity of characters and experiences that feed the imagination and relate to daily life or history. The use of literature in the classes is a didactic strategy for students to learn about the history and reality of the cultures that surround them, including their own.

Literature engenders a space for the nation to share in the experiences and feelings of groups and situations that might never be encountered directly. It often engages with the realities of a nation through diverse constructions of its history, its realities and communal relations. (Pillai, Menon & Vengadasamy, 2016, p. 25)

### 1.1.2 Problem Statement

Students require dynamic and changing interaction in classrooms, where learning English as a Second Language goes beyond their expectations. The opening to the world of literature can mean a strong change for those who do not like reading. However, in short and continuous periods, it is possible to awaken interest and turn to learn into a life experience.

Costa Rican Caribbean literature needs to be exposed to the population for a better understanding of Caribbean culture. The efforts in Costa Rican education are directed to literature, in Spanish, Costa Rican and Latin American; with very few interventions in English literature. Literature written in English has no relevance in the MEP English study programs. The terms of culture and literature are expressed together, it means, one does not exist without the other (Pereira & Ramos, 2016).

The MEP English study programs denote the importance of literature mainly in the legal foundation section. The English syllabus is based on the National Constitution and the Basic Education Law. In line with this, one of the purposes of Costa Rican education is “To preserve and expand our cultural heritage by imparting knowledge about the history of man, great works of literature, and fundamental philosophical concepts” (MEP, 2016).

Also, in the sociocultural considerations of the language learning, to respect each culture at the local, national and international level is a principle that the English curriculum must focus on. However, in the specific contents for each level, the use of literature to teach English is not a suggestion. The scope of this is limited by the general facts of Costa Rican culture. There is no guide for using national literature to learn about national culture. “In a multicultural society, the context of the content is crucial in creating an awareness of ideological constructs and their attendant influences on young learners”

(Pillai et al, 2016, p. 28). Costa Rican Caribbean literature written in English and by national authors is undoubtedly closely related to Caribbean culture and needs to be used as a didactic tool for teaching English in classrooms. However, his literature is not part of the MEP English study programs either.

### **1.1.3 Justification of the Problem**

One of the reasons why this research is based on the stories of Dolores William Joseph Montout is to raise awareness of the Caribbean Costa Rican culture. It is of great importance that both, the second level students in CINDEA of Alajuelita, the population of focus in this research, as well as all Costa Ricans, are aware of the Caribbean culture, history and, current affairs. The appreciation of Caribbean literature written by Costa Rican authors is a great step to achieve this goal.

Another reason why the intention to design a didactic instrument is focused on the three stories of this author from Limon is richness in the language itself. They are short stories written in Standard English and Creole English telling about daily life in Puerto Limón during the twentieth century. “Limon on the Raw”, “Nancy Stories” and “Adina” are short stories that, rich in language, describe the life of the people in Limon and enclose the cultural warmth of the Costa Rican Caribbean.

Students are able to learn new vocabulary, grammatical structures, experience an introduction to mekatelyu as a proper language of the Costa Rican Caribbean and generate an analytical criterion for the discussion. It is under these justifications that the practical transcendence of this investigation is evident.

## 1.2 PROBLEM FORMULATION

Costa Rica is a multicultural country that enhances the beauty of its people, the different traditions and custom in culinary, religious, language, lifestyles and history. The province of Limón contains an important part of this multiculturalism.

The Costa Rican education system should be concerned that this culture can be identified, known and treasured by the entire population. From the classrooms, the value to appreciate the Costa Rican Caribbean culture must be evident. There is a writer who inherited in three stories, written in English and Creole English of Limón, the daily life and many cultural features of the Atlantic sector of Costa Rica. To ignore this and not try to teach it is regrettable. This is a current problem that is evident in the educational system.

**How to transform the literary work of Dolores Joseph Montout, “Tres Relatos del Caribe Costarricense”, into a didactic tool for teaching English in the students of second level in CINDEA of Alajuelita?**

## 1.3 OBJECTIVE

### 1.3.1 General objective

- Use the literary work of Dolores William Joseph Montout, named “Tres Relatos del Caribe Costarricense”, as a didactic tool for teaching English, to students in second level in CINDEA of Alajuelita, II semester, 2018.

### 1.3.2 Specific objectives

- Determine the advantages of using the literary work of Dolores William Joseph Montout, titled “Tres Relatos del Caribe Costarricense”, as a didactic tool for teaching English to students in second level in CINDEA of Alajuelita.

- Create a proposal to use the literary work of Dolores William Joseph Montout, titled “Tres Relatos del Caribe Costarricense”, in students of second level in CINDEA of Alajuelita, as a didactic tool.
- Evaluate specific grammar topics to the students at the second level in CINDEA of Alajuelita after and before the proposal.

## **SCOPE AND LIMITATIONS OF THE PROBLEM**

### **1.4.1 Scope**

This research aims to transform the three literary works written in English by the author from Limón, Dolores Joseph Montout, into a didactic tool for learning English. Thus, students can develop a critical, analytical thinking that allows them to express their opinions. By converting Montout's literary work into an instrument, students are able to learn about the Caribbean culture of Costa Rica; including the appreciation of the Creole English of the Caribbean called mekatelyu.

According to the MEP program for the third cycle, specifically in eighth grade, there are 3 scenarios close related to culture. They are named in the program as Something to Celebrate!, Unforgettable Events and Amazing Costa Rica. In general, into the themes for these scenarios are national and international holidays, historical events and nature in Costa Rica. For this reason, the population selected for this research are the students at the second level.

Even though it is based on students in second level in the CINDEA of Alajuelita, this study can be guided with any population in English classrooms. Teachers can take the idea and use different literature as a didactic tool.

### **1.4.2 Limitations**

All the students in the second level for the CINDEA of Alajuelita are 490 in total. This is a huge population to be considered in the research. For this reason, the sampling has to be reduced and non-probabilistic. The results obtained are only for the sampling selected. The conclusions are not generated towards the total population.

The groups selected as sampling receiving English classes from the same professor. So the conclusions and recommendation are mainly directed to the methodology that this professor applies.

The author of the three stories, Dolores Joseph Montout died in 1990 so his experience and direct reason and inspiration to write these stories can only be seen in the work itself. Moreover, analysis of the work of Dolores Joseph Montout are typical of foreigners and is not accessible for free. On a national level, this work has not been literarily analyzed.

## **CHAPTER II: THEORETICAL FRAMEWORK**

## **2.1 HISTORIC CONTEXT**

### **2.1.1 CINDEA Alajuelita background**

CINDEA means Centro Integrado de Educación de Adultos. It is a center recognized by the Ministerio de Educación Pública (MEP) aimed at young people and adults, who have not finished primary or secondary education, or who want some technical training (Ministerio de Educación Pública [MEP], 2018, Inicio/ Proyectos y programas/ Yo me apunto).

The CINDEA of Alajuelita was founded in 2017, it is a relatively new project. It is in the Abraham Lincoln school, Alajuelita. Before being CINDEA it worked as an open education project; however, due to the high demand of students who had the MEP years ago, the ministry began to work on the idea of converting it into a CINDEA to give more coverage. Today the CINDEA of Alajuelita has more than 500 students.

#### **2.1.1.1 Vision**

The CINDEA of Alajuelita is an important support for the holistic development of young people and adults. Its vision is “Ser una institución líder que promueva el desarrollo integral de personas jóvenes y adultas, con el fin de generar un espíritu emprendedor y competencias que contribuyan al desarrollo socioeconómico para una ciudadanía planetaria” Centro Integrado de Educación de Adultos [CINDEA] Alajuelita (2017).

#### **2.1.1.2 Mission**

This educational center, as other CINDEA in Costa Rica, is one of the best opportunities for those who want to complete their academic studies. The mission of CINDEA of Alajuelita is “Somos una institución educativa formal que brinda oportunidad a los jóvenes y adultos de alcanzar una educación integral de calidad” CINDEA Alajuelita (2017).

### 2.1.2 Dolores Joseph Montout Biography

Dolores William Joseph Montout is the author of three short stories written in English called *Limon on the Raw*, *Nancy Stories* and *Adina*. Dolores was born on January 10 of 1904 in Jamaica Town of Limón city, Costa Rica. He dies at eighty- six years of age in 1990. His origins are a mixture of the European Afro- Caribbean culture since its mother Apoline Montout was born in an island of the Caribbean called Santa Lucia; and his father, Charles Joseph, was originally from Port of Spain, capital of Trinidad and Tobago (Ministerio de Cultura y Juventud [MCJ] 2013, p.13).

Dolores, known in his town as Sir Joe, is the youngest son of a Catholic family. He was fluent in English and French. He began his primary studies at Escuela de Varones Tomas Guardia in Limon. Concludes his school and high school in Kingston, Jamaica. He lived in the Panama Canal Zone, as a railway agent at Bocas del Toro. In 1923, after completing his studies, he returned to Costa Rica and worked with his father in business proceedings.

Joseph was interested in communal activities and the Catholic Church. He was the creator and editor of the newspaper "The Gazip" (El Chisme). Publication with which, according to his son José Guillermo Joseph, caused him political and public problems by the type of information he published (MCJ, 2013). He worked at the Hospital of Limón, today Tony Facio Castro, as hospital attendant. He also worked as lottery distributor. "His experiences exposed him to, and gave him a good eye for social detail" (Gordon, 1991, p.21).

Joe ventures into the field of literature with his first poetry publications in Panama. He wrote several poems, novels, stories and essays. However, not all his work was published. José Joseph considers his father as a man of a firm and libertarian character, lover of history and classical theories, but above all a profound expert on the history of development in Costa Rica and especially of his beloved province Limón (MCJ, 2013).

## **2.2 THEORICAL CONTEXT**

### **2.2.1 About “Tres Relatos del Caribe Costarricense” by Dolores**

#### **Joseph Montout**

The literary work of Montout was first recognized in 1982 when the then Departamento de Antropología del Ministerio de Cultura, Juventud y Deportes convened to the contest “Cuentos y Relatos Tradicionales Afrolimonenses” due to collect some of the many traditional tales of the Caribbean population established in the Atlantic zone of Costa Rica.

The contest was won by Dolores Joseph Montout because his stories fulfilled the requested requirements and a faithful reflection of the daily life of the Jamaican immigrants and other Caribbean islands that arrived in Costa Rica at the end of the 19th century.

In 2013, the Ministerio de Cultura y Juventud of Costa Rica published a new edition of the book “Tres Relatos del Caribe Costarricense” by Dolores Joseph Montout. One of the main objectives of this publication is to make available to the current generations of Limon population, a text written in standard English and Creole English that include the daily life of people from Puerto Limón in the middle of the twentieth century.

Other purpose is to reaffirm the cultural value of the Creole English of Limon, called mekatelyu or mekaytelyuw. With this many Costa Rican can be realized the rich cultural value existing in the Atlantic zone. The last goal of this publication is to pay tribute to the memory of Dolores Joseph Montout. (MCJ, 2013).

#### **2.2.1.1 About the three tales: Limon on the Raw, Nancy Stories and Adina**

Kearns, in his study Postcoloniality in Anacristina Rossi’s Limón Blues, rescues the role of Dolores as an Afro-Caribbean Costa Rican since he succeeds in capturing in her stories the history of the people of Limón, their customs and traditions.

Afrolimonense authors such as Quince Duncan, Dolores Joseph Montout, or Shirley Camp bell, have used their writing to assert their presence in the country, and to explore their cultural and national identity from their subaltern perspective of the Afro-Caribbean Diaspora in Costa Rica. They portray what Dorothy Mosby calls their “intrahistory,” i.e. the daily experience of the common people, “not the grand events told from the perspective of the dominant group” (Mosby, “Dolores Joseph Montout’s...” 9), to recreate West Indian difference, their continuing process of becoming Costa Rican, and the obstacles they faced in the past and continue facing today. (Kearns, 2017, p. 11)

Donald K. Gordon in his work *Expressions of the Costa Rica Black Experiences* makes an analysis of the three stories, which are: *Limon on the Raw*, *Nancy Stories* and *Adina*. *Limon on the Raw* is about the experience of West Indians in Limón working in the construction of the railroad and in the banana plantations, evidencing their way of speaking and lifestyle. *Nancy Stories* it is about the origins of Africa, a story about slavery relating survival facts. On the other hand, the story *Adina* tells the tragic life of a domestic employee who took care of a German doctor and by an oversight of her child died (Gordon, 1991) In both “*Adina*” and “*Limon on the Raw*”, we see color differentiation and class stratification. (...) Cultura retention is evidences in the variety of yams – Yellow, White, negro, renta, haffu, (...) There are sociocultural revelations too in “*Nancy Stories*” where Grandpa Joe Cummins who still regards in Jamaica as home, yields to children who have played “*Ring around Rosie*” and “*There is a brown girl in the ring*” now demand “*Nancy Story, Granpop*”. (Gordon, 1991, p. 21)

Dorothy E. Mosby in his book *Place, Language, and Identity in Afro-Costa Rican*

*Literature* refers to the roots of black literature in Costa Rica and mentions that there are two main traditions of oral transmission, which are the Anancy stories and the Calypso.

These oral traditions have influenced the “foundational” writers of Afro – Costa Rica literature, Dolores Joseph and Alderman Johnson Roden. In “*Tres Relatos del Caribe Costarricense*” (Three tales from the Costa Rican Caribbean, 1984), Dolores Joseph weaves the tradition of Anancy stories in his English-language fiction as a bridge between locations and generations” (Mosby, 2003, p. 33).

Andrea Morries and Margaret Parker refer to the three stories of Dolores Joseph as stories in which the characteristics of the national Hispanic culture are evident. Although the title is in Spanish, “*Tres Relatos del Caribe Costarricense*”, the three stories are written in English and in Creole. In addition, in this book they present an analysis of the first story called “*Limon on the Raw*”.

The first story in the collection “Limon on the Raw” offers an intrinsic perspective on changes that have occurred after the 1948 civil war that have influenced West Indian and Afro-Costa Rican identity in the region. The story as a work of ethnographic fiction portrays a day in the life of Puerto Limon and follows Amanda Jackson, a second-generation Afro- West Indian in Costa Rica, on her errands from her neighborhood to the city 's center. (Morris & Parker, 2007, p.20).

With the work of these researchers it is possible to find the importance of the work of Dolores Joseph with these three stories that contain history, culture and life of the province of Limón.

## **2.2 English Teaching in Costa Rica based on MEP**

“Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners” (MEP, 2016, p.12).

As the MEP stated, on English study programs, the main commitment-country is that students have the necessary skills at the end of the cycles of general education (“Can do descriptors”) and thus achieve a successful communication and appropriate use of the language.

Learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). (MEP, 2016, p.4)

Briefly, the MEP poses that a student who have approved the first cycle of the basic general education could: use simple verbs tenses, articles and prepositions structures. Manage linguistic resources to interchange information from a language modality to another (listening-writing-speaking). Also, use correctly the language on a basic exchange of personal, job and routinely information. These parameters describe

the level A2. In addition, when a student has approved the second cycle of the education need to reach, at least, the level B1. With this, the learner could: understand the context and basic details of a conversation and has an extended vocabulary of different situations like work, family, education places, travel. Also, be able to produce basic text and express oneself correctly in topics such as those mentioned above.

Likewise, the MEP structure basic skills that students have to develop in some guidelines established by the CEFR and expanded according to the context of Costa Rica. These skills or components are three principally:

Linguistic Component (learn to know): Deals with the knowledge of phonology, morphology, lexicon and syntax. Sociolinguistic Component (learn to be and live in community): Refers to the sociocultural conditions of language use such as social group repertoires or politeness rules. Pragmatic Component (learn to do): Covers, among others, speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language. (MEP, 2016, p.23).

Related with the linguistic component, there are categorized four principal competencies that students develop: oral comprehension, written comprehension, oral production and written production. These, following a series of tasks and significative objectives to complete the parameters of each English level (A1, B1 or B2)

### **2.2.3 Approaches and Methods to Teaching a Second Language**

#### **A. The grammar-translation method**

In the 18th century, the grammar-translation Method, also named classical method, is the first way to teach foreign languages. It is emphasized in grammar structures and translations.

Grammar rules are taught through presentations and explicit instruction. Instruction in this style of language teaching is in the students' native language. Student practice the grammatical rules through translations exercises between the native and target language. Vocabulary lists. Dictionary definitions, and memorization strategies ... are the main focus of this style of language teaching. (Ariza, Yahya, Jones & Zainuddin, 2015, p. 92).

The main objective of this approach is for students to be able to read, learn grammar rules and vocabulary lists with translations.

### **B. The direct method**

The necessity to speak languages in the second half of the 19th century motives a change in the previous method to teach a second language. The direct method has the main goal to build up communication skills. "The basic focus of this method of language instruction is that students learn their second language in a similar way to their first language" (Ariza et al, 2015, p. 93). In this method, the necessity of memorized grammatical rules and a list of vocabulary is not important. The student what really need is to speak the language to communicate and be understood. The grammar is though using examples. This method uses a lot of repetition to students learn the language patterns and translation is not allowed. (Smith, 2014)

### **C. Audio-lingual method**

In the 1960s the grammar-translation and the direct method are questioned. The United States government in the World War II, ask to the universities a teaching method in which the student can be able to communicate in foreign languages. The emphasis of the audio-lingual method "was on the memorization of series of dialogues and the rote practice of language structures. This method is based on the idea that language is speech, not writing, and language is a set of habits" (Ariza et al, 2015, p. 93).

#### **D. The silent way**

Caleb Gattegno, who launches this method, considered the foreign language learning must be emphasized learner autonomy. The teacher is a guidance and leads the students through the correct response. “The teacher models once, and the students are then given the opportunity to work together to try to reproduce what has been modeled” (Ariza et al, 2015, p. 95).

#### **E. Total physical response**

In 1977, James Asher developed this method based on observation that children behaviors first listening and then responding under physical commands. The principal of this method is that people can learn better when in invoice in a physical activity, listening a command and responding with a physical action. “The emphasis in TPR (total physical response) is on listening comprehension until oral proficiency is developed” (Ariza et al, 2015, p. 96)

#### **F. Suggestopedia**

In 1982, Georgi Lozanov, a Bulgarian psychiatrist educator, considered important to eliminate the psychological barriers that people must learn and language. This method establishes that the environment in the class needs to be relax, comfortable and properly lit. Also, the teacher behavior is crucial. “This method uses drama, art, physical exercise, and desuggestive-suggestive communicative psychotherapy as well as the traditional modes of listening, speaking, reading, and writing to teach a second language” (Ariza et al, 2015, p. 94).

#### **G. The natural Approach**

In the 80s, Stephen Krashen mentioned that language learning is a subconscious process

of acquisition and the way to acquire a language is to be in constant exposure with it.

According with Ariza et al (2015), the main objective of this method is to develop communication competency where the student can understand. If in a listening comprehension activity, the student response correctly in the native language, they are demonstrating comprehension. The class time is not based on study grammatical texts or repeated exercise, it is spend practicing in oral productions and listening activities.

## **H. The communicative Approach**

The main goal of this method is that the student can develop communications skills in a given social context where the need of express ideas and thoughts is genuine. “The ultimate aim of communicative language teaching is successful linguistic interaction in the foreign language in the ‘real world’” (Smith, 2014, p.90). This method holds the principle of “learning by doing” and a cooperative learning because among the students they can receive input, learn each other and find the way to eliminate any gap that avoids the comprehension of the message. (Ariza et al, 2015).

### **2.2.4 Didactics**

Didactics is defined as an ability to teach that includes methods, strategies and instruments necessary to achieve the objective of teaching. According to a report from the Freire University in Berlin, the teaching of English: “is the science of teaching and learning of the English language, literature, and culture” Freie Universität Berlin (2017) Homepage, Institute for English Language and Literature, Disciplines, English Didactics.

Johnson (2014) expresses in her job two different definitions of didactics: “Didactics is usually considered to deal with the science of teaching. It is often divided in different ways—descriptive and normative” (p. 5). This scientific vision describes the didactic as the science of teaching and involve the individuals in a holistic aspect. “Didactics is also

the science of the teaching–studying–learning process that is culturally and historically situated and a theoretical framework for studying this process” (Johnson, 2014, p. 5).

The second definition of didactics by Johnson (2014) is:

Didactics is contextually linked to the society and those institutions, such as schools, that have set specific aims and goals for their education. The aims and goals set in the curriculum regulate the degree of freedom to act in this context and define the student–teacher interaction. (p. 6).

#### **2.2.4.1 Didactic tool**

Both concepts pretend didactics as a relation between teaching–studying– learning process that takes in consideration the different agents and factors around this process.

An instrument can be defined as the object that is used to carry out an activity or a job. In this direction, a didactic instrument is all physical material, that is, perceptible to the senses, which is used to achieve learning. Vélez (2012) establishes a clear differentiation between teaching aids and educational resource: “Medio didáctico es cualquier material elaborado con la intención de facilitar los procesos de enseñanza y aprendizaje” (p.1). Meanwhile, the educational resource is: “cualquier material que, en un contexto educativo determinado, sea utilizado con una finalidad didáctica o para facilitar el desarrollo de las actividades formativas” (Vélez, 2012, p. 1).

The didactic resources must be prepared and be complementary in the educational context so that they are effective and truly contribute to learning and motivate the student. According with Sánchez (2012), the didactic resources must be perfectly assembled in the educational context to be effective. Allowing for meaningful learning and maximizing student motivation in a way that enriches the teaching-learning process (p. 3). (Free translation)

A didactic tool is a way to provide, to the students, skills in the teaching- learning process. “Tools are proposed to motivate students towards social interaction, acquiring

the knowledge like a source of memory or significant learning” (Celis, Onatra & Zubieta, 2017, p. 73).

#### **2.2.4.2 Literature**

Literature can be defined as an art that is transmitted orally or in writing. This shows the author feeling, thoughts and moments. It can be based on reality or in fantasy.

Twentieth-century reading culture assigns imaginative literature a role as a primarily private and leisure activity. It may stimulate, or educate the individual mind and imagination; it may of course discuss or reflect events; but on the whole, where we find a relationship between current affairs and literature, we tend to see the literature as secondary, feeding from and commenting on public events for essentially private imaginative contemplation. (Carpenter, 2017, p. 18)

Bennet and Royle (2012) have their own meaning of literature: “Literature is the kind of writing which most persistently and most provocatively engages with the uncanny aspects of experience, thought and feeling” (p. 35). Also, they affirm that: “the most powerful works of literature are those which suggest that they are singular, that no one else could have written them, and yet that their authorship is, in more than one sense, a phantom issue” (p. 25).

According to Classen (2016): “literature helps us to address crucial questions of religious, ethical, social, moral, and philosophical kinds, building powerful bridges between the past and the present” (p. 2).

This author continues mentioning:

In fact, we can easily gain good criteria to define valuable, that is, high quality literature (in contrast to trivial literature), by asking the simple question of what a specific text can inform us about the human existence throughout time in a meaningful way, through probing issues, challenging us, presenting conflicts, and offering pathways toward a balanced and fulfilling existence beyond a simplistic binary opposition, which tends to collapse into kitsch. (Classen, 2016, p. 3)

#### **2.2.4.3 Teaching of literature in English**

Literature is an important discipline in the study programs of schools and universities around the world. This, because the teaching of literature in English aims to expand the student's perspective from a literary world that transmits values, principles and knowledge. According to Boghian (2016), the teaching-learning method that best adapts to the teaching of English literature is the student-centered approach. In which the teacher is only a mediator or guide and the student is responsible for generating and building their own knowledge. In this approach, it is of great importance that the student participates actively individually and in groups with questions, opinions, ideas creating your own learning style.

Basáñez (2018) refers to the way of disseminating academically Hispanic-Caribbean literature written in the United States through an ethnic-geographic distinction by Hispanic and Caribbean authors in this North American country. In the specific case of the Caribbean authors, Basáñez rescues the position of the Professor William Luis who opens a new ethnic-geographical distinction in the literature by Hispanic authors in the United States grouping the authors from the three Caribbean islands where Spanish is the mother tongue, in the same object of study.

Regarding teaching applications, thanks to this geographical ethnic classification, it facilitates the possibility of teaching literature written by Spanish- Caribbean authors in

English or Spanish; considering the linguistic cultural origin of these authors, of great importance, reflected in their works.

In this same study, the author launches the challenge to teachers to update their agenda and show both realities through the choice of a set of works that includes different productions to approximate their students to the cultural and linguistic diversity of the written Hispanic-Caribbean artistic creation in United States (Basáñez, 2018).

By mentioning both realities, Basáñez (2018) refers to the linguistic and the cultural. On the one hand, the language varies since they identify works of Hispanic and Caribbean authors in the United States written in English and others in Spanish; so, he proposes linguistic duality. In the case of culture, the teaching commitment is vital to publicize these works and their social, political and economic background that encompasses the native culture of the authors.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) in its report Education for sustainable development aims to provide teaching support for teachers in the Caribbean. This through the potentializing of teaching skills for emotional management, creative strategies for the education of children with special needs, education as a pillar for sustainable development, interdisciplinary approach to education and instill education in the teaching of literature. (2008) Regarding this last point, the object of study is: “demostrar cómo infundir la Educación para el Desarrollo Sostenible (EDS) en la enseñanza de literatura.” (p. 38) The report describes characteristics of the literature that facilitate compliance with the object of study. The literature can be used to advance towards a common goal, the sustainable society. It generates empathy because it allows one to see the world from the perspective of another person and feel what others feel. Likewise, literature places emphasis on ethical and moral issues, attitudes and values. (UNESCO, 2008)

On the other hand, it raises the objectives of the teaching of literature. Which it is

possible to list in the following way:

Ayudar a los estudiantes a reconocer las verdades, lecciones y conocimientos plasmados en novelas, cuentos cortos y poemas. Ayudar a los estudiantes a entenderse a sí mismos, entender a los demás y el mundo que los rodea. Ayudar a los estudiantes a valorar y disfrutar la literatura. (UNESCO, 2008, p. 41)

The teaching of literature must be focused on the students' environment, where they can associate and analyze from their context what the literature wants to express. "The communicative approach adopted by current methodology in Foreign Language Teaching promotes learner-centered teaching, demanding the students to be independent, critical, logical and analytical in their thinking and devote time to self-learning under minimum supervision" (Chandrasena, 2016, p. 93).

### **2.2.5 Use of Literature as a Didactic Tool**

In the history of the use of literature as tool for teaching a second language, the literary works are read and translated just an example of the correct use of grammar structures. "The focus of this teaching method is on form, on learning the rules of grammar and the lexical items as they appeared in the text. There is no literary interest, nor interest on content" (Koutsompou, 2015, p. 74) This is the grammar-translation method described in the previous section.

According with Koutsompou (2015), this structural approach to language teaching disaccredit literature as didactic tool because it refers to old traditions without a communicative function nor authentic example of language use.

Continue with this author, the approach that really give the importance of literature is the communicative approach. The literature starts to be considered as appreciated language teaching resource.

This is in consonance with the new currents within the communicative approach that see in reading literature the perfect realization of their principles namely developing communicative competence, that is teaching learners to communicate in the second language and accounting for real, authentic communicative situations. (Koutsompou, 2015, p. 74).

The literature has been present through human history in the different stages. It is through it that the thoughts, feelings, fears, imagination, and needs can be set down for years and can be share the generation to generation. In the process of teaching learning, learning literature cannot be ignored. For this reason, the literature is used as an effective didactic tool.

Bibby and McIlroy (2013) explain three models of why the literature is used for teaching a language. There are: the cultural model, the language model, and the personal growth model.

The cultural model is the first evident reason of the importance to use literature. In a literary work, it is possible to identify and realize the cultural moment, political, socio-economical, traditions, and historical signals in a determinate period. "Literature can be viewed as a product of historical and social circumstance, as a representative and revealing artifact. Texts can thus be used to engage and motivate learners and provide more ready and deeper connections with target cultures" (Bibby and McIlroy, 2013, p.19).

The language model refers to the use of a text to teach a specific topic as grammar, a lexical point or reading comprehension. Among the suggested benefits of the language model are the expansion of vocabulary; increased reading fluency; enhanced interpretive and inferential skills (due to dealing with texts of increased complexity and sophistication); and exposure to a greater variety of language (lexis and syntax) due to the use of ungraded, authentic texts. (Bibby & McIlroy, 2013, p.19).

The personal growth model denotes the life experience that a student can have when get in touch with a literary work. “The purpose is to use literature as a vehicle to educate, to promote critical awareness, and to have students assess, evaluate, and discuss issues within the text and provoked by the text” (Bibby & McIlroy, 2013, p.19).

The literature is strongly inter-related with the language. It is through the language that a literary work can be concrete. Ihejirika (2014) names this relation as symbiotic. “Literature is rooted in language and language gets life through Literature” (p. 87). Based on this author, the language theories, styles and concepts are necessities to create literature. Consequently, to analyze and interpret a literary work the person must be competent in the language of the text, and the other way around, if someone is competent in a language must be exposed to the literature. (Ihejirika, 2014)

The literature has different real or fictional genres such as the short stories, poems, drama, biographies, theatrical texts, novels, legends and fables. For this reason, it is important to consider which the literary works more appropriate to use in the class. Bibby and McIlroy (2013) mentioned five criteria to consider choosing literature.

1. Relevance and accessibility;
2. Genre and narrative structure;
3. Balance between action and description;
4. Syntactic and lexical accessibility, and
5. Multimodal and multimedia representations.

According with Jenifar (2016) “Literary texts can be selected based on interest and consequence to students. The level of students should be checked thoroughly before prescribing any literary texts” (p. 139).

This author also describes four details to consider. The literary work selected must be interesting and innovative for the students. The linguistic difficulty has to be at the level of comprehension of the students. The professor needs to consider the length of the text. If it is a short text, this can be easier to use into the time class. And, if it is a longer text, the development of the details, story, plot, and character can be more interesting. It is also recommendable that the text should not be culturally dense and that the student is not offended by the content. (Jenifar, 2016)

A teacher needs to consider those criteria when a literary work is used to teach a second language. Besides, the preferences of the students, their level in the language and a text that the teacher can feel comfortable with are clues to do an effective selection of the literature in the classroom.

#### **2.2.5.1 Importance of Literature as Didactic Tool**

Different authors agree on the importance of literature as didactic tool to teach a second language. In this section it is presented the ideas of these authors.

Rai (2012) sum in four the importance of the literature as a powerful resource in classroom.

1. Valuable Authentic Material: "Literature is authentic material ... in a classroom context, learners are exposed to actual language samples of real life like settings ... they become familiar with many different linguistic forms, communicative functions and meanings" (Rai, 2012, p. 72);
2. Cultural Enrichment: the literary works facilitate how the communication is in a specific region or country; also, it let understand the historical context, traditions, political and social-economic situation;

This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics.

Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. (Rai, 2012, p. 72).

3. Language Enrichment: "Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text" (Rai, 2012, p. 72). Also, students learn about the different grammar structures, vocabulary in different contexts and improve writing and reading skills;
4. Personal Involvement: the literature can transport the student to the reality of the text itself. The student can feel the characters and the story. "The student becomes enthusiastic to find out what happens as events unfold via the climax" (Rai, 2012, p. 72). Literature in the process of teaching a second language encourages the individual participation of each student. "Literature is a verbal art that leads readers to appreciate the beauty of language." (Rahayu, 2011, p.1).

According to Rahayu (2011), the literature is a verbal art that let to appreciate the beauty of a language. From her work, *Literature in Language Teaching*, it is possible to identify the reasons of why literature is important to teach a second language. Literature is an artistic interpretation of experiences, events and people in which the readers can live a different moment related to their life. Also, literature gives the opportunity to understanding self and others because in a novel, poem, short story a culture can be exposed, and the reader can realize that around the world and through history people share emotions and experiences.

"Literary work also functions for developing imagination." (Rahayu, 2011, p.1) The literature let stretch horizons and eliminate borders letting the reader develop a creative thought, have ideas and understand the world from different perspectives. Another reason

why the literature is important to teach a second language is because it is a direct source of information.

Reading enables them to participate in experiences that go far beyond mere facts. Fine nonfiction writers not only increase their readers; store of knowledge, they also stimulate readers to think about the many dimensions of the concepts explored in their books, encouraging questioning and critical thinking. (Rahayu, 2011, p.2)

Jenifar (2016) also considers that there are important reasons that support the use of literature as didact tool. Literature promote interaction, discussion and the exchange of opinions and feelings. It lets the learners be aware about the norms of language, language structures lexical or syntactic items. "Literary texts will expose students to use the appropriate language according to the situation and condition" (p. 139). Also, literature is a reason for motivation and enrichment of language and culture.

In her article, Jenifar also describes the advantages of use different literary genres to teach a language. With a poetry the student can appreciate "writers' composition process and second is developing students' wisdom over sensitivity on new words" (Jenifar, 2016, p. 139). This genre involves feelings with which the learner can create a connection and empathy, can learn about literary figures, grammar structures and vocabulary very different from what is used every day.

Continuing with this author, teaching language through short stories motivates because with a short text the students can feel comfortable reading an authentic material that, fiction or not, promotes critical thinking, express opinions about the characters, the story and the culture.

It makes students feel themselves comfortable and free, helps students coming from various backgrounds communicate with each other because of its universal language helps students to go beyond the surface meaning and dive into underlying meanings, acts as a perfect vehicle to help students" (Jenifar, 2016, p. 139).

Drama is another genre in which the students can learn other language taking advantage of the characteristics. They can become familiar with different expressions and vocabulary based in a context. “Exposing the learners to the target culture as well as the social problems and helping learners to improve their level of competence with respect to their receptive and productive skills”. (Jenifar, 2016, p. 139).

In a novel, the benefits to teach a second language can be notorious too. It “is a beneficial technique for mastering not only linguistic system but also life in relation to the target language” (Jenifar, 2016, p. 139). According to the selected novel, the themes can be interesting, mysterious, that promote the imagination. Also, the economic, social, and political situations that a novel can describe are strongly related to everyday life.

## **2.3 HYPOTHESIS**

If the literary work “Tres Relatos del Caribe Costarricense” is used as a didactic tool during English classes; then, May students have a better understanding of the Limon’s culture and improve their English skills?

### **2.3.1 Independent variable**

According to Bernal (2010), it is called independent variable to all that aspect, fact, situation, feature, etc., which is considered as the "cause of" in a relationship between variables.

The independent variable for this investigation is indeed the literary work of Dolores Joseph Montout named “Tres Relatos del Caribe Costarricense”.

Recognized literature scholars as Kearns, Gordon, Mosby, Morris and Parker have mentioned and highlighted internationally the extraordinary work of Montout.

Kearns (2017) emphasized Dolores’ role as an Afro-Caribbean Costa Rican that base on his own country, cultures, and experiences is able to print his cultural and

national identity on those three tales. Also, Mosby (2003) ensures that the literary work of Montout revive the traditions and stories of your people connecting generations.

On the other hand, Gordon (1991) in his analysis highlights specific aspects of the work such color differentiation and class stratification, cultural retention and sociocultural revelations. Morris & Parker (2007) mention that these tales enclosed the characteristics of the national Hispanic culture and their value because are written in English and Creole.

The MCJ (2013) considers that Dolores Joseph Montout tells in a clear and simple way his experiences. His tales frame the reality of Limon yesteryear and customs, which are slowly disappearing and that today only some Limoneses remember them with longing. The work of Don Dolores Joseph in transmitting these experiences is invaluable because forces us to continue worrying about the rescue and valorization of our traditions, the basis of our people's cultural identity. (p. 9).

One of the best and update references checked about the literary work of Montout is in 2013 by MCJ in its reissue of the Dolores' three tales. It is important to mention that this research is based on the following definition of the independent variable.

The maximum expression of the Limon culture. Even they are written in 1982, the richness of its language and expressions keeps alive the traditions and customs of this province. In addition, the works are written in English and Mekatelyu, so this makes them even more valuable.

### **2.3.2 Dependent variable**

Bernal (2010) defines as a dependent variable the result or effect due to the action of the independent variable. Also, Sampieri et al (2014) explains that the dependent variable cannot be manipulated. It is measured to check the effect that the independent variable manipulation has on it.

The dependent variable for this investigation is didactic tool for teaching English. This variable measures to catch the effect when the independent variable handles it. Vélez, Sánchez, Celis, Onatra & Zubieta refer in different ways about a didactic tool.

Vélez (2012) focus his job on the differentiation between a teaching aids and educational resources. Teaching aids is any material developed with the intention of facilitating the teaching and learning processes. On the other hand, educational resources are any material that, in each educational context, is used for teaching purposes or to facilitate the development of training activities.

According to Sánchez, the didactic resources must be prepared and harmonized base on the educational context to contribute effectively in the learning process. (2012). Consequently, the didactic tools should motivate the student creating an unforgettable learning experience.

Sánchez, Celis, Onatra & Zubieta (2017) share with Sánchez about the importance that a didactic tool can be part of the student motivation. Also, they point that the instrument must consider social interaction and student context as source of significant learning.

These authors together involved the meaning of didactic tool for this investigation. Any material that, in a given educational context, is used for teaching purposes or to facilitate the development of training activities considering social interaction and student context as source of significant learning.

## 2.4 OPERATION OF THE HYPOTHESIS

According to Bernal (2010), the operationalization of a variable is to convert it into indicators to translate the hypothetical concepts into units of measurement.

Table N° 1  
Operationalization of Hypothesis

HYPOTHESIS	CONCEPTS	VARIABLES	INDICATORS
<p>If the literary work “Tres Relatos del Caribe Costarricense” is used as a didactic tool during English classes, then students can have a better understanding of the Limon’s culture and improve their English skills.</p>	<p><b>“Tres Relatos del Caribe Costarricense” by Montout:</b> Maximum expression of the Limon culture, the richness of its language and expressions keeps alive the traditions and customs of this province. In addition, the works are written in English and mekatelyu, so this makes them even more valuable.</p>	<p>- The three tales</p>	<p>- The use of literature.</p> <p>- Cultural contribution of the three stories</p> <p>- Dolores Montout as a writer</p>
	<p><b>Didactic tool for teaching English:</b> Any material that, in a given educational context, is used for teaching purposes or to facilitate the development of training activities considering social interaction and student context as source of significant learning.</p>	<p>-Didactic tool</p>	<p>- Didactic resources used in English teaching.</p> <p>- Reading strategies</p> <p>- Speaking strategies.</p>

Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Figure #1. Operationalization of Hypothesis.

## **CHAPTER III: METHODOLOGICAL FRAMEWORK**

### 3.1 TYPE OF RESEARCH

According with Bernal (2010) the type of research encloses the approach that is given to the investigation based on the levels of explanation that can be deduced from their results. This approach is restricted by different methodological elements that let not only to the researcher but also the readers to be located in the type of research presented.

As Sampieri et al (2014) explains that define the type of research that is carried out, it is necessary to establish the time and place limits of the study, and sketch a profile of the units or cases that is analyzed.

In this chapter, the research, “Tres Relatos del Caribe Costarricense”, by Dolores Joseph Montout, as a didactic tool for teaching English, is classified methodologically in: purpose, temporal dimension, condition, framework, nature and character.

#### 3.1.1 Purpose

The purposes of an investigation are classified into theoretical or applied. Barrantes (2013) mentions that the basic or theoretical investigation is the one oriented to look for new knowledge or improve the existing with the goal of creating them in a specific field of research.

On the other hand, the investigation applied seeks resolving problems identified in the field of study or group of people. Barrantes (2013) says: “applied research aims to solve practical problems, to transform the conditions of an event that concerns us ...” (p. 64). Besides that: “seeks above all to solve daily and evident problems that occur in a country, company, institution, community ... through actions and concrete measures and based on the data and information produced by the research” (UH, 2018, p. 34).

This research has an applied purpose, because it recommends the use of the literary work of Dolores William Joseph Montout, named “Tres Relatos del Caribe Costarricense”, as a didactic tool in students of second level in CINDEA of Alajuelita. Based on all information compiled, the research poses the use of these three tales as a

didactic tool to face the lack of literature written in English in the classroom and rescue the cultural value of them.

### **3.1.2 Temporal dimension**

Barrantes (2013) defines that according with the temporal dimension there are two types of studies: cross-sectional and longitudinal studies. The cross-sectional researches study develops aspects of the subjects at a given moment.

Contrariwise, the longitudinal researches study an aspect or problem at different times, levels or ages. The aim of the cross-sectional research is “analyze and understand the topic of in-depth study; that is, in detail, more than analyzing the behavior of the subject over time” (UH, 2018, p. 35).

On the contrary, the longitudinal research “analyzes the development of the subject under investigation, both at different times and over time; all in order to identify and compare the various behaviors of the subject as time passes” (UH, 2018, p. 35).

Based on this information, the temporal dimension for this research is cross-sectional because is focused in a specific moment of time, which is the second semester, 2018.

### **3.1.3 Condition**

The condition in which an investigation is designed is divided into field and laboratory. A field research is developed in natural external environments. According with Sampieri et al (2014): “they are studies carried out in a "realistic" situation in which the researcher manipulates one or more independent variables in conditions as carefully controlled as the situation allows” (p.150). Also, Barrantes (2013) describes field researches as the ones that let with greater freedom to generalize the results to situations to ends.

Conversely, in a laboratory research the maximum control is exercised in non-natural scenarios. Besides, it entails the manipulation of the variables and conditions of the investigation (Barrantes, 2013) Sampieri et al (2014) explains that this kind of

researches: “they are carried out in controlled conditions, in which the effect of the sources of internal invalidation is eliminated, as well as that of other possible independent variables that are not manipulated or of no interest” (p.150).

The condition for this investigation is of field. The study is carried out in a real social environment where the study subjects are not manipulated, and it is not possible to predict their response to the planned application.

### **3.1.4 Framework**

The size or breadth for any research is defined by its framework in micro, macro and mega. These three concepts refer, in a general way, to what the research involves according to the physical location of the study subjects, the thematic extension, resources and time.

A micro framework is: “a part, an element, a sub-topic or a micro-space, about which the researcher will do his research” (UH, 2018, p. 36). It is the study of the subject made only in a sample without going beyond this delimitation. By its side, a macro framework is the: “study that is done in a part or fragment of the mega” (UH, 2018, p. 36). This means, the research applied in a specific population more than a sample but less than a huge space or thematic. Finally, the mega framework is when the research is of such a great magnitude and extension that a national or international study can cover. “It is a study of the theme that is done throughout the universe” (UH, 2018, p. 36).

According to the magnitude or framework, this is a micro investigation because it refers to Caribbean literature written in English as a didactic resource for teaching this language to a specific study group, the scholars in second level, of the CINDEA of Alajuelita in their second semester, during the 2018.

### **3.1.5 Nature**

According to Sampieri et al (2014), quantitative research is characterized by having precise and delimited approaches, focused on exact variables and based on the literature review. Qualitative research presents open approaches oriented to the participants with their experiences and points of view. On the other hand, the mix model is the nature in which the quantitative and qualitative elements are intertwined.

Also, Bernal (2010) refers to the nature in a research as quantitative and qualitative method. The first one: “is based on the measurement of the characteristics of social phenomena ... which tends to generalize and normalize results” (p. 60). And the qualitative method: “is oriented to deepen specific cases and not to generalize ... qualify and describe the social phenomenon from determining features, as they are perceived by the elements themselves that are within the situation studied” (p. 60).

Given these characteristics and differentiation between a quantitative research and a qualitative type, it is determined that this research is of a quantitative nature. This is mainly because it is based on the literature of Dolores Joseph Montout to elaborate the didactic resource proposal, generalize and normalize results in an English classroom.

### **3.1.6 Character**

By its character, any research can be classified as historical, documentary, descriptive, correlational, explanatory or causal, case study, experimental or exploratory, analytical-interpretative, retrospective, prospective; and can also have a mix of two or more characters.

Based on Bernal (2010), the historical character “applies ... to any area of knowledge that wants to analyze the facts of the past ... of the present and assumptions of the future” (p.111). The documentary character is: “an analysis of written information on a specific topic, with the purpose of establishing relationships, differences, stages, positions or current state of knowledge regarding the subject under study” (p. 111). It is

considered as descriptive research the reviewing of characteristics or features in the situation or phenomenon under study.

Continuing with this author, in a correlational character: “the correlation examines associations but not causal relationships, where a change in one factor directly influences a change in another” (p. 114). The explanatory or causal character: “is based on the test of hypothesis and seeks that the conclusions lead to the formulation or contrast of laws or scientific principles” (p. 115). The case study is a research modality whose objective is: “study in depth or in detail a specific unit of analysis, taken from a population universe” (p. 116). An experimental or exploratory character: “is characterized because in it the researcher acts consciously on the object of study, while the objectives of these studies are precisely to know the effects of the acts produced by the researcher himself as a mechanism or technique to test their hypotheses” (p. 117).

The analytical-interpretative character seeks: “know the factors or conditions that cause a problem and then be able to explain and understand - in a hermeneutical sense - because reasons, reasons or circumstances occur” (UH, 2018, p. 42). A retrospective character: “is a study based on information that already exists, because it is already produced, so, the task of the research is to collect it, group it, categorize it and analyze it” (UH, 2018, p. 43). The prospective character: “seeks to analyze a current phenomenon in order to obtain information that allows, predict, forecast and project what can be the behavior of this phenomenon in the medium and long term” (UH, 2018, p. 43).

The present investigation has a descriptive character by the approach to the Costa Rican Caribbean culture through literature. Also, it is classified within relational model because its purpose is to examine the relationship between Montout's literature and the conception of a didactic instrument. At the same time, it is of an explanatory nature because it intends to use Costa Rican Caribbean literature written in English as a didactic instrument for teaching the language; explaining the application methodology as a

proposal in the classroom of college students.

## **3.2 SUBJECTS AND SOURCES OF RESEARCH**

### **3.2.1 Subjects of Information**

The population for this investigation is the students in second level of the CINDEA of Alajuelita in II semester, 2018. The second level in the CINDEA is the counterpart of seventh, eighth and ninth grade in the normal education system of the MEP.

The CINDEA project is managed by modules, levels and periods. Each period lasts for six months. The modality has optional modules such as: reinforcement of English, reinforcement of mathematics, psychology, accounting, technology, physical education among others.

There are fourteen groups in second level. Each one is formed by 35 students. In total, there are 490 students. They are from different parts of San José but mainly from Alajuelita and Desamparados.

In the CINDEA, there are three English teachers in charge of the second level. They are part of the population for this research because their opinions are considered about the use of literature as a didactic tool. Also, it is important to confirm if they know about Dolores Joseph Montout and his literary work.

### **Primary sources**

According with the UH (2018) the primary sources are: “all the documents as theses of the Universities that are online, and research works of recognized organizations” (p. 36). In this section, it is presented the list of primary sources for this investigation.

Author	Title	Country	Year
Basáñez, E.	La literatura hispano-caribeña escrita en Estados Unidos: Aplicaciones docentes.	Spain	2018
Boghian, I.	The Didactics of English Language Teaching.	Romania	2016
Carpenter, S.	David Lindsay and James V: court literature as current event.	United Kingdom	2017
Kearns, S.	Postcoloniality in Anacristina Rossi's Limón Blues.	United States	2017
Mosby, D.	Place, Language, and Identity in Afro - Costa Rican Literature.	United States	2003
Hilarión, O.	Effectiveness of music on vocabulary acquisition and meaning as a pedagogical tool to facilitate the teaching and learning of the English language in the seventh graders of Liceo Virgen de la Medalla Milagrosa in the last period of 2014	Costa Rica	2014
González, H.	Academic issues and strategies applied regarding reading comprehension that affect the performance in classes of eleventh grade students at the Chira island high school	Costa Rica	2016
Ugalde, C.	Teaching Literature as a Pedagogical Strategy Using the Short Story "The Happy Prince" by Oscar Wilde to Improve Linguistic and Grammatical Competences in Students of Seventh Grade at Centro Educativo Horizonte 2000 in the First Period of the Year 2017	Costa Rica	2017

Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Figure #2. Primary Sources

## Secondary sources

Based on UH (2018), the secondary sources are: "books used during the research, both as sources of reference and bibliographic ... documents taken from websites" (p. 36). The below table lists the secondary sources for this investigation.

Author	Document name	Year	# ED.
Álvarez Venegas, A.; Paredes Hernández, L. & Arteaga Perez, J	Guía Metodológica para la elaboración de proyectos de investigación en posgrado.	2015	1 <sup>st</sup> ed.
Ariza, E., Yahya, N., Morales-Jones, C. & Zainuddin, H.	Methods/Approaches of Teaching ESOL: A Historical Overview	2015	4 <sup>th</sup> ed.
Barrantes, R.	Investigación: un camino al conocimiento: enfoque cuantitativo y cualitativo.	2014	2 <sup>nd</sup> ed.
Bennet, A. & Royle, N.	Literature, Criticism and Theory.	2012	3 <sup>rd</sup> ed.
Bernal, C.	Metodología de la Investigación, administración, economía, humanidades y ciencias sociales.	2010	3 <sup>rd</sup> ed.
González Vallejo, L. & Segura Jiménez, A.	Manual: Instruccional Métodos De Investigación.	2018	2 <sup>nd</sup> ed.
Hernández Sampieri, R.; Fernández Collado, C. & Batista Lucio, P.	Metodología de la Investigación.	2014	6 <sup>th</sup> ed.

Johnson, R.	Exploration in Language Didactics and in Teachers' Pedagogical Thinking.	2014	1 <sup>st</sup> ed.
Ministerio de Cultura y Juventud	"Tres Relatos del Caribe Costarricense" (en inglés).	2013	2 <sup>nd</sup> ed.
Morris, A., & Parker, M.	Celebrations and Connections in Hispanic Literature.	2007	1 <sup>st</sup> ed.
Sánchez, I. B.	Recursos didácticos para fortalecer la enseñanza-aprendizaje de la economía.	2012	Document from web site
UNESCO.	Educación para el desarrollo sostenible: aportes didácticos para docentes del Caribe.	2008	Document from web site
Universidad Hispanoamericana.	Guía cuantitativa para trabajos finales de graduación, tesinas y tesis en ciencias sociales.	2018	2 <sup>nd</sup> ed.
Universidad Hispanoamericana.	Manual APA.	2018	2 <sup>nd</sup> ed.
Vélez, M.	Desarrollo de competencias del docente en educación media superior.	2012	Document from web site
Rahayu, M.	Literature in Language Teaching.	2011	Document from web site

Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Figure #3. Secondary Sources.

### Tertiary sources

According with UH (2018) the tertiary sources are: "journal scientific articles ... and articles by experts" (p. 37). Below, the tertiary sources used.

Author	Document or Article name	Journal Name	Year	Volum (num)
Araya, K.; Campos Rosales, P.; González Mora, E.; Marín Madrigal, G.; Rojas Suárez, K.; & Sánchez Alvarado, C.	Teaching English literature in Costa Rican experimental bilingual high schools: EFL teachers' academic training	Revista Electrónica de Investigación Educativa	2017	19(3)
Bibby, S. & McIlroy, T.	Literature in language teaching: What, why, and how.	The language Teacher Journal	2013	37(5)
Celis, J. Onatra, C. & Zubieta, A.	Educational videos: a didactic tool for strengthening English vocabulary through the development of affective learning in kids	Gist Education and Learning Research Journal	2017	1(14)
Chandrasena, N.	Integrating literature into foreign language teaching: A Sri Lankan perspective	Novitas-Royal	2016	1(2)
Classen, A.	The Meaning of Literature and Literature as Meaning—A Productive Challenge of Modern Times from the Middle Ages	Humanities 2016	2016	5(24)
Gordon, D.	Expressions of the Costa Rican Black Experience: The Short Stories of Dolores Joseph and the Poetry of Shirley Campbell.	Afro-Hispanic Review	1991	10(3)
Ihejirika, R.	Literature and English Language Teaching and Learning: A Symbiotic Relationship	English Language Teaching Journal	2014	7(3)
López Montero, R. & Rodríguez Chaves, K.	A reflection on the teaching program English for Kids, from the Pacific Regional Center, University of Costa Rica.	Revista Educación	2017	41(1)

MEP Centro Integrado de Educación de Adultos (CINDEA) Alajuelita.	Misión y visión del centro educativo.	Not apply	2017	48 Not apply
Cambridge University Press	Cambridge Dictionary	Not apply	2018	Web site
Freie Universität Berlin	English Didactics	Not apply	2017	Web site
Ministerio de Educación Pública	Centro Integrado de Educación de Adultos.	Not apply	2018	Web site
Ministerio de Cultura y Juventud	Programa Corredor Cultural Caribe CCC.	Not apply	2014	Web site
Pereira Palomo, H. & Ramos Leiva, L.	Diseño de libros de texto para la enseñanza del inglés: una propuesta curricular	Colomb. Appl. Linguist. J.	2016	18(2)
Rai, A.	Use of Literature in Teaching English	International Journal of Educational Research and Technology	2012	3(3)
Rodríguez Gutiérrez, B. & Gutiérrez Sebastián, R.	Literatura y educación en valores. El problema de la utilización de la obra literaria como instrumento	Revista de Didácticas Específicas	2013	1(8)
Sistema de Información Cultural de Costa Rica.	Sicultura.	Not apply	2014	Web site
Shanthini Pillai, P.; Shobha Menon & Ravichandran Vengadasamy.	The marginalisation of Malaysian texts in the English language curriculum and its impact on social cohesion in Malaysian classrooms	Kajian Malaysia	2016	34(2)
Rodríguez Gutiérrez, B. & Gutiérrez Sebastián, R.	Literatura y educación en valores. El problema de la utilización de la obra literaria como instrumento	Revista de Didácticas Específicas	2013	1(8)
Jenifar, J.	Literature in Language Teaching	Journal of English Language and Literature.	2016	3(1)

Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Figure #2. Tertiary Sources.

### 3.3 SELECTION OF SAMPLING

Base on UH (2018) the population is: “the total universe on which the research is done and can be made up of communities, groups, people; situations, organizations” (p. 37).

On the other hand the sample is “a representative subgroup of the population, identical in all its extremes” (p. 37).

#### 3.3.1 Probabilistic or Non-Probabilistic Sampling

A sample can be selected in a probabilistic or non-probabilistic way. When a sample is probabilistic, all the subjects under investigation have the same possibility to be nominated by a mechanical selection. (UH, 2018, p. 47) Conversely, in non-probabilistic

samples: “the choice of the elements does not depend on the probability, but on causes related to the characteristics of the research or the researcher's purposes” (Sampieri et al, 2014, p. 176).

For this research, the sample is non-probabilistic because base on the characteristics of this research, it is intended to propose the Montout’s literary work in English classes. Therefore, it is necessary to evaluate specific groups to manage better the information obtained. There are selected three groups of the fourteen in second level, in total 105 students. Leaving it clear that the results obtained are valid only for the groups with which are worked. Also, it considered the four English teachers in charge of the second level.

### **3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION**

For this research work the survey technique is used with the questionnaire instrument; which is applied to the sample of study that are the three groups of second level of the CINDEA of Alajuelita. In addition, the interview technique with the questionnaire instrument is used to apply it to the four English teachers at the second level.

### **3.5 OPERATION OF VARIABLES**

According with UH (2018), the main goal of operation of variables is: “precisar al máximo el significado que se le otorga a la variable en ese estudio” (p. 40). With this, both the dependent variable and the independent variable are divided into concepts, definitions and indicators.

#### **3.5.1 Independent Variable**

Factor A of this research is: **“Tres Relatos del Caribe Costarricense” by Montout.**

##### **3.5.1.1 Conceptual definition**

The concept used for the independent variable “Tres Relatos del

Caribe Costarricense” by Montout is:

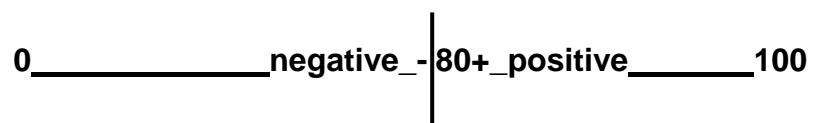
The maximum expression of the Limon culture. Even they are written in 1982, the richness of its language and expressions keeps alive the traditions and customs of this province. In addition, the works are written in English and Mekatelyu, so this makes them even more valuable.

### 3.5.1.2 Operational Definition

According with UH (2018): “refers to translate into indicators that allow direct observation of the variable” (p. 41). For this research, the operational definition of factor A is the following.

- If from 100% to 90% of the population manages to recognize the cultural contribution of the literary work of Dolores W.J. Montout, this is positive for the investigation.
- If 89% to 80% of the population manages to recognize the cultural contribution of the literary work of Dolores W.J. Montout, this is relatively positive for the investigation.
- If less than 79% of the population manages to recognize the cultural contribution of the literary work of Dolores W.J. Montout, this is negative for the investigation.

#### Factor A: “Tres Relatos del Caribe Costarricense” by Montout



### 3.5.1.3 Instrumental Definition

In this section, the techniques and instruments to be used for the collection of information about the factor A are specified. (UH, 2018, p. 41).

For the data collection, it is used an interview applied to the teachers. The direct questions related to this factor are from 9 to 16. (Annex 1). Moreover, a survey is applied

to the students, as technical with the questionnaire as instrument. The direct questions related are 5, 6, 15, 16 and 17. (Annex 2). Also, there is applied a didactic proposal, and a diagnostic before and after the proposal directly focused on show this literary work.

## **Dependent Variable**

Factor B of this research is: **Didactic tool for teaching English**

### **3.5.2.1 Conceptual Definition**

The concept used for the dependent variable Didactic tool for teaching English is:

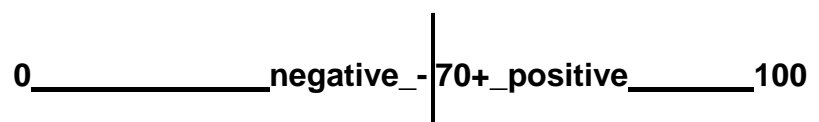
Any material that, in a given educational context, is used for teaching purposes or to facilitate the development of training activities considering social interaction and student context as source of significant learning.

### **3.5.2.2 Operational Definition**

For this research, the operational definition of factor B is the following.

- If 100% to 80% of the population manages to respond correctly to the didactic activities based on the stories of Montout, this is positive for the investigation.
- If 79% to 70% of the population manages to respond correctly to the teaching activities based on Montout's stories, this is relatively positive for research.
- If less than 69% of the population manages to respond correctly to the didactic activities based on the stories of Montout, this is negative for the investigation.

## **Factor B: Didactic tool for teaching English**



### 3.5.2.3 Instrumental Definition

The instruments used to collect data about factor B are the following.

It is used an interview, applied to the teacher, as technical with the questionnaire as instrument, questions 8, 9, 5, 6 and 7 for the factor B or dependent variable Didactic tool for teaching English. Furthermore, a survey, applied to the students, as technical with the questionnaire as instrument, questions 7 to 17. Also, there is applied a didactic proposal, a diagnostic before and after the proposal directly focused on specific topics to teach English.

#### Table operationalization of the variables

Table N° 2  
Operationalization of Variables

SPECIFIC GOAL	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
---------------	------------	----------	-----------------------	------------------------	-------------------------

<p><b>1. Determine the advantages of using the literary work of Dolores William Joseph Montout, titled “Tres Relatos del Caribe Costarricense”, as a didactic tool for teaching English to students in second level in CINDEA of Alajuelita.</b></p>	<p><b>If the literary work “Tres Relatos del Caribe Costarricense” is used as a didactic tool during English classes, then students can have a better understanding of the Limon’s culture and improve their English skills</b></p>	<p><b>Factor A: “Tres Relatos del Caribe Costarricense” by Montout</b></p>	<p>The maximum expression of the Limon culture. Even they were written in 1982, the richness of its language and expressions keeps alive the traditions and customs of this province. In addition, the works are written in English and mekatelyu, so this makes them even more valuable.</p>	<p>If from 100% to 90% of the population manages to recognize the cultural contribution of the literary work of Dolores W.J. Montout, this is positive for the investigation. If 89% to 80% of the population manages to recognize the cultural contribution of the literary work of Dolores W.J. Montout, this is relatively positive for the investigation. If less than 79% of the population manages to recognize the cultural contribution of the literary work of Dolores W.J. Montout, this is negative for the investigation.</p>	<p>Technique interview, instrument questionnaire, questions 10 to 16. Technique survey, instrument questionnaire, questions 5, 6, 15, 16 and 17. Also, there is going to be applied a didactic proposal, a diagnostic before and after the proposal directly focused on show this literary work.</p>
<p><b>2. Create a proposal to use the literary work of Dolores William Joseph Montout, titled “Tres Relatos del Caribe Costarricense”, in students of second level in CINDEA of Alajuelita, as a didactic tool.</b></p>		<p><b>Factor B: Didactic tool for teaching English</b></p>	<p>Any material that, in a given educational context, is used for teaching purposes or to facilitate the development of training activities considering social interaction and student context as source of significant learning.</p>	<p>If 100% to 80% of the population manages to respond correctly to the didactic activities based on the stories of Montout, this is positive for the investigation. If 79% to 70% of the population manages to respond correctly to the teaching activities based on Montout's stories, this is relatively positive for research. If less than 69% of the population manages to respond correctly to the didactic activities based on the stories of Montout, this is negative for the investigation.</p>	<p>Technique interview, instrument questionnaire, questions 8, 9, 5, 6 and 7. Technique survey, instrument questionnaire, questions 7 to 17. There is going to be applied a didactic proposal, a diagnostic before and after the proposal directly focused on specific topics to teach English.</p>
<p><b>3. Evaluate specific grammar topics to the students at the second level in CINDEA of Alajuelita after and before the proposal.</b></p>					

Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019

Figure #4. Operational of Variables

## **CHAPTER IV: DATA ANALYSIS AND INTERPRETATION**

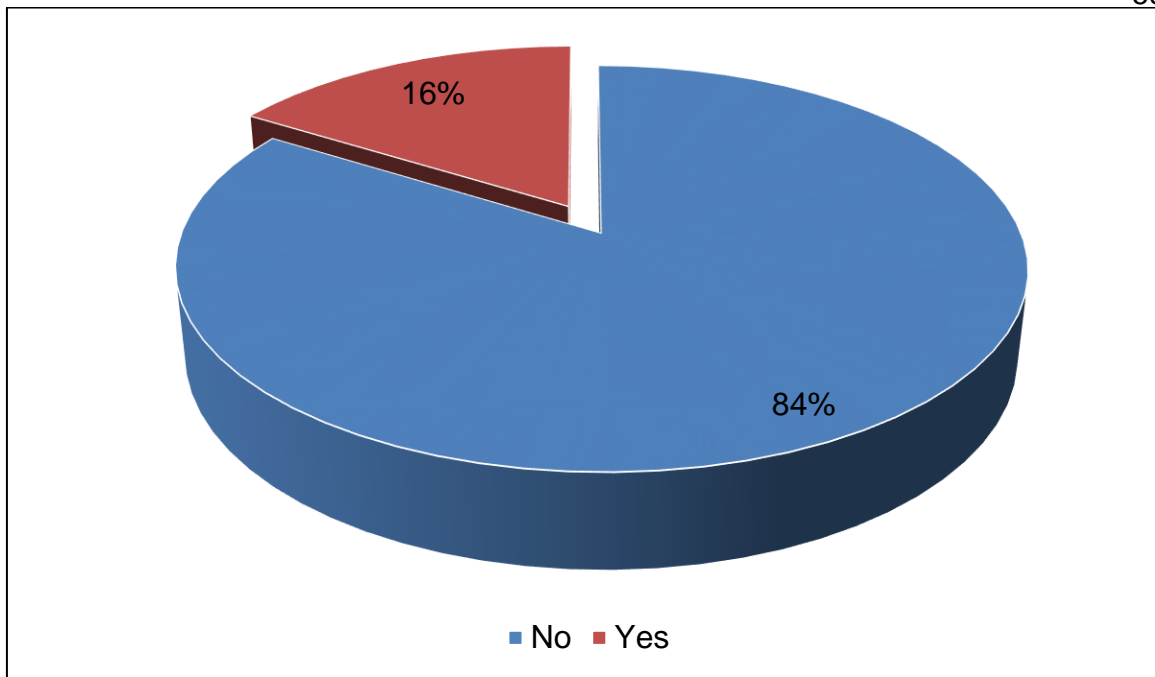
This chapter consists in presenting the results of the instruments applied to the population in study. The instruments are: professors' interview, students' survey and students' diagnostic before and after proposal applied.

All the information collected and complied from the students and professors. The students and teachers are from the CINDEA of Alajuelita from second level. The total amount of students corresponds to 105 and 4 teachers in charge of the second level.

#### **4.1 Students' Survey**

The student's questionnaires are applied in the work field at the CINDEA of Alajuelita. This survey has seventeen closed questions. The students provided their point of view about their experience during English classes and Caribbean literature knowledge. It applied to three groups of 35 students each, in all 105 students of second level.

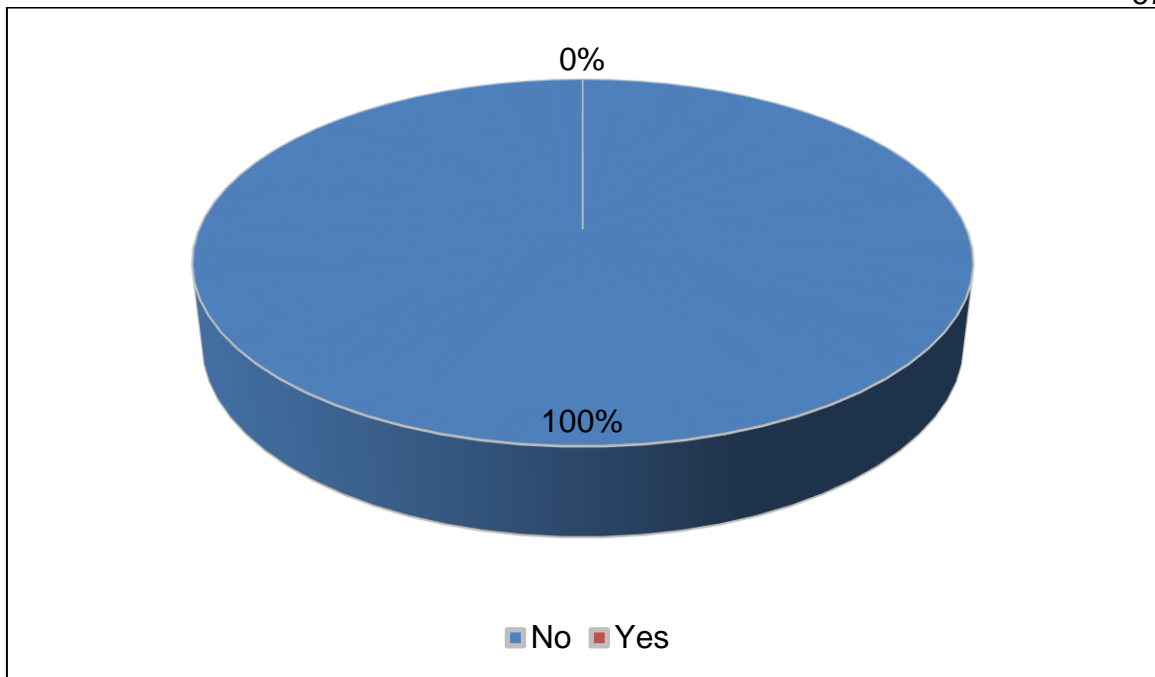
Below are the results of the questions related to the research topic of this survey.



Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Question 5 Student survey: Do you like reading books?  
Graphic 1. Survey to students in second level at CINDEA of Alajuelita, 2018

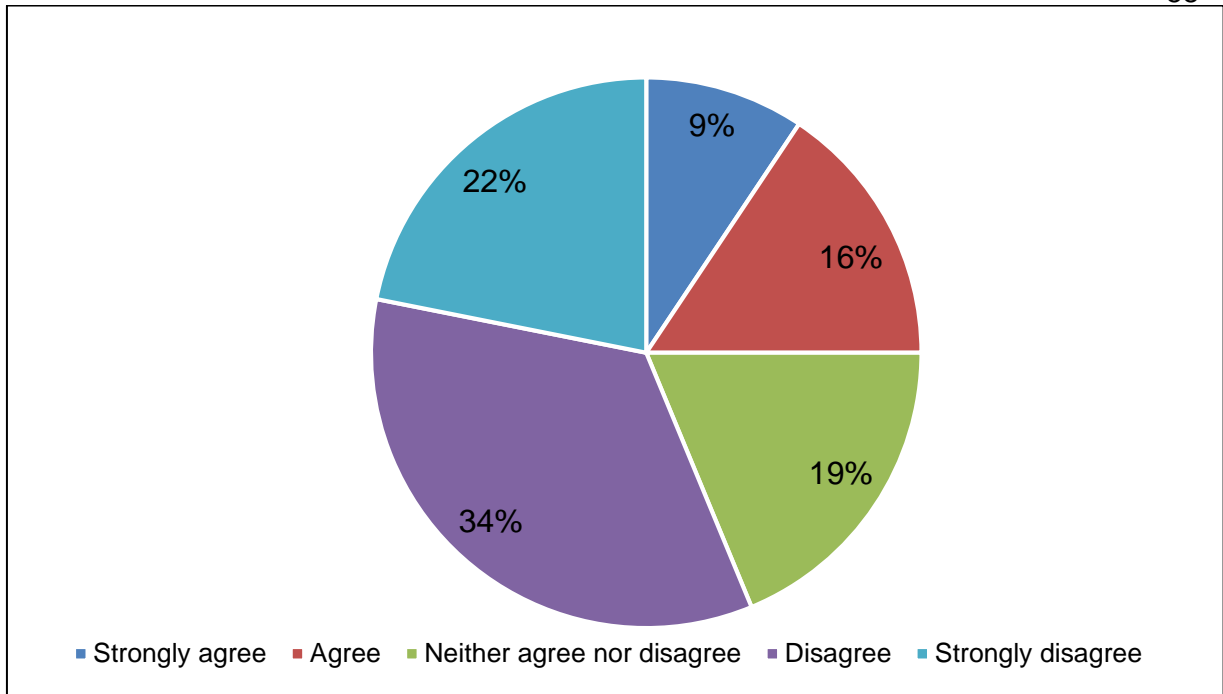
According with the fifth question in the student survey: Do you like reading books?

84% answered no and 16% like reading books.



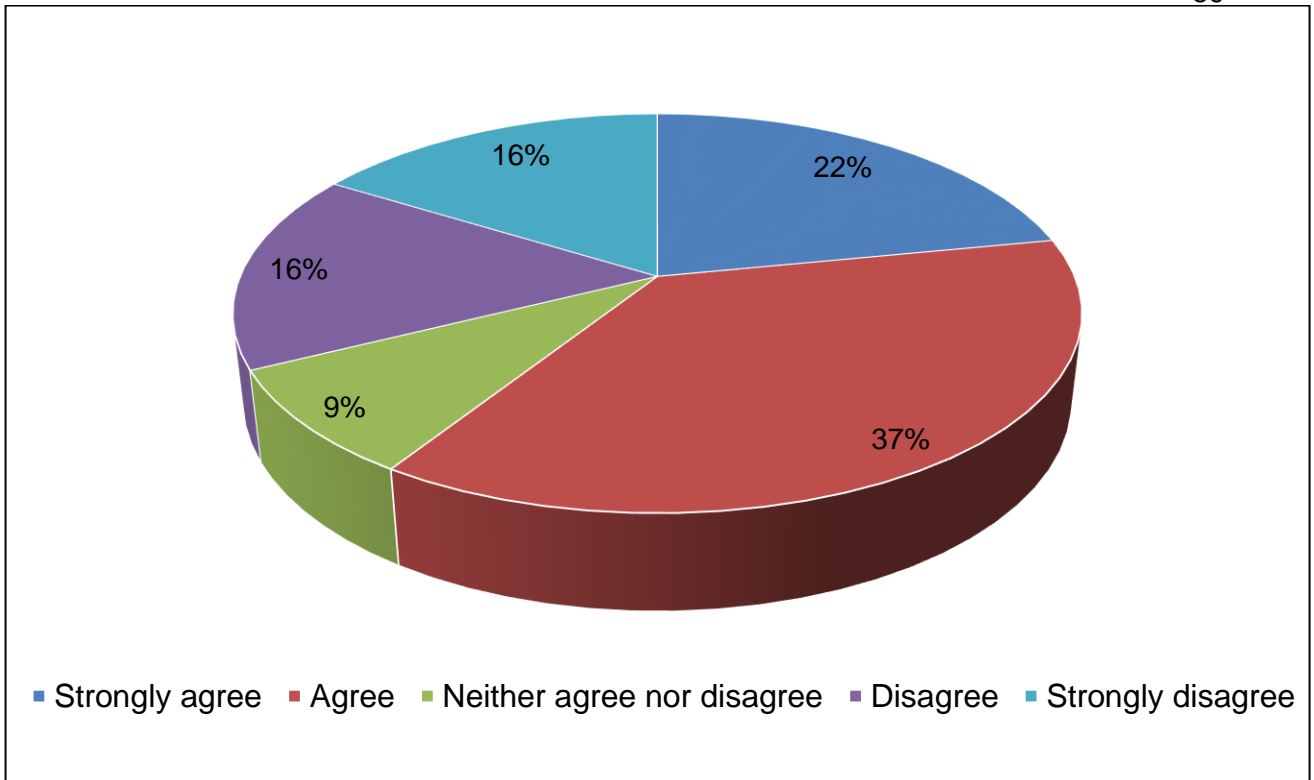
Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Question 6 Student survey: Do you know who Dolores Joseph Montout is?  
Graphic 2. Survey to students in second level at CINDEA of Alajuelita, 2018

Base on the question: Do you know who Dolores Joseph Montout is? None of the students had heard about this national author.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Teacher shares you short stories to read in class.  
Graphic 3. Survey to students in second level at CINDEA of Alajuelita, 2018

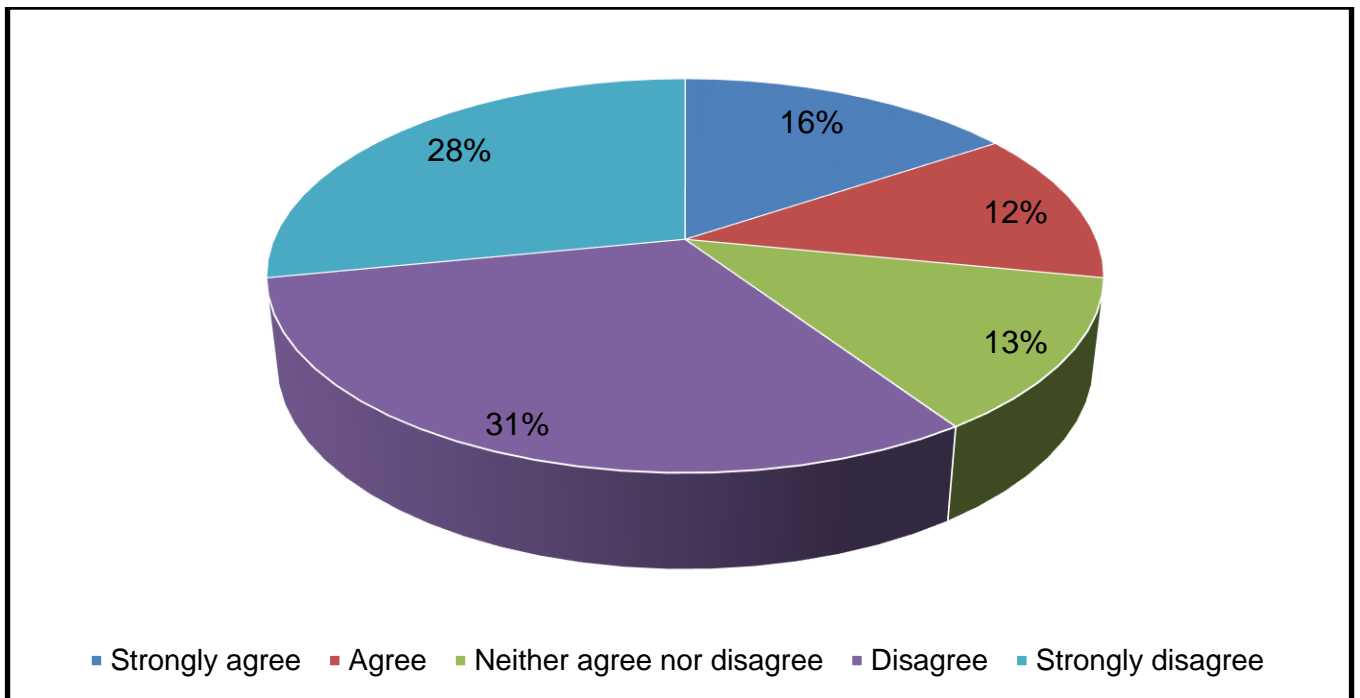
Regarding to the statement: Teacher shares you short stories to read in class, 9% of the students answered strongly agree. 16%, answered agree. 19%, answered that are neither agree nor disagree. 34%, marked disagree. 22%, chose strongly disagree. These results indicate that most of the surveyed learners, 56% mentioned that the teachers do not share them short stories to read in classes.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Teacher motivates you to read aloud in class.

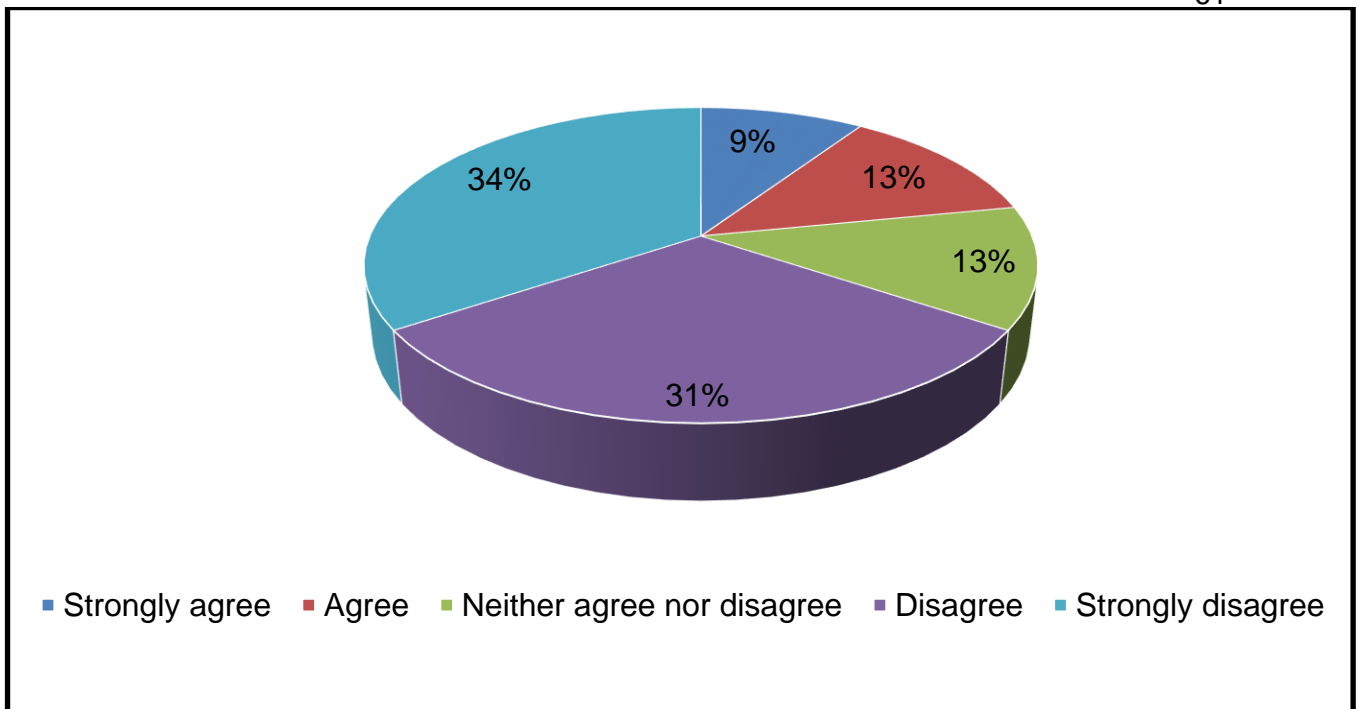
Graphic 4. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: Teacher motivates you to read aloud in class, 22% of the learners surveyed answered strongly agree. 37% of the participants answered agree. 9%, answered that are neither agree nor disagree. 16% marked disagree. 16% selected strongly disagree. Based on this data, the majority of the surveyed, 59% considered that teachers motivate them to read aloud in classes.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Teacher gives you reading material as homework.  
Graphic 5. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: Teacher gives you reading material as homework, 16% of the students answered strongly agree. 12%, answered agree. Thirteen, 13%, answered that are neither agree nor disagree. 31%, marked disagree. 28%, chose to strongly disagree. This result indicates that most of the surveyed learners, 59% mentioned that the teachers do not give them reading material as homework.

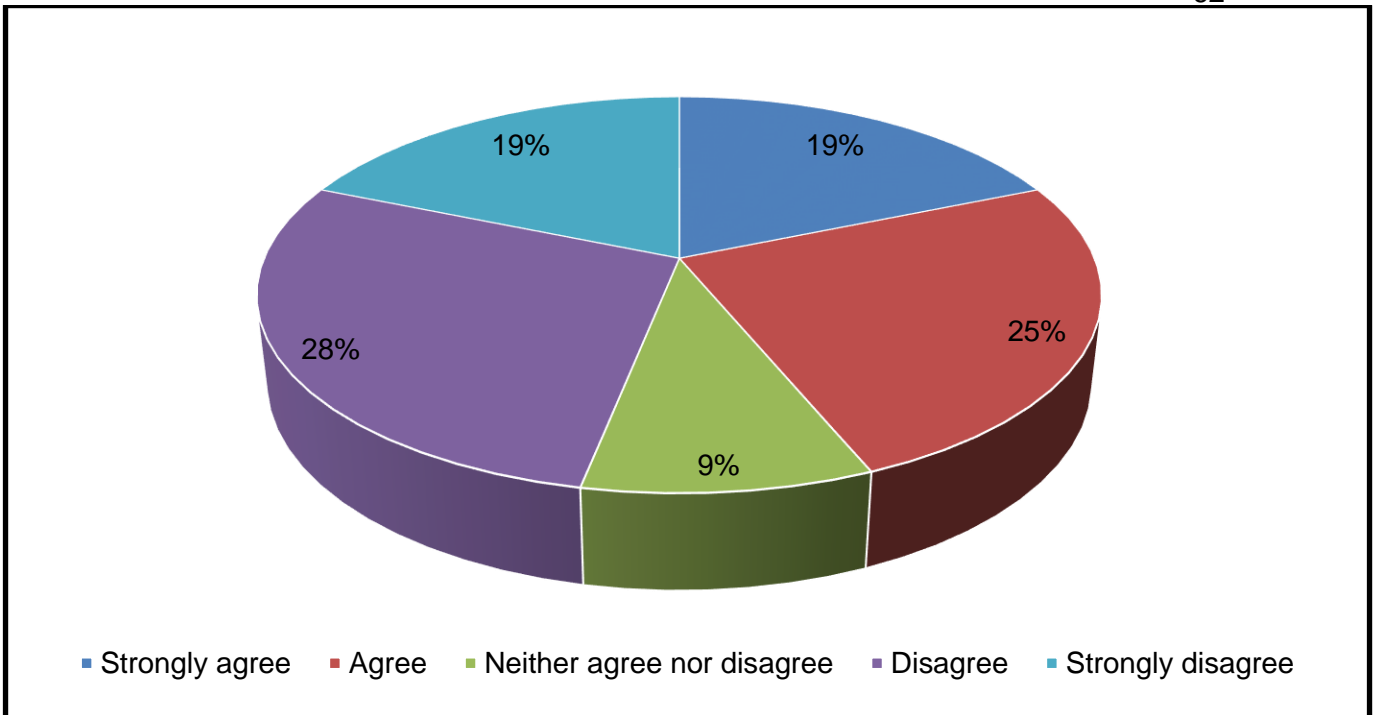


Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019

Teacher promotes you to talk about readings.

Graphic 6. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: Teacher promotes you to talk about readings, 9% of the learners surveyed answered strongly agree. 13% of the participants answered agree. 13%, answered that are neither agree nor disagree. 31%, marked disagree. 34%, selected strongly disagree. Based on this data, the majority of the surveyed, 65% considered that teachers do not promote them to talk about readings.

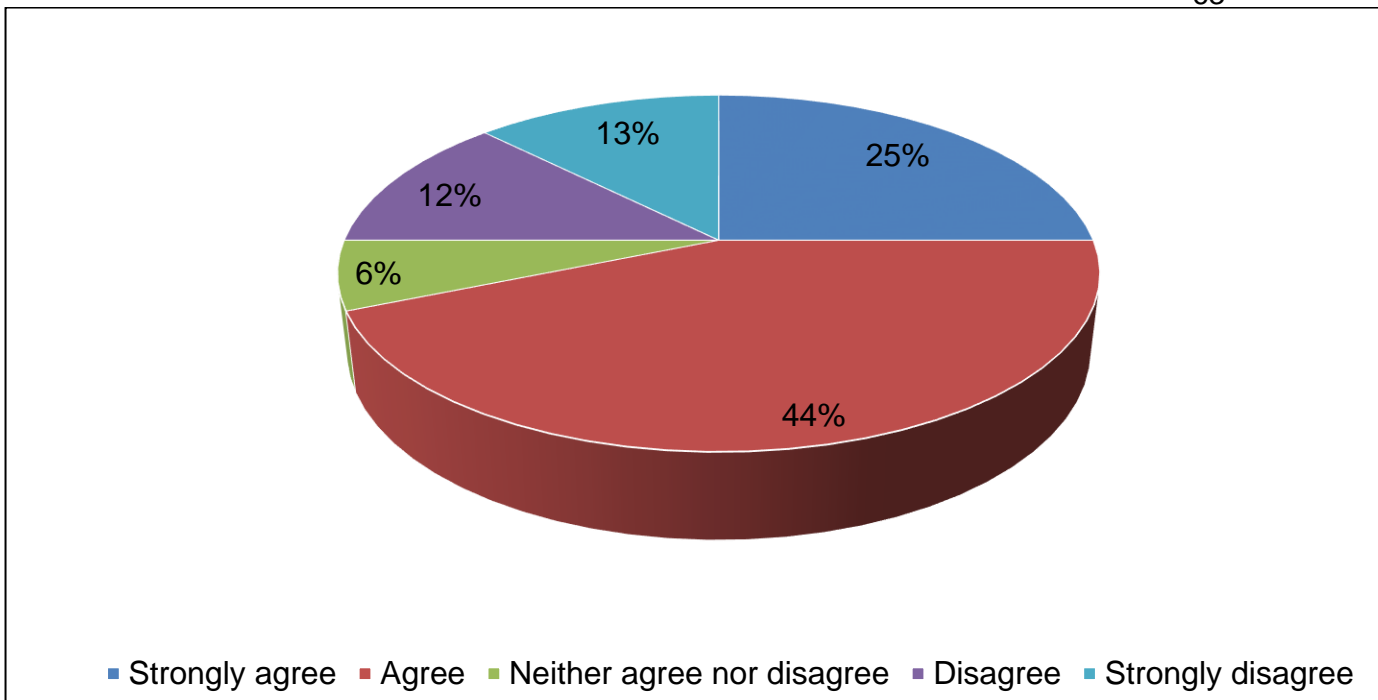


Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019

Teacher makes you speak in front of the class.

Graphic 7. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: Teacher makes you to speak in front of the class, 19% of the students answered strongly agree. 25%, answered agree. 9%, answered that are neither agree nor disagree. 28%, marked disagree. 19%, chose to strongly disagree. This result indicates that most of the surveyed learners, 47%, considering disagree and strongly disagree answers, mentioned that the teachers do not make them to speak in front of the class.

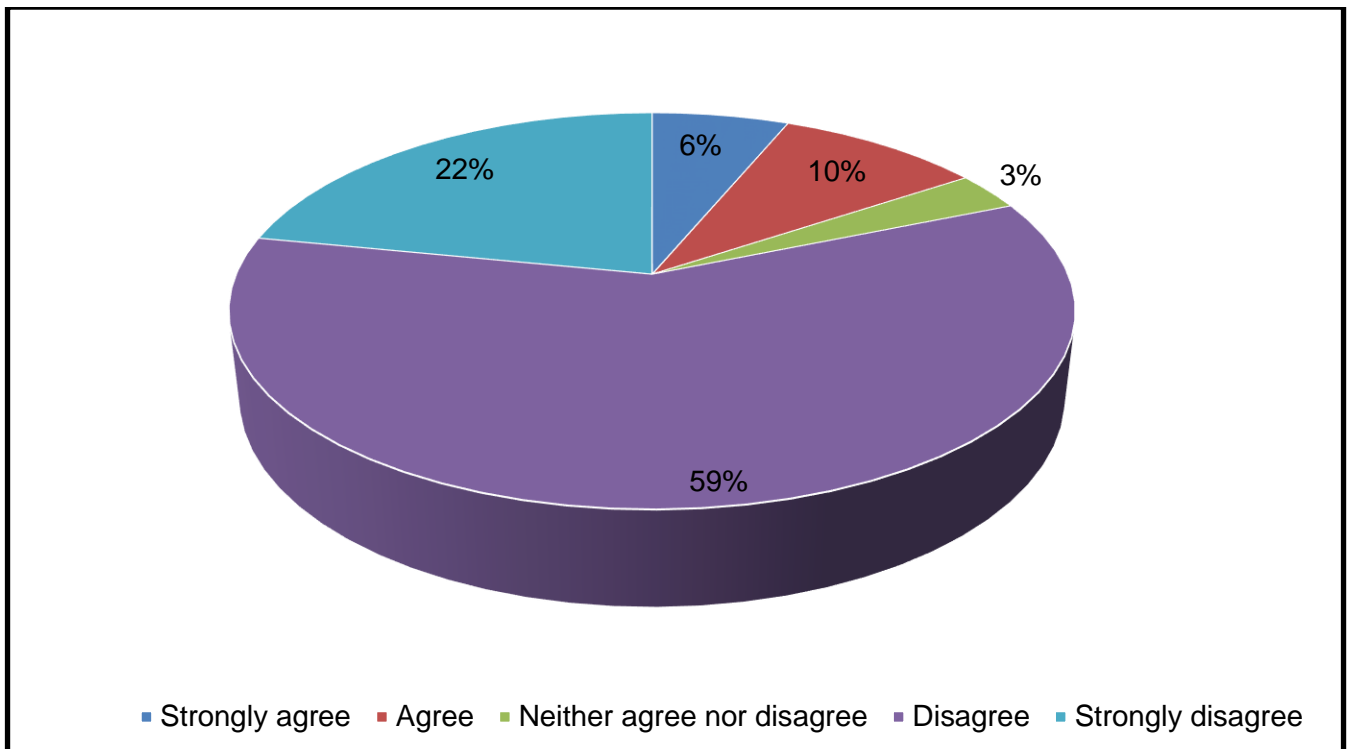


Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019

Teacher asks you questions about readings.

Graphic 8. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: Teacher asks you questions about readings, 25% of the learners surveyed answered strongly agree. 44% of the participants answered agree. 6% answered that are neither agree nor disagree. 12% marked disagree. And 13%, selected strongly disagree. Based on this data, the majority of the surveyed, 69% considered that teachers ask them questions about readings.

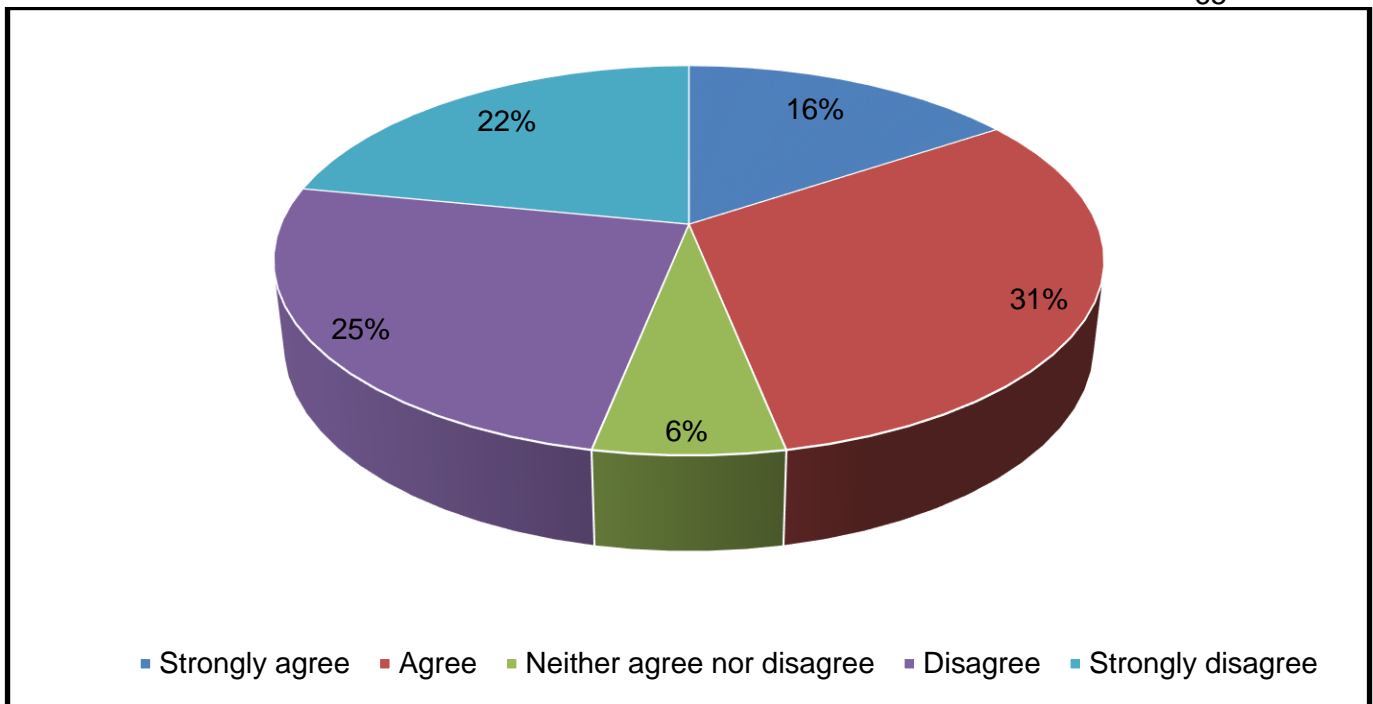


Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019

I like to participate in reading activities.

Graphic 9. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: I like to participate in reading activities, 6% of the students answered strongly agree. 10%, answered agree. 3%, answered that are neither agree nor disagree. 59%, marked disagree. 22%, choose to strongly disagree. This result indicates that most of the surveyed learners, 81%, do not like to participate in readings activities.

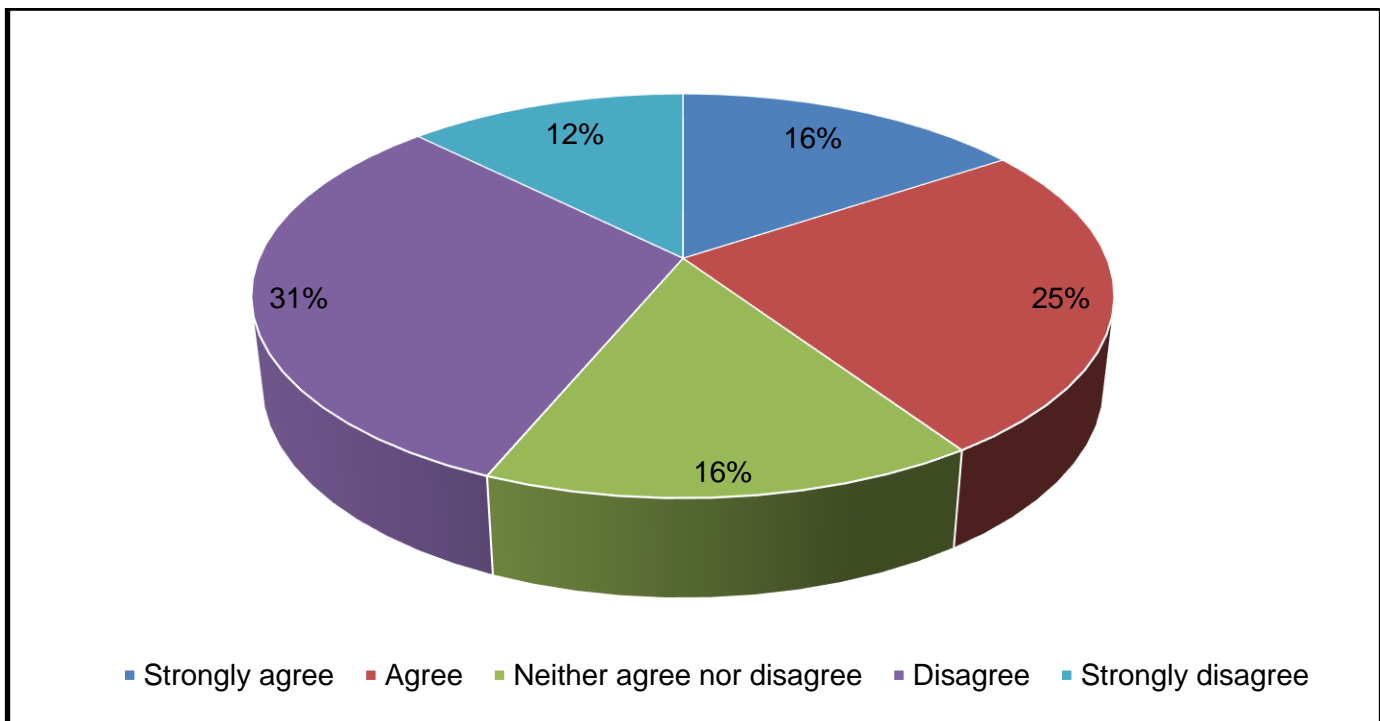


Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019

I like to participate in speaking activities.

Graphic 10. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: I like to participate in speaking activities, 16% of the learners surveyed answered strongly agree. 31%, answered agree. 6%, answered that are neither agree nor disagree. 25%, marked disagree. 22%, choose to strongly disagree. These results indicate that the same quantity of students, 47%, that like to participate in speaking activities are the same percentage of students who answered disagree and strongly disagree to participate in these kinds of activities.

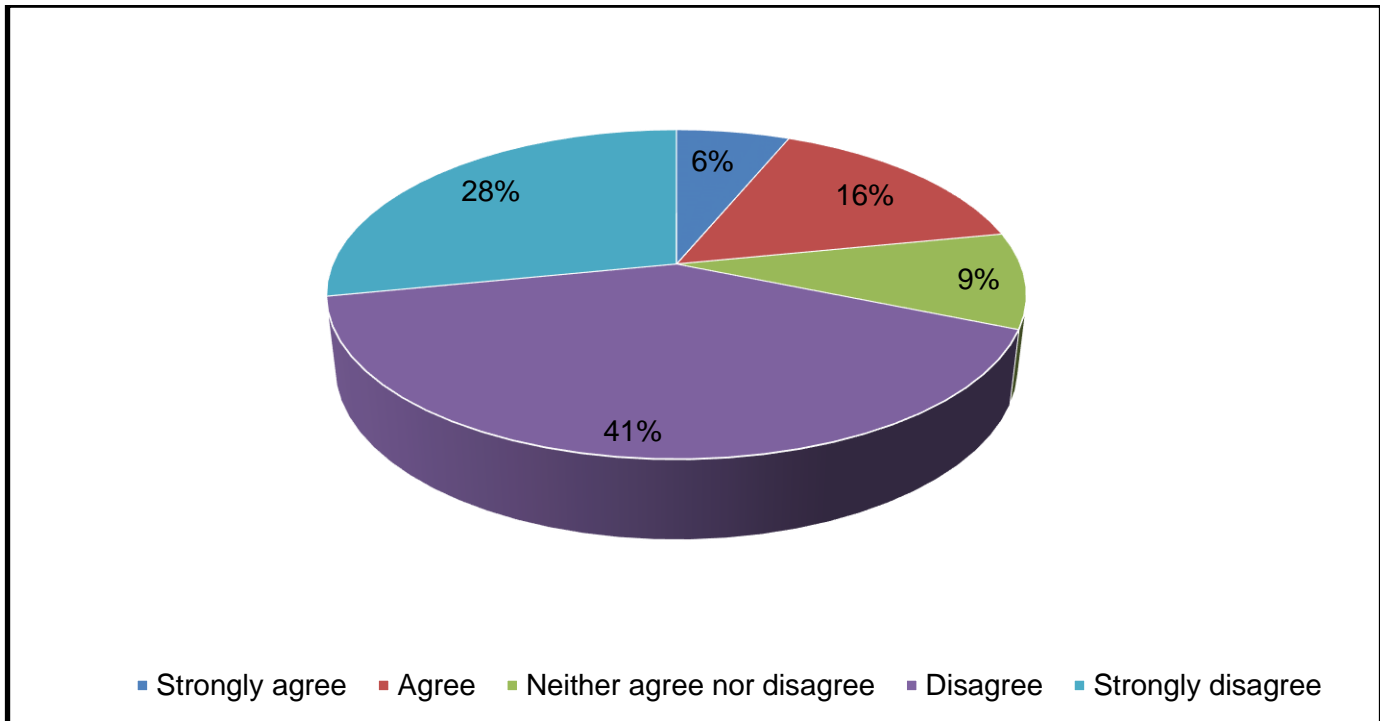


Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019

Readings shared by the teacher are easy to understand.

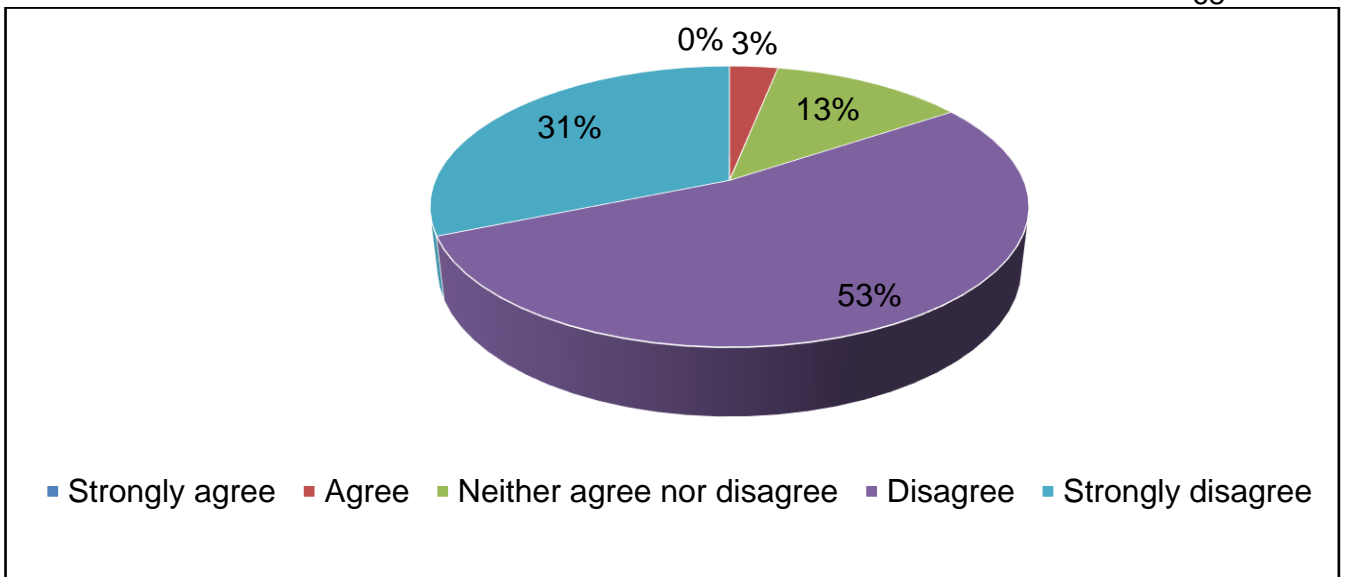
Graphic 11. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: Readings shared by the teacher are easy to understand, 16% answered strongly agree. 25%, answered agree. 16% answered that are neither agree nor disagree. 31% marked disagree. 12% chose strongly disagree. These results indicate that 43% the surveyed learners mentioned that the readings that teacher shares are difficult to understand. On the other hand, 41% the surveyed learners mentioned that the readings that teacher shares are easy to understand.



Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Readings shared by the teacher are about Costa Rican culture.  
Graphic 12. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement: Readings shared by the teacher are about Costa Rican culture, 6% answered strongly agree. 16% of the learners surveyed answered agree. 9% answered that are neither agree nor disagree. 41% marked disagree. 28% selected strongly disagree. Based on this data, the majority of the surveyed, 69% considered that the readings shared by the teacher are not about Costa Rica culture.



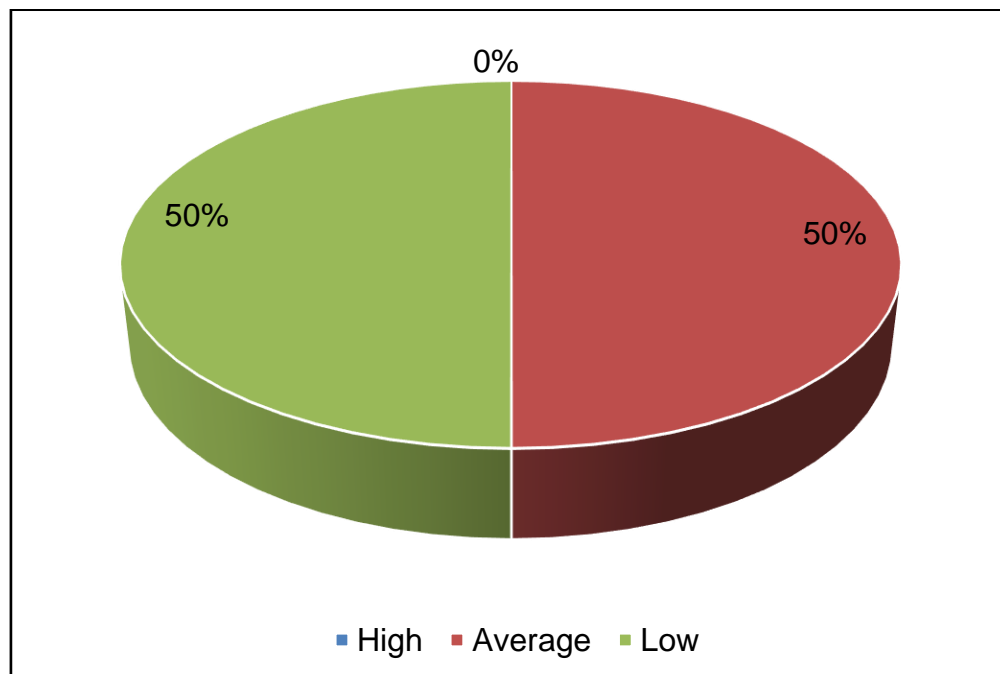
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Readings shared by the teacher are about Limon culture.  
Graphic 13. Survey to students in second level at CINDEA of Alajuelita, 2018

Regarding to the statement, Readings shared by the teacher are about Limon culture, none of the students, 0%, answered strongly agree. 3% answered agree. 13% answered that are neither agree nor disagree. 53% marked disagree. 31% chose strongly disagree. These results indicate that 84% of the surveyed learners mentioned that none of the readings shared by the teachers are about Limon culture.

## 4.2 Professors' Interview

There are four English teachers in charge of the second level at CINDEA of Alajuelita. An interview is applied to each with the objective to know their point of view about the use of literature to teach English. Below are the results of the main questions of this interview.

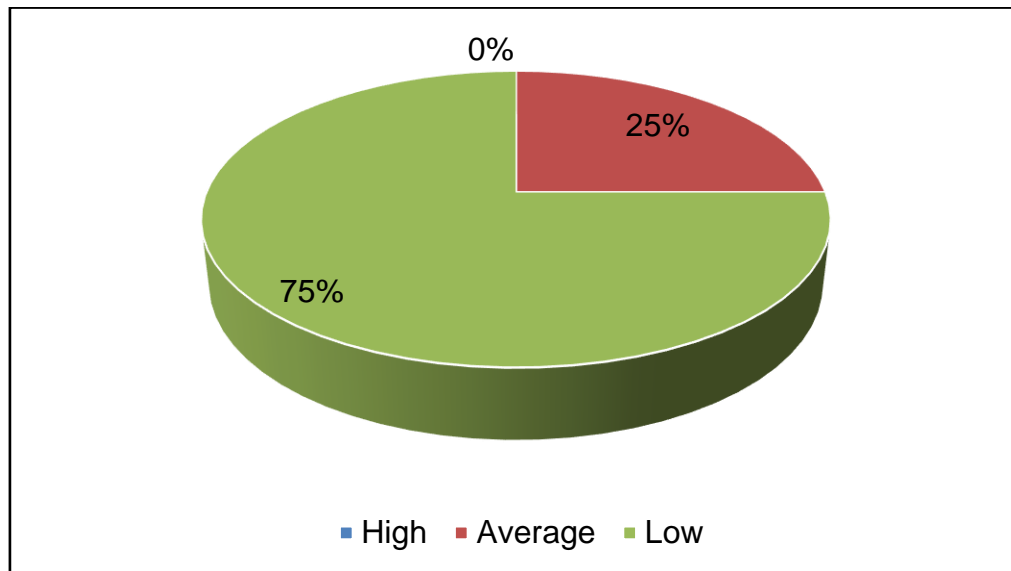
One of the questions of this interview is: In general, how do you consider the level of English of your students? 50% of the teachers answered that the level is medium, and the other 50% of the professors consider the level low.



Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
How do you rate your students' reading ability?

Graphic 14. Interview guide to the second level English teachers of the CINDEA of Alajuelita

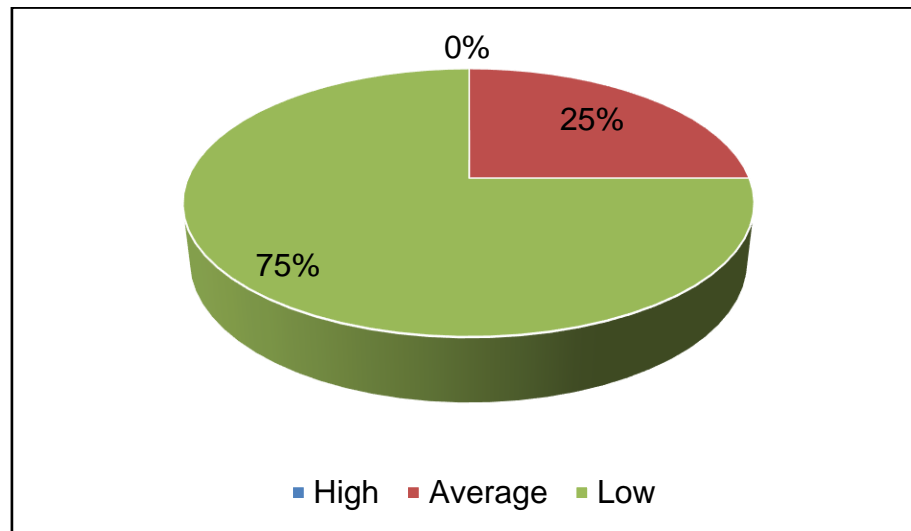
According to the fifth question in the teachers' interview: How do you rate your students' reading ability? 50% answered an average English reading level and 50% consider the level is low. None of them consider that their students have a high level of reading ability.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
How do you rate your students' speaking ability?  
Graphic 15. Interview guide to the second level English teachers of the CINDEA of Alajuelita

Concerning to the sixth question in the teachers' interview: How do you rate your students' speaking ability? 25% answered an average English speaking level and 75% considers the level is low. None of them consider that their students have a high level of speaking ability.

The seventh interview question is: To strengthen the reading skills of your students, what teaching tools do you use? In summary the professor answered: read short stories, news and answer comprehension questions. The next question is: To strengthen the speaking skills of your students, what teaching tools do you use? For this one the teachers answered: read aloud, make short conversations, read dialogues and share weekend activities.

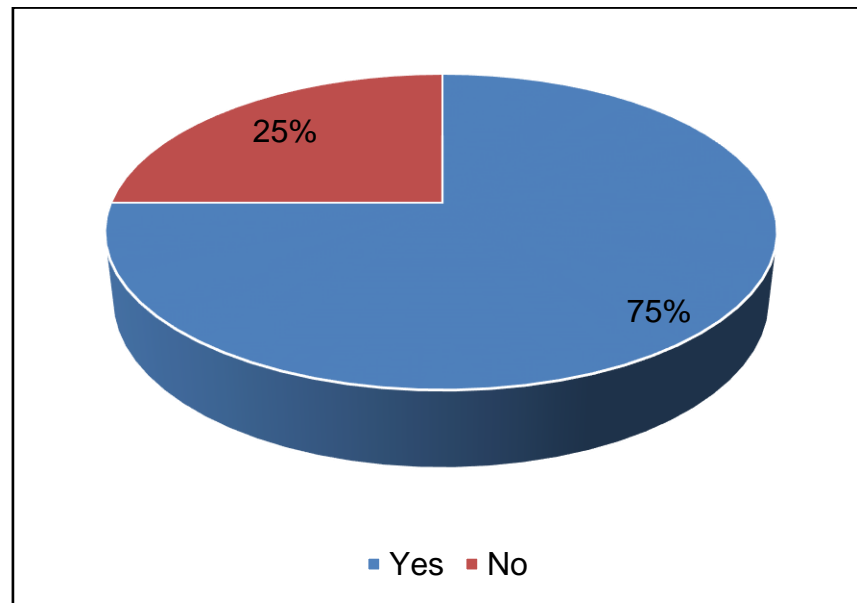


Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
 Do you use literature to teach English?  
 Graphic 16. Interview guide to the second level English teachers of the CINDEA of Alajuelita

According to the ninth question in the teachers' interview: Do you use literature to teach English? 25% answered yes and 75% do not use literature to teach English. The teacher who answered yes mentioned that sometimes he uses short funny stories. They were also consulted if they know who Dolores Joseph Montout is, and none of them have heard or read about this national author.

The twelfth question is: Do you know that there is literature written in English by Costa Ricans? And none of them known about this kind of literature.

In accordance with the thirteenth question in the teachers' interview: During your English classes, does Costa Rican culture and its values stand out? All of them answered yes. The next question is: Have you used Caribbean literature to teach English? And none of them have used it.



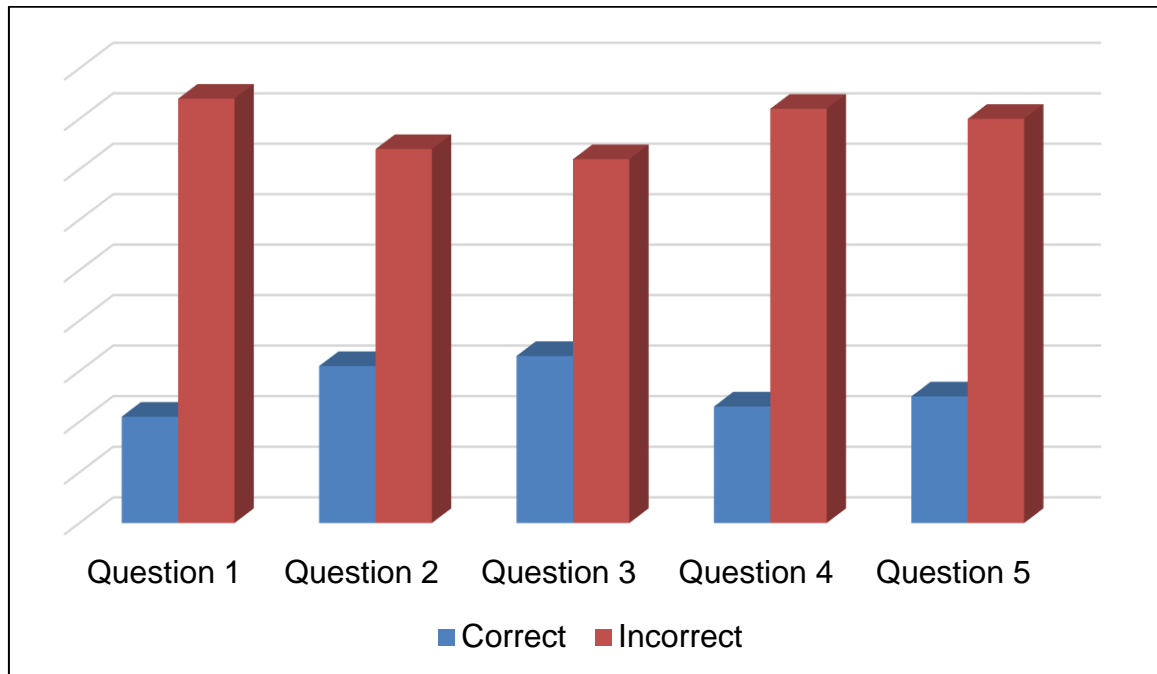
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
 Would you use Caribbean literature written in English as a teaching tool to teach English? Why?  
 Graphic 17. Interview guide to the second level English teachers of the CINDEA of Alajuelita

According with the last question in the teachers' interview: Would you use Caribbean literature written in English as a teaching tool to teach English? Why? 25% answered no. His reason is that it could confuse to the students, and it is not part of the MEP English program. On the other hand, 75% considered they would use Caribbean literature to teach English.

#### **4.3 Student's Diagnostic Applied before the Proposal**

Before applying the proposal in the students of the CINDEA, a diagnosis is made to evaluate their grammatical level in the topics of simple past, simple present and the structure of information questions using wh-words. This diagnosis consists of a written and speaking test. The first part is about simple past and simple present, there are five questions. The second part of the test is about the correct use of question words, there

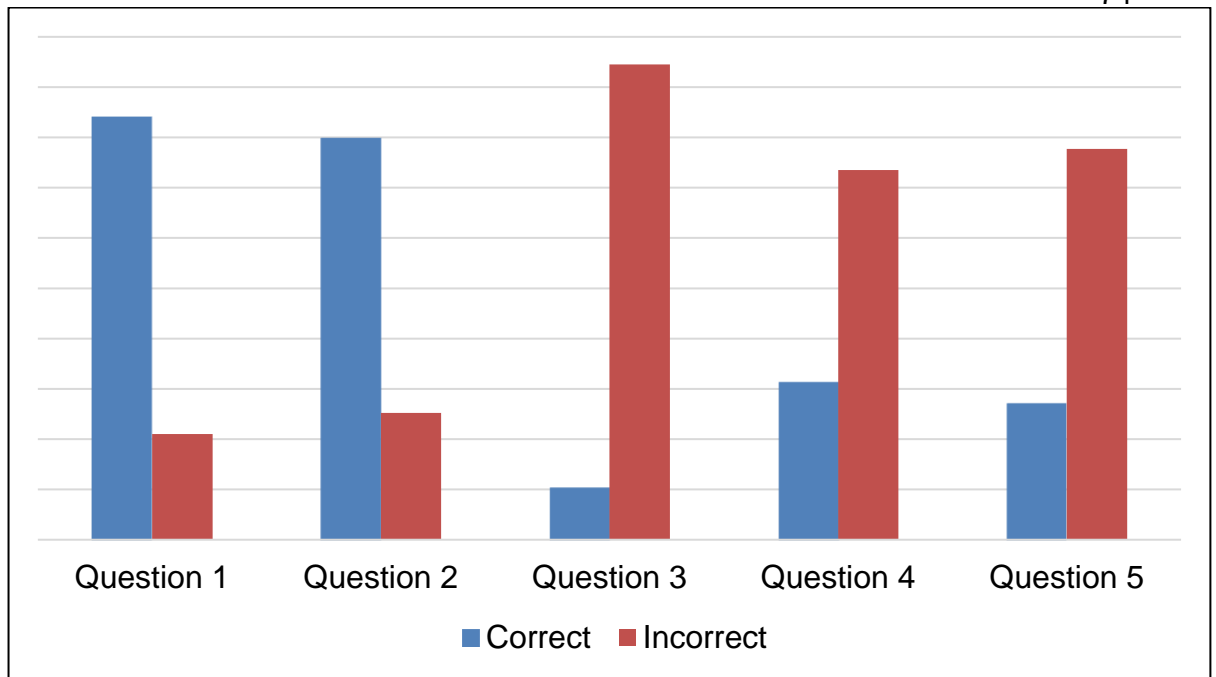
are five questions. The last part of the diagnostic is the speaking evaluation with a guide of seven questions. The results obtained are detailed below.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
 Number of correct and incorrect answers from the first part, topic: simple past and simple present.  
 Graphic 18Source. Diagnostic test before proposal

Based on the answers of the first part of the test, in the first question 20% of the students responded correct and 80% not. In the second question, 30% gave the correct answer and 70% not. For the third question, 31% answered correctly but 69% not. In the fourth question, 22% of the students answered correct and 78% not. For the last question, 24% gave the correct answer and 76% not.

The question that most people answered correctly is the number 3. And the one that fewer people answered correctly is number 1. As a general result, most of the student answered incorrectly, approximately 75%.



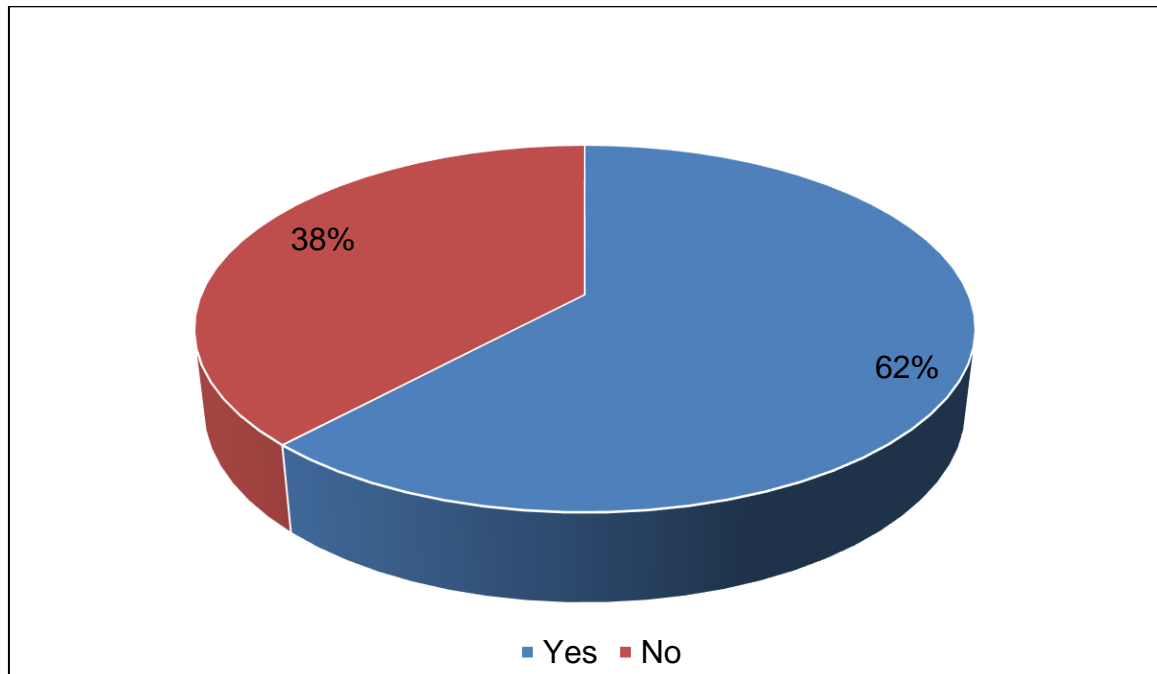
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
 Number of correct and incorrect answers from the second part, topic: Wh-questions.  
 Graphic 19. Diagnostic test before proposal

Based on the answers of the second part of the diagnostic, in the first question 80% of the students responded correct and 20% not. In the second question, 76% gave the correct answer and 24% not. For the third question, 10% answered correctly but 90% not. In the fourth question, 30% of the students answered correct and 70% not. For the last question, 26% gave the correct answer and 74% not.

The question that most people answered correctly is the number 1. And the one that fewer people answered correctly is number 3. As a general result, most of the student answered incorrectly, approximately 55%.

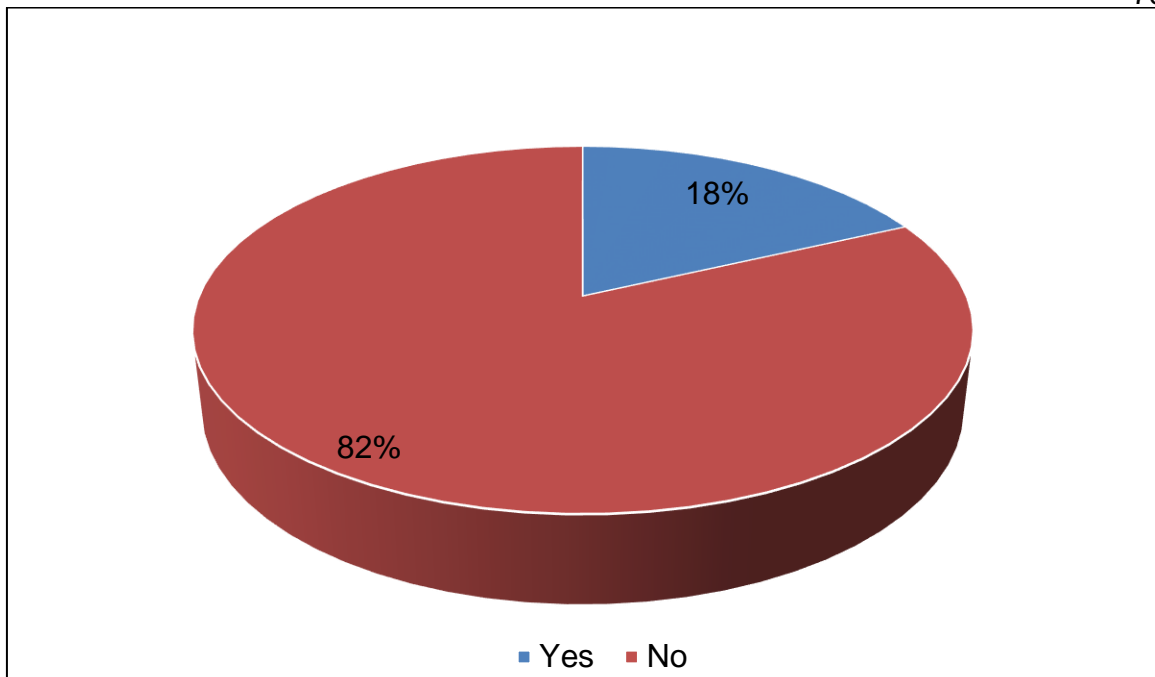
In the speaking part of the test, the students are asked seven questions. The first four about personal information, and the last three questions directly related to the subject under study in this research. On these last three questions the tabulation of results for this

section of the diagnostic test is made. In parallel, a speaking rubric is applied to categorize from 1 to 4 the level in pronunciation, fluency, vocabulary, grammar and comprehension. Being 1 the lowest level and 4 the highest level.



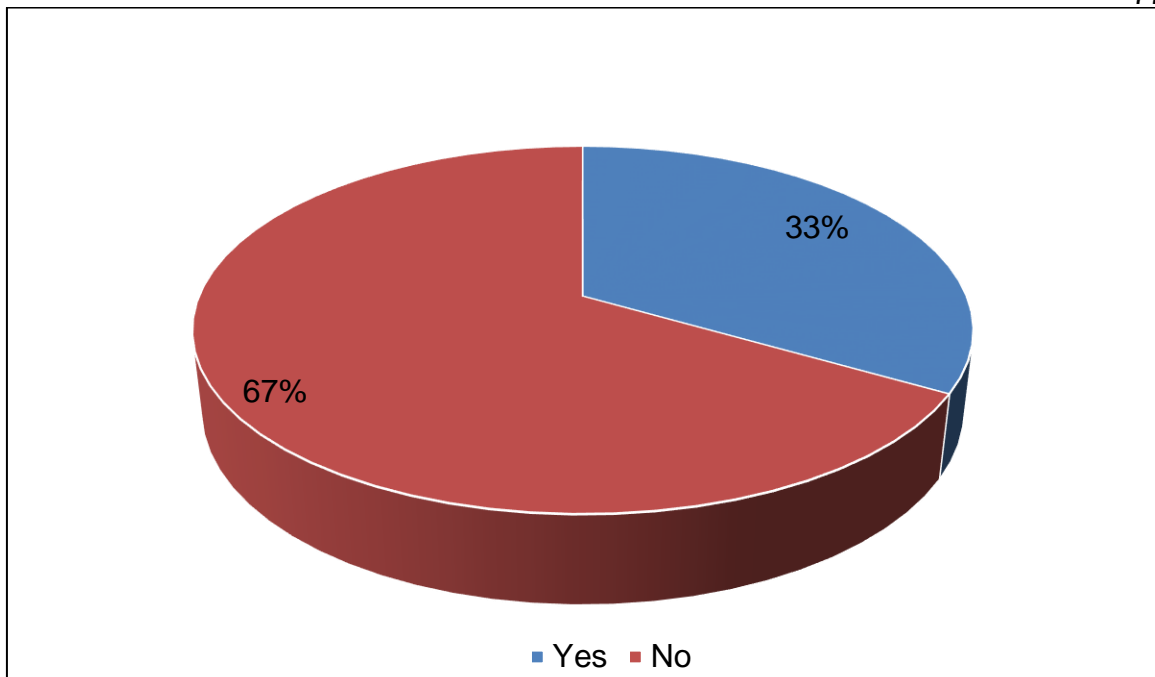
Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Question number 5 of the speaking evaluation in the test applied before the didactic proposal. Do you know something about Limon culture?  
Graphic 20. Diagnostic test before proposal

The fifth question in the diagnostic test applied before the didactic proposal is: Do you know something about Limon culture? Most of the student answered yes, 62% and 38% answered not. Some of the answers gave by the students are: the carnival, the beaches and the food like the rice and beans.



Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Question number 6 of the speaking evaluation in the test applied before the didactic proposal. Do you know which is the creole language in Limón?  
Graphic 21. Diagnostic test before proposal

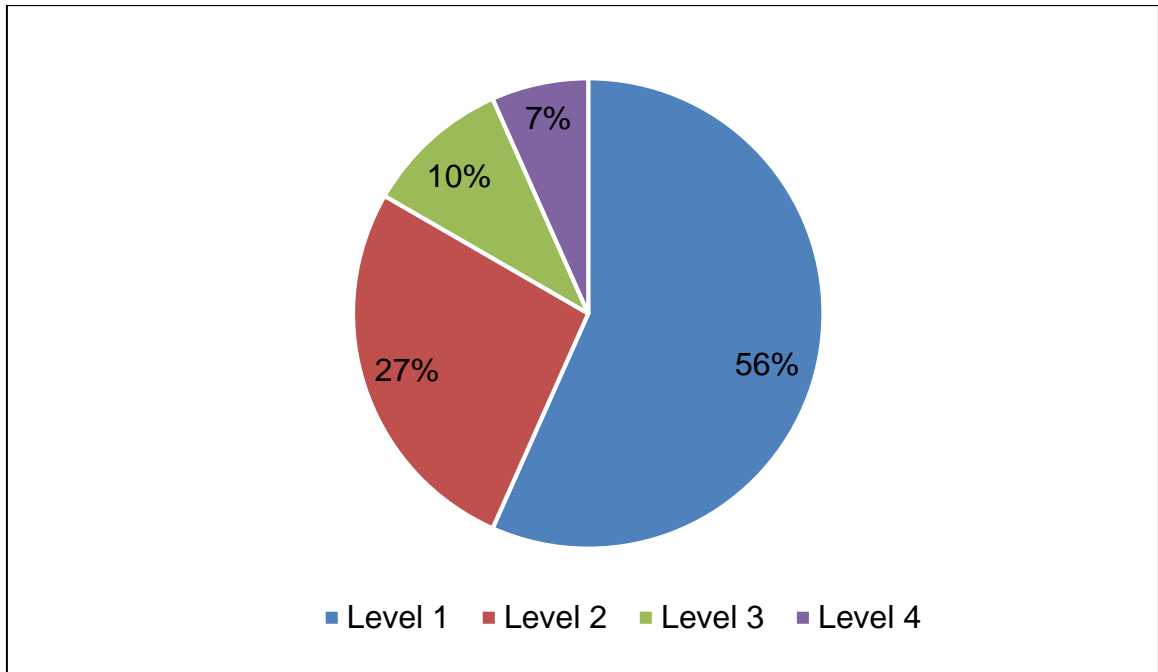
The sixth question in the diagnostic test applied before the didactic proposal is: Do you know which is the creole language in Limón? 82% of the students answered no, and 18% answered yes. Among the students who answered yes, very few respond correctly, six students. The creole language in Limón is the mekatelyu. The other students are confused with the Spanish, *patois*, *patuá* or *patwa*.



Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Question number 7 of the speaking evaluation in the test applied before the didactic proposal. Have you ever read something about Limon?  
Graphic 22. Diagnostic test before proposal

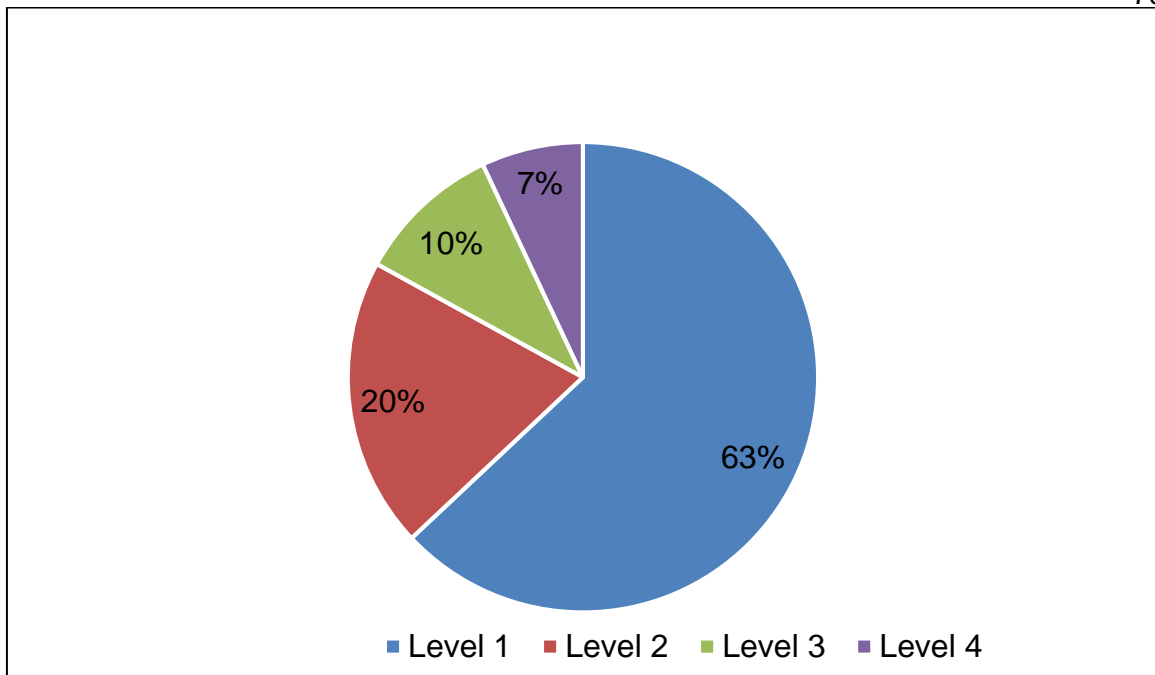
The last question in the diagnostic test applied before the didactic proposal is: Have you ever read something about Limon? For this question, 67% of the students answered no, and 33% answered yes. Among the students who answered yes, they mentioned news, Cocorí and Mamita Yunai books.

The results from the speaking rubric for each category are the following.



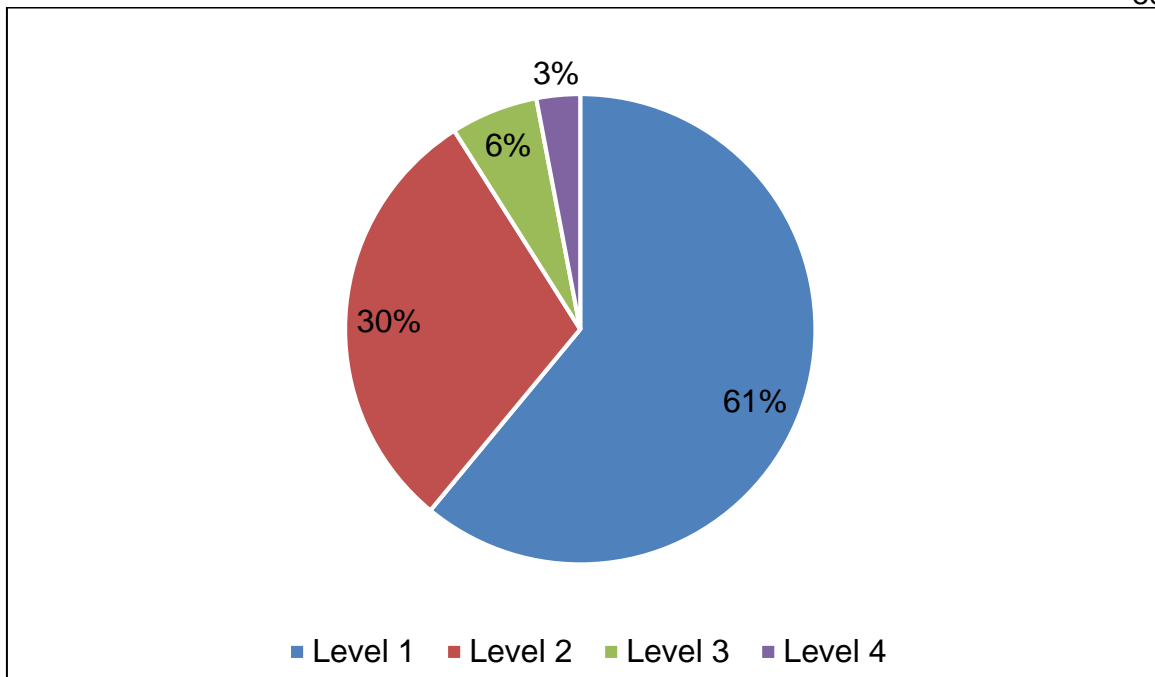
Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Pronunciation category in the Speaking rubric.  
Graphic 23. Speaking rubric before the proposal.

In the pronunciation category, it is considered the frequency of pronunciation errors, and how stress and intonation patterns interfering with an effective communication. Based on the results, 56% of the students are in level 1; 27% are in level 2; 10% are in level 3 and 7% are in level 4.



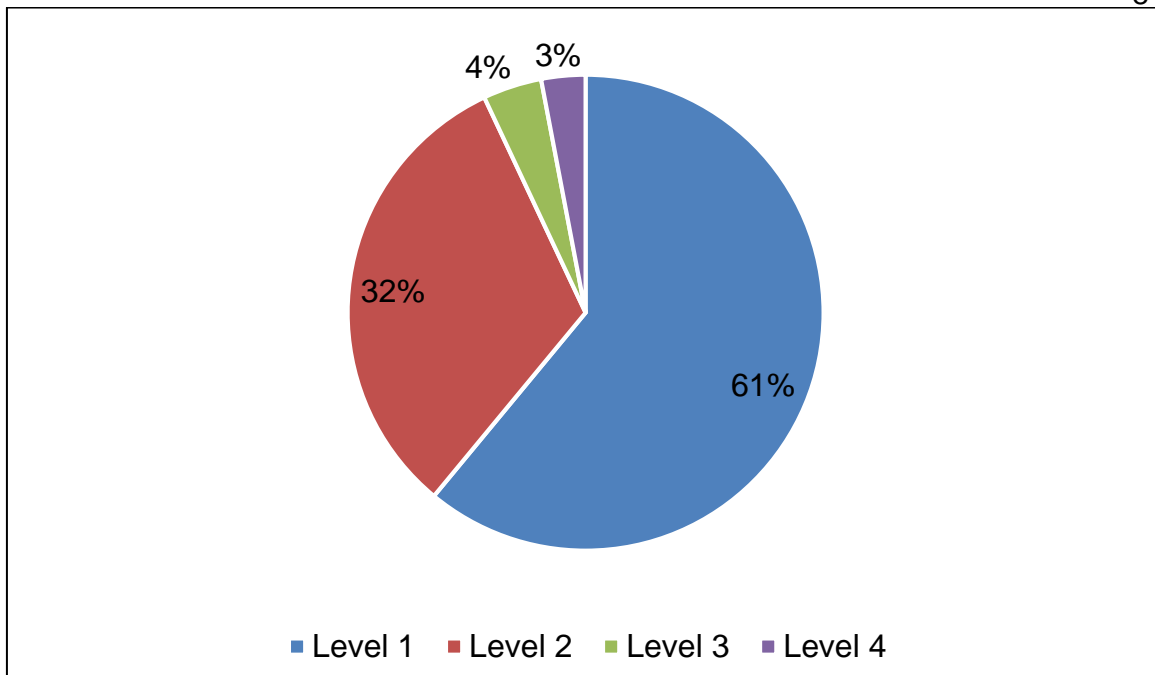
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Fluency category in the Speaking rubric.  
Graphic 24. Speaking rubric before the proposal.

For the fluency category, it is considering how the student manages to develop and express complete thoughts with the pauses and speed during the conversation. According with the results, 63% of the students are in level 1 under fluency category. 20% are in level 2, 10% are in level 3, and 7% are in level 4.



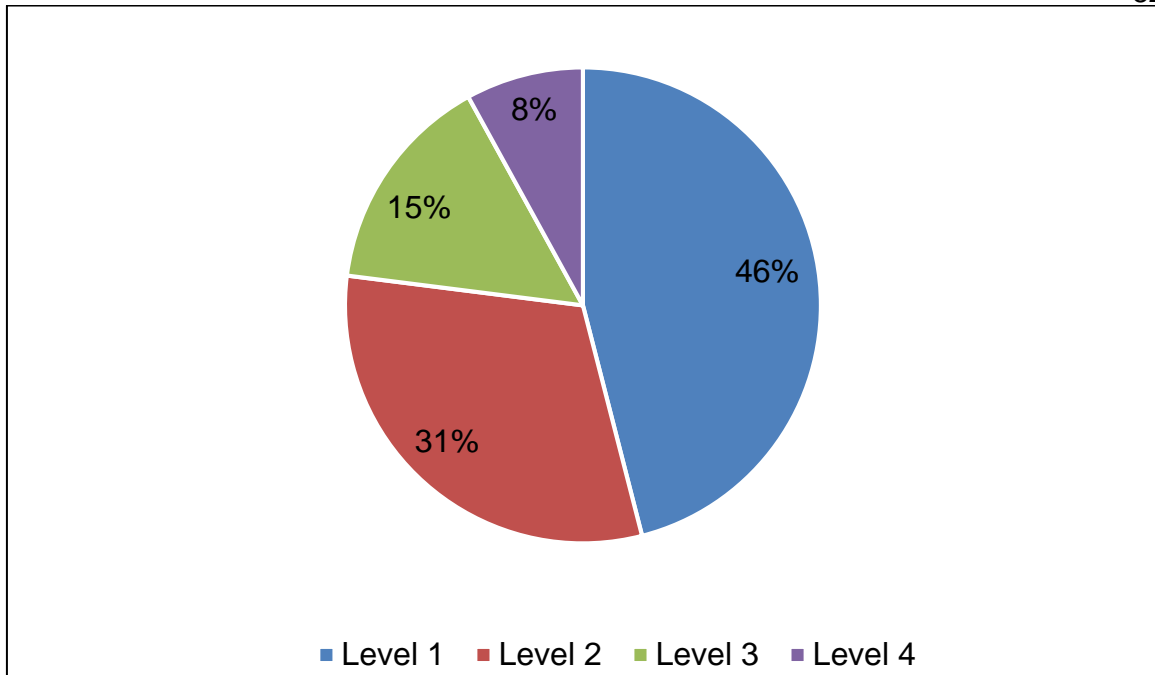
Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Vocabulary category in the Speaking rubric.  
Graphic 25. Speaking rubric before the proposal.

In the vocabulary category, it is evaluated the use of adequate and accurate words based on the context to express ideas well. Based on the results, 61% of the students have a level 1; 30% are in a second level; 6% are in level 3 and a 3% are in level 4.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Grammar category in the Speaking rubric.  
Graphic 26. Speaking rubric before the proposal.

For the grammar category, it is considered the correct use of grammar structures based on the verb tense and the context. According to the results, 61% of the students are in level 1; 32% are in level 2. On the other hand, 4% of the students are in level 3 and a 3% are in level 4.

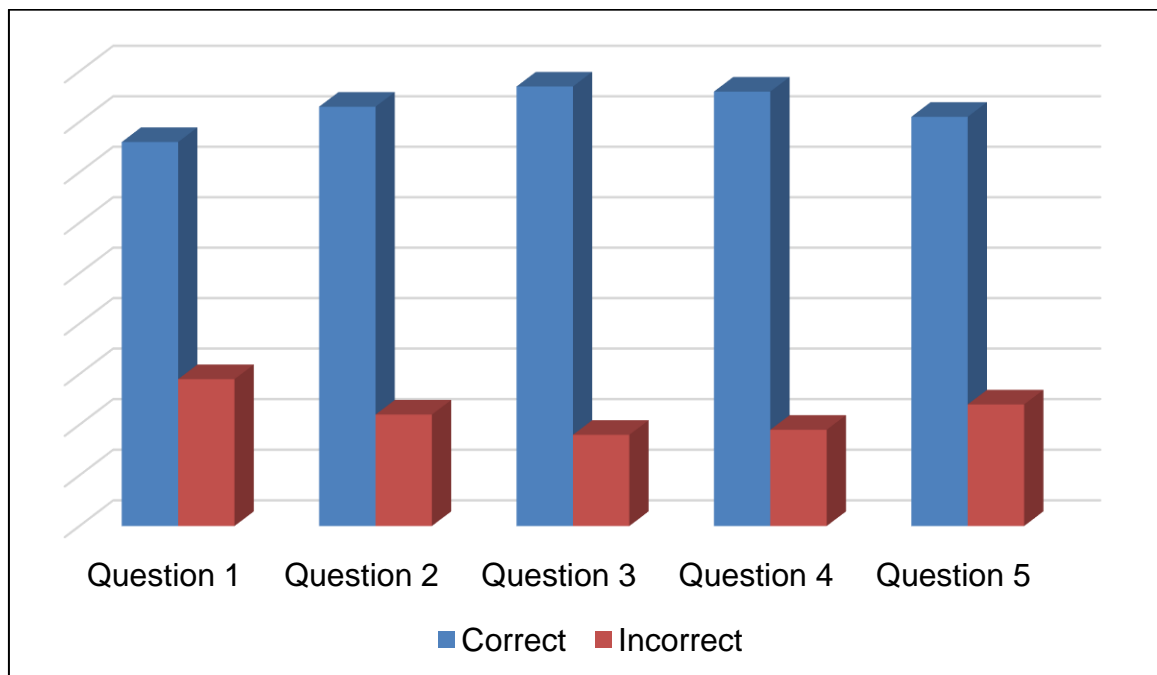


Source: Aguilar Chacón María José. Universidad Hispanoamericana. II Term 2019  
Comprehension category in the Speaking rubric.  
Graphic 27. Speaking rubric before the proposal.

In the comprehension category, it is evaluated the understanding of the statements and questions based on the student's answers. According to the results, 46% of the student are in level 1; 31% are in level 2; 15% are in level 3 and 8% are in level 4.

#### 4.4 Student's Diagnostic Applied after the Proposal

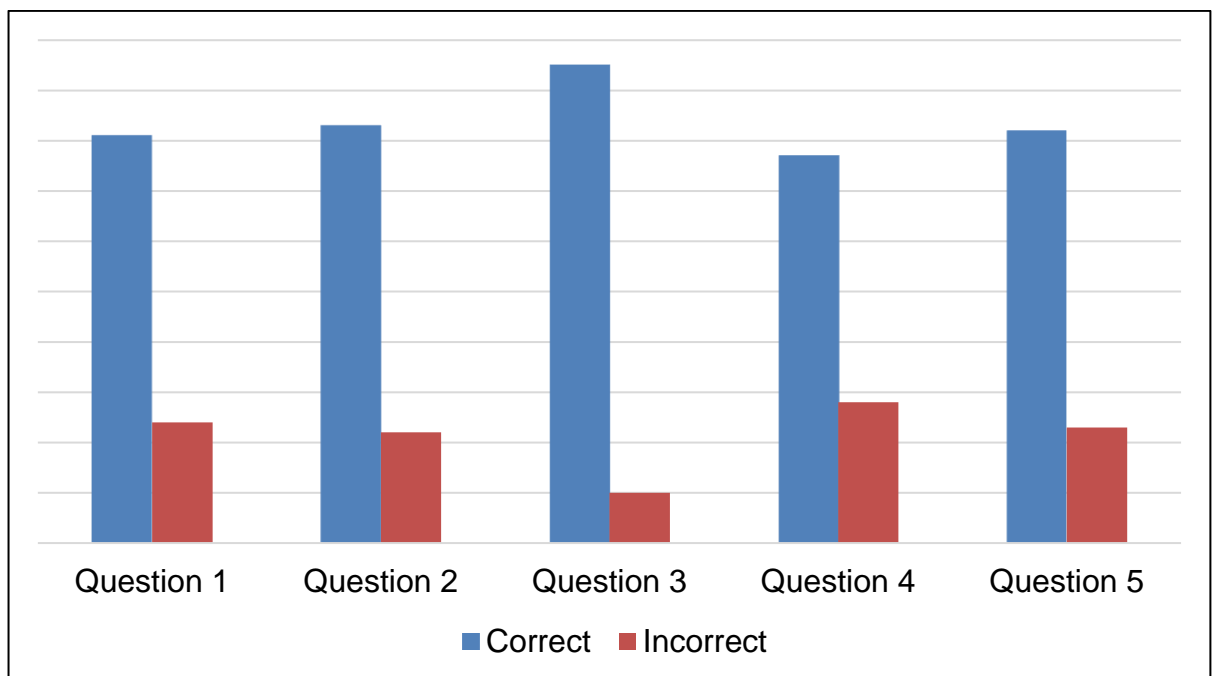
After concluding the proposal in the students of the CINDEA, a short test is applied to evaluate their grammatical level in the topics of simple past, simple present and the structure of information questions using wh-words. Beyond this, confirm if they learned through the literature of Montout, more about the rich Caribbean culture. This diagnostic consists of a written and speaking test. The first part is about simple past and simple present, there are five questions. The second part of the test is about the correct use of question words, there are five questions. The last part of the diagnostic is the speaking evaluation with a guide of five questions. The results obtained are detailed below.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
 Number of correct and incorrect answers from the first part, topic: simple past and simple present, of the diagnostic applied after the didactic proposal.  
 Graphic 28. Diagnostic test after proposal

Based on the answers of the first part of the test, in the first question 72% of the students responded correct and 28% not. In the second question, 79% gave the correct answer and 21% not. For the third question, 83% answered correctly and 17% not. In the fourth question, 82% of the students answered correct and 18% not. For the last question, 77% gave the correct answer and 23% not.

The question that most people answered correctly is the number 3. And the one that fewer people answered correctly is number 1. As a general result, most of the student answered correctly, approximately 79%.

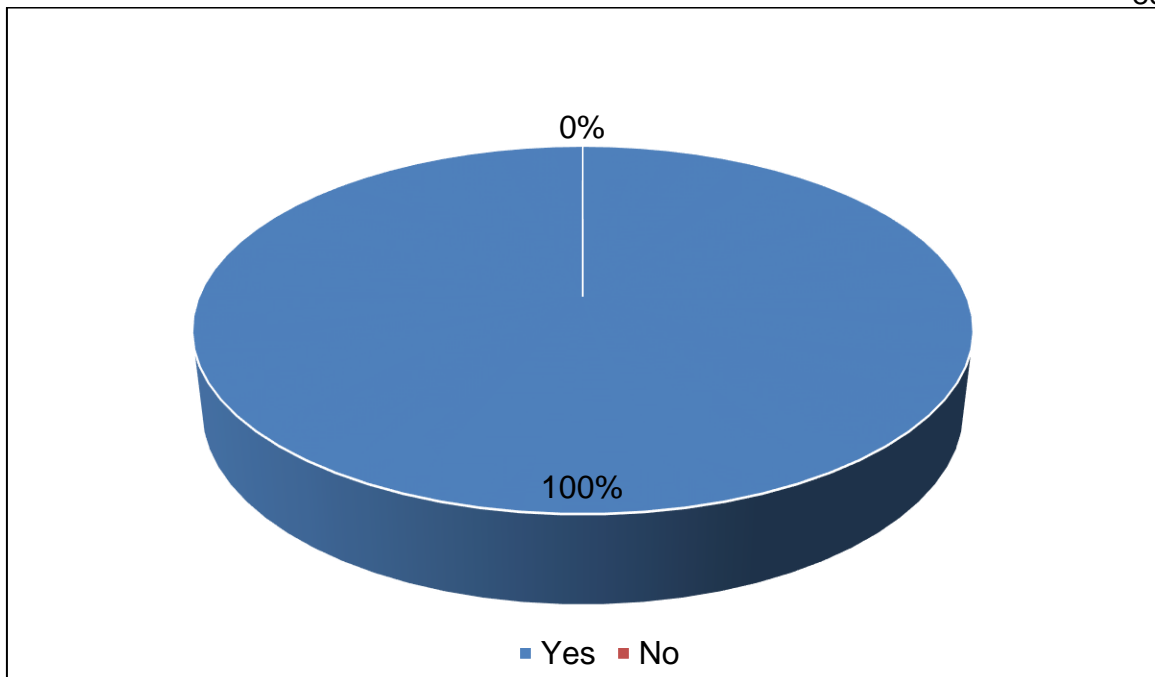


Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Number of correct and incorrect answers from the second part, topic: Wh-questions, of the diagnostic applied after the didactic proposal.  
Graphic 29. Diagnostic test after proposal

Based on the answers of the first part of the test, in the first question 77% of the students responded correct and 23% not. In the second question, 79% gave the correct answer and 21% not. For the third question, 90% answered correctly and 10% not. In the fourth question, 73% of the students answered correct and 27% not. For the last question, 78% gave the correct answer and 22% not.

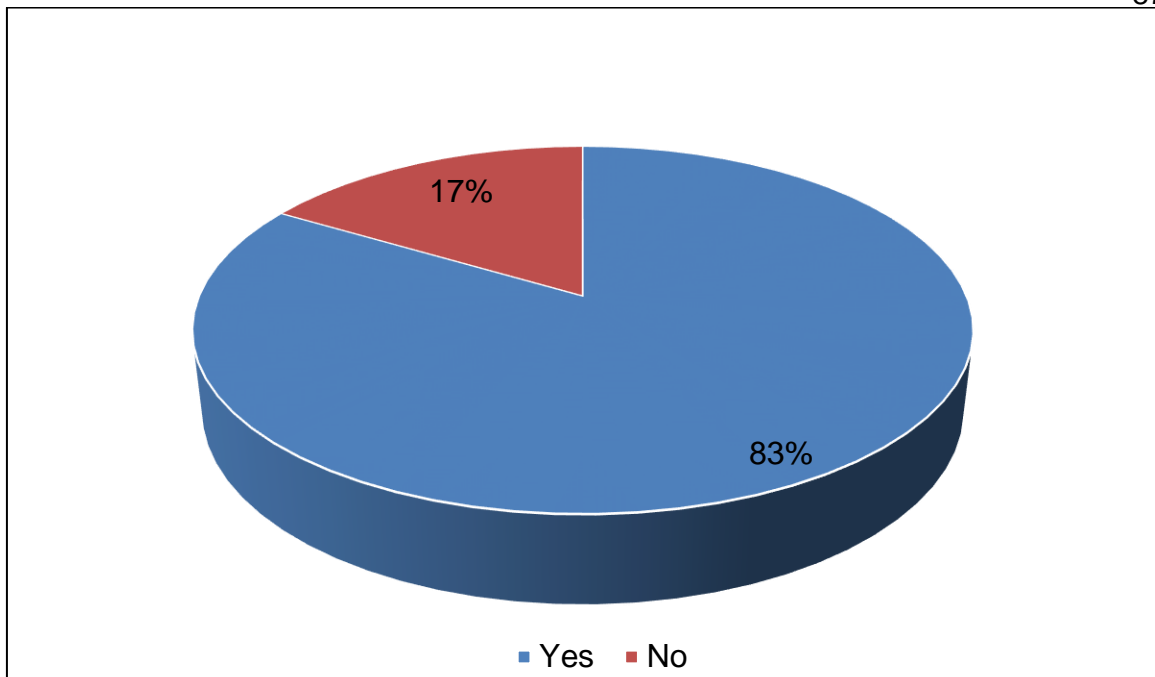
The question that most people answered correctly is the number 3. And the one that fewer people answered correctly is number 4. As a general result, most of the student answered correctly, approximately 80%.

In the speaking part of the test after the proposal, the students are asked five questions. The first one about how they feel with the class and the other ones directly related with Limon culture. On these last four questions the tabulation of results for this section of the diagnostic test is made. In parallel, the same speaking rubric applied in the first test is used to categorize from 1 to 4 the level in pronunciation, fluency, vocabulary, grammar and comprehension. Being 1 the lowest level and 4 the highest level.



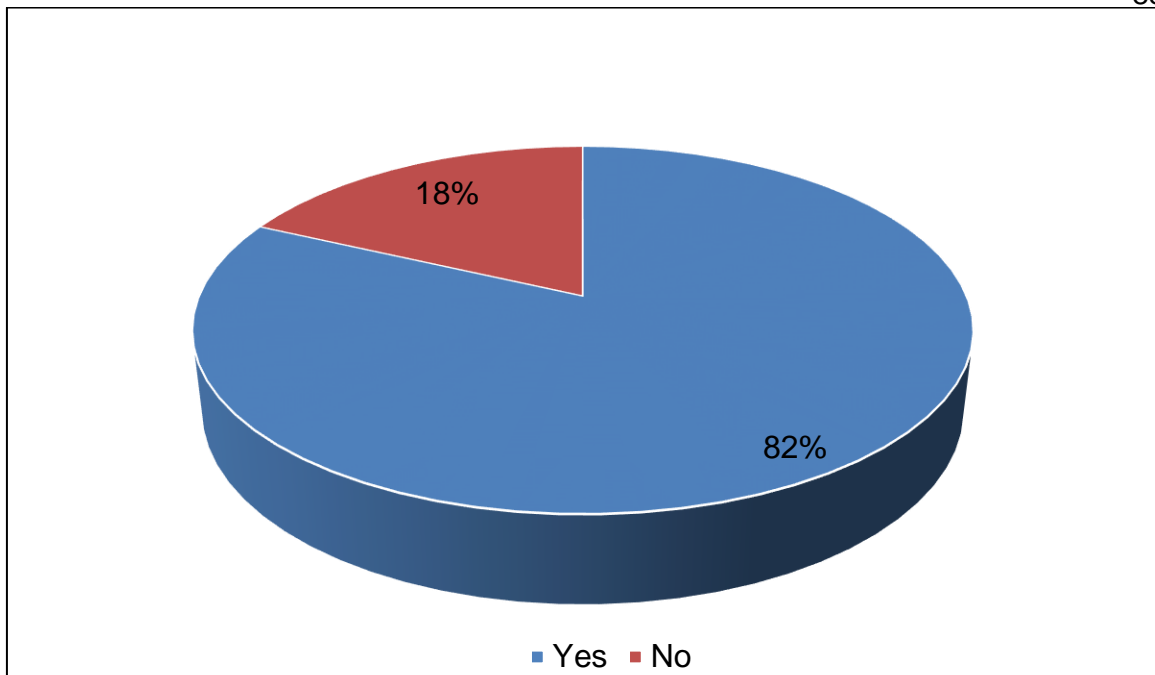
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Question number 2 of the speaking evaluation in the test applied after the didactic proposal. Do you know who Dolores Joseph Montout is?  
Graphic 30. Diagnostic test after proposal

The second question in the diagnostic test applied after the didactic proposal is: Do you know who Dolores Joseph Montout is? All of the student answered yes, 100%. Some of the answered gave by the students are: a writer, a Limonense and a Costa Rican.



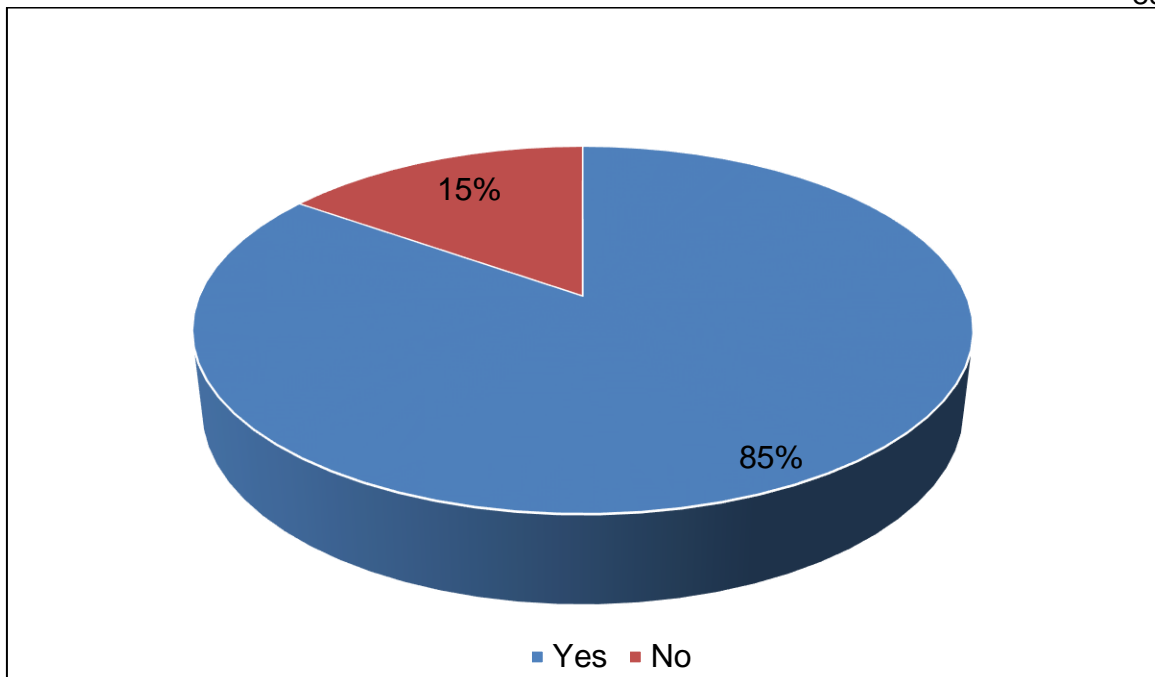
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Question number 3 of the speaking evaluation in the test applied after the didactic proposal. Could you tell me the name of a tale wrote by Montout?  
Graphic 31. Diagnostic test after proposal

The sixth question in the diagnostic test applied after the didactic proposal is: Could you tell me the name of a tale wrote by Montout? 83% of the students answered yes, and 17% answered no. Among the students who answered yes, most of them said correctly the name of the tale. All of them remember something about a tale.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Question number 4 of the speaking evaluation in the test applied after the didactic proposal. Do you know which is the creole language in Limon?  
Graphic 32. Diagnostic test after proposal

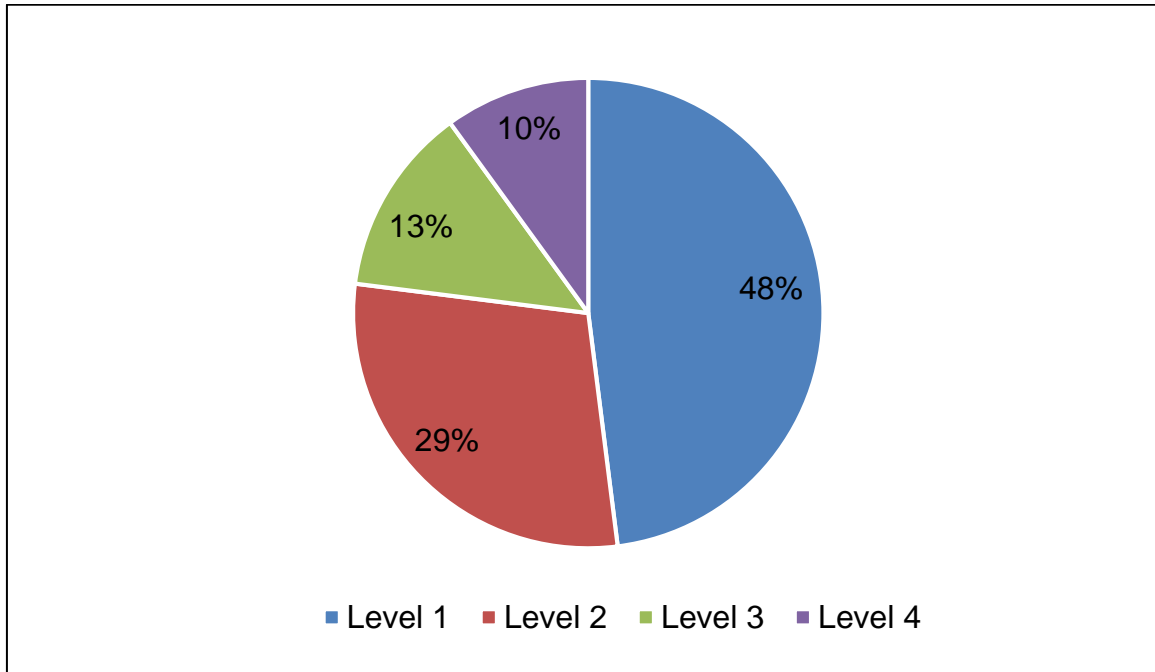
The fourth question in the diagnostic test applied after the didactic proposal is: Do you know which is the creole language in Limon? For this question, 82% of the students answered yes, and 18% answered no. Among the students who answered yes, they said correctly Mekatelyu or Mekaytelyuw.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Question number 5 of the speaking evaluation in the test applied after the didactic proposal. Do you know something about Limon Culture?  
Graphic 33. Diagnostic test after proposal

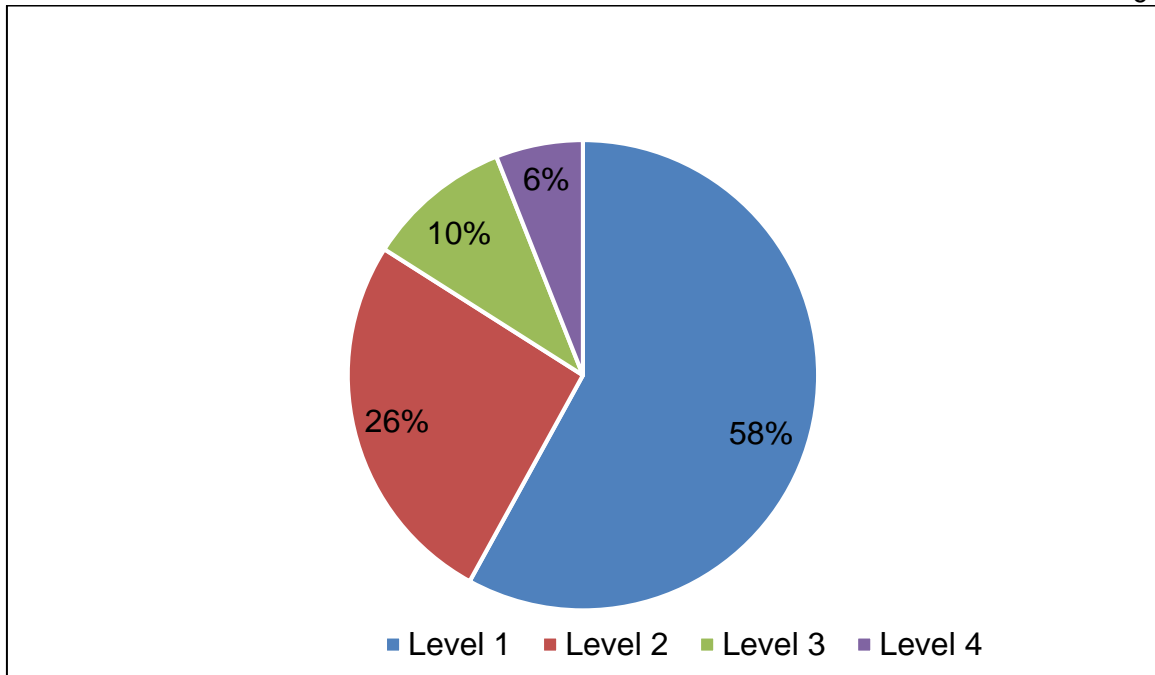
The last question in the diagnostic test is: Do you know something about Limon Culture?  
For this question 85% of the students answered yes and a 15% no. Some of the students' answers are based on the traditions studied in the Montout's tales during the class. They mention characteristics of the lifestyle of aforetime, traditional food, Montout as Limon character, between others.

The results from the speaking rubric of the test applied after the proposal for each category are the following.



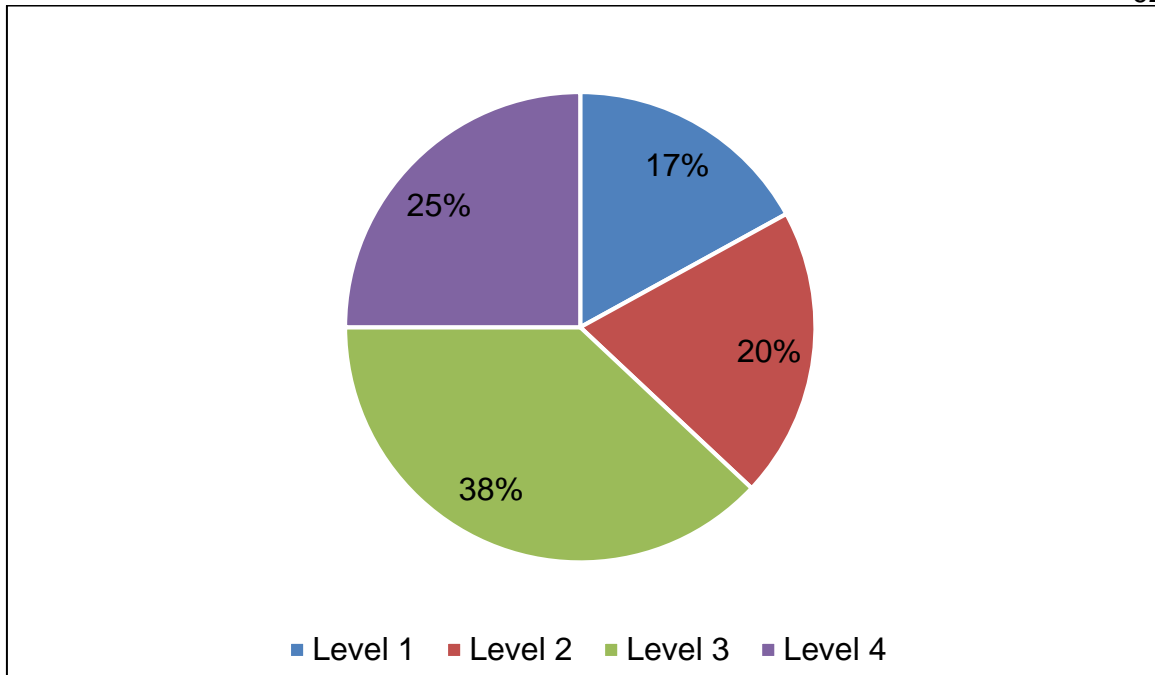
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Pronunciation category in the Speaking rubric after proposal.  
Graphic 34. Speaking rubric after proposal

In the pronunciation category, as in the first test applied, it is considered the frequency of pronunciation errors, and how stress and intonation patterns interfering with an effective communication. Based on the results, 48% of the students are in level 1; 29% are in level 2; 13% are in level 3 and 10% are in level 4.



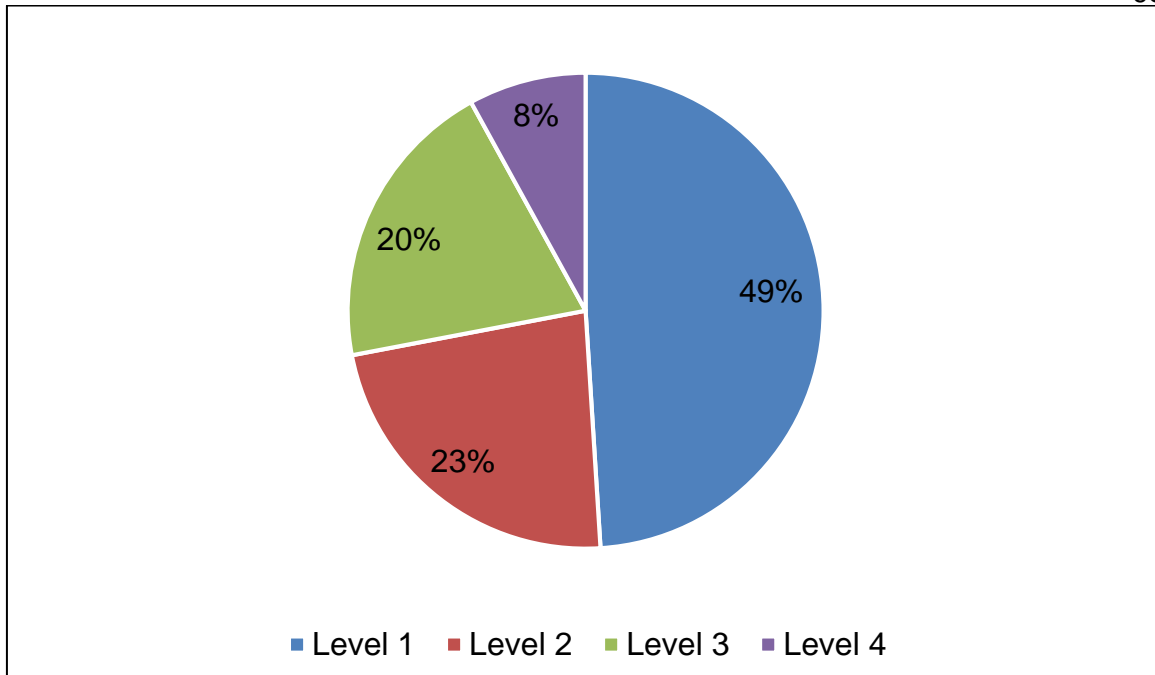
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Fluency category in the Speaking rubric after proposal.  
Graphic 35. Speaking rubric after proposal

For the fluency category, it is considering how the student manages to develop and express complete thoughts with the pauses and speed during the conversation. According with the results, 58% of the students are in level 1 under fluency category, 26% are in level 2, 10% are in level 3, and 6% are in level 4.



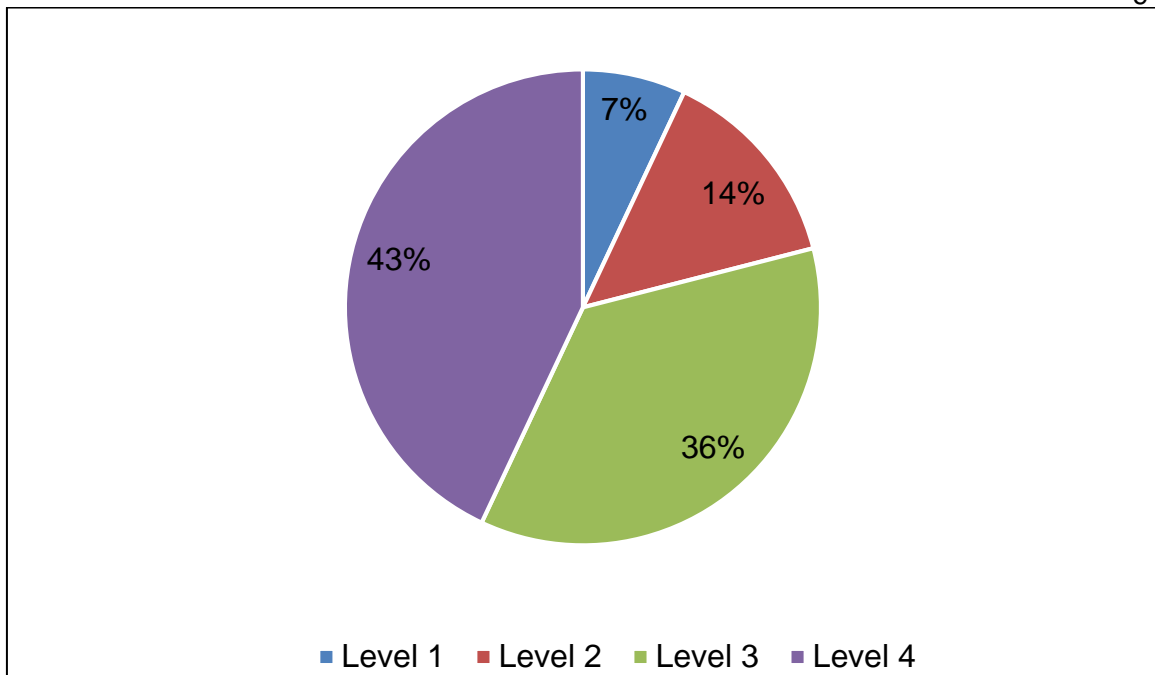
Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Vocabulary category in the Speaking rubric.  
Graphic 36. Speaking rubric after proposal

In the vocabulary category, it is evaluated the use of adequate and accurate words based on what they learned during the class. Based on the results, 17% of the students have a level 1; 20% are in a second level; 38% are in level 3 and a 25% are in level 4.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Grammar category in the Speaking rubric.  
Graphic 37. Speaking rubric after proposal

For the grammar category, it is considered the correct use of grammar structures based on the verb tense of simple past and simple present studied in the class. According with the results, 49% of the students are in level 1; 23% are in level 2. On the other hand, 20% of the students are in level 3 and 8% are in level 1.



Source: Aguilar Chacón Maria José. Universidad Hispanoamericana. II Term 2019  
Comprehension category in the Speaking rubric.  
Graphic 38. Speaking rubric after proposal

In the comprehension category, as in the first test applied, it is evaluated the understanding of the statements and questions based on the student's answers.

According with the results, 7% of the student are in level 1; 14% are in level 2; 36% are in level 3 and 43% are in level 1.

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

The following conclusions and recommendations are the results of the data analysis based on the instruments used. These instruments are: the survey applied to the students and the English teachers, and the diagnostic test before and after the proposal.

## **5.1 Conclusions**

### **5.1.1 Conclusions about Students' Survey**

The survey applied to the three groups in the second level of the CINDEA of Alajuelita has seventeen closed questions. Thirteen of them are analyzed because they are strongly related with the objective of this research.

The first question which results are tabulated is to know if the students like to read. The question is: Do you like reading books? Most of the students, 84%, answer no. Unfortunately, for these students reading is not a hobby or part of their routine. The next question is: Do you know who Dolores Joseph Montout is? As result, all the student answered no. The students do not know who this national writer is. These are negative results because the students do not like to read nor know who is Montout. However, for the research and the proposal, this is a significant result since the general objective of this work is to expose and use the literature of this author with the students.

The other questions are to understand their experience during their English classes. Most of the students, 56%, considered that the teacher does not share them short stories to read. According to most of the surveyed, 59%, the professor does not give them reading material as homework. It is possible to identify a lack of material to read for the students. The reading exercises are important to strength this skill and to awaken the love

of reading.

During the classes, most of them, 59%, considered that the professor motivates them to read aloud. Also, when they read, most agreed, 69%, that teacher asks them questions about the text. This is a positive practice during the classes because the student can lose the fear to talk in English and express their ideas.

About the speaking activities, the same quantity of students, 47%, that like to participate in oral activities are the same percentage of students who answered disagree and strongly disagree to participate in these kinds of activities. The population under study has very divided opinions regarding the speaking activities in English classes.

Most of the students, 81%, do not like to participate in reading activities. Also, it is asked to the students if the readings that the teacher shares are easy to understand. The answers are very polarized because 44% of the students considered that the readings are difficult to understand and 41% considered that are easy. For these students, reading activities are not motivating during their English classes. They do not like to participate on them. And, unfortunately, not for all the students the readings are friendly to catch the message.

The last two questions are done with the purpose to understand their experience, during English classes, about Costa Rica and, more specific, Limon culture. Most of the surveyed, 69%, considered that the readings they receive in English class are not about Costa Rican culture. Also, none of the students considered that the readings are about Limon culture. 84% of them mentioned that none of the readings shared by the teachers are about this province.

With this, it is possible to notice the value of this research because using the literary work “Tres Relatos del Caribe Costarricense” by Montout, the students figure out this as a part of the culture and can expand their knowledge about the province of Limón.

### **5.1.2 Conclusion about Professors’ Interview**

The interview is applied to the four English teacher that give classes in the second level at the CINDEA of Alajuelita with the main objective to see their point of view about the use of literature as didactic tool and the literary work of Montout.

In the first questions of the interview the professors define the English level of their students in the different skills. None of the teachers considered that their students have a high level of English, nor in reading and speaking abilities. In general, they expressed that their students have a medium and low language proficiency.

Consequently, they are consulted what are the activities they develop in classes to strength the reading and speaking skills of their student. Their answers are read short stories, news and answer comprehension questions, read aloud, make short conversations, read dialogues and share weekend activities.

In the question about if they use literature to teach English, only one of the teacher answered yes and mentioned that is not common, but sometimes he shares short funny stories to the students. These professors do not realize the significance of using literature as didactic to for teaching English and all the benefits, for the students, that this can have.

None of the professor know who Dolores Montout is and have not heard about his literary work. They neither know that this is literature written in English by this Costa

Rican. Besides this, the Caribbean literature is not part of their tools when they are teaching.

The last question is: Would you use Caribbean literature written in English as a teaching tool to teach English? Their answered that is interesting for the students, it is important to learn about other cultures. A concern that popped up is that they do not know now exactly where they can find this kind of material. Only one professor answered not, and the reason is that this is not part of the MEP program.

This research is a huge opportunity for these professors because when they realized that this material is accessible to everyone, they can use it in the English classrooms. They can use their creativity to generate innovative activities that motivate students to read and learn through literature. In addition, they can initiate searches for other literary works so that cultural and language knowledge can be expanded.

### **5.1.3 Conclusions about the Diagnostic Applied before the Proposal**

It is explained in the chapter four, this diagnostic is applied before the proposal of using the literary work written by Montout as didactic tool for teaching English. As result, in the written part of the test most of the students did not answered correctly. The first topics evaluated are simple past and simple present, approximately a 75% gave an incorrect answer. This denotes the low level in this specific grammar topic.

The other topic evaluated is the question words (who, what, which, when, where...) more than half of students responded incorrectly, 55%. This demonstrates an opportunity area to reinforce this grammar topic with the students.

The second part of the short test is oral, and it has two main objectives: talk about Limon culture and evaluate their speaking skill in pronunciation, fluency, vocabulary, grammar and comprehension categories.

About the question: Do you know something about Limon culture? Most of the students answered yes. Some responses they shared are that they have visited the beaches, know about some traditional foods and the carnival in the province. Also, most of the students do not know which the creole language in Limon is. The creole language in Limon is the Mekatelyu. This point is reinforced during the application of the proposal.

The last question is if they have read something about Limon. Most of the students answered no but the ones who have read something mentioned news, and some books like Mamita Yunai and Cocorí.

According to the results in the speaking rubric in each category, being 1 the lower level and 4 the higher level, most of the students are in the 1 and 2 level.

Based on these results, these students do not know much about Caribbean culture. Also, the grammar topics evaluated need to be reinforced. In general, their speaking level is not optimum and require intervention to improve.

#### **5.1.4 Conclusions about the Diagnostic Applied after the Proposal**

After applying the proposal a short test is shared with the students. One goal of this diagnostic is to check their grammar level in the topics studied, simple past, simple present and question words. Other objective is to confirm if the students learned more about Limon culture through “Tres relatos del Caribe costarricense”. The way that the

grammar topics are developed in the class is through this literature work written by Montout.

The results of this diagnostic are positive for this research because most of the students answered correctly the written part of the test. Approximately 80% gave the correct answers in the different questions about the grammar topics.

In the speaking part, all the students recognized Dolores Joseph Montout as a Limonense writer. Also, most of them know the name of a tale of the author and know which the creole language in Limon is. The last oral question is: Do you know something about Limon Culture? Most of the students are able to answer yes and between responses shared are characteristics of the lifestyle of aforesaid, traditional food, and Montout as Limon character.

In the speaking rubrics, the categories, grammar, pronunciation and fluency, did not have a significant change comparing them with the diagnostic applied before the proposal. The categories that lunched better results are the vocabulary and comprehension. Because it is identified the use of vocabulary learned during the proposal class and the comprehension in the different questions made. In addition, during this session the students could talk more about their experience in the class and what they learned.

After applied the proposal in the English classroom of the groups studied in this research, it is possible to identify the advantages of using the literary work of Dolores William Joseph Montout, titled "Tres Relatos del Caribe Costarricense", as a didactic tool for teaching English.

The student had a direct exposure to the Caribbean culture. They learned about Montout as Costa Rican author and his work. During the activities, they read Montout's bibliography and short texts from the different tales. Moreover, they realized that Limon has a creole language named mekatelyu and saw different expressions into Montout's tales.

Also, they learned vocabulary and are studied the simple present and simple past structure, and the wh-questions. During the proposal, the students read different texts with expressions in mekatelyu and also had to identify new vocabulary to understand the meaning; not only in mekatelyu but also in standard English. To reinforce these grammar topics and vocabulary, the different sentences in the texts used during the activities helped to explain and give examples about them.

The motivation of the students is notorious in the development of each activities. They are constantly participating, reading and sharing as a group. The Mekatekyu phrases caught their attention and asked questions. In addition, the delivered works such as dialogues, drawings and presentations are very consistent with the objective of the activities.

The didactic proposal also helped the student in their English skills. They wrote, read, created dialogues, talked, and the reading comprehension is evaluated. These positive results are confirmed with the diagnostic test applied after the proposal.

There is an improvement in the language process of the students. It is noticed in the results obtained before and after the proposal. Also, the proposal its self is focused to develop their English skills. This is directly focused on specific grammar topics to have a

reference to evaluate the improvement. All the examples used are from the tales and the activities developed are intentionally created to make known the culture and teach English.

## **5.2 Recommendations**

Based on the conclusions and the results obtained in this research the following recommendations pretend to give positive alternatives to the teachers and students.

- It is recommended to the students to be more interested in reading literature. This can let them strengthen their English skills and learn about national, international cultures and know different points of views, perspectives and have fun.
- During the English classes the teacher has to motivate and create the necessity, in the students, to learn about literature and other cultures.
- The teacher can use the literary work of Dolores William Montout as didactic tool for teaching English. With the proposal, the tales are transformed in a didactic tool. All the examples and activities are directly focused in the specific topics evaluated. Also, the teacher can use the tales to teach other topics proposing different activities, methodology and changing the learning objectives.
- This research can motivate teachers to look for other literature works, genders into the frame of the objective established in the MEP program and with the objective to expose students to the literary world, read and participate during the English classes.

## **CHAPTER VI: PROPOSAL**

As defined in one of the objectives, the didactic proposal created and applied to students at second level in the CINDEA of Alajuelita is presented below. The name of the proposal is “Caribbean Time” and it is enclosed in the literary work of Dolores Joseph Montout “Tres relatos del Caribe costarricense”.

The main objective of this is to integrate Montout’s literature in English classes as a didactic tool. The students learn about Costa Rican Caribbean culture and strength their English in specific topics: simple past, simple present, Wh-questions and learn vocabulary.

There are three activities in the proposal. All of them focused on the objectives defined. The first activity is “Let’s meet Dolores W. Joseph Montout”. For this activity, the group is divided into pairs. Then, the professor distributes a text with missing words about Joseph’s biography. These missing words are intentionally directed to information missing about Montout’s life. Also, the text has underline the verbs in simple past. The teacher explains about simple past, regular and irregular verbs, and WH-questions. After this, each student prepares the questions they need to complete their text. In pairs, they do an interview to obtain the information. Each student writes the necessary questions. Teacher reviews the question / answer structure and pronunciation. Each couple reviews the text to have it completed. Finally, teacher motivates 2 students to read the complete bibliography.

The second activity is “An afternoon in old-time Limon”. For this activity, the group is divided into sub-groups. Teacher shares a short text from one of Joseph’s tales. The text should be different for each group. Each group reads and draws what they understand

about the text. Also, each group identifies new vocabulary and searches for the meaning. Teacher motivates one or two students of each group to talk about the drawing and the text. During the activity, the teacher compiles the new vocabulary on the board and also exposes the mekatelyu and the culture of Limón.

The third activity is “One Nancy Story”. For this, the group is divided into sub-groups to read one of the seven short stories that are part of the tale *Nancy Story*. The teacher explains about simple present, regular and irregular verbs. Students should read the story, create a dialogue to present the story. Teacher checks the dialogue and the grammar structures. Finally, students dramatize it in classes.

Below is a summary of the proposal.

<b>Proposal title</b>	<b>“CARIBBEAN TIME”</b>
<b>Presentation of the proposal</b>	This proposal is framed in Dolores Joseph Montout’s book, named “Tres relatos del Caribe costarricense” used as didactic tool with the students at second level in the third period of the CINDEA of Alajuelita, 2018.
<b>Objectives</b>	<p style="text-align: center;"><b>GENERAL OBJECTIVE</b></p> <p>Integrate Montout’s literature in English classes as a teaching tool.</p> <p style="text-align: center;"><b>SPECIFIC OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Learn about Costa Rican Caribbean culture through Montout's literature.</li> <li>2. Strengthen learning on various topics of the MEP program.</li> </ol>
<b>Contents of the proposal</b> 1. Oral and written comprehension.	1.1 Interview others about biographies.

<p><b>2. Grammar &amp; Sentence Frames</b></p>	<p>1.2 Understand the most important information about a short text.</p> <p>1.3 Sum up relevant information to draw conclusions.</p> <p>2.1 Verb tense: simple past &amp; simple present.</p> <p>2.2 Vocabulary</p> <p>2.3 Wh-questions: what, when, where, which ...</p>
<p><b>Proposed activities</b></p>	<p><b>Activity 1. Let's meet Dolores W. Joseph Montout</b></p> <p><b>Instructions.</b></p> <p>1.1 The group is divided into pairs.</p> <p>1.2 Professor distributes a text with missing words about Joseph's biography.</p> <p>1.3 Each student prepares the questions they need to complete their text.</p> <p>1.4 In pairs, they do an interview to obtain the information missing.</p> <p>1.5 Teacher reviews the question / answer structure and pronunciation.</p> <p>1.6 Each couple reviews the text.</p> <p>1.7 Teacher motivates 2 students to read the complete bibliography.</p> <p><b>Activity 2. An afternoon in old-time Limon</b></p> <p><b>Instructions.</b></p> <p>2.1 The group is divided into sub-groups.</p> <p>2.2 Teacher shares a short text from one of Joseph's tales. The text should be different for each group.</p> <p>2.3 Each group reads and draws what they understand about the text.</p>

	<p>2.4 Each group identifies new vocabulary and searches for the meaning.</p> <p>2.5 Teacher motivates 1-2 students of each group to talk about the drawing and the text.</p> <p>2.6 Teacher compiles the new vocabulary focused on mekatelyu and the culture of Limón.</p> <p><b>Activity 3. One Nancy Story</b></p> <p><b>Instructions.</b></p> <p>3.1 The group is divided into sub-groups.</p> <p>3.2 Teacher shares, to each sub-group, one of the short Nancy tales into the Joseph's tale "Nancy Stories". There are 7 tales.</p> <p>3.3 Students should read the story, create a dialogue. Teacher checks the dialogue.</p> <p>3.5 Students dramatize it in classes.</p>
<b>Evaluation criteria</b>	The use of the 4 rubrics below is proposed to evaluate the team work, the level of detail and different categories according to the activity.
<b>Biography</b>	<p>Ministerio de Cultura y Juventud. (2013). <i>Tres Relatos del Caribe Costarricense. (en inglés)</i>. 2a ed. San José: MCJ</p> <p>Rubistar. (2008) Available in <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p>

### Rubric for Activity 1. Let's meet Dolores Joseph Montout

Student name:

Total pts: 24

Grade:

CATEGORY	Excellent 4pts	Very Good 3 pts	Good 2 pts	Needs Improvement 1 pt
<b>1. Pronunciation</b>	Pronunciation errors and stress and intonation patterns do not interfere with communication.	Pronunciation errors and stress and intonation patterns rarely interfere with communication.	Pronunciation errors and/or stress and intonation patterns occasionally interfere with communication	Pronunciation errors and/or stress and intonation patterns frequently interfere with communication
<b>2. Fluency</b>	Some hesitation but usually manages to continue and develop complete thoughts.	Speech somewhat choppy and/or slow with frequent pauses, often manages to convey complete thoughts.	Speech halting, slow, or in bursts and/or with long pauses, sometimes able to convey complete thoughts	Speech severely choppy with long pauses. Rarely able to convey complete thoughts.
<b>3. Vocabulary</b>	Vocabulary covered in class is used to express ideas well.	Adequate and fairly accurate use of vocabulary covered in class.	Somewhat inadequate and/or inaccurate use of vocabulary covered in class.	Inadequate and/or inaccurate use of vocabulary covered in class severely hampers conversation.
<b>4. Grammar</b>	Grammar covered in class is used to communicate effectively	A few minor difficulties arise from not using the grammar studied in class.	Many minor difficulties or one major breakdown in communication occur due to inaccurate or inadequate use of grammar covered in class.	Inadequate and/or inaccurate use of basic language structures covered in class severely hamper communication.
<b>5. Comprehension/ Comprehensibility</b>	Most questions and statements are asked and responded to appropriately and accurately	Questions and statements are asked and responded to moderately appropriately and accurately.	Questions and statements are asked and responded to somewhat appropriately and/or accurately	Student unable to understand many statements and questions. Responses and questions asked are rarely accurate or appropriate.
<b>6. Content/Task Completion</b>	Content quite well developed, appropriate and accurate. Completion of task.	Content fairly adequately and appropriately developed. Fairly adequate completion of task.	Content not well developed. Partial completion of task	Content undeveloped. Minimal or no task completion
<b>Total Pts</b>				

## Rubric for Activity 2. An afternoon in old-time Limon

110

Student name:

Total pts: 16

Grade:

CATEGORY	Excellent 4pts	Very Good 3 pts	Good 2 pts	Needs Improvement 1 pt
<b>1. Identify the Details</b>	The student remembers several details for each important point without referring to the article.	The student remembers details for each important point but needs to refer to the article occasionally.	The student can locate most of the details when looking at the article.	The student cannot locate details with precision.
<b>2. Identify the Facts</b>	The student locates with precision at least 5 facts in the article and gives a clear explanation of why these are facts and not opinions.	The student accurately locates at least 4 facts in the article and gives a reasonable explanation of why these are facts and not opinions.	The student accurately locates at least 4 facts in the article. The explanation is insufficient.	The student has problems locating facts in the article.
<b>3. Summary</b>	The student summarized clearly to describe what the article is about.	The student uses several sentences to describe exactly what the article is about.	The student summarizes most of the article accurately, but there is some incomprehension	The student finds great difficulty in summarizing the article.
<b>4. Identify the Important Information</b>	The student can name the important points of the article without having it in front of himself / herself.	he student names all the important points but uses the reference article.	The student names all the points except one, using the reference article. He / she does not indicate any unimportant point.	The student can not name any important information accurately.
<b>Total Pts:</b>				
<b>Comments:</b>				

### Rubric for Activity 3. One Nancy Story

Student name:

Total pts: 32

Grade:

CATEGORY	Excellent 4pts	Very Good 3 pts	Good 2 pts	Needs Improvement 1 pt
<b>1. Duration</b>	The story lasts 5-7 minutes.	The story lasts 4 to 8 minutes.	The story has a duration of 9 minutes.	The story lasts less than 3 minutes or more than 9.
<b>2. Solving Problems in the Story</b>	The solution to the problem is easy to understand and logical. There are no loose ends.	The solution to the problem is easy to understand and in some way is logical.	The solution to the problem was a bit difficult to understand.	There was no solution, or it was impossible to understand.
<b>3. Precision in Telling the Story</b>	The storyteller includes all the main points and various details of the story he or she is telling.	The storyteller includes all the main points and 1-2 details of the story he or she is telling.	The storyteller includes all the main points of the story that he or she is telling.	The storyteller forgets the main points of the story that he or she is telling.
<b>4. Knows the story</b>	The storyteller knows the story well and it is obvious that he has practiced saying it several times. You do not need notes and speak with confidence.	The storyteller knows the story quite well and has practiced saying it once or twice. You may need notes on one or two occasions, but the speaker is relatively safe.	The storyteller knows something about the story, but he seems not to have practiced it. You may need notes 3-4 times and the speaker seems uncomfortable	The storyteller cannot tell the story without using notes.
<b>5. Listen to Others</b>	Always listen carefully to other storytellers. He is courteous and does not appear to be bored or makes gestures or distracting sounds.	Listen carefully to other storytellers. Student rarely appears to be bored and never makes distracting noises or gestures.	Listen to other storytellers, but sometimes it seems boring. Maybe one or two times, accidentally, make some gesture or noise that distracts.	Do not listen carefully. Try to distract the storytellers, make fun of them or do other things instead of listening.
<b>6. Knowledge</b>	Student can accurately tell the author, the illustrator, title and favorite part of the story when asked several days after the story.	Student can accurately tell the author, title and favorite part of the story when asked several days after the story.	Student can accurately tell the title and his favorite part of the story when asked several days after the story.	Student has problems remembering the title without help.
<b>7. Sequence</b>	Retell the story with a correct sequence without leaving out important parts.	Retell the story in sequence with 2-3 omissions.	Retell the story with several omissions but keep the sequence of the parts reported.	Retell the story out of sequence.
<b>8. Problem</b>	It is very easy for the audience to understand what problems the main characters face and why these are problems.	It is easy for the audience to understand what problems the main characters face and why they are a problem.	It is relatively easy for the audience to understand what problems the main characters face, but it is not clear why they are a problem.	It is not clear what problems the main characters face.
<b>Total Pts:</b>				
<b>Comments:</b>				

## Rubric for Team work

Student name:

Total pts: 24

Grade: 4<sup>12</sup>

CATEGORY	Excellent 4pts	Very Good 3 pts	Good 2 pts	Needs Improvement 1 pt
<b>1. Control of Group Efficacy</b>	Repeatedly controls the effectiveness of the group and makes suggestions to make it more effective.	Repeatedly controls the effectiveness of the group and works to make the group more effective.	Occasionally he controls the effectiveness of the group and works to make it more effective.	Rarely controls the effectiveness of the group and does not work to make it more effective.
<b>2. Quality of Work</b>	Provides work of the highest quality.	It provides quality work.	It provides work that, occasionally, needs to be checked or redone by other members of the group to ensure its quality.	It provides work that, in general, needs to be checked or redone by others to ensure its quality.
<b>3. Working with Others</b>	Almost always listens, shares and supports the efforts of others. Try to keep the union of the members working in groups	Usually listens, shares, and supports the efforts of others. It does not cause \ "problems \" in the group.	Sometimes he listens, shares and supports the efforts of others, but sometimes he is not a good member of the group.	Rarely listens, shares and supports the efforts of others. Frequently he is not a good member of the group.
<b>4. Contributions</b>	Always provide useful ideas when participating in the group and in class discussion. Student is a definite leader who contributes a lot of effort.	It usually provides useful ideas when participating in the group and in class discussion. A strong member of the group that strives.	Sometimes she provides useful ideas when she participates in the group and in class discussion. A successful member of the group who does what is asked of them.	Rarely provides useful ideas when he participates in the group and in class discussion. You can refuse to participate.
<b>5. Focusing on Work</b>	Keeps focused on the work that needs to be done. Very self-directed.	Most of the time focuses on the work that needs to be done. Other members of the group can count on this person.	Sometimes it focuses on the work that needs to be done. Other group members must sometimes scold, push and remind this person to stay focused.	Rarely focuses on the work that needs to be done. Let others do the work.
<b>6. Time Management</b>	Use time well throughout the project to ensure that things are done on time. The group does not have to adjust the deadline or work on the responsibilities for the delay of this person.	Student uses time well throughout the project, but it may have been delayed in one aspect. The group does not have to adjust the deadline or work on the responsibilities for the delay of this person.	It tends to linger, but you always have things done by the deadline. The group does not have to adjust the deadline or work on the responsibilities for the delay of this person.	Rarely do you have things done by the deadline and the group has had to adjust the deadline or work on this person's responsibilities because the time has been handled improperly.
<b>Total Pts:</b>				
<b>Comments:</b>				

### Example didactic material for activity 1: Let's meet Dolores W. Joseph Montout

#### Biography. Partner A.

\_\_\_\_\_ **was born** on January 10, 1904, in the Jamaica Town in Limón. He **met** only one sister, named Alfonsa, who **was** three years older than him, because all the other children of the family **died** at an early age. William was known as Sir Joe.

His mother \_\_\_\_\_, was born in Vieux Forte, Saint Lucia, and was a school teacher. His father Charles Joseph, a manufacturer of mattresses **was** originally from Port of Spain, Trinidad. As a "mother tongue", Don Dolores perfectly masters the French and English languages. He **completed** his primary studies and **attended** high school in Saint Georges College, in Jamaica. It combines its formal academic activities, sports practice (cricket and football) and learning to use various musical instruments, especially the \_\_\_\_\_.

After completing his studies, he **returned** to Costa Rica in \_\_\_\_\_ and **joined** both the business activities of his father, as well as the communal work of his people and the Catholic parish. He **created** and **edited** the newspaper "The Gazip". An activity that **caused** its first problems of public and political order, given the things that were published and the still very conservative environment of Limón.

In 1934, he **married** Elisa Paulina Wignal Anderson, with whom he **procreated** two children: Eliseo Fermín and Jose Guillermo. His marriage **did not** last long, as he **was** the victim of the culture shock that **occurred** between the Jamaicans and the descendants of the so-called minor Caribbean islands. His in-laws **were** Jamaican, and especially his mother-in-law Amence **put** on his part so that the marriage of Don Dolores would not prosper.

He **worked** for seven years in the Hospital de Limón, today Tony Facio, and in 1938 he **decided** to immigrate to Panama where he **worked** for seven years in the Canal Zone. In Bocas del Toro he joins in married life with his current wife María Haynes, with whom he has procreated four children: Carlos María, Julieta, Jilma Judith and Javier Justino, family with whom he **moved** to Costa Rica again in 1955.

He **was** a lover of literature, Limon and its culture. He **wrote** poems and stories. Three of his most recognized literary works are: *Nancy Stories*, \_\_\_\_\_ and *Adina*. Dolores William dies in 1990 at the age of \_\_\_\_\_.

**Biography. Partner B.**

Dolores William Joseph Montout **was born** on January 10, 1904, in the Jamaica Town in Limón. He **met** only one sister, named \_\_\_\_\_, who **was** three years older than him, because all the other children of the family **died** at an early age. William was known as \_\_\_\_\_.

His mother Apoline Montout, was born in Vieux Forte, Saint Lucia, and **was** a school teacher. His father Charles Joseph, a manufacturer of mattresses **was** originally from Port of Spain, Trinidad. As a "mother tongue", Don Dolores perfectly masters the \_\_\_\_\_ and \_\_\_\_\_ languages. He **completed** his primary studies and **attended** high school in Saint Georges College, in Jamaica. It combines its formal academic activities, sports practice (cricket and football) and learning to use various musical instruments, especially the organ.

After completing his studies, he **returned** to Costa Rica in 1923 and **joined** both the business activities of his father, as well as the communal work of his people and the Catholic parish. He **created** and **edited** the newspaper "\_\_\_\_\_". An activity that **caused** its first problems of public and political order, given the things that were published and the still very conservative environment of Limón.

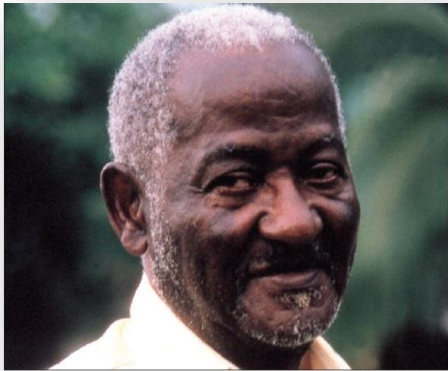
In 1934, he **married** Elisa Paulina Wignal Anderson, with whom he **procreated** two children: Eliseo Fermín and Jose Guillermo. His marriage **did not** last long, as he **was** the victim of the culture shock that **occurred** between the Jamaicans and the descendants of the so-called minor Caribbean islands. His in-laws **were** Jamaican, and especially his mother-in-law Amence **put** on his part so that the marriage of Don Dolores would not prosper.

He **worked** for seven years in the Hospital de Limón, today Tony Facio, and in 1938 he **decided** to immigrate to Panama where he **worked** for seven years in the Canal Zone. In Bocas del Toro he joins in married life with his current wife María Haynes, with whom he has **procreated** four children: Carlos María, Julieta, Jilma Judith and Javier Justino, family with whom he **moved** to Costa Rica again in 1955. He **was** a lover of literature, Limon and its culture. He **wrote** poems and stories. Three of his most recognized literary works are:

\_\_\_\_\_, *Limon on the raw and Adina*. Dolores William dies in \_\_\_\_\_ at the age of 86.

## Dolores William Joseph Montout's Biography (completed)

Dolores William Joseph Montout was born on January 10, 1904, in the Jamaica Town in



Limón. He met only one sister, named Alfonsa, who was three years older than him, because all the other children of the family died at an early age. William was known as Sir Joe.

His mother Apoline Montout, was born in Vieux Forte, Saint Lucia, and was a school teacher. His father Charles Joseph, a manufacturer of mattresses was originally from Port of Spain, Trinidad. As a "mother tongue", Don Dolores perfectly masters the French and

English languages. He completed his primary studies and attended high school in Saint Georges College, in Jamaica. It combines its formal academic activities, sports practice (cricket and football) and learning to use various musical instruments, especially the organ. After completing his studies, he returned to Costa Rica in 1923 and joined both the business activities of his father, as well as the communal work of his people and the Catholic parish. He created and edited the newspaper "The Gazip". An activity that caused its first problems of public and political order, given the things that were published and the still very conservative environment of Limón.

In 1934, he married Elisa Paulina Wignal Anderson, with whom he procreated two children: Eliseo Fermín and Jose Guillermo. His marriage did not last long, as he was the victim of the culture shock that occurred between the Jamaicans and the descendants of the so-called minor Caribbean islands. His in-laws were Jamaican, and especially his mother-in-law Amence put on his part so that the marriage of Don Dolores would not prosper.

He worked for seven years in the Hospital de Limón, today Tony Facio, and in 1938 he decided to immigrate to Panama where he worked for seven years in the Canal Zone. In Bocas del Toro he joins in married life with his current wife María Haynes, with whom he has procreated four children: Carlos María, Julieta, Jilma Judith and Javier Justino, family with whom he moved to Costa Rica again in 1955.

He was a lover of literature, Limon and its culture. He wrote poems and stories. Among his most recognized literary works are: *Nancy Stories*, *Limon on the raw* and *Adina*. Dolores William dies in 1990 at the age of 86.

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**Example didactic material for activity 2: An afternoon in old-time Limon**

“Grandpa Joe Cummins sat in his cosy folding chair, the same folding chair he brought with him, on his many trips from Jamaica to the mainland. The fruit boats only charged eight dollars per trip, and grandpa made these trips, taking Isabel back and from, whenever she had to deliver. Could not allow her to deliver her kids in this barbarous climate. No sir, the doctors and nurses and midwives home were more responsible, and so his eight children saw the light of day, the first light of day in his beloved Jamaica. Only five hundred miles away, and home. So all his children were not of this unhealthy climate. And so, this folding chair went to and from with him, until now, preserving this relic; this afternoon he sat as he always did, and looked at his grands and great grands, as they frolicked to and fro in his spacious front yard.

Grandpa Joe was a farmer, one of the old school farmers, boom and bred in Portland, a genuine agriculturist. He was brought out to the tropics by Mr. Keith to work on the banana plantation. He saw service with Mr. Lindo. Sure, Mr. Lindo was his countryman, and had treated him white. It was Mr. Lindo that gave him that twenty hectares of woodland, so he was able to bring it to what it is today.

This afternoon he sat in his cosy folding chair, while the grand and great grands were running and prancing and playing, running and playing ring games. Running and playing hide and seek, and “quedó”. Even the twins, the near whites were running and playing. The whole brood were singing and shouting in English, though the near whites were a change in the family set up, for one of his sons, chose to make his wife the daughter of Don Nicolás Badilla, and no sooner, their issue were a pair of nearer whites than black. These little ones too were enjoying the afternoon larks.” (Joseph, *Nancy Stories* tale.)

## **CHAPTER VII: BIBLIOGRAPHY**

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## **GLOSSARY**

- CINDEA: It means in Spanish Centro Integrado de Educación de Adultos, who have not finished primary or secondary school or who want some technical training. (MEP, 2018)
- Culture: the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
- Didactic: intended to teach, especially in a way that is too determined or eager, and often fixed and unwilling to change.
- English: the language that is spoken in the UK, the US, and in many other countries.
- Learning: the activity of obtaining knowledge. Knowledge obtained by study.
- Literature: written artistic works, especially those with a high and lasting artistic value.
- Marco Común Europeo de Referencia para las Lenguas (MCER): it is the international standard that defines the linguistic competence. This framework has three general divisions: basis (level pre A1, A1 and A2), independent (level B1 and B2) and proficient (level C1 and C2). (Cambridge Assessment, 2018)
- Teach: to give someone knowledge or to train someone; to instruct.

## **ANNEXES**

## **Annex 1.**

### **Interview guide to the second level English teachers of the CINDEA of Alajuelita.**

**Date:** \_\_\_/\_\_\_/\_\_\_

**Interviewer:** Maria José Aguilar

**Chacón**

**Introduction:** interviewer presentation and general description of the research.

**Characteristics of the interview:** Confidentiality

**Duration:** approximately 15 minutes.

#### **Questions:**

1. How long have you been a teacher?
2. How long have you been a professor in the CINDEA?
3. How many second-level groups do you teach?
4. In general, how do you consider the level of English of your students?
5. How do you rate your students' reading ability?
  - a. High b. Average c. Low
6. How do you rate your students' speaking ability?
  - a. High b. Average c. Low
7. To strengthen the reading skills of your students, what teaching tools do you use?
8. To strengthen the speaking skills of your students, what teaching tools do you use?
9. Do you use literature to teach English?
10. What kind of literature?
11. Do you know who Dolores Joseph Montout is?
12. Do you know that there is literature written in English by Costa Ricans?
13. During your English classes, does Costa Rican culture and its values stand out?
14. Have you used Caribbean literature to teach English?
15. Would you use Caribbean literature written in English as a teaching tool to teach English? Why?

**Closing:** ask for any concern and give thanks.

## Annex 2.

Universidad Hispanoamericana

María José Aguilar Chacón

### Survey to students in second level at CINDEA of Alajuelita, 2018

This is a study to develop a professional thesis with the aim of exposing the literary work of Dolores Joseph Montout as a didactic tool for the teaching of English.

We ask for your help to answer some questions that are not take you long. Your answers are confidential and anonymous. We ask you to answer this questionnaire as honestly as possible. There are no right or wrong answers.

**Instructions: The first 6 questions are general and confidential information like the rest of the questions in the survey. Then, in the chart, mark with an "X" in the box according to your experience in English classes. Choose how strongly you agree with the statements in the first column. The level of agreement is: 5 (Strongly agree), 4 (Agree), 3 (Neither Agree nor Disagree), 2 (Disagree), 1 (Strongly disagree).**

**Thank you very much in advance.**

1. Where are you from? \_\_\_\_\_
2. What is your gender?  Female  Male
3. Do you work?  Yes  No
4. Please select your age range:  less than 18  18- 25  More than 25
5. Do you like to read books?  Yes  No
6. Do you know who Dolores Joseph Montout is?  Yes  No

	Statements	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
7.	Teacher shares you short stories to read in class.					
8.	Teacher motivates you to read aloud in class.					
9.	Teacher gives you reading material as homework.					
10.	Teacher promotes you to talk about readings.					
11.	Teacher makes you speak in front of the class.					

	Statements	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree
12.	Teacher asks you questions about readings.					
13.	I like to participate in reading activities.					
14.	I like to participate in speaking activities.					
15.	Readings shared by the teacher are easy to understand.					
16.	Readings shared by the teacher are about Costa Rican culture.					
17.	Readings shared by the teacher are about Limon culture.					

**Thanks again for your time and participation.**

### Annex 3.

### Diagnostic test before proposal

#### Topics

- Verb tense: simple present & simple past.
- Wh-questions: what, when, where, which

#### I part.

**Instruction: Choose the correct option that complete each sentence.**

1. Yesterday, I \_\_\_\_\_ coffee with my friend Juan.  
a. drink                      b. was having                      c. drunk
2. Last week, Laura \_\_\_\_\_ to Puerto Viejo to visit the beach.  
a. goed                      b. went                      c. was going
3. She \_\_\_\_\_ that Puerto Viejo so beautiful.  
a. tells                      b. tole                      c. told
4. Laura \_\_\_\_\_ hurry because her bus leaves soon.  
a. are                      b. was                      c. is
5. What \_\_\_\_\_ in the last weekend? I read a book.  
a. did you do                      b. were you doing

#### II part. Instruction: Choose the correct question word

1. \_\_\_\_\_ do you live? - I live in Limon.  
a. What                      b. Where                      c. How
2. \_\_\_\_\_ 's that girl? - She's my daughter.  
a. What                      b. Where                      c. Who
3. \_\_\_\_\_ do you go to Limon? - By bus.  
a. What                      b. How                      c. When
4. \_\_\_\_\_ do stores open? - At eight O'clock.  
a. Whose                      b. When                      c. Where
5. \_\_\_\_\_ are you taking that course? - Because I have time!  
a. What                      b. Why                      c. Where

### III part. Speaking

1. Hello. How are you today? What's your name?
2. Where are you from?
3. What do you do in your free time? Do you like any sports?
4. What did you do the last weekend?
5. Do you know something about Limon Culture?
6. Do you know which the creole language in Limon is?
7. Have you ever read something about Limon?

### Speaking Rubric

CATEGORY	Needs Improvement 1 pt	Good 2 pts	Very Good 3 pts	Excellent 4 pts
1. Pronunciation	Pronunciation errors and/or stress and intonation patterns frequently interfere with communication	Pronunciation errors and/or stress and intonation patterns occasionally interfere with communication	Pronunciation errors and stress and intonation patterns rarely interfere with communication.	Pronunciation errors and stress and intonation patterns do not interfere with communication.
2. Fluency	Speech severely choppy with long pauses. Rarely able to convey complete thoughts.	Speech halting, slow, or in bursts and/or with long pauses, sometimes able to convey complete thoughts	Speech somewhat choppy and/or slow with frequent pauses, often manages to convey complete thoughts.	Some hesitation but usually manages to continue and develop complete thoughts.
3. Vocabulary	Inadequate and/or inaccurate use of vocabulary	Somewhat inadequate and/or inaccurate use	Adequate and fairly accurate use of vocabulary	Vocabulary is used to express ideas well.
4. Grammar	Inadequate and/or inaccurate use of basic language structures	Many minor difficulties or one major breakdown in communication occur due to inaccurate or inadequate use of grammar	A few minor difficulties arise from not using the grammar correctly	Communicate effectively
5. Comprehension	Student unable to understand many statements and questions. Responses and questions asked are rarely accurate or appropriate.	Questions and statements are asked and responded to somewhat appropriately and/or accurately	Questions and statements are asked and responded to moderately appropriately and accurately.	Most questions and statements are asked and responded to appropriately and accurately
<b>Total Pts:</b>				
<b>Comments:</b>				

## Annex 4. Diagnostic Test after didactic proposal

### Topics

- Verb tense: simple present & simple present.
- Wh-questions: what, when, where, which

### I part.

**Instruction: Choose the correct option that complete each sentence.**

1. Dolores William Joseph Montout \_\_\_\_\_ on January 10, 1904.  
a. was born                      b. borned                      c. was borning
2. He \_\_\_\_\_ for seven years in the Hospital de Limón, today Tony Facio.  
a. works                      b. worked                      c. was working
3. In 1934, he \_\_\_\_\_ Elisa Paulina Wignal Anderson, with whom he procreated two children.  
a. marries                      b. marry                      c. married
4. He \_\_\_\_\_ the victim of the culture shock that occurred between the Jamaicans and the descendants of the so-called minor Caribbean islands.  
a. was                      b. were                      c. is
5. Which \_\_\_\_\_ the 3 tales wrote by Montout?  
a. is                      b. are                      c. were

### II Part. Instruction: Choose the correct question word

1. “\_\_\_\_\_ has become of you, Amanda? It is quite a while since we haven’t met. I am sure that you had not left the country. No Miss Elena, I is right here in town, but was a little sick”.  
a. What                      b. Where                      c. How
2. “But \_\_\_\_\_ was he? Karl, Karl, Karlos, Karlie she shouted, but no Karl was to be found.”  
a. What                      b. Where                      c. Who
3. \_\_\_\_\_ wrote the tale *Limon on the raw?* - Dolores William Joseph Montout.  
a. Who                      b. How                      c. When
4. “And \_\_\_\_\_ is mamie”. Amanda asked. “Mother is not too nice these days, age is gathering over her head, and father, the romantics are worrying him, after wise, the oldman is well”. Answered Adina.  
a. Whose                      b. When                      c. How
5. “And dad, \_\_\_\_\_ you was timekeeper, did you use adding machine?” asked the youngman.  
a. What                      b. Why                      c. When

### III part. Speaking

1. Could you let me know how do you feel with today English class?
2. Do you know who Dolores Joseph Montout is?
3. Could you tell me the name of a tale wrote by Montout?
4. Do you know which the creole language in Limon is?
5. Do you know something about Limon Culture?

#### Speaking Rubric

CATEGORY	Needs Improvement 1 pt	Good 2 pts	Very Good 3 pts	Excellent 4 pts
<b>1. Pronunciation</b>	Pronunciation errors and/or stress and intonation patterns frequently interfere with communication	Pronunciation errors and/or stress and intonation patterns occasionally interfere with communication	Pronunciation errors and stress and intonation patterns rarely interfere with communication.	Pronunciation errors and stress and intonation patterns do not interfere with communication.
<b>2. Fluency</b>	Speech severely choppy with long pauses. Rarely able to convey complete thoughts.	Speech halting, slow, or in bursts and/or with long pauses, sometimes able to convey complete thoughts	Speech somewhat choppy and/or slow with frequent pauses, often manages to convey complete thoughts.	Some hesitation but usually manages to continue and develop complete thoughts.
<b>3. Vocabulary</b>	Inadequate and/or inaccurate use of vocabulary	Somewhat inadequate and/or inaccurate use	Adequate and fairly accurate use of vocabulary	Vocabulary is used to express ideas well.
<b>4. Grammar</b>	Inadequate and/or inaccurate use of basic language structures	Many minor difficulties or one major breakdown in communication occur due to inaccurate or inadequate use of grammar	A few minor difficulties arise from not using the grammar correctly	Communicate effectively
<b>5. Comprehension</b>	Student unable to understand many statements and questions. Responses and questions asked are rarely accurate or appropriate.	Questions and statements are asked and responded to somewhat appropriately and/or accurately	Questions and statements are asked and responded to moderately appropriately and accurately.	Most questions and statements are asked and responded to appropriately and accurately
<b>Total Pts:</b>				
<b>Comments:</b>				