

**UNIVERSIDAD HISPANOAMERICANA**

**ENGLISH TEACHING**

**THESIS SUBMITTED TO OBTAIN  
LICENCIATURA IN TEACHING OF ENGLISH**

**FINAL PROJECT**

**“THE USE OF BRIEFING, DEBRIEFING AND  
FEEDBACK AS A WAY TO IMPROVE THE  
LEARNING EXPERIENCE WHEN DOING  
SPEAKING ACTIVITIES, AT WIZARD  
LANGUAGE SCHOOL, SAN JOSÉ, DURING  
THE 1<sup>ST</sup> QUARTER OF 2018”**

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**I QUARTER, 2018**

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## DECLARACIÓN JURADA

Yo SUSANA CHAVES DI LUCA, mayor de edad, portador de la cédula de identidad número UNO UNO CUATRO NUEVE CINCO CERO TRES CUATRO NUEVE egresado de la carrera de LICENCIATURA DE ENSEÑANZA DEL INGLES de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercebido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de LICENCIATURA, juro solemnemente que mi trabajo de investigación titulado: THE USE OF BRIEFING .DEBRIEFING AND FEEDBACK AS A WAY TO IMPROVE THE LEARN(NG EXPERIENCE WHEN DOING SPEAKING ACTIVITIES, AT WIZARD VANGUAGE SCHOOL.DURING THE FIRST QUARTER 2018, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 23 días del mes de ABRIL del año dos mil DIECIOCHO.



Firma del estudiante,

**SUSANA CHAVES DI LUCA**

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## CARTA DEL TUTOR

San José, 23 de abril de 2018

**Departamento de Registro  
Licenciatura en Enseñanza de Inglés  
Universidad Hispanoamericana**

Estimado señor:

La estudiante Susana Chaves Di Luca, cédula de identidad número 1-1495-0379, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado ***The Use of Briefing, Debriefing and Feedback as a Way to Improve the Learning Experience When Doing Speaking Activities at Wizard Language School During The First Quarter of 2018***, el cual ha elaborado para optar por el grado académico de Licenciatura.

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

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

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

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

Atentamente,



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**Escuela de Educación**  
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Estimada señora:

La estudiante Susana Chaves Di Luca, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **“THE USE OF BRIEFING, DEBRIEFING AND FEEDBACK AS A WAY TO IMPROVE THE LEARNING EXPERIENCE WHEN DOING SPEAKING ACTIVITIES, AT WIZARD LANGUAGE SCHOOL, SAN JOSÉ, DURING THE 1<sup>ST</sup> QUARTER OF 2018”**, el cual ha elaborado para optar por el grado académico de licenciatura.

En mi calidad de lectora, he verificado que se han hecho las correcciones indicadas durante el proceso de lectura 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.

En virtud de la lectura realizada, se avala el traslado al proceso de filología.

Atentamente,



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Por este medio hago constar que he revisado el trabajo de graduación para optar por el grado de Licenciatura en Enseñanza del Inglés, **"THE USE OF BRIEFING, DEBRIFING AND FEEDBACK AS A WAY TO IMPROVE THE LEARNING EXPERINCE WHEN DOING SPEAKING ACTIVITIES AT WIZARD LANGUAGE SCHOOL, SAN JOSE, DURING THE 1<sup>ST</sup> QUARTER OF 2018"**, desarrollado por la estudiante Susana María Chaves Di Luca, cedula 114950379, en cuanto a ortografía, redacción, concordancia y cumplimiento de normas APA.

Atentamente,



Licda. Lucía Ugalde Barrantes

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## DEDICATORY

I would like to dedicate this thesis to my dad. He had an important role from the beginning until the end of my studies in the major. He motivated me to study and to keep improving. I would not be who I am without him.

Since I was a child, I always wanted to be an English teacher. I used to steal my father's chalks to play with a board and some of his books. I did not know English very well at that time, but it was funny. He helped me when I needed him. He gave me pieces of advice every single time when I did not know how to do something.

Thank you for believing in me and helping me to become what I am now.

## **ACKNOWLEDGEMENTS**

First of all, I would like to thank God for being always there for me. There were days in which I wanted to quit, but he gave me the motivation to continue until the end. He is the one guiding my path and giving me strength.

I also want to thank my Mom, my siblings and the whole family. They have been there in every single step. They supported me in hard times and gave me the necessary pieces of advice where I was wondering what to do. They motivated me to finish Licenciatura. They made me the person I am and they will always be a part of my heart.

## Epigraph

“There is a truth deep down inside of you that has been waiting for you to discover it, and the truth is this, you deserve all good things life has to offer”.

Ronda Byrne, the Secret

**CHAPTER I**  
**INTRODUCTORY ASPECTS**

### **1.1.1 Background of Study**

Nowadays learning a second language has become a priority in people's lives. According to La Nación (2016), there are many reasons to study English, for example; to obtain better job opportunities, to travel, to know about new cultures and people and to communicate. However, even when people in Costa Rica usually study the language for eleven years in public schools, their English level is not as advanced as it should be. As a result, people prefer to go to private institutes to fill the gap that public education leaves.

According to Krashen (1982) , the success of acquiring a language is determined by the way the class is taught and the experiences teachers offer to students. In the early 1980's, educational psychologists Mezirow, Friere and others said that "the stress in all learning lies in the way we process experience, in particular, our critical reflection of experience" (Rogers, 1996). They concluded that learning is a cycle that begins with an experience, continues with reflection and ends with action. If learners are able to reflect about their learning experiences, they can truly understand the topic they are exploring which will let them to acquire their own conclusions. Therefore, the knowledge will be valuable and meaningful, allowing them to put into practice everything they have learned.

These authors also pointed out that the way a class is taught can influence students positively or negatively. In fact, according to Smith (1980), the

involvement that students have in the class determines if they will learn or not. Experience is the main factor that affects motivation towards learning.

The following teacher did a research in The Redentorista High School about the factors that affect learning. According to Alvarez (2014), even though, students have been receiving assignments, extra material, and vocabulary reinforcement in classes, only a small number of learners improved their performance (p.4). This means that some of the tools, activities and evaluation done in the class are not always effective to help students improve in certain areas of the language in which they might be struggling. As a result, it could be possible that students participate in the classroom, but they do not reach the goal set by the teacher. According to this research, it is essential that teachers know their students very well, so they can be aware of the possibilities and limitations they might have in each class. They can take the information into account to design a class to help and encourage students.

On the other hand, there are teachers who chose accurate activities and do everything perfectly, but they still get the same negative results. This lack of improvement might be due to teachers not providing feedback correctly. It is important to let students know about the errors they commit for them to be able to improve. Albertassi (2014), said in his research that “it is essential to include error correction and feedback when teaching, because they help development of the following work” (p.5). The teacher can get better results if they let students know about the mistakes they have to correct next time.

According to a research made in a University in Israel, Pirhonen (2016) stated:

Students clearly want to receive feedback in the classroom. Oral feedback was respected, slightly more than written feedback... Moreover, this reveals that students do appreciate the feedback they are provided with, and that teachers must also provide feedback in the future when teaching English. Feedback is an essential part of teaching and learning, (p .15).

After applying questionnaires, Pirhonen determined that students wanted to have relevant information about what they need to change or do better. They are expecting to receive feedback. She also concluded that the information provided to students can determine the success when it comes to acquire a second language.

Besides the feedback and the error correction mentioned in the last paragraphs, teachers started using other techniques to enrich the class in the last years. These techniques are *Briefing* and *Debriefing*. The main purpose of these techniques is for students to assess their performance and talk about it. Therefore, the teacher analyzes what students say and, provides feedback. By applying these techniques, students can be closer to their learning experience and be their own judges.

*Briefing* and *Debriefing* are part of what is called Experience Based Learning. "The use of experience-based learning leads the teacher to another kind of class where the experience and the reflection are the main parts of the class" (Andresen, 2014, p.56). This means that students will analyze their experience by

reflecting, evaluating and reconstructing it; sometimes individually, sometimes collectively and sometimes in both ways.

This research will focus on *Briefing* and *Debriefing*. At the beginning, the main use of these terms was in another field of study. “Historically, briefing and debriefing were originated in the military field, in which these terms were used to describe the account individuals gave on returning from a mission” (Ruth 2017, p. 2). At present, they have become part of the learning experience because it helps to re-build what students have done and analyze every single part of the process and performance.

*Briefing* looks for setting the goals and orientating the students until they can accomplish them. “It is the time when participants are oriented to the experience. They are provided with their instructions, goals and the rules within which they can achieve the goals” (Smith, 1978, p.71). By applying this technique, the teacher guides students through the process, providing the instructions and steps L2 learners will follow.

After the *Briefing* session, students have to work on the activity planned by the teachers. Once they finish, teachers can move on with the *Debriefing* session. According to Smith (2014), the main point of this technique is that after activities are done, students analyze their experience. Then, they can be aware of their mistakes and the aspects they can improve. “Debriefing is that phase in experience-based learning where purposeful reflection by an individual or group takes place” (Smith, 1978, p.71).

When talking about *Feedback*, it can be said that it is usually used in every Costa Rican classroom, however the way in which it is used might not be the appropriate. According to Vazquez (2007), there is a controversy regarding to the best way to provide error correction and handle errors. Teachers tend to correct every single mistake and others focus on correct the mistake that is related to the content, (p.3). For example, teachers at Wizard mainly use indirect feedback when it is advisable to use both, direct and indirect. The reflection techniques mentioned before are not very common in the Costa Rican context. For this reason, the main objective of this research is to determine if the learning experience can be enriched by using briefing and debriefing together with feedback.

### **1.1.2 Significance of the problem**

In Costa Rican society, it is known that the role of the English language is very important for the personal development of every individual, as well as for the progress of the country. Avendaño (2012) said in his research that, “countries have to establish a universal language as an international way of communication. English is that language; it has become a worldwide language due to the great number of countries that use it as a native or foreign language” (p.2). As a result, a significant number of people go to language institutes in order to acquire a foreign language.

Even though there are plenty of options to improve and acquire the language, students often feel frustrated, anxious and the majority end dropping out of the school. Gardner (1985), said that “The socio-educational model developed from numerous investigations is comprised of four classes or variables:

intelligence, language aptitude, motivation and situational anxiety”. Together, these variables all affect each other, and combined show how effective a student will perform.

There are some problems people can perceive in language institutes. First of all, students may feel that they are not getting better or improving. There are learners that are always participating in classes, do their homework and study at home, but they continue being on the same level. Second of all, the way in which feedback is given to students is not enough for the problem to disappear. They continue making the same mistakes.

The activities are supposed to guide students to reach a specific goal; however, sometimes these activities are not clear and students are not aware about the purpose of the activity. For this reason, it is a good idea to analyze if the activity is related to the contents and classroom objectives. Moreover, schools are not developing a reflective learning. “Reflection is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it” (Boud, 2005 p.19). Nowadays, it is very common in Costa Rica for teachers not take a little time to talk with students about their performance in the classroom or ask themselves what they can improve the next time. When they finish with one activity, they simply move to the next one. At the end, all these problems mentioned before cause students to give up and drop out of the course.

The aim of this research is to go further when it comes to teaching, by motivating teachers to leave their comfort zone. It also aims to engage teachers to spend time knowing their students and to turn learning into a real experience. This

project will offer some ideas teachers can include in their classes, so they can offer a dynamic and meaningful process.

### **1.1.3 Justification**

The following research has Social Relevance (Hernandez et al, 2014). It looks to engage teachers to include the three main techniques during classes. These techniques are *briefing, debriefing and feedback*. The idea is to promote a real learning experience in students, where reflection is the foundation. “Learning that is grounded in experience involves reconciling the way a person conceptualizes the world with what a person actually experiences in the world” (Wang, 2011, p.59).

At Wizard Language School, there are few spaces where students can analyze what they learn. Teachers mainly do activities to reinforce or practice the content and when they finish, they continue with the lesson. Sometimes students can get some or no feedback; and most of the times, they are not aware of the purpose of the activity. *Briefing, debriefing and feedback* can be an option for the learning process to become meaningful.

By using this technique, students can also be conscious about the things they must improve. They can develop a more open attitude towards feedback and they can truly enjoy learning through a meaningful process. “Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it” (Kolb 1984, p.41). Furthermore, according to some studies learning is a continuous process that never stops. In fact, “researchers have used experiential

learning theory to explain learning as a continuous process, where reflection on concrete experiences creates learning and changes how a person thinks and behaves” (DeCoux and Sewchuk, 2005). This idea supports the theory that a well-planned dynamic class with clear goals can actually change the experience the student is having.

## 1.2 Problem, Research Question

How can the use of *Briefing*, *Debriefing* and *Feedback* improve students' learning experience when doing speaking activities, at Wizard Language School, San José during the 1<sup>st</sup> quarter of 2018?

## 1.3 Objectives

### 1.1.3 Main Objective

To appraise how the use of *Briefing*, *Debriefing* and *Feedback* improve the learning experience of students when doing speaking activities, at Wizard Language School, San José, 1<sup>st</sup> quarter, 2018.

### 1.3.2 Specific Objectives

- To explain the techniques *briefing*, *debriefing* and *feedback* from an Educational dimension.
- To examine the know-how teachers, have about *briefing*, *debriefing* and *feedback* through interviews.
- To assess students' reaction and assimilation after applying *briefing*, *debriefing* and *feedback* through the application of the survey.

- To analyze the learning experience through the observation of the teachers and students based on performance criteria from the theory.

## **1.4 Scope And Delimitations**

### **1.4.1 Scope**

This research will take place at Wizard Language School, San José. It will include three W6 Intermediate level groups, in the second bimester 2018. Students at this level are already able to keep a conversation with a native speaker and have a good understanding of English.

The present research aims to help students have better learning experiences as well as fostering the reflection on their learning and performance. As a result, students can feel part of the process when they are acquiring the language. This research will also engage teachers in looking for another way to make the learning meaningful by providing them with other options to evaluate beside the common ones. As a result, it will make giving feedback easier because professors can choose the way that works better for each specific student. They will be able to set the objectives and direct students to accomplish the goals.

### 1.4.2 Limitations

The study begins with three groups of W6 Intermediate level, a sample of thirty students. The groups at Wizard have a maximum of 15 people; hence, the first group has 9 students, second group 10 students and third group 6 students. A possible limitation might be that due to absences of some students during the application of the instruments, the information gathered might not be enough to give an accurate feedback and to make important decisions.

Another problem that can be present is the lack of time. According to the Wizard methodology, one lesson is one hour long and teachers should do around two lessons per day. For this reason, it can be difficult to apply the instruments because there is not enough spare time. Besides, some of the lessons are already planned, so it can be hard to find extra time to apply the activities using *briefing*, *debriefing*, and *feedback*.

Another limitation can be that the instruments are in English and it could be possible that students may not understand the statement or questions very well. For this reason, it might be difficult to find students who are able to collaborate with the interviews. Consequently, answers could be different from the expected ones by the researcher. Considering that this stage is essential to gather information about the perception of the class and the things that need improvement, not having all students understanding might alter the results significantly.

**CHAPTER II**  
**THEORICAL FRAMEWORK**

## **2.1 HISTORIC CONTEXT**

### **2.1.1 Community and company background**

#### **2.1.1.1 English as a Second Language in Costa Rica**

In the XIX century, learning English played an important role in the economic development of Costa Rica. According to Marin (2012), in those years, 50% of the coffee was exported to American and European countries. As a result, it was necessary to know the language to sell the product. Then some foreign companies started to settle down in the country. Therefore, they required bilingual workers to work with them. For example, Arbuthnot Lothan & Co, William Le Lacheur & Son, Rosins Otis Mo. &Co and the well-known United Fruit Company.

Subsequently, English teaching in Costa Rica began in the middle of the XIX century, when the government recognized its importance on the economic development and commercial relationships with English speaking countries. It was in 1825 when the Casa de Ensenada de Santo Tomas began teaching English due to a decree by which the internal rules of the school allowed the study of English, (Marin, 2012). The methodology was based in the memorization on lessons and some oral production.

As the years passed, corporations required more English speakers to make agreements; hence, the government decided that it was necessary to implement it

as part of the Educational program. Besides, teaching of the L2 was made official in 1901 and the first curricula reform emerged. Some changes that can be found within these new regulations are: providing an education that can cover every aspect in students from primary school, including physical and esthetic education. The government gave scholarships to bring foreign students and professionals to train Costa Rican teachers. They also provided training because most of the instructors did not have a diploma.

In 1936, schools started teaching the language. There is not much information about methodology; however, it was supposed to be based on translation. Some institutions were Escuela de Comercio de Minerva, Escuela Manuel Obregón and Escuela Castro Carazo. They all offered technical trainings in typing, accounting and bibliography, for students to be able to work in bilingual positions.

Private schools emerged offering preparation in L2 since students were children. Some examples were, Home High School, Went End School, Escuela Adventista, Salvation Army School and finally Escuela Iglesia Católica. These institutes were focused on families who could afford to pay for a private education. At the beginning English teachers were foreigners and *Costa Ricans* who had the chance to live outside of the country, (Marin, 2012).

Meanwhile, an important event happened in 1941 when the Universidad de Costa Rica was created, and courses to train teachers were opened and teachers were certificated. Besides, Centro Cultural de Idiomas started giving courses due to the high demand of L2 learners. Innovative material, well trained professors and

visual aids were part of what it offered. Furthermore, the institute had a close relationship with the USA embassy.

It is in 1944, when L2 is mandatory for all the primary schools. The main goal was to prepare the future generations in the learning of L2. In 1949, the Constitution Política stated that high school education is free and mandatory.

In 1990, English programs were implemented in Tercer Ciclo and Education Diversificada. The main objectives were established in this document. The most important ones were, to reinforce the Critical Thinking of English Spoken Countries, to reinforce values in students and to foster the learning and the use of the L2 to communicate their thoughts.

Since the nineties, English teaching has become a major and new plans were formally established as the process of fulfilling the economic and social needs of the country did not stop. Efforts to improve the learning of English did not end. Agreements between English speaking countries were arranged and more private schools were opened.

Public and private universities' concern was to open majors and short courses to deal with English teaching and upgrade the efficiency of communication. For example, Universidad de Costa Rica, Universidad Nacional, Insituto Tecnológico and Universidad Estatal a Distancia had as a goal to train people and were an example of this new view, as well as institutes, private schools and high schools.

Even though the education system has suffered many changes in the XIX century, such as new objectives, goals and plans in the curricula, and more training

for public school teachers; according to statistics and public opinions the dominant negative element has always been the lack of fluency and understanding of the language. In fact, after being in primary school for over six years and five more years in high school, the English proficiency is still not as advanced as expected. In fact, according to Marin (2016), only 15% of the population between 18 and 35 years old can communicate with a good English level, meanwhile the other percentage is unable to do so because they have a very low level.

According to La Nación (2015), because of the low emphasis given to English in public education, parents must pay extra classes in private schools arguing that they are afraid their children will not have opportunities in the future when getting a job. This is mainly the reason why many private institutes have taken advantage in offering options to help people become proficient in L2. These private institutes have been in Costa Rica for more than thirty years (La Nación, 2016). Some of the most popular schools in Costa Rica are Intensa, Centro Cultural, Berlitz and Wizard among others. Each one has a different approach in English teaching and innovative materials according to the students' needs.

It is valuable to say that the need of knowing a second language has increased over the last hundred years in our country. It became necessary for exporting products and using the language as a business tool. From that point, people were conscious of the importance it had, so they are constantly training and studying in this field. However, it is also necessary to state that L2 has many advantages besides being closely related to work and the economic evolution in Costa Rica. According to Linkenn, one of the biggest pages to find job positions

and establish employment connections, learning a foreign language can be beneficial in financial, personal, cognitive aspects of people's lives (2016).

In the financial area, people can earn extra money, just by mastering a second language; as a result, it can encourage future generations and current workers to learn it. Then, if there are better salaries, children can have a chance for better life conditions, including health care, education and economical support.

In the personal development, knowing another language allows people to meet new people, places and cultures. For example, for the ones who like to travel, they can better understand other cultures and lifestyles. As a result, it can offer a life changing experience. Another positive effect of learning another language is that it fosters cognitive and analytical skills, because it can be considered as a mental exercise. In fact, According to Alzheimer.Net (2017), a study carried out at Nizam's Institute of Medical Sciences in Hyderabad concluded that participants who spoke a second language were able to delay Alzheimer's disease, vascular dementia, and front temporal dementia by 4.5 years. This happens because speaking any language involves using parts of the frontal cortex of the brain, which can prevent and delay diseases.

Knowing a Second Language has many advantages; some of the most relevant were mentioned in the previous paragraphs. As a result, it is not limited as a useful tool to communicate with foreigners; it can help with personal, financial and health aspects. Even though, teaching a foreign language surfaced in Costa Rica due to the necessity to establish relationships with other countries and the urge of economic growth, some of the changes that occurred because of the

inclusion of teaching of English in the curricula were in fact beneficial for society. This evolution demonstrates the real value that L2 can have. Besides, it presented Costa Rica as a good competitor in the worldwide markets and brought many benefits that many Costa Ricans are enjoying nowadays. This includes the current workers, future professionals and new generations who can really be aware of its importance.

### **2.1.1.2 Wizard Language School background**

Wizard was born in 1987, and the first school was in Campinas, Brazil. It started as a simple school, but nowadays it is known as the largest network of language teaching around the world. Wizard has more than 1200 schools around the world including schools in Brazil, the United States, Japan, Paraguay and Costa Rica. This language school offers courses in eight different languages (English, Spanish, French, Italian, German, and Portuguese for foreigners, Japanese and Chinese). It also offers classes in braille (Wizard Language School, 2017).

Wizard developed a franchise, so people could invest in the schools. It is an option for those who want to participate in a new business. The network offers to entrepreneur all the necessary support for its development, such as Franchise Excellence Program, Architectural Manual and investment in marketing. All these guides help the franchise to follow the concept of the institute. For example, the way the building and classrooms must be decorated, procedures they have to follow, teachers' profiles, among others.

In 2013, Wizard Language School was bought by Pearson, which is distinguished publishing company in education content, with brands such as Financial Times, Penguin Books, E-College and Wall Street Institute. The process was part of the overall marketing strategy that involved the direct association of the Pearson brand with selected local brands (Wizard Language School, 2017).

According to Piero Franceschi, Pearson's chief marketing officer,

In addition to incorporating Pearson's endorsement into our brand, we are also implementing a new, more modern and impressive design. This union of brands aims to reaffirm our global quality and expertise in education and further strengthens our mission to transform Brazil into a bilingual country. (as cited in Wizard Language School, 2017).

Consistent with his words, all brand communication work has also been reviewed. The books have been changed in some details as well as the implementation of new technology. For example, apps for cell phones, so students can practice from home.

In 2012, the institute opened the first school here in Costa Rica, located in Paseo Colon. The courses they offer attempt to fit with the characteristics and needs of each student. For example, one of the goals of the program is to teach dynamic classes, so students can participate and speak since the first day. It has a different methodology and innovative material for students. "It wants to prepare them to take full advantage of their learning" (Wizard Language School, 2017).

In 2017, it opened its second school in Barreal de Heredia broadening its reach even more in the country. Then, this franchise started opening courses in companies such as Amazon, DHL, Intel and Mayca, with the main goal of preparing employees to fulfill their needs and giving the chance for professional growth. Currently, it has more than a thousand students in both schools. It also has more than three hundred students graduated working in bilingual positions and at least 400 students graduated from Portuguese over the last five years. As a result, most of the students trust that Wizard offers guaranteed courses, so they are confident to enroll and be part of this project.

#### **2.1.1.2 Mission**

In classes, part of the ideology of the brand is to see each student as an important element in the class. According to Wizard, its mission is “to promote professional, cultural and social development for all, through a modern linguistic training program and continuous appreciation of the Human Being” (Wizard Language School, 2017). Furthermore, its main objective is to foster the learning through an interactive methodology and dynamic classes. During this process, students are essential because they are the ones who give meaning to the company.

#### **2.1.1.3 Courses and Material**

The material has been developed and designed by the brand, offering books for different levels according to the European Framework. In addition, it has a Wizpen, which is a tool that students can use to listen and vocalize the textbooks

at home or during classes. It allows students to hear the correct pronunciation of words in complete sentences. They can choose the word they want to listen to and they can also reproduce the audio the images include.

The audio materials are recorded in a studio in San Francisco, California. According to scientific criteria, the songs, reading and conversations have a specific rhythm and strokes per minute, which allows the learner to quickly assimilate and retain the new language (Wizard Language School, 2017).

Wizard Costa Rica teaches four languages, which are English, Portuguese, French and Spanish. These courses are designed for children and adults. On the other hand, it offers different schedules; it offers courses on weekdays and on Saturdays including classes in the morning, afternoon and night. Classes during weekdays are four hours per week while classes on Saturdays are three hours long.

The following chart shows the level order and the material students will use at Wizard.



Wizard Language Institute, online, 2017

As the chart shows, they are divided into: W2 Beginner Level, W4 Intermediate level, W6 Upper Intermediate Level and W8 Advanced Level. There

are two more levels W10 and W12. They will specifically work on fluency, pronunciation and offer preparation to take a TOEIC or TOEFL exam.

Levels taken during the week last six months while the Saturday ones take eight months. Getting to W8 and acquiring an advanced level will take around two years. However, Wizard provides the opportunity to do a placement test if the customer has previous knowledge. This test will evaluate the four skills of the Language. Students with a good command of the L2 will last less as they will be placed according to the qualification demonstrated in the test. As a result, the time to finish W8 may vary. As soon as learners finish each book, they will be awarded with a certificate indicating the level reached according to the Common European Framework.

#### **2.1.1.4 Wizard Methodology or Blending Methodology**

This methodology is oriented on fluency and correct pronunciation using neurolinguistic tools to achieve efficient and faster results (Wizard Language School, 2017). It encourages students to express themselves freely, to overcome their inhibitions and blockages during learning; as a result, it minimizes the extra class tasks and individually evaluates the learning process.

The courses emphasize in oral fluency, and grammar is learned in an interactive and simple way through natural communication, not through verbs conjugations difficult to memorize or theoretical information. Teachers use videos, photographs, songs, sounds to deduce situations, scenarios and objects, which break with the traditional learning scheme.

### **2.1.1.5 Wizard Metrics**

The methodology offers continuous improvement during the study process. The evaluation system is continuous and qualitative, with a quantitative base as detailed below: • 100 to 90 - Excellent • from 89 up to 76 - Very good • 75 to 66 - Good • 65 or less – Regular (Wizard Language School, 2017).

Students have to do homework after every lesson which allows them to reinforce the knowledge; they also have to take a short exam called review, so they practice what they have seen during the past six lessons. The tasks and tests are aimed to assess the level of language acquired and monitor students' progress. The final test or review will specifically indicate the grammatical, written, oral progress.

## **2.2. Theoretical –Conceptual Background**

### **2.2.1 Second Language Acquisition Theories**

Throughout the years, a lot of researchers have carried out investigations and experiments to discover how the process of acquiring the second language takes place. According to Larsen-Freeman and Long (1991) “at least forty ‘theories’ of SLA have been proposed”. Some of the most important ones are: behaviorism, acculturation, universal grammar hypothesis, comprehension hypothesis, interaction hypothesis, output hypothesis, sociocultural theory and connectionism. According to Larsen-Freeman these have caused more impact on the field. This section of the research will briefly explain these eight hypotheses.

Behaviorism was one of the first theories that was presented. Skinner (1975), who developed it, believed that every action has a result as well as any stimuli has a response. For example, if you give a candy to a child after doing an expected action, it is possible that he will do it again because he knows he will receive a reward. According to Meneses, “behaviorism gave birth to a stimulus-response (S-R) theory which sees language as a set of structures and acquisition as a matter of habit formation” (2012). It bets that the environment is an important feature that helps develop the language. If humans are always in a specific environment, they will start modeling and learning certain behaviors, which can happen with the L2 as well.

Skinner said that learning is an observable behavior which is automatically acquired when the stimulus and the response comes in a repetition. For example, if a child goes to another country and the only language he hears is Chinese, there is a probability he will learn it too. Unfortunately, this theory was refuted because Larsen-Freeman and Long considered that S-R models offered “little” promises as explanations of SLA.

Schuman also proposed a theory based on the environment. He did a longitudinal investigation of some syntactic aspects with six learners (2 children, 2 adolescents, 2 adults). He observed their conversations for ten months and he found out that “the subject who acquired the least amount of English was the one who was the most socially and psychologically distant from the TL group” (p. 34). In few words the person who did not involve as much as the others in conversations, was the one who acquired less L2. In response to this study, this author came up with the Acculturation term, which is related to “the social and

psychological integration of the learner with the target language (TL) group” (p. 29). Schumann said that acquiring an L2 depends on how much the person is sociable, involved in a native speaker environment or group of people.

On the other hand, another theory emerged. This theory was not related to how the environment affects acquiring L2. It was based on Chomsky’s theories and it was called Universal Grammar Hypothesis. According to Chomsky (1976) every human being is biologically endowed with a language faculty, the language acquisition device, which is responsible for the initial state of language development. Besides, he considered that the input from the environment was not necessary for Language Acquisition. White (2003) agreed with Chomsky, he pointed out that a learner needs abstract properties not only the input given by the surroundings. On the other hand, Mitchel and Myles (2004:94) alleged that Universal Grammar was focused on how a person contains a language, but it did not pay attention to the person as a social human being.

Consequently, a new theory was presented. This was influenced by Chomsky’s perceptions. Stephen Krashen, who was an expert regarding Linguistics, was focused on the difference between learning a language and acquiring it. His ideas were well known across the world and they had a large impact in all areas of second language research and teaching since the 1980’s. He stated five main hypotheses: acquisition, learning, monitor, output, input and affective filter.

According to Krashen, there were two independent systems of second language performance: 'the acquired system' and 'the learned system' (1980). The first one is when the person knows the language and he can use it without any

problem and in any context. The "learned system" or "learning" was the product of formal instruction and it included a conscious process, which resulted in conscious knowledge 'about' the language, for example knowledge of grammar rules.

The monitoring process of learning is when the person can make corrections as they are consciously perceived. Furthermore, Krashen claimed that speaking well is associated to how much the person has acquired and not to how much he has learned. For example, in most of the public schools, students know a lot of information, grammatical rules and structures, however they cannot keep a fluent conversation. The knowledge is learned, but the application of the information is not clear.

In the Input Hypothesis, Krashen claimed that the language which learners are exposed should be just far enough beyond the current competence that they can understand most of it, but still a challenge to make the process (p.280). To keep students interested and foster the learning, teachers must take into consideration student's background to present the class. The knowledge must not be so complicated for them, but still interesting. In his theory, he indicated that "speaking will emerge" after pupils have a certain degree of compressible input.

Krashen pointed out that the best acquisition is when the student is not under stress or with high levels of anxiety. Even though his conceptions were very famous and tend to explain SLA, his theory has been disputed by many researchers.

Hatch (1983), pointed out that: "Input alone was not enough to explain SLA" (p.404). For example, she disagreed that learners first learn structures and then

use them in conversation. She also argued that when the learner knew how to interact with others, the syntactic structures are developed.

Long and Hatch promoted the Interaction Hypothesis. Long did an empirical research, he observed conversations between native and non-native speakers. As a result, this author found out that the Interaction Hypothesis was more influential than other theories “because they invoke both innate and environmental factors to explain language learning” (p.266). This author argues that there are more changes in interaction than in the input provided by the native speakers, which is of great importance when acquiring the L2. On the other hand, Swain also went against Krashen’s ideas. She developed the Output Hypothesis or Linguization. This theory appealed that output was more important than any other aspect and that practicing the language helps learners observe their own production, which is essential to SLA (p. 128).

Sociocultural theory was based on Vygotskian thoughts. He stated that language learning is a socially mediated process. Mediation is a fundamental principle and language is a cultural artifact that mediates social and psychological activities, (p. 200). For example, language in children is fostered by the process of giving a meaning and the interaction they have with other members of the same culture. According to the sociocultural theory, the action of observing others, meanwhile using the target language, causes the imitation of those actions. The learner increases the level and move from one stage to the other. Consequently, Vygotsky developed the term “scaffolding” that can be understood as the assistance one person gets from another person (e.g. teachers, relatives,

classmates) and which enables him or her to perform a learning task in a better way.

Connectionism is one of the last theories developed. "It seeks to explain SLA in terms of mental representations and formation processing, while rejecting the innate endowment hypothesis", (Meneses,1997, p14). She said that humans can have genes with specific characteristics and behaviors. He explained that any learning is based on connections. Some people can have them stronger than others, so it determines how well a person can adopt a certain behavior.

Elman thought too that language learning is assumed as the processing of experience and the repetition of experiences causing the strengthening of the connections. However, previous information has a main role, it can affect or contribute to the new knowledge.

These five theories caused a great impact in the Educational field, but there are more than forty theories. Some of them have been refuted because the ideas presented did not seem reliable. Even though, researchers have done investigations for many years, there is not a precise hypothesis that can explain Second Language Acquisition. It also difficult to reject what they expose because some of them seem to be reasonable enough.

### **2.2.3 Methods**

While researchers such as Schuman, Chomsky, and Skinner were searching how the L2 was acquired; others were seeking for the best way to teach a class. Academics considered the theories and investigations done over the years to design new methods. Therefore, the firsts methods started to emerge. According to Brown (2014), method is a set of classrooms specifications for accomplishing linguistic objectives (p.16).

In this section, the most important methods that influence the Blending Method in Wizard will be explained. It will also be included what specific parts are taken into account to develop it. Some of them are Grammar Translation Method, Direct Method, Audio-Lingual Method, Community Language Learning, Silent Way, Total Physical Response, Natural Approach, Communicative Language Teaching, among others.

It is relevant to point out that every book or Wizard level will be changing the way the class has to be taught and the dynamic of the class. For, example in W6,

students should have a Native speaker as a teacher, when in the previous levels, students have Costa Rican instructors.

### **2.2.3.1 Grammar Translation Method (1840's to 1940's)**

It was one of the first methods people used to learn an L2. As a result, it has been present for many years. It has different names, for example, it was known as Classical Method at the beginning. The first languages taught using this approach were Greek and Latin. This method focuses on learning grammatical rules, memorization of vocabulary and translation of texts of the Target Language, (Brown, 2012).

According to this theory, as students get more familiar with the target language, they can speak and write better in their native tongue. It also was a conception that knowing L2 will help students to grow intellectually. At Wizard, W2 has a stronger foundation in this approach. As it is expected for learners not to have any previous knowledge, instructors start from zero teaching the basic grammar until they can be able to say short sentences or questions. For example, the teacher speaks in Spanish during the class, and asks students to work on drills and words in English. As soon as they can understand some commands, the teacher will incorporate more use of the L2.

This method also states that since learning is assumed to be just a mental exercise, it is not expected for a person to acquire a proficient level (Larsen - Freeman, 2000). Instead, the main goal is to incorporate knowledge into students by using some areas of the brain, so a relationship between the mother tongue and L2 can emerge.

Some activities that could be found in the application of this method are translation of a literary passage, reading comprehension questions, antonyms and synonyms, cognates, fill in the blanks and memorization. The teacher can ask students to transform a sentence in Spanish into English. This exercise can be carried out in a written or in an oral way.

Unfortunately, one of the critics of this method was that it could not enhance conversation; as a result, the speaking skill could not develop. Students who have been in W2 for six months are able to say sentences and answer questions, but they cannot have a fluent conversation. Richards and Rodgers (1989) judged there were neither theoretical foundation to support Grammar Translation or investigations that could determine that it works. As a conclusion, this method was not reliable, but still many people tried to learn in this way.

### **2.2.3.2 Direct Method (early 1900)**

At the beginning this method was known as “Naturalistic “, because it was expected that children could learn L2 the way they learned their L1. However, Gouin developed it even more and after some modifications, the Direct Method arose, (Brown, 2012). It was very popular in the twentieth Century; it was easy to find in private schools where they had the chance to have native speakers. Charles Berlitz fosters this method and created a Language institute from it. Unfortunately, it could not be applied in public schools, because it required qualified teachers, time, small groups, as well as special material. Important elements that can be hard to afford with the budget schools have.

Some of the most important features were that interaction had a main role during classes and that translation was not allowed at all. Besides, the students need to associate meaning and the target language directly, (Larsen-Freeman, 2000). The goal was that during the class, everything should be in the target language. For example, at Wizard, during the last two months of W2 Beginner level and in the whole W4 Pre-intermediate level, teachers present the class in English. Therefore, Spanish is not used as it was used at the beginning. This practice enhances students to establish relationships between the content and the meaning as well as more use of the L2. These spaces foster confidence in students, so they start speaking little by little.

Furthermore, some of the techniques that can be used during classes with this method are; reading at loud, getting students' self-corrected, conversation practices, fill in the blanks exercises and dictations (Larsen-Freeman, 2000). Every single technique has a purpose to develop a specific skill, for example, to improve fluency or pronunciation. In the W4 book, students can be find readings where they can practice pronunciation and fluency when reading out loud. Some short questions are presented; therefore, they must answer according to what they understood. Besides, there are some conversations in trio, where the main goal is to ask questions to classmates following a structure meanwhile classmates correct mistakes and help each other.

Nowadays, it is still being used or at least some its foundations are used in many institutes and places around the world. For example, Berlitz is another institute that has a Direct Method as the foundation of the course. They truly believe in the direct method and they assure people can become fluent in English.

There are people that allege that it really works, but others claimed it is not reliable. It was criticized for its weak theoretical foundation, besides the success depends on the teacher not on the methodology itself. (Freeman, 2000).

### **2.3.3.3 Audio-lingual Method (1950)**

It is also known as 'Army Method'. After the outbreak of World War II, the army soldiers decided to be proficient in the languages of their enemies and allies, (Richards and Rodgers, 2001). Soldiers needed to be able to communicate and to be understood. Consequently, this method started to be used by people, for example at the University of Michigan, which was used to learn other languages. This method was based on a linguistic theory and behavioral psychology. It took the principles from Skinner and Scientific Descriptive Analysis. In the first field, they considered the application of linguistic patterns and scientific investigations behavioristic psychologists said that conditioning and habit-formation models of learning can fit with this theory.

This method does not emphasize in the understanding of the words rather than on the acquisition of structures and patterns in common from everyday dialogues to allow students to understand the language in an easier way (Richards and Rodgers, 2001). The main goal is to teach oral skills (pronunciation and grammar) and help students to be able to respond quickly. Reading and writing skills may be taught, but they are dependent on the oral skills (Richard and Rodgers, 1986). In the institute where the research will be carried out, part of the input class and the output class include exercises where the main goal is to learn

patterns and make substitutions. They become familiar with the patterns and later on they will start using them.

Some examples of the techniques used during the Audio-lingual Method were: dialog memorization, backward build-up, repetition drill, chain drill, single-slot substitution drill and the use of minimal pairs. The use of ALM had popularity for many years, and according to Rodgers (2001) even now, people can find it in some institutes. For example, at Wizard Language School, teachers use repetition drills, chain drills and single -slot memorization in classes as a way to reinforce the grammar and vocabulary learned in classes. This happens in the beginners Level known as W2 level.

Unfortunately, they were strong critics against ALM. River's (1964) argue that it was not guaranteed that pupils learn a L2 just by doing repetitions and substitutions sentences. As a result, it started to be not reliable, so other methods emerged.

#### **2.2.3.4 Community Language Learning (1970's)**

In the seventies, the affective domain took importance. Learners started to be considered as a group not as a class. According to Charles Curran (1972) the group needs a certain degree of counseling and therapy. The main goal was to foster students' interaction among them in order to develop interpersonal relationships. Therefore, the teacher has the role of facilitating the learning in a "context of valuing each student in a group "(p.25).

During the class, pupils seat in a round circle with the teacher. If the student wants to say something in the target language the professor has to translate it to

the class. Then the student repeats the sentence. Sometimes the conversation happens in round tables and it is recorded for them to listen to it later. As soon as the learner becomes more comfortable, he will start speaking in the L2. At the institute, some guidelines for the community learning center are applied. For example, beginners who want to say something in the target Language can ask the teacher to translate it, then the whole class can repeat the phrase.

As the other methods, it was refuted. Some researchers as Rodger (1990), explained that the accurate translation in the first stage depends on how acquainted a person is. "Translating is not a simple process and the person must be immersed in the language. Besides the person in charge should be qualified to counsel students" (Rodger, 1992). If the person is not trained, the interaction process will fail.

On the other hand, the students have a main function during the class. Teachers consider their feelings; they cannot be anxious because it will affect the dynamic of the class. The professor has to provide an excellent environment for them to feel comfortable. At the institute some exercises are carried out together, so the whole class repeats in a unison. The main goal is that when they are listening to others, they can feel comfortable to speak out loud and they will not be afraid of making mistakes. This guideline helps the teachers be aware of the importance of the environment and the learner.

#### **2.2.3.5 Total Physical Response (1977)**

It was developed by James Asher. It was constructed on the association of the target language with a physical response. This relationship was very valuable for him, because he claimed that children learned L1 after listening. Consequently, children respond by reaching, grabbing, moving and looking. As a result, pupils could do the same to acquire L2. In a classroom, the professor gives the directions and commands, therefore, students had to respond performing an action. It starts from simple actions to complex ones. Some techniques found in the Blending Methodology are scrambled sentences, language games, picture strip stories and role-plays.

According to Brown (2012), TPR seemed to be an approach for beginner levels. As soon as the learner moves from one level to the other, it is complicated to still apply commands. It is because they already know complex grammar, so they already have the confidence to express themselves.

#### **2.2.3.6 The Natural Approach (1982, 1997)**

Tracy Terrel created it and it has foundations from Krashen's theory of Second Language Acquisition. They both together developed it. They thought that learners would be delaying production until the speech "emerges" (Brown, 2012). In fact, students should be relaxed as possible and start speaking until they are ready. They also say that during this process, teachers can use Total Physical Response, so they can be able to follow instructions and learn some commands.

The teacher is the source of the comprehensible input; students will absorb knowledge to use it later. During the class, the teacher presents everyday

situations, including conversations, shopping, listening to the radio. In the W2 level, students are aiming to absorb all basic foundations or structures, however, there is not pressure for them to speak until they are ready. They are able to listen, they repeat or answer short questions, but they do not have conversations. They will use everything they learn to communicate by the end of the W2 book and the complete W4 book.

Krashen argued that there were three stages of acquiring the L2. The first one was the development of the listening skills, the second one the early production stage and finally the extending production. Unfortunately, it was criticized because learners have to stay in silence until they are ready to speak. Furthermore, they can interact until the L2 emerges.

### **2.2.3.7 Communicative Language Teaching**

According to Windowson, a student may know the rules of linguistic usage, but be unable to use the language (1976). All the methods developed through the years, made teachers and researchers realized that pupils may know the knowledge, but acquiring the language was far away still. For Hymes (1978), it was necessary a communicative competence to be able to interact in L2.

Community Language teaching was born in 1978, from investigations that pointed out the lack of proficient English level. As it was mentioned in the previous paragraphs, teachers were given the information (knowledge) to students, but the latter did not know how to apply it in a real conversation with a native speaker. For example, in Costa Rica, public schools emphasize the grammar structures, tenses and foster the writing in classes. Speaking is not a priority, teachers consider that it

is impossible to listen to every student talking with a group of 40 people.

Unfortunately, these learners can explain grammar rules, provide the name of the tenses and even give examples; nevertheless, they cannot keep a fluent conversation.

In this method, the communicative competence was the main goal of language teaching. As a result, classrooms were focused in all the speaking components (grammatical, discourse, functional, sociolinguistic and strategic), through the conversation, they could develop each of them. Besides, the role of the teacher was as a facilitator; guiding them to acquire the L2 during the whole process. In W6 and W8 levels, the teacher has the role of facilitator in the learning by giving the information presented in the input lessons. Output lessons encourage students to use the knowledge to participate in the oral activities. Instructors' main duty is to make students use the target language as much as they can and to be monitoring the process.

Four approaches were developed from the Communicative Learning Teaching Method (Brown, 2012), Learner-Centered Instruction, Content –Based Instruction, Tasked –Based Instruction and Cooperative & Collaborative learning. In the Blending Methodology, some ideas from these approaches are considered in classes.

Learning Centered Instruction, includes a focus on the student's needs, styles and goals. At Wizard, each learner is different, because each one has their own way of learning, and their needs are not the same. This approach fulfills students' needs. It also gives students the chance to challenge them, foster their creativity and innovation. During the class, the teacher can choose the way of

explaining a specific content; this could be an activity. The main goal is to present the information in an easier way for students to understand better. For example, a song that contains some structures, as students comprehend the patterns in context.

It also takes foundations on the Tasked Based Instruction. According to Brown, it sees learning as a set of communicative tasks directly related to the curricular goals they serve with the purpose of expanding the practice of the language. It focuses on assessing students' progress, on providing activities comparable to the real world and developing the problem-solving skill.

Finally, Wizard tries to promote students' team work through activities and problem-solving situations. Objectives that also share from the Cooperative and Collaborative Learning. During the class, they work together, and they share the information they know to other students.

The main goal according to the teachers is that they can learn how to work with other classmates and all together can accomplish goals. According to Brown (2012), there are several advantages of teamwork. It helps to release anxiety, improve social relationships and promote intrinsic motivation. For example, if they have to solve a situation, they can listen to their classmates' opinions and conclusions. Finally, they can decide what the solution is after taking into consideration all the information gathered.

In the development of the class, teachers and classmates' pursuit the same goals. Classmates become a support for the others and a motivational aspect to keep trying. On the other hand, one of the challenges is that learners must deal

with different personalities and values. However, it is a positive aspect to give space to interact because it can enhance respect and tolerance among them.

In addition, Cooperative and Collaborative Learning have become popular nowadays. Besides, the conception of a class unity promotes a stronger relationship between teachers and students. The three techniques (*briefing*, *debriefing* and *feedback*) that are going to be applied in this research are closely together in the Collaborative Learning and the Experience Based Learning. There are some examples of how much a learning experience can improve if the teachers involve every single person in the process of acquiring an L2. The experience provided will enrich the knowledge and the class. In the next pages, these techniques will be explained deeply.

#### **2.3.4 Current Application of Methods**

In the previous section, the methods and approaches that have a close relationship with the Wizard Methodology were deeply explained. In few words, it has been influenced by those ideas on exercises, activities, dynamic of the class and how the information is presented. Besides, it has a foundation in the Neurolinguistic theory, attempting to teach English the way students acquire the first Language (Wizard Institute, 2017). However, the main goal of these diversity is to combine all into something that can really fulfill every student's need as well as make the acquisition effective.

Costa Rica is not the exception, and most of the methods mentioned before were applied at some moment. Since the grammar translation method until the Community Language Learning. For example, in public schools, students work with

the Natural Approach, Communicative Language Teaching and Functional Notional Approach. In fact, in practice, most of the teachers decide to take from each method what fits with the student's needs. This was called the Eclectic Method.

Unfortunately, most of the schools, the aspect of "communicative competence" did not develop as the program stated (Nación, 2016). The fact that teachers face large works make harder to develop the speaking skill. There are no resources in schools to improve skills. For example, the teacher that comes in, deals with a large group and a classroom that do not have extra material besides the book or some copies. If they are lucky, they can find a recorder.

On the other hand, private schools and institutes has been an option to improve the English level. They offer new technology and innovative material. As a result, they are very attractive to people. Sometimes, they have their own method that they have developed.

As a conclusion, methods and approaches provide different alternatives for teachers and students. They have changed the perspective of how the learning process happens. They also served as a guide for teachers to follow during classes. However, there are still researchers and institutes looking for the best way to do it. They try to guarantee people that the way they teach is the best option for them.

### **2.2.5 Skills**

According to MEP (2012), acquiring an L2 requires the development of certain skills that together make a person able to communicate in any area. Research and practices have identified the four skills: listening, writing, reading

and speaking (Brown, 2013). These four elements have such an importance that every ESL book and school try to emphasize them during the classes and activities. The main purpose of this section is to explain every skill and the value that has in the learning process. It also seeks to explain how every skill is included in classes in the Blending Methodology.

### **2.2.5.1 Listening**

According to MEP, listening “is one of the most important skills that has to be developed in the early stages of language learning” (2013). It is what the person starts doing first in this process. If a person can listen in an L2, he is able to understand the message, to answer and to pronounce and keep a conversation. This is the reason why this skill is included in most of the classrooms. For example, at Wizard Language School, classes are regularly taught in English from W4 levels and on. If students can understand what the teacher says, they can perform and respond. Some activities were a teacher could develop listening are answering quick questions, understanding, comprehension passages, listening to lectures and taking dictation.

According to Brown (1990), memory, attention, age, gender, background schemata and learning disabilities in L1 can affect the process of listening. It is easy to find in classrooms, students that can write and speak, but when it comes to listening, they struggle with it.

*Briefing* involves the listening skill. Because if students can listen carefully to the instructions provided by the teacher, they can comprehend what they must do. Consequently, they can be able to follow the instruction and accomplish the goal set. This technique will be explained in the next section.

#### **2.2.5.2 Writing**

According to MEP, this skill emphasizes the formal expression of thoughts through written language or graphic symbols (2012). In simple words, it is when the person transmits what they think in a sentence using words. It also says that the instructor must be a guidance for students, so they can express their knowledge in an appropriate way.

The learner needs to know simple rules to be able to write and to put all the sentences together making sense. As soon as they start knowing some structures and words, it would be good that teachers can ask them to write short sentences. Later, they can ask them to write a paragraph and then an essay.

At Wizard, writing is done through homework. After every class, students must practice patterns and structures doing activities at home provided by the book. These extra exercises, try to reinforce and develop the skill. Some activities,

teachers do to develop this skill are dictations, writing sentences, completing a story, writing words related to pictures.

### **2.2.5.3 Reading**

Every day, students are surrounded with text, announcements, Whatsapp texts and newspapers that require the use of this skill. MEP states that, reading involves guessing, predicting and asking questions (2012, p. 23). It suggests that pupils must put together all the information about grammar, vocabulary, etc., to understand what a text says. For example, when they are aware of what a paragraph says, they can comprehend the meaning and answer questions related to it. Some advantages of Reading are that it can help students to learn new vocabulary and review structures. If they read at loud, they can be able to improve pronunciation, fluency and intonation. It could be beneficial at the time they are speaking.

Even though, it is very useful and it can help learners in many ways, students do not like to read. MEP says that as teachers we must include interesting topics. They should be related to their level and necessities. It must have a purpose, for example, they read this passage because they can learn something new. It must be fun and they should enjoy the process. Instructors must think about the ways to include it into the class. If they consider these aspects mentioned before, it will be easier for students.

In the Blending methodology reading has been included since the beginner level, for it is evaluated during the class. It can be found small paragraphs and readings about lifestyle or holidays. Basically, students repeat after the teacher, but

they do not know any structures as well some words. They cannot communicate much at this point. It is on the W4 intermediate level where they read and answer reading comprehension questions. From W6 and on, readings are more complex and require students to analyze to get the answers and understand.

#### **2.5.4 Speaking**

MEP states that developing speaking is the main goal of students learning English. They want to be able to communicate with others fluently. They want to have more changes to have a better job, apply for scholarships or be bilingual.

According to La Nación (2016), it is the reason why people go to private institutes. Speaking is one of the skills that instructors pay more attention to at Wizard. The class requires learners to speak the whole time either when they are repeating drills or when they are doing oral activities.

However, communicative competence must be developed meanwhile the others are integrated in the process. In this specific case, it must work together with listening. For example, if a learner wants to improve intonation, pronunciation and rhythm, they have to listen to appropriate models (native speakers or teachers).

The teacher should provide opportunities for students to practice. It is only by practicing that they can acquire fluency. In Wizard, in Pre-Intermediate level W4, students have an exercise called *Talking About*. This is the first time they are

speaking. In this activity, the book provides a topic and the student must talk about it for two minutes. The topics are hobbies, my family and my work.

Even though they do not know many structures, they can speak because it is an easy topic. Every week each student has to do the same. This kind of spaces are very important. Students need to know from the beginning that they are learning, and they can talk about something.

Unfortunately, there are some factors that can make it harder to be fluent in L2. There are clustering, redundancy, reduced forms and the colloquial way among others. English is a smoother language, it does not go word by word in a very slow speech. However, it is possible to hear people talking like that; it makes it difficult to keep a conversation. This language is simple, so they must avoid run on sentences and go straight to the point. Idioms and reduced forms can provoke pupils' misunderstanding. It is very important to take those aspects into account too, so they can be able to communicate easily.

In this research, the reflection techniques will be applied while the students are performing oral activities. Activities designed to improve the speaking skill. The idea is that teachers can provide a space for students to express their emotions, to self-assess themselves and talk about what they like and dislike. The teacher must provide experiences where the class should be meaningful. The next section will explain what a learning experience is in order to apply these techniques.

### **2.2.6 Learning and Experience**

In the previous section, some theories that attempted to explain how second Language was acquired were exposed. Nowadays, there is no theory that can

really assure how this process happens. In his theory of SLA, Piaget mentioned that humans learn through experiences.

Then, the foundation of Blending Methodology used, besides skills covered during the learning process were explained. As a conclusion, they all work together, theories, methods and skills. However, to make learning meaningful, it is necessary to provide a good experience that students do not forget. This is how the process can be effective in any place or institute.

Before going deeply into this topic, it is important to define what an experience is. According to Cambridge, it is the process of getting knowledge or skill from doing, seeing or feeling things that affect the way the person feels (Cambridge Dictionary, 2017). As a result, learning experiences will be all situations and spaces provided in class where the student can use the previous background and the new information, so they can learn from doing and reinforcing the content. It is important to point out that students will have an active role during these activities.

According to Jarvis (1992), Human beings built the meanings by experiences. It means that if they are meaningful; they will help to construct our knowledge. He said also that students take into consideration the previous information and all the things they know regarding to the topic. Then, they start doing relationships between what they are living and what they knew.

The experience is individual because each person has a different background and information, "in addition, experience is likely to be thoroughly mediated by social influences and modified by other factors within the individual".

Smith (p.21, 2004). As this author explained, every learning experience will have a different impact to every single student.

There are two types of experiences, external and internal. The first one is when the topic the student is learning comes from outside but he does not have an idea about it. It could be any object, idea, concept and image that he wants to assimilate. The second one is the experience that he or she brings to the learning situation; for example, her previous knowledge. Subsequently, an important aspect related to external and internal experiences is A presentation (Marton and Booth, 1997). It means that the way something external is learned, can make the internal experience more complete or richer.

From these ideas and theories, researchers as Piaget, David Kolb and Jannet Eyring fostered this knew classes' conception. Eyring (1991) pointed out that experiential learning "is giving a student's concrete experience through which they "discover" language principles by trial or error, by processing feedback by building hypothesis about language, and revising these assumptions to become fluent" (p.347). If the teacher applies this definition in class, it is not only to explain student's grammar or sentence structure; it is giving the learner the chances to use the language to create, to practice and to explore.

These ideas were condensed in an approach called Experienced Based Learning. It explains how this process of acquiring the knowledge through experience works. It also provides a model with stages that help the teachers understand how this happens and how it should be done to make it work.

### **2.2.6.1 Experience Based Learning**

“Experiential learning is a philosophy and methodology in which educators purposefully engage students in direct experience and focused reflection to increase knowledge, develop skills, and clarify values” (Association for Experiential Education, 2017). It means that students learn the content by an activity that let them to an experience. As a result, they reflect what they did and get a conclusion. Therefore, they build the knowledge.

Even though the language is acquired not learned, Krashen (1980’s), sometimes what educators are doing during classes is not enough to make the students improve in certain areas of L2. For example, they give feedback, but they continue making the same mistakes. The idea of this project is to present the teachers another vision about classes that can really help them to make the class different. As a result, students can reflect and understand. In addition, they can improve and enjoy the learning journey.

Teachers can support the acquisition of a foreign language through learning experiences (Krashen, 1980s). If they give students a role in an activity, they can use previous knowledge to create new knowledge. It provides a space of reflection; as a result, a student could understand better and reinforce the topics that are difficult in class. The main objective of applying this theory is to help students become more critical and reflective. Students can also become more independent and develop skills such as; reflection, criticism and self –assessment.

There are researchers with different conceptions regarding this term, (Moon, 2004). Usher and Solomon (1999) considered experiential learning as “taking place

in the life world of everyday contexts". Besides, Evans (1992) said that these are situations in which prior learning is accredited, thereby, incorporated into programs of formal learning. Kolb (1980's) is one of the pioneers of the theory of the learning experience. He developed the theory and the learning cycle that contains the stages of this process.

Kolb expressed in his theory that "learning can result from experiencing, if the activities are manifested properly, is a commodity called "knowledge"" (1984). This term is also referred as learning through action, learning by doing, learning through experience, and learning through discovery and exploration. This theory actively involves students "in the learning process through discussion, group work, hands-on participation, and applying information outside the classroom" (Moon,2004, p.2).

Some techniques that the teacher can use in classes to include this approach are: hands on projects, computer activities, research projects, role –plays and simulations, playing games (which involve strategy), singing, and showing and telling sessions. As explained before there are many ways to enrich the class.

According to Brown (2012), one of the advantages of LEA is in the intrinsic involvement of students in creating their own stories rather than giving other people's stories. The learners are part of the process, they can see their progress and they can come up with new products (knowledge). For this process to happen effectively, after applying the techniques mentioned before, Kolb stated a cycle in which he explains how this happens. In the next section it would be explained.

#### **2.2.6.2 The Experiential Learning Cycle**

Kolb (1980's) states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In this theory the idea was to learn the new knowledge using experiences, however, students must reflect and use previous experiences besides the new ones to build new concepts. In this case, the learning experience will determine what they learned. As a result, he describes four steps to accomplish the learning. There are concrete experience, reflective observation, abstract conceptualization and active experimentation.

- **Concrete experience** it is the new experience or situation given by the teacher. It can be also related to the student's background where they have previous information about a topic. In this case, the student will re-interpret what happened.
- **Reflective Observation** it is when the students pay attention to specific details about the situation. They make a relationship between the experience and understanding (McLeod 2010). They will analyze and find important features.
- **Abstract Conceptualization** It is the stage where students will reflect or build new concepts and opinions regarding what they saw and lived. They can reflect about the existence of an abstract concept.
- **Active experimentation**, it is when students apply what they learned in the real world to prove they were right or not.

Both Kolb's (1984) learning stages and cycle could be used by teachers to critically evaluate the learning available to students, and to develop more appropriate

learning opportunities. However, he stated that if one of the stages does not happen, consequently there will not be effective learning.

This research aims to put in practice this theory in English teaching at private institutes because few classes in fact do not give a space for students to think and built their own knowledge. Students do not have the opportunity to analyze or reflect what they are doing. The main goal of this work is to apply some techniques from this approach to improve the learning experience in classes.

From this theory, three main techniques will be playing a major role on this research. There are *briefing*, *debriefing* and *feedback*. The two firsts techniques are taken from Experienced Based Learning and *feedback is viewed* as a way to provide valuable information to students after the performance of activities. The next section will explain them deeply and will give teachers guidelines on how to use them properly.

### **2.2.7 Techniques to improve the learning experience through group work**

In the previous section it was explained how a good experience provided by the teacher can make easier to understand the contents seen in class. It also explained the learning cycle that provides the stages teachers must go through in order to do that process effective. The focus of this research is to apply that knowledge through the application of some techniques that foster the reflection and improve the LE. These techniques are *briefing*, *debriefing* and *feedback*. They will be essentially applied in group work before and after any activity is done. Because it is when students work together that they have the chance to interact. According to Brown (2012), group work is a generic term covering a multiplicity of techniques

in which two or more students are assigned a task that involves collaboration and self-initiated language (p.245). Some of the advantages of this technique are that it can generate interactive language, offer an embracing affective climate, and promote responsibility and autonomy.

As teacher can realize, asking students to work together could bring many benefits to them. They can also improve the relationship with their classmates. It is important to point out that teachers must choose the right activity to implement in class. Some ideas can be; games, role-play, simulations, drama, projects, interview, brainstorming, information gap, jigsaw and problem solving.

#### **2.2.7.1 Briefing**

As soon as the teacher has chosen the group activity, it is time to include the reflection techniques that will enrich learning experience in class. The first technique to be applied in a group work is *briefing*. It is the first part of the process when teachers are applying the experiential based learning. It also is a preparation for the debriefing stage.

First of all, it is important to know where this term derives from. Its roots are from the military field. When the soldiers must do a mission, the general provides what they must do and how. According to Pearson & Smith (1986), this is the time when participants are oriented to the experience. In this case, they are provided with a set of guidelines or instructions.

Consequently, this term started to be used in classrooms when doing oral activities. Here, teachers provide instructions, goals and the rules within which students can achieve the goals. In some cases, the rules are related to acceptable

behavior within a specific context. It sets limits to actions or gives a set of procedures. It can be possible that some things cannot be allowed during the activity (Pearson & Smith, 1986). For example, the use of cell phones is prohibited or speaking in Spanish in the case of English teaching is prohibited as well.

More pragmatic aspects of fieldwork can also be addressed through *briefing*, for instance, orientation to fieldwork, clarification of the specific objectives to be achieved, a broad overview of what might take place, prior practice of the skills required, and knowledge of available resources (Best & Rose, 1996). The main purpose is to optimize student learning by addressing students' expectations and feelings about new and unfamiliar experiences they are about to undertake.

As the teacher provides the instructions, questions and doubts can be clarified. Briefing provides a space for questions. Students can use this stage to get to know their classmates better. Therefore, it has value in reducing student stress and anxiety and increasing their confidence when faced uncertain fieldwork demands (Alvani, 1995; White & Ewan, 1991).

Boud (2004) said that "more important than the instructions and rules provided during the briefing stage are the purposes and intentions of the planners and leaders of the activities" (p. 90). If the instructions are clear, performance will be better, and it will be easier for students to do what they are expected to do.

In summary, these are the steps to do *briefing* (Brown, 2012):

- To introduce the technique. The instructor explains what will happen.
- To provide a justification in small groups for the activity.

- To model the activity. Teachers should be sure that students really know what they must do.
- Give explicit detailed instructions. After letting students know about the main goal of the activity, it is relevant to explain what they can do and what is prohibited.

Finally, what they are doing is a preparation for the debriefing stage.

Classmates have an important role during these activities. According to Horsfall (1990), "the importance of peer group support and the acknowledgement of feelings amongst the group can also be emphasized" (p. 83). The teacher can also focus on improving teamwork and relationships among students.

As a conclusion, it is hard sometimes to make students understand what they have to do or what the goal of doing something is. A clear statement can help the teacher develop the activities planned in a satisfactory way. Students will appreciate knowing what the game is about and what the teacher is trying to accomplish.

Once this step is finished, students will do the group activity planned by the teacher and when they finished the *debriefing* will start. It can include the discussion of issues that were not anticipated. It should attempt to achieve the purposes and intentions identified by the planners or leaders during the *briefing* and to evaluate how successfully this has been accomplished.

#### **2.2.7.2 Debriefing**

After giving clear instructions to the students, they will do the group activity. It could be any of the ones mentioned before (problem solving, role-plays,

simulations, information gap and projects). As soon as students finish, the debriefing stage will start. In this technique teacher can be aware of student's perception about themselves, the activity and their performance. This is essential information to rearrange activities and to analyze what is working and what is not.

The term has historical roots from military campaigns and war games too. In this field, it was the time after a mission or exercise when participants were brought together to describe what had occurred, to describe the actions that had taken place, and to develop new strategies after the experience (Smith, 2004). This function of *debriefing* in relation to military action and training continues today and in a number of ways the original purposes of *debriefing* are directly relevant to experience based learning programs.

In nursing, students reflect upon their simulation experience and revisit their assessments, nursing interventions, observations, and patient responses, (Shea, 2015, p. 70). A nurse educator coaches the students to review the patient data and reflect upon the nursing interventions performed in response to the clinical situation presented.

In teaching a foreign language, it is the phase in experience-based learning where purposeful reflection by an individual or group takes place (Smith, 2004). In simple words, it is a form of discussion relating to the experience of the activity, which has taken place during the class. It provides the opportunity for structured reflection (Moon, 2004). After performing, student can report, to analyze and to reflect.

According to Jones (1995), there is no specific procedure to do this technique. For example, many teachers may provide *debriefing* sessions after

having carried out a pedagogical role-playing game, the way in which this is done, as well as what is included in the *debriefing* session seems to vary according to the population and the size of the group.

The role of the teacher or facilitator is to encourage all parties to share ideas, listen respectfully, and communicate openly, making it essential for the leader to be skilled in organizing, group process, and conflict resolution. The leader is responsible for creating an environment that stimulates trust and “critical knowing” and for ensuring that the session ends with a sense that something has been achieved.

Consequently, Smith (2012) explained that there are two types of *debriefing*. It can be informal or formal. The first one refers when the session is one-on-one, small group, or whole-class discussions. The second one when the sessions use a leader or facilitator that encourages it. In some cases, it is directed to cooperative inquiry into the participants’ feelings about and their understanding of the service experience as well as the greater social issues being addressed. Here, the teacher will be facing large groups.

Some advantages of using this technique are that it fosters critical evaluation of practice by future practitioners, it pulls context into the experience, it emphasizes a student-centered approach, it pushes for consistent faculty development, and it helps students understand the “whys” behind their actions.

To do these sessions, there are three main stages or steps suggested (e.g. Pfeiffer and Jones, 1975; van Ments, 1983). The stages can be summarized as a series of questions: What happened? How did the participants feel? What does it mean?

➤ **What Happened?**

Smith (1984) said that “debriefing should begin with non-threatening issues. Initially, participants should be asked to describe what happened, their own and others' actions during the experience”, (p.72). After doing the activity the instructor will ask students what happened. They will express their opinion, feelings and point of view. This description provides a common starting point for everyone involved in the experience. It allows students to get basic knowledge concerning to everyone else's experience. It also facilitates comparisons with another's experiences and suggests that one person's experience and reaction may be shared with other group members. The first stage will provide the group leader with issues, problems, reactions and feelings that need to be discussed further later in the debriefing session.

➤ **How Did the Participants Feel?**

Boud (1984) said, “at this stage the group leader needs to ask all participants, usually starting with the main protagonists in a role-play or game, how they felt during the experience” (p.73). The main objective is to know all the personal and interpersonal feelings and reactions, which are often explored.

In order to make students talk about feelings; it is important to provide an atmosphere of trust, acceptance of others and a willingness to take risks. If they do not feel comfortable, they will not participate. As a result, the group leader must

always be prepared for a debriefing session that can quickly be characterized by unexpected expressions of emotion.

➤ **What does it mean?**

A third stage in debriefing involves the participants in generalizing from the experience and their reactions to it (Smith, 1981). After listening to everyone's opinion, the group gets to a conclusion. They find the similarities and differences in what they thought. They can know what they agree or disagree with.

According to Moon (2004), the conclusions may not be unique or original but, in the process, individuals and the group achieve meaning that is personally and immediately relevant. Often the most important issues of the participants direct the *debriefing* process. Sometimes these issues at the start of *debriefing* may be far more emotional than dealing with a description of the experience itself.

If this technique were applied in English teaching, it would be a great space for the students to analyze their performance. They can talk about the things they think they should improve for the next time. When they finished the *debriefing* stage, it is time for the teacher to give the feedback to students. He would say what things need to be improved and what was right or wrong.

### **2.2.7.3 Feedback**

After giving the space to share opinions and reflect of each student, the teacher will provide some feedback about aspects that need to improve for the next time. Brookhart (2015), stated that feedback gives students information they need so they can understand where they are in their learning and what to do next. This is the cognitive factor. Once they feel they comprehend what to do and why, most

students develop a feeling that they have control over their own learning. This is the motivating factor.

The first studies and theories about feedback started almost 100 years ago. It was known at the beginning as behaviorism (Thorndike, 1913). In those years, positive feedback was considered “positive reinforcement,” and negative feedback was considered “punishment.” If the person did not follow instructions or performed an unexpected action, he had to receive a reprimand. Researchers realized that not all the feedback was effective when it was given to reinforce or punish.

Scholars have tried to tease out, from a large body of research on feedback that has accumulated over the intervening 100 years, what makes some feedback effective and some ineffective (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991; Butler & Winne, 1995; Hattie & Timperley, 2007; Kluger & DeNisi, 1996). Other researchers have concentrated on describing the characteristics of effective feedback (Johnston, 2004; Tunstall & Gipps, 1996).

Educational theorists no longer explain learning with behaviorist theories about stimulus-response connections. They are focused on the role of the student in the process. They also recognize that feedback can be influenced by prior knowledge, experiences, and motivation. As it becomes the message received. The student’s job is to make meaning from schoolwork, not to respond to stimuli.

According to Lopez (2017), error correction and feedback are two significant aspects in the Second Language Learning process. There will always be details students must improve and correct. For this reason, teachers have looked for correction techniques that, rather than simply giving the students the answer, help them to make their own corrections.

According to Chaudron (1977) “feedback refers to —any reaction of the teacher which clearly transforms, utterance disapprovingly” (p. 31). For example, if a student is doing a role-play and he makes a mistake, that mistake is something to be improved the next time. The teacher is the person in charge of telling the students that information. The way that information is communicated is *feedback*.

The term is part of the experience-based learning. As it was mentioned before, it must be carried out after doing the *briefing* and *debriefing* stages. The teacher analyzes all the information gathered after listening carefully to students and observing their performance. He gives the feedback to the students. Consequently, they can know what was right and what was wrong.

Boud (1980), described, how the process of *debriefing* ends and the importance of the *feedback* after following all the steps, he stated that:

“The concluding stage of a debriefing session has a number of purposes. First is that of evaluation. Although the whole debriefing process provides a certain amount of feedback to the debriefing and those who planned the activities as to whether the original intentions of these activities have been realized, feedback is also needed on the value of the activities as a whole from the participant’s perspective.” (p.100).

As Boud said the use of feedback is important, that is the way students can know how their performance was, and what they must do better the next time. According to Education and Communities (2017) there are different ways to do the feedback. It can be given to students in an oral or written way. Oral feedback

usually occurs during a task. It can be given when the student is making a mistake and in a timely way. Some examples can be asking the student in an indirect way, if he notices something regarding a mistake or a specific thing or asking the students why they think something was the way it was. The main objective is to promote a reflection space, so students can notice the error. In this research this is the type of feedback that will be applied.

On the other hand, written feedback is usually given after the students finish a task. For example, in an oral presentation the teacher will be evaluating and scoring the performance. At the end, the teacher will give a paper with the criteria and the comments about the things they have to improve next time. According to Lopez, (2016) the written feedback needs to be; clear so students can understand, actionable so students can change an action. It can contain the information of the errors and pieces of advices. However, teachers need to point out the good things too.

On the other hand, there are some aspects that teachers must pay more attention to provide the effective feedback. These are; timing, amount, mode and audience (Brookhart, 2015, p.56).

- Timing: is related to when it is provided and how often. It is important that teachers can provide it knowing the facts.
- Amount: It is how it will contain the feedback. It should go straight to the point. Otherwise, the student may get confused.
- Mode: It can be oral, written or visual demonstration. The mode will vary according to the type of activity.

- Audience: It is the way is provided. It can be individual or in-group.

The information provided by the teacher will depend on context, type of activity, and the characteristics of their students, the assignment, and the classroom atmosphere. The teacher can consider the aspects mentioned before as a guideline to help them do it. There is no magic bullet that will be just the right thing for all students, all the time, (Brookhart, 2015). The importance of the final stage is that students can know strengths and weaknesses.

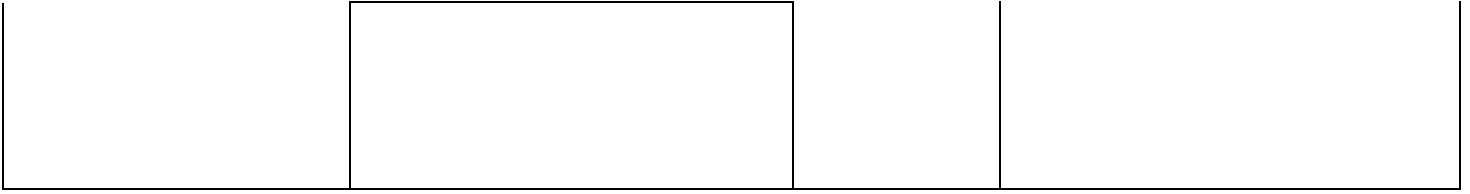
As a conclusion, the implementation of *briefing*, *debriefing* and *feedback* can foster student's participation in classes and improve their relationship among classmates. It can offer a good environment, so students can feel comfortable to use the Target Language. Most of the time, pupils do an activity and later they continue with the next lesson. Professors do not take a time to listen to students' opinions and feedback. The main goal is to take advantage of the group work activities and to let students reflect what they did and to share their point of view.

Recent meta-analyses demonstrated that intermittent summarizing or recalling increases student's ability to recall what they learned. Cognitive psychology and cooperative learning support that this process, enhances the acquisition of the language. As a result, professors can instruct not only for facts, but also for understanding, (Raths, 2013).

### 2.3.2 HIPOTHESIS OPERALIZATION OF CONCEPTS

According to Hernandez (2013), Hypothesis Operationalization indicates what activities have to be done to measure the variables that the researcher has set. Therefore, he can analyze the information gathered by the instruments chosen, (p.120).

<b>HYPOTHESIS</b>	<b>CONCEPTS</b>	<b>VARIABLES</b>	<b>INDICATORS</b>
<b>The more use of briefing, debriefing and feedback</b>	An act or instance of giving precise instructions or essential information.	Briefing	<ul style="list-style-type: none"> <li>• Clear presentation of the activity</li> <li>• Well- explained instructions</li> <li>• Well set goals</li> <li>• Relationship with the content and the activity</li> <li>• Clear understanding of the student's role in the activity</li> <li>• The teacher considers students' background and previous knowledge</li> </ul>
	To interrogate (someone, such as a pilot) usually upon return (as from a mission) in order to obtain useful information.	Debriefing	<ul style="list-style-type: none"> <li>• The environment provided</li> <li>• The role of the teacher to deal with emotions and feelings</li> <li>• Better handling of student opinions</li> <li>• Goal accomplishment</li> <li>• Student participation</li> <li>• Accomplishment of the activity</li> </ul>
	The transmission of evaluative or corrective information about an action, event, or process to the original or controlling source; <i>also</i> : the information so transmitted	Feedback	<ul style="list-style-type: none"> <li>• Clearly understanding what they need to improve</li> <li>• The way the feedback is given</li> <li>• Self-assessment</li> <li>• Team work</li> <li>• Group dynamics</li> </ul>
<b>The more improvement of the learning experience when assessing spoken language</b>	It refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings or nontraditional settings or whether it includes traditional educational interactions or nontraditional interactions	Learning experience	<ul style="list-style-type: none"> <li>• Teachers' prior knowledge about the techniques</li> <li>• Teaching contents</li> <li>• Effectiveness of B, D, F.</li> <li>• Activity performed</li> <li>• Improvement of the dynamics of the class</li> <li>• Motivation</li> <li>• Experience students had</li> </ul>



**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

## **3.1 Type of Research**

### **3.1.1 Purpose**

According to Barrantes (2013), this research is a theoretical research because its goal is to investigate about new topics and fields of study. The researcher will apply some instruments to gather valuable information that will serve as a way to support the theory and to know if the use of the techniques presented can help improve the learning experience.

### **3.1.2 Temporary Scope**

The temporary dimension is transversal because the researcher is focused on the study of certain aspects of the human development and relevant topics in a specific period. (Barrantes, 2013).

In this work, the researcher will be paying attention to the effect that can have the use of *briefing*, *debriefing* and *feedback* in class. The main purpose is to identify if the learning experience can be more meaningful using them. The research will be carried out in the Second Bimester from March to April 2018.

### **3.1.3 Setting**

According to Gonzalez, L, et al. (2017), it is Micro, because it will be taken a small portion of students from all the students from Wizard Language School to prove the hypothesis. In this research five groups will be chosen to apply *briefing*, *debriefing* and *feedback*.

### **3.1.4 Nature**

The nature of this Investigation is mixed approach. According to Hernandez (2008), the approach includes gathering information that are qualities and quantities, the context or the topic that will be analyzed determines the use of this approach. The qualitative and quantitative approach will work together in order to get the information needed, as a result, each one will be supporting the other. Chen (2006) also explained that it could help the researcher to have a better scene of the subject of study.

### **3.1.5 Character**

According to Hernandez et al (2017), this research is correlational because it attempts to know the relationship between two or more concepts in a field of study or context. In this research, the researcher will try to analyze the relationship between *briefing*, *debriefing* and *feedback* and the learning experience. The main purpose is to identify how the use of these techniques can improve the class.

## 3.2 SUBJECTCS AND SOURCES OF INFORMATION

### 3.2.1 Unit of Analyzes (Subjects of study)

The subjects of information of this investigation are human sources. The people are the students from Beginner to Intermediate level at Wizard Language Institute. The population will be studied during the first bimester of 2018. The survey and the observation will be applied in three groups of students from Wizard, as a result, the Sample is 25 people.

### 3.2.2 Primary Sources

According to Gonzalez, L et al. (2017), the primary sources are thesis from universities and research papers from relevant organizations written by authors specialized in Experience Based Learning, theory that includes the use of *briefing*, *debriefing* and *feedback*.

AUTHOR	UNIVERSITY /ORGANIZATION	COUNTRY	YEAR
Alvarez, J	Universidad Hispanoamericana	Costa Rica	2014

Jensen, S	University of Nevada	United States	2016
Lopez, H	Universidad Hispanoamericana	Costa Rica	2017
Nordal, E	University of Oslo	Russia	2016
Paakki, H	University of Finland	Finland	2016

### 3.2.2 Second sources

According to Gonzalez, L, et al. (2017), the secondary sources are books, articles, web pages written by authors specialized in Experience Based Learning, theory that include the use of *briefing*, *debriefing* and *feedback*. The secondary sources support the information taken from the primary sources.

AUTHOR	TITLE OF THE BOOK	PUBLISHED
David Boud	Reflection; turning experience into Learning	2005
Jennifer Moon	A Handbook for experiential learning, Theory and Practice	2004
Rogers A	Teaching Adults	1996

### 3.2.3 Third sources

According to Gonzalez, L, et al. (2017), it would be all the scientific articles from well-known magazines or articles from experts in the field of study.

AUTHOR	TITLE OF THE MAGAZINE	PUBLISHED
McLeod, S. A	Simple Psychology	2013
Kelly, C	The internet TESL Journal	2003
Ruth M	Stanford University	2007
Kolb	Hawaii: Hay resources direct	2011

### **3.3 SAMPLE SELECTION**

#### **3.3.1 Population**

According to Hernandez et al (2017), the population is the context in which the research will take place. It is made up by communities, groups, people and organizations. The population chosen is intermediate students from Wizard Language School during the Second Bimester 2018.

#### **3.3.2 Sample**

According to Bisquerra (1989), the sample is a part of the population selected by a method. In this investigation the sample is chosen by probabilistic methods, the students are chosen randomly. The only request is that they need to be students from Intermediate level. The level of trust of these instruments is at 97%.

#### **3.3.3 Probabilistic**

It is when all the subjects of study that are part of the population have the chance to be chosen by a mechanic selection, (Hernandez al, 2017). The elements are chosen in a random way; as a result, every person can participate. In this case, five groups from Intermediate Level were chosen in a random way. The survey will be applied to 30 students form Wizard.

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

According to Sampieri (2014), these are the resources, the researcher uses in order to gather information and date about variables that he is studying. The most common ones are observation sheet, interviews, questionnaires, and surveys among others.

The researcher will be applying three different instruments to gather the information that will be analyzed. These are observations, surveys and interviews. They will be carried out every single time the teacher is applying the speaking activity using Briefing, Debriefing and Feedback. Students will work in teams, teacher will give them five different problems. Students must look for solutions and present a role play about it. Briefing will be included at the beginning of the activity, when the finish the oral exercise, debriefing and feedback will be applied.

Observation will be carried out during the class; the goal is to analyze the learning experience through the observation of teacher and student performance criteria based on the theories. The investigator also could notice and observe the whole process, meanwhile the students were doing the activities.

Interviews will be done before the process of applying the techniques start. The researcher aim is to examine the know-how teacher have about briefing, debriefing and feedback. Finally, through the use of surveys will be assess student's reaction and assimilation after applying Briefing, Debriefing and Feedback.

### **3.6 VARIABLES OPERATION**

According to Hernandez et al (2017), it is when the variable is taken from an abstract level to a concrete point. Concepts and indicators will be defined to explain the way it will be evaluated and graded. It is divided in four parts: conceptual definition, depth, functional definition and instrumental definition.

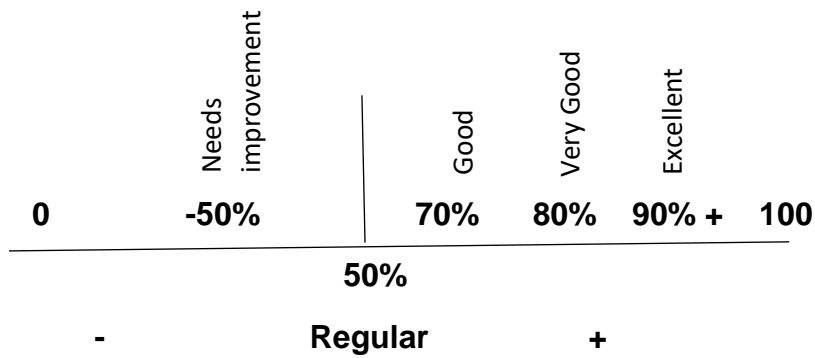
#### **3.6.1 INDEPENDENT VARIABLES, FACTORS A**

##### **3.6.1.1 Briefing**

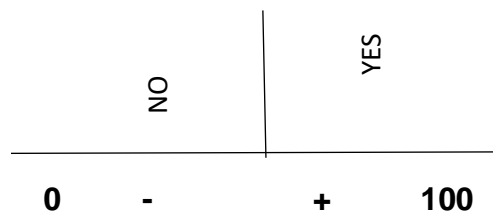
Conceptual Definition: An act or instance of giving precise instructions or essential information (Marriam Webster 2017).

Depth: Effectiveness of *briefing*

Functional definition: *briefing* will be evaluated in two ways, in the survey and observation. In the first part of the survey, this is the criterion. It is expected results to vary from regular to excellent.



In this second part of the survey, the answers required are closed, so the students must answer yes or no. It is expected to have positive answers.



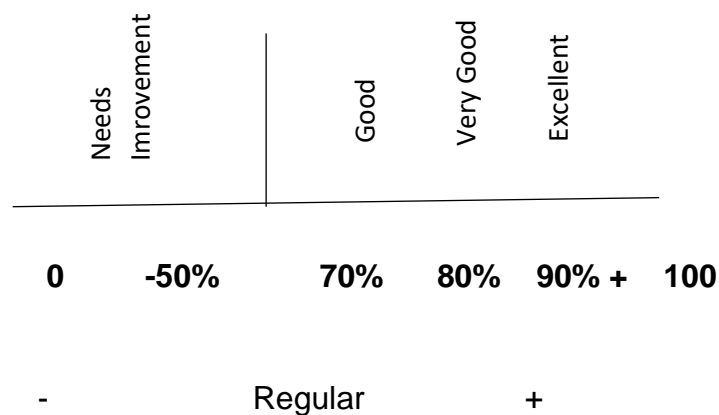
Instrumental definition: the information related to Briefing will be gathered through surveys and observations. In the surveys, questions from 5 to 7 and from 16 to 17 belong to this technique. In the observation sheet, aspects from 1 to 5 are related to this technique.

### 3.6.1.2 Debriefing

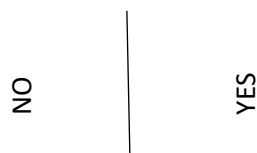
Conceptual Definition: to interrogate (someone, such as a pilot) usually upon return (as from a mission) in order to obtain useful information (Marriam Webster 2017).

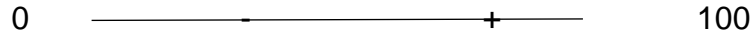
Depth: Effectiveness of *debriefing*

Functional definition: *debriefing* will be evaluated in two different ways, in the survey and observation. In the first part of the survey this is the criterion. It is expected to get results from regular to excellent



In this second part of the survey, the answers required are closed, so the students have to answer yes or no. It is expected to have positive answers.





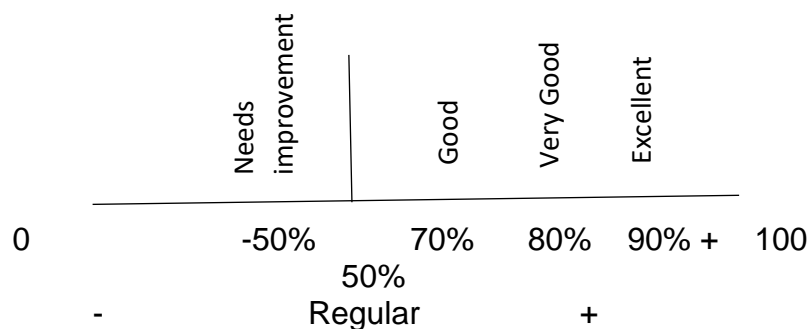
Instrumental definition: the information related to *debriefing* will be gathered through surveys and observations. The information related to *briefing* will be gathered through surveys and observations. In the surveys, questions from 8 to 10 and from 18 to 22 are related to this technique. In the observation sheet, aspects from 3 to 9 belong to this technique.

### 3.6.1.3 Feedback

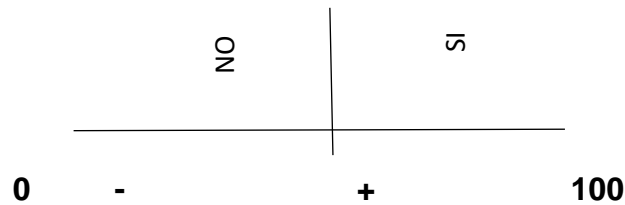
Conceptual Definition: The way the feedback is given to students' background (Marriam Webster, 2017). In other words, it is the clear understanding of what students need to improve.

Depth: Effectiveness of *feedback*

Functional definition: *feedback* will be evaluated in two different ways through a survey and observation. In the first part of the survey this is the criterion. It is expected to get results from regular to excellent.



In this second part of the survey, the answers required are closed, so the students have to answer yes or no. It is expected to have positive answers.



Instrumental definition: the information related to *feedback* will be gathered through surveys and observations. In the surveys, questions from 11 to 13 and 21 are related to this technique. In the observation sheet, aspects from 11 to 15 belong to this technique.

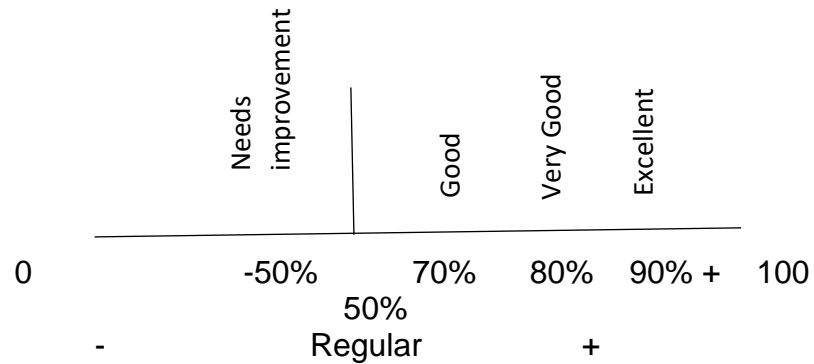
### **3.6.2 Dependent Variables, Factor B**

#### **3.6.2.1 Learning Experience**

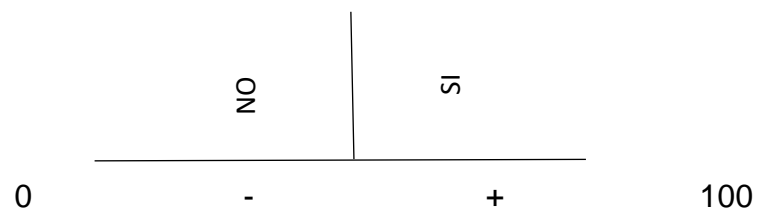
Conceptual Definition: according to the Education Glossary Reform (2013), “Learning experience refers to any interaction, course, program, or other experience in which learning takes place” (online). It also explained that it can happen in classes or outside the class, between classmates and people outside the classrooms.

Depth: Improvement of the learning experience

Functional definition: The improvement of the learning experience will be analyzed through surveys and observations. In the first part of the survey this is the criterion. It is expected to get results from regular to excellent.



In this second part of the survey, the answers required are closed, so the students must answer yes or no. It is expected to have positive answers.



Instrumental definition: The information related to Briefing will be gathered through surveys and observations. In the Surveys, questions from 14 to 22 and from 19 to 26 belong to this aspect. In the observation sheet aspect number 10 belongs to this aspect.

**CHAPTER IV**  
**DATA ANALISYS**

## GROUP #1

**Teacher X**  
**Native speaker**  
**Age 22-26**  
**Address San José**  
**Experience: months to 1 year**  
**Level W6-A**  
**Schedule Thursdays and Tuesdays, Night shift**  
**Sample 9 students**

### GENERAL INFORMATION OF THE GROUP # 1

#### 1. Gender

Female	66,67
Male	33,33

#### 2. Students age

10 to 15	0,00
16 to 21	11,11
22 to 26	44,44
27 to 31	22,22
31 to 45	22,22
46 or more	0,00

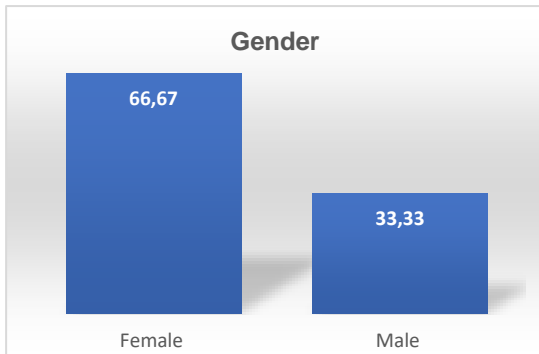


Illustration 1

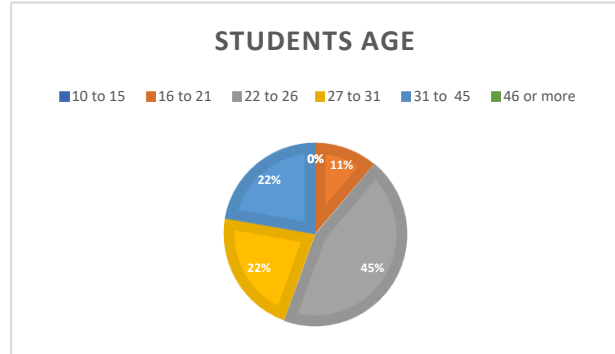


Illustration 2

The sample of the first group was 9 students, 66.67 % were female students and 33.33% were male students. 45% of them were 22 to 26 years old, 22% between 32 to 45 years old and 22% were from 27 to 31 years old. Finally, 11% were between 16 to 21 years old. As a result, most of the population was below the 30's. Learners were young adults and the majority are females.

3. Where do you live?

1	Heredia	33,33
2	San Jose	55,56
3	Alajuela	11,11
4	Cartago	0,00
5	Limón	0,00
6	Guanacaste	0,00
7	Puntarenas	0,00

4. Currently Working

YES	100
NO	0

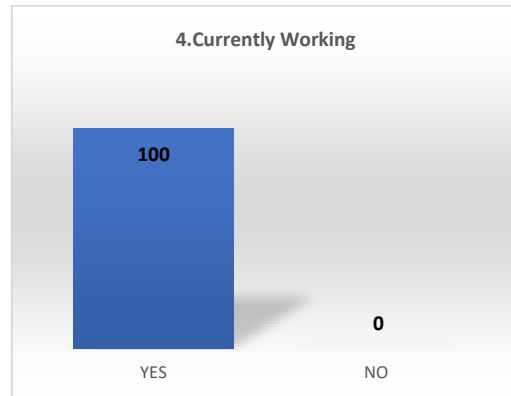
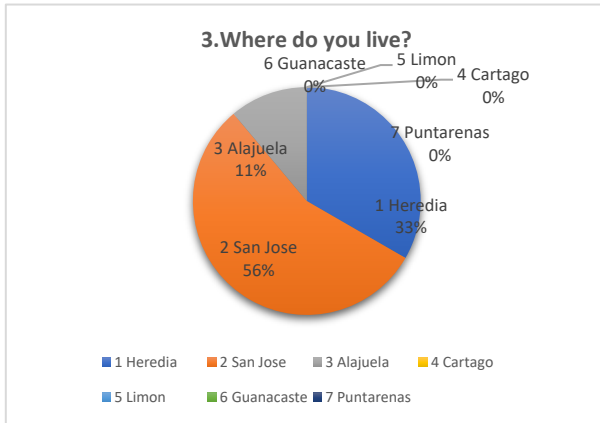


Illustration 3  
Illustration 4

As it is shown in the third illustration 56% of the students are from San Jose, 33% are from Heredia and 11% are from Alajuela. There are no students from Puntarenas, Cartago and Limon. In the fourth illustration, it can be noticed that all the learners are working, which could be a reason why they chose this schedule, after work they go to study.

SURVEY	OBSERVATION	INTERVIEW
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know-how</b>
Question # 1 How do you think the Teacher presented the activity?	1. Presentation of the activity	9, How do you plan an activity? What steps do you follow? Grammar goals and their everyday life routine .Make ti engaging for them , vocabulary

Needs improvement	11,11	Needs improvement		10. When planning an activity what is the main goal? they learn without knowing 21. How often do you present the extra activities to be carried out in classes? Yes , always , when I have extra time ,I explain deeply every aspect.
Regular	0,00	Regular		
Good	0,00	Good		
Very Good	55,56	Very Good	x	
Excellent	33,33	Excellent		

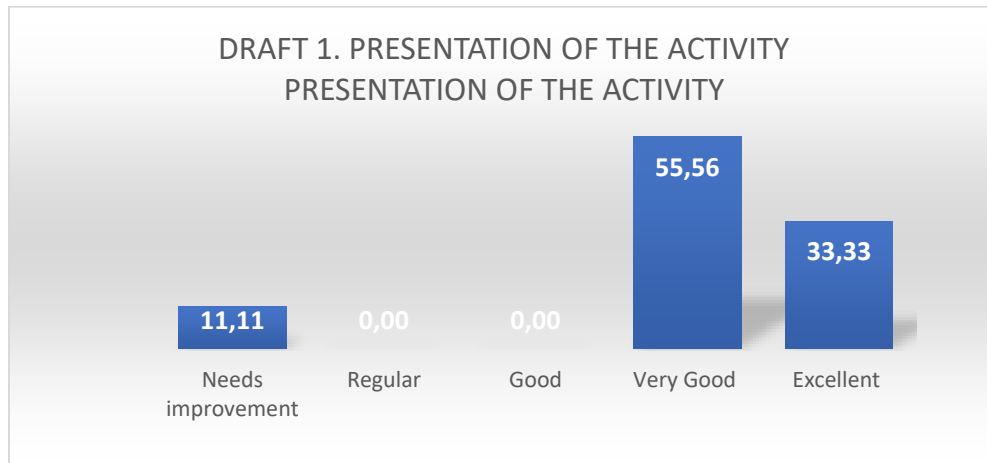


Illustration 5

One of the most important aspects of introducing the *briefing* technique is in the way the class is presented to the students. It will define whether they like or dislike what they will do, as a result, they will know what to expect. In question number one of the survey learners were asked how the presentation of the activity was. From a group of 9 students, 55.56% students said that it was very good, 33.33% students said it was excellent and 11.11% said that it needs to be improved.

On the other hand, it was also observed the way in which the activity was presented. It was Very Good, even though the teacher did present the activity, sometimes she looked like she was not sure about the procedure. She hesitated sometimes.

In the interview, the researcher asked the teacher in question number 9 about how she plans an activity. She said that she pays attention to the grammar goals and students' daily routines. She tries to make the class engaging and appealing to them. In question number 10, the teacher was asked about what the purpose of including students was. She pointed out that it was to learn without them knowing it (N. Solis, personal communication, March 27th, 2018).

In question number 21 the teacher was asked about how often she presented extra activities to be carried out in classes. The teacher said that she does when there is extra time, she explains deeply every aspect (teacher x, personal communication, March 27th, 2018).

SURVEY			OBSERVATION			INTERVIEW		
<b>Student reaction and assimilation</b>			<b>Analyzing learning experience</b>			<b>Teacher know how</b>		
Question # 2 Teacher motivated students to participate in the activity ?			2. Students attitude through the activity			23.How do you perceive student's attitude after doing oral activites? Very Good		
1	Needs improvement	0,00	0	Needs improvement	0,00			

2	Regular	0,00	1	Regular	0,00
3	Good	0,00	2	Good	0,00
4	Very Good	33,33	3	Very Good	75,00
5	Excellent	66,67	4	Excellent	0,00

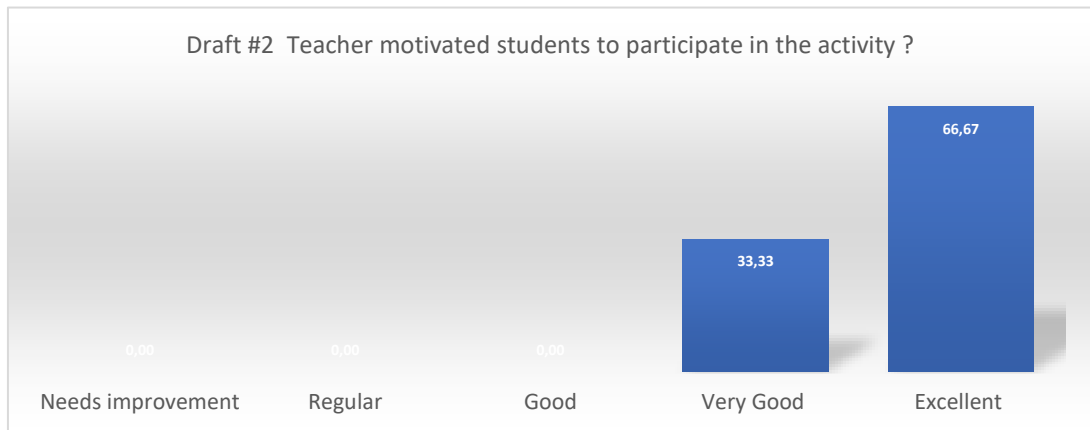


Illustration 6

According to the Chart number two, 66% of the students said that the motivation given by the teacher to participate during the activity was excellent, meanwhile 33% of the students said that it was very good. On the other hand, when observing the class, the motivation was very good. It could also be observed that some of the pupils did not feel comfortable speaking in English in front of the class. Others did not look interested in participating at all, however, the teacher tried to engage them to work together to accomplish the goal.

In the survey in question number 23, the teacher was asked how the perception of the student's attitude was after doing oral activities, she replied that it was very good, but it needs to be improved as well (N. Solis, personal communication, March 27th, 2018).

SURVEY	OBSERVATION	INTERVIEW
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know- how</b>
Question# 3 How was the environment provided by the teacher ?	17.Enviroment provided to students	12. How will you grade your class environment?

					Excellent
Needs improvement	0,00	0	Needs improvement		
Regular	0,00	1	Regular		
Good	0,00	2	Good		
Very Good	44,44	3	Very Good		
Excellent	55,56	4	Excellent	x	

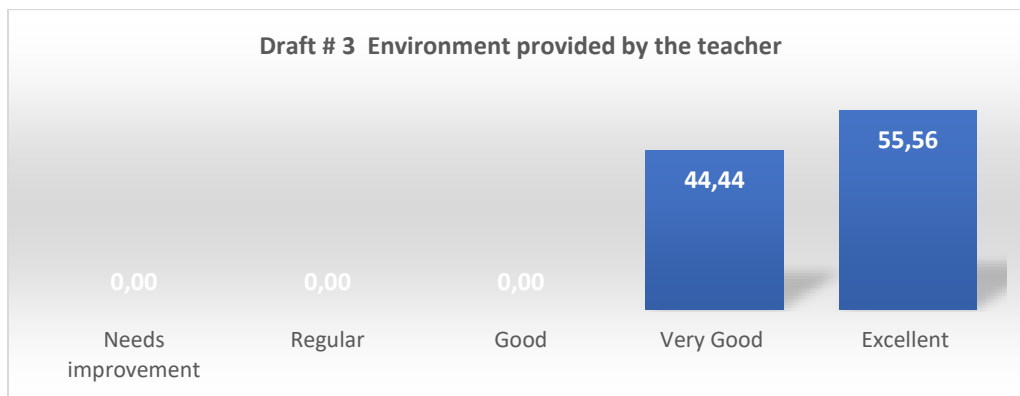


Illustration 7

In question number 3 students were asked how was the environment provided by the teacher. 44.44 % indicated that it was very good and 55.56% that it was excellent. According to the observation carried out, the environment was excellent. The teacher tried to motivate students to participate and to feel comfortable during the whole class. The professor gave them confidence to ask questions and she guided them when they were confused. Providing students with a space to express feelings was highly receptive and positive. When asking the teacher in the interview, she pointed out that the environment was excellent and that all depends on the teacher's attitude.

SURVEY	OBSERVATION
Student reaction and assimilation	Analyzing learning experience
4.How was the teacher role after , during and at the end of the activity?	21. Teacher performance before

Needs improvement	0,00	0	Needs improvement	
Regular	0,00	1	Regular	
Good	0,00	2	Good	
Very Good	33,33	3	Very Good	
Excellent	67,67	4	Excellent	x

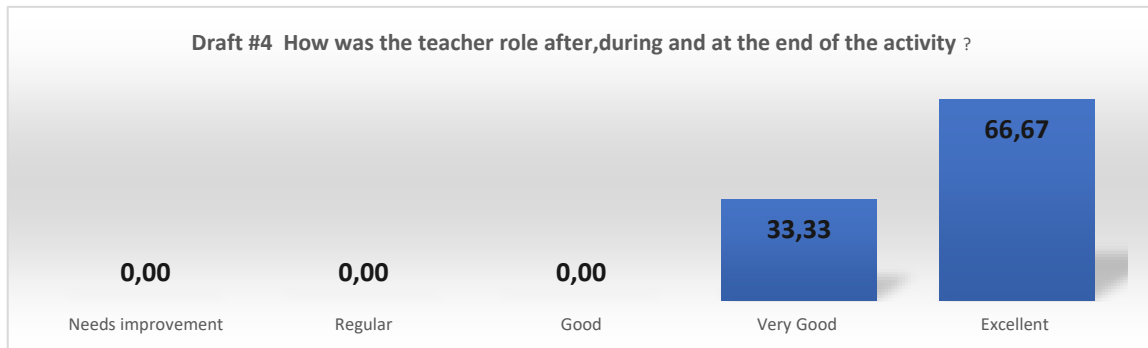


Illustration 8

Question number 4 was about the teacher's role after, during and at the end of the activity. 66,67 % of the participants indicated that it was excellent and 33,33% that it was very good. According to the observation carried out, the teacher performance before, during and after the activity was excellent. As it was mentioned in the last question, the teacher enhanced students to participate. She applied the techniques the way that it was planned and in a nice way. However, the teacher lost student's attention spam sometimes but then she got their attention back. When guiding them, she looked insecure when she was explaining the rules or guiding the students.

<b>SURVEY</b>	<b>OBSERVATION</b>
Student reaction and assimilation	Analyzing learning experience

<b>5. Was the class dynamic?</b>	<b>9. Students participation during the activity</b>																									
<table border="1"> <tr><td>Needs improvement</td><td>0,00</td></tr> <tr><td>Regular</td><td>0,00</td></tr> <tr><td>Good</td><td>0,00</td></tr> <tr><td>Very Good</td><td>55,56</td></tr> <tr><td>Excellent</td><td>44,44</td></tr> </table>	Needs improvement	0,00	Regular	0,00	Good	0,00	Very Good	55,56	Excellent	44,44	<table border="1"> <tr><td>0</td><td>Needs improvement</td><td></td></tr> <tr><td>1</td><td>Regular</td><td></td></tr> <tr><td>2</td><td>Good</td><td></td></tr> <tr><td>3</td><td>Very Good</td><td></td></tr> <tr><td>4</td><td>Excellent</td><td>X</td></tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	X
Needs improvement	0,00																									
Regular	0,00																									
Good	0,00																									
Very Good	55,56																									
Excellent	44,44																									
0	Needs improvement																									
1	Regular																									
2	Good																									
3	Very Good																									
4	Excellent	X																								
<p style="text-align: center;"><b>15. Did you like to participate in the activity done today?</b></p> <table border="1"> <tr><td>Yes</td><td>100,00</td></tr> <tr><td>No</td><td>0,00</td></tr> </table>	Yes	100,00	No	0,00																						
Yes	100,00																									
No	0,00																									

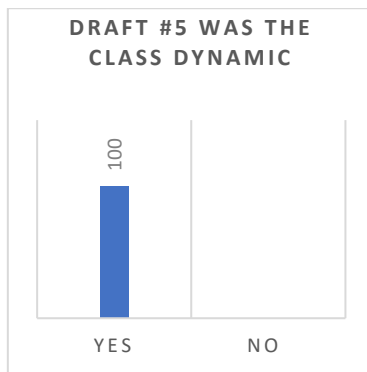


Illustration 9



Illustration 10

The survey asked in question number 5 if the class was dynamic, 100% said yes and 0% no. Students agreed that the class was dynamic and it matched with question number 15 where the students were asked if they liked to participate in the activity done that day, all the learners answered yes. They liked to do the activity and their response was excellent. Consequently, in the observation when evaluating students' participation during the activity, the researcher noticed that it was excellent. Even though, it was the first time applying the activity, students really enjoyed the role they had and the exercise. In fact, they responded the way it was expected. It also helped to discover that they should have more spaces to self correct and evaluate their performance. It is important to let them speak about their

frustrations and what need to improve. It was a great class and it can be totally applied again.

SURVEY	OBSERVATION	INTERVIEW																														
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know how</b>																														
6. How do you think the teacher handled student's opinions, feelings and opinions during the class? <table border="1"> <tr><td>0</td><td>Needs improvement</td><td></td></tr> <tr><td>1</td><td>Regular</td><td></td></tr> <tr><td>2</td><td>Good</td><td></td></tr> <tr><td>3</td><td>Very Good</td><td></td></tr> <tr><td>4</td><td>Excellent</td><td>X</td></tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	X	1. Teacher receptive to feedback <table border="1"> <tr><td>0</td><td>Needs improvement</td><td></td></tr> <tr><td>1</td><td>Regular</td><td></td></tr> <tr><td>2</td><td>Good</td><td></td></tr> <tr><td>3</td><td>Very Good</td><td></td></tr> <tr><td>4</td><td>Excellent</td><td>X</td></tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	X	18. Do students have a space to give you feedback? Often (2)
0	Needs improvement																															
1	Regular																															
2	Good																															
3	Very Good																															
4	Excellent	X																														
0	Needs improvement																															
1	Regular																															
2	Good																															
3	Very Good																															
4	Excellent	X																														
14. Did the teacher listen carefully to student's opinion? <table border="1"> <tr><td>Yes</td><td>100,00</td></tr> <tr><td>No</td><td>0,00</td></tr> </table>	Yes	100,00	No	0,00		25. How do you handle student's opinions, feelings and frustration? Very Good (3) it needs to be improved, the most difficult part is to deal with student's frustration.																										
Yes	100,00																															
No	0,00																															

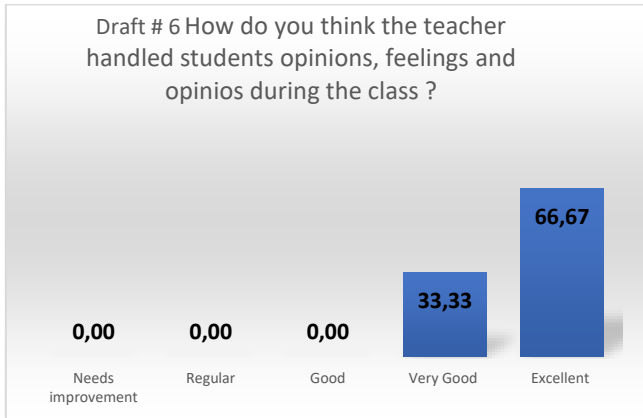


Illustration 11

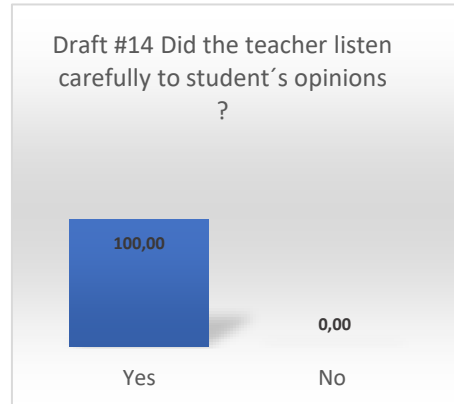


Illustration 12

The survey asked in question number six about how students thought the teacher handled students' opinions and feelings during the class. 66,67% said that it was excellent and 33,33% that it was very good.

Then, on question number 14 students were asked if the teacher listened carefully to their opinions. 100% of the group said yes. During *debriefing*, is when

students have to talk about what happened, what can be improved next time or what they dislike of the activity. Usually, classes do not give that important space that can really enrich the class and the teacher's performance.

According to the survey students stated that the teacher handled students' opinions and feedback very well; consequently their evaluation was positive. Besides, some suggestions were to have more spaces like this one, so they can use the language in the class more often. In the interview, the teacher realized that she often provides a space to give feedback to the learners, but it is not common to do it (teacher x, personal communication, March 27th, 2018).

SURVEY		OBSERVATION		INTERVIEW	
<b>Student reaction and assimilation</b>		<b>Analyzing learning experience</b>		<b>Teacher know-how</b>	
7. How do you consider the way Teacher provides feedback?		15. The way the feedback was given by the teacher		13. How do you provide feedback? Oral and group	
Needs improvement	0,00	Needs improvement		14. Best time to provide feedback	
Regular	0,00	Regular		right after they are done with the activity	
Good	0,00	Good			
Very Good	22,22	Very Good			
Excellent	77,78	Excellent	X		

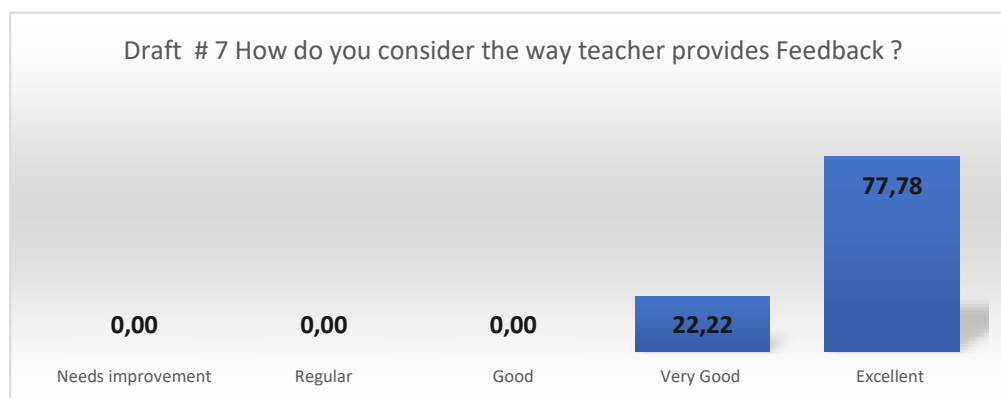


Illustration 13

In question number 7, asked students how they considered the way teacher provides Feedback, 77.78% indicated that it was excellent and 22.22% thought it was very good. According to the observation carried out, the way the feedback was given to students was excellent.

As the debriefing process *states*, the teacher asked students about what happened and how their performance was. She asked them if they noticed the mistakes that they had made, and the students said that they made any. The teacher wrote down the mistakes and explained the right way to everyone. It helped to understand in a clearly way, what she was saying. Learners showed an excellent attitude towards Feedback that matched to the answer, students gave in the survey.

In the interview, the teacher indicated that she prefers to give oral and group feedback, and the best time to give it is right after students are done with the activity. That matches with the way she did it in class.

SURVEY			OBSERVATION			INTERVIEW	
Student reaction and assimilation			Analyzing learning experience			Teacher know how	
8. How was the team work?			7. Team work			21. How do you think the team work is in your class?  Excellent (4)	
	Needs improvement	0,00		0	Needs improvement	22. What do you do to foster the team work?  Solving problems activities	
	Regular	0,00		1	Regular		
	Good	0,00		2	Good		
	Very Good	55,56		3	Very Good		x
	Excellent	44,44		4	Excellent		

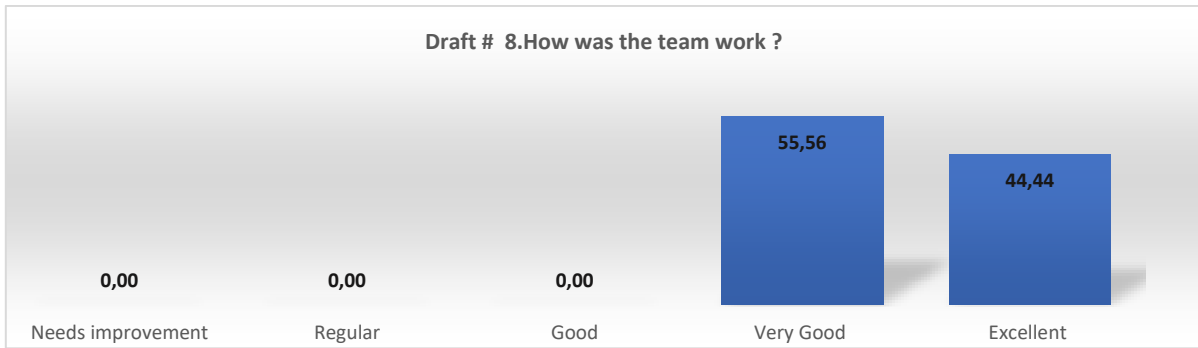
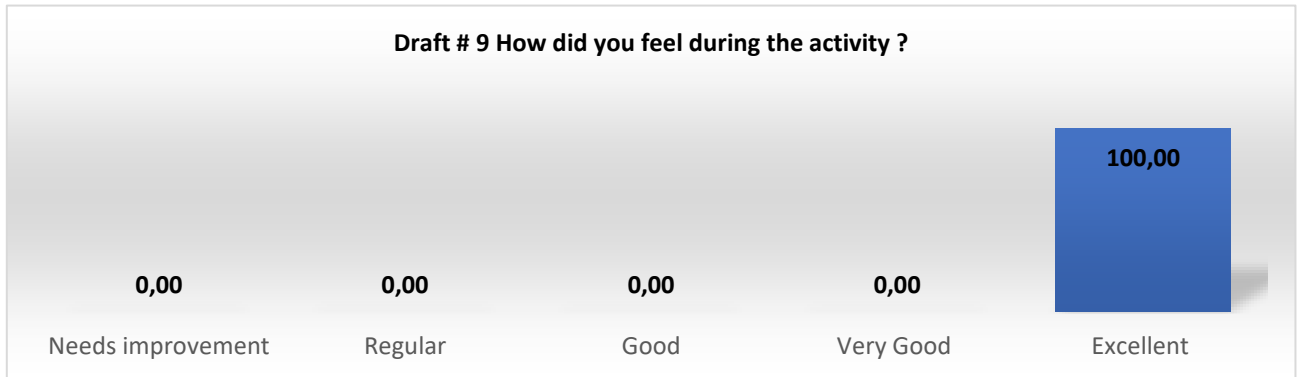


Illustration 14

In question number 8 asked students how the team work was 55.56 % indicated that it was excellent and 44,44% thought it was very good. According to the observation carried out, the teamwork was very good. Most of the times, they were working individually. It matched with the answers from the survey, students agreed that the team work was excellent or very good, however it can be improved. However, teachers said in the interview that team work was excellent, and she uses solving problems activities to foster it, (teacher “x”, personal communication, March 27th, 2018).

SURVEY			OBSERVATION			INTERVIEW
<b>Student reaction and assimilation</b>			<b>Analyzing learning experience</b>			<b>Teacher know- how</b>
9. How did you feel during the activity?			7. Students feel comfortable talking about feelings and opinions			16. Do you ask students what they like or dislike about classes? Always (4)
	Needs improvement	0,00	0	Needs improvement		18. Do students have a space to give you feedback? Seldom (4), it is more common to see them giving feedback after classes.
	Regular	0,00	1	Regular		
	Good	0,00	2	Good		
	Very Good	0,00	3	Very Good		
	Excellent	100,00	4	Excellent	X	



*Illustration 15*

In question number 9 asked students how they felt during the activity and the application of the techniques 100% indicated Excellent. According to the observation carried out, students were comfortable talking about feelings and opinions. Their attitude was excellent. Besides, the Interview asked the teacher if she asked the students what they like or dislike about classes, and she said that she always does. This answer agreed with the students' opinion in the survey and the perception of the observation.

Question number 18 asked teacher if students have a space to give her feedback. She said seldom, that it is more common to see a student, providing feedback after the class. It is essential to include a space for students to express their feelings, so the teacher will know what to change or implement in her lesson plans.

They seemed to enjoy what they were doing, even though they looked confused at some moments. They also liked the idea of giving feedback to the teacher and listen to classmates' opinions. This is a good signal because the

techniques can be applied again and the teacher can improve the learning experience.

SURVEY		OBSERVATION			INTERVIEW
Student reaction and assimilation		Analyzing learning experience			Teacher know-how
10. How do you describe the student interaction in general?		9. Student interaction during the activity			22. Do you foster healthy student-student relationships and how?
Needs improvement	0,00	0	Needs improvement		(5) Always, through activities where they have to work together
Regular	0,00	1	Regular		
Good	11,11	2	Good		
Very Good	55,56	3	Very Good	x	
Excellent	33,33	4	Excellent		

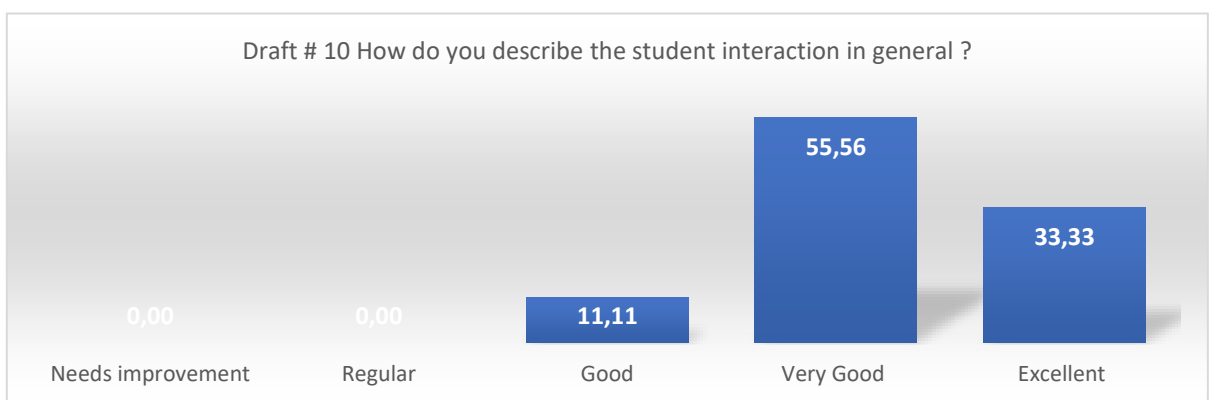


Illustration 16

In question number 10 asked students how they described the student interaction in general 33.33% indicated that it was excellent and 55.56% thought it was very good, 11.11% that it was Good. According to the data collected not all the students agreed that their interaction was excellent.

In the observation carried out, Interaction was very good. Sometimes students were working alone and they had problems trying to communicate to each other. There was team work in general, but not all of the time. In the interview, the teacher said she always foster healthy relationships in activities when they work in groups.

SURVEY		OBSERVATION		INTERVIEW	
Student reaction and assimilation		Analyzing learning experience		Teacher know-how	
11. How would you grade the lesson?		18. Class in general		23. Would you grade your lessons?	
Needs improvement	0,00	0	Needs improvement	Very Good, there is always something to be improved	
Regular	0,00	1	Regular		
Good	0,00	2	Good		
Very Good	88,89	3	Very Good		x
Excellent	11,11	4	Excellent		

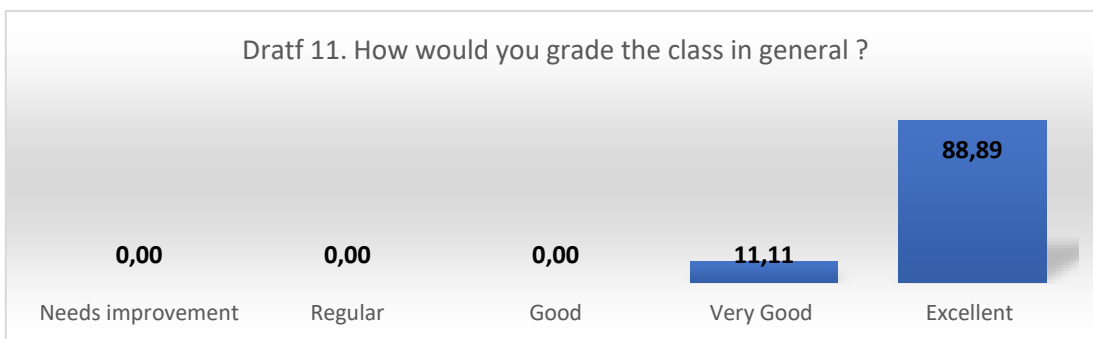


Illustration 17

In question number 11 asked students, how would they grade the class in general 88.89% indicated that it was excellent and 11.11% thought it was good. As it was mentioned before, it was the first time briefing, debriefing and feedback were applied. Students showed in the survey that they liked the class, and that positive answer can help teachers to keep using the techniques again. When observing the class, students were receptive to the techniques.

When the debriefing process started, they talked about what they like and dislike, how they felt and how much they needed more activities like this one. In the interview, the teacher pointed out that she thinks that the class in general is very good, however there is always something to be improved (teacher “X”, personal communication, March 27th, 2018).

SURVEY		OBSERVATION		INTERVIEW	
Student reaction and assimilation		Analyzing learning experience		Teacher know- how	
12. Did the teacher explain the rules and behaviors not allowed during classes?		3.Explanation and understanding of the instruction		7. Do you usually explain instructions, goals of the day and behaviors not allowed when doing oral activities in the class?	
Yes	88,89	0	Needs improvement		Often (3)
No	11.11	1	Regular		
		2	Good	x	
		3	Very Good		
		4	Excellent		

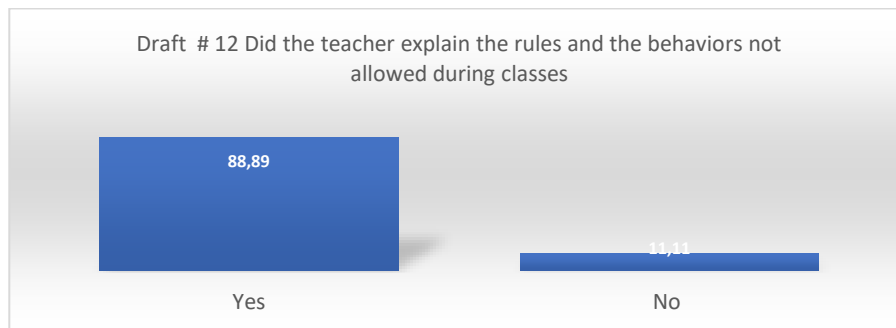


Illustration 18

In question number 12 asked students if the teacher explained rules, behaviors not allowed during the lesson 88.89% indicated Yes and 11.11%. In the observation, researchers analyzed this point. In fact, the teacher explained most of the instructions and rules, but some students did not understand. Because, they were not always clear.

In the interview, teacher said that she often explains rules, goals and instructions of the activity. It actually agreed with the observation because students asked for instructions over and over again during the lesson. Briefing seeks for a clear statement of goals, activities and behaviors allowed in order to accomplish the objectives set. The teacher must work on this aspect and try to explain students in a complete way, so they can start doing the exercise right away instead of figuring out what to do.

SURVEY	OBSERVATION	OBSERVATION																																		
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Analyzing learning experience</b>																																		
13. Do you clearly understand your role during the activity?	5. Teacher explanation of what students have to do?	4. Students respect behaviors and rules given by the teacher																																		
<table border="1"> <tr> <td>Yes</td> <td>100</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	100	No	0	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td>x</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td></td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good	x	4	Excellent		<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td>x</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td></td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good	x	4	Excellent	
Yes	100																																			
No	0																																			
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very Good	x																																		
4	Excellent																																			
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very Good	x																																		
4	Excellent																																			



Illustration 19

In question number 13 asked students if they clearly understood their role in the activity 100 % said yes and 0% no. This question was related to the understanding of their role and duties in order to accomplish the goals set at the beginning. Even though students said yes, in the observation, some students asked what they have to do twice after the teacher had already explained. As it was mentioned in the last question, the explanation has to be improved to reach the main goal of the activity. Sometimes, they did not respect the behaviors allowed. The teacher said that they could not speak Spanish or use the cell phone in class but they did it. In aspect # 4 and #5 the teacher have a Very Good.

SURVEY	SURVEY	OBSERVATION																																		
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																																		
16. Do you think grammar mistakes can be corrected next time?  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	17. Teacher carefully explain aspects students need to improve next time?  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td> <td>Needs improvement</td> <td>0,00</td> </tr> <tr> <td>1</td> <td>Regular</td> <td>0,00</td> </tr> <tr> <td>2</td> <td>Good</td> <td>0,00</td> </tr> <tr> <td>3</td> <td>Very Good</td> <td>0,00</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>100,00</td> </tr> </table>	0	Needs improvement	0,00	1	Regular	0,00	2	Good	0,00	3	Very Good	0,00	4	Excellent	100,00	12. Students receptive to feedback  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>0</td> <td>Needs improvement</td> <td>0,00</td> </tr> <tr> <td>1</td> <td>Regular</td> <td>0,00</td> </tr> <tr> <td>2</td> <td>Good</td> <td>0,00</td> </tr> <tr> <td>3</td> <td>Very Good</td> <td>0,00</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>100,00</td> </tr> </table>	0	Needs improvement	0,00	1	Regular	0,00	2	Good	0,00	3	Very Good	0,00	4	Excellent	100,00
Yes	100,00																																			
No	0,00																																			
0	Needs improvement	0,00																																		
1	Regular	0,00																																		
2	Good	0,00																																		
3	Very Good	0,00																																		
4	Excellent	100,00																																		
0	Needs improvement	0,00																																		
1	Regular	0,00																																		
2	Good	0,00																																		
3	Very Good	0,00																																		
4	Excellent	100,00																																		

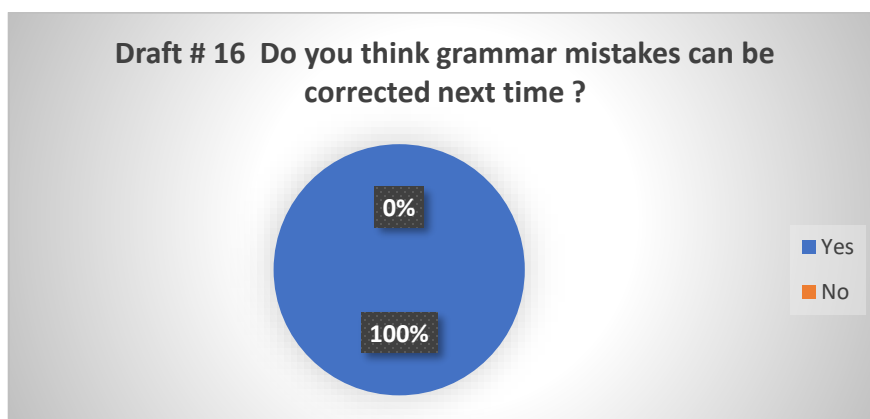


Illustration 20

In question number 16 asked students if they thought that grammar mistakes could be corrected next time 100% answered yes. Students listened carefully to the teacher and they were opened to make the changes. In question number 17 asked the students, if teacher carefully explained the aspects students have to improve next time, 100% said yes. It matched with question number 1, they understood what the mistake was, as a result, there would be more possibilities that it cannot happen again.

In this case, the teacher used the board to write and explain the mistakes using examples, so the students could recognize what was wrong. Excellent strategies to visualize and recognize it.

Finally, the observation graded if the students were receptive to feedback given after the debriefing. After listening to the students, the teacher said what was right or wrong, what could be improved next time. Results matched with the aspect graded in the observation, students' reception to feedback was excellent.

<b>SURVEY</b>	<b>SURVEY</b>	<b>INTERVIEW</b>								
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Teacher know- how</b>								
18. Do you consider group and individual feedback help you to improve your performance?	19. Do you think teacher care about your performance and improvement?	15. Do you consider that group and individual feedback can help you to improve your student's performance? Yes, they can listen classmates, recognize mistakes and be aware of the changes they have to do.								
<table border="1"> <tr> <td>Yes</td> <td>88,89</td> </tr> <tr> <td>No</td> <td>11,11</td> </tr> </table>	Yes	88,89	No	11,11	<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	
Yes	88,89									
No	11,11									
Yes	100,00									
No	0,00									

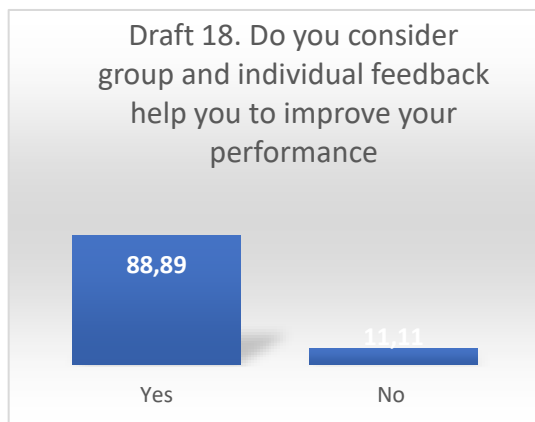


Illustration 21

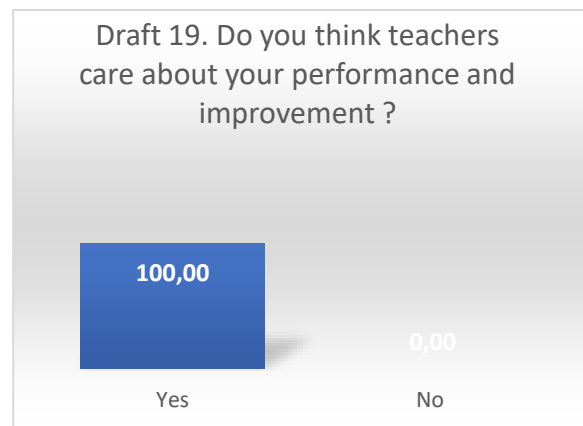


Illustration 22

In question number 18 asked students if they consider a group and individual feedback could help them to improve their performance 88,89% said yes and 11,11% said no. This aspect graded if learners think any of the feedback described above can help to improve their level. A small percentage think that it cannot help, it would be interesting to investigate why they considered this answer. On the other hand, when asking teacher in the interview the same question, they claimed yes,

that it is the only way they can listen to classmates, recognize mistakes and be aware of the changes they must do next time.

Question number 19 asked students if they think teacher cared about their performance and improvement. The answer was very positive, because they consider that she does. It is also appropriate to analyze what would be the best way to provide feedback, thus all students agree about the way it should be given.

SURVEY	OBSERVATION																			
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																			
20. Would you like to have more opportunities for self-assessment after speaking in English during classes?  <table border="1" style="width: 100%;"> <tr> <td>Yes</td> <td style="text-align: right;">100,00</td> </tr> <tr> <td>No</td> <td style="text-align: right;">0,00</td> </tr> </table>	Yes	100,00	No	0,00	6. Self-assessment  <table border="1" style="width: 100%;"> <tr> <td>0</td> <td>Needs improvement</td> <td style="text-align: right;">0,00</td> </tr> <tr> <td>1</td> <td>Regular</td> <td style="text-align: right;">0,00</td> </tr> <tr> <td>2</td> <td>Good</td> <td style="text-align: right;">0,00</td> </tr> <tr> <td>3</td> <td>Very Good</td> <td style="text-align: right;">0,00</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td style="text-align: right;">100,00</td> </tr> </table>	0	Needs improvement	0,00	1	Regular	0,00	2	Good	0,00	3	Very Good	0,00	4	Excellent	100,00
Yes	100,00																			
No	0,00																			
0	Needs improvement	0,00																		
1	Regular	0,00																		
2	Good	0,00																		
3	Very Good	0,00																		
4	Excellent	100,00																		

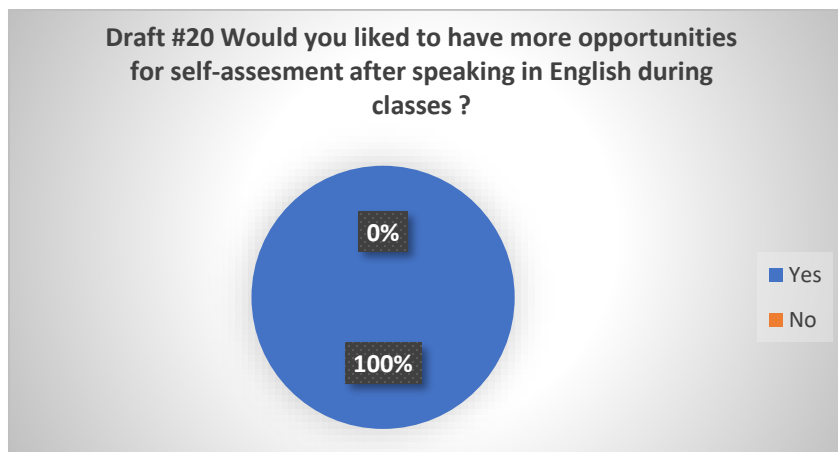


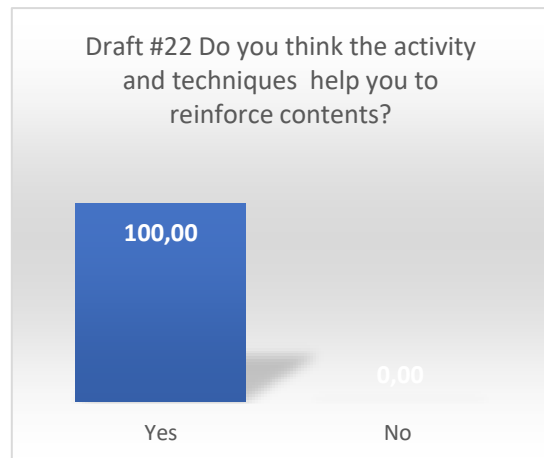
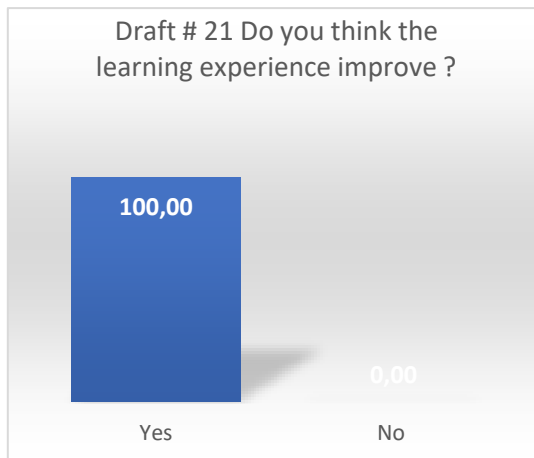
Illustration 23

In question number 20 asked students if they would like to have more opportunities for self-assessment after speaking 100% said yes and 0 % said no. This was the first time applying the techniques and doing a self assessment during the class.

Learners liked the idea of including this type of evaluation in class. The answers agreed with the observation done, they did a great job when evaluating themselves. However, they sometimes did not recognize mistakes, so the teacher had to remind them what was wrong.

Students' responses and assimilation were positive and it can be better if applying self correction more often.

SURVEY	SURVEY	OBSERVATION																							
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																							
21. Do you think the learning experience improved?	22. Do you think the activity help you to reinforce contents?	16.Learning experience																							
<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x
Yes	100,00																								
No	0,00																								
Yes	100,00																								
No	0,00																								
0	Needs improvement																								
1	Regular																								
2	Good																								
3	Very good																								
4	Excellent	x																							



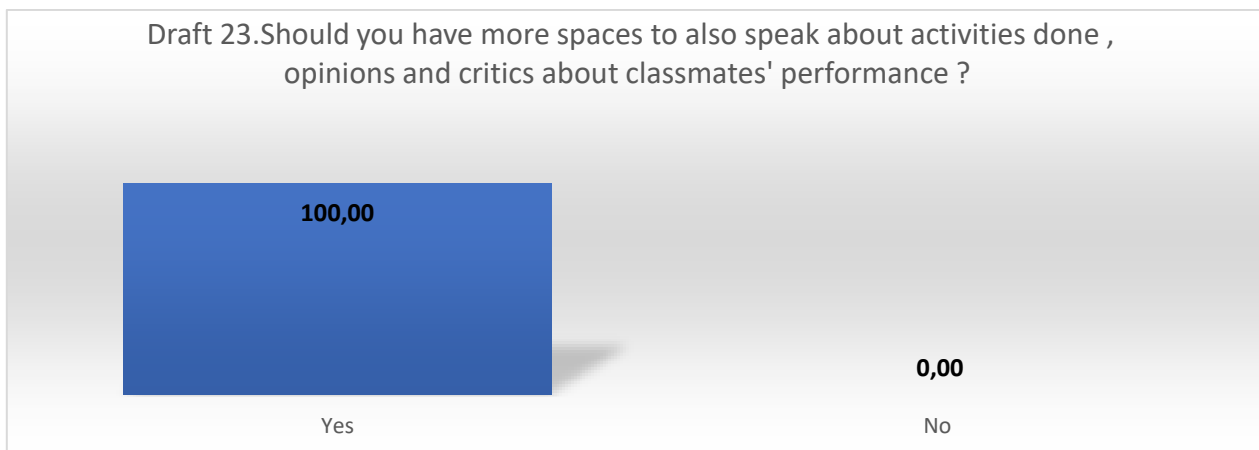
SURVEY	OBSERVATION	INTERVIEW																																		
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teachers know-how</b>																																		
23. Should you have more spaces to also speak about activities done, opinions and critics about classmates' performance? <table border="1" data-bbox="165 436 505 527"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	24. Goals accomplished <table border="1" data-bbox="626 359 1019 520"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	x	26. Should students have more spaces where they can speak about the activities done, opinions and critics about their classmate's performance? <table border="1" data-bbox="1094 499 1487 653"> <tr> <td>0</td> <td>Never</td> <td></td> </tr> <tr> <td>1</td> <td>Seldom</td> <td></td> </tr> <tr> <td>2</td> <td>Often</td> <td></td> </tr> <tr> <td>3</td> <td>Usually</td> <td></td> </tr> <tr> <td>4</td> <td>Always</td> <td>x</td> </tr> </table>	0	Never		1	Seldom		2	Often		3	Usually		4	Always	x
Yes	100,00																																			
No	0,00																																			
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very Good																																			
4	Excellent	x																																		
0	Never																																			
1	Seldom																																			
2	Often																																			
3	Usually																																			
4	Always	x																																		

Illustration 24

Illustration 25

In question number 21 asked students if the learning experience improved, 100% said yes and 0%. The main goal of the research was to appraise if using briefing, debriefing and feedback could improve the learning experience. This statement was accomplished, learners indicated that they did. Question number 22 asked if the activity and techniques helped them to reinforce contents, the draft shows excellent results, 100% of students claimed yes.

Finally, the learning experience was analyzed through the observation, and it showed that improved. The class was enriched according to the Teacher Y, and it gave her a new perspective of a class.



*Illustration 26*

In question number 23 asked students if they should have more spaces to speak about activities done, opinions and critics about classmates' performance, 100% students said yes and 0% no. This aspect appraised the impact of applying the techniques briefing, debriefing and feedback, if students wanted more chances having a lesson as the one did that day. The answer was positive, besides it coincided with the answers below, the activity plus the techniques were successful. In the observation, the goals were accomplished, there are some points to be improved, but they did an excellent job in general.

<b>INTERVIEW</b>	<b>INTERVIEW</b>
<b>Teacher know how</b>	<b>Teacher know- how</b>
8. Do you take into consideration previous knowledge and contents before planning an activity?	11. Do the activities have a relationship with the contents?
Always (4)	Always (4)

Question number 8 from the interview asked teachers, if they take into consideration previous knowledge and contents before planning an activity,

Teacher “X” said that she does. Question number 11 also asked teachers if activities have a relationship with the content, she said yes. This answer agreed with answer number 8.

A well-planned activity can reinforce and help students in many ways. If they use the topics seen and knowledge they already know would be easier to accomplish the goals from the curricula.

<b>INTERVIEW</b>	<b>INTERVIEW</b>	<b>INTERVIEW</b>
<b>Teacher know- how</b>	<b>Teacher know- how</b>	<b>Teacher know- how</b>
19. Do you know what briefing and debriefing are?	20. What are the three stages of debriefing process?	21. What are two advantages of Briefing and Debriefing?
No	No	No

Questions number 19, number 20 and number 21 were trying to know the previous knowledge teacher had about these techniques that were trying to be applied in the class. When asking the teacher “x”, she said that she did not know anything about what Briefing, Debriefing were, neither advantages nor stages they have. It was a challenge to apply them if the teacher did not know what they were. The researcher had to explain deeply this information, so teachers could be able to apply them.

In the observation, it was also appraised that know-how teacher had about the techniques. As a conclusion, even know it was the first time using the techniques in a class, the result was Excellent. The know-how teacher acquired was meaningful.

## **GROUP #2**

**Teacher “Y”**  
**Non-Native Speaker**  
**Age 22-26**  
**Address Heredia**  
**Experience: 4-more years**  
**Level W6-A**  
**Schedule Monday -Wednesday, Night shift**  
**Sample 10 students**

## GENERAL INFORMATION OF THE GROUP

### 3. Gender

Female	60,00
Male	40,00

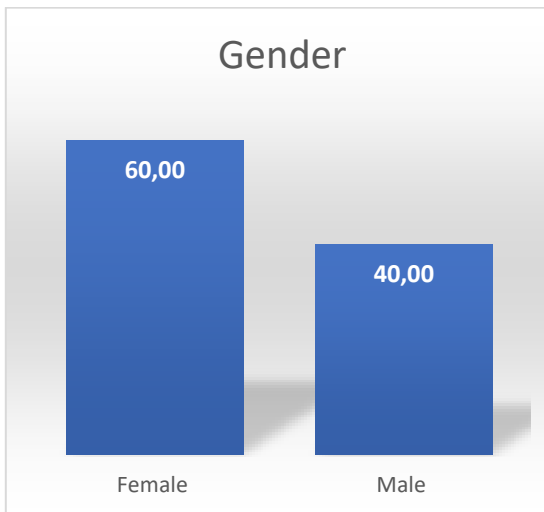


Illustration 27

### 4. Students age

10 to 15	0,00
16 to 21	0,00
22 to 26	33,33
27 to 31	60,00
31 to 45	10,00
46 or more	0,00

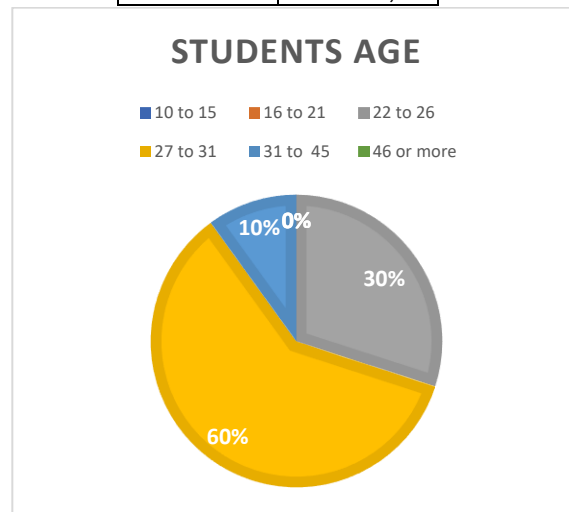


Illustration 28

The sample of the second group was 10 students, 60% were female students, and 40% were male students. In this second sample the majority were females as in group #1. 60% of the students were between 27 to 31 years old, 30% between 22 to 26 years old and 10% among 31 to 45 years old. As a result, most of the population was around the 30's, there are adults females.

### 3. Where do you live?

Heredia	50,00
San Jose	0,00
Alajuela	40,00
Cartago	10,00

### 4. Currently Working

YES	100
NO	0

Limón	0,00
Guanacaste	0,00
Puntarenas	0,00

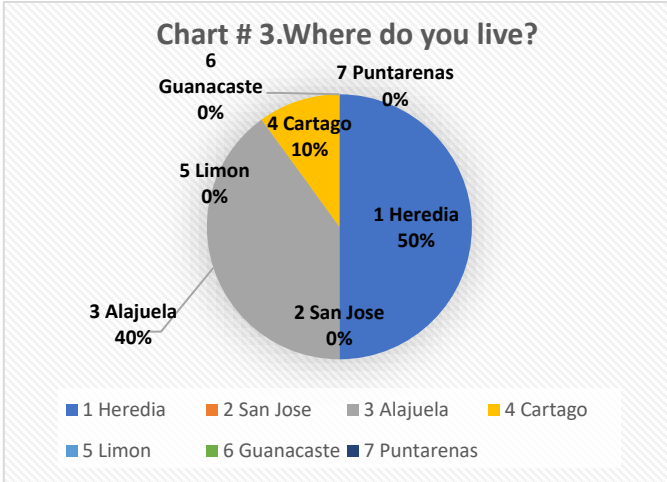


Illustration 29

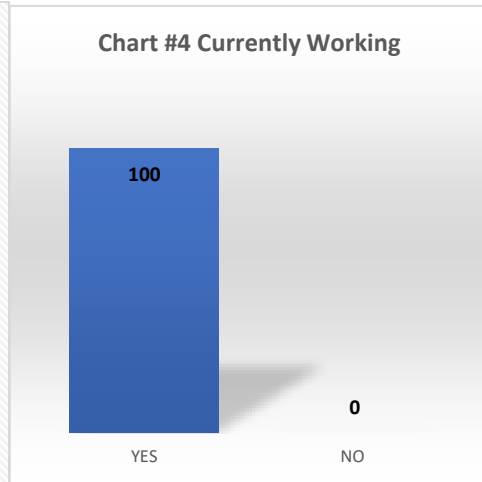


Illustration 30

As it is shown in the chart #3, 50% of the students were from Heredia, 40% from Alajuela and 10% from Cartago. Three were not students from Puntarenas, San Jose and Guanacaste province. It was interesting that even though the institute is located in San Jose, there were not students from this city as in group #1. In the second chart, it could be noticed that all the learners were working. It can be a main factor to choose this schedule, because they did not have availability. Pupils could be studied in order to have better job possibilities or promotions in their jobs.

SURVEY	OBSERVATION	INTERVIEW
Student reaction and assimilation	Analyzing learning experience	Teacher know- how
Question # 1 How do you think the Teacher presented the activity?	1. Presentation of the activity	9, How do you plan an activity? What steps do you follow? I take into consideration; level ,population and creativity

Needs improvement	0,00	Needs improvement		10. When planning an activity what is the main goal? Learning grammar in a funny way 21. How often do you present the extra activities to be carried out in classes? When a have extra time, I explain them deeply.
Regular	0,00	Regular		
Good	0,00	Good		
Very good	50,50	Very good	x	
Excellent	50,50	Excellent		

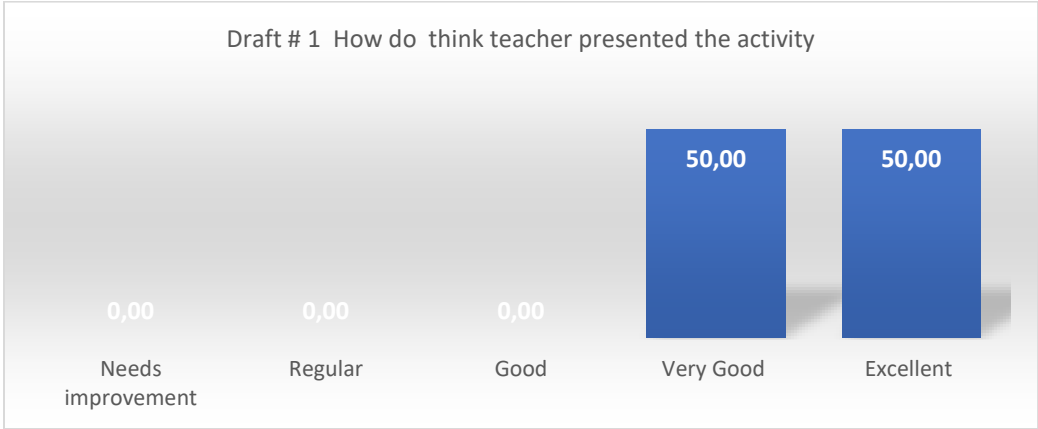


Illustration 31

One of the most important aspects of introducing the technique briefing is the way the lesson is introduced to the students. It would define if they like or dislike what they will do, as a result, students will know what to expect. In question number 1 from the survey, researcher asked how was the presentation of the activity, from a group of 10 students 50% students said that it was excellent, 50 % students said it was very good

On the other hand, when the class was observed, it also was evaluated the way the activity was introduced. It was very good. The teacher presented the activity following every step from briefing. However, sometimes the rules and behaviors allowed were not completely clear, students had to asked twice for

instructions. Observation agreed with the survey because 50% of the students considered that it was very good too. The know-how teacher had, could be improved.

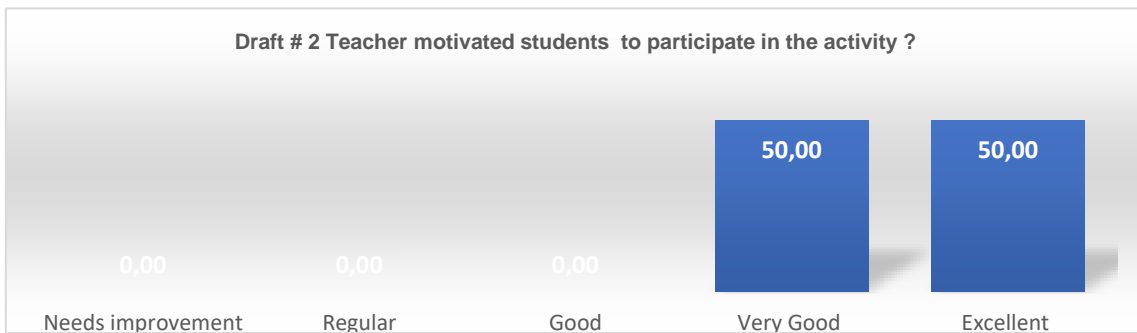
In the interview, question number 9 asked, how she planned an activity, she indicated that she took into consideration; level, population and creativity routine. In question number 10 asked what the main of including them was, she pointed out to learn without knowing, (teacher "Y", personal communication, March 27th, 2018).

In question number 21 asked how often the teacher presents extra activities to be carried out in the class. She pointed out that always, when she has extra time, she deeply explains every aspect.

SURVEY			OBSERVATION			INTERVIEW		
Student reaction and assimilation			Analyzing learning experience			Teacher know-how		
Question # 2 Teacher motivated students To participate in the activity ?			2. Students attitude in the through the activity			23.How do you perceive student's attitude after doing oral activites Excellent ( 4)		
1	Needs improvement	0,00	0	Needs improvement				
2	Regular	0,00	1	Regular				
3	Good	0,00	2	Good				
4	Very Good	50,00	3	Very Good		X		
5	Excellent	50,00	4	Excellent				

Illustration 32

According to the Chart number 2, 50% of the students said that the



motivation given to participate in the activity was excellent, meanwhile 50% of the students said that it was very good. On the other hand, when observing the class, the motivation was very good, this agreed with the students' opinion. She specified the goals to be accomplished that day, for example to practice the use of auxiliaries, to work on fluency and speaking. Teacher motivated students to participate during the activity

In the survey in question number 23 asked the teacher how the perception of the students' attitude was after doing oral activities, for what she replied that it was excellent. This information provided matched with the Survey and Observation done. Students had a nice attitude towards speaking. They were comfortable using

the target language. In addition, they tried to take advantage of every space provided to give opinions to class and teacher.

SURVEY	OBSERVATION	INTERVIEW																									
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know- how</b>																									
Question# 3 How was the environment provided by the teacher ?	17.Environment provided to students	12. How will you grade your class environment? Excellent																									
<table border="1"> <tr><td>Needs improvement</td><td>0,00</td></tr> <tr><td>Regular</td><td>0,00</td></tr> <tr><td>Good</td><td>0,00</td></tr> <tr><td>Very Good</td><td>30,00</td></tr> <tr><td>Excellent</td><td>70,00</td></tr> </table>	Needs improvement	0,00	Regular	0,00	Good	0,00	Very Good	30,00	Excellent	70,00	<table border="1"> <tr><td>0</td><td>Needs improvement</td><td></td></tr> <tr><td>1</td><td>Regular</td><td></td></tr> <tr><td>2</td><td>Good</td><td></td></tr> <tr><td>3</td><td>Very Good</td><td></td></tr> <tr><td>4</td><td>Excellent</td><td>x</td></tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	x	
Needs improvement	0,00																										
Regular	0,00																										
Good	0,00																										
Very Good	30,00																										
Excellent	70,00																										
0	Needs improvement																										
1	Regular																										
2	Good																										
3	Very Good																										
4	Excellent	x																									

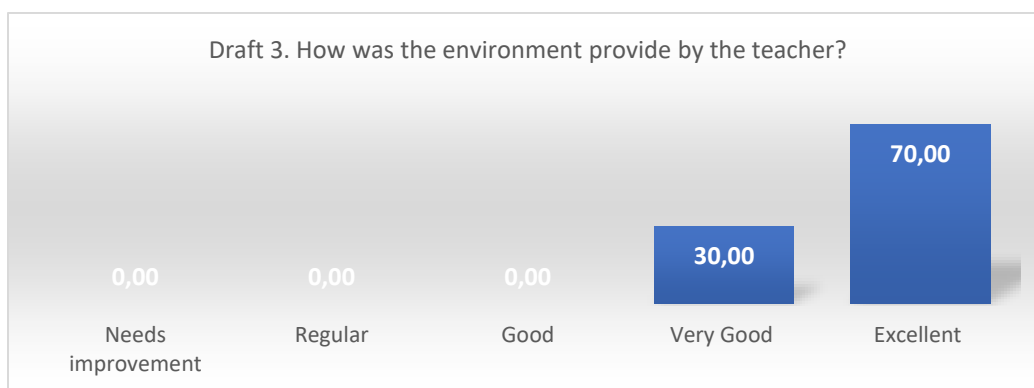


Illustration 33

In question number 3 asked students how the environment was provided by the teacher, 70,00% indicated that it was excellent and 30,00% that was very good. The answers were positive, a good environment will foster participation and motivation. According to the observation carried out the environment was excellent. Teacher tried to motivate students to participate and to feel comfortable during the whole class. The professor gave them the confidence to ask when they had questions and to guide them when they lost during the activity. The fact of providing students a space to express feelings was highly receptive and positive.

When asking the teacher in the interview, she pointed out that the environment was excellent, she also said “ the foundation of a Meaningful class is a good environment that makes students feel comfortable, (teacher “Y”, personal communication, March 27th, 2018).

SURVEY			OBSERVATION			
Student reaction and assimilation			Analyzing learning experience			
4.How was the teacher role after , during and at the end of the activity?			21. Teacher performance before			
	Needs improvement	0,00		0	Needs improvement	
	Regular	0,00		1	Regular	
	Good	10,00		2	Good	
	Very Good	30,00		3	Very good	x
	Excellent	60,00		4	Excellent	

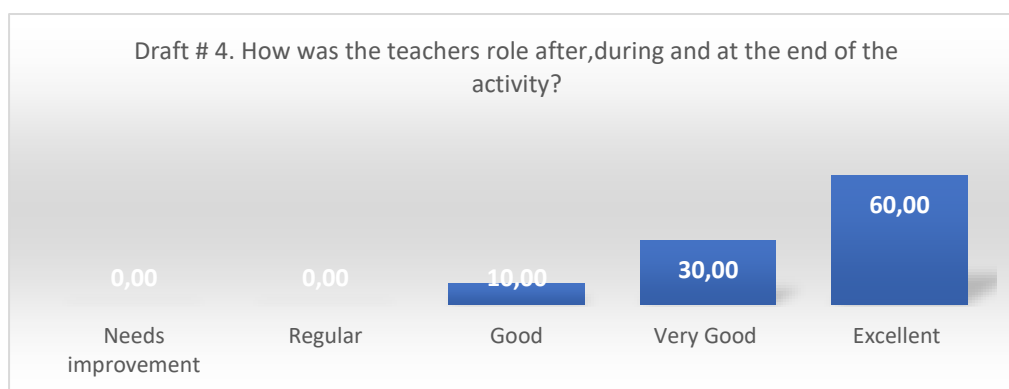


Illustration 34

In question number 4 asked students, how the teacher role was, after, during and at the end of the activity, 60.00% indicated that it was excellent, 30.00% thought it was very good and 10% good. This aspect would be important to improve, so all students can have the same opinion about it. According to the observation carried out teacher’s performance before, during and after the activity was very good.

There were some reasons that could affect student’s perception. For example, lack confidence when giving instructions and the fact that sometimes

they get lost following the guidelines. It should be improved in future exercises, however, it is important to point out that teacher enhanced students to participate. She applied the techniques the way that it was planned in a nice way.

SURVEY		OBSERVATION		
Student reaction and assimilation		Analyzing learning experience		
5. Was the class dynamic?		9. Students participation during the activity		
Yes	95	0	Needs improvement	
No	5	1	Regular	
		2	Good	
		3	Very Good	
		4	Excellent	x
15. Did you like to participate in the activity done today?				
Yes	100,00			
No	0,00			

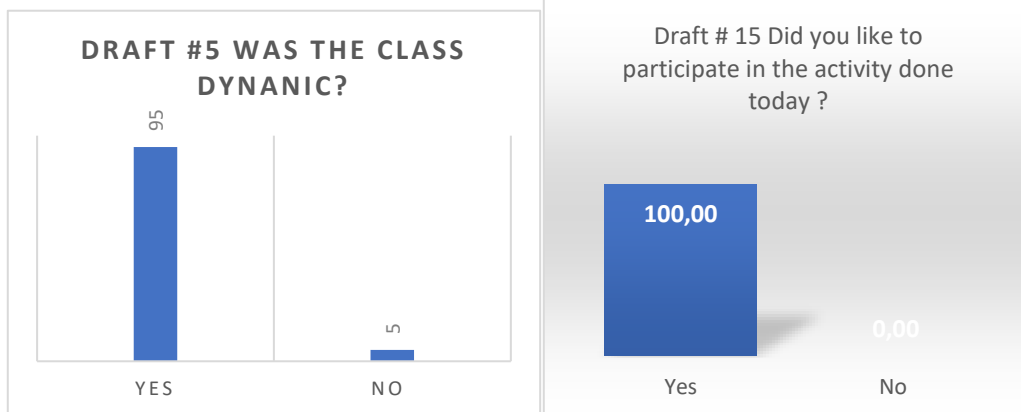


Illustration 35

The survey asked in question number 5 if the class was dynamic, 95% said that yes and 5% no. Students agreed that the class was dynamic. It agreed with question number 15 that asked students if they liked to participate in the activity done today, all the learners answered yes. It means that the new techniques and activities can be applied again. These results agreed with the observation where

students were evaluated. Their participation was excellent, they use the target language as much as they could, good motivation and teamwork.

SURVEY	OBSERVATION	INTERVIEW																														
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know- how</b>																														
6. How do you think the teacher handled student opinions, feelings and opinions during the class? <table border="1" data-bbox="235 573 643 730"> <tr><td>0</td><td>Needs improvement</td><td>0,00</td></tr> <tr><td>1</td><td>Regular</td><td>0,00</td></tr> <tr><td>2</td><td>Good</td><td>0,00</td></tr> <tr><td>3</td><td>Very Good</td><td>0,00</td></tr> <tr><td>4</td><td>Excellent</td><td>100,00</td></tr> </table>	0	Needs improvement	0,00	1	Regular	0,00	2	Good	0,00	3	Very Good	0,00	4	Excellent	100,00	2. Teacher receptive to feedback <table border="1" data-bbox="748 604 1092 737"> <tr><td>0</td><td>Needs improvement</td><td></td></tr> <tr><td>1</td><td>Regular</td><td></td></tr> <tr><td>2</td><td>Good</td><td></td></tr> <tr><td>3</td><td>Very Good</td><td></td></tr> <tr><td>4</td><td>Excellent</td><td>X</td></tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	X	18. Do students have a space to give you feedback Often (2)
0	Needs improvement	0,00																														
1	Regular	0,00																														
2	Good	0,00																														
3	Very Good	0,00																														
4	Excellent	100,00																														
0	Needs improvement																															
1	Regular																															
2	Good																															
3	Very Good																															
4	Excellent	X																														
7. Did the teacher listen carefully to student's opinion? <table border="1" data-bbox="354 808 612 863"> <tr><td>Yes</td><td>100,00</td></tr> <tr><td>No</td><td>0,00</td></tr> </table>	Yes	100,00	No	0,00		25. How do you handle student's opinions feelings and frustration? Very Good (3) it needs to be improve; the most difficult part is to deal with student's frustration.																										
Yes	100,00																															
No	0,00																															

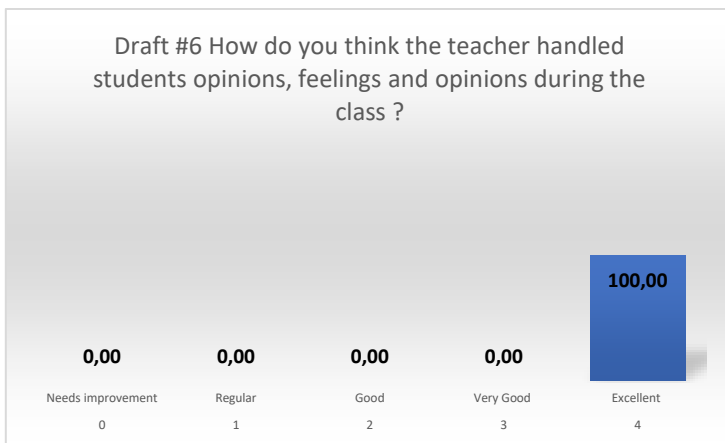


Illustration 36

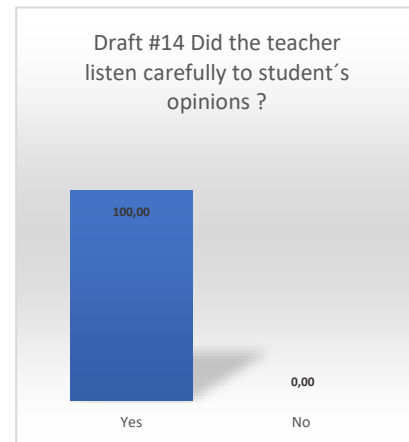


Illustration 37

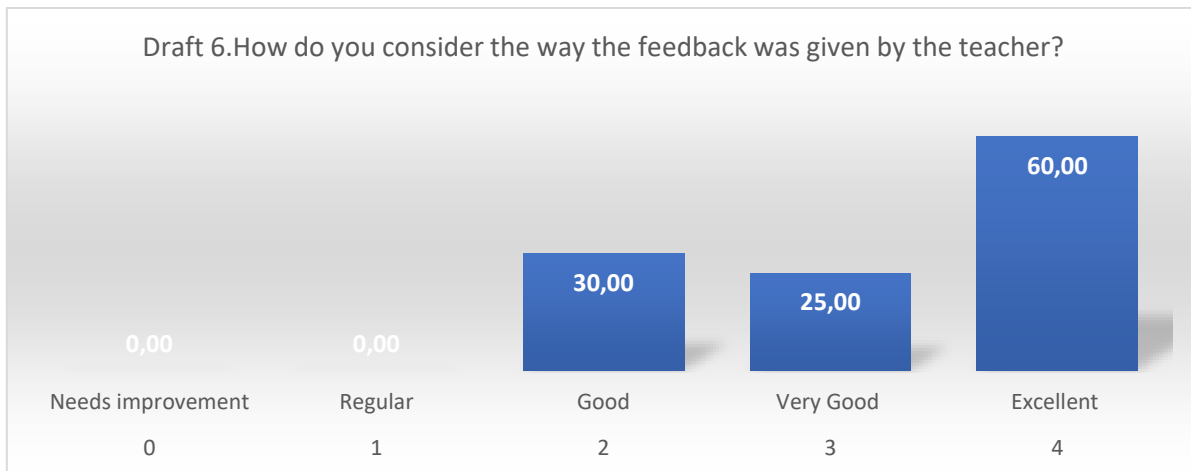
Question number 7 asked how they thought the teacher handled students' opinions, feelings during the class. 100% said that it was excellent. In question #14 asked students if teacher listened carefully to students' opinion, 100% of the group said Yes. When doing debriefing, one of the most meaningful spaces students have been talking about what happened, what can be improved next time or why

they disliked the activity. Usually, classes do not give that important space that can really enrich the class and the teacher performance and practice.

In the observation, the professor listened carefully to the feedback and opinions. Some suggestions were; to have more spaces like this one and to try to use more the target language in the class. In the interview, the teacher realized that she often gives a space for learners to give feedback, but it is not something common to do, (Cardenas, personal communication, March 27th, 2018).

In fact, students enjoyed the space to talk, they pointed out that would be great to repeat. It demonstrated that it is not only important to grade the performance, instead it necessary to know what they perceive. It can help to improve the daily practice every day.

SURVEY		OBSERVATION	INTERVIEW																				
<b>Student reaction and assimilation</b>		<b>Analyzing learning experience</b>	<b>Teacher know-how</b>																				
7. How do you consider the way Teacher provides feedback?		15. The way the feedback was given by the teacher	13. How do you provide feedback? Oral and individual																				
<table border="1"> <tr> <td>Needs improvement</td> <td>0,00</td> </tr> <tr> <td>Regular</td> <td>0,00</td> </tr> <tr> <td>Good</td> <td>30,00</td> </tr> <tr> <td>Very Good</td> <td>25,00</td> </tr> <tr> <td>Excellent</td> <td>60,00</td> </tr> </table>		Needs improvement	0,00	Regular	0,00	Good	30,00	Very Good	25,00	Excellent	60,00	<table border="1"> <tr> <td>Needs improvement</td> <td></td> </tr> <tr> <td>Regular</td> <td></td> </tr> <tr> <td>Good</td> <td></td> </tr> <tr> <td>Very Good</td> <td>x</td> </tr> <tr> <td>Excellent</td> <td></td> </tr> </table>	Needs improvement		Regular		Good		Very Good	x	Excellent		14. Best time to provide feedback after making the mistake
Needs improvement	0,00																						
Regular	0,00																						
Good	30,00																						
Very Good	25,00																						
Excellent	60,00																						
Needs improvement																							
Regular																							
Good																							
Very Good	x																						
Excellent																							



*Illustration 38*

In question number 7 asked students how they considered the way teacher provided Feedback 60,00% indicated that it was excellent 25,00% thought it was very good and 30,00% good. In this group, it was a high percentage of students that considered good this aspect.

It is important to analyze the daily practice to notice what exactly they dislike. One reason could be that the teacher gave the feedback meanwhile learners were talking to classmates. She did the correction right away, interrupting them. It could be possible that they felt exposed, so they did not like it.

According to the observation carried out, the way the feedback was given to students was excellent. The teacher followed debriefing and feedback process as planned. She waited until learners finished talking, self correcting and expressing opinions to finally proceed to give general feedback. As the process starts, the teacher asked students about what happened and their performance. She asked what mistakes, they noticed they have made. In comparison with the previous class evaluated, students did recognize mistakes. Learners were aware of their

errors and the proper what to say in the target Language. They did an excellent job, even though, they were not at an advanced level yet.

In the interview teacher indicated that she prefers to give oral and individual feedback and the best time to do it is after students made the mistakes, (teacher "Y", personal communication, March 27th, 2018). The answer provided agreed with the observation, she corrected students as soon as they say something wrong. In fact, as they were exposed in front of a class could be a factor that affected their performance and attitude towards feedback. The teacher should analyze what would be the best way to provide feedback.

SURVEY		OBSERVATION		INTERVIEW	
Student reaction and assimilation		Analyzing learning experience		Teacher know- how	
8. How was the team work?		7. Team work		21. How do you think the team work in your class is? Excellent (4)	
	Needs improvement	0,00		0	Needs improvement
	Regular	0,00		1	Regular
	Good	10,00		2	Good
	Very good	55,56		3	Very good
	Excellent	66.67		4	Excellent
					22. What do you do to foster the team work?  Many Activities

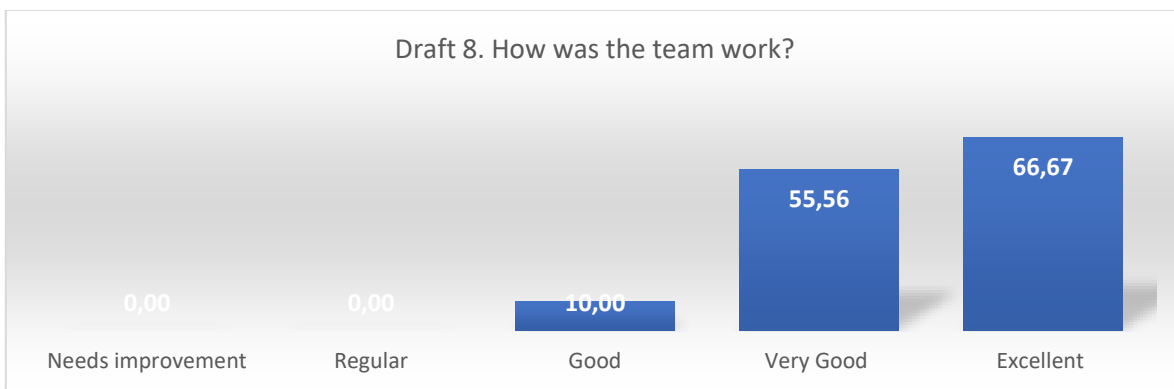
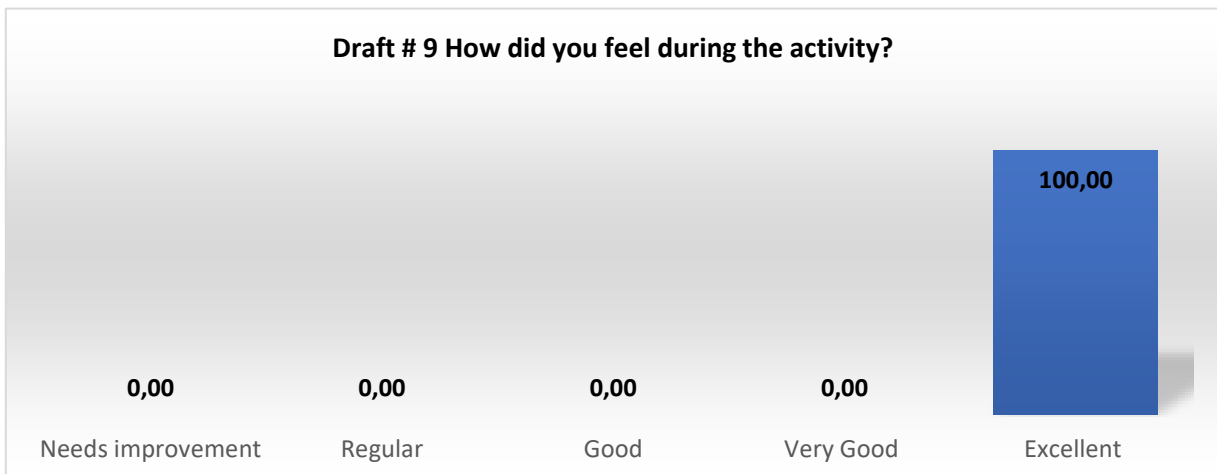


Illustration 39

In question number 8 asked students how the team work was 66.67 % indicated that it was excellent 55,56 % very good and 10,00 % good. According to the observation carried out, the teamwork was very good. Results agreed with the observation. Sometimes, it seemed that only one or two students were working and peers just waiting to have answers to present the role play. They were working individually most of the times. Teacher said in the interview that team work was good in this group, and she uses many activities to improve it.

After analyzing the data, this aspect must be improved, she has to organize roles within the group and foster the team work .

SURVEY			OBSERVATION			INTERVIEW		
Student reaction and assimilation			Analyzing learning experience			Teacher know- how		
9. How did you feel during the activity?			7. Students feel comfortable talking about feelings and opinions			16. Do you ask students what they like or dislike about classes? Usually (2)		
	Needs improvement	0,00		0	Needs improvement			18. Do students have a space to give you feedback? Seldom (4), it is more common to see them giving feedback after classes.
	Regular	0,00		1	Regular			
	Good	0,00		2	Good			
	Very Good	0,00		3	Very Good			
	Excellent	100,00		4	Excellent	x		



*Illustration 40*

In question number 9 asked students how they felt during the activity and application of the techniques, 100% indicated excellent. According to the observation carried out, students were comfortable talking about feelings and opinions during the activity. Their attitude was excellent.

Besides, the Interview asked the teacher if students said what they like or dislike about classes, and she said they usually do. In this second group, answers agreed the teachers barely asked what they had to change in their daily practice. It

is essential to provide those spaces, so the teacher can adapt lesson plans and exercises .

Question number 18 asked teacher if students had a space to give him feedback. She said she seldom does, she indicated that it is more common to see a student providing feedback after the class. It is essential to include a space for students to talk and express their feelings, so the teacher can know them better.

However, they seemed to enjoy what they were doing, even if this was the first time applying a new technique to the class and they looked confused at some moments. They liked the idea of giving feedback to the teacher and listening to classmates' opinions. It is also an excellent signal for the researcher, it means that techniques can be applied more often.

SURVEY		OBSERVATION			INTERVIEW
Student reaction and assimilation		Analyzing learning experience			Teacher know- how
10. How do you describe the student interaction in general?		9. Student interaction during the activity			22. Do you foster healthy student-student relationships and how?
Needs improvement	0,00	0	Needs improvement		(3) Usually, through activities where they must work together
Regular	0,00	1	Regular		
Good	30,00	2	Good	X	
Very Good	10,00	3	Very good		
Excellent	60,00	4	Excellent		

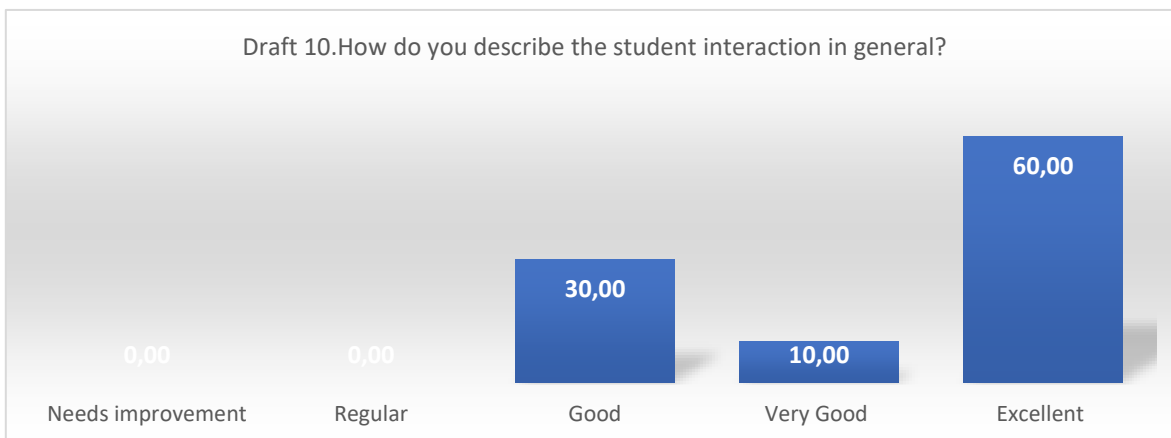


Illustration 41

In question number 10 asked students how they described the student interaction in general 60% indicated that it was excellent, 30% good and 10% thought it was very good. According to the data collected, students did not agree that their interaction was excellent, there was a high percentage that said that was good.

In the observation carried out, interaction was a very good. These information collected matched with questions from the survey. Sometimes students were working alone and they had problems trying to communicate to each other. The result agreed with question #8, there was teamwork in general, but not all of the time. In the interview, the teacher said she always fosters healthy relationships in activities where they have to work together.

SURVEY		OBSERVATION		INTERVIEW
Student reaction and assimilation		Analyzing learning experience		Teacher know-how
11. How would you grade the lesson?		18. Class in general		23. Would you grade your lessons?
Needs improvement	0,00	0	Needs improvement	Excellent (4), I prepare in the class advance to make sure it is a nice experience for students every time.
Regular	0,00	1	Regular	
Good	0,00	2	Good	
Very Good	30,00	3	Very good	
Excellent	70,00	4	Excellent	

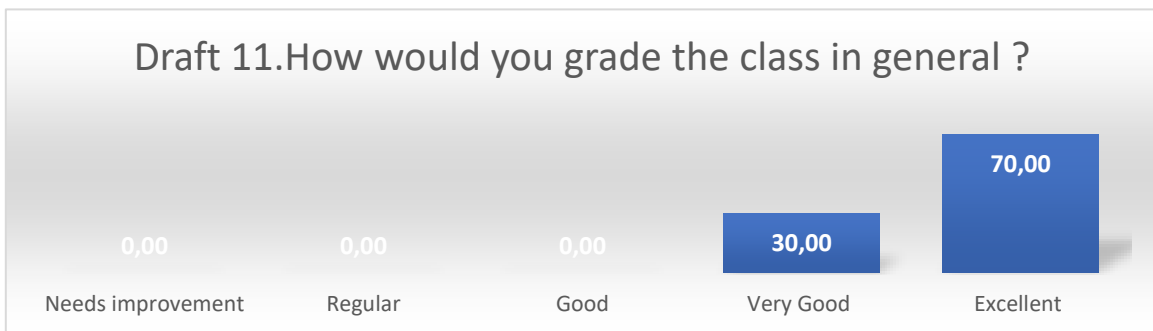


Illustration 42

In question number 11 asked students, how would they grade the class in general 80% indicated that it was excellent and 10 % thought it was very good. As it was mentioned before, it was the first time briefing, debriefing and feedback were applied. Nevertheless, students enjoyed the class and application of new techniques. Results showed teachers that they could use the techniques more often.

When the debriefing process started, they talk about what they like and dislike, how they felt, and how much they need more activities. In the interview, the teacher pointed out her class was excellent because she prepares in advance the lesson to make sure it is a nice experience for students every time.

SURVEY	OBSERVATION	INTERVIEW																			
Student reaction and assimilation	Analyzing learning experience	Teacher know- how																			
<b>12. Did the teacher explain the rules and behaviors not allowed during classes?</b>	<b>3.Explanation and understanding of the instruction</b>	<b>7. Do you usually explain instructions, goals of the day and behaviors not allowed when doing oral activities in the class?</b>																			
<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	x	Usually (3)
Yes	100,00																				
No	0,00																				
0	Needs improvement																				
1	Regular																				
2	Good																				
3	Very Good																				
4	Excellent	x																			

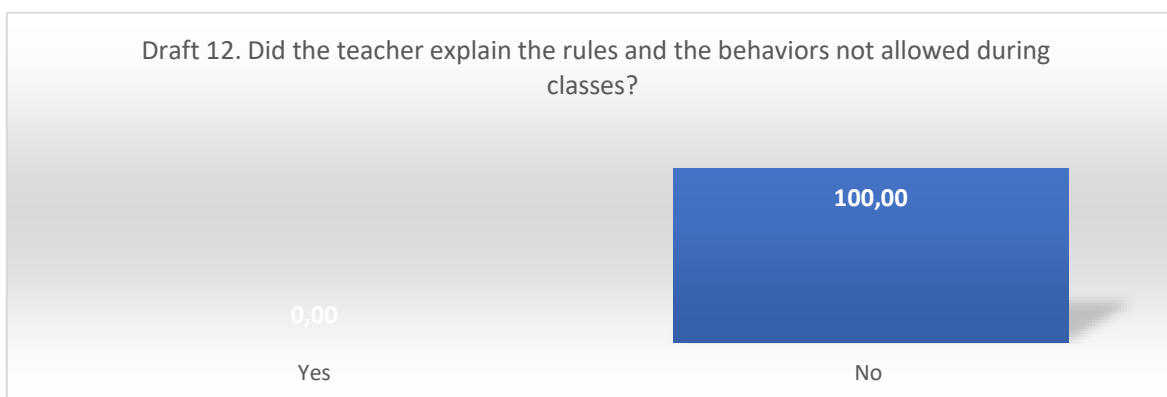


Illustration 43

In question number 12 asked students if the teacher explained the rules, the behaviors and instructions not allowed during class 100% indicated yes and 0% no. In the observation, researchers analyzed this point. In fact, the teacher explained most of the instructions and rules, even though it was hard at the beginning to understand. They could follow steps and accomplished the goals.

In the interview, teacher said that she usually explains rules, goals and instructions of the activity. Briefing seeks for a clear statement of goals, activities and behaviors allowed in order to accomplish the objectives set. Teachers know-how was excellent.

SURVEY	OBSERVATION	OBSERVATION																																		
Student reaction and assimilation	Analyzing learning experience	Analyzing learning experience																																		
13. Do you clearly understand your role during the activity?	5. Teacher explanation of what students have to do?	4. Students respect behaviors and rules given by the teacher																																		
<table border="1"> <tr> <td>Yes</td> <td>100</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	100	No	0	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td>x</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td></td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good	x	4	Excellent		<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td>x</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td></td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good	x	4	Excellent	
Yes	100																																			
No	0																																			
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very Good	x																																		
4	Excellent																																			
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very Good	x																																		
4	Excellent																																			

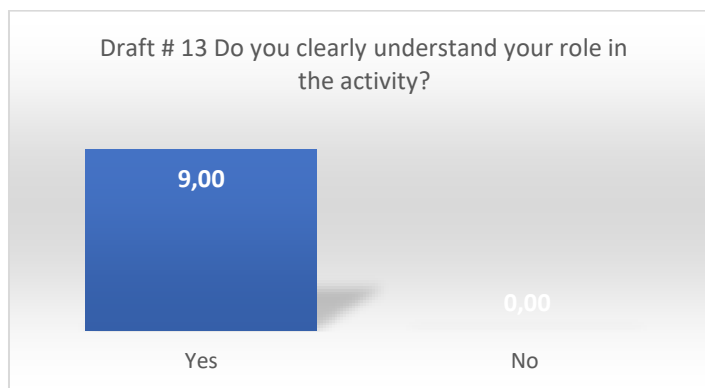


Illustration 44

In question number 3 asked students if they clearly understood their role in the activity 100 % said yes and 0% no. This question was related to the understanding of their role and duty to the group in order to accomplish the goals set at the beginning. Even though students said yes, in the observation, some students asked what they have to do again after the teacher had already explained it before. As it was mentioned in the last question, explanations have to be improved to reach the main goal of the activity. Sometimes, they did not respect the behaviors allowed. In aspect # 4 and #5 the teacher has a very good.

SURVEY	OBSERVATION																			
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																			
<b>15. Did you like to participate in the activity done today?</b>	<b>9. Students participation during the activity</b>																			
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yes</td> <td style="text-align: center;">100,00</td> </tr> <tr> <td>No</td> <td style="text-align: center;">0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td>Regular</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Good</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td>Very good</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td>Excellent</td> <td style="text-align: center;">x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x
Yes	100,00																			
No	0,00																			
0	Needs improvement																			
1	Regular																			
2	Good																			
3	Very good																			
4	Excellent	x																		



*Illustration 45*

In question number 15 asked students if they liked to participate in the activity done today, all the learners answered yes. During the observation, when evaluating students' participation during the activity, it was excellent. Even though, it was the first time applying the activity, students really enjoyed the role they had and experience. In fact, they responded the way expected. It also helped to discover that they should have more spaces to self correct and evaluate their performance. It is important to let them speak about their frustrations and what need to be improved. It was a great class and it can be totally applied again.

SURVEY	SURVEY	OBSERVATION																																		
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																																		
16. Do you think grammar mistakes can be corrected next time?  <table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	17. Teacher carefully explain aspects students need to improve next time?  <table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td>0,00</td> </tr> <tr> <td>1</td> <td>Regular</td> <td>0,00</td> </tr> <tr> <td>2</td> <td>Good</td> <td>0,00</td> </tr> <tr> <td>3</td> <td>Very Good</td> <td>0,00</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>100,00</td> </tr> </table>	0	Needs improvement	0,00	1	Regular	0,00	2	Good	0,00	3	Very Good	0,00	4	Excellent	100,00	12. Students receptive to feedback  <table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>X</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	X
Yes	100,00																																			
No	0,00																																			
0	Needs improvement	0,00																																		
1	Regular	0,00																																		
2	Good	0,00																																		
3	Very Good	0,00																																		
4	Excellent	100,00																																		
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very Good																																			
4	Excellent	X																																		

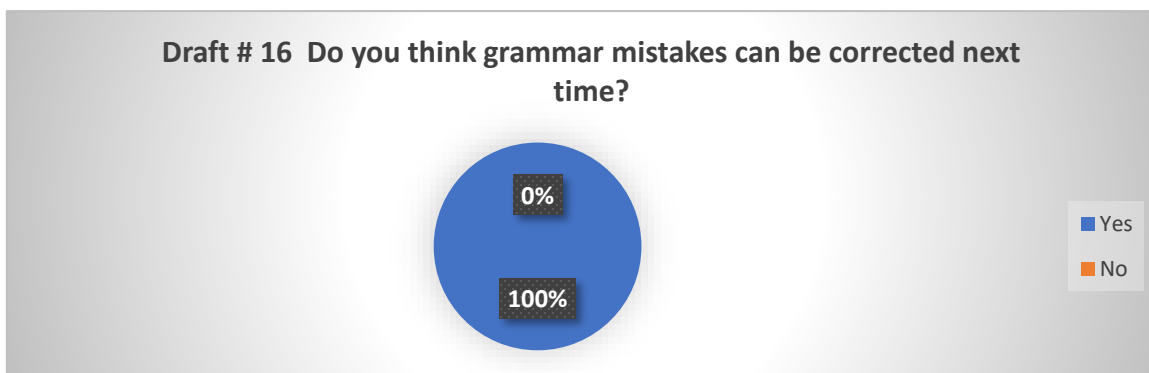


Illustration 46

In question number 16 asked students if they thought that grammar mistakes could be corrected next time, 100% asked yes. Students listened carefully to the teacher, and they were open to make changes. In question number 17 asked students if teacher carefully explained the aspects students had to improve next time, 100% said yes. It matches with the first questions results. If they understood what the mistakes were, as a result, there would be more possibilities that it cannot happen again.

Finally the observation graded if students were receptive to feedback, giving after the debriefing stage. A stage where students said how they felt, what happened, what they thought were wrong. After listening to the students, the

teacher said what was right or wrong, what could be improved next time. Results matched with the aspect appraised in the observation, students' reception to feedback was excellent.

SURVEY	SURVEY	INTERVIEW								
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Teacher know-how</b>								
18. Do you consider group and individual feedback help you to improve your performance?	19. Do you think teachers care about your performance and improvement?	15. Do you consider that group and individual feedback can help you to improve your student's performance?								
<table border="1"> <tr> <td>Yes</td> <td>88,89</td> </tr> <tr> <td>No</td> <td>11,11</td> </tr> </table>	Yes	88,89	No	11,11	<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	Yes, because they can listen classmates, recognize mistakes and be aware of the changes they must do.
Yes	88,89									
No	11,11									
Yes	100,00									
No	0,00									

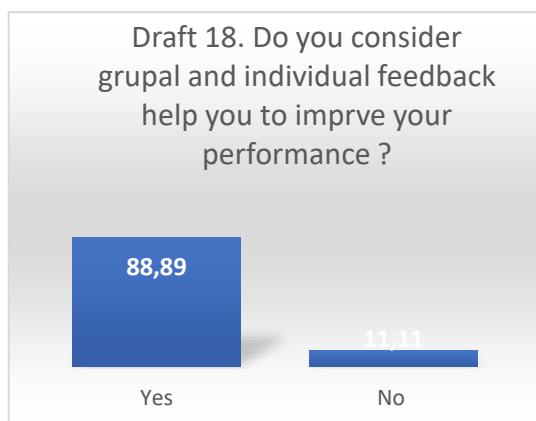


Illustration 47

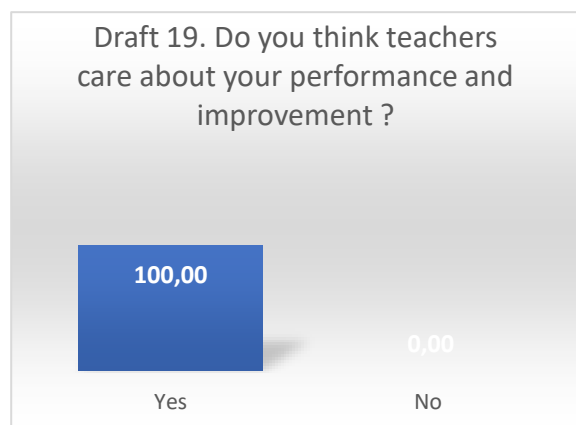


Illustration 48

In question number 18 asked students if they considered group and individual feedback could help them to improve their performance, 88,89% said yes and 11,11 % said no. This aspect graded if learners think any of the feedback described can help to improve their level. A small percentage thought that it could not help, it would be interesting to investigate why they considered this answer. In the class, the feedback used was general and indirect. Students looked comfortable through the lesson when applying it.

Consequently, when asking teacher in the interview the same question, they claimed yes, that it is the only way they can listen classmates, recognize mistakes and be aware of the changes they have to do next time.

Question number 19 asked students, if they thought teachers cared about their performance and improvement. The answer was very positive, because they considered that they did. It would be important to analyze what would be the best way to provide feedback, so all students can agree about the way it has to be given.

SURVEY	OBSERVATION																				
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																				
20. Would you liked to have more opportunities for self-assessment after speaking in English during classes?  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Yes</td> <td style="text-align: right;">100,00</td> </tr> <tr> <td>No</td> <td style="text-align: right;">0,00</td> </tr> </table>	Yes	100,00	No	0,00	6. Self-assessment <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">0</td> <td style="width: 60%;">Needs improvement</td> <td style="width: 30%;"></td> </tr> <tr> <td style="text-align: center;">1</td> <td>Regular</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Good</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td>Very good</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td>Excellent</td> <td style="text-align: center;">x</td> </tr> </table>		0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x
Yes	100,00																				
No	0,00																				
0	Needs improvement																				
1	Regular																				
2	Good																				
3	Very good																				
4	Excellent	x																			

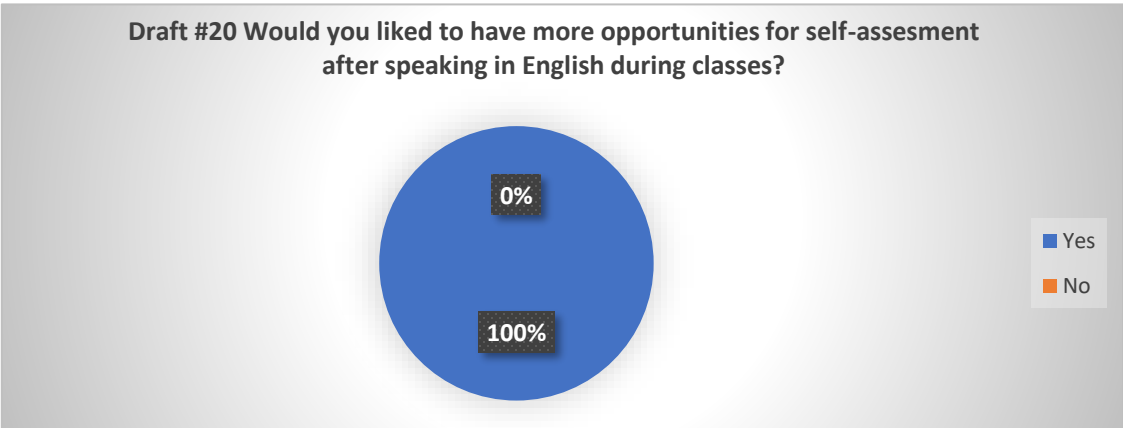


Illustration 49

In question number 20 asked students if they would like to have more opportunities for self-assessment after speaking English during classes, 100% said yes and 0% said no. This was the first time applying these techniques and doing self-assessment. The results obtained from the Survey and Observation were excellent and positive towards the application of briefing, debriefing and feedback. Students' respond and assimilation were positive.

SURVEY	SURVEY	OBSERVATION																							
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																							
21. Do you think the learning experience improved?	22. Do you think the activity help you to reinforce contents?	16. Learning experience																							
<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1"> <tr> <td></td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>0</td> <td>Regular</td> <td></td> </tr> <tr> <td>1</td> <td>Good</td> <td></td> </tr> <tr> <td>2</td> <td>Very good</td> <td></td> </tr> <tr> <td>3</td> <td>Excellent</td> <td>x</td> </tr> </table>		Needs improvement		0	Regular		1	Good		2	Very good		3	Excellent	x
Yes	100,00																								
No	0,00																								
Yes	100,00																								
No	0,00																								
	Needs improvement																								
0	Regular																								
1	Good																								
2	Very good																								
3	Excellent	x																							

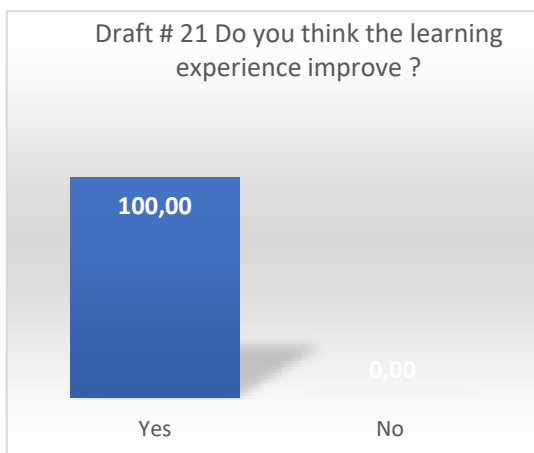


Illustration 50

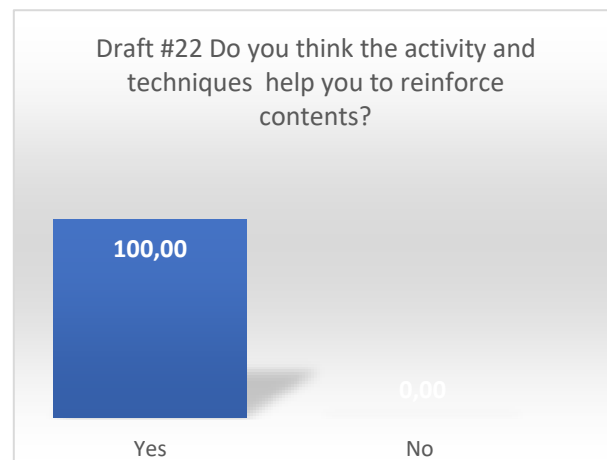


Illustration 51

In question number 21 asked students if the learning experience improved, 100% said Yes and 0%. This is a relevant aspect because the main goal was to apply briefing, debriefing and feedback, then to grade if the learning experience improved

in class. This statement was accomplished from students' opinion. Survey also asked question number 22 if techniques helped them to reinforce contents, the draft shows excellent results, 100 % of students indicated yes.

Finally, the learning experience was analyzed through the observation, and it definitely improved. In comparison to Group #1 all students also participated, they self-assessed was good and they could debrief after the activity without any problem. They also worked together as a team and they looked for solutions. The class was enriched according to the Teacher "Y ", and it gave her a new perspective.

SURVEY	OBSERVATION	INTERVIEW																																		
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teachers know-how</b>																																		
<p>23. Should you have more spaces to also speak about activities done, opinions and critics about classmates' performance?</p> <table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<p>24. Goals accomplished</p> <table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x	<p>26. Should students have more spaces where they can speak about the activities done, opinions and critics about their classmate's performance?</p> <table border="1"> <tr> <td>0</td> <td>Never</td> <td></td> </tr> <tr> <td>1</td> <td>Seldom</td> <td></td> </tr> <tr> <td>2</td> <td>Often</td> <td></td> </tr> <tr> <td>3</td> <td>Usually</td> <td></td> </tr> <tr> <td>4</td> <td>Always</td> <td>x</td> </tr> </table>	0	Never		1	Seldom		2	Often		3	Usually		4	Always	x
Yes	100,00																																			
No	0,00																																			
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very good																																			
4	Excellent	x																																		
0	Never																																			
1	Seldom																																			
2	Often																																			
3	Usually																																			
4	Always	x																																		



Illustration 52

In question number 23 asked students if they should have more spaces to speak about activities done, opinions and critics about classmates' performance, 100% students said yes and 0 % no. This aspect was grading the impact of applying briefing, debriefing and feedback, also if students wanted more chances having a lesson as the one did that day. The answer was positive, matching with the answers below, they liked it and they wanted to do it again. The goals were

accomplished in the observation, there are some points to be improved relate to teachers' know-how, but they did an excellent job in general.

Question number 23 was asked in the interview. Teachers agreed that students really need to have more chances to self assess, to express opinions and to work together as a team. This question matched with the results from the survey.

<b>INTERVIEW</b>	<b>INTERVIEW</b>
<b>Teacher know-how</b>	<b>Teacher know- how</b>
8. Do you take into consideration previous knowledge and contents before planning an activity?	11. Do the activities have a relationship with the contents?
Always (4)	Always (4)

Question number 8 from the interview asked teachers if they took into consideration prior knowledge and contents before planning an activity. The professor said that she always does. Question number 11 also asked teachers if the relationship has a relationship with the contents, she said yes. This answer agreed with answer #8.

These are important aspects of the Know-how teacher must have, a well-planned activity can reinforce and help students in many ways. If they use the topics seen and knowledge they already know would be easier to accomplish the goals from the curricula.

<b>INTERVIEW</b>	<b>INTERVIEW</b>	<b>INTERVIEW</b>
<b>Teacher know-how</b>	<b>Teacher know-how</b>	<b>Teacher know-how</b>
19. Do you know what Briefing and Debriefing are?	20. What are the three stages of Debriefing process?	21. What are two advantages of Briefing and Debriefing?
No	No	No

Questions number 19, number 20, number 21 were trying to know the previous knowledge teacher had about the techniques applied in the class. When asking the teacher “Y”, she pointed out that she did not know anything about what briefing, debriefing was or neither advantages nor stages they have. Results agreed with Group number 1 where the teacher either did. It was a challenge to apply them if the teacher did not know what they were. Researcher had to explain deeply this information, so teacher could be able to apply them later.

In the observation, it was also evaluated that new know-how teacher had. As a conclusion, even know it was the first time using the techniques in a class, the results were excellent. Teacher could improve Briefing Stage, which is the one they had more troubles explaining. Clear commands can give students confidence on what they are doing and effectiveness in their work.

### GROUP #3

Teacher "Z"  
Native Speaker  
Age 22-26  
Address Heredia  
Experience: 2-3 years  
Level W6-A  
Schedule Saturdays afternoon  
Sample 6 students

#### GENERAL INFORMATION OF THE GROUP

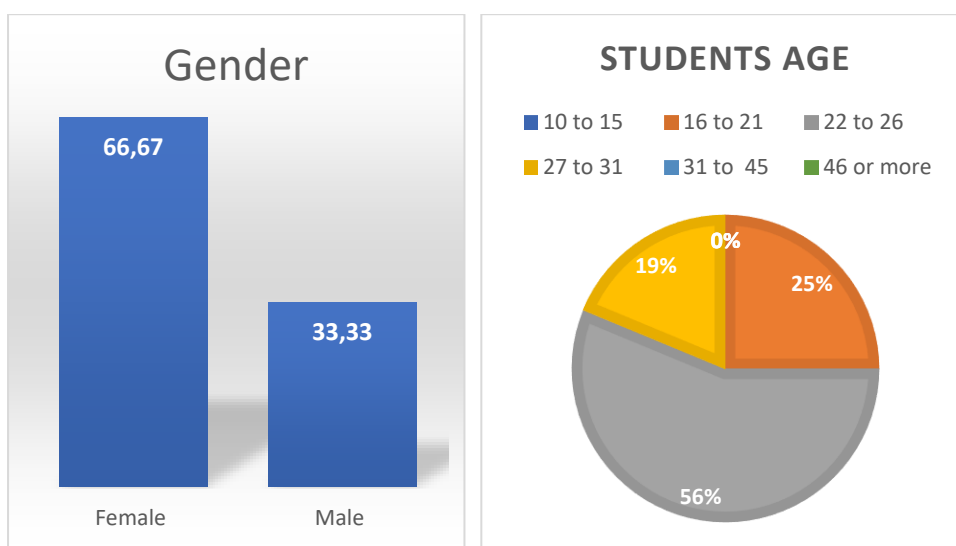


Illustration 53

Illustration 54

The sample of the third group was made up of 5 students, 66.67 % were female students and 33.33 were male students. 56 % of the students were between 22 to 26 years old, 25% between 16 to 21 years old and 19% 24/ around 27 to 31 years old. In general terms, this was the group with the youngest population.

### 3. Where do you live?

1	Heredia	33,33
2	San Jose	55,56
3	Alajuela	11,11
4	Cartago	0,00
5	Limón	0,00
6	Guanacaste	0,00
7	Puntarenas	0,00

### 4. Currently Working

YES	100
NO	0

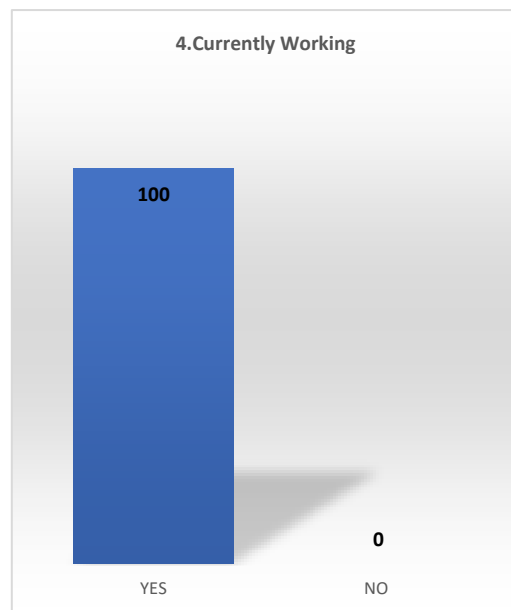
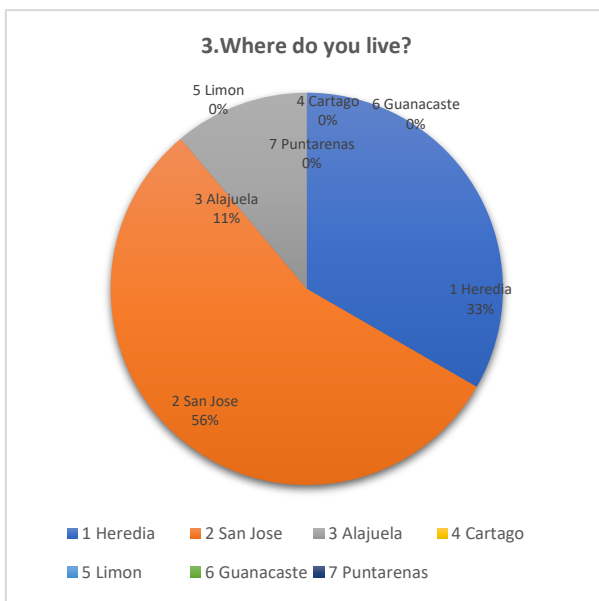


Illustration 55

Illustration 56

As it is shown in the third illustration, 56% of the students are from San Jose, 33% from Heredia and 11% from Alajuela. There are no students in Puntarenas, Cartago and Limon. In the fourth illustration, it can be noticed that all the learners are working. It could be a reason to choose this schedule, and Wizard as an institute because are located in a commercial zone.

SURVEY	OBSERVATION	INTERVIEW																									
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know-how</b>																									
Question # 1 How do you think the Teacher presented the activity?	1. Presentation of the activity	9, How do you plan an activity? What steps do you follow? level ,population and age . Groups are diferent , maybe one activity can work for a specific level but not for all the population.																									
<table border="1"> <tr> <td>Needs improvement</td> <td>0,00</td> </tr> <tr> <td>Regular</td> <td>0,00</td> </tr> <tr> <td>Good</td> <td>0,00</td> </tr> <tr> <td>Very Good</td> <td>0,00</td> </tr> <tr> <td>Excellent</td> <td>100,00</td> </tr> </table>	Needs improvement	0,00	Regular	0,00	Good	0,00	Very Good	0,00	Excellent	100,00	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>X</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	X	<p>10. When planning an activity what is the main goal? to provide spaces to use the target language and put into practice what have been learned</p> <p>21. How often do you present the extra activities to be carried out in classes? Always</p>
Needs improvement	0,00																										
Regular	0,00																										
Good	0,00																										
Very Good	0,00																										
Excellent	100,00																										
0	Needs improvement																										
1	Regular																										
2	Good																										
3	Very Good																										
4	Excellent	X																									

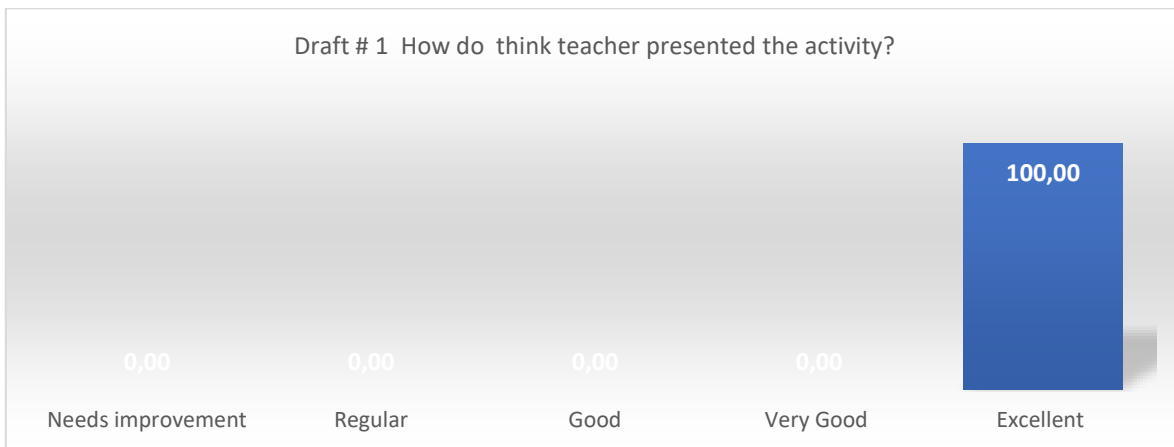


Illustration 57

One of the most important aspects of introducing the technique Briefing is the way the lesson is introduced to the students. It would define if they like or dislike what they will do, as a result, they will know what to expect. In question question number 1 from the survey, researcher asked how was the presentation of the activity, from a group of 5 students 100% said that it was Excellent.

On the other hand, when the class was observed, it was evaluated the way the activity was presented. The grade was excellent. The teacher successfully presented the activity following every step from Briefing. She pointed out in the interview that she had a previous knowledge about the process of Briefing, so it

made easier to apply it in the correct way. It also gave confidence to the group and Professor.

In the interview, the researcher asked the teacher in question number 9 how she planned an activity, she pointed out that she takes into account; level, population and age. Groups are different, maybe one activity can work for a specific learner, but not for all the population. In question number 10 asked what the main goal of including them was, she pointed out her objective is to provide spaces to use the target language and put into practice what they have learned.

In question number 21 asked how often teacher present the extra activities to be carried out in classes, she responded that she always does, it is an important stage and the foundation of every activity. It is the guideline they must follow, if not they will not reach the goals.

SURVEY			OBSERVATION			INTERVIEW		
Student reaction and assimilation			Analyzing learning experience			Teacher know-how		
Question # 2 Teacher motivated students to participate in the activity?			2. Students attitude through the activity			23.How do you perceive student's attitude after doing oral activities Excellent ( 4)		
1	Needs improvement	0,00	0	Needs improvement				
2	Regular	0,00	1	Regular				
3	Good	0,00	2	Good				
4	Very good	16.67	3	Very good				
5	Excellent	83.33	4	Excellent			x	

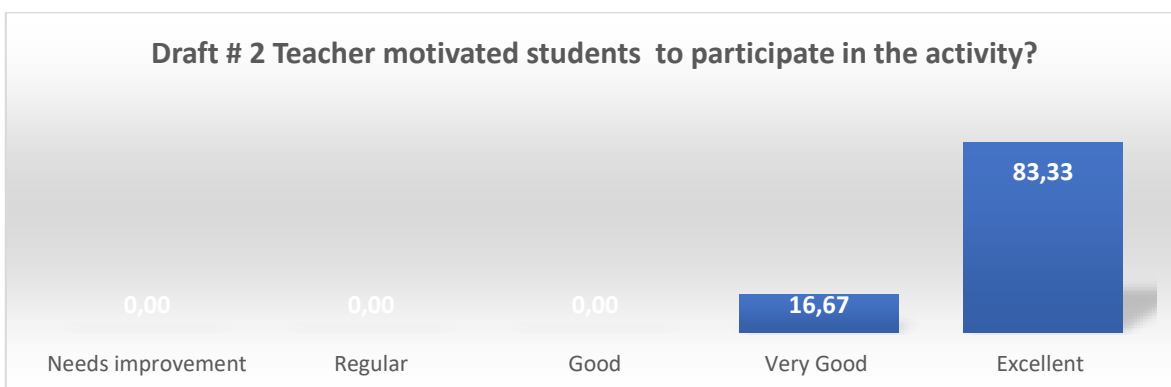


Illustration 58

According to the illustration fifty eighth 83.33 % of the students said that the motivation given to participate in the activity was excellent, meanwhile 16.67 %of the students said that it was very good. Results were positive in the aspect evaluated. On the other hand, when observing the class, the motivation was excellent. It coincided with the student's opinion. She specified the goals to be accomplished that day, for example to practice the use of auxiliaries, to work on fluency and speaking.

In the survey in question number 23, it was asked to the teacher how the perception of the student's attitude was after doing oral activities, for what she

replied that it was excellent. This information provided matched with the Survey and observation done. They were comfortable using the target language. In addition, they tried to take advantage of every space provided to give opinions to class and teacher.

SURVEY		OBSERVATION		INTERVIEW	
Student reaction and assimilation		Analyzing learning experience		Teacher know-how	
Question# 3 How was the environment provided by the teacher?		17.Environment provided to students		12. How will you grade your class environment? Excellent	
Needs improvement	0,00	0	Needs improvement		
Regular	0,00	1	Regular		
Good	0,00	2	Good		
Very Good	0,00	3	Very good		
Excellent	100,0	4	Excellent	x	

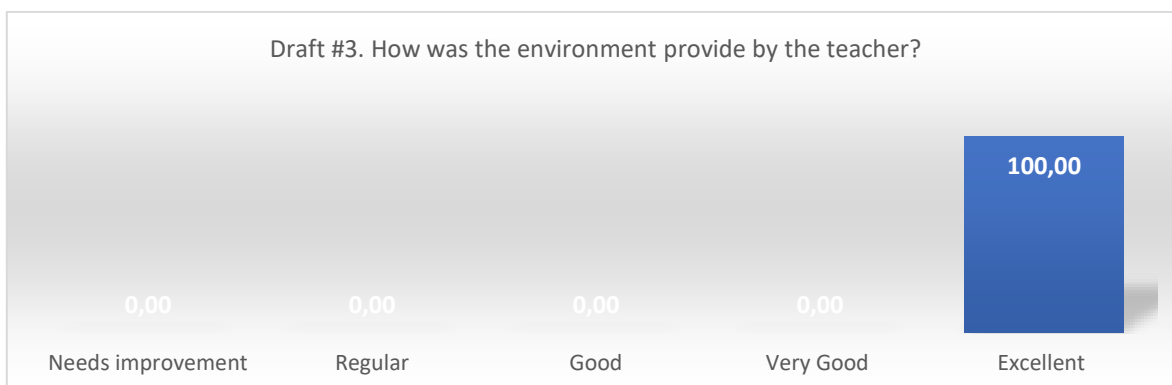


Illustration 59

In question number 3 asked students how the environment was provided by the teacher, 100,00% indicated that it was excellent. As a result the answers are positive, a good environment will foster participation and motivation. According to the observation carried out, the environment was excellent. As in Group number 1 and Group number 2, the teacher tried to motivate students to participate and to feel comfortable during the whole class. The professor gave them confidence to

ask questions and she also guided them during the process when they seemed to be disoriented.

In addition, the fact of providing students a space to express feelings was highly receptive and positive. When interviewing the teacher, she pointed out that the environment was excellent. Information collected through the instruments matched. By observing the students in the class it could be observed that learners' attitude and performance were outstanding.

SURVEY			OBSERVATION		
Student reaction and assimilation			Analyzing learning experience		
4. How was the teacher role before, during and at the end of the activity?			21. Teacher performance before during and at the end of the activity,		
	Needs improvement	0,00		Needs improvement	
	Regular	0,00		1 Regular	
	Good	0,00		2 Good	
	Very good	0,00		3 Very good	
	Excellent	100,00		4 Excellent	X

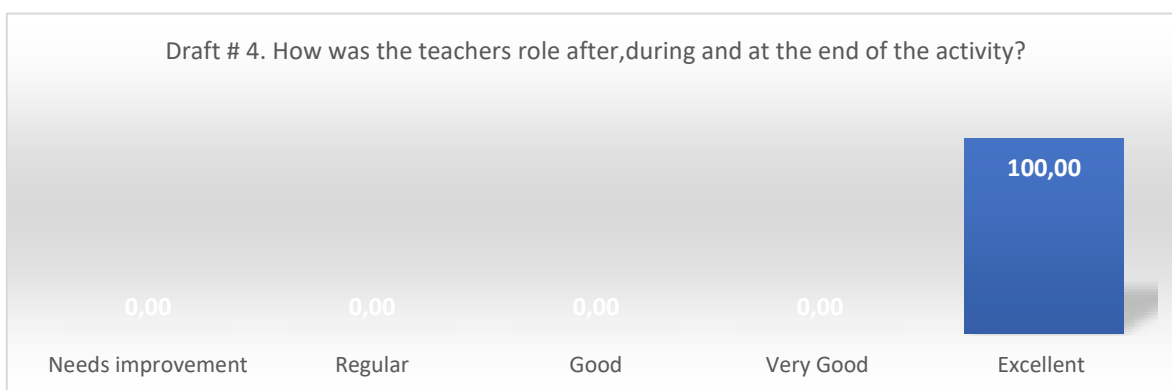


Illustration 60

Question number 4 students were asked about the teacher role after, during and at the end of the activity. 100,00% indicated that it was excellent. She applied the techniques the way that it was expected. According to the observation carried out

the teacher performance before, during and after the activity was excellent too.

Results agreed in both instruments.

SURVEY		OBSERVATION																					
Student reaction and assimilation		Analyzing learning experience																					
5. Was the class dynamic?		9. Students 'participation during the activity																					
<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>		Yes	100,00	No	0,00	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>			0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	x
Yes	100,00																						
No	0,00																						
0	Needs improvement																						
1	Regular																						
2	Good																						
3	Very Good																						
4	Excellent	x																					
15. Did you like to participate in the activity done today?																							
<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>		Yes	100,00	No	0,00																		
Yes	100,00																						
No	0,00																						

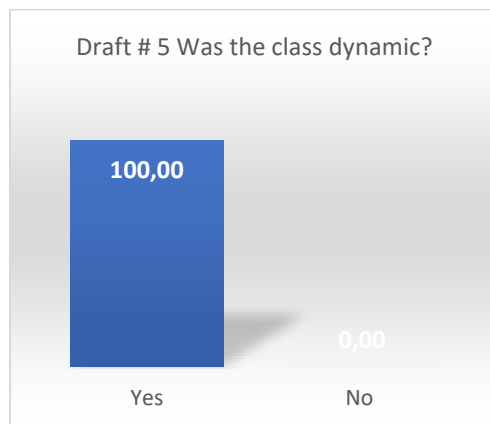


Illustration 61



Illustration 62

The survey asked in question number 5 if the class was dynamic 100% of the learners answered yes. They agreed that the class was dynamic, interesting and different. The results coincide with question number 15 where students pointed out that they liked to participate in the activity done today, all the learners answered yes. It means that the new techniques and activities could be applied again. These

results agreed with the observation where students were evaluated. Their participation was excellent, they use the target language as much as they could. Excellent motivation and team work.

SURVEY	OBSERVATION	INTERVIEW																														
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know-how</b>																														
6. How do you think the teacher handled students 'opinions, feelings and opinions during the class? <table border="1"> <tr><td>0</td><td>Needs improvement</td><td></td></tr> <tr><td>1</td><td>Regular</td><td></td></tr> <tr><td>2</td><td>Good</td><td></td></tr> <tr><td>3</td><td>Very good</td><td></td></tr> <tr><td>4</td><td>Excellent</td><td>X</td></tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	X	3. Teacher receptive to feedback <table border="1"> <tr><td>0</td><td>Needs improvement</td><td></td></tr> <tr><td>1</td><td>Regular</td><td></td></tr> <tr><td>2</td><td>Good</td><td></td></tr> <tr><td>3</td><td>Very good</td><td></td></tr> <tr><td>4</td><td>Excellent</td><td>X</td></tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	X	18. Do students have a space to give you feedback? Always (4)
0	Needs improvement																															
1	Regular																															
2	Good																															
3	Very good																															
4	Excellent	X																														
0	Needs improvement																															
1	Regular																															
2	Good																															
3	Very good																															
4	Excellent	X																														
14. Did the teacher listen carefully to student's opinion? <table border="1"> <tr><td>Yes</td><td>100,00</td></tr> <tr><td>No</td><td>0,00</td></tr> </table>	Yes	100,00	No	0,00		25. How do you handle student's opinions, feelings and frustration? Excellent, after they finished an exercise they always express their opinion about it.																										
Yes	100,00																															
No	0,00																															

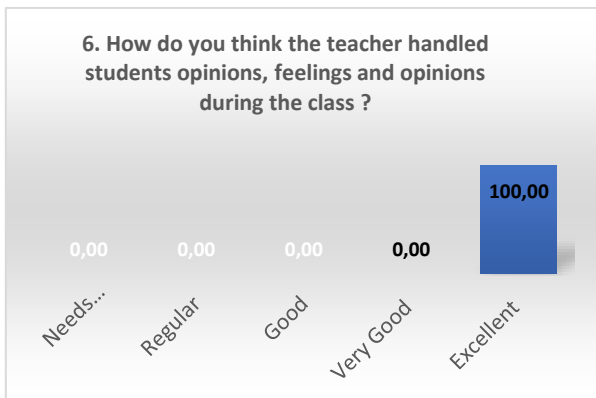


Illustration 63

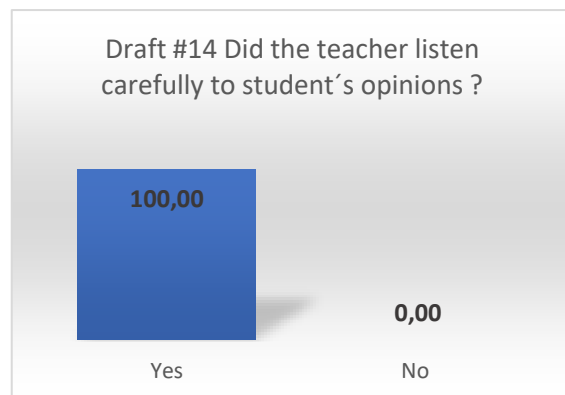


Illustration 64

The survey asked pupils in question number 6 how the instructor handled students' opinions, feelings during the class the class, 83.33 % said thought it was excellent and 16,67% that it was very good. A main aspect that influenced to reach that grade could be that she showed a proper handling of learners'

frustrations. She encouraged them, when they tried to give up speaking. She always let them know their strengths.

In question number 14 asked students if teacher listened carefully to students' opinions, 100% of the group said yes. She paid attention to each student, then she wrote down their comments and opinions. Finally, she based the feedback on what students said and reinforced the contents in the mistakes they have made.

When doing debriefing, one of the most meaningful spaces students have is talk about what happened, what could be improved next time or what they dislike of the activity. Classes usually do not give a space to talk. It is unfortunate because it could really enrich the class and the teacher performance.

SURVEY	OBSERVATION	INTERVIEW																				
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know-how</b>																				
7. How do you consider the way Teacher provides feedback?	15. The way the feedback was given by the teacher	13. How do you provide feedback Oral and group feedback																				
<table border="1"> <tr><td>Needs improvement</td><td>0,00</td></tr> <tr><td>Regular</td><td>0,00</td></tr> <tr><td>Good</td><td>00,00</td></tr> <tr><td>Very good</td><td>00,00</td></tr> <tr><td>Excellent</td><td>100,00</td></tr> </table>	Needs improvement	0,00	Regular	0,00	Good	00,00	Very good	00,00	Excellent	100,00	<table border="1"> <tr><td>Needs improvement</td><td></td></tr> <tr><td>Regular</td><td></td></tr> <tr><td>Good</td><td></td></tr> <tr><td>Very good</td><td></td></tr> <tr><td>Excellent</td><td>x</td></tr> </table>	Needs improvement		Regular		Good		Very good		Excellent	x	14. Best time to provide feedback  At the end of the class
Needs improvement	0,00																					
Regular	0,00																					
Good	00,00																					
Very good	00,00																					
Excellent	100,00																					
Needs improvement																						
Regular																						
Good																						
Very good																						
Excellent	x																					

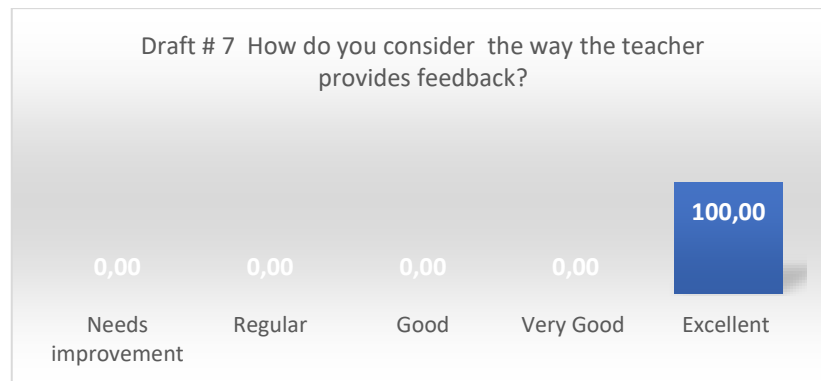


Illustration 65

In question number 7 asked how they considered the way teacher provided feedback 100,00% indicated that it was excellent. The results were a positive signal for the instructor. It showed that students were comfortable with how their mistakes were treated. The know-how teacher had been excellent because she was aware of students needs and preferences. As a result, they were satisfied with the teacher performance.

In the interview, the teacher indicated that she prefers to give oral and general feedback after the class is done. When a teacher is communicating the information in general, students can be more receptive to the content. They will not

feel embarrassed or uncomfortable. In fact, general feedback can provide a space for the whole class to reflect. Usually, they recognize the same classmates' mistakes when listening to the teacher.

Subsequently, the way the Feedback was given to students was excellent according to the observation carried out. The teacher followed debriefing and feedback procedure. She waited until they finished talking, self correcting and expressing opinions to finally give general feedback.

SURVEY		OBSERVATION	INTERVIEW
Student reaction and assimilation		Analyzing learning experience	Teacher know-how
8. How was the team work?		7. Team work	21. How do you think the team work in your class is? Excellent (4)
Needs improvement	0,00	0 Needs improvement	22. What do you do to foster the team work?  I always include activities where students can work in pairs or groups. They get used to the procedure, so they can work even faster in groups than individual.
Regular	0,00	1 Regular	
Good	0,00	2 Good	
Very good	00,00	3 Very good	
Excellent	100,00	4 Excellent x	

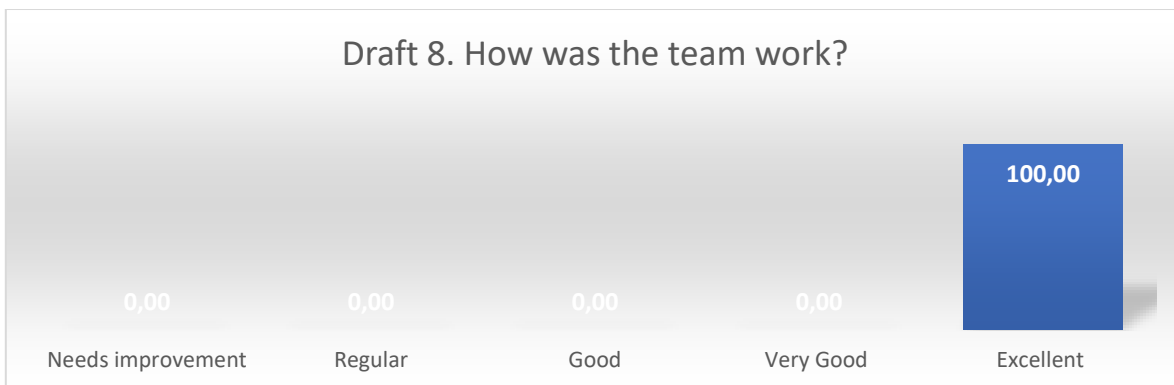


Illustration 66

In question number 8 asked students how the team work was 100 % indicated that it was Excellent. Results agreed to the interview. The teacher pointed out that she always includes activities where students can work in pairs or groups. They become used to the procedure, so they can work even faster than individually.

According to the observation carried out, the teamwork was Excellent. Results agreed with the Survey and Interview. The use of team building activities can foster students' interaction or team work. In this group, it was showed how well they can work together. They found solutions easily, ask for classmates help and the activity took less time than groups number 1 and number 2.

SURVEY			OBSERVATION			INTERVIEW		
Student reaction and assimilation			Analyzing learning experience			Teacher know-how		
9. How did you feel during the activity?			7. Students feel comfortable talking about feelings and opinions			16. Do you ask students what they like or dislike about classes? Always (4)		
	Needs improvement	0,00				18. Do students have a space to give you feedback?  Always (4), I asked them if they would like to change something after classes.		
	Regular	0,00	0	Needs improvement				
	Good	0,00	1	Regular				
	Very Good	0,00	2	Good				
	Excellent	100,00	3	Very Good				
			4	Excellent	X			

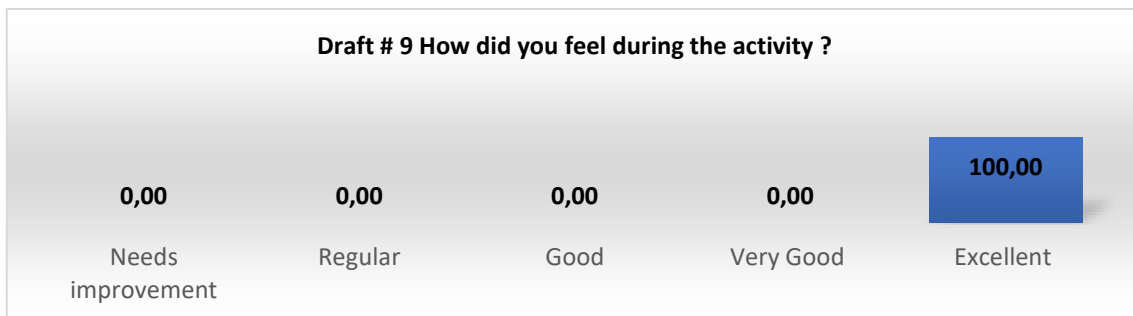


Illustration 67

In question number 9 asked students how they felt during the activity and application of the techniques, 100% indicated that it was excellent. According to the observation carried out, students were comfortable talking about feelings and opinions during the activity. Their attitude was excellent. In comparison with the other two groups, this group was the one that got the best results during the process.

Besides ,the Interview asked if the teacher asks students what they like or dislike. She claimed that she always does. Question number 18 asked if students have a space to give instructors feedback. She said Always. It might be that listening to them have helped the teacher to adequate lesson plan according to pupils´ personalities and needs. It could be a reason why all the answers are positive for both sides.

SURVEY		OBSERVATION			INTERVIEW
Student reaction and assimilation		Analyzing learning experience			Teacher know-how
10. How do you describe the student interaction in general?		9. Student interaction during the activity			22. Do you foster healthy student-student relationships and how?
Needs improvement	0,00	0	Needs improvement		Always, through activities where they have to work together
Regular	0,00	1	Regular		
Good	0,00	2	Good		
Very good	16,67	3	Very good		
Excellent	83.33	4	Excellent	x	

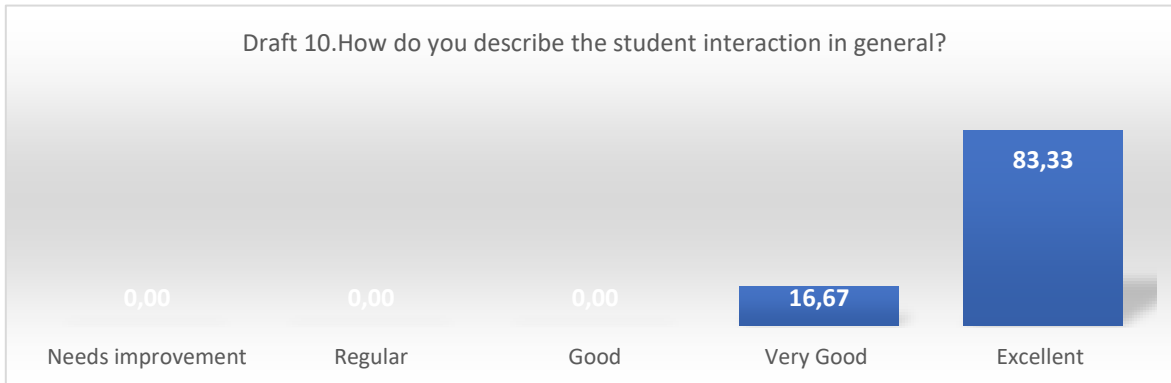
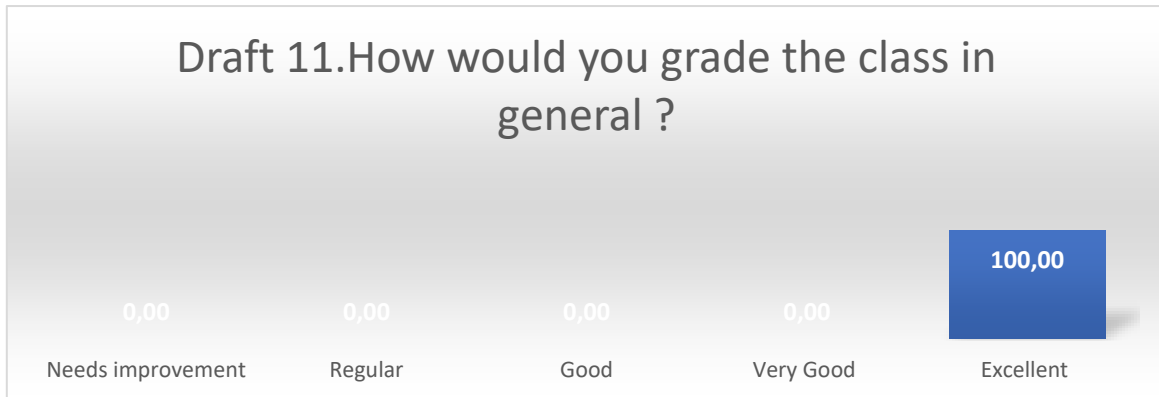


Illustration 68

In question number 10 asked students how they described the student interaction in general, 83.33 showed that it was Excellent, 16.67 very good. In the observation carried out, Interaction was an excellent. These information collected matches with questions from the survey. Each group was working as a team, each person had a role and a goal. They all participated during the class.

Results agreed with question number 8, it could be observed the team work the whole time. In the interview, the teacher said she always fostered healthy relationships in activities where they have to work together.

SURVEY		OBSERVATION		INTERVIEW
Student reaction and assimilation		Analyzing learning experience		Teacher know-how
11. How would you grade the lesson?		18. Class in general		23. Would you grade your lessons?
Needs improvement	0,00	0	Needs improvement	Excellent (4), I prepare in advance the class to make sure it is a nice experience for students every time.
Regular	0,00	1	Regular	
Good	0,00	2	Good	
Very Good	0,00	3	Very Good	
Excellent	100,00	4	Excellent	



*Illustration 69*

In question number 11 asked students, how would they grade the class in general, 100% indicated that it was excellent. As it was mentioned before, this was the first time that briefing, debriefing and feedback were applied. However, students enjoyed the class and application of new techniques. Results showed on group# 3 that teachers could also use the techniques more often.

When the debriefing process started, they talked about what they like and dislike, how they felt and how much they need more activities like the one done. In the interview, the teacher pointed out her class is excellent because she also prepares in advance the lesson to make sure it is a nice experience for students every time.

SURVEY	OBSERVATION	INTERVIEW																			
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teacher know how</b>																			
12. Did the teacher explain the rules and behaviors not allowed during classes?	3.Explanation and understanding of the instruction	7. Do you usually explain instructions, goals of the day and behaviors not allowed when doing oral activities in the class?																			
<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very Good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very Good		4	Excellent	x	Always (4), it is a requirement.
Yes	100,00																				
No	0,00																				
0	Needs improvement																				
1	Regular																				
2	Good																				
3	Very Good																				
4	Excellent	x																			

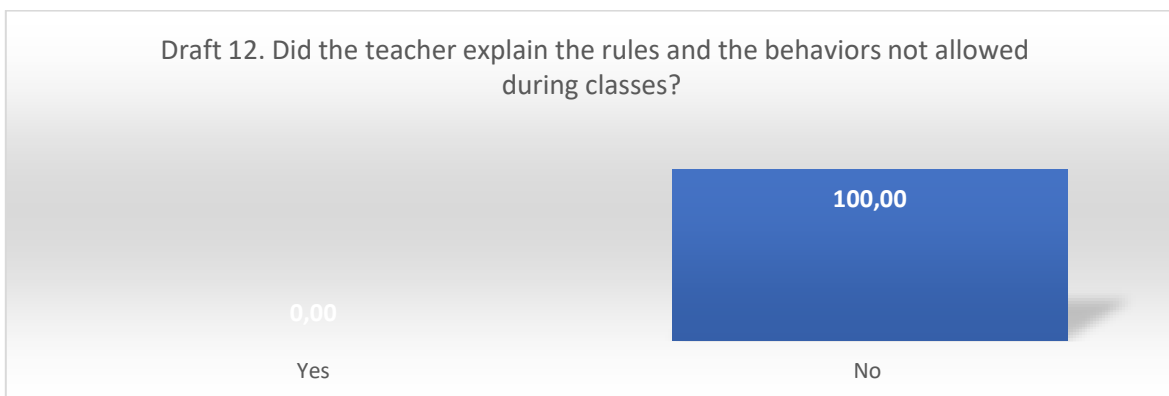


Illustration 70

In question number 12 asked students if the teacher explained the rules, the behaviors and instructions not allowed during class, 100% indicated yes and 0% no. In the observation, researchers analyzed this point. In fact the teacher took the time to clearly explain every step, instruction and goal. They explained the behaviors accepted and what would be the guidelines to follow.

In the interview, teacher said that she always (4) explain rules, goals and instructions of the activity. Briefing seeks for a clear statement of goals, activities and behaviors allowed in order to accomplish the objectives set. Teacher's know how was Excellent. After analyzing the three instruments results agreed with the evaluation.

SURVEY	OBSERVATION	OBSERVATION																																		
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Analyzing learning experience</b>																																		
13. Do you clearly understand your role during the activity?	5. Teacher explanation of what students have to do?	4. Students respect behaviors and rules given by the teacher																																		
<table border="1"> <tr> <td>Yes</td> <td>100</td> </tr> <tr> <td>No</td> <td>0</td> </tr> </table>	Yes	100	No	0	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x
Yes	100																																			
No	0																																			
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very good																																			
4	Excellent	x																																		
0	Needs improvement																																			
1	Regular																																			
2	Good																																			
3	Very good																																			
4	Excellent	x																																		

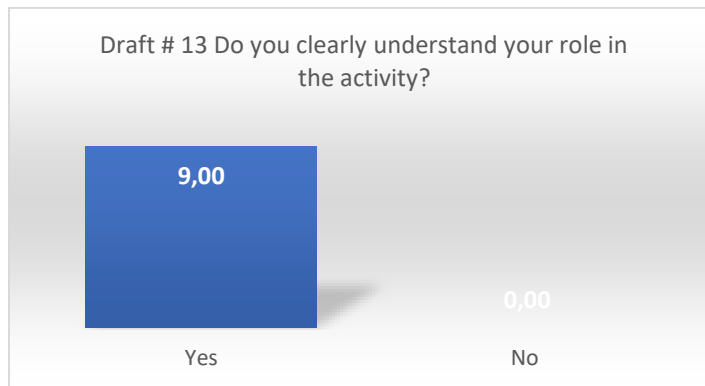


Illustration 71

In question number 13 asked students if they clearly understood their role in the activity 100 % said yes and 0% no. This question was related to the understanding of their role and duty to the group in order to accomplish the goals set at the beginning. As it was mentioned before, Briefing technique was carried out correctly, which it helped students to understand their roles during the activity. Instruments all coincided with the results. Every aspect was clear, for it contributed to the perfect development of it.

SURVEY	OBSERVATION																			
Student reaction and assimilation	Analyzing learning experience																			
15. Did you like to participate in the activity done today ?	9. Students participation during the activity																			
<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	<table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x
Yes	100,00																			
No	0,00																			
0	Needs improvement																			
1	Regular																			
2	Good																			
3	Very good																			
4	Excellent	x																		



Illustration 72

In question number 15 asked students if they like to participate in the activity done today, all the learners answered yes. During the observation, when evaluating students' participation during the activity was Excellent. Even though, it was the first time applying the activity, students really enjoyed the role they have and experience. In fact, they responded in the way expected. It also helped to discover that they should have more spaces to self correct and evaluate their performance. It is important to let them speak about their frustrations and what need to be improved. It was a great class and it can be totally apply again.

SURVEY	SURVEY	OBSERVATION																																		
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																																		
16. Do you think grammar mistakes can be corrected next time?  <table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	17. Teacher carefully explain aspects students need to improve next time?  <table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td>0,00</td> </tr> <tr> <td>1</td> <td>Regular</td> <td>0,00</td> </tr> <tr> <td>2</td> <td>Good</td> <td>0,00</td> </tr> <tr> <td>3</td> <td>Very good</td> <td>0,00</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>100,00</td> </tr> </table>	0	Needs improvement	0,00	1	Regular	0,00	2	Good	0,00	3	Very good	0,00	4	Excellent	100,00	12. Students receptive to feedback  <table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td>0,00</td> </tr> <tr> <td>1</td> <td>Regular</td> <td>0,00</td> </tr> <tr> <td>2</td> <td>Good</td> <td>0,00</td> </tr> <tr> <td>3</td> <td>Very good</td> <td>0,00</td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>100,00</td> </tr> </table>	0	Needs improvement	0,00	1	Regular	0,00	2	Good	0,00	3	Very good	0,00	4	Excellent	100,00
Yes	100,00																																			
No	0,00																																			
0	Needs improvement	0,00																																		
1	Regular	0,00																																		
2	Good	0,00																																		
3	Very good	0,00																																		
4	Excellent	100,00																																		
0	Needs improvement	0,00																																		
1	Regular	0,00																																		
2	Good	0,00																																		
3	Very good	0,00																																		
4	Excellent	100,00																																		

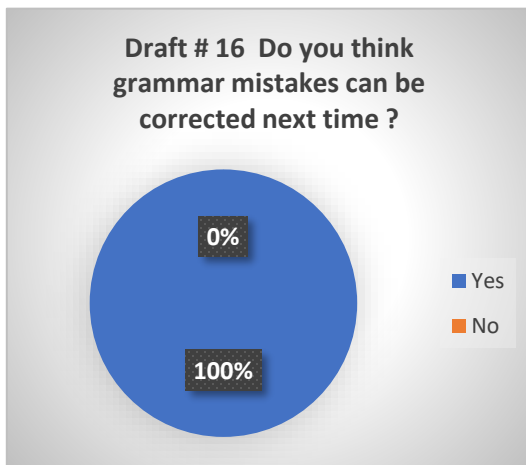


Illustration 73

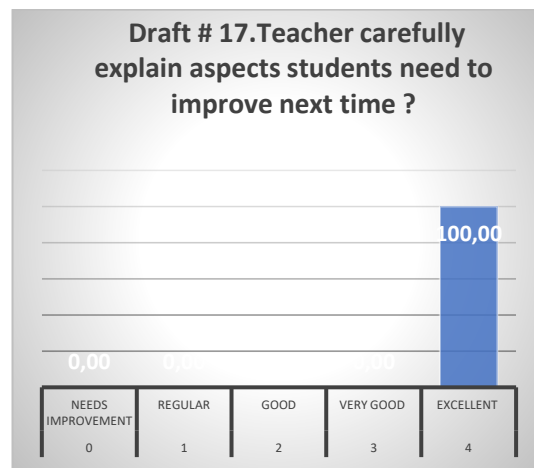


Illustration 74

In question number 16 asked students if they thought that grammar mistakes could be corrected next time, 100% asked yes. Students listened carefully to the teacher and they were opened to make the changes. In question #17 asked students if teacher carefully explained the aspects students have to improve next time, 100% said yes. It matches with the first questions results. If they understood what the mistakes were, as a result, there would be more possibilities that it cannot happen again.

Finally, the observation graded if the students were receptive to feedback, giving after the debriefing stage. A stage where students said what they felt, what happened, what they thought were wrong. After listening to the students, the teacher said what was right or wrong, what could be improved next time. She also reinforced the strengths they had. It was encouraging to hear the “Good feedback” too. Teachers usually tend to emphasize what is wrong instead of the best aspects. As group number 1 and number 2 results matched with the aspect graded in the observation, students’ reception to feedback was excellent.

SURVEY	SURVEY	INTERVIEW								
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Teacher know-how</b>								
18. Do you consider group and individual feedback help you to improve your performance?	19. Do you think teachers care about your performance and improvement?	15. Do you consider that group and individual feedback can help you to improve your student’s performance? <i>Yes, they can recognize mistakes and be aware of the changes they have to do next time.</i>								
<table border="1"> <tr> <td>Yes</td> <td>88,89</td> </tr> <tr> <td>No</td> <td>11,11</td> </tr> </table>	Yes	88,89	No	11,11	<table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	
Yes	88,89									
No	11,11									
Yes	100,00									
No	0,00									

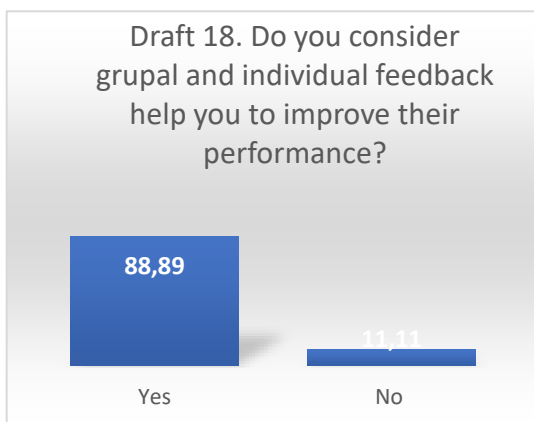


Illustration 75

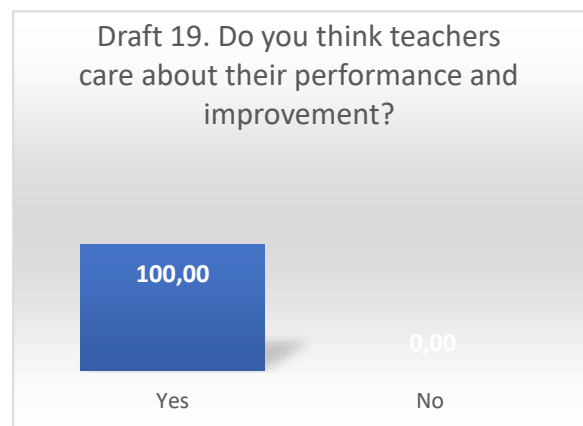


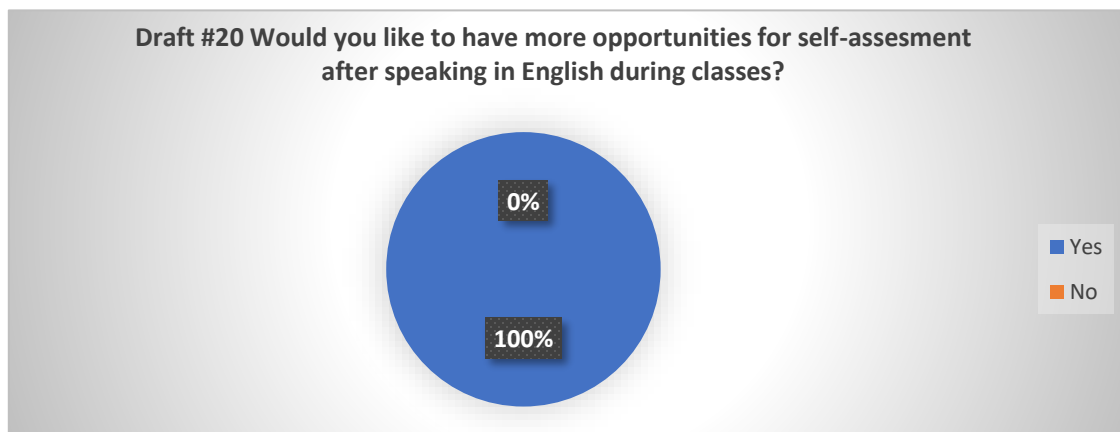
Illustration 76

In question number 18 asked students if they considered group and individual feedback could help them to improve their performance 88,89% said yes and 11,11% said no. This aspect appraised if learners think any of the feedback described can help to improve their level. A small percentage think that it cannot help, it would be interesting to investigate why they considered that answer. In the class, the feedback used was general and indirect. Students looked comfortable through the class when applying it.

Consequently, when asking teacher in the interview the same question, she claimed yes, that it is the only way they can listen to classmates, recognize mistakes and be aware of the changes they must do next time.

Question number 19 asked students if they thought teachers cared about their performance and improvement. The answer was very positive, because they considered that they do.

SURVEY	OBSERVATION																			
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																			
20. Would you liked to have more opportunities for self-assessment after speaking in English during classes?  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Yes</td> <td style="text-align: right;">100,00</td> </tr> <tr> <td>No</td> <td style="text-align: right;">0,00</td> </tr> </table>	Yes	100,00	No	0,00	7. Self-assessment  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px;"></td> <td style="width: 150px;">Needs improvement</td> <td style="width: 100px;"></td> </tr> <tr> <td>0</td> <td>Regular</td> <td></td> </tr> <tr> <td>1</td> <td>Good</td> <td></td> </tr> <tr> <td>2</td> <td>Very good</td> <td></td> </tr> <tr> <td>3</td> <td>Excellent</td> <td style="text-align: right;">x</td> </tr> </table>		Needs improvement		0	Regular		1	Good		2	Very good		3	Excellent	x
Yes	100,00																			
No	0,00																			
	Needs improvement																			
0	Regular																			
1	Good																			
2	Very good																			
3	Excellent	x																		



*Illustration 77*

In question number 20 asked students if they would like to have more opportunities for self-assessment after speaking during classes, 100% said yes and 0 % said no. This was the first time applying the techniques and doing self-assessment during the class.

The results obtained from the Survey and Observation are excellent and positive towards the application of briefing, debriefing and feedback. Students' responses and assimilation were positive. The teacher could perceive more benefits from reconstructing what pupils have learned and self correction more often. As the group number 1 and number 2, the learners also agreed with including them more often.

SURVEY	SURVEY	OBSERVATION																							
<b>Student reaction and assimilation</b>	<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>																							
21. Do you think the learning experience improve?  <table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	22. Do you think the activity help you to reinforce contents?  <table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	16. Learning experience  <table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x
Yes	100,00																								
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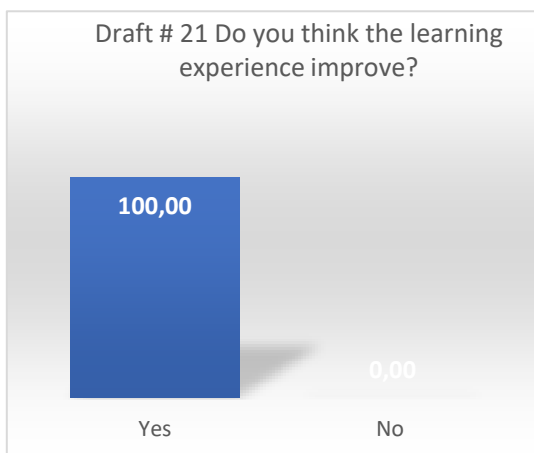


Illustration 78

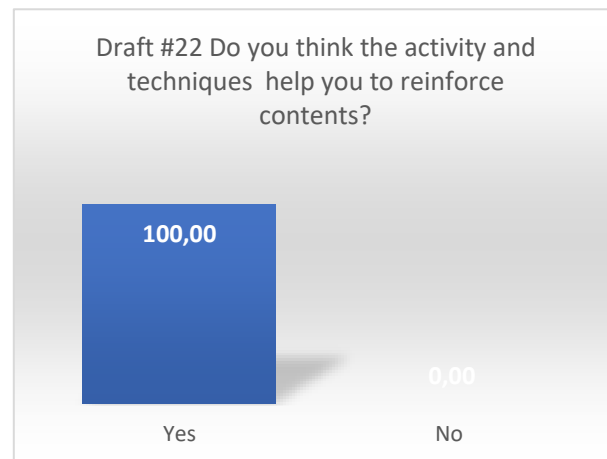


Illustration 79

In question number 21 asked students if the learning experience improved 100% said yes and 0% no. This is a relevant aspect because the main goal was to appraise how briefing,debriefing and feedback can improve learning experience in class. This statement was accomplished from students´ point of view.

The survey also asked question number 22 if the activity and techniques applied could help them to reinforce contents, the draft shows Excellent results, 100 % of students indicated yes.

Finally, the learning experience was analyzed through the observation, and it definitely improved. In comparison to Group number 1 all students also participated, they self assessed was outstanding and they could debrief after the activity without any problem. They also worked together as a team and they looked for solutions to the problems. The class was enriched according to the teacher “Z” it gave her a new perspective of what a class can be.

SURVEY	OBSERVATION	INTERVIEW																																		
<b>Student reaction and assimilation</b>	<b>Analyzing learning experience</b>	<b>Teachers know-how</b>																																		
23. Should you have more spaces to also speak about activities done, opinions and critics about classmates' performance?  <table border="1"> <tr> <td>Yes</td> <td>100,00</td> </tr> <tr> <td>No</td> <td>0,00</td> </tr> </table>	Yes	100,00	No	0,00	24. Goals accomplished  <table border="1"> <tr> <td>0</td> <td>Needs improvement</td> <td></td> </tr> <tr> <td>1</td> <td>Regular</td> <td></td> </tr> <tr> <td>2</td> <td>Good</td> <td></td> </tr> <tr> <td>3</td> <td>Very good</td> <td></td> </tr> <tr> <td>4</td> <td>Excellent</td> <td>x</td> </tr> </table>	0	Needs improvement		1	Regular		2	Good		3	Very good		4	Excellent	x	26. Should students have more spaces where they can speak about the activities done, opinions and critics about their classmate's performance?  <table border="1"> <tr> <td>0</td> <td>Never</td> <td></td> </tr> <tr> <td>1</td> <td>Seldom</td> <td></td> </tr> <tr> <td>2</td> <td>Often</td> <td></td> </tr> <tr> <td>3</td> <td>Usually</td> <td></td> </tr> <tr> <td>4</td> <td>Always</td> <td>x</td> </tr> </table>	0	Never		1	Seldom		2	Often		3	Usually		4	Always	x
Yes	100,00																																			
No	0,00																																			
0	Needs improvement																																			
1	Regular																																			
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3	Very good																																			
4	Excellent	x																																		
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2	Often																																			
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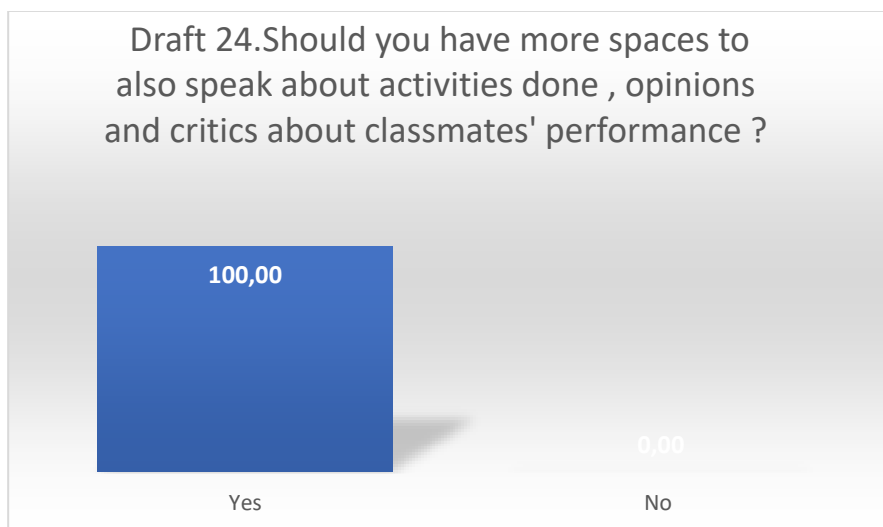


Illustration 80

In question number 23 asked students if they should have more spaces to speak about activities done, opinions and critics about classmates' performance 100% students said Yes and 0 % No. This aspect appraised the impact of applying briefing, debriefing and feedback, then if students wanted more chances of having a lesson as the one did that day. The answers were positive and matched with the observation and interview, they liked it and they want to do it again. The goals were

accomplished in the observation, there are some points to be improved related to teachers' know-how, but they did an excellent job in general.

Question number 26 asked students if they should have more spaces where they can speak about the activities done, opinions and critics about their classmate's performance. The teacher agrees that students really need to have more chances to self assessment, to express opinions and to work together as a team. This question matched with the results from the survey.

<b>INTERVIEW</b>	<b>INTERVIEW</b>
<b>Teacher know-how</b>	<b>Teacher know-how</b>
8. Do you take into consideration previous knowledge and contents before planning an activity?	11. Do the activities have a relationship with the contents?
Always (4)	Always (4)

Question number 8 asked teachers if they take into consideration previous knowledge and contents before planning an activity, Professor said that she always does. Question number 11 also asked teachers if the relationship has a relationship with the contents, she said yes. This answer agreed with answer number 8.

These are important aspects of the Know-how teacher must know; a well-planned activity can reinforce and help students in many ways. If they use the topics seen and knowledge they already know would be easier to accomplish the goals from the curricula.

<b>INTERVIEW</b>	<b>INTERVIEW</b>	<b>INTERVIEW</b>
<b>Teacher know-how</b>	<b>Teacher know-how</b>	<b>Teacher know-how</b>
19. Do you know what briefing and debriefing are?	20. What are the three stages of debriefing process?	21. What are two advantages of Briefing and Debriefing?
Yes	Yes	yes

Questions number 19, number 20, number 21 wanted to know the previous knowledge teacher had about the techniques applied in the class. When asking the teacher “Z”, she said that she knows what briefing, debriefing was and their advantages. She said that it is common to include these techniques in every lesson in the USA. (teacher “Z”, personal communication, March 29th, 2018). It agrees with the data collected, most of Costa Rican teachers do not know about it because the terms are not part of the curricula or neither in the teacher practice.

Consequently, this is the only group where the instructor knew about the topic. The process was easier in all the aspects; the researcher did not have to explain the procedure as she did with Group number 1 and Group number 2. She knew what she was doing.

Survey results are excellent because, she offered a confident impression to students, for they perceived that. In the observation, it was also evaluated that know-how teacher had. As it was mentioned, the teacher demonstrated the knowledge she had and it helped to the development of the class and the technique’s application.

**CHAPTER V**  
**CONCLUSIONS AND RECOMENDATIONS**

## 5.1 Conclusions

The main objective of the research was to appraise how the use of *briefing*, *debriefing* and feedback can improve the learning experience of students when doing speaking activities, at Wizard Language School. It was concluded that after applying the techniques mentioned above in three Intermediate W6 level groups, the goal was reached. For example, students could evaluate and reflect on their own performance, it also enabled students to share what they learned through the experience and what it meant to them and it provided tools to adequate the planning. The following paragraphs will analyze the appraisal from each objective set.

When explaining the *briefing*, *debriefing* and *feedback* techniques from an educational dimension, it could be discovered that there was a lack of information or any information at all in our country regarding this topic. Most of the teachers interviewed were surprised when they were asked about this topic. Besides, an explanation had to be given to explain procedures and what do with this investigation.

It was also difficult to find the data required to write the theoretical framework because there is no information in Costa Rica, so it had to be collected from other resources outside the country. This is a proof that teachers need to update their methods and techniques.

When the know- how about *briefing* and *feedback* were examined, the data collected by means of interviews showed that this information in most of the cases was completely unknown by the two first teachers. As a result, the researcher had

to explain the procedure of how to apply the techniques to the teachers in order for them to apply them correctly. However, it was interesting to find out that only the native speaker Ms. “Z” knew about the techniques and their application during oral activities. On the other hand, when evaluating the knowledge about planning lessons and all the requirements to do it, the three teachers showed a good understanding and know-how they had in this specific area.

When assessing students’ reactions and assimilation after applying the techniques, the results were excellent according to the survey. They had a great attitude towards the whole process. They followed instructions given by the teacher as well as the expected behaviors. They accomplished the set goals (to look for solutions to daily problems). Applying the technique also showed the increasing of learners’ confidence to face uncertain fieldwork demands.

Knowing how to apply *briefing* will help the teacher to effectively address students to the new and unfamiliar experiences they are about to undertake in the lessons. It means that it can assure that the objectives set will be accomplished. Most of the times, professors do not realize that presenting a lesson or activity correctly gives students more expectations and enthusiasm to participate.

In the *debriefing* stage, students opened to feelings, frustrations and opinions they had about the experience because they could organize, compare, evaluate, summarize and finally, analyze the lesson. Participants could also review how successfully objectives were achieved. Sharing the information among peers and teachers, encouraged pupils to appraise themselves and confront issues and fears. Student were involved with the learning process and it made the space meaningful.

In the *feedback* stage, students listened carefully to the mistakes to be corrected next time. As a result, it gave them a clear guidance on how to improve their learning next time. In fact, they had an excellent participation and reception to *feedback*. When giving suggestions to the teacher, they could have relevant information about their daily practice. The suggestions given can be used as a tool to make the necessary changes in planning and teaching.

The application of the techniques motivated students to leave their comfort zone. It also engaged teachers to spend time knowing their students and turning learning into a real experience, where learners are involved and take an active role in the acquisition of the language.

Regarding the analysis of the learning experience, through the observation of the teachers and students and based on performance criteria from the theory, the results demonstrated that the learning experience improved in all the aspects: team work, problem solving, correcting mistakes, confidence with the target language in addition to fostering the reflection on their learning. It also provided students a sense of empowerment and positive perception of themselves as successful L2 learners. For example, when they could self-correct and self-assess without teacher interference. Besides, students enjoyed the class, meanwhile giving the teacher an opportunity to review what they did not understand about the contents.

By analyzing the three groups, it was discovered that almost all of them were working during the day and studying at night. Most of the groups were made up of females between 20 and 35 ages who were eager to get ahead in their studies and find better working conditions by learning a new language.

When the self-correction technique was applied, groups 1 and 2 showed great differences. Group 2 was excellent because it was eager to find and correct their mistakes. Meanwhile group 1, on the contrary, was content with the work and students were a little reluctant to correct their mistakes and do a good work.

The class environment in the three groups was excellent. Students and teachers were friendly and cordial and seemed to enjoy being together participating and having fun in the class. The first and second groups took advantage of the different oral activities performed in the class by the teacher. They were eager to participate and practice their English. Group 1 did not participate as much as group 2 and 3.

As a conclusion, after applying the instruments (observation, survey and interview) to three different groups from Intermediate W6 level, data showed that the learning experience can be improved when applying these techniques. It showed that Reflection can be a way to enrich the lesson, however this action that is not very common to do in any class as the survey indicated. For example, Pupils could reflect on teacher's practice, their strengths and weaknesses as well as their own progress during their application. It provided freedom to express their opinions, to raise their voices and be listened. Consequently, it means that the hypothesis was demonstrated, the more usage of *briefing*, *debriefing* and *feedback*, the more improvement of the learning experience.

## 5.2 RECOMMENDATIONS

Regarding the conclusions presented in the previous chapter, there is a specific formulation of recommendations that can enrich the learning process.

- It is important to train teachers in the techniques required. Most of the teachers interviewed said that these techniques were unknown to them. However, results proved that they are useful tools for students, as well as for teachers.
- It is always necessary to look for new strategies to help ESL students successfully accomplish their goals. There are plenty of suitable new techniques, strategies or apps that can be part of the learning process. It is essential to enhance professors to keep updated and informed about new trends in ESL teaching.
- It is recommended to work on giving instructions to students. The survey and the observation showed that teachers are not clear; therefore, it causes confusion and a waste of time.
- *Briefing* should be included every day. It will help students reach an understanding of the class' purpose. Students will also know what to expect and what will be reached by the end of the day. It motivates students to participate and be part of the process.
- It is important to analyze the way the *feedback* is given; the teacher must be sure that students comprehend what they must change. Otherwise the *feedback* loses its efficiency.

- Through the survey, the three groups considered important to self-assess and peer assess their performance. *Debriefing* provides that space. Nowadays, students only receive *feedback* or grades after doing homework, unfortunately they do not have the opportunity to analyze or reflect what they did. Self-correction demonstrates comprehension and responsibility of the language. It can increase awareness of the target Language and, as a result, students could turn out to be self-sufficient and confident speakers.
- The teacher must provide spaces where students can express what they dislike or like about the class. Surveys and interviews showed that specific space does not exist in any of the classes observed. Information given through students can be a tool to keep improving the daily teaching practices and to work on weaknesses found.
- Reflection is not found in any class. The reflection should be fostered after every class, that is a way of gathering valuable data to corroborate if the learning was successful or not. It also helps to determine if the students assimilate the information the way it was supposed to.
- On group one the professor needs to work hard in giving instructions and the students need to focus and sustain attention on tasks. When listening and following instructions, students seemed like they did not understand and the professor had to repeat over again. Rules about using the cell phone must be established and reinforced. Another reason for losing attention span could be fatigue, hunger or stress after working 8 or more hours a day.

- It is important to build more group work. For example, group number 1 had some problems working together; as a result, it took them more time finding the solutions to the problems given and organizing the role-play planed than the other two groups.
- It would be helpful to incorporate more teamwork activities to strengthen student-student relationships. It would contribute to develop important skills as communication, compromise and collective effort.

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## **GLOSARY**

**Briefing:** an act or instance of giving precise instructions or essential information.

**Debriefing:** to interrogate (someone, such as a pilot) usually upon return (as from a mission) in order to obtain useful information.

**Feedback:** the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source; *also:* the information so transmitted.

**Experience-based learning** :( henceforth referred to as ebl) is that learners analyze their experience by reflecting, Evaluating and reconstructing it (sometimes individually, sometimes collectively. Sometimes both) in order to draw meaning from it in the light of prior experience. (Andresen, I.2003)

**Experience:** direct observation of or participation in events as a basis of knowledge.

**Frustration** a deep chronic sense or state of insecurity and dissatisfaction arising from unresolved problems or unfulfilled needs.

**Perception** awareness of the elements of environment through physical sensation .

**Facilitation** A method and strategy that occurs throughout (before, during, and After) simulation-based learning experiences in which a person helps To bring about an outcome(s) by providing unobtrusive guidance. (Meakim et al., 2013)

**Facilitator** An individual who provides guidance, support, and structure during Simulation-based learning experiences.

**Measurement** The process of quantifying a participant's abilities related to Knowledge, skills, or attitudes in the achievement of objectives.

**Objectives** Statement(s) of specific measurable results that participants are Expected to achieve during a simulation-based learning experience.

**Reflective thinking** the engagement of self-monitoring that occurs during or after a simulation experience. Considered an essential component of

**Experiential learning** it promotes the discovery of new knowledge on intent of applying this knowledge to future situations.

**Reflective thinking** is necessary for metacognitive skill acquisition and clinical judgment and has the potential to decrease the gap between theory and practice. Reflection requires creativity and conscious self-evaluation to deal with unique patient situations. (Meakim et al., 2013)

**Simulated-based learning experience** an array of structured activities that represent actual or potential situations in education and practice and allow participants to develop or enhance knowledge, skills, and attitudes or analyze and respond to realistic situations in a simulated environment or through an unfolding case study. (Meakim et al., 2013)

**Simulation** A pedagogy using one or more typologies to promote or improve

## **ANEXES**

# SURVEY

Date: \_\_\_\_\_ Group: \_\_\_\_\_ Level \_\_\_\_\_

Teacher: \_\_\_\_\_

## PERSONAL INFORMATION

1-Gender ( ) Female /0/ Male ( ) /1/

2- Age ( ) 10-15 /1/ ( ) 16-21 /2/ ( ) 22-26 /3/ ( ) 27-31 /4/ ( ) 31-45 /5/ ( ) 46 or more /6/

3- Where do you live? ( ) Heredia /0/ ( ) San José /1/ ( ) Alajuela /2/ ( ) Cartago /3/ ( ) Limón /4/ ( ) Guanacaste /5/ ( ) Puntarenas /6/

4-Currently working ( ) Yes /0/ ( ) No /1/

Dear student, this survey would like to know your opinion about the use of briefing, debriefing and feedback activities during classes. The main objective is to improve the learning experience, furthermore to implement them in the process. Please read carefully every statement that will be presented and choose the answer that fits in your reality now. Write down a (X) in the option that represents your opinion.

ITEM	NEEDS IMPROVEME NT (0)	REGULAR (1)	GOOD (2)	VERY GOOD (3)	EXCELLENT (4)
1. How do you think the teacher presented the activity?					
2. Teacher motivates students to participate in activities					
3. How was the environment provided by the teacher?					
4. How was the teacher's role after, during and at the end of the activity?					
5. Was the class dynamic?					
6. How do you think the teacher handled student's opinions, feelings during the class?					
7. How do you consider the way the teacher provides feedback?					
8. How was the team work?					
9. How did you feel during the activity?					
10. How do you describe the student interaction in general?					
11. How would you grade the lesson?					

ITEM	NO(1)	YES (2)
12. Did the teacher explain the rules and the behaviors not allowed during class?		
13. Do you clearly understand your role in the activity?		
14. Did the teacher listen carefully to students' opinions?		
15. Did you like to participate in the activity done today?		
16. Do you consider that the grammar mistakes can be corrected next time?		
17. The teacher carefully explained the aspects students need to improve next time.		
18. Do you consider that group and individual feedback help you improve your performance?		
19. Do you think the teacher cares about your performance and improvement?		
20. Would you like to have more opportunities for self-assessment after speaking in English during class?		
21. Do you think the learning experience improved?		
22. Do you think the activity helped you reinforce the contents?		
23. Do you consider that doing extra oral exercises can help you improve your speaking skills?		
24. Should you have more spaces to also speak about the activities done, opinions and critics about your classmates 'performance'?		

You can write comments in this space.

**Thanks for your help!**

## OBSERVATION SHEET

Teacher :

Class :

Starting time :

Finishing time :

# Students in

class :

Schedule :

Level :

Activity to be carried out :

ASPECT	NEEDS IMPROVEMENT (0)	REGULAR (1)	GOOD (2)	VERY GOOD (3)	EXCELLENT (5)	COMMENTS
1-Presentation of the activity						
2- Students' attitude						
3-Understanding of the instructions						
4- Students respect the behaviors accepted and rules given by the teacher						
5-Teacher explanation about what students have to do						
6- Self assessment						
7- Students felt comfortable talking about feelings						
8- Goals accomplished						
9-Students participation during the class						
10-Activity done						
11-Team work						
12- Students receptive to feedback						
13-Teachers receptive to feedback						
14-Teachers concern about students performance						
15- The way the feedback was given by the teacher						
16-Learning experience						
<b>FINAL GRADE</b>						

## INTERVIEW

Date: \_\_\_\_\_ Group: \_\_\_\_\_ Level: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

### PERSONAL INFORMATION

- 1-Gender ( ) Female <sup>IV</sup> Male ( ) <sup>IV</sup>  
 2-Native speaker ( ) No <sup>IV</sup> ( ) Yes <sup>IV</sup>  
 3-Age ( ) 22-26 <sup>IV</sup> ( ) 27-31 <sup>IV</sup> ( ) 31-45 <sup>IV</sup> ( ) 46 or more <sup>IV</sup>  
 3- Where do you live ? ( ) Heredia <sup>IV</sup> ( ) San Jose <sup>IV</sup> ( ) Alajuela <sup>IV</sup> ( ) Cartago <sup>IV</sup> ( ) Limon <sup>IV</sup> ( ) Guanacaste <sup>IV</sup> ( ) Puntarenas <sup>IV</sup>  
 4-Currently working ( ) No <sup>IV</sup> ( ) Yes <sup>IV</sup>  
 5- Teaching experience ( ) months -1 year ( ) 2- 3 years ( ) 4-more years

ITEM	CRITERIA				COMMENTS
	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY (3)	
7. Do you usually explain instructions, goals of the day and behaviors not allowed when doing oral activities in the class?	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY (3)	ALWAYS (4)
8. Do you take into consideration previous knowledge and contents before planning and activity?	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY (3)	ALWAYS (4)
9. How do you plan an activity? What steps do you follow?					
10. When planning activities, what is the main goal for including them?					

	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY (3)	ALWAYS (4)
8. Do you take into consideration previous knowledge and contents before planning and activity?					
9. How do you plan an activity? What steps do you follow?					
10. When planning activities, what is the main goal for including them?					
11. Do the activities have a relationship with the contents seen?	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY (3)	ALWAYS (4)
12. How will you grade your class environment?	NEEDS IMPROVEMENT(0)	REGULAR (1)	GOOD (2)	VERY GOOD (3)	EXCELLENT (4)
13. How do you provide feedback?	WRITTEN , GROUP (5)	WRITTEN , INDIVIDUAL (4)	ORAL , GROUP (3)	WRITTEN , INDIVIDUALLY (2)	ORAL , INDIVIDUALLY (1)
14. When do you consider is the best time to provide feedback?					
15. Do you consider that groupal and individual feedback can help you to improve your students' performance?	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY (3)	ALWAYS (4)

16. Do you ask students what they like or dislike about classes?	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY(3)	ALWAYS (4)	
18. Do students have a space to give you feedback?	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY(3)	ALWAYS (4)	
19. Do you know what briefing and debriefing are?						
20. What are the three stages of the Debriefing process?						
21. What are two advantages of Briefing and Debriefing?						
22. Do you foster healthy student-student relationships?	NEVER (0)	SELDOM (1)	OFTEN (2)	USUALLY(3)	ALWAYS (4)	
23. How would you grade your lesson?	NEEDS IMPROVEMENT(0)	REGULAR (1)	GOOD (2)	VERY GOOD (3)	EXCELLENT (4)	
24. How do you perceive your students' attitude after doing oral activities?	NEEDS IMPROVEMENT(0)	REGULAR (1)	GOOD (2)	VERY GOOD (3)	EXCELLENT (4)	
25. How do you handle student's opinions, feelings and frustration?	NEEDS IMPROVEMENT(0)	REGULAR (1)	GOOD (2)	VERY GOOD (3)	EXCELLENT (4)	

