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Effect of the Communicative Language Approach through Different Group Activities to Increase the Interaction and Participation of Tenth Graders at Colegio Nacional Virtual Marco Tulio Salazar Sede CTP Heredia during the Second Quarter of 2017

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Resumen

Esta investigación gira en torno al conocer cuál es el efecto al aplicar diferentes actividades grupales a través del el Communicative Language Approach en décimo año en el Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia durante el segundo cuatrimestre del 2017. Los participantes en esta investigación fueron el grupo de décimo año del Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia, está conformado por treinta estudiantes entre los dieciséis y los veinte años.

El método aplicado fue el cualitativo, ya que el investigador utilizó varias actividades grupales por medio del Communicative Language Approach para incrementar la motivación y participación de los estudiantes a la vez de desarrollar su destreza oral. Antes de la aplicación de los instrumentos, el investigador pudo observar que la mayoría de los estudiantes no tienen un buen nivel de inglés, ya que presentan dificultades con el vocabulario, la gramática y la pronunciación. Asimismo, ellos no estaban motivados. Sin embargo, luego de la aplicación de las estrategias, el investigador observó que los estudiantes se sintieron motivados y su participación aumentó con las actividades diseñadas, principalmente porque preferían trabajar en grupos, para contar con el apoyo de sus compañeros, además pensaron que con esas actividades podrían aprender más y desarrollar más habilidades.

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Chapter I

Introductory Framework

English has become important; it is a language spoken globally. Although it is not an official language in many countries, it is understood and used in many places around the world. Knowing this language allows you to communicate with others and to have better opportunities to meet people, travel, study, or to find a better job.

Currently, there are many modalities to learn English: online courses, private and public institutions; there are people who have learned the language by themselves just by practicing with others and by being exposed to the language. It is easier to be exposed to the language with the globalization these days; people can watch movies, TV shows, listen to music, read books, play online and board games, or the Internet where it is easier to find means to communicate or practice English.

Not only access to learning English has changed, but also a lot of methods or approaches to teach English these days; these methods have been changing through the time, since more studies have shown that every person has a different way to learn; for example, some people are more visual, musical, or logical, so the methods to teach English have changed accordingly. For instance, in the past, teachers played a very important role; they were in charge of giving the class, and the students had a passive role mainly as listeners, and they used to memorize and repeat what the teacher taught. Now the importance is on the students and the teachers play a passive role where they supervise and guide the students in this learning process. In addition, now teachers have more access to technology and knowledge. It is easy to find more activities and information about the importance of

motivation and the ways to implement diverse activities for the students to learn and be motivated in class.

Motivation is a really important part of learning because if the student is motivated; he or she may be more willing to participate and learn every new topic presented by the teacher. Moreover, this will make the lesson more dynamic and entertaining, and students will be more open to complete the task the teacher asks them.

1.1 Background of the Study

One may wonder why it is important to learn a second foreign language. Nowadays, it is really important to learn, at least a second foreign language; with the globalization this has become essential. It opens a lot of opportunities to get a better job, to travel, to communicate with others, to access to different types of information; and it also helps to develop different skills like listening, to improve the creativity, to have a better memory, and keep the brain active.

These days in Costa Rica, it is more accessible to learn a second foreign language as Portuguese or Chinese; however, the language taught in public schools and high schools is English, so that is why it is more reachable to learn English and people are more exposed to this language through music, TV shows, movies, books, and the Internet, since English is the most popular language used by people to communicate around the world. It is important to learn this language to have access and understand different types of information, to have a better job, or just to communicate with others.

The importance of learning a foreign language to have better opportunities may not be the only reason to encourage students to study or learn a new language; it is important

to motivate them, to develop different skills such as, listening, reading, and writing, and sub skills such as pronunciation to make the classes entertaining and meaningful, trying to involve the students in the classes, so they can feel comfortable, encouraged, and motivated in each lesson.

All the people have different ways to learn; they have different capabilities. According to Gardner (1991), there are seven types of intelligence: linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence and intrapersonal intelligence; so it is important to make the classes interactive and try to involve different skills and develop students' abilities.

There are also several approaches or methods to teach English as a second foreign language, the Grammar – Translation Method, the Task Based Method, the Audio-lingual Method, the Direct Method, Total Physical Response Method, the Communicative Language Teaching Method. They must be taught in different ways, some must be focused on grammar, others on pronunciation.

The Ministerio de Educacion Publica (MEP) is changing the study programs. Now they are changing the approach; they want to implement techniques where students participate and talk more in the classroom; they want the study programs to focus on the students and real life tasks while the teacher guides them. This investigation will focus on the Communicative Language Teaching and activities teachers can implement.

Despite the changes MEP is implementing; at the end school and high school students need to pass a reading comprehension test; that is why they practice reading comprehension a lot because the main goal of the students is to pass this test.

1.2 Research Question

What is the effect of applying different group activities using the Communicative Language Teaching Approach with the tenth graders at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia during the second quarter of 2017?

1.3 Purpose and Significance of the Study

This investigation is made to demonstrate how students can be motivated to participate in the classroom by using different communicative language teaching activities. This investigation will help students and teachers by showing different activities from which they can benefit when they are in the real world. Also, it will show teachers that they can use different resources to accomplish this goal or develop different skills in the students while keeping them entertained, motivated, and prepared for real world experiences.

These days with all the technology the students are exposed to, it may be hard to capture their attention and to keep them entertained and focus during the class or while they are performing an activity. During this investigation, they will understand the importance of learning a second foreign language while being motivated with different activities that may help them to develop different skills that may benefit them when they are in the real world.

Teachers will find more information about this method, what it is and how they can apply it in the classroom. The point of view of experts and different authors on this method,

will be shown. Teachers will see different activities, the ways to use them and the effect they will have on students. They can use the activities and apply them to develop different topics and to motivate, prepare, and develop different skills in their students.

The students need to be motivated in order to learn and develop different skills. Nowadays, it is hard to keep them motivated; they find a lot of distractions from technology to their classmates. This investigation will help teachers to accomplish this by using the Communicative Language Teaching. The meaning of Communicative Language Teaching will be explained; as well as its importance and the activities teachers can apply to keep students motivated by developing the skills that will prepare them to face real life situation.

Most of the students at this high school, work, take care of kids, and study. These students also come from different places of Heredia, Barva, San Rafael, and el Bajo de los Molinos. In some of these places, the community faces problems with drugs, alcohol, and poverty; so it is important to consider that these students have to face this type of problems every day.

So the classes and activities need to be clear, concise, and entertaining to keep them motivated and to encourage them to participate in the class. The teacher will facilitate different resources the students can use to develop the tasks they are being taught, to accomplish this; they will apply the theories and activities that have already been used by different experts and modify them to meet the needs of this group of students.

1.4 Objectives of the investigation

1.4.1. General objective

The general objective is the goal the investigator wants to achieve and it is the reason why the investigation is being done. For the purpose of this investigation the general objective will be:

To evaluate the usage of applying different group activities using the Communicative Language Teaching Approach to increase the interaction and participation on the Tenth Graders at Colegio Nacional Virtual Marco Tulio Salazar Sede CTP Heredia during the second quarter of 2017

1.4.2 Specific Objectives

The specific objectives are the steps the investigator will use to reach the goal that is the general objective. For this investigation the specific objectives are:

- To identify why students of tenth grade are not motivated to participate in the English class during the second quarter of 2017
- To apply different group activities using the Communicative Language Teaching Approach to increase the interaction and participation of tenth graders at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia
- To analyze how students of tenth grade at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia can be motivated to participate in the classroom by applying different group activities using the Communicative Language Teaching Approach

1.5 Limitations of the Study

The size of the classroom to develop different activities may not be appropriate, the space may be too small or there may be many students in the classroom. For this reason, every class and the activities need to be flexible and the teacher should try to create the space to accomplish each activity, if necessary by moving or rearranging the desks as it is needed. The activities need to be flexible, so if it is necessary; they can be changed according to the amount of students in the classroom.

The motivation and engagement of the students in the class and different activities are essential. They may be demotivated for several reasons because they do not like the language, or they are tired; that is why the class and activities need to be concise, clear and entertaining to maintain the students interested; while working in groups or pairs.

The English level and vocabulary the students know may be poor, so they feel limitations to participate; that is why before the activities there is going to be a review of the lesson and the vocabulary; also, the students will have the opportunity to use dictionaries, mobile devices, and also the help of other classmates and the teacher to complete every activity successfully.

It is important to consider the time the teacher has to develop each lesson, especially with this method because the students need to carry out different activities, so each lesson should be very organized, and teachers must take into consideration the English level of the students because some may need more time to finish the activities which may interfere with the time the teacher has to complete each topic, so the lesson and the activities should have an estimated time during which they can be done.

Chapter II

Theoretical Framework

This chapter contains different theories and investigations that are meaningful for the purpose of this investigation. Theories on motivation, Communicative Language Teaching and Humanistic techniques will be explained to better understand the focus of the present study and thus be able to find the most appropriate tools to fulfill it. The reader will find the highlights of investigations carried out by other researches and understand how they are related to this research.

2.1 Antecedents

After a deep analysis of the bibliography found, the researcher considers that there are five investigations relevant to this research, since they are related to the topic or proposal of this investigation. These investigations are from different universities: Universidad de Costa Rica, Universidad Internacional de las Americas, and others that were found on the Internet. These are not about exactly the same topic of this investigation, but they are strongly related to the purpose of this research.

The first one is entitled Implementation of Communicative Language Teaching Principles Design, Adapt and/or select Oral Communicative Activities to Respond to the Needs of a Group of Senior Citizens Learning English as a Foreign Language, written by Rocio Ling Nieto (2010). In this thesis, Ling investigated about The Communicative Language Teaching Approach with the aim to motivate the students to participate and improve their oral skills, adapting the activities to the students' interests. In order to fulfill her investigation, she applied a series of questionnaires and created some checklists to determine

how the students felt about the course they were taking and what some of their interests were. For instance, she used those instruments to find information about the students' interests and hobbies, and then implement activities related to the students' suggestions to increase the participation and motivation in the English course; the activities used were orientated to enhance the oral skills of the students.

Secondly, meaningful to this investigation is the thesis named Increase Motivation Using Group Dynamics in Students of Sixth Grade at Centro Educativo Sam Angelo in the First Quarter 2013 by Katherine Obando (2013). This thesis is relevant to this investigation for its reference to motivation. Moreover, Obando refers to the Communicative Language Teaching, as she explains briefly this method and some characteristics that will provide a different source about this approach to this investigation. Obando wanted to motivate students during the science class by applying different group techniques like working in pairs, and different games; such as memory game and jeopardy.

Another investigation that is significant to this research is the thesis entitled The Use of the Communicative Approach in the Dante Alighieri School by Lorena Lopez (2007). She explains the characteristics of this approach, which are similar to the characteristics of the Communicative Language Teaching Approach. She wanted to demonstrate if the approach used in the English class to develop speaking on third graders was the most appropriate one; she did it observing the class and studying other approaches too.

Also, The Implementation of The Communicative Language Teaching (CLT) in an English Department in a Lao Higher Educational Institution: A Case Study by Hongkham Vongxay (2003) is really significant to this investigation since it is about the Communicative

Language Teaching Approach. According to Vongxay in Lao Higher Educational Institution, the students are not graduated with the required English level in listening, speaking, reading, writing, so he wanted to explore the understandings and attitudes of Lao EFL teachers in adopting CLT in their classroom practices to understand the effectiveness of this approach in the activities in the classroom, basically to understand how the Communicative Language Teaching Approach is used and evaluated in this institute (Vongxay, 2013).

Finally, *The Effect of Drills Based on Communicative Language Teaching as a Tool to Enhance Oral Skills in 6-1 Students at Juan Enrique Pestalozzi School during the II Quarter of 2016* was a thesis written by Kristell Gutierrez Araya, Universidad Internacional de las Américas (2016). Gutiérrez focused her investigation on two different methods; the Audio Lingual Method and the Communicative Language Teaching. She wanted to combine the Audio – lingual Method and the Communicative Language Teaching Approach to improve the students' oral skills by using different resources like flashcards and games, like hot potato.

These theses are based on a quality research, the same as this investigation, and this means that some of the instruments used will be similar and significant for the purpose of this investigation; they will be used as a guide for the creation of the instruments in this research. The literature review of these theses will be significant for this investigation. Besides, they also mentioned different topics that are significant for the purpose of this research.

2. Literature review

In the following paragraphs, different theories are going to be studied and explained, for example, articles of specialists related to different topics that are meaningful to this research. These are the theories in which this investigation is based on and it will help the

researcher to create the instruments and activities for it. This study was inspired by the interest of how motivation affects the learning process. The use of certain methods or approaches can be done to increase and maintain the motivation and interest of the students by using different activities.

Motivation

Motivation, according to the Merriam-Webster Dictionary (n.d), is “The act or process of giving someone a reason for doing something: the act or process of motivating someone” or “the condition of being eager to act or work: the condition of being motivated.” As it can be seen from this definition, it is important for the teacher to motivate students to learn, so they have a reason that motivates them in the classroom; this would encourage them to work and study in class.

In addition to that, Ames (n.d) clarifies that “motivation is not a synonymous with achievement” and she also states that “motivation is important because it contributes to achievement, but it is also important itself as an outcome.” This is really interesting and important, since students’ motivation cannot be measured by their grades and scores; ideally, if the student is motivated he or she will have good grades. However, teachers cannot use it as a way to measure motivation in the students, since what it is important or the reason to motivate students is to learn, a student can do bad on a test because he or she was nervousness, but this does not mean he/she did not know or has not learned a topic. If the students are motivated; they will show interest in the topics, they will participate and learn during the process. On the other hand, if the students do not feel motivated; it is harder for them to

understand new topics, to do homework, or even to go to classes, especially when the environment or circumstances are already difficult for some of them.

Malouff, Rooke, Foster and Bhullar (2008, p. 3-7) suggest twelve steps to work on the students' motivation for instance, making content relevant to students' values and goals; this is to relate the topics with the students' interests, values, and daily experiences, making the topics meaningful to them. Also, if they realize why it is important to learn a new language or how learning mathematics, or science will help them on their daily life, they will improve their life or even get a better job.

Helping students achieve their goals through learning, helping students to set realistic goals, helping them achieve and have goals they want to reach can start with small goals; like improving a test score, doing their homework, learning new vocabulary, and finishing their class work. Providing potent methods of learning is related to the teacher's passion to give the lesson, to prepare it, share experiences with the students, and teach the students to apply what they learn. It is really important for the teacher to be prepared for the classes. If the teacher is not prepared and motivated, students will notice it, and why will they be motivated or show interest if the teacher is not.

Prompting and persuading students to learn, encouraging the students to make an effort during the lesson, teaching them the importance of the topics, not only for the lesson but also in real life situations, encouraging them to find more information on the topics, demonstrating them the importance of learning more, investigating, and showing them how this will help them in their real life is essential. Establishing a positive relation with students, having the students know you, sharing personal experiences, telling jokes, getting to know the students,

talking to them, asking them about their goals, interests, and showing empathy are also helpful. It is important to create a trustable and positive relation with the students, show them interest on their lives and not only in the academic part.

Encouraging students to learn, rewarding learning or the learning effort, giving students public recognitions on their achievements, and encouraging them to be proud of their success help the learning process. Public acknowledgement is really important; it is to let the students know they are doing a great job, and to encourage them to continue doing the best, and this will motivate the other students to do better.

Teachers should avoid de-motivating students, making negative comments about the topics or lesson; they should avoid comparing students, as well as mocking and disapproving them in front of the class. Students can be really affected by comparisons; it is important to give them individual or even group recognitions, but teacher should never compare them, since this can create problems between them and also demotivate them.

Enhancing students, learning self-efficacy, giving students compliments of their effort and hard work, encouraging students to work, to investigate more, to learn new topics or extend their knowledge are teacher's task. Using engaging teaching methods, giving the students options on how they prefer to work, making the classes different, being creative to present your lessons, trying to relate the topics to the students' interests and preferences, using different methods and resources using different materials, and ways to present the topics in a creative way can help increase the students' knowledge.

Using an appealing teaching style, being enthusiastic, using different voice pitch and tones, making the class interesting by using body language and different tone of voice are important elements for the teacher to show his or her interest and passion what he or she does and teaches. Teachers should give personalized, detail feedback, evaluate the students as soon as possible and make the grading as reliable as possible. It is really important to give the students feedback, so they know what they are doing right and what they can improve.

Monitoring students' motivation levels and adjusting motivation methods as needed, this is to observe the motivation level, they provide some examples, such as: "observing their attendance, facial expressions participation level and asking them about their interest level. Also, to adjust the methods it is necessary to maintain high motivation levels." If the teacher realizes that what he is doing is not keeping the students motivated or interested, he must change what he is doing trying something new and different.

Some of the steps mentioned in this article that the researcher of this investigation wants to point out are: the importance to relate the topics to the students' interests, so they are engaged in the class, the significance of giving positive feedback that motivates students to continue doing a good job, the importance to have a great attitude as teachers to inspire the students to learn and reach their goals, and also the significance of measuring and adapting the classes to keep the students motivated.

"Motivation is particularly relevant to learning because engaging in learning is an active process requiring conscious and deliberate activities" (Towndrow, Koh, & Hock, 2008); this statement indicates how important the motivation in the classroom is; if students are motivated, they will be engaging in what they are learning, and this can be applied for all the

aspects in one's life; you need to be motivated to pursue your goals and enjoy what you are doing.

Considering these articles pointed at the importance of the motivation of the students in class, to encourage them to learn and being interested, this would help them to learn and apply their knowledge in the future. Both articles also point out the importance of not measuring motivation with the grades since this is very relative although if a student is motivated; he or she can also have good grades; it is not the only aspect to take into consideration.

Motivation is related to the engagement and interests of the students, their participation in class and the attention and effort they put into each class or assignment. This is really important because if they are motivated; they will be interested in the topics, they would like to work and participate, they will be confident in what they do, they would also trust the teacher and his or her knowledge.

Of course, it is also important for a teacher to know the lesson and material and to show his or her passion on what he/she does, as well as trying to know the students and involve their interests and opinions in the lesson and to use different methods and strategies while giving the lesson, trying not to be monotonous. Likewise giving students positive feedback will motivate them to keep the good work, acknowledge their achievements and help them set up goals they can reach. Motivation is important for both the teacher and the students. If the teacher is motivated; the students will feel inspired and will show willingness to work and learn in the class; otherwise, it will be really hard for both to go through the learning process.

Class Participation

Class participation is important because it gives an idea if students understood the explanation of the teacher, or he/she needs to explain this again differently. In addition, students can learn from each other and internalize the knowledge better. Students can be encouraged due to share their opinions in class discussions, and can give an idea if students are enjoying the class and if they feel motivated in class (Cimmino, 2007). Some of the benefits of getting students to participate in the classroom are increasing students' interest; students may get tired or they can lose the concentration if they are just listening to the teacher's voice, so listening to their classmates may help them to maintain their focus and attention.

Also, it helps students to be engaged; a good question may capture their attention and interest, as well they will be focused during the class since they do not know when the teacher will ask them questions or their opinion on a topic. A teacher can have feedback to know if students understand the topics, likewise students can have feedback on what is relevant from the topics being taught. Students can be more prepared on the topics if they know the teacher is regularly asking questions on the topics so, they will need to study in order to answer the questions. It helps teachers if students are texting or they are distracted when the teacher asks them questions; he or she would capture their attention.

It will help balance who is contributing in the class and how much; especially if there are people who always participate and some other that never or rarely participate, the teacher can encourage them to participate. Participation gives students the opportunity to practice new vocabulary and improve skills; especially when they are learning a second language (Weimer, 2011).

Working in Groups

Since for this investigation the activities the students would do are in groups, it is important to know what working in groups is and understand the advantages and disadvantages of working in groups. According to The University of Sydney (2017), group

work includes any learning and teaching tasks or activities that require students to work in groups, and any formal assessment tasks that require students to work in groups. Therefore, working in groups is when two or more students work together, sharing ideas, opinions and helping each other to complete different tasks; this could be done inside or outside the classroom. It is important to mention the advantages and disadvantages of working in groups and analyze them.

According to Burke (2011, p. 88), there are six advantages of group work in the classroom. First, groups have more information than a single individual, due to the different backgrounds they have different resources, experiences and information; all the students have different knowledge of the topics. If they work in groups; they can share their knowledge. Second, groups stimulate creativity, two or more people will share and complement each other with different ideas. All the students have their own way to work. If the work in groups; they can combine their ideas, and create amazing new ideas.

Third, people remember group discussions better; students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other formats (Barkley, Cross & Major, 2005; Davis, 1993). Sometimes they pay more attention to their partners; that is why it is easier to remember and associate what someone said during a class discussion.

Fourth, decisions that students make help yield greater satisfaction; students that participate in solving a problem are more compromised and satisfied with the solution than those who were not involved. If they participate, they will feel that they really help with the

outcome, they will feel appreciated and proud that their knowledge and ideas are taken into consideration.

Fifth, students gain a better understanding of themselves; this allows people to see how others see them, and to evaluate their interpersonal behavior. This can be accomplished when they evaluate each other; nevertheless, the teacher needs to be really careful and make sure that students evaluate in an objective manner and they do not use personal and hurtful comments; positive feedback or evaluations can help them improve.

Finally, teamwork is highly valued by employers; companies see a plus in people that can work in teams. This is another important reason why a teacher should encourage students to work in teams or groups since this is what great quality companies look for in their new employees: people who are able to work in teams, to discuss and share different ideas and come up with the best results (Burke, 2011).

As it was shown, there are several advantages of implementing group work in the classroom; students might feel comfortable working with their peers; they can share different thoughts and ideas; they can learn to respect each other's ideas and formulate better solutions. Working in groups also will help them understand better how others see them; this will also help them to be prepared when they are searching for a job on in their jobs since this is what good quality companies are interested in.

However, working in groups has disadvantages that are also very important to be considered, according to Burke (2011, p.88). There may be pressure from the group to conform to the majority opinion, especially if they are timid, they may find it hard to express or maintain their opinion. An individual may dominate the discussion; not all the students get

along with each other, but working in groups will teach them to overcome their differences and come up with better results. There are other people that would like to dominate and imposed their opinion; some members may rely too heavily on others to do the work; this is probably one of the most common disadvantages a group may face. There are people that would not like to help or do their part and it takes more time to work in a group than to work alone; it may take longer to agree when working in groups, but the ideas and solution may have a better outcome (Burke, 2011).

Besides the advantages and disadvantages of group work, it is also very important to take into account the amount of students, the sizes of the groups, the time the teacher has to finish the activity, the space in the classroom and the activities the students are going to do; if the teacher takes all these aspects into consideration, the group activities should be a success.

Some activities that can be used to work in groups are: debates, roundtable, forum, panel, jigsaw, role playing, Phillips 66, symposium and others. The use of these activities will depend on the activity planned, the size of the class, and the size of the group, and the English level they have. It is important to arrange the class according to the activity. It is also very important to take into consideration the time for each class and the time spent in each activity.

Debates: The group can be divided into two teams, the teacher will give them a topic to discuss; for instance; abortion; one group will be in favor and the others against and both need to prepare their arguments to defend their point of view. The teacher could choose the winner; or according to the size of the group, there could be some students that can be the judges.

Roundtable: students get in a circle to discuss a topic, find a solution for a problem, or just work together to write a story; for example. Then we have the panel, where three to five

people are in front of the auditorium or class to discuss a topic. They will present their opinion or they can divide the topic into different sections, for instance pros and cons or causes of a specific topic; once they all have discussed their part or opinions, the audience can ask them questions. Also; the symposium where there are some experts in front of the audience discussing a topic can be carried out.

Role playing: two or more students represent a situation or real experience case acting the role assigned in a realistic and authentic way. The objective is for them to explain and play their roles in the best way, so the others can understand. With this technique the teacher can encourage students to communicate and participate, as well as to show real problems or real situations the students may be going through

Phillips 66: In this technique the group is divided into six groups of six people. They will discuss a specific topic during six minutes and then get a general idea of the discussions of each group.

Jigsaw: In this technique the teacher divides the group in groups of five or six people; each group can have a topic; for instance, one will study adjectives, other nouns, other adverbs; they will read about their topic; then the teacher mixes the groups creating new groups. All of them will have one expert of each one of the topics; the students will need to explain or discuss what they know about each topic; then the groups go back to the original form and the teacher could give a test to measure the learning.

These are just some examples of activities a teacher could try to incorporate in class to encourage students to participate and motivate students doing different activities. Each activity could be modified according to topics, and also the needs and the abilities of the students.

Methods and Approaches

Now when it has been explained what motivation is and why it is important in teaching; and the advantages and disadvantages of working in groups have been pointed out; but it is also significant to study other concepts related to this investigation. It is necessary to understand what a method and approach is. Tejada, Perez and Luque (as cited in Richards and Rodgers, 1986) clarify that “the approach is constituted by those theoretical principles on which the curricular design is based and method as “this term includes the approach, design and procedures in Richards and Rodgers’ model (Tejada, Pérez, & Luque, n.d).

Moreover, it is important to know about the humanistic approaches to language teaching. According to Rhaman (n.d) “during the 60s and 70s, Carl Rogers (1969), a psycho-therapist and educator showed his concern on how the emphasis was on the intellectual and cognitive learning and he believed that it was not the only aspect teachers should take into consideration; the importance of the affective factors that a learner should be regarded as a whole person with emotion and cognition should be taken into account. As it is shown; this is also related to the importance of motivation and taking into consideration the students’ interests and opinions, not only teaching them new material.

Rhaman (n.d) also mentions that there are some methods that are more related to the humanistic one; those are: De-Suggestopaedia, the silent way, Communicative Language Learning, total physical response and in other studies, like in Current Approaches and Teaching Methods. Tejada, Perez and Luque (n.d) consider it is also a humanistic method, because “they carry humanistic attitude and derivate from the similar psychology and philosophy of education.”

De-Suggestopaedia

De-Suggestopaedia was developed in the 1970's by the Bulgarian educator Georgi Lazanov. It is based on the idea that people as they get older inhibit their learning to conform to social norms and in order to reactivate the capabilities they used as children, teachers have to use the power of suggestion (Mihaila, n.d). In this method, music is very important and it is used as a way to relax students; this method is also focused on memorization.

The Silent Way

The silent way was devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible (1989). The more the teacher is in silent, the more the students will talk; however, this can be really difficult if the students do not have a great level, since the idea is that students use English and not their mother language, and if they do not have a good level; it will be difficult for them to communicate.

Total Physical Response

The Total Physical Response was developed by James Asher, a professor of psychology at San Jose State University, California. It is built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Rogers (1989) thought it was important to see students as a "whole" to take into consideration their feelings, thoughts, opinions and consider all these factors that can affect or interfere in one's learning process (Brown, 2000). "Rodger's position has important implications for education. The focus is away from "teaching" and toward "learning." This idea implicates the change of

the teacher' role from someone who has all the knowledge and decides what needs to be taught and just become a facilitator a guide who helps the students to learn (Brown, 2000).

Therefore, "what is needed, according to Rodgers, is for teachers to become facilitators of learning through the establishment of interpersonal relationships with learners." Altogether, it is to understand that the teacher it is not superior; he or she is not the one who knows it all; he or she should take into consideration the students' feelings and opinions as well as being open and empathic with the students (Brown, 2000).

All of these approaches can be used for a specific purpose, for instance in the De-Suggestopaedia the focus is on memorization and music plays, which are very important in this approach. With the Total physical response the teacher becomes more as a facilitator that guides the students to learn, it is focused on the students as a whole taking into consideration their feelings, thoughts, opinions and how these affects their learning process. In addition, the Silent Way's purpose is the teacher to stay the more silent as possible giving the students the option to talk more; however, to use this approach it is very important to consider the English level, if the level is not good it would be difficult for them to communicate. The communicative language teaching instead, it is focused on assigning a task, where the students can improved their fluency that the students can communicate. Therefore, this approach is the one the researcher will use during the investigation.

Communicative Language Teaching (CLT)

The Communicative Language Teaching, according to Richards and Rodgers (2001), is a method of the 1960s that was created when the British wanted to change the language teaching tradition because they had seen the need to focus on language teaching on

communicative proficiency rather than on mere mastery of structures (Richards & Rodgers, 1999). Basically they wanted to change the method of teaching that at that time it was more focused on their grammatical structures of the language. So students understood English, but they were not able to communicate in this language; that was why they thought it was better if they started focusing on the use of the language, so that the students were able to communicate.

According to Ling (2010) and Brown (2001), the Communicative Language Teaching (CLT) has six characteristics. First, classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategies) of communicative competence. Goals; therefore, must involve the organizational and pragmatic aspects of language. Students must be able to use the language in a proper manner; they should be able to communicate and understand the language.

Second, language-teaching techniques should be designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that allow the learner to accomplish those purposes. Third, fluency and accuracy are seen as complementary principles underlying communicative techniques. At times, fluency may gain more importance than accuracy in order to keep learners meaningfully engaged in language use. This will depend on what the teacher wants to accomplish; if they expected students to be accurate or fluent or combine these aspects depending on the activity, so students can be better when they use the language.

Fourth, students, in a communicative class, ultimately have to use the language productively and receptively in an unrehearsed context outside the classroom. Classroom task must; therefore, equip students with the skills in those contexts; it is important that the students really learn to communicate and use the language, so it is important to create activities related to real life experiences, that they do not only repeat or memorize during the class.

Fifth, students are given opportunities to focus on their own learning process through understanding their own styles of learning and the development of strategies appropriate for autonomous learning. Students can use their own learning strategies to accomplish learning; they have the ability to choose what is suitable for them, use what works for them to learn and use the language.

Finally, the role of the teacher is that of a facilitator and a guide, not an all-knowing font of knowledge. Thus, students are encouraged to construct meaning through genuine interaction with others (Ling, 2010). It is important to show the students that the teacher is a guide that will help them through this learning process, that they feel comfortable with the teacher and the techniques he/she uses, to help them and facilitate their leaning and use of the language.

According to Wood (2011), Savignon and other language teachers began to look for an alternative to the Audio-lingual Method and the research showed that the students who were exposed to the CLT and the Audio-lingual Method learned better than the ones who were only exposed to the audio-lingualmethod. This research demonstrates the importance to teach the students with the CLT and that it is important to use more than one method or approach.

CLT is considered an approach and not a method since it “aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards & Rodgers, 1999). That is why CLT is considered an approach; it is focused on developing different skills through encouraging students to participate and communicate. In addition, Richards & Rodgers also pointed out some aspects that differentiate this approach from others; these are:

Dialogs, if used, they should be focused on the communicative functions and should not be normally memorized. Ideally; this means students can communicate their thoughts and ideas naturally, but not memorizing everything and the teacher can use different activities and games, so the students can practice and use the language in a natural way. Effective communication is sought, as mentioned before, so that students can communicate as naturally as possible; comprehensible pronunciation is sought, as it needs to be clear what they say. So the teacher should make sure that the students are able to communicate their ideas and thoughts in a clear and natural way.

Any device that can help the learners is accepted – if they vary according to their age, interest, and so forth. Teachers should allow all the resources that help students and should adapt the classes to the students’ ages and interests. For instance, they can use their cell phones to find the meaning and pronunciation of words, or they can listen to music and watch videos that help them work on their pronunciation, or understand or review a topic they have seen in the class. Attempts to communicate may be encouraged from the beginning, since this is an approach that is focused on the oral skills. This is very important to develop in the

students. Teachers help learners in any way that motivates them to work with the language, as mentioned before, this motivation comes to play a significant place in the learning process.

Language is created by the individual often through trial and error, since they are not memorizing it, there may be some errors that people can learn from it. Fluency and acceptable language are the primary goals: accuracy is judged not in an abstract way but in context. Since the main goal it is to encourage students to speak; they will improve their fluency and vocabulary. The idea is that the students should be able to communicate, share their ideas, and fix their errors along the way. In CLT a student and a teacher play different roles according to the skills that are being developed.

Learner's Roles

Breen and Candlin describe the learner's role within CLT in the following terms:

The learner will act as a negotiator between himself or herself, and the object of learning will be responsible for his or her own learning. The implication for the learner is that he or she should contribute as much as he gains, and thereby learn in an interdependent way” (Richards & Rodgers, 1999). So students must be willing to work and improve as individuals and they can work with others in the classroom; especially for the group activities; it is important that they can negotiate and agree when working in groups. It is also stated that in these classes “often there is no text, grammar rules are not presented, classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent “ (Richards & Rodgers, 1999). As mentioned before, the idea is that students interact and work with each other, helping each other and developing their oral skills.

Students are responsible of their own learning, so they should be able to find the best techniques to understand and study the language. The main goal is that they can communicate and their ideas are understood even though correction either may not be frequent or may not take place at all.

Teacher's Roles

Breen and Candlin (1980) describe teacher's roles in the following terms, "The teacher has two main roles: to facilitate the communication process between all participants in the classroom and to act as an independent participant within the learning-teaching group" (Richards & Rodgers, 1999). The teacher's role is more as a facilitator who organizes the activities or tasks and guides students to complete those activities or tasks while improving their oral skills. He or she will help students complete the task and facilitate the learning process.

There are other roles the teacher must follow:

Needs analyst: "The CLT teacher assumes a responsibility for determining and responding to learner language needs" (Richards & Rodgers, 1999). This means that a teacher should find out about students' interests and motivation; this can be done in individual sessions with each student or through assessments, for example, students may respond on a 5 point scale (strongly agree to strongly disagree) to statements like:

I want to study English because...

1. I think that someday it will be useful for getting a good job.
2. It will help me better understand English- speaking people and their way of life...

Once the teacher has the information, he or she can create a plan that responds to the students' needs and that encourages the students to learn. Likewise; the teacher must provide feedback.

The teacher should also find out why students consider it is important to learn a new language and try to incorporate real life experience activities, for instance a job interview, pretending they are in a restaurant and need to order some food, or that they are in a party socializing with each other.

Counselor: "The teacher must be able to understand and facilitate what the students are trying to communicate, through the use of paraphrasing, confirmation, and feedback".

(Richards & Rodgers, 1999) . A teacher should be able to help students communicate their ideas, so they can be fluent and have the confidence of speaking and participating in class.

Group process manager: "CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities." (Richards & Rodgers, 1999). The teacher must organize the activities and classroom to motivate the students to communicate and improve their oral skills acting as a facilitator. It is important to arrange the class according to the activities students will perform.

A teacher has a lot of responsibilities in the classroom, but the main one is to act as a guide or facilitator for the students in the learning process, helping them communicate and complete their task. A teacher should organize and arrange the class; in that way, students can do the activities presented by the teacher; he or she should motivate and encourage students to use their own techniques and methods and to start creating their own learning.

Chapter III

Methodological Framework

The definition of methodology is “The analysis of the principles or procedures of inquiry in a particular field” (Merriam-Webster Dictionary, n.d). For the purposes of this investigation the procedures are followed by the investigator to reach the objectives set at the beginning of the research. In addition, “Methodology implies more than simply methods you intend to use to collect data” (Faculty of Humanities Study, n,d). It also refers to the theories or concepts the investigator decides to use and the explanation he or she chooses those methods. The selection of these methods and theories is based on the type of investigation and what the investigator wants to accomplish.

3.1 Research method and scope

It is important to define the word method, which is the path the investigator will follow to get to the goal or purpose of the investigation (Mora, 2002, pág. 46). It can also be said that a method is a combination of general principles that form the base of the investigation. It is the procedure used to organize the steps and obtain cohering results (Echavarria, 2009). The method is the procedures or path the investigator will use to achieve the purpose of the investigation. Some of the methods are quantitative, qualitative or a combination of both.

The qualitative method is designed to reveal a target audience’s behavior and perceptions that guide to specific topics or issues. In the quantitative method, the proposals that will be investigated are more specific and are defined from the beginning of the

investigation. The hypothesis is established before the recollection and analysis in the statistical procedure. The quantitative investigation must be as much objective as possible.

The approach is not based on numerical measurements; therefore, is not a statistic analysis. The data collection involves the points of view of the participants, such as emotions, priorities, experiences, etc. (Sampieri & al., 2010). According to Sampieri (2010), the qualitative data are detailed descriptions of situations, people, interactions and behaviors. In other words, the qualitative approach interprets the reality being observed.

On the other hand, the quantitative approach uses the data collection to prove hypothesis based on numeric measurements and statistic analysis in order to prove theories (Sampieri & al., 2010). The process of the qualitative investigation is flexible and it moves between the events and their interpretation, between the answers and the development of the theory. The qualitative investigation gives more opportunities of repetition and a focus of specific points of the phenomenon; also it makes it easy to make comparisons between similar studies.

For the purpose of this investigation, the method used is the qualitative method, as any other investigation; it starts with a series of inquiries that are expected to be investigated and answered by the researcher, who considers that this is the best method to accomplish it. This method has three stages: The first one is where the researcher thinks about what he or she wants to investigate and design the way the research will be conducted; the final product of this stage is the investigation project. The second one is the field work where the investigator goes to the institution where the investigation will be conducted and collects the data. The

final product of this stage is the data collection. The final stage is the analytical stage, where all the data collected is verified and analyzed and the final product of this stage are the results.

3.2 Selection and Description of the Population and Participants

For this section, the investigator will describe the institution where the investigation took place, Colegio Nacional Virtual Marco Tulio Salazar; in this way, the readers can understand the conditions better of the institution. The population will also be described; so the readers can understand the background of the students better as well as the activities done and why the investigator chose those activities.

3.2.1 Description of the institution

Colegio Nacional Virtual Marco Tulio Salazar

Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia is located in Fatima, Heredia, next to Heredia's Police Station. This is a public school; the classes are in the evenings from Monday to Wednesday, from 5:00pm to 9:00pm. This is the program that was implemented by the MEP, and it was implemented around the country in 2010.

History of Colegio Nacional Virtual Marco Tulio Salazar

The Consejo Superior de Educacion approved on March 22, 2001 the program PNOEJ (Programa Nuevas Oportunidades Educativas para Jovenes). It was created with the objective to give an educative offer to the young people between the ages of 15 and 19 years old, that for some reason: economic, social, family, work, or the distance from schools, were not able to

enroll or attend to the daytime schools, or that were not able to complete their studies in these daytime schools.

This program gives them the opportunity to complete some of the cycles of the formal education, promotes learning and facilitates permanent education of young people. This program offers the following educative levels: the third cycle of general basic education this includes the levels from seventh to ninth grade, and diverse education which refers to the levels tenth and eleventh levels, helping then 10.457 students according to the Department of Statistic Analysis.

By the disposition of Ministerio de Educacion Publica (MEP), on October 2014, this program is taken over by the Department of Education for Young People and Adults. Then the Consejo Superior de Educacion asked the Secretaria General del Consejo to evaluate different educational programs for young people and adults (Nuevas Oportunidades, CINDEAS, IPEC, Telesecundaria and CONED), this study showed than among others the PNOEJ, drifted of the main ideal, objectives, population, administration and strategies. So the Consejo Superior de Educacion on the session N.02-05-10, took back the concept that gave the origin to the New Educative Opportunities for Young People, putting in practice a Colegio Nacional Virtual, creating an academic high school of Formal Midlevel Education, starting on February, 2010, that took the enrollment of 20.012 students.

About Colegio Nacional Vitual Marco Tulio Salazar

The Consejo Nacional de Educacion gave in June 2010 the name to the first Colegio Virtual of Marco Tulio Salazar, in tribute to the invaluable contribution he made to the Costa

Rican education, and his commitment with the poor, isolated and excluded population of Costa Rica.

Who was Marco Tulio Salazar?

He was a teacher born on May 29, 1904 in Barva, Heredia and died on Mach 27, 2001 at the age of 97. He accomplished his school studies at Pedro Murillo Perez School and Republica Argentina de Heredia. He completed high school at Escuela Normal de Costa Rica. He got his bachelor's degree in Education and a PhD in Sociology.

He was the principal of Liceo de Heredia high school until 1954, and professor and principal of the Escuela Normal de Costa Rica, professor of Sociology at the Costa Rica University and technical chief at Ministerio de Educacion Publica (MEP).

Company Values of Colegio Nacional Virtual Marco Tulio Salazar

Values (Mision)

The Colegio Nacional Virtual Marco Tulio Salazar is a public institution of secondary school, where the grades from seventh to eleventh are taught, with a personnel committed to offer a quality education that facilitates the means necessary for the students to develop their skills, abilities and values of citizens committed with the culture, defenders of their rights, and respectful of their obligations, capable to develop themselves in an environment according to the expectative of personal and family well-being in an intercultural society.

Vision

The Colegio Nacional Virtual Marco Tulio Salazar is an institution for the seventh to eleventh grades, where the commitment towards a changing society capable of responding to the challenges of the current globalization is taught, showing itself as educative entity, that incentives the ethical and moral values of the students and administrative personnel of the institution to form successful citizens.

3.2.2 Description of the population

In general, the ages of these students are from 15 to 21 years old, so most of the students are already 18 years old meaning they are already adults. This happens specially in tenth and eleventh grades. Among all the students there are around 3 to 4 mothers per group. Groups consist of 25 to 30 students; but they do not attend to school every day.

As mentioned before some of these students are already over 18 years old; they work and study at the same time. What they want is to have the degree; they do not show much interest in learning; they do not study much. They need to have the degree in order to have better jobs or get paid better; however, they seem to understand how important it is to finish high school and continue studying because this will give them better opportunities.

They are interested in music, tv, make up, cars; some of them already drive. They are also interested in parties and soccer. Even though most of them are over 18 years old and have jobs, they are teens still and they behave as teens.

They do not show interest towards the language. During the classes most of them use their headphones and listen to music; they also use their cellphone during the lesson, most of

the time for Facebook and Whatsapp; but they also used to translate words. They do not understand the instructions and the English lessons are given in Spanish.

3.2.3 Description of the participants

The group consist of around 30 students, but most of the time only around 20 or 25 students attend to classes; this varies every day. It is consist of 14 males and 11 females. Most of the students do not have a good English level; they struggle with the vocabulary, grammar, and pronunciation. That is why the activities presented will be simple and students will have help from the teacher.

There are at least two or three students speak English a little bit more, some because they like it but the others because they have studied in an Institution (Instituto Nacional de Aprendizaje, INA and the Intercultura), so these students will help the others during the activities. Most of the students have a job and most of the girls have kids that is why the activities are different, so they can feel motivated and the activities will need to be short, simple and fun. They get easily distracted, so the teacher will be in charge of trying to capture their attention and keeping them on track during the activities.

3.3 Implemented Strategies

It is important to mention the approach chosen for this investigation is the Communicative Language Teaching, because is not focused on correcting the students' mistakes. Of course, it is important that the students learn from their mistakes and ideally it will be better to use a combination of approaches. However, for the purpose of this investigation, the researcher has as an aim to increase the students' participation, that is why

she will use this approach and not focus on the student s' mistakes, but on motivating them to participate, so they could start gaining confidence when speaking in English.

For this research, the investigator will apply three activities, the activities were chosen according to the students' needs and interests. Three activities will be applied, the first activity is about Jobs. The teacher writes one occupation or job on a sticky note, note card, or paper (minimum one per student) to attach to the students' backs, the students walk around the room and ask "yes" or "no" questions about their own occupation or job (the one on their back), trying to guess what it is, they can only ask one question per person. At the end of the game, the students discuss the variety of questions asked, the occupations, etc. This is a simple activity where students can practice "yes" or "no" questions; they will share with the classmates, and they will be encouraged to talk and practice English in a more realistic and fun way.

The second activity is about Tourist Attractions offered by Communities in Costa Rica. The group will be divided into seven subgroups; each group will represent a province of Costa Rica. Then Students create a collage using pictures and information about the provinces and go to the front of the class to explain why we should visit their province and at the end, students will create a big mural of all the provinces. For this activity; students will work together in groups; they will create and organize their own ideas and thoughts about each province in order to explain it to the rest of the group.

The Third activity is changing the end of a short story. The group will be divided into subgroups of 3 to 5 students. The teacher will read two different stories and then she will assign one story to each group. In the subgroups, the students will go to the front of the class

and do a role-play of the story, but with a different ending. For this activity the students will use their creativity, thoughts and ideas to create a new ending of the story and they will perform it in front of the class. This will encourage the students to use the language and increase motivation in class.

3.4 Data Collection Instruments

For the purpose of this investigation one of the instruments used is a questionnaire. It can be defined as a sheet with questions organized logically in order to gather objective information (Mora, 2002, p. 215).

A questionnaire can be used for quantitative or qualitative research depending on the type of questions; closed ended questions like “yes” or “no” questions or multiple choice are used for quantitative researches and they use pie - charts, bar – charts and percentages. On the other hand, opened ended questions are used in qualitative researches; they involve discussions and critical analysis without numbers or calculations (Echavarría, 2009, p. 215). For the purpose of the research the investigator will use two questionnaires. The first one was to find about the students’ interests and opinions about the English language, as well to find out about the students’ preferences of the activities they can do in an English class and to get to know the students’ hobbies, gender and age.

The questionnaire has fourteen questions; most of the questions are yes or no questions, but some of them are about the students’ opinions. The other questions also have options for the students to answer but they also ask why for the same reason stated before. The questionnaire has fourteen questions. The first five questions are to find if the students think English is important nowadays, if they like it, and if they practice or use the English language.

The other questions are to find out what students like for an English class, what skills they would like to improve, what activities they would like to do and what makes them feel motivated in class. Finally; the last questions are to get to know the students' hobbies and activities they would like to implement during the English class.

The second questionnaire is to find out if the students liked and enjoyed the activities and if they felt motivated during the activities or strategies implemented. It has five questions all of which are "yes" or "no" questions, but they also ask about the reason why they chose the answer, to help the investigator have more information on the students' opinion about the activities or strategies applied.

The other instrument that will be used for this investigation is the observation check list. It is important to define what observation is. Observation is a close look at the phenomenon or what is expected to be investigated. It collects the data of the behaviors observed. The check lists can allow to determinate if certain characteristics are present or not in the subject, situation or phenomenon studied. It helps the investigator to delimitate the characteristics that are expected to be analyzed for the investigation (Echavarria, 2009, p. 202-205).

For the purpose of this investigation, a checklist will be used at the end of each activity applied. The reason to choose a check list is because the investigator wants to measure the motivation of the students using the communicative language approach, what it is relevant to observe if with the activities implemented students show they are motivated and the participation increases during the English class. The check list used for the first activity has nine aspects or criteria to be evaluated and it also has an observation chat, so the investigator

can add relevant information observed during the activities. The second check list is to evaluate the second activity, and for the final activity has nine criteria or aspects and it also has an observation box in case the investigator needs to add more information of the observation.

3.5 Validation of instruments

For the validation of the instruments the researcher applied the activities to some co-workers' classes with students of a similar ages and English level as the group studied to test them and make sure they could understand and get a second opinion of the activities and the importance or relation for the purposes of the investigation.

It can be said that most of the students agreed on the fact that the instruments were completely understandable; therefore, in conclusion, the validation of the instruments succeeded and served as a way to avoid possible failures on the application on the population under study.

Chapter IV

Data Analysis

In this chapter, the researcher will show and explain the results of the data collected from the instruments applied. The outcomes will be shown through different figures to help the reader understand the results of the observations and activities applied better. Each figure will be explained to help the reader comprehend the results of the investigation, and to demonstrate how the investigation was done through the results of the activities applied to develop the strategy; in addition, the questionnaire applied to the students to know their opinion before and after the activities will be included.

4.1 Analysis and interpretation of the results

In order to respond to the first specific objective: “To identify why students of tenth grade are not motivated to participate in the classroom during the second quarter of 2017,” the researcher provided a questionnaire of fourteen questions to find out the students’ opinion of English and its importance nowadays, and to learn about the students’ interests. This questionnaire was applied to a group of 24 students. The researcher will explain each question and the results with a series of figures.

This questionnaire was applied in Spanish for the students to understand it better and be more comfortable to answer, since most of them do not have a good English level. For the effects of the chapter, all the questions have been translated and will be presented in English.

Figure 1

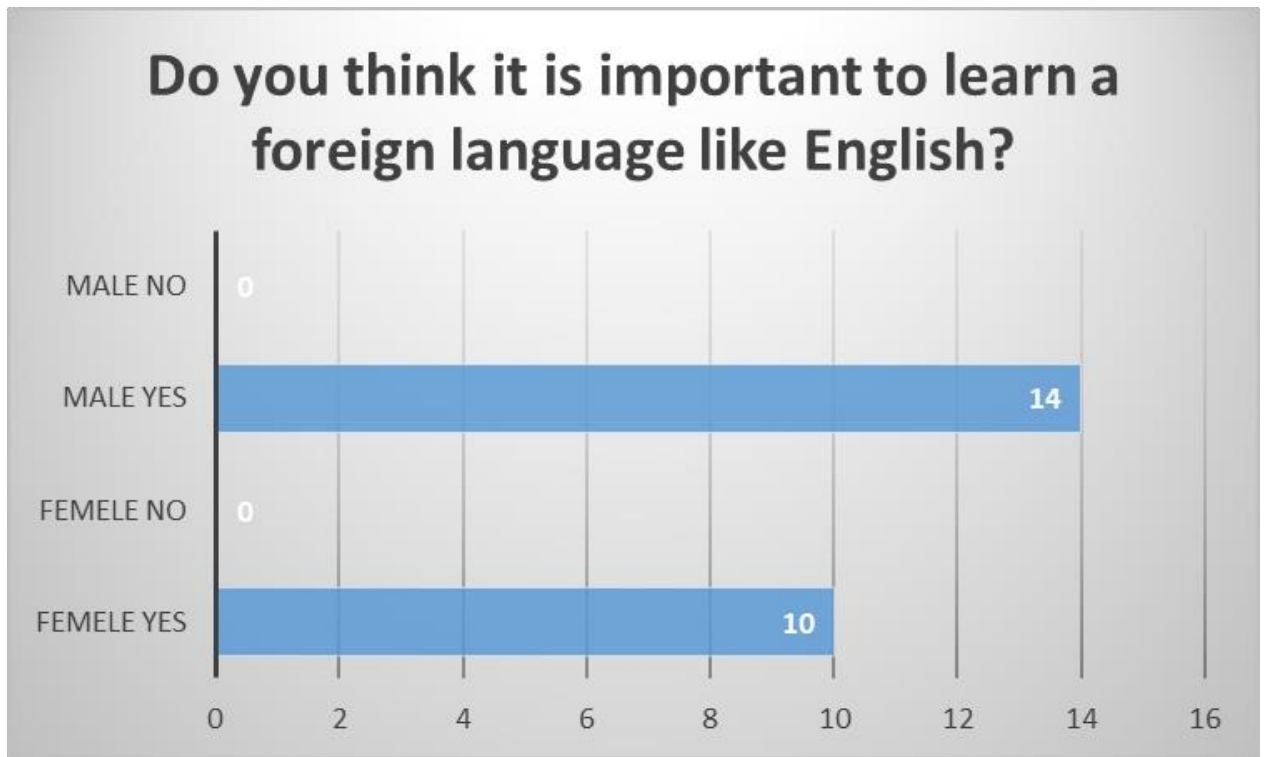


Figure 1 shows if students think learning a foreign language is important.

Source: researcher's own creation.

As shown on figure 1, the first question asked was "Do you think it is important to learn a foreign language like English?" The researcher found out that all twenty-four students think it is important to learn a foreign language. Of these twenty-four participants, fourteen were male and ten were female. This question was asked to see if students are aware of how significant it is to learn a foreign language nowadays.

All students know it is important to learn a foreign language, and most of them think it is important because it will give them more and better job opportunities. They think, nowadays, it is necessary to learn English also because it is a language used around the world, and some of them think it is important to learn English in order to communicate with others.

Figure 2

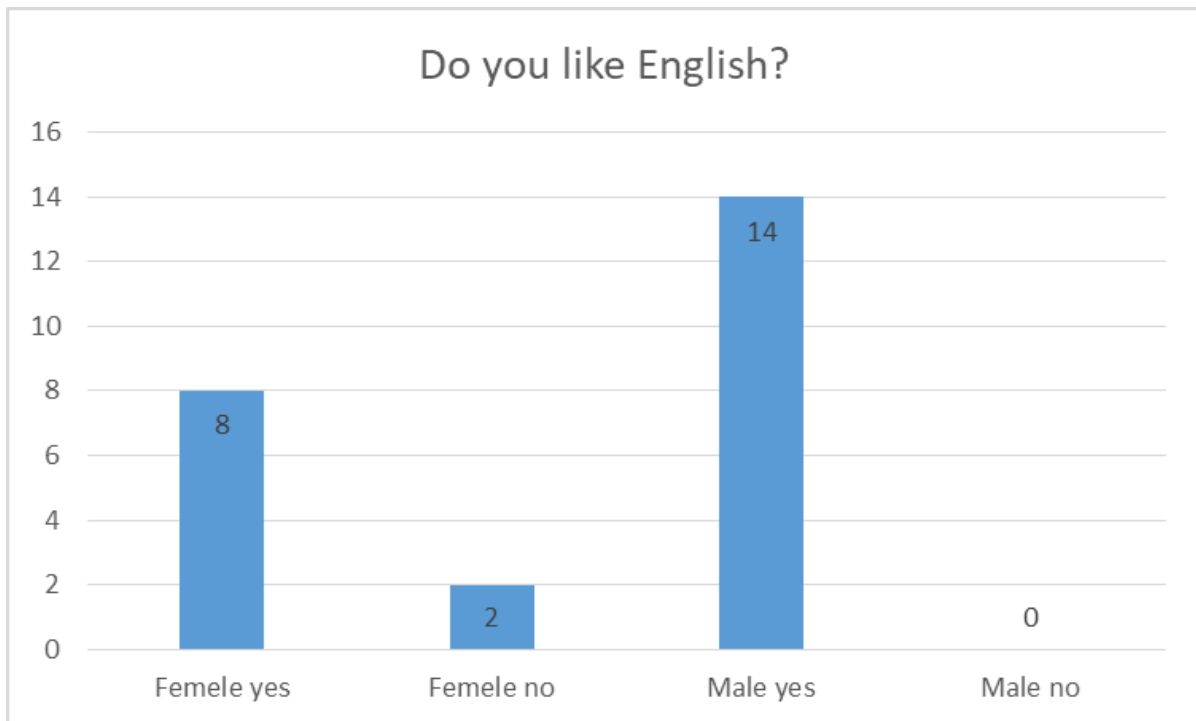


Figure 2 shows if students like English or not. Source: researcher's own creation

From figure 2, it can be stated that of the twenty-four participants, fourteen male students answered that they liked it, and eight female students also said they liked English. The other two female students answered that they did not like it. Most of them like it because they know it will give them better opportunities when looking for a job. They also think it is interesting and that they can use it to communicate with others. Some other students like English because they can understand it; and on the other hand; some students know it is a necessity even though they do not understand it much. Only one student answered that she did not like it because she couldn't understand it, and the other one thinks it is something mandatory implemented by the MEP since they are in school and she thinks the classes are boring.

This was important for the researcher to know how the students felt about learning English, and if it was something they do not like or they struggle with understanding it.

Figure 3

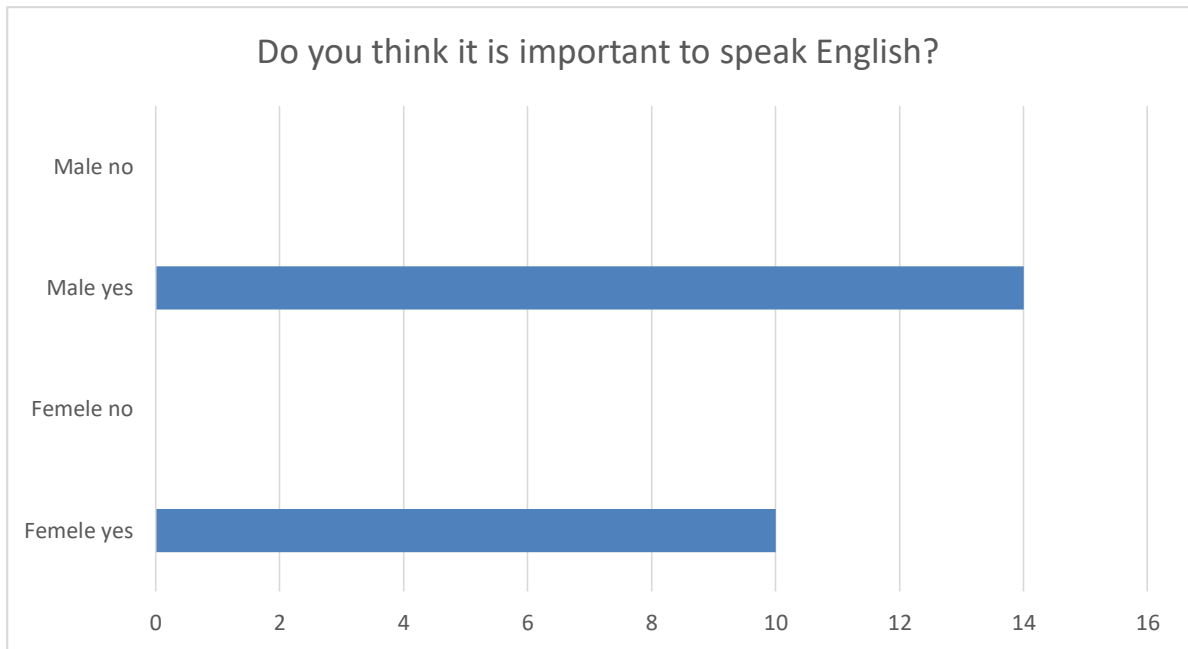


Figure 3 shows if students think it is important to speak English.

Source: researcher's own creation

Figure 4

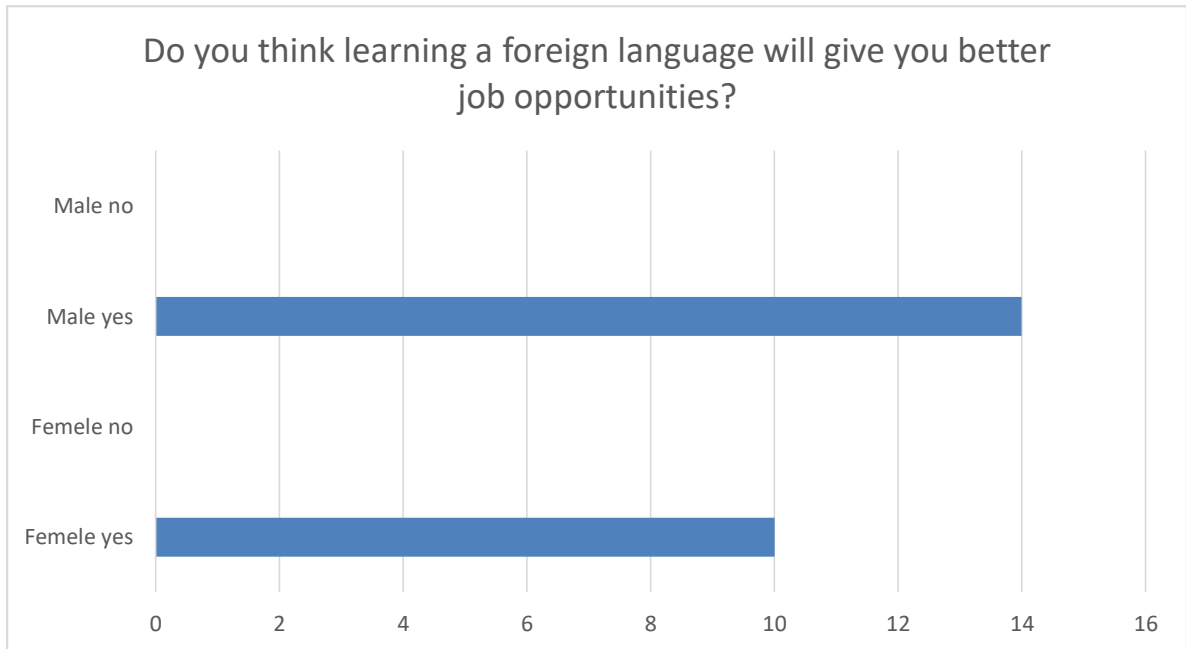


Figure 4 shows if students think that learning a foreign language will give them better job opportunities. Source: researcher's own creation

Figures 3 and 4 represent the answers to questions, “Do you think it is important to speak English?” and “Do you think learning a foreign language will give you better job opportunities?” The twenty-four students think it is important to speak English and that they will have better job opportunities if they know English. They are aware that most of the companies ask for at least a minimum level of English and if they want to apply for a better job, they will need to know English. Even if they do not like it, they are conscious they have better opportunities if they learn it.

Figure 5

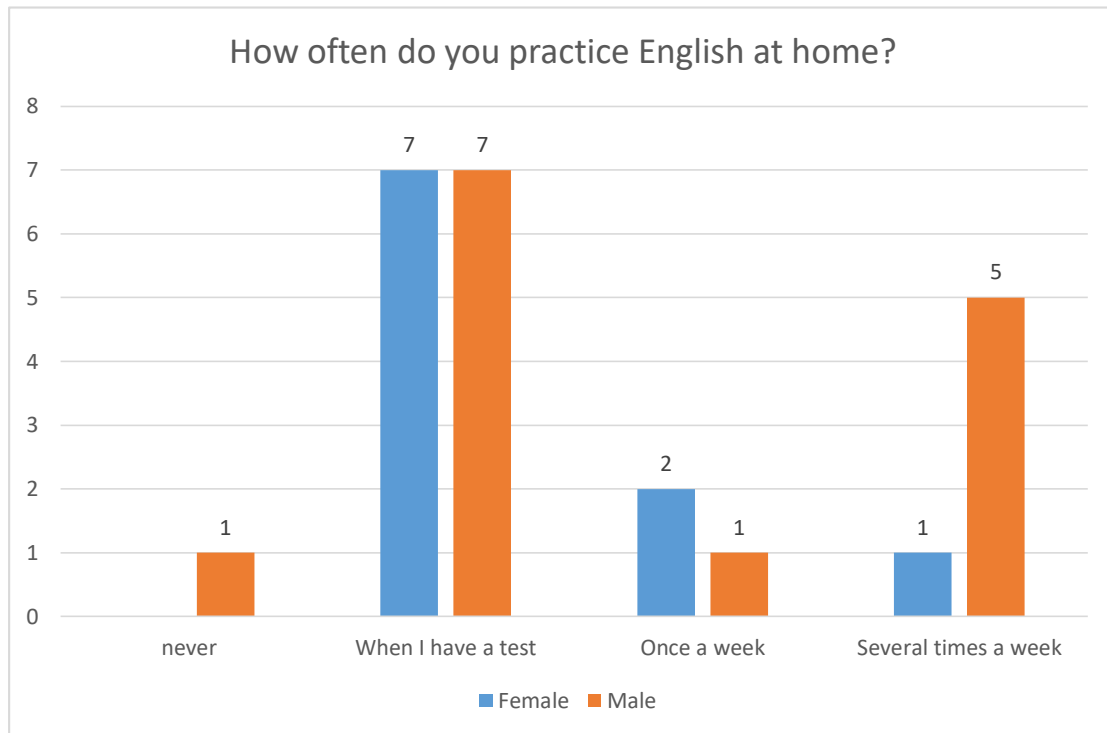


Figure 5 shows how often students practice English at home.

Source: researcher's own creation

Figure 5 represents the answers to the question “How often do you practice English at home?” Only one male student of the twenty-four answered that he never practiced at home; and most of the seven girls and boys said that they only practiced it when they have a test.

Two females do it just once a week, and one male several times a week. Just one female practices English more than once a week and five male also do it. As it is shown; most of them do not practice English at home; they only do it when they have a test. This question was important for the researcher to see if they practiced at home and how often if they did it.

Figure 6

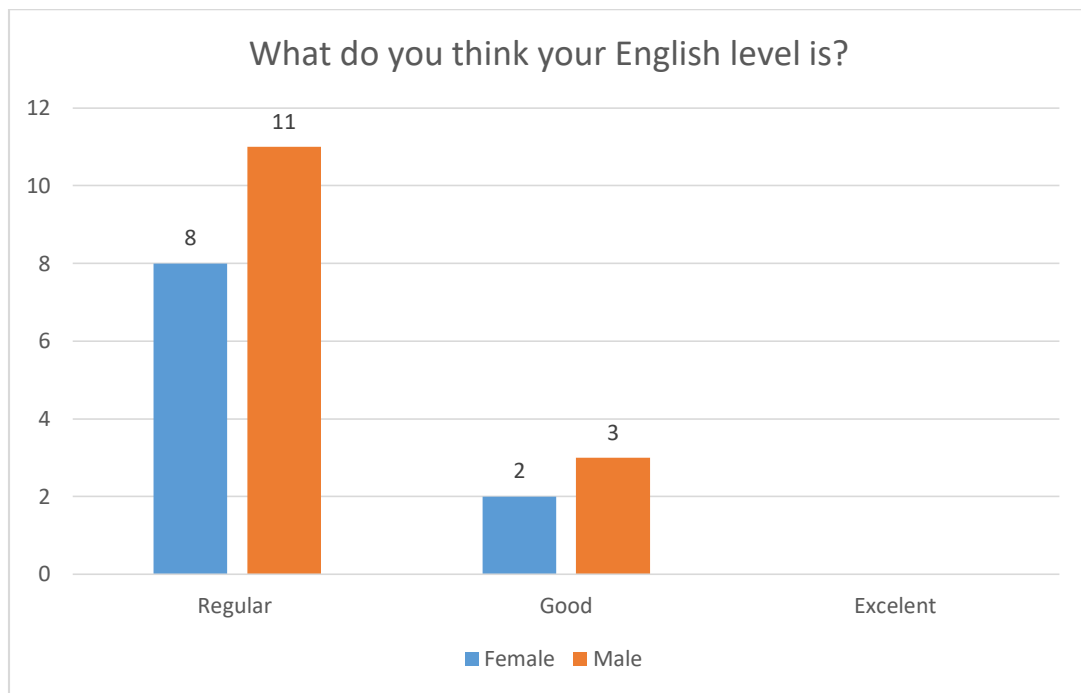


Figure 6 shows what they consider their English level is.

Source: researcher's own creation

Figure 6 demonstrates what they think their English level is. As it is shown; most of them consider their English level regular, and just two girls and three boys think have a good level. They consider their level regular because they do not study, do not practice, do not like it or they really struggle with the language. The ones who think they have a good level say this because they like it, they listen to music in English or watch movies, or they have studied in an Institution.

Figure 7

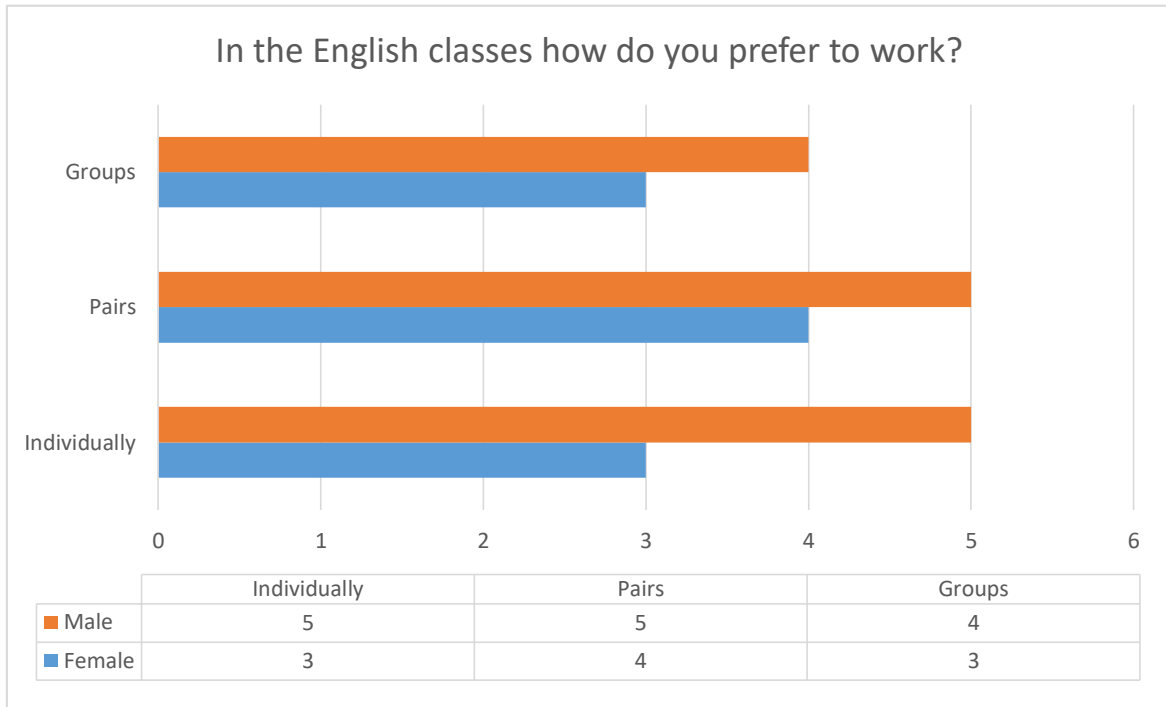


Figure 7 shows how students prefer to work during the English class.

Source: researcher’s own creation

Figure 7 represents the results regarding to the way in which students prefer to work, for example, individually, pairs, groups. Five men prefer to work individually because they think they can focus more. Five male participants chose to work in pairs because they think they can help each other. The other four chose to work in groups. On the other hand, only 3 girls chose to work individually because they can focus more. Four chose to work in pairs and the other three in groups. Despite some of them would like to work individually, the majority will rather work in pairs or groups; they feel supported and more comfortable working like that. This is important for the research since groups activities will be implemented during the investigation.

Figure 8

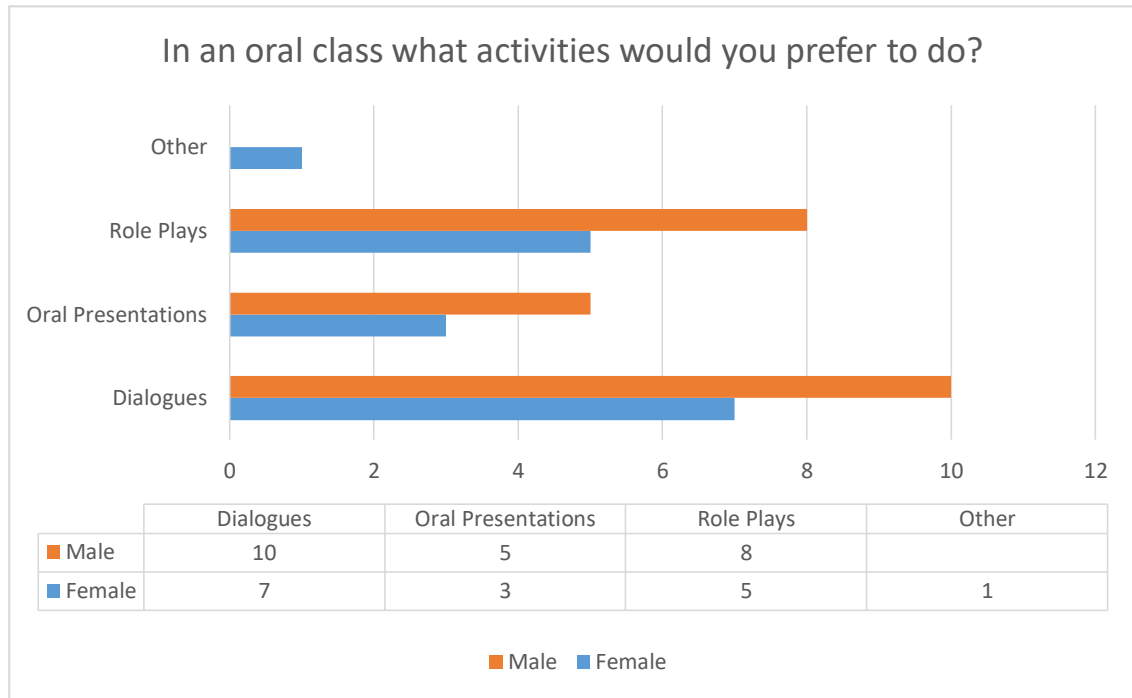


Figure 8 shows the oral activities students prefer to carry out.

Source: researcher's own creation

Figure 8 shows what activities the students would like to do during an oral class. They could choose more than one option. Males and females participants chose dialogues as their first option. The second option for both girls and boys was a role play and the last option for both was an oral presentation.

Most of the students prefer to make dialogues because they think it is easier to learn or memorize, and that they can establish a conversation. The second option was a role-play; they think it will help them learn and improve their speaking skills. The third option was an oral presentation because they think that with this option they can choose the topic that they know best; the other option given was a debate.

Figure 9

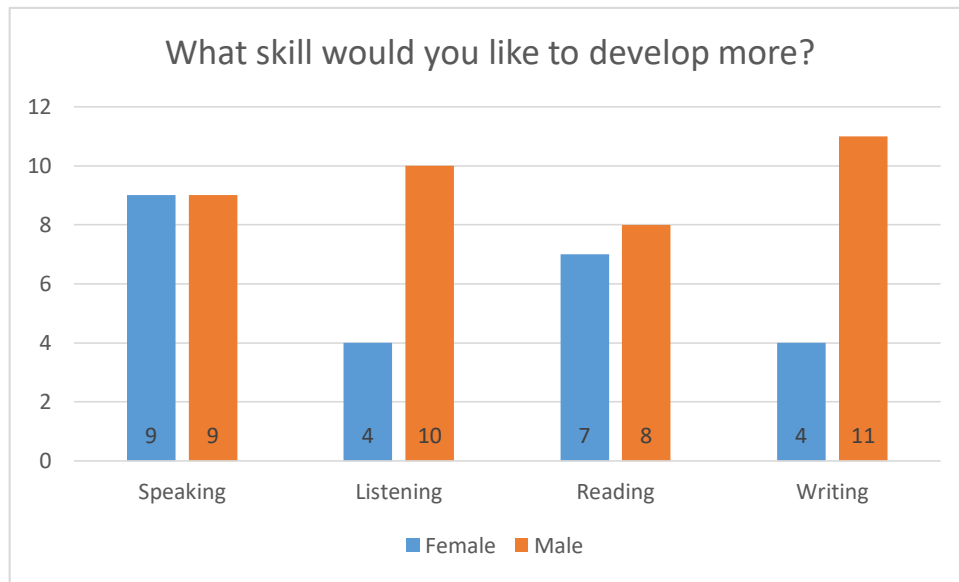


Figure 9 shows the skills the students would like to develop more.

Source: researcher's own creation.

Question 9 represented in figure 9 is related to what skills students would like to develop more. They could choose more than one option. Most of the male participants said that they would like to improve their writing and listening skills and then speaking and reading ones. Most of the girls most the majority choose to improve their speaking skill, followed by reading and finally, their listening and writing skills.

Figure 10

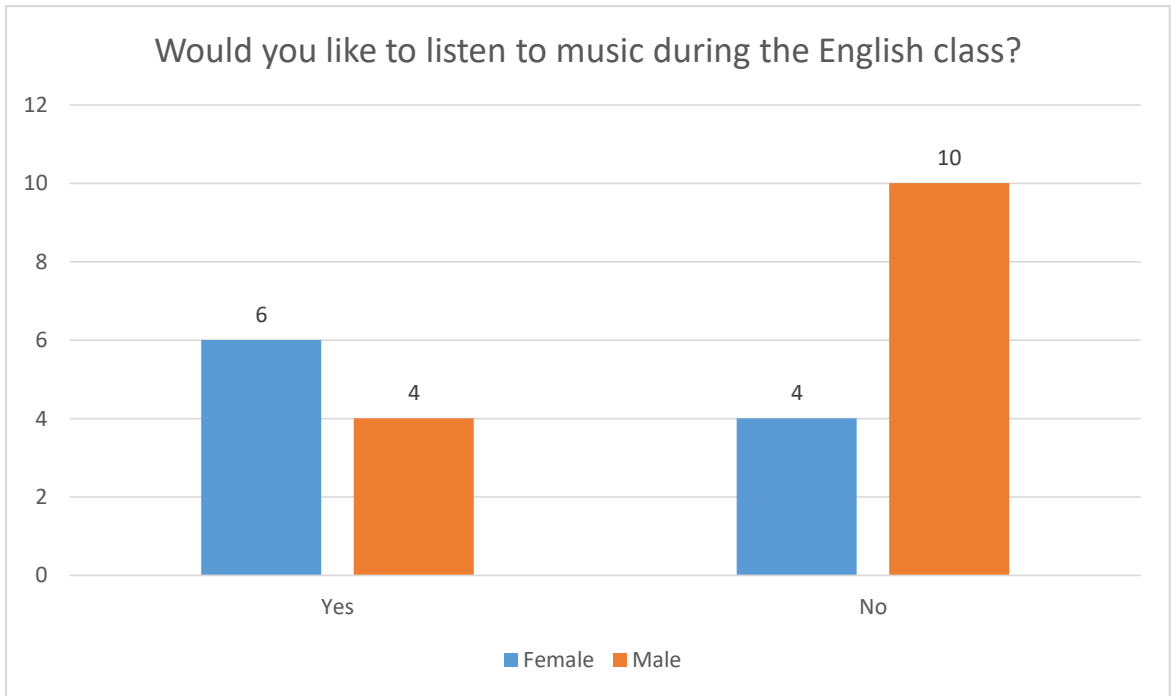


Figure 10 shows if students would like to listen to music during the English class.

Source: researcher's own creation

Figure 11

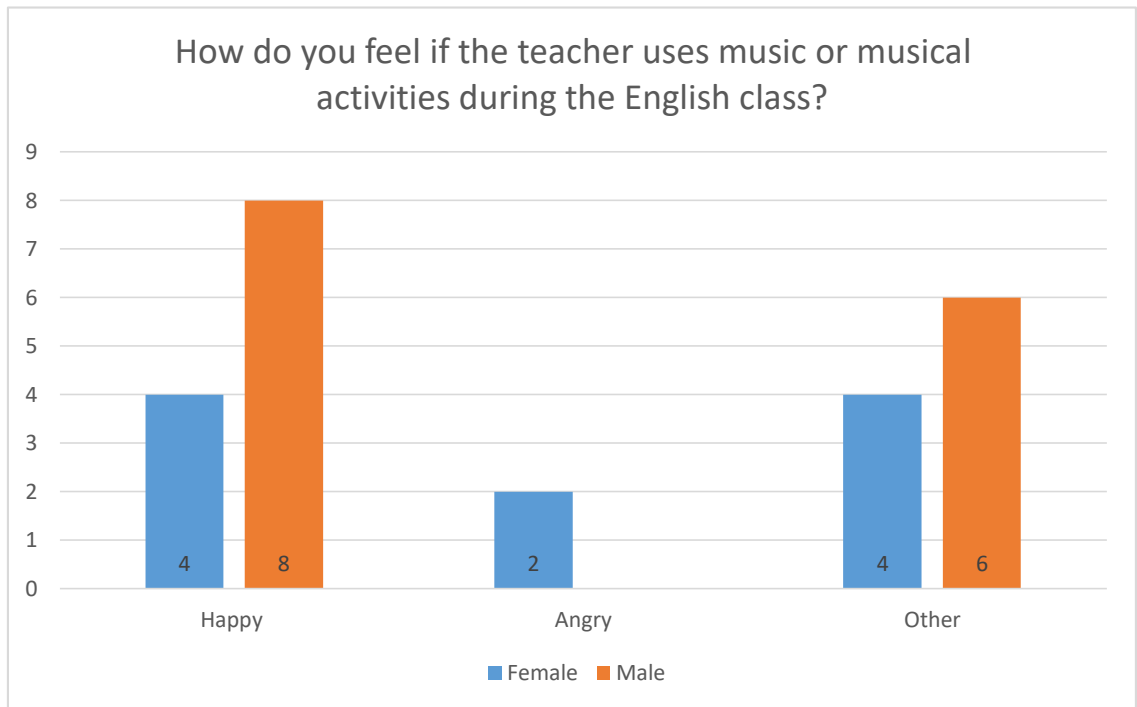


Figure 11 shows how students would feel if the teacher uses musical activities during the English class. Source: researcher's own creation.

Figure 10 and 11 represent the questions if students would like to listen to music during the English class and how it will make them feel. The majority of the students would like to listen to music during the English class. Some participants think this will help them to develop their listening skills and focus during the class; however, the ones who chose that they do not like to listen to music said that this would distract them. As for the question how this would make them feel; the majority think that they would feel happy; others said that they would be distracted or stressed and the minority said they would feel angry.

Figure 12

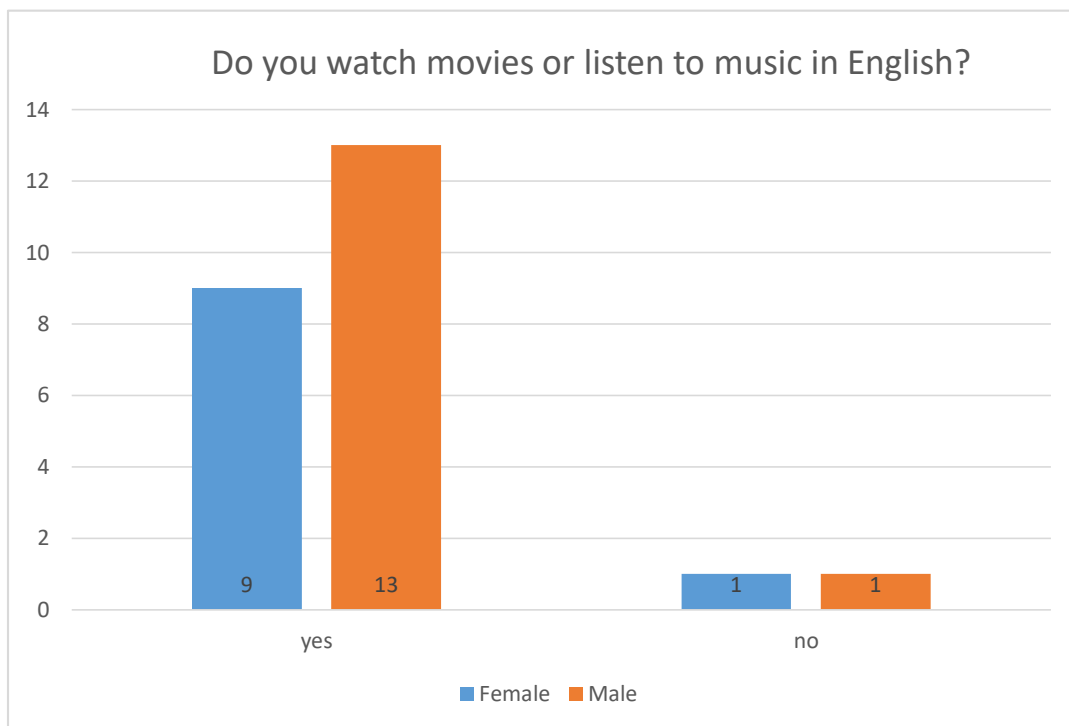


Figure 12 shows if students watch movies or listen to music in English.

Source: researcher's own creation.

Figure 12 represents question 12 that dealt with the fact if they liked watch movies or listen to music in English. The majority; twenty-two of the twenty-four students; listen to music and watch movies in English. They consider that this helps them improve their listening

skill. The other two students do not. They do not like to listen to music or watch movies in English because they do not understand this language.

Regarding question 13 that was related to the students' hobbies, they stated that they liked to listen to music, watch TV, practice a sport, play an instrument, paint, read, dance or spend time with their families, and friends. The researcher found out in a very general way that there were some activities that the students liked to do in their free time that can be done in English and thus improve their level of English. In addition; they can be taken into consideration by the teacher to put them in practice in the classroom. Moreover, question 14 was about the activities they would like the teacher to implement during the English class. Some of the suggestions were: playing games, doing activities with vocabulary, listening to music, participating in oral activities like dialogues, role-plays, and oral presentations. This reflects that most of the students would like more dynamic lessons.

The questionnaire was important for the researcher to identify why tenth grade students are not motivated to participate in the classroom, and it is because they think the classes are monotonous; they struggle to understand, and they would like to do other activities. Also, the importance of this questionnaire was to take into consideration the students' opinion about the activities they would like to do.

Furthermore, in order to fulfill the second objective to apply different group activities using the Communicative Language Teaching Approach to increase the interaction and participation of the tenth grades at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia there were three activities applied to students to develop the strategy; each one was evaluated with a check list.

4.1.1 First activity applied

This activity was called Jobs. In this activity, the teacher writes one occupation or the name of a celebrity on each sticky note, note card, or paper (minimum one per student) to attach to the students' backs. The students walk around the room and ask "yes" or "no" questions about their own occupation or celebrity (the one on their back), trying to guess what it is or who the celebrity is. They can only ask one question per person. For this activity, students were given a series of questions as examples of what they could use. Mainly because of their English level they will need the assistance for them not to feel frustrated and be able to participate and complete the activity. Students' performance was measured through observation using a check list.

4.1.1.1 Check list first activity

Table 1

Criteria	Scale				
	1 Never	2 Seldom	3 Rarely	4 Sometimes	5 Always
Students understood the explanation provided by the teacher					5
Students struggled to understand pronunciation				4	
Students had problems to understand the vocabulary			3		
Students understood the instructions of the activities					5
Students were able to make simple sentences orally.			2		
Students were able to write simple sentences			2		
Students were able to read aloud and understand simple sentences				4	
Students presented more problems in grammar				4	
Students presented more problems in pronunciation				4	

Table 1 represents the criteria used to evaluate the students during the first activity, there were nine criteria used. Source: Researcher's own creation.

Figure 13

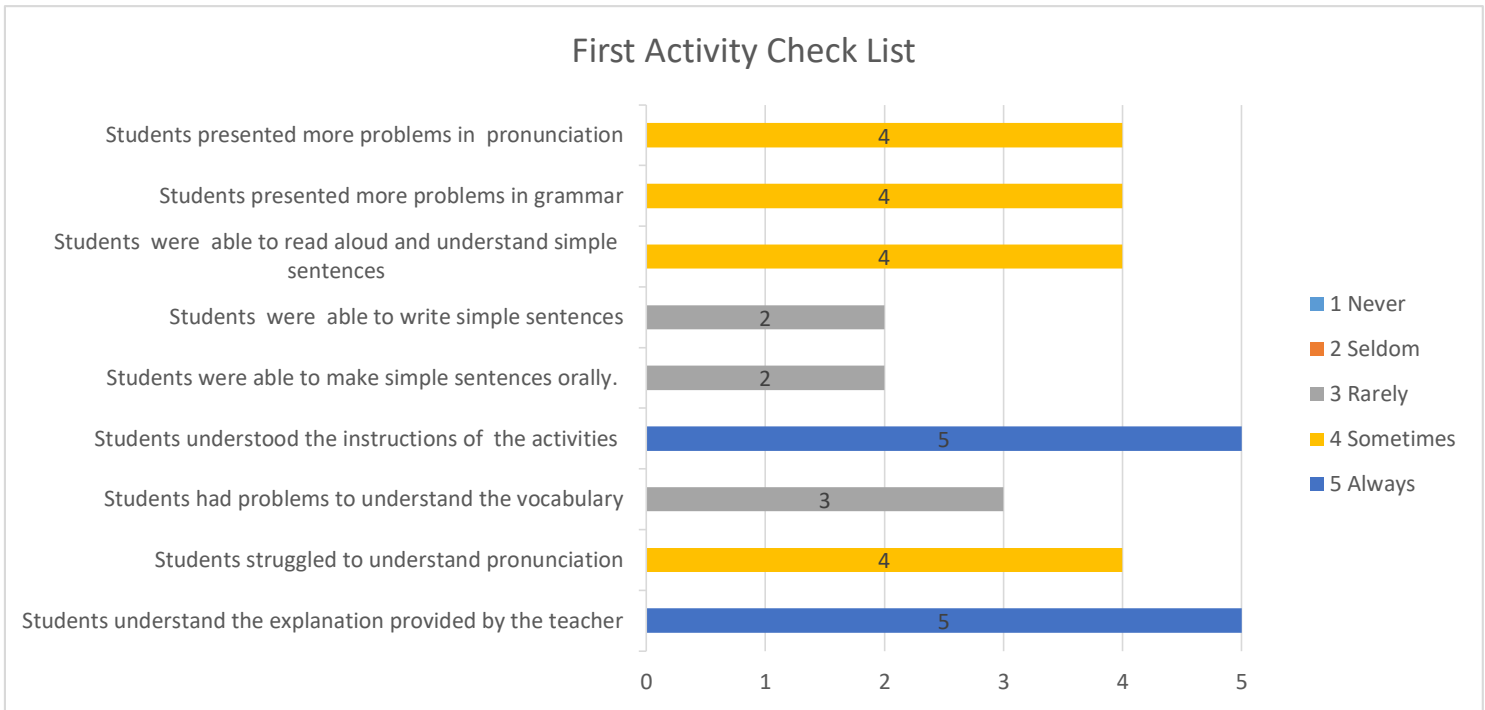


Figure 13 shows the results obtained from the checklist of the first activity. Source: Researcher’s own creation.

In this table, it can be observed that the students presented more problems with the use of the language. They struggled to write and produce simple sentences in English orally, the researcher observed that they had a hard time or were no able to create new questions, as most of them used the questions studied during the lesson. They did not have that much trouble with the vocabulary because it was simple and explained before the activity. They were able to understand the explanation and instructions given, because the researcher was able to explain the activity using a lot of body language and this helped them a lot. They were able to understand the pronunciation; they had a hard time just with the new words, and the researcher had to pronounce and explain the new word several times. They presented some problems with grammar, pronunciation and reading simple sentences aloud due to the English level they

have, but they were able to do it with the help provided. Since there were simple sentences they did not have that much trouble.

4.1.3 Second Activity Tourist Attractions Offered by Communities in Costa Rica

The group was divided into seven subgroups; each group represented a province of Costa Rica. Students created a collage using pictures and information about the provinces. Then the students went to the front of the class to explain why we should visit their province. At the end, students created a big mural of all the provinces. They were evaluated with a checklist.

Table 2

Criteria	Scale				
	1 Never	2 Seldom	3 Rarely	4 Sometime	5 Always
Students understood the explanation provided by the teacher					5
Students struggled to understand pronunciation			3		
Students had problems to understand the vocabulary			3		
Students understood the instructions of the activities					5
Students were able to make simple sentences orally.				4	
Students were able to write simple sentences				4	
Students were able to read aloud and understand simple sentences				4	
Students presented more problems in grammar			2		
Students presented more problems in pronunciation					5

Table 2 represents the criteria of the checklist used to evaluate the students during the second activity Tourist Attractions offered by communities in Costa Rica.

Source: Researcher's own creation.

Figure 14

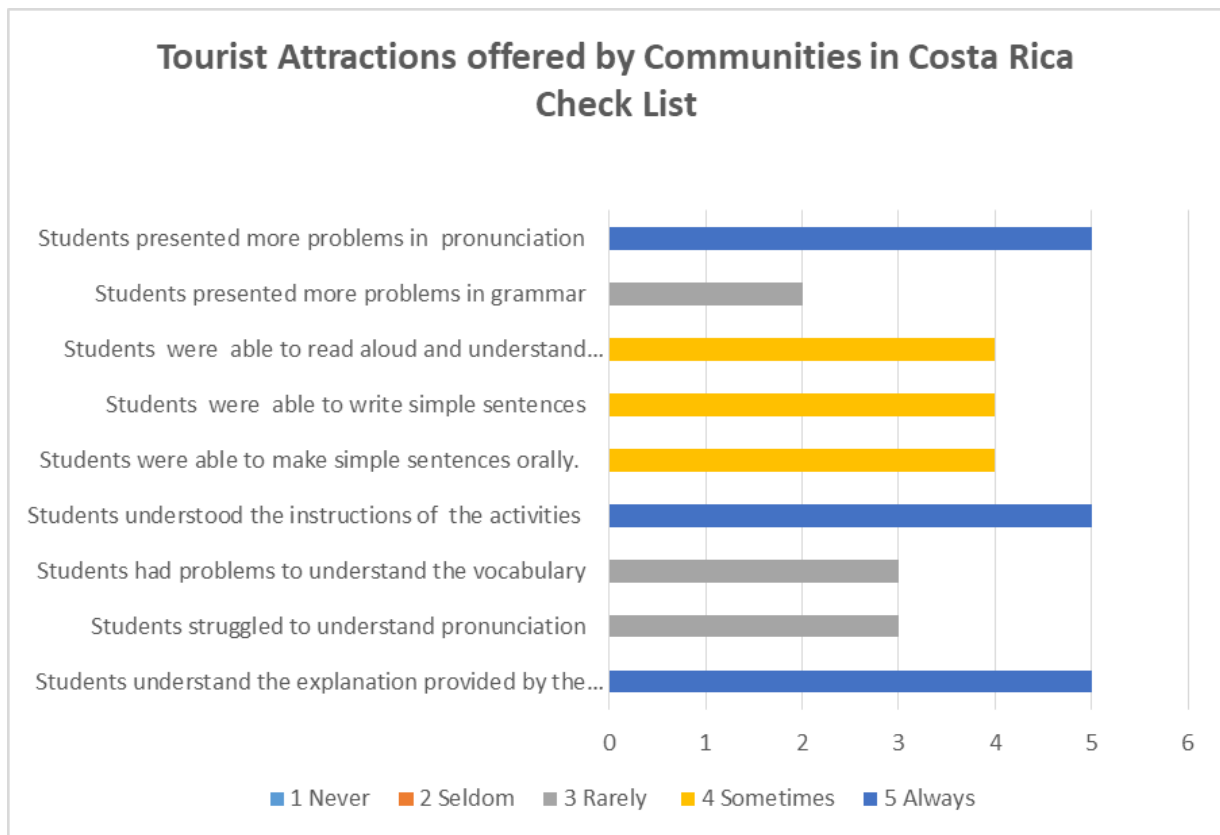


Figure 14 shows the results obtained from the checklist of the second activity.

Source: Researcher's own creation.

Figure 14 represents the checklist. Here it is demonstrated that the students were able to understand the explanation and instructions, since the researcher used the materials and body language to explain the activity. Students struggled less while writing, reading, and producing simple sentences orally, because this time they had more information to work with and they used the sentences from the text. They did not have that much trouble to understand the pronunciation and vocabulary since the information was simple, they had practiced a lot of reading comprehension and they had pictures on the texts that helped them understand better. With grammar, they did not have much trouble because they used sentences from the text provided. They had hard time with the pronunciation especially because they used longer

sentences in this activity, they did not listen someone reading the text, since they worked alone in the subgroups, and their English level is not good.

4.1.4. Third Activity Changing the End of a Short Story

For this activity, the group was divided into subgroups of 3 to 5 students. The teacher read two different stories and then assigned one story to each group. In the subgroups, the students had to go to the front of the class to make a role-play of the story, but with a different ending. The teacher evaluated the progress of the students with a checklist.

Table 3

Criteria	Scale				
	1 Never	2 Seldom	3 Rarely	4 Sometimes	5 Always
Students understood the explanation provided by the teacher					5
Students struggled to understand pronunciation			3		
Students had problems to understand the vocabulary			3		
Students understood the instructions of the activities					5
Students were able to make simple sentences orally.					5
Students were able to write simple sentences					5
Students were able to read aloud and understand simple sentences					5
Students presented more problems in grammar				4	
Students presented more problems in pronunciation				4	

Table 2 represents the criteria of the checklist used to evaluate the students during the third activity changing the end of a short story Source: Researcher's own creation.

Figure 15

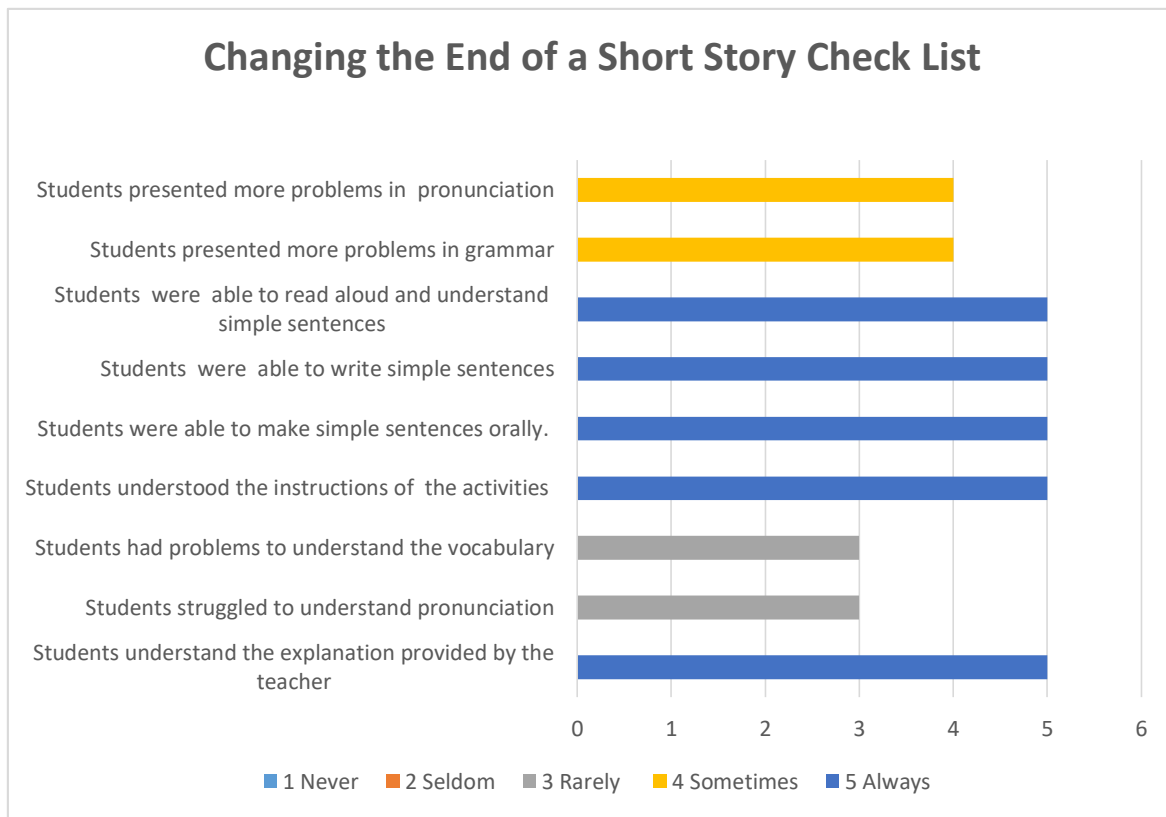


Figure 15 shows the results obtained from the checklist of the third activity.

Source: Researcher's own creation.

Table 3 and figure 15 represented the results of the check list used to evaluate the third activity applied. There was an improvement on the students' performance; they were able to understand the explanation and instruction to help the students the researcher used examples and the helped of the students that have a better English level. They were able to read and understand simple sentences, and to write and produce simple sentences orally; because they had the stories and were able to use the dictionaries or electronic translator, as well they support of the researcher and teacher. They struggle with understanding the vocabulary and pronunciation, due to his English level and since this was the first time they read the stories, the researcher had to explain the meaning of different words and pronounced the unfamiliar

words several times. They had problems with grammar and pronunciation due to the English level they have, and because they had to construct new sentences to create the new endings for the stories.

As it is shown, there was an improvement of the students during the activities.

Despite the difficulty and insecurity, they have with the language; they all participated and tried to do their best to complete each activity. They had the support of the teacher who helped them a lot during each activity.

4.1.5. Questionnaire

Finally, there was a second questionnaire applied to the students, but this time the purpose was to know their opinion about the activities carried out. This questionnaire consisted of five questions. This was significant for the research because it helped to accomplish the third objective of this investigation, “To analyze how students of the tenth grade at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia can be motivated to participate in the classroom by applying different group activities using the Communicative Language Teaching Approach.”

Figure 16

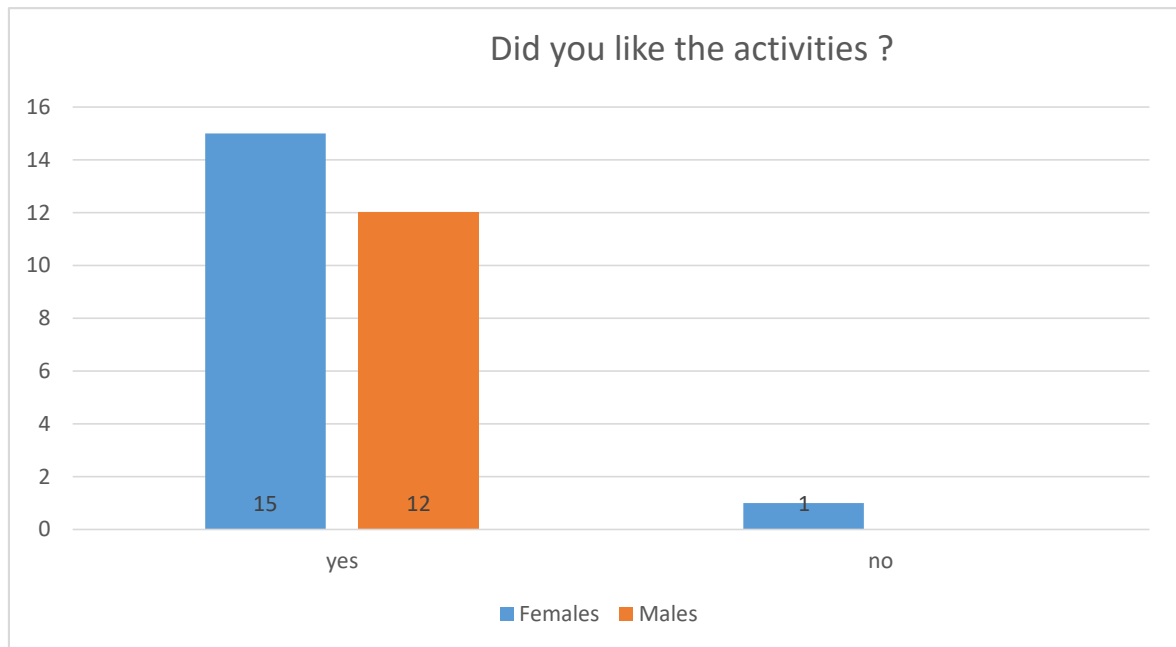


Figure 16 shows if students like the activities designed.

Source: researcher's own creation

Figure 16 shows if they liked the activities carried out. Of twenty-eight students who answered the question, just one girl said she did not enjoy the activities because she thought the activities lack originality. The rest of the group liked the activities and thought the activities were different.

Figure 17

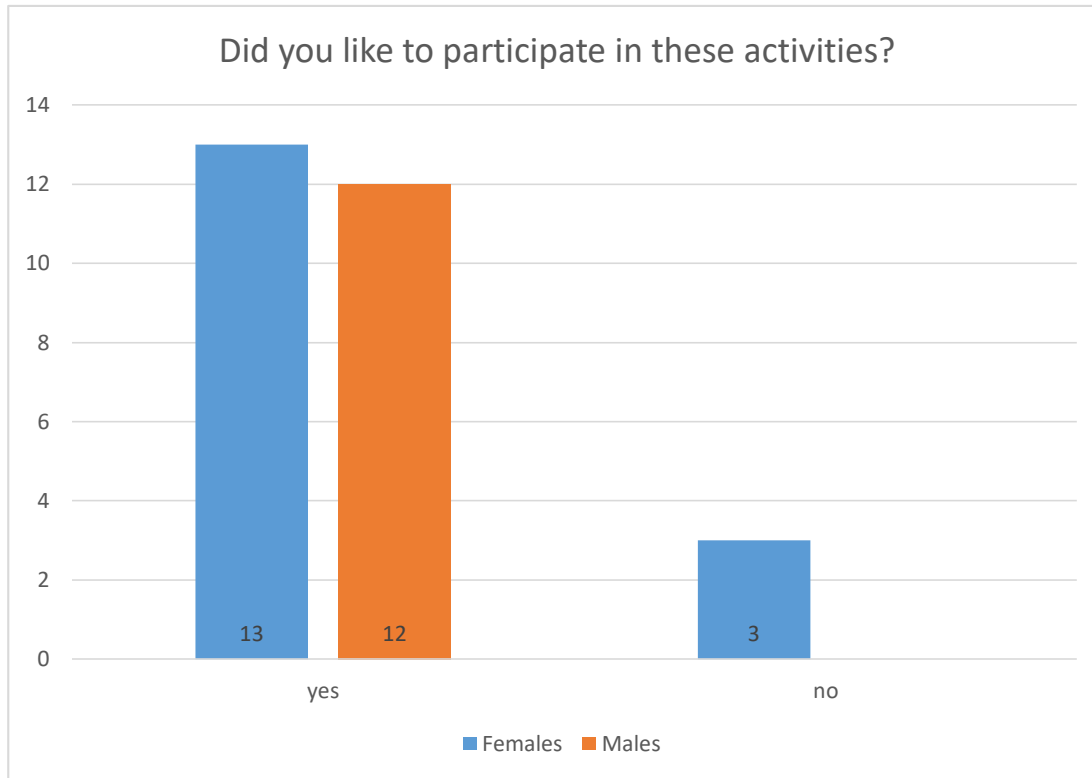


Figure 17 shows if students liked to participate in these activities.

Source: researcher's own creation

Figure 17 represents the second question, "Did you like to participate in these activities?" Of the twenty-eight students who answered, twenty-five said "yes", meaning they liked to participate in those activities because they thought they could learn more. Besides; they worked in groups; so they could share and have the support of their teammates. They also considered the activities were different and entraining. On the other hand, there were three girls who said they did not like to participate in these activities because they were shy and got nervous to perform in front of the group.

As it is shown in figure 17, the majority of the students like to participate in these type of activities. They enjoyed them and learned at the same time. The ones who did not like to

participate said it was because they do not like the activities, but because they were shy and did not feel comfortable to perform in front of the group.

Figure 18

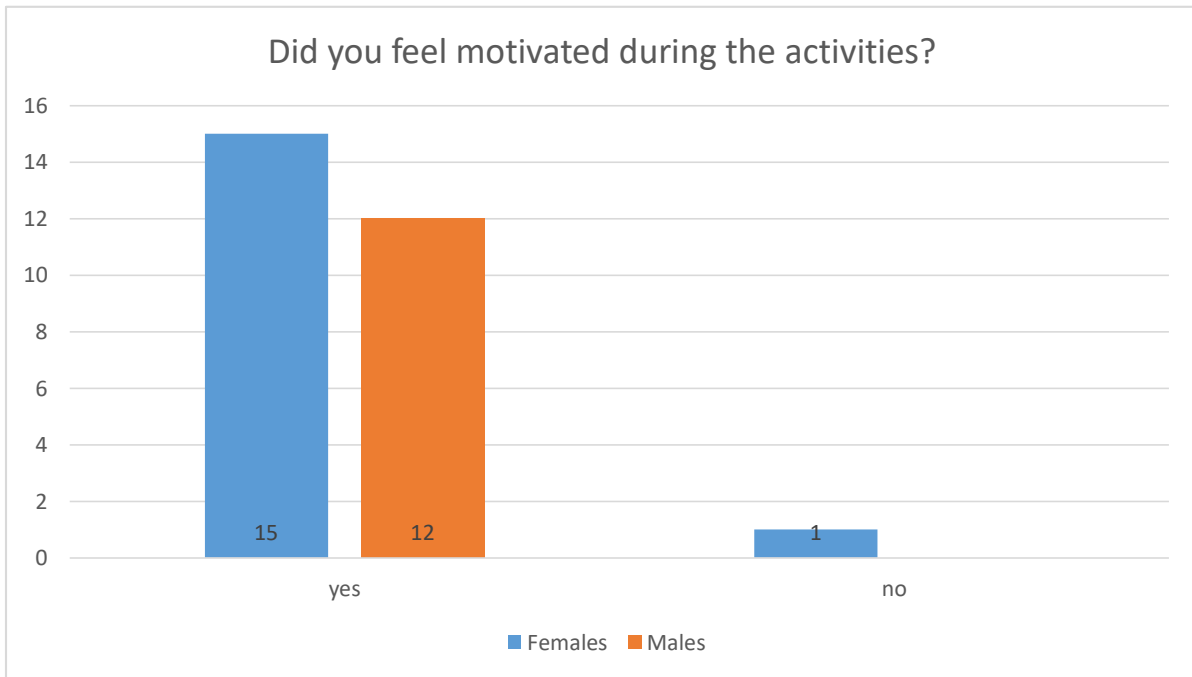


Figure 18 shows if students felt motivated during the activities.

Source: researcher's own creation

Figure 18 refers to the question if students felt motivated during the activity. Twenty-seven students answered that they felt motivated because it was something original; they thought they learned more with these activities. They also felt motivated because they enjoyed and were entertained during the activities because they like to work in groups. However, there was a girl who did not feel motivated because she felt insecure and nervous doing these activities. The majority felt motivated, and the student who was not motivated said it was because she felt insecure, but as the data shows using this type of activities help students' motivation and performance.

Figure 19

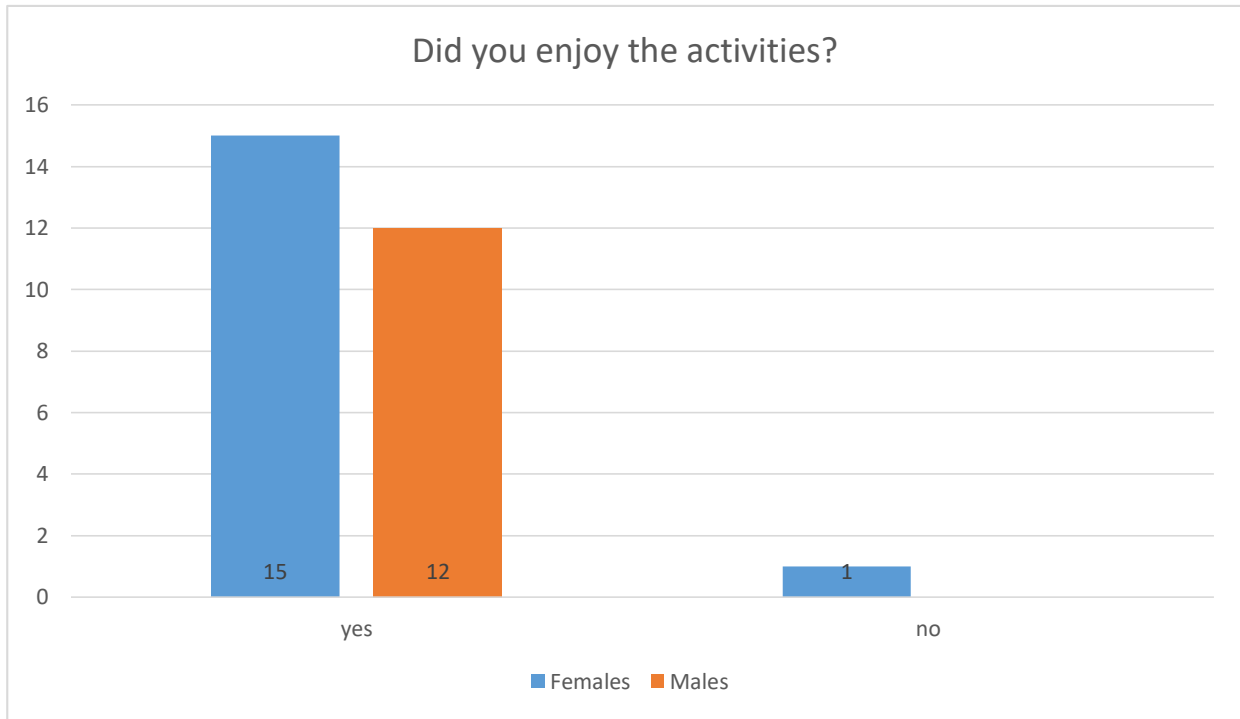


Figure 19 shows if students enjoyed these activities.

Source: researcher's own creation

Figure 19 represents the fourth question if the participants enjoyed the activities. Fifteen female students and twelve male students answered that they enjoyed the activity. This means that the majority of the said that they enjoyed the activity because they had fun, it was entraining, it was original and they like this type of activities. One female student did not enjoy the activity because she felt uncomfortable, insecure and ashamed.

Figure 20

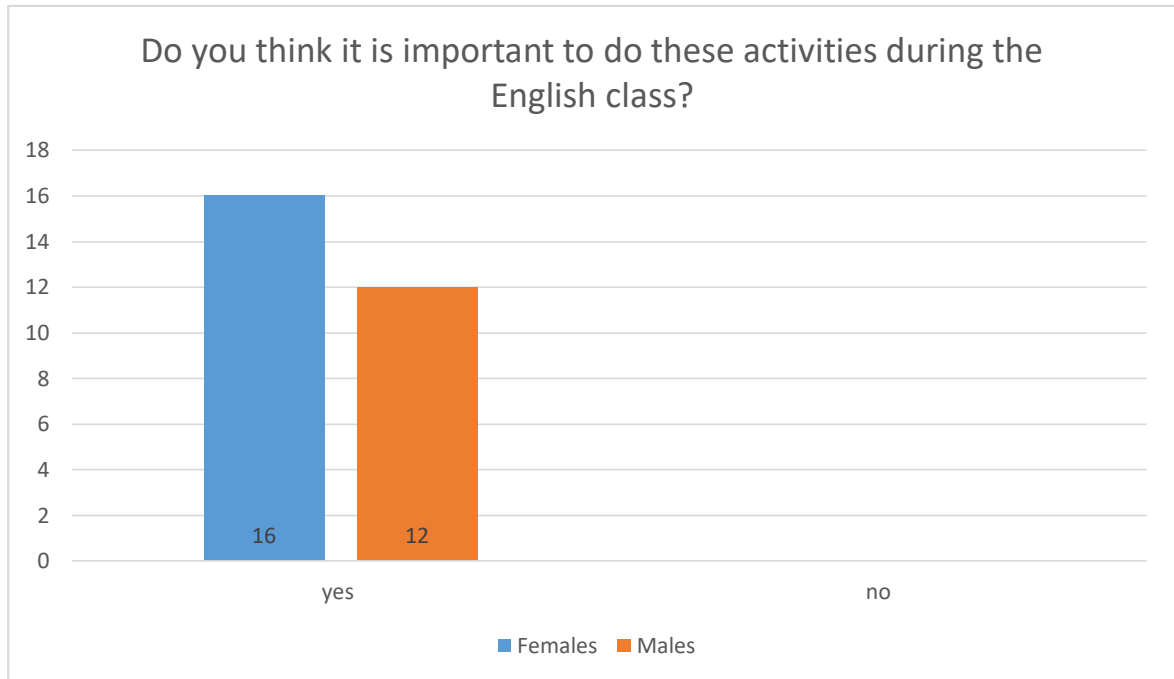


Figure 20 shows if students think it is important to do these activities during the English class.

Source: researcher's own creation

Finally, figure 20 represents the questions if students consider important to do these activities during the English class. All twenty eight students consider it is important to do these type of activities mainly because they think the classes are more entertaining, they have fun, they can work in groups, they think they can learn more and develop more skills, they feel motivated when they do this type of activities.

As it was mentioned before, with this questionnaire the researcher wanted to accomplish the third specific objective to analyze how the students can be motivated to participate in the classroom by applying different group activities using the Communicative Language Teaching Approach.

Despite all the difficulties they have with the English language the majority of the students felt motivated with these activities, which encourage them to speak without giving too much focus to the grammar or pronunciation, especially since they do not have a good language level and need this type of encouragement and support.

The reason they felt motivated was because they were doing something different; they felt supported by the teacher and classmates. They consider they can learn more when using this type of activities. Despite all their fears and insecurities all the students participated and paid more attention than in their regular classes.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusions

According to the University of Southern California (n.d.) (University of North Carolina, n.d), the conclusion is not a summary of the investigation but a synthesis of the key points. For that reason; in this chapter, the researcher will mention again the objectives and the activities done for each objective. It will be mentioned if these activities were useful to reach each objective. Furthermore, in this chapter, the researcher will present the conclusions of the activities and instruments applied for this investigation. The researcher will explain the results of the data collected through the analysis of the results. Moreover, the researcher will explain if the research question stated in Chapter I was reached. In addition, a series of recommendations will be provided on what was done and what could have changed, which is of great importance for future investigations.

5.2 Conclusions

In the following paragraphs, the researcher will explain each specific objective stated in Chapter I and present the conclusions of each objective studying the strategy and analyzing the data collected and the results for each objective.

5.2.1 To identify why students of tenth grade are not motivated to participate in the classroom during the second quarter of 2017

This objective was very important for the researcher to find out why the students were not motivated in the English class, as well as to determine the students' interests, the skills they would like to develop more, the activities they would like to include in the English class and to see their thoughts and feeling towards the English language. In order to accomplish this objective; the researcher created a questionnaire of fourteen questions; each question was significant because the students' opinions were very important for this research; their opinions were taken into consideration for the activities done for this research.

As it was mentioned before, the conclusions mention the key points for the investigation; that is why only some of the questions will be analyzed for this objective. The first questions were to find out if the students likes the English language and if they were conscious that learning a second language will give them better opportunities. This is important because if they know that learning a second language will give them better opportunities, there will be a reason for them to be motivated.

The result of this question was very positive; all twenty four students agree that it is very important to learn a second language nowadays and that it will give them better opportunities. As for the question if they like English, the majority meaning; twenty two students; said they liked it and only two females said they did not. The reason they did not like it is because they can't understand it.

This was really important to find out if they did not like English and the reason why since this first objective was to find out why they were not motivated and one of the reasons

could be they just didn't like it. To find out the reason why they did not like it the investigator could use different techniques that would change the students' opinions.

Another key question was to learn what skills students would like to develop more, and the majority of students for a total of eighteen preferred to develop their oral skills more. This was really important for the investigation to discover why they were demotivated.

To conclude, it can be said that the students are not motivated in English class mainly because they would like the classes to be more dynamic and they would like to do different activities where they can develop different skills, since right now the classes are more focused on preparing them for reading comprehension since they would have to take a test and be evaluated on reading comprehension in order to get their high school degree next year.

5.2.2 To apply different group activities using the Communicative Language Teaching Approach to increase the interaction and participation of the tenth grades at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia

To accomplish this objective, there were three activities applied; each activity was chosen strategically using the Communicative Language Teaching Approach. This approach was chosen because in the first questionnaire the researcher found that the skill students would like to develop more was their oral skill.

The activities chosen also had the purpose for the students to work in groups. As the questionnaire applied showed, they preferred to work in groups or pairs since they feel supported by their classmates. Also, most of the time they work individually, so during these activities they had the time to do something different.

The first activity; it was called “jobs”: the teacher wrote one occupation or job on a sticky note and attached it to the students’ backs; the students walked around the room and asked “yes” or “no” questions about their own occupation or job (the one on their back), trying to guess what it was; they could only ask one question per person. All the students participated and were able to complete the activity despite their struggles with the language.

The second activity was about Tourist Attractions offered by Communities in Costa Rica. The group was divided into seven subgroups; each group represented a province of Costa Rica. Then Students created a collage using pictures and information about the provinces and went to the front of the class to explain why we should visit their province. All students participated and they were able to say small sentences about the tourist attractions of their province.

The third activity was changing the end of a short story. The group was divided into subgroups of 3 to 5 students. The teacher read two different stories and then she assigned one story to each group. In the subgroups, the students went to the front of the class and did a role-play of the story, but with a different ending. All students participated and just one of the students was uncomfortable with the activity because she was shy and she thought she didn’t know any English.

For all three activities, the students were evaluated with a check list. The results showed that during the first activity, students did not have that much trouble with grammar or pronunciation due to they were only producing short and had the support of the teacher.

During the second activity all students participated and were able to work together successfully; and the results showed that during this activity they presented more problems with grammar and pronunciation. The reason for this is that they had to produce more sentences orally and had less support of the teacher.

In the third activity the results showed that all students participated and there was a small improvement with their performance. They were able to make, write and produce simple sentences; however; they presented some problems with grammar and pronunciation; but this is due to their English level.

All these activities were implemented to encourage and increase students' participation during the English class, and to motivate students with the use different activities taking into consideration their opinions on how they prefer to work and the skills they would like to improve. As it was shown, all the students participated and were able to complete all the activities successfully despite their struggle with the language; however, their English level is something that can be improved with time using different activities and if they had more practice with the language.

5.2.3 To analyze how students of the tenth grade at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia can be motivated to participate in the classroom by applying different group activities using the Communicative Language Teaching Approach.

Finally, for this objective there was a questionnaire of five questions applied to the students. It was very significant for the investigation to learn if students liked the activities and how they were feeling during these activities as well as their opinion about them.

The first questions were to know if students liked the activities and also if they liked to participate in this type of activities. The results showed that of twenty-eight students twenty-seven liked the activities and twenty-five liked to participate in these activities. The one who did not like the activities thought the activities lack originality and then the other who did not like to participate in these activities because they are shy and felt uncomfortable performing in front of the class. Nevertheless this is something that can be handled and improved with time.

The other two questions were if they felt motivated during the activities and if they enjoyed them. The results were very positive since the majority; meaning twenty seven students, felt motivated and enjoyed the activities, they considered that the activities were original and that they learn more with this type of activities. Only one student neither enjoyed nor felt motivated during the activities because she is shy and does not like to perform in front of the class, and she felt insecure about her English level.

Finally, they were asked if they thought it was important to do these activities during the English class. The results revealed that all twenty-eight students thought it was important to do these activities during the English class because they prefer to work in pairs or groups. They had more fun and believed the activities were entertaining, and they think they learn more and develop more skills with this type of activities.

The results revealed that students can be motivated to participate with these activities. They think the activities are original and entertaining unlike of their regular classes. They consider that they work better in groups or pairs because they have the

support of their classmates. They also believe they can learn and develop more skills with these activities.

5.3 Restatement of the Research Question

The research question mentioned in Chapter I was “What is the effect of applying different group activities using the Communicative Language Teaching Approach in the tenth graders at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia during the second Quarter of 2017?” Therefore, it can be said that the objective was accomplished. It is because the effect of applying different group activities using the Communicative Language Teaching Approach in the tenth graders at Colegio Nacional Virtual Marco Tulio Salazar sede CTP Heredia revealed positive results; were all the students participated, the majority were motivated during the activities. They consider that it is important to do this type of activities during the English class and that they learn and develop more skills doing these activities.

5.4 Unexpected results

The researcher never thought that some of the students did not like the activities and felt uncomfortable during the activities, not because they do not like the activities but because they are shy.

5.5 Recommendations

Future investigators can continue with this topic, but they can focus on improving vocabulary or pronunciation, which are very important sub-skills that sometimes are a little troublesome for students. In addition, seats' arrangement can be taken into account, along with

the use of the communicative approach to help students improve participation and other skills and sub-skills.

It is important for future investigations to take into consideration the personality of the students, especially if they are shy; and try to adapt or incorporate them in the activities in a way that they feel less uncomfortable and start gaining confidence in themselves and their knowledge.

Also it is important to consider the students' age and background when choosing the activities. For instance, in this institution the majority of the students come from vulnerable homes or communities; they work during the day and study at night, so it is important to choose the activities carefully and try to make them entertaining, fun and meaningful to them. It is important to listen to students' opinion and try to incorporate their thoughts and ideas to the class; in this way, they will feel more eager to participate, and, they would feel their opinion is taken into account and that their opinion is important.

Likewise, their English level can be taken into consideration. In this case, it was low, so teacher's support was essential during the activities; so they could understand the instructions and finish each activity successfully. It is important to increase the difficulty of the activities, so the students are challenged to improve each time.

Also there can be more activities done during the investigation to show better results of the student's improvement since they will have more practice and exposure to the language. As well try to incorporate new and original activities each time. It is important to give all the support necessary to the students, this also make them feel motivated because they know they

can rely on teacher's knowledge and that they have the help they need to accomplish successfully each activity.

It was as mentioned before in this investigation, it is really significant not only to provide support but also to give the students positive feedback and to acknowledge their improvement and participation. It is also important to take into consideration their opinion and try to incorporate it into the class, so they feel their opinion, thoughts, and feelings are significant and taken into account.

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Appendixes

Cuestionario

Por favor complete el siguiente cuestionario, el cual es parte de un trabajo de investigación para optar por el Bachillerato en Ingles con énfasis en Enseñanza de la Universidad Internacional de las Américas. Este cuestionario tiene la intención de determinar qué actividades pueden motivar la participación de los estudiantes en la clase de inglés.

Instrucciones: Lea cuidadosamente las preguntas. De acuerdo a su opinión conteste las siguientes preguntas **La información es confidencial. Favor no escribir el nombre.**

Edad: _____

Género: Masculino _____ Femenino _____

1. ¿Considera importante aprender un segundo idioma, como lo es el inglés?

Si _____

No _____

¿Por qué?

2. ¿Te gusta el inglés?

Si _____

No _____

¿Por qué?

3. ¿Crees que es importante hablar inglés?

Si _____

No _____

Porque?

4. ¿Considera que el aprender un segundo idioma le brindara mejores oportunidades laborales?

Si _____

No _____

¿Por qué?

5. ¿Con que frecuencia practica inglés en su casa?

Nunca ____ Cuando hay exámenes ____ Una vez por semana ____ Varias veces por semana ____

6. ¿Cómo considera usted su nivel de inglés?

Regular _____ Bueno _____ Excelente _____

¿Por qué?

7. En las clases de inglés, le gustaría trabajar en:

Individual _____ Parejas _____ Grupos _____

¿Por qué?

8. En una clase oral, ¿qué actividad prefiere hacer? (puede seleccionar más de una opción)

Diálogos _____ Dramatizaciones _____

Presentaciones orales _____ Otros (especifique): _____

¿Por qué?

9. Que habilidad le gustaría desarrollar más? (puede seleccionar más de una opción)

Habla _____ Escucha _____ Lectura _____ Escritura _____

¿Por qué?

10. ¿Le gusta escuchar música durante las clases de Inglés?

Si _____ No _____

¿Por qué?

11. ¿Cómo se sentiría si la profesora utilizara la música o actividades musicales en las clases de inglés?

Feliz _____ Enojado _____ Otro (especifique): _____

¿Por qué?

12. ¿Ve películas y/o escucha música en inglés?

Si _____

No _____

¿Por qué?

13. Mencione tres de sus pasatiempos (hobbies) favoritos

14. ¿Qué actividades considera usted podría implementar al profesora en las clases de Inglés para que usted se sienta más motivado?

Institution: Colegio Nacional Virtual Marco Tulio Salazar

Teacher: Amalur Vargas Camacho

Topic: yes/no questions and occupation and careers

Time: 3 lessons **Grade / Level:** 10th

Objetives (Linguistic achievements)	Procedures	Evaluation of Learning outcomes	Estimated time
<p>To identify different occupation and jobs vocabulary</p> <p>To differentiate different jobs and careers</p> <p>To use correctly the vocabulary about jobs and occupations, and use correctly yes/no questions</p>	<p>Routines: T. greets students, calls the roll, checks uniform</p> <p>Warm up activity: T. pastes Jobs memory game on the white board, and the group is divided in two groups, the group that matched more cards wins</p> <p>Presentation: T. explains yes/no questions/different jobs and job vocabulary.</p> <p>Practice: Sts, do a work sheet about jobs review them orally and by going to the front. Students play the game called Jobs where they have a sticky note on their backs and ask yes/no questions to guess what the job on their back is</p>	<p>Teacher organizes and controls the memory game</p> <p>T. explains different jobs and job vocabulary</p> <p>The teacher monitors the students' performance by observing them.</p> <p>Worksheet and text puzzle review</p>	<p>5 min</p> <p>15 min</p> <p>20 min</p> <p>50 min</p>

First activity

Jobs

Materials needed

- Sticky notes, note cards, or paper
- Tape or pins (if needed)
- Markers

The teacher writes one occupation or the name of a celebrity on each sticky note, note card, or paper (minimum one per student) to attach to the students' backs.

The students walk around the room and ask “yes” or “no” questions about their own occupation or celebrity (the one on their back), trying to guess what it is or who the celebrity is.

They can only ask one question per person.

At the end of the game, the students discuss the variety of questions asked, the occupations, etc.

The teacher will evaluate with a checklist the students' performance.

Institution: Colegio Nacional Virtual Marco Tulio Salazar

Teacher: Amalur Vargas Camacho

Topic: Tourist attractions offered by Costa Rican communities/present perfect

Time: 3 lessons **Grade / Level:** 10th

Objetives (Linguistic achievements)	Procedures	Evaluation of Learning outcomes	Estimated time
To identify Tourist attractions offered by Costa Rican communities	<p>Routines: T. greets students, calls the roll, checks uniform</p> <p>Warm up activity: T. plays the video Costa Rica Tourist Attractions: 10 Places To Visit (https://www.youtube.com/watch?v=9bf-0aLmDpU). Sts, and teacher discuss the video</p>	T. plays the video Costa Rica Tourist Attractions: 10 Places To Visit	5 min
To differentiate different Tourist attractions offered by Costa Rican communities vocabulary and the present perfect	<p>Presentation: T. explains present perfect, and vocabulary about tourist attractions offered by Costa Rica communities</p>	T. explains present perfect, and vocabulary about tourist attractions offered by Costa Rica communities	15 min
To use correctly Tourist attractions offered by Costa Rican communities vocabulary and the present perfect	<p>Practice: Sts in subgroups represent each province create a collage with the information and pictures of each province and present it in front of the class</p>	The teacher monitors the students' performance by observing them.	20 min
			50 min

Second Activity

Tourist Attractions offered by Communities in Costa Rica

Materials needed

- Scissors
- Glue
- Markers
- Presentation paper

The group will be divided in seven subgroups; each group will represent a province of Costa Rica.

Students create a collage using pictures and information about the provinces.

Then, the students will go to the front of the class to explain why we should visit their province.

At the end, students will create a big mural of all the provinces.

The teacher will evaluate the progress of the students with a checklist.

Institution: Colegio Nacional Virtual Marco Tulio Salazar

Teacher: Amalur Vargas Camacho

Topic: Future with will and adverbs/ changing the end of a short story

Time: 3 lessons **Grade / Level:** 10th

Objetives (Linguistic achievements)	Procedures	Evaluation of Learning outcomes	Estimated time
To identify different uses of Future with will and adverbs	<p>Routines: T. greets students, calls the roll, checks uniform</p> <p>Warm up activity: Sts, do worksheet about Future with will and adverbs</p>	Teacher organizes and reviews the warm up activity	5 min 10 min
To differentiate different uses of Future with will and adverbs	<p>Presentation: T. the future with will and adverbs. T, hands out some sheets</p>	T. explains the future with will and adverbs. T, hands out some sheets	20 min
To use correctly the Future with will and adverbs	<p>Practice: Sts, do a series worksheets about future with will and adverbs reviews them orally. T & sts. Read a story review vocabulary then in subgroups sts and then work in creating a new ending for the stories then present it in front of the class.</p>	<p>Practice Review</p> <p>The teacher monitors the students' performance by observing them.</p>	10 min 45min

Third Activity Test

Changing the End of a Short Story

Materials needed

- Paper
- Pen
- Story

The group will be divided in subgroups of 3 to 5 students.

The teacher will read two different stories and then she will assign one story to each group. In the subgroups, the students will go to the front of the class to-do a role-play of the story, but with a different ending.

The teacher will evaluate the progress of the students with a checklist.

Macbeth

Shakespeare

Macbeth and his best friend, Banquo, are brave soldiers. One day, after a battle, three ugly witches come out of the fog.

"Macbeth. You will be the new King of Scotland! He, he, he, ha, ha, ha!"

"Me? The new King of Scotland?"

Macbeth writes a letter to his wife, Lady Macbeth. He tells her what the witches said.

"Yes! If he is the king, I will be the queen!"

King Duncan comes for dinner and sleeps at Macbeth's castle. When Duncan is asleep, Lady Macbeth tells Macbeth to kill him.

"I really want to be king. But I am very frightened about killing Duncan. He is a good king ..."

Macbeth sees a knife in front of him. He knows it is wrong, but he decides to kill Duncan.

"I must do this quickly."

Duncan is dead but Macbeth feels bad about killing him.

"It's OK. Nobody will know our secret."

Macbeth becomes king but he is worried that his friend Banquo knows he killed Duncan. He decides that Banquo must die too and he orders his servant to kill him.

"I am king, but I am not happy. I feel terrible about killing Duncan and Banquo and I am worried people will know my secret."

Macbeth sees Banquo's ghost in front of him. He's very frightened. He goes to see the witches again.

Macbeth asks the witches if he's in danger.

"Don't worry. Everything will be OK."

"Yes, everything will be fine."

Macbeth believes the witches but they were lying.

"He, he, he, ha, ha, ha!"

Lady Macbeth is sleepwalking. She wanted to be queen but now she feels terrible. She understands that it is wrong to kill.

An army comes to attack the castle. The people know that Macbeth killed Duncan.

"The witches said I was safe. They lied to me!"

Macbeth is dead and now the people have a good, new king.



Hamlet

Shakespeare

Many years ago in Denmark there was a prince called Hamlet.

One day Hamlet's father, the king, dies suddenly and Hamlet is very sad.

After this Hamlet's mother, Gertrude, gets married again very quickly. She marries her husband's brother, Claudius, and Claudius is now the king!

"Aargh! How could you do this to me!"

One night Hamlet's friend, Horatio, tells him that there is a ghost in the castle. It is the ghost of Hamlet's father!

"Claudius killed me with poison! Hamlet, you must punish Claudius for me!"

Hamlet is confused. He doesn't know if he believes the ghost and he doesn't know what to do.

Hamlet now acts very strangely. He is mean and angry, and he upsets his girlfriend, Ophelia.

"Go away! Leave me alone!"

"Oh, he is so mean!"

One day a group of actors come to the castle and Hamlet makes a plan. He asks the actors to change their play. The new play will show a king poisoned like Hamlet's father.

"With this play I will catch the king."

When Claudius watches the play he looks very worried and runs away. Hamlet sees him and he knows the truth.

Claudius is very worried about Hamlet now and makes a plan with Ophelia's brother, Laertes.

"You will fight him and we will put poison on the sword and in his drink too."

Laertes and Hamlet fight. Laertes cuts Hamlet, but in the fight Hamlet takes Laertes' sword and cuts him with it too!

"Here, Hamlet, drink this."

"No, thank you, Mother. I'm not thirsty."

"No, don't!"

"It was him! He poisoned us all!"

Finally, Hamlet knows he must stop Claudius.

"Aargh! Have this and this!"

All the royal family are now poisoned and Hamlet tells his friend that there must be a new king.

"Goodbye, my prince."



Activities Check List

This checklist will allow the investigator to measure the English level the students. It is based on a class observation. Grade from 1 to 5.

Criteria	Scale				
	1	2	3	4	5
Students understand the explanation provided by the teacher					
Students struggled to understand pronunciation					
Students had problems to understand the vocabulary					
Students understood the instructions of the activities					
Students were able to make simple sentences orally.					
Students were able to write simple sentences					
Students were able to read aloud and understand simple sentences					
Students presented more problems in grammar					
Students presented more problems in pronunciation					
Observation:					

5 Always 4. Sometimes 3.Rarely 2.Seldom 1. Never

Cuestionario de las actividades para los estudiantes

Por favor complete el siguiente cuestionario, el cual es parte de un trabajo de investigación para optar por el Bachillerato en Inglés con énfasis en Enseñanza de la Universidad Internacional de las Américas. Este cuestionario tiene la intención de determinar qué actividades pueden motivar la participación de los estudiantes en la clase de inglés.

Instrucciones: Responda el siguiente cuestionario sobre la actividad realizada anteriormente.

1. Me gusto la actividad

Si _____ No _____

Explique su respuesta

2. Me gusta participar en tipo de actividades.

Si _____ No _____

Explique su respuesta

3. Me sentí motivado durante la actividad

Si _____ No _____

Explique su respuesta

4. Disfrute la actividad

Si _____ No _____

Explique su respuesta

5. Considera importante realizar este tipo de actividades durante la clase de Inglés

Si _____ No _____

Explique su respuesta
