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*Assessing Eighth Graders' Vocabulary Acquisition Using the Active Learning Approach at
Colegio Técnico Profesional Mario Quirós Sasso During the Second Quarter of 2017*

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Abstract

The present research studies the inquiry of how can vocabulary acquisition be improved on eighth graders' at Colegio Técnico Profesional Mario Quirós Sasso assessing the Active Learning Approach during the second quarter of 2017. For this investigation, the researcher focus on a mixed approach. The participants are 32 students from eighth grade who receive three English lessons per week.

Students currently receive lessons using a teacher-centered approach, which the teacher has been using for the past 30 years. Based on the English learning level students present the researcher develops and applies several instruments to improve students' vocabulary acquisition using a student-centered approach, Active Learning, to develop higher-level skills while learning.

At the end of this research, conclusions are drawn in regards to students' vocabulary acquisition, and in general, indicates that students have better results when learning in a student-centered classroom rather than in a teacher-centered classroom. In addition, shows that despite the teacher is completely aware that the method used is not transmitting enough knowledge to students and is just a repetition of words does not consider the possibility of changing the used approach to one that transmits a more significant learning.

Resumen

La presente investigación profundiza en el interés por saber ¿Cómo se puede mejorar la adquisición de vocabulario en estudiantes de octavo grado del Colegio Técnico Profesional Mario Quirós Sasso utilizando el método del aprendizaje activo durante el segundo cuatrimestre del 2017? En esta investigación se utiliza un enfoque mixto. Los participantes son 32 estudiantes de octavo grado que reciben tres lecciones de Inglés a la semana.

Actualmente los estudiantes reciben lecciones utilizando un enfoque centrado en el docente, el cuál el profesor ha utilizado por los últimos 30 años. Basado en el nivel de aprendizaje de los estudiantes presentan, el investigador desarrolla y aplica multiples instrumentos para mejorar la adquisición de vocabulario aprendiendo en una clase centrada en el estudiante utilizando el método del aprendizaje activo para desarrollar niveles altos de habilidades mientras se aprende.

Como punto culminante de la misma las conclusiones reveladas indican que los estudiantes presentan mejores resultados cuando aprenden en una clase centrada en ellos y no en una clase centrada en el docente. A su vez, demuestra que a pesar del profesor tener completamente anuente que el método aplicado en la clase no está transmitiendo conocimiento suficiente a los estudiantes y sólo se enfoca en la repetición de palabras, no toma en cuenta la posibilidad de cambiar el método por uno que transmita un mejor y más significativo aprendizaje.

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Chapter I

Introductory Framework

Education has always been fulfilling the needs that society requires so every single person in our country can have the necessary tools to build a future. In Costa Rican classroom, it is important to have an effective method that facilitates the process when it comes to learning English as a foreign language. The Communicative Learning Approach has been predominant in the curricula without giving importance to the different types of learners teachers have in their classes, also addressing a better understanding, and learning to them. Teachers want to create a fully bilingual generation and using a different methodology can be the key.

Therefore, the Active Learning Approach is going to be applied in this investigation in order to develop vocabulary acquisition because of the good effects that it has on students understanding, interaction, self-confidence, and communication. Additionally, the usage of this approach will have benefits such as the development of vocabulary through discovering plate boundaries, peer review, and game-based learning.

1.1 Background of the study

Effective learning and teaching require the use of several methodologies to meet the expectations and demands of the students; techniques are constantly changing as well as educational environments. In Costa Rica, the process of English learning and teaching has had the objective of, not only fulfilling the students' needs, but also the ones that society imposes; fully bilingual population to develop in business, studies, and communication. As a Spanish speaking country, this has not been fully accomplished due to the traditional

methods that have been used in our public education; this is because students are not entirely involved as happens in Colegio Técnico Profesional Mario Quirós Sasso.

The challenge is to find new ways to stimulate and motivate the creative abilities of the students because they all have different learning styles and comprehension skills. In this new approach to modern education, active learning, students, not only receive information from lectures and books, but they also collect information, record it systematically, discuss it, compare it, analysis it, draw conclusions from it, and communicate about it.

Active Learning Approach intends to produce active and motivated learners who can cope with the demands of the modern world. The methods used in active learning encourage students' autonomous learning and problem solving skills. It gives students greater personal satisfaction, more interaction with peers, and team work. Active teaching and learning involves the use of different strategies, which are helpful in maximizing the opportunities for interaction. Active learning describes a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. This contrasts with a model of instruction whereby knowledge is instructed or transmitted from the teacher to the students.

Active Learning is probably more remarkable for learners rather than passive or monotonous forms of learning. Meta-cognitive skills involve planning of times and planning for learning, realistic goal setting, orientation of goals and outcomes, regular inspection and testing, and finally, restarting and reflecting on process and outcome.

In Costa Rica, the Communicative Approach is the one implemented in public institutions, grammar structures and reading comprehension are the areas with the most

emphasis, but the listening and speaking skills are not reinforced as they should be, which consequently does not meet the expected results.

In public Costa Rican education when discussing English language acquisition in the classroom there is something in common; activities to build, not only confidence within the group, but also self-confidence are missing. Students need to feel that no matter what they say every single word will be taken into account for their own learning development.

Classrooms where students understand the purpose of their work and have a sense of attachment and responsibility to their own and their classmates' learning will have a feeling of belonging. Learning occurs best when students are motivated and guided by organization and social interaction in and out of the classroom. Motivation can be successful to the students with the help of teachers, parents, classmates, and their own willingness to learn what is being taught.

According to Barrantes (2015), in Costa Rica English is becoming one of the most important languages and people are more willing to learn it because of the exposure of having a foreign language can provide. Taking this into account, a survey made by Encuesta Nacional de Hogares in 2015 states that 1.2 million of young people and adults do not know how to speak the language even though they were taught the subject when they were in school or high school.

The mentioned results state and expose the problem and help us collecting information, so that teachers understand that the program may not be useful for the students or that the way classes are delivered are affecting students' performance and learning skills. It is important to provide students with the necessary tools and resources in order to improve.

According to this, some observations made at Colegio Técnico Profesional Mario Quirós Sasso show that one of the reasons why eighth graders do not acquire the vocabulary is due to many factors. One is that teachers lose focus from what they are in a classroom for, that is, for teaching. It is often forgotten that every single student is different and learns differently, there are no activities for students with different learning styles. The diversity in the classroom varies, but it is not taken into present when teaching the variety of topics. It is important for teachers to remember that in any classroom there are students with different learning styles. Is important to guarantee that they are learning despite the difficulties they may face with the language.

The job of a teacher is to guarantee the students' understanding of every single topic and to make student making the necessary changes to achieve those results. Active Learning helps students to maintain concentration and deepens learning towards higher-level skills like critical thinking. Besides, teaching will become a challenge when students learn actively and independently because students are doing more than simply listening; the aim is skills-development rather than just conveying information; students engage in activities that are aimed to promote higher-order thinking.

Also, the students' lack of motivation in the class occurs because they receive all the information in the same way. The same activities are performed over and over to provide information as well as to evaluate it; there is no diversity in the activities carried on class and this causes students' lack of interest. Teachers should develop a relevant and reflective learning environment according to their students' social, cultural, and linguistic experiences. Teachers should act as guides, mediators, consultants, instructors, and advocates for the students, helping to connect effectively their knowledge to the classroom learning

experiences. It is important to point out that English is taught forty minutes three times a week, which means a total of one hundred and twenty minutes weekly and which only grammar and a little of reading comprehension are taught.

According to EF English Proficiency Education (2016), Costa Rica has a low English level with a global score of 52,36 points out of 100 points. If we compare it with the other 72 countries from five different regions of the world that have been evaluated in this study, Costa Rica occupies the 38th position and the fourth in Latin America. This study offers information that shows that Costa Rica has a low English level along with other thirteen countries. English has been in the Costa Rican public education since 1901 and yet despite all the changes that have been made to the curricula the results are not the expected ones, that is, students do not graduate with a fully bilingual education. This is a concern that shows the problems that are being faced in Costa Rica, that should make teachers think on the uncovered needs that should be solved or improved to achieve a better progress in the future.

Summing up, the use of a different learning method such as active learning may change the structured method that is being used in the classroom, in order build student-student and student-teacher confidence, to link all what the students learn, to work with the different learning styles of the students, to help teachers assume different roles, and to teach students to have control of their own learning when learning a foreign language. In this way, teachers may help individual learners from the beginning to the advances stage, catching students' curiosity, encouraging them to think and to solve problems using the Active Learning Approach when understanding and applying new vocabulary.

1.2 Research question

When students are learning new topics vocabulary acquisition and its use are one of the most different things that that students face every day because they are not used to apply the new vocabulary in different activities but instead, they are used to learn a long list of new words. This is why the main focus is interaction and active participation of students, not only because is one of the most important aspects throughout the educational process, but also because it determines the quality and effectiveness of education.

Students from Colegio Técnico Profesional Mario Quirós Sasso, face difficulties when learning and retaining new vocabulary, so they get easily frustrated with the target language; therefore, a different approach will help students engage in the learning process and help them to learn concepts easily and the use of it should be assessed.

Therefore, the investigation question is, can vocabulary acquisition be improved on eighth graders' at Colegio Técnico Profesional Mario Quirós Sasso assessing the Active Learning Approach during the second quarter of 2017?.

1.3 Purpose and significance of the study

The purpose of this investigation is to demonstrate that vocabulary acquisition can be improved by a model of instruction where knowledge is transmitted to students through the Active Learning Approach. When students are allowed to take responsibility of their own learning and teachers act as enablers and activators of learning with different activities that will develop student's curiosity and improve understanding rather than just applying the same approach of sharing information all the time.

The relevance of this investigation is to provide, not only students, but also teachers a different approach that will allow them to create a meaningful learning process and assume different roles as teachers rather than just give instructions and list of words.

On the other hand, English must be spoken at all times but this is achieved by building confidence not only among the students, but also the teacher. Some students do not feel completely self-reliant of speaking in a different language in front of other people. Teachers can create small ice-breaker activities at the beginning of every class, so students can create a more comfortable environment and make the class more bearable. This can also facilitate learning and when the teacher create activities for them to work in groups the communication between the members will be easier.

As the teacher begins to incorporate the active learning practices, it is always good to explain why they are doing so; this is important because talking to the students about their learning, not only helps to build a supportive classroom environment, but can also help to develop the students' metacognitive skills and their ability to become independent learners.

In the Costa Rican educational system, we are missing the fact that learning is not only repeating words as the communicative learning approach is used in the English classroom. Students need to be able to use what they are learning in context because vocabulary is, not only learning and repeating words, but also learning when and how it is appropriate to use them. With the Active Learning Approach teachers can make this possible the students.

As discussed previously, this investigation will be applied with students who face difficulties in vocabulary acquisition in order help them to improve the learning process by

using a different approach. This approach is important because active learning leads to effective teaching-learning which develops critical thinking on students and make them alert throughout the teaching-learning process.

1.4 Objectives of the investigation

1.4.1 General objective

To assess eighth graders' vocabulary acquisition using the Active Learning Approach at Colegio Técnico Profesional Mario Quirós Sasso during the second quarter of 2017

1.4.2 Specific objectives

1.4.2.1 To identify vocabulary needs on eighth grade students

1.4.2.2 To apply vocabulary acquisition activities for eighth grade students to enhance learning using the Active Learning Approach

1.4.2.3 To assess the results of eighth grade students' vocabulary acquisition after the implementation of the Active Learning Approach

1.4.2.4 To propose vocabulary acquisition activities for eighth grade students to enhance learning using the Active Learning Approach

1.5 Limitations of the study

Every study has its limitations, mainly because of the time had to collect data and one cannot expect to study and research every single aspect of a topic; especially when the researcher is interested in the subject and has basic researching skills.

The institution where the investigation is being carried out has a very monotonous way of teaching English so the biggest challenge to face is that students may find the Active

Learning Approach as something threatening which may cause that they are not willing to take the risk and prefer to feel more comfortable with the previous teaching method.

Besides what is being taught and how it is being transmitted, there also may interfere else with the institution infrastructure since they do not have the audio visual media or technology to put into practice some activities that will require a bit more of visual or hearing skills.

Another obstacle or limitation is the conflict with complying with the curricula and examinations. Active learning projects take time and indeed learning and understanding of the topics will be easier for students the coverage and compliance of every single topic of the curricula becomes a little bit longer. Performing activities related to active learning will take time and may cause teachers to fall behind when meeting their goals. Time management should be the key in this process because we cannot interfere or exceed the time provided by the teacher in order to perform the investigation along with the activities.

The institution does not count with the materials the investigation needs in order to create an environment where students can relate the context with the new vocabulary and how to apply it. Therefore, the researcher will provide with the required materials to complete the appropriate study.

Being the Communicative Learning Approach the guideline that the Ministry of Public Education (MEP) suggests to follow, it may be considered by the teachers and principal that the investigation is defying what they are supposed to comply with. It is important to keep in mind that changing the approach is not defying how classes should be delivered, but that there are some other more alternatives to facilitate students' learning for

student. It is not a way of simplifying the teachers' job, but help students who are not acquiring the foreign language as they should.

Proposing a new approach may result offensive for the educational system and the people in charge of it, but as the word is constantly changing, it is also important for teachers to change the way they are lifting up the students towards their goals and guiding them to a learning approach that can be helpful in the future.

Another factor is the importance of motivating students throughout the process with activities that may help them improve and focus on their learning goals because vocabulary development is intertwined with reading comprehension and the content-area learning. Students present difficulties when they have to read and need a great variety of strategies should be used to help them learn and remember the many technical terms, key concepts, and academic vocabulary that they may encounter when learning.

Chapter II

Theoretical Framework

The good knowledge of the English language is the target that every institution and language teacher has. Achieving this has been a challenging objective because the use of different instructional methods for teaching along with the large class size, passiveness of students, among others are affecting students' understanding. The teachers in our high schools predominantly use conventional types of teaching methods that are very familiar to them, perhaps even the ones that they themselves experienced when they were students at schools.

This chapter focuses on reviewing related literature and research findings, which discuss approaches in general and the Active Learning Approach specifically. Also, the ways in which teaches can help students who are learning a foreign language to increase their vocabulary. Alongside, the research on these investigations will allow to achieve the objectives set in this investigation and answer the questions that appear throughout its development.

2.1 Antecedents

When teaching a foreign language, there are plenty traditional methods, which are teacher-centered and make students memorize lists of words that attempt against the effectiveness of the student development. Educators using merely traditional teaching methods need to be encouraged to make changes, or at least additions on how they teach and attempt to get students more involved in the learning process. Use of independent and cooperative learning strategies, problem-based learning, and the encouragement of students

to self-assess are all instructional methods that may complement the occasional word memorization.

Active learning is recommended as a very useful teaching method for all subject areas and different grade levels (MicKinny, 2004). It can be used in any aspects of the lesson, unit, course, and to get attention, review previous materials, present new content, provide guidance or collaboration, give practice and feedback, and enhance retention and transfer.

An investigation made in 2012 by Beshir Edo examined the application of active learning methods during physical educational classes in Shashamane, Arsi Nagele and Kuyara preparatory schools. Although the investigation is not related to language acquisition nor vocabulary specifically is important to point out that a teaching method is how the information is delivered to students and that is the type of data we need for the upcoming investigation.

Edo (2012) states that an effective teaching method requires the use of different instructional methods and pedagogies to meet the different individual needs of the learners. This is because when applying the observations, the results were that almost all physical education teachers employed lecture methods most of the time. Therefore, the method used in teacher-centered classes diminishes the possibility for students to interact.

The interaction and active participation of students is one of the most important aspects in any educational process; it determines the effectiveness and quality of education. However, the findings of Edo's (2012) study revealed that the participation and interaction of students were low. The major reason accountable for the low participation of students were;

methods of instruction teachers use, did not invite students to participate, lack of confidence, shortage of instructional materials, and low interest towards the subject.

In addition Adugna Eresso Mijena (2015) investigated the practice of active learning methods in the English language classrooms in some selected high schools in Jardega Jarte Woreda with emphasis given to the current practices, perception of English teachers and students towards active learning methods, and factors that affect the practice of active learning in tenth grade English language classes of the selected high schools.

Throughout Eresso's (2015) investigation it is recognized that teachers are helping their students to discuss activities in pairs or groups by motivating them to practice active learning methods in the classroom, but still students' participation is very low; this may be similar to what it can be found in this investigation due to the fact that students are not familiar with other methodologies when learning the foreign language.

The most predominantly use of active learning strategies are questions and answers and lecture methods followed by pair and group work. Also, it is important to point out the fact that most of the students are shy when they have to practice activities and only a few active learners participate.

The main issue being presented in Eresso's (2015) investigation is that students do not feel happy when teachers give them activities to be discussed and presented in the classroom and presented. Teachers should look for a methodology that will help students feel more comfortable, for example, active learning provides self-confidence to students and helps them to improve their communicative skills. Also it creates a democratic relationship between the teacher and the students and makes the teaching-learning process more

interesting and communicative. If teachers organize and perform their lessons properly making them more interesting, it will improve English students' performance.

The study concluded that shortage of time, lack of interest from students' side and poor classroom conditions were found to be the main challenges that students and English teachers were facing while they were trying to practice active learning methods in the classrooms. Moreover a large number of students in the classroom, students' use of mother tongue in discussions, students' background experience of using active learning methods, and the teachers and students fear of making mistakes while speaking English during presentations and discussions were found to be the other factors affecting the practice of the language active learning.

Therefore, these problems have negatively affected the teachers' awareness of the procedures and approaches in which they should facilitate their students learning. English teachers need to encourage students to learn from each other's knowledge and experience rather than explaining to them how to do the activities. Students' interest should be arisen in the activity by checking students' objectives of the lesson, procedures to be followed, sitting arrangement, and grouping of students by focusing on fluency rather on than accuracy.

Active learning enables students to become less anxious and less conscious of the learning process, consequently making the learning seem effortless (Blaydes & Mitchell, 2010). All students, regardless their learning type, benefit from lessons that involve them. This learning approach is non-threatening and it not only engages students' interest, but also keeps them involved. Additionally, when providing an environment of increased learner contribution, learners are empowered to develop to their highest potential.

The importance of providing educators with significant information to support the active learning methodology is being provided by Joshua Olson's research (2008). He states that teachers need to lead students to think critically about their own learning and play a more active role in their own education.

There are many teaching strategies as well as information regarding what a classroom that values social interaction, authentic problem solving, and personal reflection looks like highlighted in this study.

Olson (2012) explicitly provides examples that support the investigation, such as Manuel's, who never had a normal childhood. He was consistently abused by his uncompassionate parents and a living situation that was far from nurturing. As a result, he acted out in the place that seemed to care about him and, therefore; responded to it playfully: school. Manuel deserves a teacher that cares and that is willing to do whatever necessary to get his mind away from all the negative problems that surround his life and wrap him up in something fun, and positive.

This is a typical student attempting and struggling to be successful in the classroom, who may benefit from a teacher and a classroom that emphasizes students' engagement and achieve involvement in the learning process by acquiring and creating knowledge, collaborating with one another, and problem solving are highly evident in the findings of Olson's study.

It is important to know that engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged. Also, the role of the teacher in an engaging classroom is highly influential as he/she is responsible of creating interesting and

authentic lessons incorporating proven strategies such as cooperative learning, authentic learning tasks, and opportunities for the student to self-assessment all this can be done when the teacher acts as a facilitator in the teaching-learning process.

Anne Chen (2004) promoted a good practice that engages and motivates adult Pasifika learners. The learners come families with a low income, born overseas and have English as a foreign language. Subsequent findings highlight the importance of student-centered active learning with total physical involvement in learning enhancement.

The most significant outcomes exhibited by the learners in Chen's study were attendance and motivation. Whilst attendance is a vital component in student achievement, it is not a guarantee that positive academic outcomes will be achieved. However, attendance and motivation are considered key ingredients for academic success.

The students in this study made a positive connection with their learning, as demonstrated by their attendance records. Additionally, as a result of their good attendance and motivation, they achieved positive educational outcomes.

The results of this study confirm that, with active participation, learners use the language they are learning more frequently and accurately and make progress when acquiring the foreign language. Motivation is part of the learning process including the process of learning a different language. Zgutowicz (2009) stated that someone may be motivated to learn another language in order to be able to communicate with others. One person is motivated when the need to communicate is to survive in a place in which a different language than his or her native one is spoken.

An investigation performed by Alaba Olaoluwakotansibe Agbatogun (2014) reveals how a group's low communicative competence may be associated with anxiety, often prompted by teacher's negative criticisms or corporal punishment meted out for students who gave wrong answers. In such a learning environment, students are likely to be unwilling to talk in class.

According to Derek Bruff, Director of Vanderbilt Center for Teaching (n.d) clickers are instructional technologies that enable teachers to rapidly collect and analyze student responses to questions during class. The teacher first poses a multiple-choice question to his or her students via an overhead or computer projector. Secondly, each student submits an answer to the question using a handheld transmitter, clicker, that beams a radio-frequency signal to a receiver attached to the teacher's computer. Later, a software on the teacher's computer collects the students' answers and produces a bar chart showing how many students chose each of the answer choices. Lastly, the teacher makes a spontaneous instructional choice in response to the bar chart, for example, leading students in a discussion.

The interactive element of clickers enables learners to show their levels of understanding of the lesson and to develop new knowledge while they test what they have learned by sharing information with others.

This study reveals an outstanding improvement in the communicative competence of students in the clickers' classroom as compared to their counterparts in the communicative approach and the control groups. The outcomes of this study reveal that learning achievement is better improved when clicker is integrated within discussion session than the adoption of non-technology interactive pedagogies or the use of flashcards.

With this information, it can be noted that with a different methodology used, in this case active learning, the results achieved can be completely different. These studies have shown various analysis of the factors that affect the most the process of learning a foreign language using a different method and the ways in which they have worked to overcome the barriers.

2.2 Literature review

The benefits that a student can obtain from engaged learning are rich and plentiful. Greater awareness of personal understanding, more student involvement, and improved social skills are just a few possible repercussions that students can face when being highly engaged in their own learning. Educators should make it a priority to get students involved in the learning process, taking a more facilitative role in guiding students to take a hold of their own learning and make it their own. In other words, learning is active to the extent that the learner is an active partner throughout the activity, within the class and outside the class room.

2.2.1 Foundations of Active Learning

Active learning has origins in two known theories which are John Dewey's "Learning by Doing" and Jean Piaget and the theory of constructivism. Both have similarities when it comes to encourage learners to engage in problem solving and place the majority of the learning responsibility in their own hands.

Dewey's (1960) main argument against traditional education during his time was that learning should not merely involve the reading and learning of lessons and other forms of rote memorization. Instead, he advocated the use of investigation, problem solving, and critical thinking skills to educate and prepare students to be contributing members of a

society he felt needed fixing. He also encouraged incorporating what we know today as student prior knowledge into lessons. By finding out what students already knew about a topic or what experiences they may have had regarding the subject of study, new knowledge could then be built upon prior knowledge, leading to more lasting learning (Sloan, 2008).

Piaget (1972) constructivism theory promotes learning by doing and creating new knowledge from experiences. In order to have a significant learning social interaction is important and necessary, therefore activities that place people together in groups to engage in conversation and share ideas is a key characteristic of constructivism. Assessment practices, within the same context of constructivism, lead to significant learning as well as inform what has been learned by the student. It is not recommended that traditional tests be the sole method of checking for understanding.

Vygotsky (1978) is also a constructivist whose theories stress the fundamental role of social interaction in the development of cognition. He believed that community plays a central role in the process of teaching and learning. He claimed that cognitive development is directly proportional to the degree of social interaction in the community.

The conception of learning as an essential process mediated by cognitive processes rather than environmental factors led to changes in the perception of learning which in return changed the perception of teaching. (Açıkgöz, 2005)

2.2.2 What is Active Learning?

Active learning is a student-centered approach to learning which assigns the responsibility of learning to the student. In order to ensure active learning in classrooms, students should be self-regulated and have an active role in a decision-making process while

engaged in cognitively challenging academic tasks. Active learning enhances the quality of students' learning as they learn by creating meaning rather than memorizing information transmitted by the teacher.

There are solid characteristics that identify active learning, but there is a very important one: "Students are engaged when they devote substantial time and effort to a task, when they care about the quality of their work, and when they commit themselves because the work seems to have significance beyond its personal instrumental value" (Newman, 1986). In active learning, the responsibility is shared between the teacher and the student. They both equally carry the weight of the goal and task of teaching and learning together in a successful atmosphere using a variety of strategies, methods, and resources that gain and hold the interest of the learners.

Angela Lumpkin also describes active learning when she states, "Through active learning, students become engaged with a problem, solve it, and report their solution to classmates so that their learning is open for all to see and assess ...when students are engaged, they are more likely to learn" (Lumpkin, 2015).

An open channel of communication between the teacher and student should be used frequently to assess the level of understanding on the student's part and the feedback given by the teacher to help improve understanding in the future. At its core, constructivism encourages students to be stewards and owners of their own learning.

In simple terms, active learning engages students to do something else besides listening to a lecture and taking notes to help them learn and apply course material or memorize a list of words or terms.

Silberman (1996) as well, defines that when learning is active, students do most of the work. They use their brains ... studying ideas, solving problems, and apply what they learn. Active learning is fast paced, fun, supportive, and personally engaging ... to learn something well, it helps to hear it, see it, ask questions about it, and discuss with others. Above all, students need to figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire.

2.2.3 Opposition of Active Learning - Teacher-centered instruction and passive reception

The traditional method for teaching is to prepare informative lessons in which the teacher talks and the students listen. The focus is on the teacher. Following the lecture or lectures, independent practice, in the form of reinforcement worksheets are completed, usually alone, by the students. Lastly, a test is administered so the teacher can assess student understanding. The students complete the test and find out what they have understood and what they have not, just in time to hear their teacher's lesson on the next topic.

This teaching strategy is referred to as teacher-centered, passive reception. All emphasis is placed on the importance of the teacher, the one with the knowledge, passing it on to the ones without the knowledge, the students (Hayes, n.d.). Students sit, often in rows, and are asked to listen attentively for long periods of time to information they are not connected to in anyway and have no prior knowledge about. Finally, they are tested on the material they have just learned, not necessarily to assess their level of understanding for the purpose of modifying instruction, but because when topics get to an end tests take place after the teacher-centered and passive received perceptions.

This type of learning environment is the opposite of active learning opposite. "Action based or experimental-learning teams and problem-based learning are more successful than lectures to help students see the relevance of what they are expected to learn as well as in helping them remember and apply what they are learning" (Lumpkin, 2015).

2.2.4 Teacher's role in Active Learning

Student engaged learning does require the teacher to play an important role; however it is, not the role that the teacher-centered educator plays. Instead, teachers should practice some basic points in their classrooms such as; connecting learning to the students' day to day life, organizing them to small groups, encouraging them to participate in the class discussion to solve problems and to exchange information from what they are learning and other sources.

According to Wiggins & McTighe (2007), "The teacher acts as a guide facilitator. The teachers create opportunities for students to work cooperatively, solve problems, do authentic tasks, and, construct their own meaning. They learn along with the students".

In order for active learning to take place there must be certain freedoms granted to students by teachers. "In an active learning environment, the students are allowed to explore, discover, and interact. According to Talbot (2014), students should have choices in learning activities whenever possible, and they should be allowed to formulate questions and explore topics that interest them".

The implementation of effective teaching strategies is one of the basic criteria to be an effective teacher. If teachers are on the position to help students to learn, they must be able to select and use teaching strategies that produce learning. Broadly speaking, many educators

had strictly underlined that teachers play a crucial role in the application of active learning. As to Wiggins & McTighe (2007), the teacher's task in this approach is to use classroom methods that encourage the learner to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills, active learning, problem solving, and communication based methods in their teaching.

The common element in any form of active learning approach is that teaching is removed from teacher's role of standing at the front of classroom and presenting the material. Rather the students are placed in to the position of teaching themselves and the instructor is converted in to coach and a helper in this process.

A learner centered approach requires a shift in roles and responsibilities, a different set of rights and obligations on the part of teacher and students. The role of the teacher in the classroom has shifted from the primarily role of information giver to that of facilitator, guide and learners. A facilitator teacher provides the rich environments and learning experiences needed for collaborative study. The teacher also is required to act as a guide, a role that interpolates mediation, modeling and coaching.

- Facilitator or facilitating: involves creating rich environment and activities for linking new information to prior knowledge providing opportunities for collaborative work and problem solving and offering students a multiplicity of authentic learning tasks.
- Modeling may involve thinking aloud or demonstrating to figure out an information word, to represent and solve a problem, to organize a complicated information and so on.
- Coaching involves giving hints, or cues, providing feedback redirecting students' efforts and helping them use a strategy. Generally, coaching is to provide the right amount of

help when students need it, neither too much nor too little, so that students prepare as much responsibility as possible for their own learning.

As to Hofstetter (2005), the role of teachers in active learning is to facilitate the students learning by providing a framework that facilitates their learning. Hofstetter further explains that a constructivist teacher will begin a lesson by asking students to recall what they already know about the subject. Then they will involve students in an activity that will take them beyond what they currently know. The students must actively engage in the learning process by doing something. The teacher becomes much more important in the students centered classroom because the teacher must guide and manage the activities; teachers must make sure that all learners are working productively on the activities and must monitor the progress of all the learners.

There is a noticeable need for all teachers to incorporate instructional strategies and assessment tools that encourage and lead to learning environments that center on student involvement and ownership of understanding.

2.2.5 The role of students in the Active Learning Approach

In active learning students, not only receive information from lectures and books, but also collect information, record it systematically, discuss it, compare it, analyze it, draw conclusions from it, and communicate about it. When they receive information and facts from their teachers or their textbooks, they are asked to do something active and creative with the information, analyze it, think about it, discuss it, and make reports on it.

According to Aaronsohn (1996), even beyond learning what they need to know, students benefit from the method of teaching. They learn how to feel good about themselves.

As they take on new responsibilities and succeed they gain confidence in themselves as competent problem solvers.

It is true that students must do more than just listen to the teacher and take down notes. They must read, write, discuss, or engaged in solving problems. Besides being involved in any activity students must engage in higher order thinking tasks, such as analysis, synthesis, and evaluation.

In the Active Learning Approach, the students themselves are responsible for the success of their own learning. According to Bernet Et.Al. (1995), an important role of the students is to act as explorers throughout the interaction with the physical world and with other people. This allows students to discover concepts and apply skills. Students then reflect up on their discoveries which are essential for the students as cognitive apprentices. Apprenticeship takes place when students observe and apply the thinking process used through practice. Students also become teachers themselves by integrating what they have learned. As a result they become products of knowledge, capable of making significant contributions to world knowledge.

2.2.6 Practices of teachers in Active Learning

To achieve successful results in the active learning process, teachers must use different active learning techniques because current thinking and practice in education highly advocates the need to actively involve the learner in different active learning techniques for active learner centered learning.

2.2.6.1 Cooperative learning

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and with the teacher during the instructional session. Each goal structure has its place (Johnson & Johnson, 1999).

In the ideal classroom, all students should learn how to work cooperatively with others, compete for fun and enjoyment, and work independently. The teacher decides which goal structure to implement within each lesson. The most important goal structure and the one that should be used the majority of the time in learning situations is cooperation.

Goodwin (1999), states that in this type of environment small groups of students discuss topics and this allows them to take charge of their own learning. Team spirit rather than competition is achieved as students work together. Having a positive interdependence is the goal of cooperative learning; therefore, the success of the group depends on each member attaining both, the group and his or her own individual learning goal.

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and to all the group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Cooperative learning activities serve a variety of purposes. Firstly, students have opportunities to participate more actively in the learning process. Secondly, through the experience of working with others, they are

able to develop how to share information and experience to promote socialization and interpersonal skills.

In order to apply cooperative learning, there must be a specific learning outcome that state what the students must know and be able to do as a result of working in cooperative learning groups. The students, as a group, need to take these outcomes academically and they must all achieve them. The teacher must provide the groups with specific instructions which they can use to complete the task. Students must agree with the instructions before beginning the cooperative learning activity. The groups should be matched heterogeneously, so students can have multiple opportunities to become tolerant and accept others viewpoints, feelings, and the need to ask clarifying questions, and seek out the clarification of ideas. Several more vital elements of cooperative learning groups are face to face interaction, individual accountability, and time at the conclusion of the group project to reflect on group behavior and results (Stahl, 1994).

2.2.6.1.1 Jigsaw group

The jigsaw classroom is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California.

Aronson (1972), explains the jigsaw class in different steps: firstly, the teacher divides a topic into four or five, depending on the number of groups in the class. Secondly, one student from each group is appointed as the leader, so that the teacher can divide the day's lesson into five or six segments. For example, if the class is about Martin Luther King's biography, it can be divided in five or six segments. Thirdly, the teacher should assign each student to learn one segment and give time to read over their segment at least twice and become

familiar with it. Later Form temporary “expert groups” by having one student from each jigsaw group join other students with the same segment and give them time to discuss the main points of their segment and rehearse the presentations they will make to their jigsaw group. Finally, the teacher should bring the students back into their jigsaw groups and each student should present her or his segment to the group. The teacher will float from group to group to observe the process and give a quiz on the material at the end of the session.

2.2.6.2 Role playing

Role playing as a teaching activity emphasizes the social nature of learning and see cooperative behavior as stimulating students to both socially and intellectually. Role playing as teaching strategy offers several advantages for both teachers and students. First, students’ interest in the topic is raised. When integrating experiential learning activities in the class room it increases interest in the subject matter and understanding content. Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the teacher’s knowledge; rather, they take an active part. A third advantage to using role playing as a teaching method is that it teaches empathy and understanding of different perspectives. A typical role playing activity would have students taking on a role of a character, learning and acting as that individual would do in the typical setting when students are passive observers of the teaching process.

2.2.6.1.3 Peer teaching

Peer-teaching is a participatory, active and democratic strategy integrated in to the students’ own experience that results in deep learning. Peer-teaching involves special use of students in the class who have experiences because of their good background in particular area. Peer-teaching is considered as an effective approach when stimulating learning in

schools (Simmons, 1995). This study has found clear proof that because having students participate more by teaching individually each other can be an extremely effective tool for improving learning in the class room. Clement Jackson (2009) identifies the positive impact that peer-teaching has on student self-esteem, particularly for the students acting as teachers. It considers peer teaching as an increase in social and intellectual awareness; significant gains in understanding: the clear recognition that students could change habitual patterns of behavior; and finally, that peer-teaching empowers students increasing their sense of mastery and self-esteem.

2.2.6.2 Problem-Based, Project-Based, and Experiential Learning

Problem-Based Learning, Project-Based Learning, and Experiential Learning are instructional strategies that have a lot in common, but mainly, they require students to think critically and become engaged in authentic learning tasks. Sara Briggs (2014) writes that "the term authentic learning means learning that uses real-world problems and projects ... that allow students to explore and discuss these problems in ways that are relevant to them". This reflects the importance that these three teaching methods have on active learning because students learn the class content "in a way...that is relevant to their "real" lives, both in and outside of the classroom" (Briggs, 2014).

According to Eggen (2001), "problem based learning uses a problem as a focal point for student investigation and inquiry". Although the understanding of the content being studied is important, it is also essential that the students engage in the process of constructing possible solutions to the problem. Problem-based learning strategies have several important characteristics in common because they all begin with an inquiry, that is, students are

primarily responsible for seeking out a possible solution, and teachers play more of an assistance role.

The main difference between problem-based learning and project-based learning is that project-based learning provides opportunities for students to choose the topic of interest that they want to study that can be or not that needs solving.

In experimental learning, through experiences, students gather information, reflect upon that information, and construct meaning based on what they do not on what they hear in a lecture. Experiential learning teaches students the competencies they need for real-world success. Students are directly involved in a learning experience rather than just being recipients of content in the form of lectures.

2.2.7 The importance of Active Learning for teachers

Active learning is also important for teachers. Motivational and burn out problems of teachers may disappear when students are more motivated and more active learners. Besides, teaching will become more intellectually challenging when students are learning actively and independently. It helps teachers to meet the students need by choosing specifically a level of difficulty, which is appropriate for the target group and gives the teacher time to perform the helping functions of coach, listener, and advocate.

In this paradigm, the way teachers enable students to construct new mental models is by presenting problems and providing support, until the students have achieved independent mastery of the new idea. Within their own classrooms, many teachers are also experiencing a greater need to center their lessons on students' concerns in order to motivate them. In recent

years, teachers have increasingly been seen as learners, not only when they enter the profession, but also throughout their teaching career.

Teachers' own learning may occur on several levels : acquisition of new knowledge about subject matter and how to teach it; development of pedagogical skills and met cognitive kills related to inquiry and self-evaluation; and changes in personality and identity in connection with changing interaction with students and changing beliefs and values related to teaching and learning.

2.2.8 The importance of Active Learning for students

Active learning is important for the students because it gives them opportunities to learn. Students can learn how to learn by doing it. Giving them responsibility for parts of the decisions that can be made is one way to teach them how to learn. Simmons & Distasi (2008) describe active learning activities that require students to use a variety of learning methods, promote retention of large amounts of information, and encourage greater social interaction through peer discussion.

Teachers across a wide range of subjects and grade levels are proposing and using active learning strategies allowing students to be involved in their own learning. They are encouraging them to take greater responsibility for their own education. In short, use of active learning methods in the class room is vital because of their power full impact up on students' learning. Student centered learning is more associated with the lifelong learning skills needed in the work force of the information age.

2.2.9 The importance of Active Learning methods in English language classes

Active learning implies significantly changed roles for teachers and students. It encourages students to communicate and interact with course materials through reading, writing, discussing, problem solving, investigating, reflecting, and engaging in the higher order thinking tasks of application, analysis, synthesis, evaluation. All makes students more responsible learners. They work to develop and explore their own unique academic and career interests and produce factual professional quality while working to demonstrate their learning.

To support students in their new roles, teachers act as coaches, advisors, and facilitators of students learning. Instead of lecturing to a whole class as a primary mode of instruction, teachers provide opportunities for students to take charge of their own learning.

Silberman (1996) states that active learning clearly addresses the different learning styles of the students, that educators have probably identified. Principles of learning style reveal that some students are visual, they like carefully sequence presentations of information. They prefer to write down what a teacher tells them and they are quiet in the classroom and seldom distracted by noise. But the auditory learners, do not bother to look at what the teacher does or to take notes. They rely on their ability to hear and remember; whereas, kinesthetic learners learn mainly by direct involvement in an activity.

Practically, in the teaching learning process a teacher who tries to teach concepts directly is unproductive because doing this accomplishes nothing but empty verbalization, a repetition of words by the child simulating knowledge of the corresponding concept which is actually covering up a space.

Felder, R. & Brent (1996), state that teaching is effective only when students are learning, as well as learning is effective only when it is meaningful to the students. It also states that learning is meaningful only when students can use it, connect it to their lives, or actively participate in it. Moreover, it denotes that memorizing facts and bits of knowledge alone is not effective learning and hence we must encourage students to communicate effectively about what they are doing and what they are learning.

Chapter III

Methodological Framework

This chapter begins with a description of the method and techniques that are going to be used in this investigation. In addition, a description of the population, participants, and institution will be explained in detail. The related literature helps in determining what to look in the selected institution and in the development of the instruments of data collection.

3.1 Research method and scope

Throughout this research the mixed method is the one that is going to be applied according to the type of investigation. The mixed method includes a mixture of both kinds of research methods, the qualitative and the quantitative. When using both methods there are multiple ways to explore a research problem.

According to the Qualitative Research Consultants Association (2016), the qualitative method is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive.

The qualitative methodology originated in the social and behavioral sciences: sociology, anthropology, and psychology (QRCA, 2016). When using the qualitative method during an investigation, the researcher may apply multiple techniques for collecting data; such as observations, group discussions, diary and journal exercises, observation checklists, individual interviews, focus groups, questionnaires, among others. With the qualitative method the data collected is more valuable and has a deeper perception within the problem

being studied. Moreover, the advantage of the qualitative research is that there is a more dynamic nature in interviews or group discussions that helps respondents to engage more than in just responding a survey, as well as the opportunity to observe, record, and interpret non-verbal communication.

The data collection involves different points of view from the participants, such as, feelings, experiences, priorities, emotions, among others (Sampieri, Fernández, Baptista, 2010). The qualitative approach is not based on numerical measurements; therefore it is not a statistic analysis. According to Sampieri, *Et Al* (2010), the qualitative data are exhaustive descriptions of situations, interactions, people, and behaviors. In other words, the qualitative method interprets the reality being observed.

On the other hand, when applying the quantitative method, the researchers emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys (Earl, 2007). This method focuses on gathering numerical data and generalizing it across groups of people or to explain a particular problem. The quantitative method also has some important characteristics such as the greater objectivity and accuracy of results since the method is designed to provide summaries of data that support generalizations about the problem being studied and usually involves few variables and many cases; it also employs prescribed procedures to ensure validity and reliability.

When collecting data quantitatively, all measurements take place. It is essential to use numerical dimensions, so it can be completely reliable. When numbers are ready, it is time to analyze the data using statistic methods and make conclusions of the whole investigation (Sampieri Et Al, 2010). The quantitative method is objective, which means that feelings,

experiences, priorities, and emotions do not take place. Numbers and statistics have to be real and measurable in order to be considered consistent and precise.

The mixed method advances the systematic integration of quantitative and qualitative data within a single investigation or sustained program of inquiry. One of the basic premises of this method is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis (Wisdom & Creswell, 2013). The research problems can become questions or even hypothesis based on prior knowledge, experience, or literature when using the mixed method.

According to Creswell (2013), there are four decisions for mixed method designs. Firstly, the implementation sequence of data collection. Secondly, the method that takes priority during data collection and analysis. Thirdly, the integration stage of findings involved. Finally, a theoretical perspective that can be used or not.

The research is performed using the mixed method because it describes de population and analyzes the data of the investigation. With the qualitative method the observation of the behaviors and participants, hypothesis, research questions, objectives and conclusions are carried out. On the other hand, in order to measure those behaviors, the quantitative method takes place.

3.2 Selection and description of the population and participants

In this research, it is studied how to assess active learning on EFL students. Consequently, the target population is a group EFL students from a public high school from eighth grade. From the whole institution, one group has been chosen to participate in this investigation.

3.2.1 Description of the institution

The institution in which the investigation, data collection, and data analysis take place is the Colegio Técnico Profesional Mario Quirós Sasso regulated by the Ministry of Public Education (MEP), institution in charge of regulating public and private education in Costa Rica. It is a technical institution that has a daily schedule from 7:00am until 4:30pm.

The purpose of this institution is that after a period of six years, students can graduate with two degrees; high school bachelor's degree which allows them to continue their college studies in any field they wish and also with a medium technical degree in the specialty they have chosen. This medium technical degree facilitates the students' possibility to get a job that is better remunerated and allows them to pay their higher studies and contribute with their families finance.

The campus of the institution is extremely big and has plenty amount of classrooms, 60 to be precise. There is an administration building for the day time and another for the night time. Also, there is a library and a copy center for students to take advantage of them. They have several green spaces around the campus, a gym, two courts, an agriculture field, a wood shop, and a dining room. In each classroom there are around thirty five desks for the student, one desk for the teacher, two boards; also, depending on the type of classroom, they have different equipment. The quality of the classrooms is mostly good, the desks have written things on them but the walls do not. Some students do not take care of the school materials and classrooms but the majority does.

In addition, when students get to tenth grade, they have to choose a field to develop during the next three years, students take an amount of 15 subjects during the six years of education. Therefore, it is very difficult for students to have time to prepare themselves for

each class so teachers may not receive a 100% from students in every subject, especially when they spend eighth hours and thirty minutes five days a week in the institution.

3.2.2 Description of the population

The population of this research are the students of Colegio Técnico Profesional Mario Quirós Sasso. Students' age range between 13 and 15 years old and they are fully dedicated to their studies. Also, they live in Tres Ríos and its surroundings.

The population is very diverse in many ways; we may find students from medium to high financially supported families to very low income families that do not count on the resources to invest on materials teachers may ask for. Their personalities are completely different and they are often divided into groups that will make them feel more comfortable about themselves or their situations. Although the differences are noticeable, there is a respectful environment that is established among the students by their superiors; in this case principal, teachers, orientation, and administration staff.

It is important to point out that students feel very comfortable at the institution since the environment is friendly and familiar, not only among them but also with the teachers and administration staff. All of them are highly involved in students' growth and achievements and are even willing to sacrifice themselves for the students' welfare in every single way. Whenever students are facing a difficult situation, they know that they can count on teachers to overcome it because beyond being just an educational environment, it is important to make students feel appreciated in a personal individually to avoid them dropping out of high school.

3.2.3 Description of the participants

The participants of this research were chosen from the groups from seventh to twelfth grade. Eighth grade was the level chosen for this research, since it is the grade in which the most demotivation in the English classes was detected.

Through observation the class 8-5 was chosen to be part of this research with a group of 32 students. The majority of the students are teenagers between 13 and 15 years old. Their behavior is not perfect, but their enthusiasm to learn new things and apply them is amazing. They pay attention to the teacher and write down all what is required from them to do so. They do not ask questions because they do not like to have all the attention on them. They often talk about other things once they finish copying what is on the board.

In terms of learning vocabulary, the group faces several difficulties to understand and remember the words taught in the English class and relating them to a context where the learnt words can be used. They write the topic as a title and then a list of words with their Spanish equivalents next to them which causes just a connection between word and the other, but does not enhance their learning. It is important to point out the willingness these students have in terms of improving and learning the basics of English.

3.3 Implemented strategies

The strategies used in this research are made through instruments. The instruments are used to collect the data to be analyzed afterwards. The participants will answer different questions in order to understand better how assessing active learning can help students in the understanding and acquisition of the English vocabulary. Also, a main strategy or technique is going to be applied and evaluated in order to overcome the vocabulary acquisition problem already mentioned and collected with the first instrument. The technique is used to apply the

Active Learning Approach and help students to achieve a significant learning process and improve understanding.

In order to evaluate their progress, the technique has been applied. It will be put into practice in the final instrument. Every instrument is devised carefully to measure the variables and to achieve conclusions. Moreover, the expected result of this research is to find out how assessing active learning, students can obtain better results in vocabulary acquisition.

3.4. Data collection instruments

3.4.1 Questionnaire

A questionnaire is a very important instrument in the process conducting a research for the collection of data. In this case, the questionnaires were designed as both, open-ended and close-ended items and two types of questionnaires were used: one for the teacher and another one for the students. In general, the same items were asked to the teacher and the students emphasizing different points of view, so the researcher could confirm the data accurately.

3.4.1.1 Teacher's questionnaire

The items in the questionnaire for the teacher were focused on awareness, role of the teacher in the method that he/she applies in the classroom and the frequency with the teacher which puts into practice different teaching strategies, techniques, and what, how, and when he/she should prepare different activities.

3.4.1.2 Student's questionnaire

The items in the questionnaire for students were focused on what and how their learning style reaches best results, how their teacher attempts to practice some activities, real learning, motivation, confidence, and participation in the class room, how their teacher performs during the teaching-learning process, and the teaching method their teacher uses mostly.

3.4.2 Pre-test

In the pre-test, the students will have to complete a short quiz about "Means of Transportation", the objective of this instrument is to determine the knowledge the students acquired in the previous class in which the teacher already introduced the new vocabulary and how to use it. This third instrument is a pre-test that measures if the method being used by the teacher transmits knowledge to the entire population in the class.

3.4.3 Active Learning technique

In the application of an educational program, it is in the classroom where the evident intentions and efforts for education occur. The classroom is a very important source of data collection in describing the implementation of an educational innovation.

3.4.3.1 Cooperative Learning – build a story

When discussing cooperative learning, it is important to point out that it is a technique that allows students to learn from each other and gain important interpersonal skills. It works with small groups to enhance students' learning and interdependence.

During the validation, the lesson plan devised was followed entirely. Firstly, the students set an objective for the class, that is, what they expected to learn from it. The

researcher provided the new vocabulary using flashcards so that students could connect the new vocabulary visually rather than just copying it from the board. Accordingly, the researcher and the students reviewed the time using a clock so that they remembered the corresponding vocabulary and its use in the activity. While presenting the new information the students and the researcher will ask questions regarding the new vocabulary, so that the information became understandable within the context.

The active learning activity starts by scattering the new vocabulary, random nouns, verbs, and adjectives around the room for students to hunt for them, they will have to identify which one they need. Since the students are still in a basic English level, each paper is going to have a different color; for example, the new vocabulary will appear on blue paper, the adjectives on yellow, and the verbs in red. Then students will be placed in groups of four and will work collaboratively to build a unique story using the parts they gathered. They must have a main character, setting, plot, and create a structure for their story.

The objective of this technique is for students to work cooperatively with their classmates and use vocabulary effectively and at the same time apply any other words learnt before. It is also useful because students will be able to use vocabulary in context, not only creating simple sentences, but also applying it in a wider scenario.

3.4.4 Post-test

3.4.4.1 Vocabulary Post-test

The fourth instrument is a post-test where students have to take an evaluation to gather information in order to check if the vocabulary has been better understood and learned. The objective of this instrument is to compare the results of both, the pre-test and the

post-test, and determine if there has been an achievement on the vocabulary acquisition of a specific area.

3.4.4.2 Active Learning Post-evaluation survey

In this instrument, the effectiveness of assessing active learning on EFL teenage students when learning vocabulary will be evaluated because it is important to understand how students feel after acquiring the vocabulary on a new topic. This instrument is helpful because it will support the comprehension of the type of method that causes more impact on student's learning and how they feel when completing a task, instead of just repeating words and actually applying them in context.

3.5 Validation of the instruments

The instruments were validated on a conversational class at IPEA English Center with EFL teenage learners. There were 13 students present in the class, and all of them, including the teacher, participated in the validation of the instruments. They were told that they were going to answer some questions and complete some exercises. All the instruments for this research were validated.

The first instrument validated was the teacher's questionnaire. Which questions were completed and answered and was asked if everything was understandable.

The second instrument validated was the student's questionnaire, following the same process as the previous instrument, they completed and answered all the questions and were asked if everything was comprehensible. The questionnaire was validated along with the students, since the items were entirely in English and some of them could not understand some questions.

The pre-test was applied although students had not received a previous class providing vocabulary for the evaluated topic, but still were willing to help by remembering what they had learnt in previous classes.

The active learning class was validated too. Students attended the vocabulary class and participated in the “Build a Story” activity and the instructions were clear and understandable. Students were willing to participate and took the validation seriously.

After completing the active learning activity, the fifth and sixth instruments were applied, so that the investigator could evaluate the understanding and acquisition that the students had had during the class and also to collect the data of how the students had felt during the active learning activity and create a small comparison between the method they are using and the one applied on the activity that day.

At the end of the instruments validation, they were asked about how they felt during the process. Students were happy to participate in the process and stated that they felt a difference from how they were usually taught to the active learning method with which they had understood more the unit that was studied at that moment.

Chapter IV

Data Analysis

In this chapter, all the data gathered previously is going to be analyzed through a mixed approach. In order to analyze the data, the quantitative approach will be used firstly and secondly, the qualitative approach to combine them during the analysis. The analysis of the data collected is important because it provides an explanation of different methods, strategies, and activities used in the research. Also, it is helpful when it comes to drawing conclusions.

Data analysis is a process used to inspect, clean, transform, and remodel data in order to reach to a specific conclusion or conclusions for a given situation (Sampieri et al, 2010). Data analysis would be done by using the methods of the research; in this case the mixed method. The research methods are the ones that are being used throughout the data analysis. In this case, the mixed approach combines both approaches, the quantitative and the qualitative, which are the ones used to analyze the data collected.

4.1 Analysis and interpretation of the results

This forgoing part of the study deals with presenting, analyzing, interpreting and discussing the data collected through the instruments applied to all participants.

4.1.1 Teacher's questionnaire

The questionnaire had 10 open-closed questions and all of them are represented in the following figures with their corresponding answers. The items in the questionnaires were focused on awareness, training, and role of teachers in the application of active learning and

in the frequency of practicing different teaching strategies, techniques, and also in the way in which learners practice different activities, exercises, and tasks.

The questionnaire was applied to the English Teacher from 8-5 class at Colegio Técnico Profesional Mario Quirós Sasso. It was applied before the class so that the teacher had a clear mind with no interruptions. The researcher read along the questions with the teacher and explained that it was purely for academic purposes and honesty was highly appreciated. The teacher was advised that if there were any questions, there was no inconvenience asking them to the researcher.

On the following pages, there are the results of the 10 questions and their answers. All the questions performed are relevant to the research; therefore, all of them are explained. Depending on the question the teacher had to accommodate the level of frequency in which some activities were used during a vocabulary class or to choose between “Yes” or “No” answers. There were different questions based on the activities and approaches that the teacher used in class.

When reviewing the answers provided by the teacher in the questionnaire it is found that in order to have an effective teaching and learning it is required the use of different learning approaches to meet student’s demands. By answering “No” to the first question where the teacher was asked if the method applied in class had changed in the last decade. This is concerning since every student has different needs and the teacher is not addressing them.

It is well known that institutions and teachers have their preferred teaching style and without realizing sometimes, the teacher may reward students whose styles match their own

and can sometimes judge negatively those whose styles differ. This is because students who share the same style with the teacher may seem brighter or that they pay more attention, even though the difference is because of the learning style and not the intellectual ability.

4.1.1.1 How often do you use these techniques in your English class?

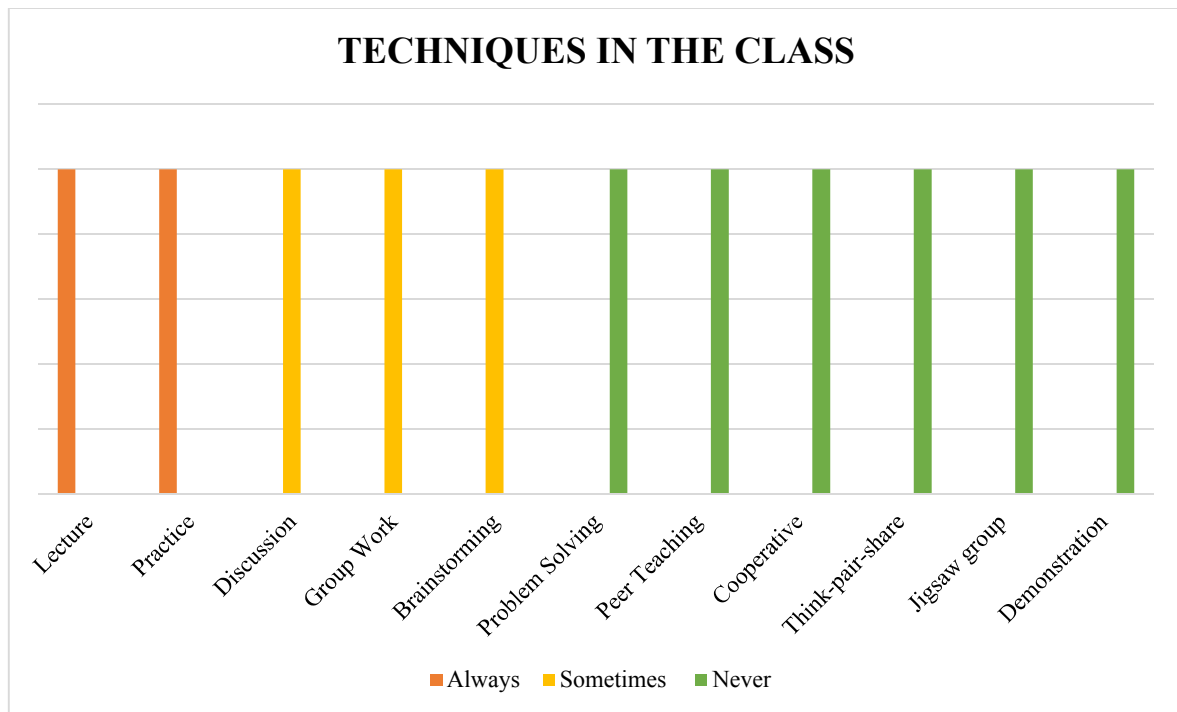


Figure 1: Techniques applied

This figure represents how often the teacher uses different techniques throughout the class. To be effective in the teaching learning process, teachers must use different instructional methods, but as shown in figure 1, the teacher rarely uses other techniques than lectures and practices. Discussion, group work, and brainstorming are sometimes used and techniques such as problem solving, peer teaching, cooperative learning, brainstorming, think-pair-share, jigsaw group, and demonstration are never used when delivering a class.

4.1.1.2 How often do you apply these activities in your English class?

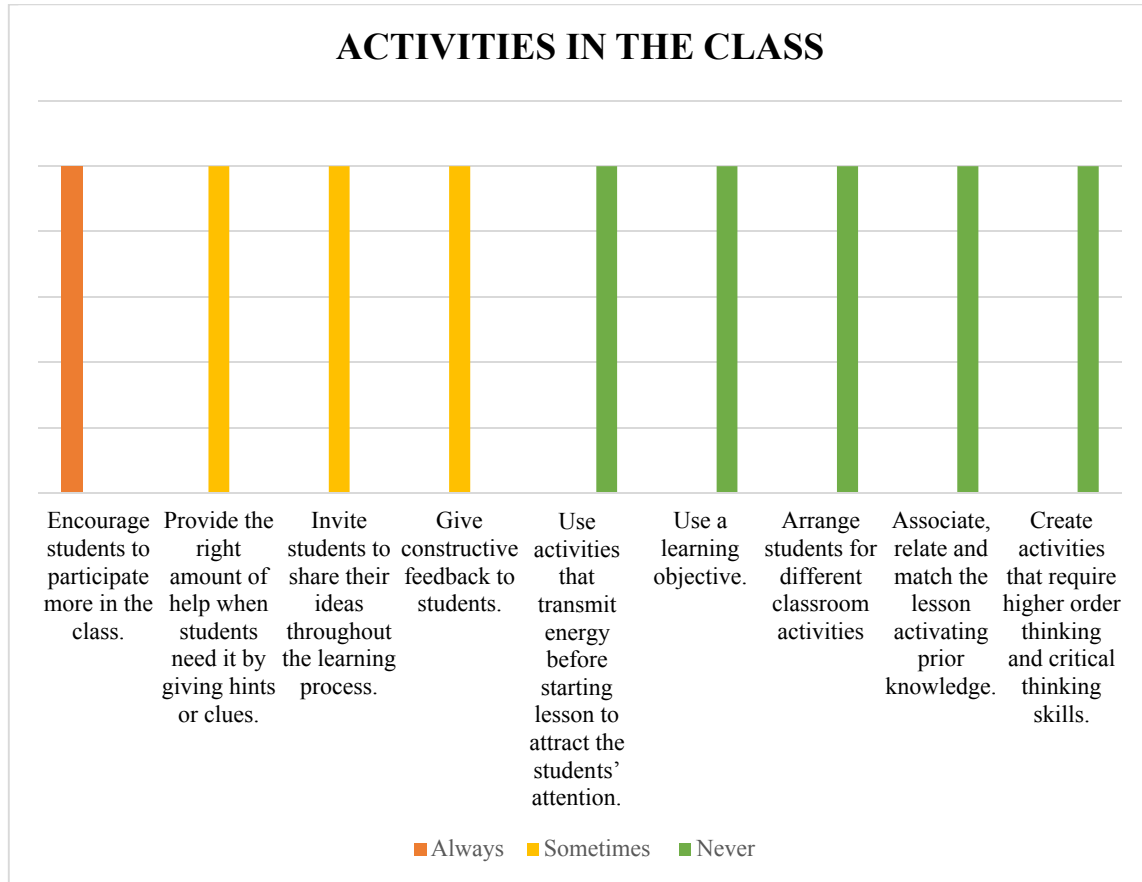


Figure 2: Classroom activities usage

This figure represents how often the teacher applies these activities in class. As shown in the figure, the teacher always encourages students to increase their participation in class. Sometimes other activities are applied, such as providing the right amount of help when students need it by giving hints or clues, inviting students to share their ideas throughout the learning process, and giving constructive feedback to students. The majority of the activities, that is, use a learning objective, arrange students for different classroom activities, associate, relate and match the lesson activating prior knowledge, and create activities that require higher order thinking and critical thinking skills are never applied in class.

When gathering the answers from the teachers it is understood that he has not performed neither an evaluation nor an observation to identify the students' learning styles when answering "No" to question number four when asked the students' learning styles had ever been evaluated. Teachers are not expected to use a certain way of teaching that matches each student's preferred style. However, they should be able to understand students learning style and be able to use it as a point of entry to motivate or to teach a content to a student who is having difficulty in class.

It is essential for teachers to know the importance of understanding learning styles because there are many risks when teaching in ways that are educationally ineffective or counterproductive.

Students that regularly participate in class are constantly involved with the material and are more likely to remember a greater portion of the information. The teacher agrees that interaction and active participation of students can highly influence in the achievement of better results and a higher quality level of education by answering "Yes" to question number five.

Despite agreeing with the statement, the teacher does not involve the students in the learning process. Students do not interact between each other in class and do not participate in the activities used by the teacher because these are not created for them to do so. An active class participation improves critical and higher level thinking skills. Students who participate in class have studied the material well enough to introduce new concepts to their classmates. This level of thinking goes beyond simple comprehension of text, and can also improve memory. Participation can also help students learn from each other, increasing

comprehension through cooperation. This can in turn improve relationships between students and between the student and the teacher.

In addition, the teacher agrees that active learning can help students gain more vocabulary during the class with a “Yes” for an answer in question number six. However, it is interesting to notice that although the teacher agrees with the statement, he does not propose any activity that will help students to acquire more vocabulary.

As to the question about whether or not active learning encourages students’ autonomous learning and develops vocabulary skills, the teacher replied “Yes”. When you invite students to actively participate in the learning environment, they take more responsibility for their performance in the course. In the same way when they have an opportunity to make decisions about what they learn and how they use that knowledge, students see a progress that is more valuable and more directly related to their goals.

During the application of the questionnaire the teacher believes that active learning does enhance self-confidence and independent learning by answering “Yes” to the statement. Students who possess both knowledge and skills are more likely to feel more confident and independent when using or showing their skills. Students with self-confidence pay more attention in class, get along better with their peers and generally have a more focused and inquisitive attitude.

It is understood that despite the fact that the teacher does not practice a lot of activities nor techniques in class, he believes that students learn more when they are actively involved and learn by doing. In order to increase learning retention over time, teachers have

to incorporate more active methods into the teaching process because they are the most effective ways of ensuring that learning and knowledge is retained.

Teachers who are able to effectively engage students through active teaching methodologies will deliver a deeper understanding of the subject and enhance learning retention. Students will be able to apply and transfer knowledge all the time and ultimately teach others what they have learned.

When considering if active learning creates the opportunities to share experiences and encourage friendship among the students while enhancing learning, the teacher agrees with the statement. Although students can actively learn by themselves, it is also crucial for them to socialize with their classmates and create collaborative learning. Among the benefits, it helps them learn to work with all types of people, acknowledge individual differences, relate to their peers and other learners as they work together, have the opportunity to contribute in small groups, and receive more personal feedback about their ideas and responses.

4.1.2 Student's questionnaire

The questionnaire has 10 open-closed questions and all of them are represented with their corresponding answers and figures when applicable. The items in the questionnaires for students were focused on what and how their teacher performed in the classroom, when assigning tasks, activities, and exercises; how the teacher attempted to practice some activities to help students participate in real learning, their motivation, confidence, and participation in the classroom, and what teaching method their teacher uses mostly.

The questionnaire was applied in English and explained in Spanish because the population understands Spanish better and the results needed to be very accurate. For

research purposes, the students' answers needed to be precise, so the questions were explained very clearly so that they were able to answer them correctly.

The questionnaire was applied to students from the 8-5 class at Colegio Técnico Profesional Mario Quirós Sasso. It was applied as soon as everyone was in the class, so no one missed the questionnaire. Students were advised that if in case of any doubt was had they could raise their hand to get assistance. Also, the teacher was asked to step out of the class so that students could feel more comfortable when answering the questionnaire.

Depending on the question the student had to accommodate the level of frequency in which some activities were performed or to choose between "Yes" or "No" answers. There were different questions based on the activities and approaches that the teacher used in class.

On the following pages, there are the results of the 10 questions with their corresponding answers. All the questions are relevant to the research; therefore, all of them have been explained.

4.1.2.1 Is your classroom condition attractive and suitable for the teaching-learning process?

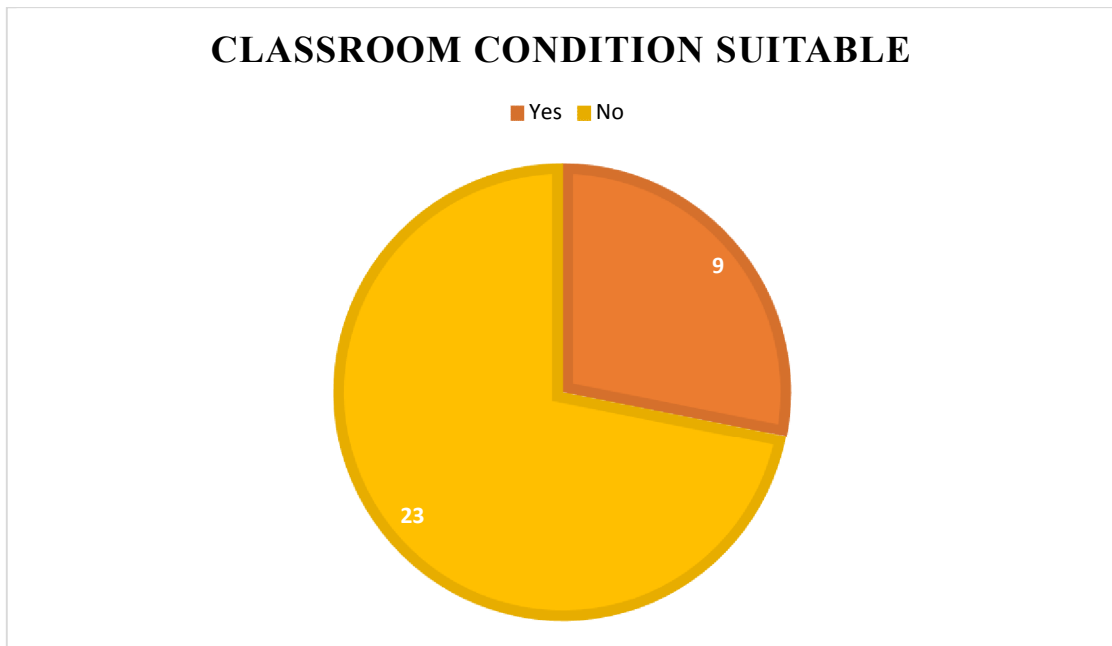


Figure 3: Classroom Condition

One of the most important things a teacher can do is provide a positive learning experience. Students were explained that an attractive and suitable classroom condition refers to classroom decoration, and clear and consistent rules. Also, how furniture is arranged and organized, how materials are stored and maintained, how classroom is clean, and the overall color and brightness, in other words the physical setting.

Nine students out of 32 answered “Yes”, while 23 students answered “No”. In other words, 28% of the students think their classroom condition is suitable, while the remaining 72% disagrees.

4.1.2.2 Does your teacher arrange you for different classroom activities?

When teachers plan their class, they should be able to do so making sure that their students are able to comprehend by using different teaching practices, such as jigsaw group,

hands-on activities, cooperative learning groups and plenty small and individual practice.

The instructional environment must remain positive and upbeat because students need to feel that learning is interesting and fun as it will mean that they are engaged and will remember content in a long term. The entire group of 32 students, 100%, agrees that their teacher never arranges them for different classroom activities after clarifying the explanation given above.

4.1.2.3 Does your teacher encourage you to become active participants in the classroom?

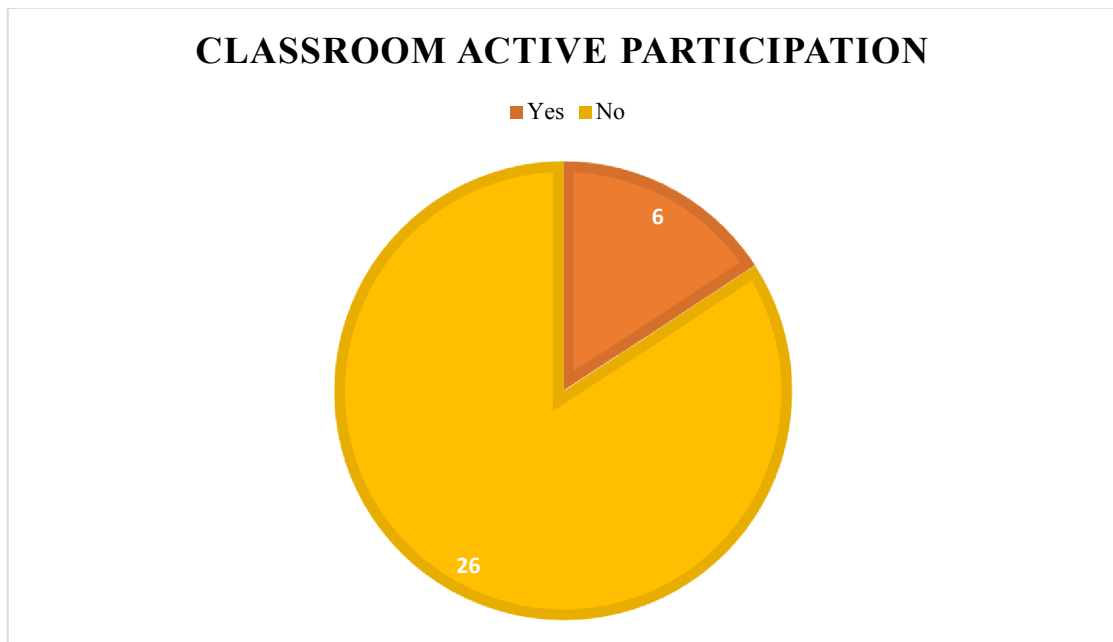


Figure 4: Participation encouragement

The goal of actively participating in the classroom is not to have every student participate in the same way or at the same rate. When students speak up in class, they learn to express their ideas in a way that others can understand. A teacher's goal should always be to create conditions that enable students of various learning preferences and personalities to contribute.

When reviewing the results of this question, 26 of the 32 participants agree that the teacher does not encourage students to become active participants in the classroom, while six

students answered “Yes”. In other words, 81% of the participants answered “No” and the remaining 19% answered “Yes”.

Participation depends on the encouragement that a teacher gives his students to share their ideas and the activities he performs. As the teacher misses to create this environment and the majority of the students rather not participating even if the activity allows it.

4.1.2.4 Does your teacher provide opportunities for you to show your ideas in the class?

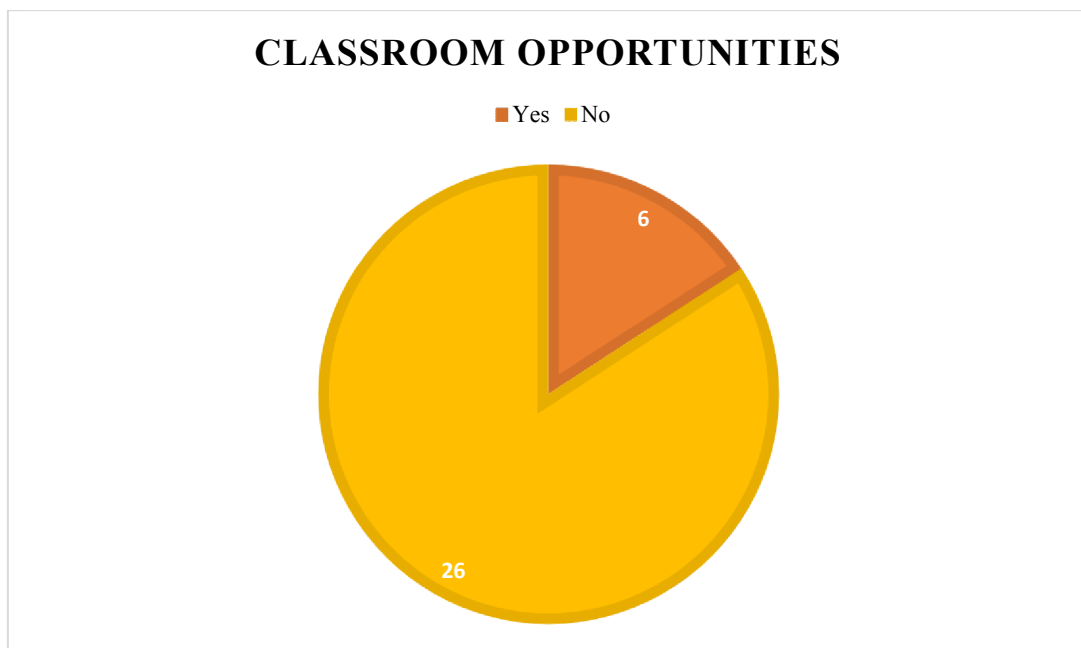


Figure 5: Feelings towards expressing ideas

When students show their ideas in the class should be considered as a valuable learning tool for teachers. Through students' questions, teachers learn what they do not understand, and can adjust their instruction accordingly. A teacher's role is to provide a climate to supports, help, and encourage the students to help them feel more comfortable, more confident, and less fearful of speaking up.

Furthermore, by answering “No”, 26 students out of the 32 participants think that the teacher does not provide opportunities for them to share their ideas, while six students agree by answering “Yes”. In other words, a 81% of the participants answered “No” and the remaining 19% answered “Yes”.

4.1.2.5 Does your teacher relate the classroom lesson with real life experiences?

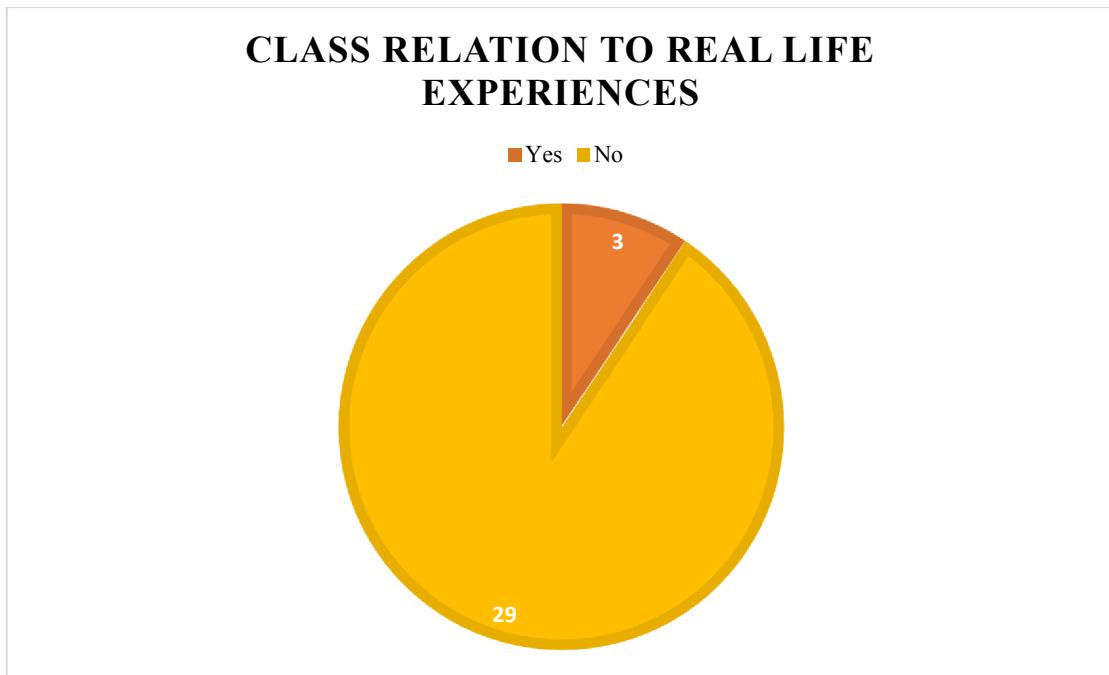


Figure 6: Real life experiences

The lessons a teacher implements should have relevance to a student’s life. If they cannot see the point in learning a topic or are very uninterested in it, they will not sit quietly and attentively, patiently waiting to be filled with knowledge. Students will engage more deeply in structuring lessons if the classroom material relates to the real world. Students need to be shown concrete examples and see how academic topics relate to them; therefore making the concepts less abstract and scary.

This figure represents if the teacher uses students experiences to build or introduce a topic. By answering “No” 29 students, out of the 32 participants, agree that the teacher does not relate the class with real life experiences, while by answering “Yes” three confirm the statement. This means that 91% of the participants answered “No” and the remaining 9% answered “Yes”.

4.1.2.6 Do you participate actively during the learning process by asking questions and sharing your ideas with the rest of the class?

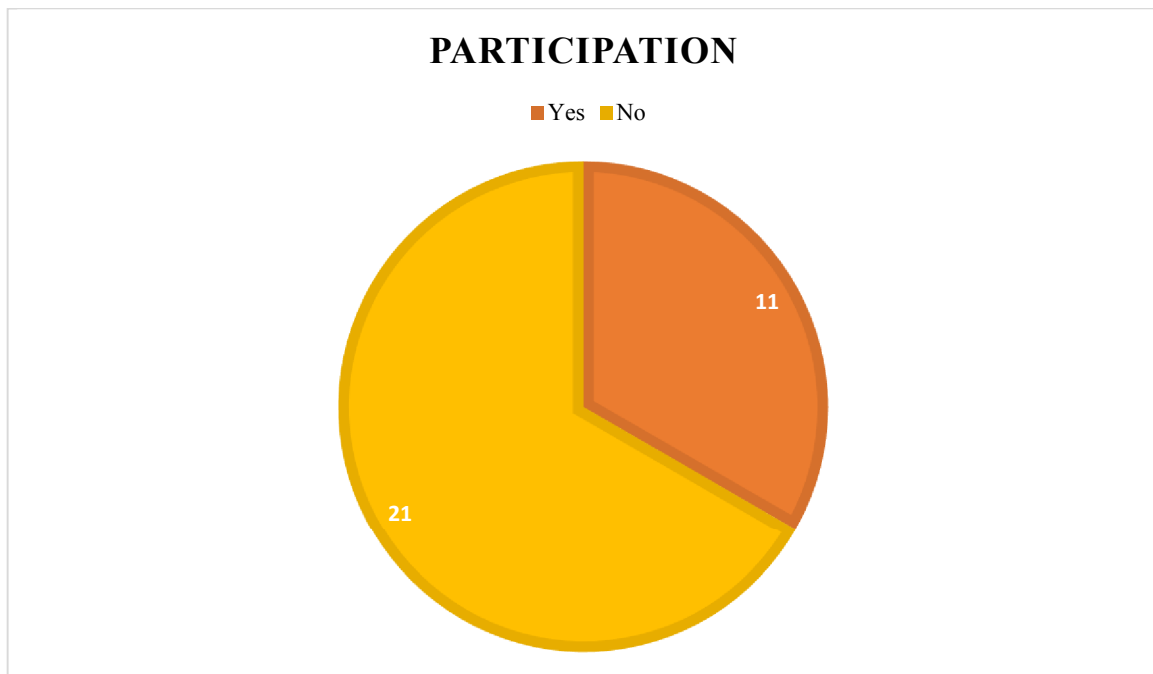


Figure 7: Students participation

Since students are not interested in the class and the activities performed by the teacher do not catch their attention they rather not asking questions or participating in class. When participating they only tend to participate by giving the meaning of words in Spanish. Therefore, by answering “No”, 21 of the 32 students consider that their participation is not active with the rest of the class, by answering “Yes” 11 students agree with the statement. In other words, 66% of the students answered “No”, while 34% answered “Yes”

4.1.3.7 Are the activities that your teacher uses during presentation attractive and interesting to you?



Figure 8: Interesting activities

By providing a variety of activities that match different learning styles, we will enable a greater number of students to demonstrate their intellectual ability and to experience success in the classroom and in consequence will feel more interested.

This figure represents if the activities applied during the presentation of a class are attractive and interesting to the students. By answering "No", 30 students out of 32 disagree with the statement, while two of them consider the opposite. This means that 94% of the population answered "No" and the remaining 6% answered "Yes".

4.1.3.8 Do you have confidence in expressing your needs and feelings freely in the class?

By answering "No", the entire group of 32 students; 100%, agrees that they do not express themselves their needs and feelings confidently. According to the students, they do not have enough confidence to put in together their thoughts and express them in English to

the teacher or the rest of the class. Also, students believe that although they communicate with the teacher nothing is going to change.

4.1.2.9 From the following teaching techniques, which do you think your teacher uses mostly during teaching learning process?

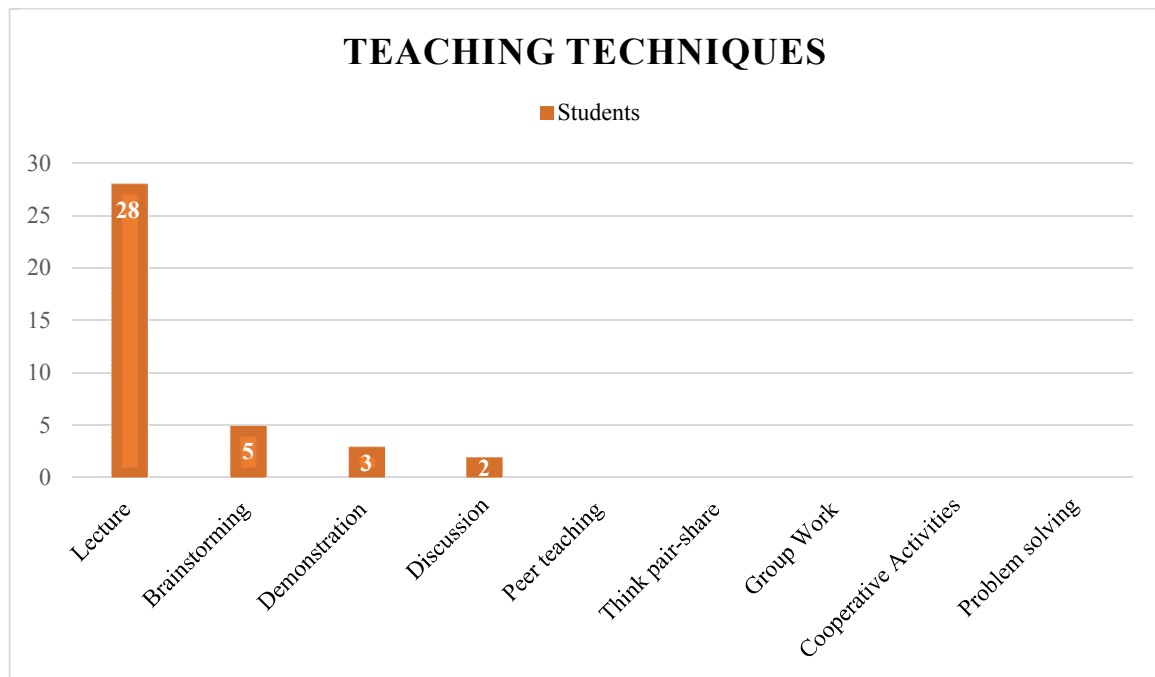


Figure 9: Teaching techniques

Most of learning strategies have a two-fold purpose: they make the classroom a dynamic, always changing environment in which students have a voice, and they allow students to view teachers as people who are flexible enough to take risks in the classroom. However, this teacher is seen as an inflexible instructor since the results are that 28 students out of 32 agree that the technique that the teacher uses the most is lecturing; five students consider that the second method that the teacher uses the most is brainstorming, while three students consider demonstration is the third method. Discussion occupies the fourth place with two students. Peer teaching, think-pair-share, group work, cooperative, and problem solving received zero answers, which means that the teacher does not use these methods

during the class. There is no variation of techniques from the teacher; the same techniques are used day after day.

Each technique was explained in detail to the students, so they could have a better understanding on what each one is and how to identify the ones that their teacher uses the most.

4.1.2.10 Which of the following teaching technique do you consider effective to enhance learning?

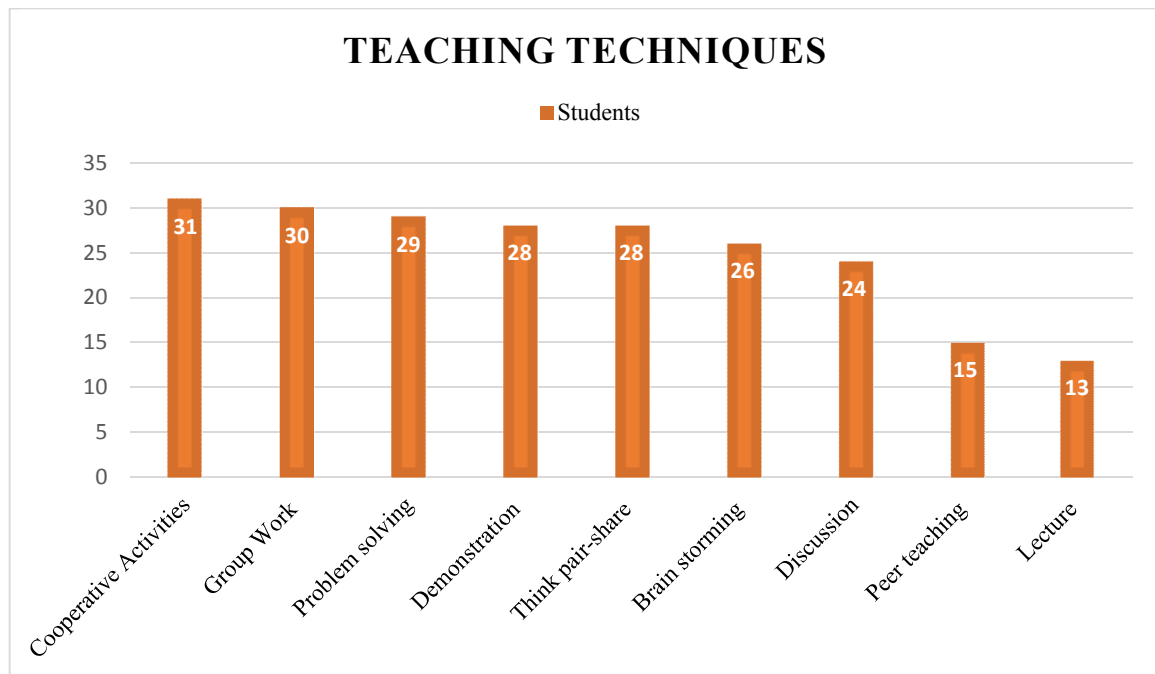


Figure 10: Teaching techniques

Teaching effectively is as much a process as learning effectively, teachers often find useful to document and evaluate the effectiveness of each activity they use in class. Asking students to critique activities places teachers in the role of facilitator rather than dictator.

Nevertheless, students have never been taken into account to have a clear understanding of what activities would they like to try or that they feel may work better for

them. Despite the fact that the students have not experienced any of these techniques, they chose the ones that were used the most in the Active Learning Approach. The results of this question show that 31 students out of 32 considered that the most effective technique to enhance learning is cooperative learning activities. Group work occupies the second place with 30 answers, problem solving the third with 29 answers, demonstration and think-pair-share the fourth with 28 answers, discussion the fifth place with 24 answers, peer teaching with 15 answers and lecture occupies the seventh place with 13 answers. Each technique was explained in detail so that students could better understand the processes.

4.1.3 Pre-test

For the pre-test, which is about “Means of Transportation”, students had to complete a quiz about the topic that was reviewed in the last English class. The idea was to find out how much the students had captured from the lesson.

This quiz was performed a week after the teacher-centered class was held in order to guarantee that the students actually retained something from that class and were able to transmit the knowledge they obtained. During the teacher-centered class, 14 means of transportation were written on the board and later students had to translate it and create one sentence with each one of them. Those were the only activities performed during the classroom.

The quiz had a total of 15 vocabulary questions that were evaluated throughout two different statements or questions.

4.1.3.1 Write down 10 means of transportation

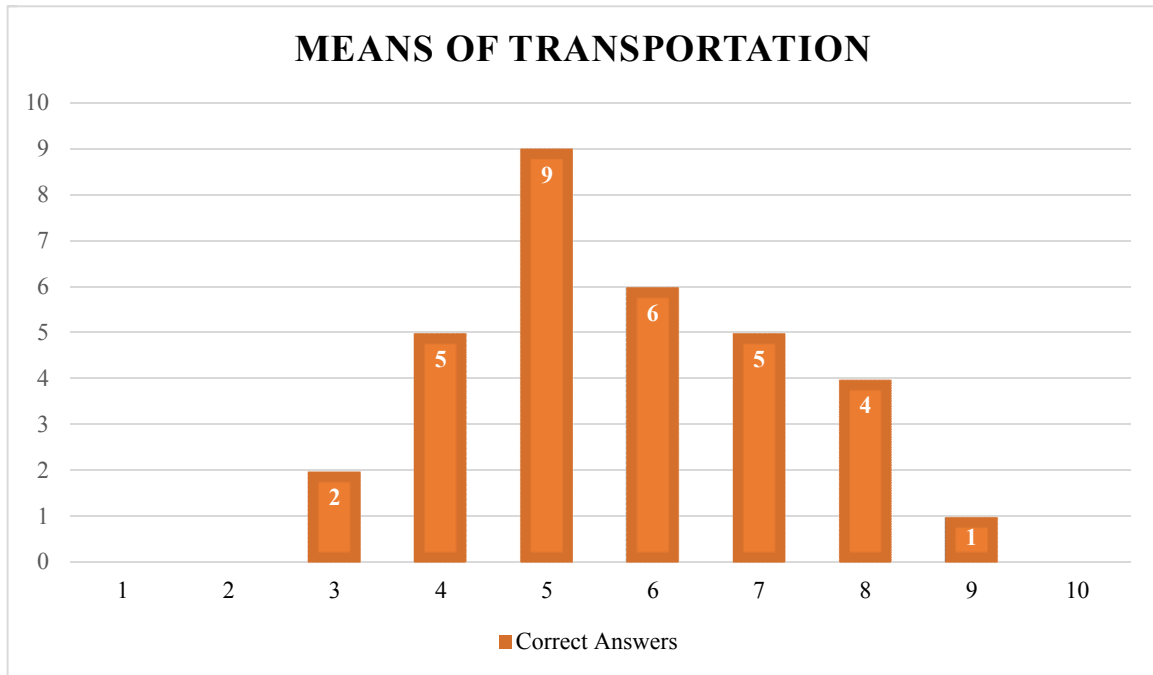


Figure 11: Means of Transportation

Since students were provided with a list of 14 means of transportation, in the first question of the quiz they were requested to write 10 out of the 14 that were reviewed on the teacher-centered class.

Out of 32 students, two students wrote three means of transportation correctly, five students had four answers correctly, nine students wrote five answers correctly, six students answered correctly six questions while five students wrote seven means of transportation correctly, four students had eighth answers correctly, and one student achieved to answer nine means of transportation correctly. At the end, no students achieved 1, 2, or 10 answers correctly.

The results for this question suggest that students are unable to retain the vocabulary given by simply writing from a list of words on the board and looking for its equivalent in Spanish for later to create sentences.

Students were also given adjectives to qualify the means of transportation given; on the post test the researcher added the use of superlatives since the students are already familiar with the topic. In the remaining five questions students were based on the following information:

| Destination | Amount | Departure | Arrival | Stars |
|-------------|------------|-----------|---------|-------|
| San Jose | ₡ 800.00 | 7:45am | 8:20am | ★★ |
| Heredia | ₡ 730.00 | 8:20am | 9:30am | ★ |
| Cartago | ₡ 470.00 | 6:10am | 7:00am | ★★★ |
| Puntarenas | ₡ 1,050.00 | 9:00am | 12:00pm | ★★★★ |

Figure 12: Information to answer questions 1 to 5

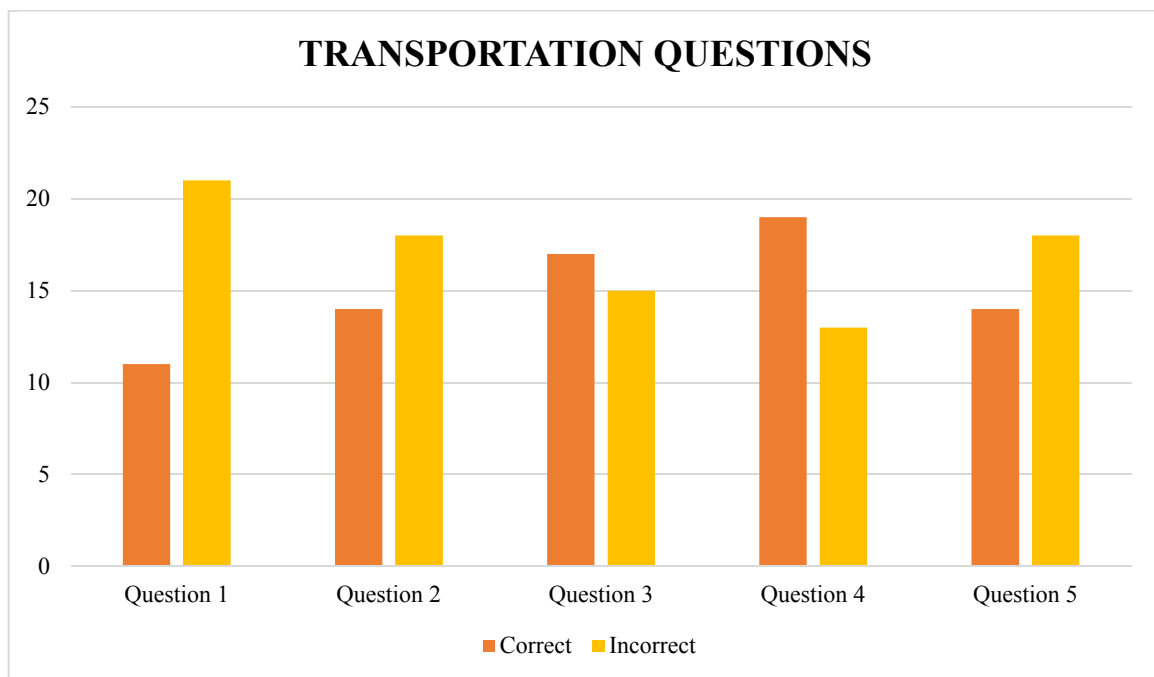


Figure 13: Results of questions 1 to 5

The difficulty of understanding this topic comes from the technique being used in class, is essential for students to activate prior knowledge with this type of topics in which they have plenty amount of knowledge because they use it every day. At least once in a

lifetime students have had to use any mean of transportation, the fact that they are not relating their topic with prior experiences is causing difficulties when acquiring learning.

When evaluating the post-test, the results given in the first question about when is the first train to Cartago are the following; 11 out of 32 students answered correctly while 21 answered incorrectly. It is also understood that 34% answered the question correctly while 66% answered incorrectly.

The results in the second question are: 18 students out of 32 answered incorrectly while 14 answered correctly. In other words, 56% of the students answered incorrectly while the remaining 44% answered correctly. In this question students were asked about how much does the ticket cost to Puntarenas.

The answers to the third question demonstrates that out of 32 students, 17 answered correctly while 15 answered incorrectly. This means that 53% of the population answered correctly while 47% answered incorrectly when asked where is the fastest train to.

On the fourth question about where is the most comfortable train going to, the results given are that out of 32 students, 19 answered correctly while 13 answered incorrectly. This means that 60% of the population answered correctly while 40% answered incorrectly.

And the last question was about which is the cheapest train service, the results obtained are that out of 32 students, 18 answered incorrectly while 14 answered correctly. This means that 56% of the population answered incorrectly while 44% answered correctly.

From the results, it is concluded that the acquisition of the means of transportation vocabulary was not successful since only in three out the five questions the majority of the students answered correctly.

4.1.4 Active Learning technique

4.1.4.1 Cooperative Learning – Build a Story

Cooperative learning is a strategy that helps students work together as they learn; students work together in groups to complete a project or task. The goals are for students to learn how to contribute to a team, demonstrate individual responsibility, and also share accountability for the outcomes of the group. This task was applied as an instrument to enrich the students, participation in an active learning class.

The objective of this instrument was to provide students with a different point of view on how an English class can be delivered and accomplish good results when testing the knowledge acquired with an active learning class.

The instrument was applied to 32 students in class. All of them participated during the instrument application. They were told that an objective for the class needed to be set, so the students chose the following: “My objective for this class is to learn words and sentences that will help me when traveling abroad”. The researcher provided the new 14 words using flashcards so that students could activate prior knowledge and relate the images with real life situations.

Using a clock the researcher asked students several questions with the clock and they were able to understand and follow the flashcards. The group was divided in teams of four students, who had to scatter the new vocabulary, nouns, verbs, and different adjectives located around the class. Students had to grab one of each and had to create a story based on the papers they had gather as a group. By using the flashcards and the clock they presented the story to the rest of the group.

The vocabulary was reviewed one more time with the researcher to ensure understanding and also to discuss with the students if the objective set at the beginning of the class had been achieved.

The students were given the necessary vocabulary to create their stories. They were able to carry out the activity following the steps. This made easier the achievement of the objective that had been established. They understood all the steps and followed them one by one to in order to test their understanding with the post-test.

4.1.5 Post-test

4.1.5.1 Vocabulary Post-test

This instrument was applied after the students had participated in the active learning class. It consisted in evaluating if the vocabulary that students had acquired during the class was now better understood than before. This instrument was applied few days after the “Means of Transportation” class and check if the students had understood or not the new vocabulary. There was no formal presentation beforehand. The quiz had a total of 15 questions on vocabulary that were evaluated in two different statements or questions.

4.1.5.1.1 Write down 10 means of transportation.

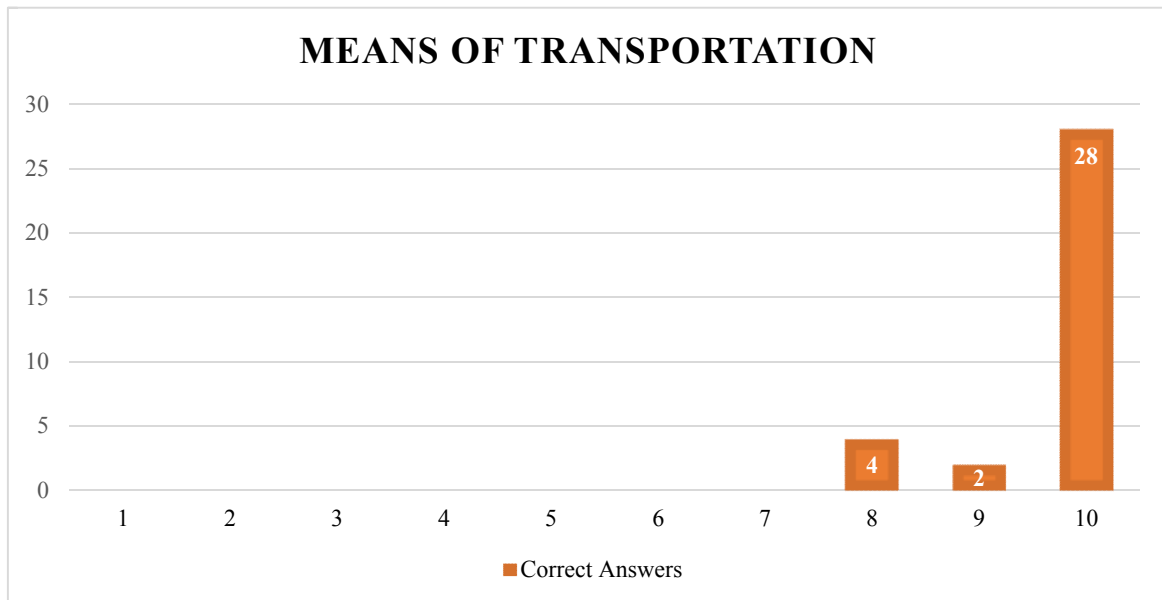


Figure 14: Means of transportation

Since students were also provided shown 14 means of transportation, in the first question of the quiz they were requested to write 10 out of the 14 that were reviewed on the student-centered class. This figure represents the amount of correct answers given by the students when requested to write 10 means of transportation after the active learning class. Twenty-eighth students out of 32 wrote ten means of transportation correctly, two students wrote nine answers correctly while four students wrote eighth means of transportation correctly.

The results from this question indicates that the acquisition was successful because students were able to retain the vocabulary given in class. The post-test was performed a week after the student-centered class and shows to have a positive outcome.

The use of flashcards with the students facilitated the process of remembering what the class was about and what the vocabulary was used for, is important to point it out due to the lack of relating images to the new vocabulary during class.

For the post-test students had to complete five questions based on the information below, using the vocabulary provided on the class.

| Destination | Amount | Departure | Arrival | Stars |
|-------------------|------------|-----------|---------|-------|
| Limón | ₡ 2,350.00 | 5:30am | 8:00am | ★★★★ |
| Guanacaste | ₡ 1,785.00 | 7:00am | 10:30am | ★ |
| Alajuela | ₡ 840.00 | 7:50am | 8:45am | ★★★ |
| Cartago | ₡ 525.00 | 12:00pm | 1:00pm | ★★ |

Figure 15: Information to answer questions 1 to 5

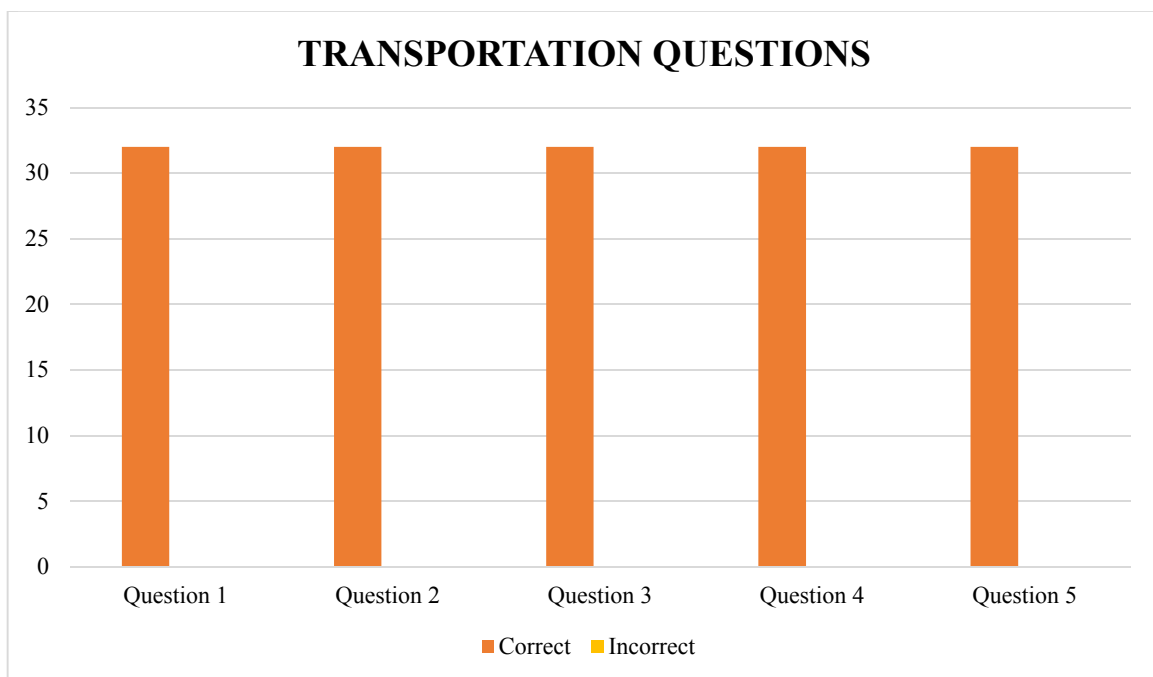


Figure 16: Results of questions 1 to 5

When gathering the results from the questions applied on the post-test it was found that the entire group, 32 students, answered all of them correctly. The following are the questions asked:

1. When is the first bus to Guanacaste?
2. How much does the ticket cost to Alajuela?
3. Where is the fastest bus going to?

4. Where is the most comfortable bus going to?
5. Which is the cheapest bus service?

This outcome means that the acquisition and interpretation during the student-centered class was successful and students were able to transmit their knowledge through their answers. In addition, the fact that the instructor activated prior knowledge and connected the new vocabulary with real life experiences had a bigger impact because students were able to understand more the topic.

4.1.6 Active Learning Post-Evaluation Survey

This instrument was applied after the students participated in the active learning class. It consisted in evaluating how students felt acquiring the vocabulary with the active learning approach. The instrument was applied after the vocabulary post-test evaluation. The instrument had 10 open-closed items where students had to rate how they felt or what they thought about the English class, and also Yes/No questions about if their learning was enhanced. The questions were read in English and translated to Spanish for better understanding and accurate results.

When students encounter an active learning classroom, they may be unsure of what is expected of them, especially when they have never experienced a class using this approach. Students point of view is key for the development of this investigation, this is because the student-centered class was something completely new to them and knowing how they felt and their thoughts can help understanding what is missing in the public educational system.

If students are allowed to speak up about how they feel in regards to the teaching technique is being applied to them and if the teachers would only listen to their students the

outcome of this investigation would be completely different. Is not about adapting the class to each student, but to listen and know how they feel and what do they need in order to have a successful learning experience.

4.1.6.1 How would you rate your English vocabulary acquisition during the English class?

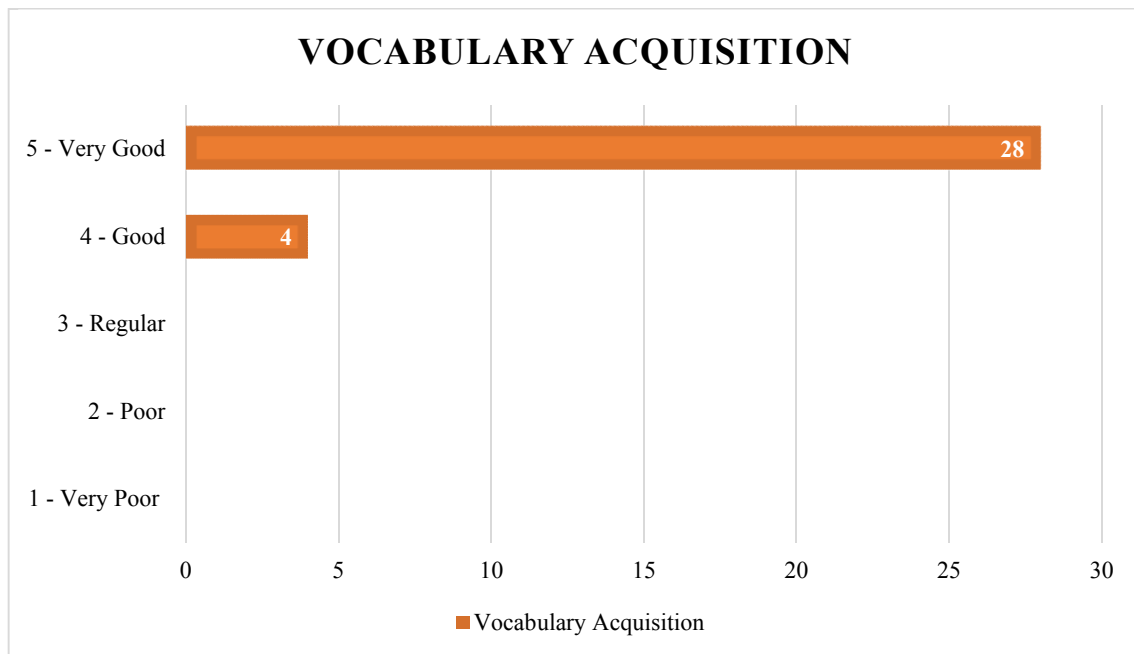


Figure 17: Vocabulary acquisition rating

Vocabulary is essential to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. In this question students rate their vocabulary acquisition on the student-centered class know that they understand how important understanding and using vocabulary is when learning a language.

After the active learning class, students had to evaluate their vocabulary learning acquisition from a scale from 1 to 5, being 1 very poor, 2 poor, 3 regular, 4 good, and 5 very good. Twenty eighth students out of 32, rated their vocabulary acquisition with a 5, that stands for very good, and four students rated it with a 4, which stands for good. In other

words, 88% rated their vocabulary acquisition as very good, while the remaining 12% rated it as good.

This means that the students were actually able to understand the new vocabulary with the use of a different technique.

4.1.6.2 How would you rate your English vocabulary skill during your English class?

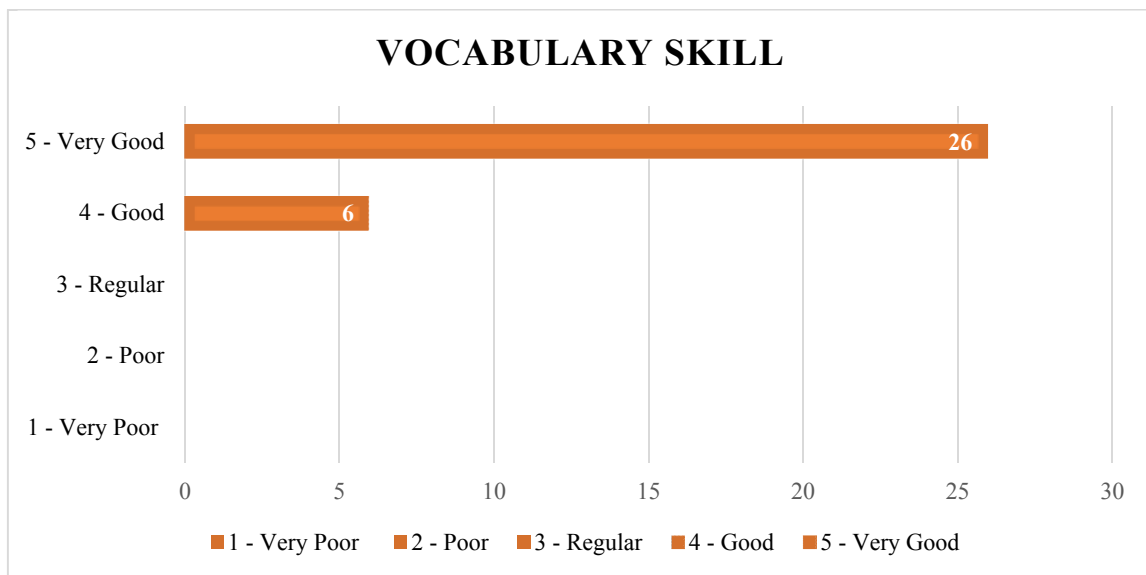


Figure 18: Vocabulary skill

Vocabulary instruction is important to help students develop the kind of vocabulary knowledge that will contribute to their language learning success.

When reviewing the vocabulary skill development students had on the class twenty-six students out of 32 rated their vocabulary skill with a 5, which stands for very good, and six student's rated it with a 4, which stands for good. In other words, 81% rated the statement as very good, while the remaining 19% rated it as good.

Vocabulary instruction should be effective in order for learners to use the instructed words meaningfully; this is why the students have a positive response to the question because they were actively involved in the process.

4.1.6.3 Did your English class meet the set goals?

The goal set for this was to achieve the following objective, which was set by the students: “My objective for this class is to learn words and sentences that will help me when traveling abroad”. In active learning, it helps the teacher to select objectives at the correct level of difficulty to meet the students' needs because in this way he encourages the students to be responsible for their own learning. For this question the entire population of the 32 students state that that they had achieved the goals set during the class because their vocabulary acquisition was improved.

4.1.6.4 The English class method has helped me improve my vocabulary skill.

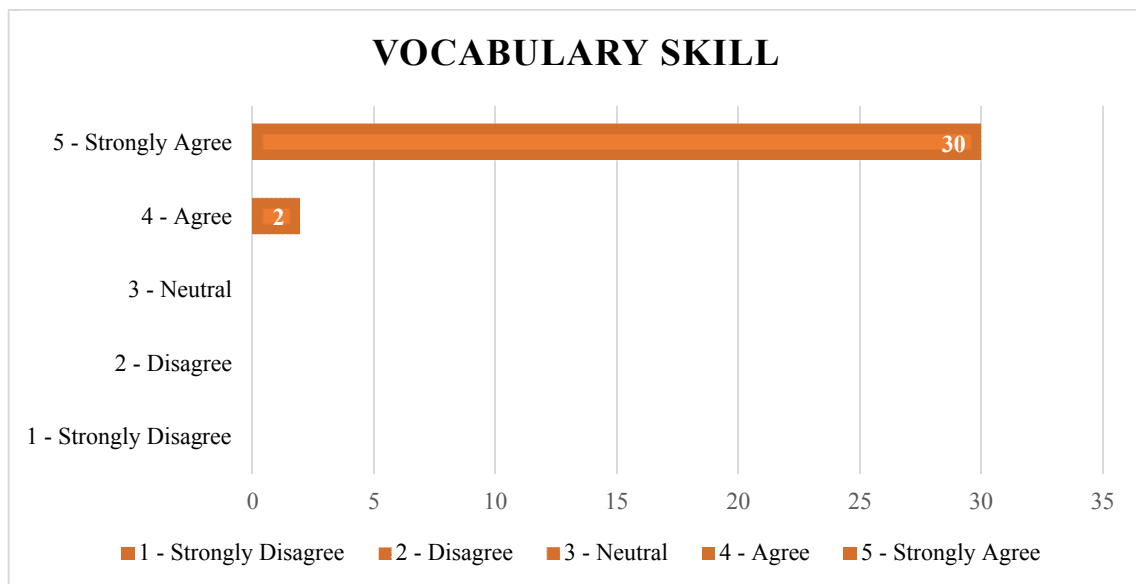


Figure 19: Vocabulary improvement

The most important value for active learning is that it increases students' retention and comprehension of the topic. Thirty students out of 32 agreed that the active learning

method had helped them improve their vocabulary skills and rated it with a 5, that stands for strongly agree, and two student's rate it with a 4, which stands for agree. In other words, 94% strongly agrees, while the remaining 6% agrees. The results of this question are also observed on the results of the post-test since students acquired vocabulary successfully.

4.1.6.5 What do you think about the teaching technique the investigator used?

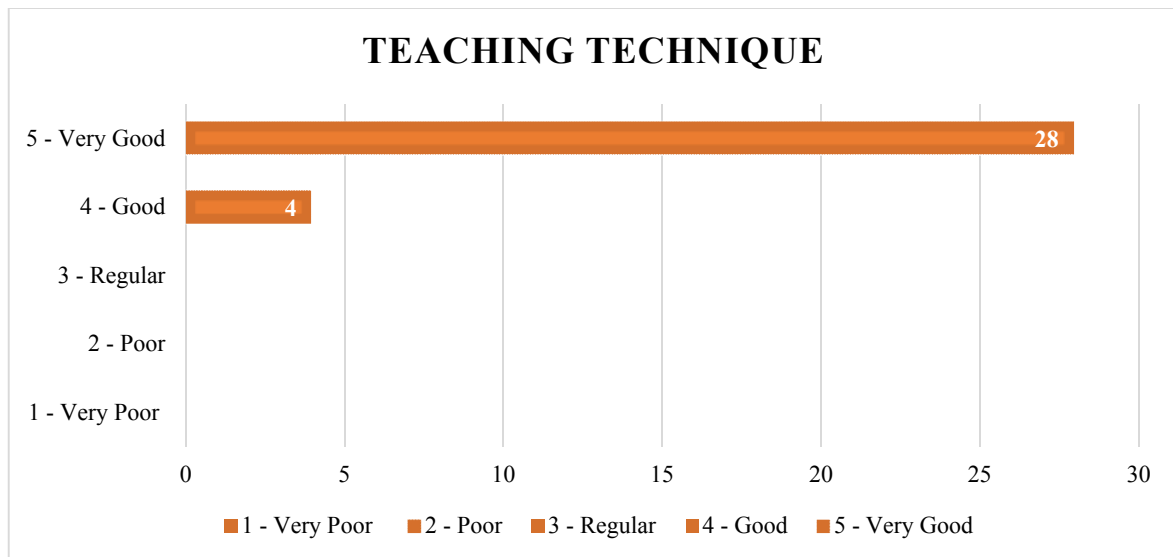


Figure 20: Students opinion towards class method

When trying different techniques students are brought out of the comfort zone, this may be a socking experience for some of them. Results show that twenty eighth students out of 32 rated the vocabulary skill technique with a 5, which stands for very good, and four students rated it with a 4, which stands for good. In other words, 88% rated technique used as very good, while the remaining 12% rated it as good.

With the use of different techniques students can actually understand what activities and techniques are useful for them and help them understand better. They may not use this techniques in class but they can implement it to study or in a different class.

4.1.6.6 *Were you actively involved in the learning process?*

Class participation is necessary for getting the most out of education. Students felt involved in the classroom while learning the new vocabulary since the 32 students agreed with the statement by answering “Yes”. During the student-centered class they were all required to participate actively to be engaged with the topic, create concepts, and show understanding of what was learned.

4.1.6.7 *Did you have the opportunity to practice what you learned?*

Practice involves attention, rehearsal, and repetition besides leads to new knowledge or skills that can later be developed into more complex knowledge and skills. The 32 students agreed that they practiced what they had learned in class by answering “Yes”. During the class the practice was based on fake scenarios but that can be useful on real life situations.

4.1.6.8 *Did you learn practical and useful things during the English class?*

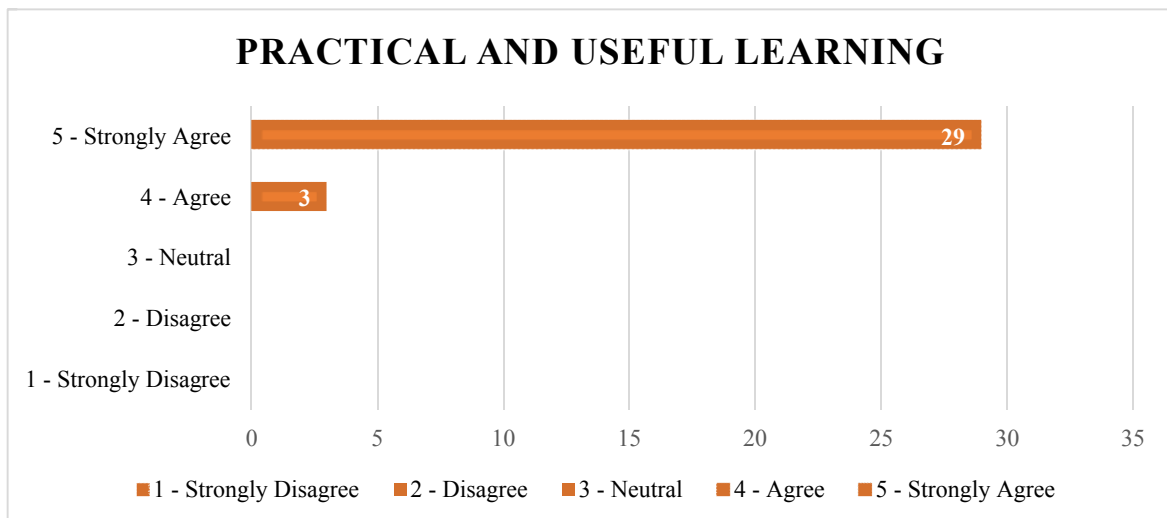


Figure 21: Practical and useful learning

In the learning process a lot of things are often forgotten, a class should not be only to try to make students learn and understand but also, that students can find what they learned as something

meaningful. For this question, thirty students out of 32, agreed with the statement and rated it with a 5, that stands for strongly agree, and two students rated it with a 4, which stands for agree. In other words, 94% strongly agreed that the technique used helped them learn practical and useful things, while the remaining 6% agreed.

Students felt that what they learned actually had a meaning and at a later future can become handy.

4.1.6.9 Did you enjoy working in groups?

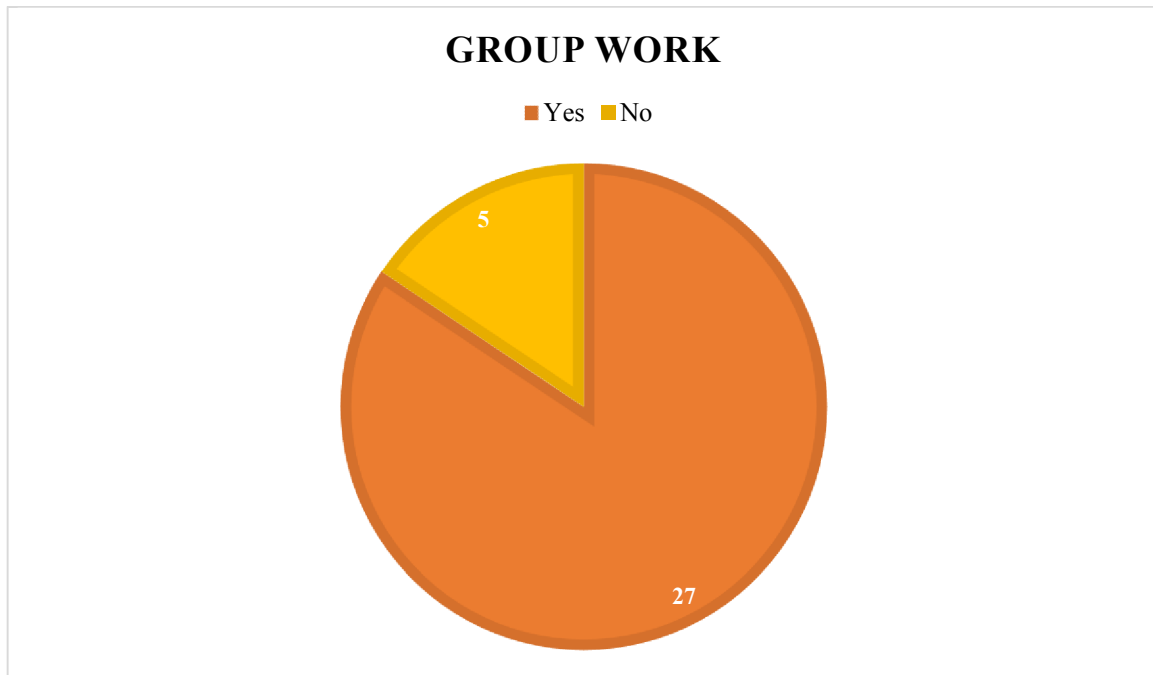


Figure 22: Group work

Students receive many benefits from working in groups as they study English and pursue language fluency. Group work helps language learning in many ways even when they may not realize what is happening. This figure represents if students enjoyed working in groups when carrying out different activities during the English class. Twenty seven students

out of 32 answered “Yes”, while 5 answered “No”. This means that 84% of the students enjoyed group work, while the remaining 16% did not.

4.1.6.10 Did you get support from the other members of the group?

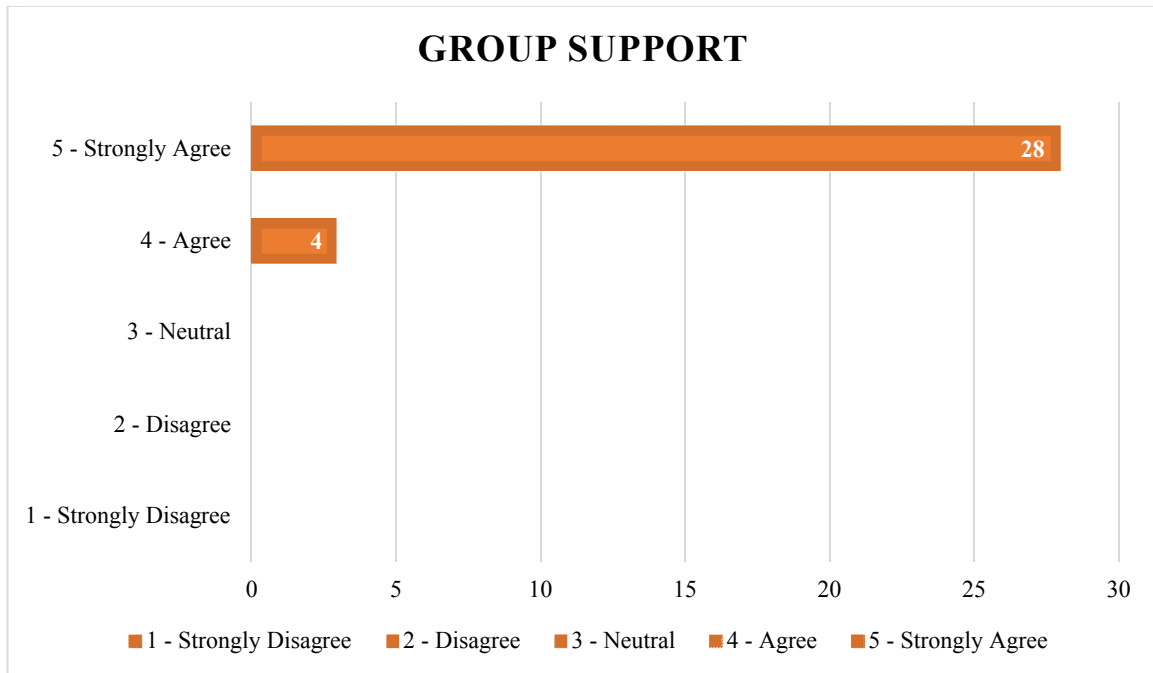


Figure 23: Group Support

When working as a team, students need to learn how to help each other and let everyone have the opportunity to participate. With this question, twenty eighth students out of 32, answered positively and rated it with a 5, that stands for strongly agree, and four students rated it with a 4, which stands for agree. In other words, 86% of the students strongly agree that they supported each other within the groups while 14% agrees. For students who had never done group work on an English class the results are better than expected. Students enjoyed group work and have to work more on building cooperation among them.

Chapter V

Conclusions and Recommendations

In this chapter, the conclusions of the research are stated and explained. The accomplishment of the conclusions was due to the analysis of the results obtained through the instruments applied.

Active learning brings the students into the organization, thinking, collaborative work, and problem solving process of the discipline. This eighth grade class was missing everything that the Active Learning approach has to offer. This is why the implementation of the instruments was important; they set the guidelines of what students need in order to have a successful learning. The results of this investigation show that students are not acquiring vocabulary knowledge as expected by the Ministry of Public Education (MEP) because the method applied is not supportive for students learning and the teacher has a dictator role that causes students not to feel comfortable speaking up in class.

Furthermore, a deeper explanation is provided on the research question and the specific objectives since they have been analyzed to show their achievement in the research. Besides, recommendations are given to help future researches about this topic and to guide any future investigators who wants to go deeper on this wide and interesting topic.

5.1 Conclusions

5.1.1 To identify vocabulary needs on eighth grade students

In public education, the Ministry of Public Education (MEP) regulates how these are created. The only modifiable part of English lessons plans are the procedures, but everything else is being given by the MEP and cannot be changed. Just by seeing them, it is noticed that

the teacher will follow the same structured form that was given to them when delivering a class. The lack of a plan that inspires creativity, imagination, and motivation to pursue self-initiated learning in the student missed to engage them in the learning process. Making learning fun and meaningful requires developing different strategies that within the lesson plan are not allowed.

When receiving a lesson, students must understand why the knowledge they are about to receive is meaningful. If students cannot see the point in learning a topic they will not pay attention nor be interesting in learning. The teacher never explains to the students why learning is so important so students are not interested on the class, they do as requested and no matter how many times they repeat something they will not remember it because is not relevant to them.

The teacher needs to have a good understanding of what is he teaching and who is he teaching. The root cause of students lack of interest lays on the fact that the teacher misses to identify deeply who is he teaching and how is he teaching. There is no variety when it comes to the English method and students are so comfortable with the method that they often forget that they are not learning.

With the use of all the instruments, it was possible to identify that students are accustomed to learn vocabulary the same way. If although the Ministry of Public Education (MEP) states that the method that should be applied is the Communicative Approach and the teacher misses to do so, the reason behind not following the guidelines should be because he is going to focus on his students needs not because he has always use a repetition method.

When considering an approach to instruction, the teacher should always be looking for the method that is most beneficial for all of their students. Students are the ones affected on the process of learning since they do not know how to collaborate with other students, they may miss important facts because they are bored, and they do not feel confident enough to express themselves, ask questions and direct their own learning.

5.1.2 To propose vocabulary acquisition activities for eighth grade students to enhance learning using the Active Learning Approach

The second specific objective of this research consists on proposing active learning as an alternative approach when acquiring vocabulary. Active learning concentrates on the teaching function. It helps the teacher select objectives at the correct level of difficulty to meet the students' needs. The teacher encourages the students to be responsible for their own learning.

The achievement of this objective has been fulfilled by the application of the questionnaires. The questionnaires were prepared to determine what approach was being used in our institutions and if the selected teacher and students consider that different activities could enhance vocabulary learning. The results found with the application of these questionnaires were that in order to maximize the opportunities for acquiring understanding during a class, the application of the active learning approach was more adequate for students' learning.

In the teacher's questionnaire the same approach was used in every single class, although the Ministry of Public Education (MEP) states that the communicative approach should be applied in every class, the results show that teachers are the one deciding what techniques are used to deliver the information. The techniques applied particularly by this

teacher emphasizes repetition and memorization of words and does not adapt to their personalities and learning styles of his students.

Throughout the students questionnaire the researcher found out that they agreed that different activities would help them gain interest in the class and enhance their learning and participation. Students think that their knowledge could be improved by the use of activities, such as peer teaching, group work, discussions, brain storming, among others.

The English lessons they usually receive from their current teacher miss important parts such as warm up and students' interaction. In the classroom, they do not activate any type of energy that will allow their minds and bodies to get used to the English environment. Also, the researcher found out that students' minds have not been developed to its fullest with the use of activities that will require higher order thinking and critical thinking skills or by inviting them to share their ideas throughout the learning process.

Through the application of the students' questionnaire the researcher noticed that in question number 10, in which the students were supposed to answer about which teaching technique they considered effective to learn from a list of nine activities, the ones chosen were the ones that they have not experienced. The students chose the ones from the active learning approach that require high thinking levels or involvement with other people from their group. Although students had neither participated in an active learning class nor were used to any of those activities, they were able to understand what the activities were about and recognized if the description of them would fit their learning style.

The teacher agreed on the fact that a different learning approach could be more beneficial for the students' language acquisition but at the time of teaching there is not a use

of any other technique because to the teacher is easier to transmit knowledge using the same technique for 200 students than coming up with ideas to motivate them or to increase their learning.

In conclusion, the results found in the questionnaires brought about that the Active Learning class Approach awaken students' curiosity, participation, and enhance their learning results regarding vocabulary acquisition. Students were eager to use different activities that could improve their English language learning. In addition, the teacher realized that the teacher-centered method was monotonous and that in order to catch the students' attention, it was necessary to do something different but was not willing to try it.

5.1.3 To apply vocabulary acquisition activities for eighth grade students to enhance learning using the Active Learning Approach

As seen before, activities used in the classroom when providing students with new vocabulary are affecting on their students' understanding. Therefore, during this research the students participated in an English class based on the Active Learning Approach with the objective of increasing their understanding and creating a participative environment. According to the Center of Educational Education, students and their learning needs are at the center of active learning, and it is considered as an approach to instruction in which students engage with the material they study through listening, speaking, reading, and writing. The benefits of using active learning are many, including the improvement of critical thinking skills and improved interpersonal skills. It also helps students to increase motivation and remember easily.

The activity applied consisted on repeating the context of a class that had been developed by the English teacher using the teacher-centered approach, but now including

different activities, materials, and using the Active Learning Approach. An objective was set at the beginning of the class and everybody was supposed to keep it in mind, in order to achieve it at the end of it. A simple activity to activate prior knowledge was assessed so that students could relate the new vocabulary with the knowledge they had already achieved. The researcher asked them about how to get to places, the transportation to go from one place to another, in order to make a connection between their real lives and the new words they have learnt.

The active learning activity took place after the researcher provided the students with the new vocabulary using flashcards, so that they could relate the words with pictures and understand their meaning as soon as they saw them. Then, students got in groups of four and had to scatter different parts of speech; for example, verbs, nouns, adjectives, and so forth. Each student had to get one of each part of speech to create a story with the team members using the new words. This activity involved a lot of team work to which students were not used to, but anyway they still got to manage the different personalities and ways of thinking in order to create a balance that allowed them to achieve the objective set for the class successfully.

After they were done with the activity, students had to present it in front of their classmates. This caused a major impact because they were not used to present a topic or a conversation in English in front of the class. Students' confidence when speaking a foreign language may have more impact than expected. At the beginning, it was difficult for the students to offer themselves to present their stories in front of the class, but as soon as one team did it, the rest easily followed the example and were able to overcome their fears helping them achieve a lot of confidence. Students presented their stories using the flashcards

that the researcher had used to introduce the vocabulary so that everyone could easily understand what they were talking about.

During the student-centered class, a lot of team work was observed along with other characteristics that the teacher had never seen in the students such as, enthusiasm for learning, creativity, communication skills, among others. Students' thoughts during the active learning class were evaluated through the fourth instrument, the post-evaluation survey. The results given in this instrument demonstrated that students agreed that their vocabulary acquisition using the Active Learning Approach had improved and that the objective set for this class was fully achieved.

It also demonstrated that students enjoyed being involved in the learning process and most of them agreed on the fact that working with different people was a gratifying experience because they had improved not only their vocabulary, but also had made them feel actively involved in the process of learning.

The role of the investigator in the active learning class was highly influential for creating an interesting and authentic lesson that incorporated instructional strategies, such as cooperative learning, authentic learning tasks, and opportunities for students to self-assess. All this made the students have high expectation.

In conclusion, vocabulary acquisition can be highly improved by allowing students to feel part of the teaching-learning process and not just repeating words or copying them from the board. Teachers should let them take control of their own learning and give them tools to achieve good results. This change in the teaching-learning process can truly make a difference. The fact that students get the time to practice and apply what they learn, as well

as create something different with their classmates, to be completely involved in the teaching-learning process a difference in the results and motivate students to keep on improving the foreign language.

5.1.4 To assess the results of eighth grade students' vocabulary acquisition after the implementation of the Active Learning Approach

In order to obtain concrete results, students were required to take a pre-test before the teacher-centered class and a post-test after the active-learning class. In the pre-test, what they had learned in the teacher-centered class was evaluated, while in the post-test, what they had learned in the active-learning class was evaluated. The objective of this tests was to expose results.

In the results of the pre-test it was demonstrated that only 50% of the students were achieving acceptable results by providing between six and nine means of transportation, while when applying the post-test, 100% of the population gave between eighth and ten correct answers; where students were required to write 10 means of transportation.

Concerning vocabulary acquisition, it was proved that by involving students completely in the process, allowing them to take control of their own learning and applying what they had learnt made a huge change on what they had learnt in the class. It is important to point out the fact that the pre-test was performed a week after the teacher-centered lesson and the post-test one week after the student-centered class. As well, the importance of this was that students were still able to remember the vocabulary acquired successfully even a week after the student-centered class.

It was also deduced that with the use of the Post Evaluation Survey that students believe that their learning becomes more meaningful when they are actively participating in the process and when their thinking skills are being used to create something that will allow them to remember what they learnt.

In conclusion, the active learning class was effective because students were able to identify, understand, and remember the vocabulary learned in class successfully. The active learning class helped students improve their vocabulary acquisition when learning a foreign language.

5.2 Restatement of the Research Question

The main objective of this research was to assess eighth graders' vocabulary acquisition using the Active Learning Approach. This objective was achieved through the implementation of different instruments (questionnaires, tests, and surveys) in order to get relevant information about how assessing a different learning approach, such as Active Learning, different results can be obtained regarding vocabulary acquisition. Through the analysis of the instruments' results, it can be said that assessing the Active Learning Approach can provide different outcomes when evaluating vocabulary acquisition.

The ways in which students benefit from this type of class are obvious. They engaged in the learning process actively acquiring and creating knowledge, collaborating with one another, and solving problems. These have been evident findings of this study.

Some important reasons to achieve these results have been because the development of critical and creative thinking, problem-solving, adaptability, communication, and interpersonal skills. Students were given the opportunity to practice collaboration, through

pair and group work, and to create a sense of community in the classroom through student-student and instructor-student interaction.

The fact that students had only met one teaching method during their learning years, helped them to open their eyes not to see a foreign language as an enemy but as a challenge that could be achieved if a new approach were put into practice and the traditional teaching methods could be left behind.

5.3 Recommendations

Learning environments enriched by active learning practices enable the students to participate, act, react, and reflect both individually and in groups of three or four. This study provides strong evidence for the implementation of the Active Learning Approach to increase language learners' success in vocabulary acquisition. Therefore, future researchers can analyze the impact that active learning has on different skills, such as grammar and reading. It will be interesting to know if the results are also positive applying it to the teaching of different skills.

A similar research can be performed for a longer period of time with more classes in which a better progress can be identified and results can be based on a significant improvement.

Also, the use of technology can be highly beneficial and interesting on a similar research; as mentioned in previous chapters, due to the limitations that a public institution has, a more technological class is not appropriate, but in a different context the use of clickers or a similar technique can be a great alternative.

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Appendixes**Appendix A. Teacher's Questionnaire**

Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Montoya Sancho

II Cuatrimestre 2017

Teacher's Questionnaire

Teaching Methods Application

Objective: To identify the application of different teaching methods during the English class.

This questionnaire will be used for academic purposes only. The information provided is highly confidential and are not part of any grade.

Instructions: Read carefully the following questions and mark with an "X" in the answer that you consider appropriate. The study can be successfully accomplished only when you complete items honestly.

1. Have you changed the learning approach when delivering a class in the past 10 years?

Yes

No

2. How often do you use these techniques in your English class?

| | Always | Sometimes | Never |
|------------------|---------------|------------------|--------------|
| Lecture | | | |
| Discussion | | | |
| Group Work | | | |
| Problem Solving | | | |
| Peer Teaching | | | |
| Cooperative | | | |
| Brainstorming | | | |
| Think-pair-share | | | |
| Practice | | | |
| Jigsaw group | | | |
| Demonstration | | | |

3. How often do you apply these activities in your English class?

| | Always | Sometimes | Never |
|--|---------------|------------------|--------------|
| Use activities that transmit energy before starting lesson to attract the students' attention. | | | |
| Use a learning objective. | | | |
| Arrange students for different classroom activities | | | |
| Encourage students to participate more in the class. | | | |
| Provide the right amount of help when students need it by giving hints or clues. | | | |
| Invite students to share their ideas throughout the learning process. | | | |
| Give constructive feedback to students. | | | |
| Associate, relate and match the lesson activating prior knowledge. | | | |
| Create activities that require higher order thinking and critical thinking skills. | | | |

4. Have you evaluated your students' learning styles?

Yes

No

5. Do you think that the interaction and active participation of students is one of the most important elements for the effectiveness and quality of education?

Yes No

6. Do you believe that a different method, like active learning, can enable learners to acquire more vocabulary?

Yes No

7. Do you agree that active learning encourages students' autonomous learning and develops vocabulary skills?

Yes No

8. Does active learning enhance self-confidence and independent learning of students?

Yes No

9. Do you think that students learn more when they are actively involved and learn by doing?

Yes No

10. Can you think of the possibility that active learning creates the opportunities to share experiences and encourage friendship among the students while enhancing learning?

Yes No

**Appendix B. Student's Questionnaire**

Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Montoya Sancho

II Cuatrimestre 2017

Student's Questionnaire

Teaching Methods Application

Objective: To identify the application of different teaching methods during the English class.

This questionnaire will be used for academic purposes only. The information provided is highly confidential and are not part of any grade.

Instructions: Read carefully the following questions and mark with an “X” in the answer that you consider appropriate. The study can be successfully accomplished only when you complete items honestly.

1. Is your classroom condition attractive and suitable for the teaching-learning process?

Yes No

2. Does your teacher arrange students for different classroom activities?

Yes No

3. Does your teacher encourage students to become active participants in the classroom?

Yes No

4. Does your teacher provide opportunities for students to show their ideas in the class?

Yes No

5. Does your teacher relate the classroom lesson with real life experiences?

Yes No

6. Do you participate actively during the learning process by asking questions and sharing your ideas with the rest of the class?

Yes No

7. Are the activities that your teacher uses during presentation attractive and interesting to you?

Yes No

8. Do you have confidence in expressing your need and feeling freely in the class?

Yes No

9. From the following teaching methods, which do you think your teacher uses mostly during teaching learning process?

Lecture Brain storming Group Work
 Peer teaching Discussion Cooperative
 Demonstration Think pair-share Problem solving

10. Which of the following teaching methods which one do you consider effective to learn?

Lecture Brain storming Group Work
 Peer teaching Discussion Cooperative
 Demonstration Think pair-share Problem solving



Appendix C. Lesson Plan

Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Montoya Sancho

II Cuatrimestre 2017

Lesson Plan

Lesson Plan

Objective: To assess the Active Learning Approach during a vocabulary acquisition class.

Colegio Técnico Profesional Mario Quirós Sasso

Teacher Maria Fernanda Montoya Sancho

Date: June 19th, 2017

Topic: Relevant Characteristics of the

Means of Transportation

English Department

8th Grade

| Skill | Objectives | Languages Examples | Procedures | Values, Attitudes and Culture | Evaluation |
|----------|--|--|---|--|--|
| | Students will be able to: | | | | |
| R | 1. Deduce the meaning and use of unfamiliar lexical terms. | <ul style="list-style-type: none"> • Means of Transportation <ul style="list-style-type: none"> ○ Schedules – Prices – Convenience | <ol style="list-style-type: none"> 1. T. will set the objective for the lesson along with the Ss. 2. T. will ask Ss. what means of transportation they have | <ul style="list-style-type: none"> • Order when using the public transportation system. | <p>Completion of short passages.</p> <p>Production of oral situations.</p> |

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| <p>L</p> <p>S</p> | <p>2. Show understanding of short and long passages made up of familiar language.</p> <p>3. Elicit basic information from both friends and strangers.</p> <p>4. Ask for and responding to questions in less predictable situations.</p> | <ul style="list-style-type: none"> ○ When is the next train to ____? ○ What time is the next ____? At 7:30am/1:00pm, etc. ○ It leaves at ____. ○ What's faster/better/more comfortable? ○ Which is the earliest/more comfortable/cheapest ____? ○ How much does the ticket cost? ○ Are we boarding now? <p>• Functions Asking for and giving information about means of transportation and schedules. Talking about routines. Telling the time.</p> | <p>used and what do they think about them.</p> <p>3. T. will show flashcards to the Ss. to introduce the new vocabulary while creating questions related to the cards. Eg. How much does the ticket cost?</p> <p>4. T. will review how to give time using a clock.</p> <p>5. T. will divide the group in teams of 4. Eg. What time is the next ____? At ____.</p> <p>6. T. will scatter the new vocabulary, nouns, verbs and adjectives in different colors around the class.</p> <p>7. Ss. will hunt one of each.</p> <p>8. Ss. will build a story based on the papers they have as a group.</p> <p>9. Ss. will present their story to the group using the flashcards the T. used to introduce the vocabulary.</p> <p>10. T. will review the vocabulary one more time with the Ss. To ensure understanding.</p> | <ul style="list-style-type: none"> • Respect for safety rules. • Appreciation for public service users. • Care for public good and users. <p>Culture</p> <ul style="list-style-type: none"> • Similarities and differences of the means of transportation: schedules, punctuality, etc. In both cultures. | <p>Manifestation of good attitude towards values and culture taught.</p> |
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|--|--|--|--|--|--|
| | | | 11. Ss. will discuss if class objective was met. 12. T. will clarify any left doubts. | | |
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**Appendix C. Means of Transportation Pre-Test**

Universidad Internacional de las Américas

Escuela de Inglés

Nombre: María Fernanda Montoya Sancho

II Cuatrimestre 2017

Means of Transportation Pre-Test

Means of Transportation Pre-Test

Objective: To evaluate the vocabulary acquisition the students had during the teacher-centered class.

This questionnaire will be used for academic purposes only. The information provided is highly confidential and are not part of any grade.

Instructions: Read carefully the following questions and answer each one as appropriate.

a. Write down 10 means of transportation. (10 pts, 1 pt each correct answer)

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

- b. Answer each question according to the schedule below. (5 pts, 1 pt each correct answer)

| Destination | Amount | Departure | Arrival | Stars |
|--------------------|---------------|------------------|----------------|--------------|
| San Jose | ₡ 800.00 | 7:45am | 8:20am | ★★ |
| Heredia | ₡ 730.00 | 8:20am | 9:30am | ★ |
| Cartago | ₡ 470.00 | 6:10am | 7:00am | ★★★ |
| Puntarenas | ₡ 1,050.00 | 9:00am | 12:00pm | ★★★★ |

1. When is the first train to Cartago?

2. How much does the ticket cost to Puntarenas?

3. Where is the fastest train to?

4. Where is the most comfortable train to?

5. Which is the cheapest train service?

**Appendix D. Means of Transportation Post-Test**

Universidad Internacional de las Américas

Escuela de Inglés

Nombre: María Fernanda Montoya Sancho

II Cuatrimestre 2017

Means of Transportation Post-Test

Means of Transportation Post-Test

Objective: To evaluate the vocabulary acquisition the students had during the active learning class.

This questionnaire will be used for academic purposes only. The information provided is highly confidential and are not part of any grade.

Instructions: Read carefully the following questions and answer each one as appropriate.

- a. Write down 10 means of transportation. (10 pts, 1 pt each correct answer)

| | | | |
|----|-------|-----|-------|
| 1. | _____ | 6. | _____ |
| 2. | _____ | 7. | _____ |
| 3. | _____ | 8. | _____ |
| 4. | _____ | 9. | _____ |
| 5. | _____ | 10. | _____ |

- b. Answer each question according to the schedule below. (5 pts, 1 pt each correct answer)

| Destination | Amount | Departure | Arrival | Stars |
|--------------------|---------------|------------------|----------------|--------------|
| Limón | ₡ 2,350.00 | 5:30am | 8:00am | ★★★★ |
| Guanacaste | ₡ 1,785.00 | 7:00am | 10:30am | ★ |
| Alajuela | ₡ 840.00 | 7:50am | 8:45am | ★★★ |
| Cartago | ₡ 525.00 | 12:00pm | 1:00pm | ★★ |

1. When is the first bus to Guanacaste?

2. How much does the ticket cost to Alajuela?

3. Where is the fastest bus to?

4. Where is the most comfortable bus to?

5. Which is the cheapest bus service?



Appendix E. Student Post-Evaluation Survey

Universidad Internacional de las Américas

Escuela de Inglés

Nombre: María Fernanda Montoya Sancho

II Cuatrimestre 2017

Student Post-Evaluation Survey

Student Post-Evaluation Survey

Objective: To identify how the students' feelings and thoughts about the active learning class.

This survey will be used for academic purposes only. The information provided is highly confidential and are not part of any grade.

Instructions: Read carefully the following questions and answer or rate each one as appropriate.

1. How would you rate your English vocabulary acquisition during the English class?

Very poor 1 2 3 4 5 Very good

2. How would you rate your English vocabulary skill during your English class?

Very poor 1 2 3 4 5 Very good

3. Did your English class meet the set goals?

() Yes

() No

4. The English class method has helped me improve my vocabulary skill.

Strongly disagree 1 2 3 4 5 Strongly agree

Other, please specify _____

5. What do you think about the teaching method the investigator used?

Very poor 1 2 3 4 5 Very good

6. Were you actively involved in the learning process?

Yes

No

7. Did you have the opportunity to practice what you learn?

Yes

No

8. During the English class did you learn practical and useful things?

Strongly disagree 1 2 3 4 5 Strongly agree

9. Did you enjoy working in groups?

Yes

No

10. Did you get support from the other members of the group?

Strongly disagree 1 2 3 4 5 Strongly agree