

**UNIVERSIDAD INTERNACIONAL DE LAS  
AMERICAS VICERRECTORIA ACADÉMICA  
SCHOOL OF EDUCATION AND FOREIGN  
LANGUAGES**

**Evaluation the Effect of Bottom up Strategy to enhance  
Oral Skill in Fourth Graders at San Antonio de Padua School  
during the Second Quarter of 2019**

**Thesis Submitted to Obtain Bachelor in English with Concentration in Teaching**

**STUDENT: KARLA DÍAZ MORALES**

**THESIS MENTOR: DINIER AMADOR SERRANO**

**SEDE ARANJUEZ**

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## **Abstract**

One of the biggest problems in today's student population is the difficulty of learning a second language. Learning a second language became indispensable in our society however we found a flaw at the time of learning. The main problem for students is when speaking in another language or trying to have a conversation as they do not have enough vocabulary to be able to express themselves. However, the bottom-up strategy is developed which is basically an inverted triangle which indicates us and gives us the possibility to learn from the simplest to the most complicated, starting from the simplest vocabulary to the most complicated vocabulary this through: sounds, sentences and speeches. In this case it was decided to take a sample of 18 fourth-year students of elementary school, considering that it is a stage in which the student can further develop his or her cognitive ability. Once this strategy was implemented, we found that first students did not practice another language for different reasons, such as: they lack interest, they do not have support from their families, in their families they do not speak a second language, among others. Once the tool is applied, students can increase the fluency with which they perform the different verbal activities to demonstrate a better mastery of the second language.

## Resumen

Uno de los mayores problemas en que presenta la población estudiantil actual, es la dificultad de aprender un segundo idioma. Aprender un segundo idioma se volvió indispensable en nuestra sociedad sin embargo encontramos un fallo al momento del aprendizaje. El principal problema de los estudiantes es al momento de hablar en otro idioma o intentar mantener una conversación ya que no tienen suficiente vocabulario para poder expresarse. Sin embargo, se desarrolla la estrategia bottom-up que básicamente es un triángulo invertido la cual nos indica y nos brinda la posibilidad de aprender de lo más sencillo a lo más complicado, comenzando del vocabulario más sencillo hasta el vocabulario más complicado esto mediante: sonidos, oraciones y discursos. En este caso se decidió tomar una muestra de 18 estudiantes de cuarto año de primaria, considerando que es una etapa en la cual el alumno puede desarrollar más su capacidad cognitiva. Una vez aplicada esta estrategia comprobamos que primeramente los estudiantes previamente no practicaban otro idioma por diferentes razones, tales como: les falta interés, no cuentan con apoyo de sus familias, en sus familias no hablan una segunda lengua, entre otros. Una vez aplicada la herramienta, los estudiantes pueden aumentar la fluidez con la que realizan las distintas actividades verbales para demostrar un mejor dominio de la segunda lengua.

## **Introduction**

In Costa Rica education system is divided in to private and public education. It is not a secret that many parents prefer the private schools because they are teaching English, and consequently their children will learn to speak this important language nowadays.

This investigation wants to apply Bottom –Up strategies enhance oral skills in students, giving them tools to learning faster and in an effective way.

Students can be motivated to develop Bottom up Strategy to help them to enhance their oral skills in English language. Students will be encouraged to start with basic vocabulary, sentences and finally use all the information that learn before to make a speech. Students will speak more fluently after developed this strategy in their learning process at school.

Many strategies such as these are useful to help students to encourage learning process.

Is not new that in our schools many children study English, they get to learn a lot of even though many of them, never speak in English, why? Schools, teachers or students are using the wrong method or strategy. What really happen?

In this chapter, the investigation will be how to improve oral skills in students in order to every student develop their ability to speak in English as natural as they can.

## CHAPTER I

### INTRODUCTORY FRAMEWORK

#### 1.1 Problem Statement

This research is aimed to find possible ways of changing the way English is learned by many students in this country. In addition, it tries to promote learning the language using different techniques, so the students can get involved by using activities when learning and motivate them to learn and not just to memorize.

The Costa Rican system education is not the best for students are asked to if they want to learn a new language, because students are asked to memorize all the information to do an exam, so they usually forget the information after it. Therefore, the purpose of the present study is to apply this strategy and assess the effectiveness of the same. The method that MEP has used for many years can be good to learn some important grammatical structures that students have to memorize, in order to learn another language, but it is not a good strategy to encourage students to speak in English. Many students develop their abilities to speak English by applying a good strategy and interacting with native speakers or among themselves, no just memorizing or listening the teacher or just tracks.

The bottom-up strategies would help students to speak English and improve different learning skills, so they can implement their oral skills in a year. Many strategies have been used around the country, most of them could be successful, but the mentioned technique would have good results if is applied correctly, using all the steps and activities in order of obtain the best results. As a result, the most common question that many teachers and students ask frequently is, why students cannot speak in English after a long learning process?

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objectives**

- To analyze the effectiveness of using bottom -up strategies to improve the oral skill and motivate fourth grade students at San Antonio de Padua School during the second quarter of 2019.

### **1.2.2 Specific Objectives**

- To determine the level of speaking of fourth grade students to improve their oral skills in learning process implemented bottom –up strategies.
- To apply Bottom -Up strategy to enhance oral skills to speak in English.
- To evaluate the application and results of implemented bottom – up strategy.

## **1.3 Justification of the Study**

The purpose of this investigation is to find out a way in which students learn how to speak in English and they can improve their knowledge using their oral skills through the Bottom – Up strategy. Moreover, this investigation aims the successful application of these strategies as they would be beneficial for many students, that would like to learn how to speak in English in primary school. It has to be stated that students at San Antonio de Padua School are able to speak in English, but they do not have the motivation, or they just do not interact by using the correct strategies to speak .Most people that learn English, usually read and write perfectly but they never speak ,for that reason the application of these bottom – up strategies would help them to speak faster and easier. If these strategies work it would avoid that many students just read or write in English, as they will also speak in English during their learning process.

This process of learning depends of the listening of the language, so in this way students have an interaction with the language and the acquisition of the same. The

application of these group of strategies allows the comprehension of information in a direct way. For that reason, students feel more comfortable by talking about something that they listened to before, since it would be easy to them repeat it or talk about it.

With this investigation students will have a big benefit; since the application of this strategy allows learning a new language in an effective way. These bottom –up strategies will be applied in fourth grade students in San Antonio de Padua School located in Curridabat. Therefore, in order to help students to have a successful learning of a foreign language, the strategies that they will use, teach them how to interact in English in an easy way.

A very good Method that helps to interact orally with students before talking about a specific topic is the, Active Prior Knowledge Method, which bases on how the background knowledge can influence the comprehension skill. This because the background Knowledge includes all experiences that a student has ,like information that he/she has learned during previous years .

Another Method could be Cultivate Vocabulary that is like a training. According to Paul (2009), vocabulary development is one of the most critical areas of the second language. Vocabulary is the fuel that starts the fire. However, students cannot develop all their vocabulary skill overnight. On other hand knowing a lot of words does not mean that you can speak but by adding a good strategy and conversational activities the students can get their goal. As well students need motivation from their teachers, background knowledge about a specific topic to interact more during an English class and teachers should make or create attractive activities so students feel more comfortable when learning a language.

## **1.4 Antecedents**

Common problems to learn English

### **1.4.1 Lack of time**

Lack of time is one of the first problems to learn a target language, in this case English, or the capacity of self-management and dedicate enough time to learn that language. Furthermore, not being organized when learning is one of the typical mistakes that many resolves by going to an English academy.

### **1.4.2 Listening but not understanding**

Listening but not understanding, what people say or to know the difference between the words but never understanding any word or phrase while the person is listening. Maybe you are familiarized with English during the classes, but really you do not understand the meaning of them.

Consequently, if students memorize new words, phrases and expressions but never use them or if they do not practice them, they will never remember those words in mind. Therefore, it is a good idea to put the learning words or phrases in a context, and it can be useful role plays or practicing theater.

Moreover, if students understand, but if they do not how to speak, particularly because they are not learning in a natural or fluent way, they can travel to another country or they can surround themselves with people that speak English can be very beneficial for them .

Fear to the ridiculous or the fear to do it wrong, avoids students from practicing enough and learning from their mistakes. In addition, sometimes it is very difficult to be

familiarized with pronunciation in English, and it turn into an important barrier, which can be solved with practice.

Usually, people do not know the phrases' structure, so they make common mistakes, like writing or asking questions, such as “¿you are ready? “instead of “Are you ready?”

Having someone to practice can help you practicing with someone; however, it is necessary to be constant and dedicate time, since you cannot learn everything or too much in a little time. In addition, if you want to learn a language in short period of time, you will probably end up desisting, because it takes time. Possibly you can learn important things or the basic ones for specific moments. Moreover, the lack of determination, it is a problem. It makes that in many occasions, the person quits learning English, because he or she does not see significant advances.

Furthermore, it is important to try solving problems frequently to learn English and get advantage to your time of learning process. There can appear problems during the learning process of a language, especially in ages of escolar children. Parents get worried and disappointed to know that their kids have learning problems with this language. The problems not necessary are related to neurological problems, since a big number of children with learning problems are very intelligent, as they can try to do everything correctly, but it is difficult for them.

The problems in a learning process are disorders that can affect the ability in a person to acquire, understand, organize, storage, or use oral and/or written information. These disorders affect the learning of people who have an average level of intelligence. The metacognitive reflection assist is the consent learning of each student. In the learning process of a foreign language, the teacher plays a very important role, like a supplier of a

system of input of information in which a student builds the foreign language and as responsible didactics transposition, having careful with the process into the establishment of behaviorism because it could be not good at all.

This can explain aspects about human behavior. The first assimilationists were interested mainly in mental phenomena and were worried about the idea association in minds. This is very important in the learning process, but it should not be abused from the concept. Even though learning is a change more or less permanent of behavior, it is produced as a result of the practice, since it is adults teaching and showing a process, establishing a guide, manipulating children and teenagers that are learning the English language to assimilate learning process.

#### **1.4.3 Educational Link**

The learning of English as a foreign language can be done in many ways. One of them is through formal instruction, in which it is produced an educational link between the teacher - student and the knowledge. This educational link can be a supply factor or a difficulty during the learning process.

Even though, the work is not about the teacher and his /her practice, it is undeniable that the perception of the student about his /her English teacher will determine how the student assumes his/her learning and how this path changes with time.

#### **1.4.4 Internal Factors**

Motivation, for some authors, is the most important factor in the learning process of a foreign language; since. it impulses a person to follow a determined action course and, in this particular case, to get interested and work to reach goals to learn another language. Moreover, the concept of motivation has multiple facets and it has been defined in many ways. Keller (2008) made a revision of the concept focusing on the motivation to learn.

According to Keller (2008), motivation is very common to every learning environment. The author proposes that motivation refers to the person elections, in experience terms, and goals that the student wants or avoids, as well as his/her effort that is inverted to get it. The following are the five dimensions in which the motivation is promoted (Keller, 2008).

- 1) motivation promotes the student's curiosity; that is, if s/he has been impulse to keep actively involved with his/her knowledge.
- 2) motivation to learn is when knowledge is significant for the student's goals. It includes contents, teaching strategy, and social organization, as well as goals, learning styles, and previous experiences of the apprentice.
- 3) motivation promotes the student to learn successfully the contents. This dimension incorporates the concept of confidence, as well as personal feelings of control, anticipation to success, and the awarding of goals achieved to his/her ability and attempt.
- 4) motivation promotes the student to wait and experiment satisfactory results of learning. This dimension includes the necessary satisfaction of the apprentices to have positives feelings regarding the learning process and motivation to continue.
- 5) motivation is learning to promote the students' use of auto regulation strategies, that permit them to protect their intentions. (Keller, 2008)

Gardner (2001), who addressed the concept of motivation regarding the acquisition of a foreign, proposed that the motivation has cognitive, affective, and conative characteristics. These attributes act for a motivated subject who,

- a) Makes the effort of getting the goals, s/he is persistent and pays attention to the task.
- b) S/he has goals and desires: short and long aspirations.
- c) S/he enjoys reaching his/her goals.

- d) Experiments positive reinforcement of his/her successes and dissatisfaction, when fails.
- e) S/he makes attributions about success or failure, it means that he/she identifies possible causes that explain his/her performance.
- f) S/he feels emotion to struggle his/her goal.
- g) Uses strategies to get his/her goal.

Moreover, Garner (2001) proposes that there are two big categories in which people make something to learn other languages. A type of motivation is called integrative and the other, one instrumental. The first one makes reference to a person's interests to integrate or stay psychologically close to a group that speak a language in specific.

The following phrases express the kind of motivation:

- I want to learn a new language because it helps me to know more about that culture.
- I want to learn that language to get friends that speak the language easily.
- I want to learn the language to know and speak with different people.

The instrumental motivation, on other hand, makes reference to people that are not interested in being close or integrate a group or culture that speak English. This motivation is mainly to get a job. This kind of motivation expresses phrases like:

- I want to learn English language to get a better job.
- I want to learn English because will be important for my career.
- I want to learn English to be more polite.

The author does not state that some people study English because it is a requirement. He explains that those kinds of people have not a reason to learn a language, their reason is just to approve a course (Gardner, 2005). Gardner proposes a test to measures motivation and English students` attitudes. That test has been translated to Spanish and it is used to quantitative and objectively measure motivation.

### **1.4.5 Anxiety**

Anxiety is a factor that can generate big learning disturbances in the learning processes of a foreign language. This concept is frequently used in psychology and has been studied by investigators in the foreign language, too. Anxiety is related to a subjective feeling of tension, fear, nervousness, and worry associated with a stimulus of the nervous system autonomous. When anxiety is limited to a learning situation of a foreign language, it is considered a specific anxiety reaction, called “foreign language anxiety” (Foreign Language Anxiety) (Horwitz, Horwitz, & Cope, 1986), term that was proposed in 1986 by Horwitz et al. They presume that the foreign language anxiety is related to the performance anxiety in three dimensions of evaluation: (1) The appreciation to communication; (2) The anxiety when a student makes an exam; and (3) The fear to a negative evaluation.

Horwitz et al. (1986) develop an investigation about foreign language anxiety and created a scale that measures the levels of anxiety. According to the authors, knowing the anxiety levels is very important, because anxiety has deep effects in many aspects in the foreign language.

### **1.4.6 Learning Styles**

Another important factor in a learning process, in every kind of knowledge, is the learning styles. These have been studied from several perspectives; the Ices University adopted the Felder and Silverman model to identify the differences that exist among students. To enter to the university, students answer a questionnaire that identifies their learning styles according the chosen model. For that reason, the university counts with information of all their students, and that data can be used in an investigation or study. According Gonzalez (2000), “Felder and Silverman classify students learning styles in five dimensions. Those styles are related with answers obtained from the next questions:

What kind of information is better for a student: sensorial or intuitive?

What kind of modality receives more effectively the sensorial information: visual or verbal?

Which information the student feels more comfortable: Visual or verbal?

How does the student prefer the information that he perceived? Actively or reflexive?

How does the student prefer to process the information that he received? Sequentially or globally?

Gonzalez (2000) assumes that the learning profile's style of a student is getting to check the given answers to the questions of the five dimensions. Each dimension is related with some characteristics that are described next.

**Sensorial:** they are considered concrete people, practical that have preferences for facts and procedures. Usually they pay attention to details and enjoy practical work. They have facility to memorized facts and follow established procedures, and they like courses in which they find immediately a connection with the real world.

**Intuitive:** People with this characteristic are conceptualist and innovative. They prefer theories and meanings. They do not like the repetition or courses in which there is memorization or a routine. They have the tendency to discovery possibilities and relations between concepts, which they understand quickly. They are pretty good with abstraction and mathematical forms.

**Visuals:** People with visual characteristics prefer this channel to get and retain information. They prefer visual presentations like flow diagrams or conceptual maps.

**Verbal:** Those with a verbal style prefer to get information through written or oral means; in other words, they are better at recalling something they read or something they listened to.

Inductive: People with inductive characteristics are used to analyze information started with the specific to the general. They prefer facts and observations that explain principles.

Deductive: Those people with a profile that include deductive features prefer material that presents deductive information; that means to the general to the specific.

Active: People who have active characteristics in their profiles are people with the privilege to retain and analyze information and to do something with that information. They learn easily, practicing and working with other people, as well as talking explaining that information to others.

Reflective: They usually comprehend and retain the information by thinking about it and considering it. They are used to meditate and think about the concepts. They work independently very well.

Sequential: People with this characteristic learn and retain information when they follow steps related to a logical information each step with the last one. They are usually tidy and lineal.

Global: They prioritize the analysis of information by viewing a large panorama. They are people that can solve complex problems very quickly, learn fast sometimes at random and suddenly. Sometimes they have difficulty to explain the process that they follow.

#### **1.4.6 Learning Strategies**

Language learning strategies are “specific actions, behaviors steps or techniques that students use (frequently intentional) to improve their progress to develop skills as a second language. These strategies make easy to internalize, storage, or use the new language” (Oxford, 2002). Moreover, Oxford (2003) classifies the learning strategies in six categories, and they are related with the learning styles:

Cognitive strategies: They permit student to manipulate contents and language materials in a direct way. Some examples are: reasoning, analysis, note taking, make summaries, conceptual maps, practice structures and sounds in a formal way.

Metacognitive strategies: They are used to administer the learning process. They refer to learning. Among them, it can be found: identify the personal learning style, planning learning tasks, pick and organize materials, keep spaces and study schedules, monitoring mistakes, evaluate the success of the process and evaluate the success regarding the learning strategies used.

Memory strategies: They help the apprentice to make a bond between a topic or concept in the second language with other one, even though they do not necessary involve a deep comprehension about the topic. Some strategies of these kind let the apprentice to memorize and get back information in an established order (as such use acronyms), while the other permits that process through sounds (like rhymes), images (mental images from a word or its meaning), or a combination of both, body movements (total physical response – TPR), mechanics means ( flashcards), or location (in a sheet of paper or board).

Compensation strategy: They help students to compensate the awareness that they have not acquired, yet. Some examples of this kind of strategies are to infer the word by context when it has been read or written, to use synonyms, or to determine the unknown word (when talking or writing) or use gestures.

Affective strategies: They refer to identify encouragement or anxiety, talk about feelings, recompressing him/herself by his/her performance, breathe deeply or positive self - chattering.

Social strategies: help the apprentice to work with others and understand the culture such as the language. Some examples of these strategies are to make questions to check comprehension, to ask clarifications about a complex topic, to ask for help to make a

language homework, to talk with native speakers, to explore social and cultural amenities (Oxford R., 2003).

#### **1.4.7 External factors**

##### **1.4.7.1 Socio-demographics conditions**

As mentioned before, Ices has had changes in its academic offer and its institutional politics. These changes have influenced the kind of student that enter the university.

This is one of the reasons why the inquest about the socio – demographic characteristics are important. socio-demographics refer not only to socio-economics conditions, if not to variables that surround a subject immersed in society. Among these are the educational levels achieved by parents and the kind of institution (public or private) where these studies have been done. According Muñoz (2001), “The relationship between social classes and language learning results has been studied in the native languages and foreign languages, too.” Muñoz (2001) explains, in general, that students with high social antecedents have better performance in a foreign language learning than those with a social and cultural baggage. For the same reason, the socio-economic status will be considered in the present investigation to check if a factor has influence in the linguistic performance.

##### **1.4.7.2 Study started age**

The age in which people start studying a second language is an important factor in pronunciation and listening skills. Some authors speak about that sensitive period to the learning process of L2 goes until 7 years. Even though, it is true that an adult can learn a new language using strategies and motivation, children have a facility to learn all kind of abilities and contents. For that reason, it is important to establish, if there is a relation between English low levels of performance and the age to start studying English.

#### **1.4.7.2 Origin School**

In this investigation, it is important to consider the provenance school of the implicated students. In Colombia, there are important differences between public and private schools, even in learning methodology uses like in English teachers` preparation. The provenance school gives an idea of the exposition that a student has had to the language, even in and out the escolar environment.

#### **1.5 Scope**

The purpose of this investigation is getting a good result in which students learn English as a second language. Both, the method and the strategy (Bottom –Up techniques) that will be used, will help them to improve their knowledge, vocabulary, and confidence to interact with their partners and native speakers. Moreover, the goal of this investigation is getting the greatest number of students to speaking with fluency at the end of the course.

This strategy starts with vocabulary, phonics, syllables, and so on, to increase their level and confidence, in which the student builds a solid base in a process learning to intensify self –esteem to later get the principal goal; in other words, to speak in English. The techniques will be used in a private school located in Curridabat, with fifth grade students with the purpose of increasing their oral and reading skills.

This researcher wants to evaluate the validity of the strategy mentioned before to improve the ability of eleven years old students to speak in English. Furthermore, is important to determine why students do not speak English after a long learning process, as some of them spend many years learning English but they never speak out; consequently, it will be implemented Bottom –Up techniques to prove students can enhance their oral skills in a foreign language. This investigation wants to evaluate the application and results mentioned.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Types of Learning

Some people think there is only one way to learn.

Surely, many, when we think of learning, we imagine someone studying or doing memory learning. However, there are different types of learning with very different characteristics from each other. The next information mention and explain them.

##### 2.1.1 Psychology and learning

Learning refers to the acquisition of knowledge, skills, values and attitudes, and humans could not adapt to changes if it were not for this process.

#### 2.2 Different types of learning

Over the years, studies by many of these researchers have allowed us to decipher how our memory works and how observation or experience influences the purpose of building knowledge and changing the way we act.

But what ways to learn are there? What kinds of learning are there? Here's what it will be explain.

##### 2.2.1 Implicit learning

Implicit learning refers to a type of learning that is usually unintentional and where the learner is unaware about what is learned.

The result of this learning is the automatic execution of motor behavior. The truth is that many of the things we learn happen without realizing it, for example, talking or

walking. Implicit learning was the first to exist and was key to our survival. We're always learning without realizing it.

### **2.2.2 Explicit learning**

Explicit learning is characterized by the learning intention of learning and is aware of what it learns.

For example, this type of learning allows us to acquire information about people, places and objects. That is why this way of learning requires sustained and selective attention of the most evolved area of our brain, that is, it requires the activation of the prefrontal lobes.

### **2.2.3 Associative learning**

This is a process by which an individual learns the association between two stimuli or a stimulus and a behavior. One of the great theorists of this type of learning was Ivan Pavlov, who devoted part of his life to the study of classical conditioning, a type of associative learning.

### **2.2.4 Non-associative learning (habituation and sensitization)**

Non-associative learning is a type of learning that is based on a change in our response to a stimulus that is presented continuously and repeatedly. For example, when someone lives near a nightclub, at first, they may be upset by the noise. After time, after prolonged exposure to this stimulus, you will not notice the noise pollution, as you will have become accustomed to noise.

Within non-associative learning we find two phenomena: habituation and awareness.'

### **2.2.5 Significant learning**

This type of learning is characterized by the individual collecting information, selecting it, organizing and establishing relationships with the knowledge he already had previously. In other words, it is when a person relates new information to the one they already have.

### **2.2.6 Cooperative learning**

Cooperative learning is a type of learning that allows each student to learn, but not only, but with their peers.

Therefore, it is usually carried out in the classrooms of many schools, and groups of students do not usually exceed five members. The teacher is the one who forms the groups and who guides them, directing the performance and distributing roles and roles.

### **2.2.7 Collaborative learning**

Collaborative learning is similar to cooperative learning. However, the former differs from the second in the degree of freedom with which groups are constituted and operated.

In this type of learning, it is teachers or educators who propose a topic or problem and students decide how to address it

### **2.2.8 Emotional learning**

Emotional learning means learning to know and manage emotions more efficiently. This learning brings many benefits at the mental and psychological level, as it positively influences our well-being, improves interpersonal relationships, promotes personal development and empowers us.

### **2.2.9 Observational learning**

This type of learning is also known as vicar learning, by imitation or modeling, and is based on a social situation in which at least two individuals participate: the model (the person from which you learn) and the subject who observes such behavior , and he learns it.

### **2.2.10 Experiential learning**

Experiential learning is learning that occurs as a result of experience, as its name suggests.

This is a very powerful way to learn. In fact, when we talk about learning mistakes, we are referring to the learning produced by our own experience. However, experience can have different consequences for each individual, for not everyone will perceive the facts in the same way. What brings us from simple experience to learning is self-reflection.

### **2.2.11 Discovery learning**

This learning refers to active learning, in which the person instead learns the contents passively, discovers, relates and reorders the concepts to adapt them to their cognitive scheme. One of the great theorists of this type of learning is Jerome Bruner.

### **2.2.12 Meromictic learning**

Memoristic learning means learning and fixing different concepts in memory without understanding what they mean, so it does not perform a process of significance. It is a type of learning that is carried out as a mechanical and repetitive action.

### **2.2.13 Receptive learning**

With this type of learning called responsive learning, the person receives the content to internalize.

It's a taxed, passive kind of learning. In the classroom it occurs when the student, especially because of the teacher's explanation, printed material or audiovisual information, only needs to understand the content in order to reproduce it.

### **2.3 Types of memory: how does the human brain store memories?**

What we commonly known as memory (remembering something) is usually a general concept, because long-term memory is often talked about.

But there are other types of memory, such as short-term memory and sensory memory, that are involved in the formation of this more durable memory.

#### **2.3.1 A memory or many kinds of memory?**

If we start to reflect on the capabilities of the human being, it is quite possible that we come to the conclusion that our species is characterized by having a good memory. Every day we learn and memorize things about the environment in which we live: who is the new president of a distant country, where we can find a national park whose photos have surprised us, what is the meaning of a word that we were unaware of, etc.

Compared to ours, the memory of the rest of the animals seems to be dwarfed. In the end, they do not have a language from which to memorize complex concepts that refer to elements that they have not seen directly. But are you sure memory is just that?

In the end, many migratory birds memorize the places they must go to travel thousands of miles each year on their journey from North to South and vice versa. Similarly, salmon memorize the point of a river where they have to spawn and arrive there,

after much effort and having spent a lot of time at sea. Aren't these examples that different types of memory exist?

## **2.4 Types of memory**

Different types of memory have their own particular form of operation, but all cooperate in the memorization process. Memory helps us adapt to the environment and marks us to define who we are; our identity. Without it we would be unable to learn, nor could we make sense of us or ourselves.

But what types of memory exist? What are the phases of memory? We will then answer these questions and explain how human memory works and how it allows us to remember events, data, experiences and emotions that we have experienced in the past.

### **2.4.1 First research on memory**

Early research on memory stems from the studies of Hermann Ebbinghaus, a German psychologist who in the late 19th century tried to decipher the fundamental laws of memory by studying meaningless syllables (BAT, SIT, HET).

### **2.4.2 Ebbinghaus's theory of memory**

One of his most notable achievements was the demonstration that superior mental functions could be studied in the laboratory scientifically. He also concluded that there was a "curve of forgetfulness", which shows the deterioration of memory over time from the moment of learning. In addition, he formulated a theoretical model in which he argued that the memory mechanism requires repetition, so that the data we remember are associated with each other.

### **2.4.3 Barlett takes the memory study out of the lab**

Ebbinghaus got his approach to be used for many decades, which was dubbed "the tradition of verbal learning", but in 1932, Sir Frederick Barlett began his studies on the functioning of memory in natural environments (Ebbinghaus conducted his studies on memory in the laboratory), leading to a new paradigm. Barlett, instead of using meaningless syllables, used stories, and introduced the theory of schematics to his research as a way to explain his influence on memories.

In addition, he proposed that humans remember by a general impression with some details, and that from such components they build a version considered to be close to the original; memory works with schemas, not faithful replicas. Although he was criticized for his poor methodological and statistical rigor, he stands out for his adherence to the constructivist theory of memory and for his contributions on the cultural formation of memory.

### **2.4.4 Miller and the current paradigm on how we store memories**

Two decades later, in 1956, George Miller demonstrated that people can retain 5 to 7 items at a time in short-term memory. These elements can be a simple letter, a number, a word, or an idea. Today, there is some consensus in cognitive psychology by claiming that a person interprets information thanks to his previous knowledge, and thus builds his memories. That is why it is important to note that not all the facts lived are stored, because there is a selection of the relevant facts, and what is not interesting is deleted. In addition, the lived facts undergo a process of structuring and interpretation and, therefore, what is remembered is a perceived reality.

Experts in memory study agree that not only the cerebral cortex is involved in the memory process, but that other brain areas are also involved in this process, for example

the limbic system. It has also been shown that the left hemisphere processes verbal information, and the right hemisphere has been shown to process verbal information. The ability to remember words is less than remembering images.

#### **2.4.5 Memory phases: encoding, storage and recovery**

As Brenda Milner demonstrated after her research with patients with memory disorders, it is not located in a specific place of the brain, but consists of several systems that allow what is known as the three phases of memory: coding, storage and recovery.

Coding is the process in which information is prepared in order to be stored. In this first phase of memory, the concentration, attention and motivation of the individual are very important.

Storage consists of retaining data in memory for later utilization.

Recovery allows us to find the information when we need it, that is, remember.

#### **2.4.6 Classification and memory types**

There are different types of memory, and William James (1890) pioneered the distinction between them, as he concluded that primary and secondary memory existed.

Later appeared the so-called multistore theory of Richard Atkinson and Richard Shiffrin, which understands that information goes through different memory stores as it is processed. According to this theory, we have three different types of memory: sensory memory, short-term memory (CCM) and long-term memory (MLP). James' primary and secondary memories would refer to the CCM and MLP respectively.

#### **2.4.7 Sensory memory**

Sensory memory, which comes to us through the senses, is a very short memory (lasts between 200 and 300 milliseconds) and immediately disappears or is transmitted to short-term memory. The mnemonic information remains the time necessary for it to be selectively and identified to be processed later. The information can be visual (iconic), auditory (echoic), olfactory, etc.

#### **2.4.8 Short-term memory**

When information has been selected and served in sensory memory, it switches to short-term memory, also called operational memory or working memory. Its capacity is limited (7±2 elements), and it performs two functions. On the one hand, it keeps information in the mind not being present. On the other hand, it can manipulate that information allowing it to intervene in other higher cognitive processes, and therefore it is not a mere "memory box".

Baddeley and Hitch, in 1974, instead of calling it "short-term memory," called it working memory because of its functional importance in cognitive processing, as it allows the fulfillment of cognitive tasks such as reasoning, understanding and solving Problems. This concept abandons the idea that long-term memory depends on short-term memory, and this type of memory is fragmented into four subcomponents:

**Phonological loop:** it is a specialized system that operates with verbal information and allows to maintain the internal speech that is involved in short-term memory. The phonological loop would intervene in reading or learning a phone number.

**Visuospatial Agenda:** operates similarly to the phonological loop, but its function is the active maintenance of information, but in this case with an image format, visor spatial. The visuospatial agenda would be involved, for example, in learning an itinerary.

Episodic warehouse: This system integrates information from a variety of sources, creating a multimodal (visual, spatial and verbal) and temporal representation of the current situation.

Executive system: Its function is the control and regulation of the entire operating memory system.

#### Long-term memory

Long-term memory allows information to be stored in a durable way, and we can classify it into implicit, explicit memory.

#### **2.4.9 Implicit memory**

Implicit memory (also called procedural) is stored unconsciously. It is involved in learning various skills and is activated automatically. Riding a bike or driving a car would not be possible without this kind of memory.

#### **2.4.10 Explicit memory**

Explicit or declarative memory is associated with consciousness or at least conscious perception. It includes the objective knowledge of people, places and things and what that means. Therefore, two types are distinguished: semantic and episodic memory.

Semantic memory: Refers to the mystical information we have accumulated throughout our lives. It is the knowledge about the outside world (historical, geographical or scientific) the names of people and things, and their meaning, that we have learned throughout our lives. This type of memory is required for language use. Knowing that Madrid is the capital of Spain is an example of this type of memory.

Episodic memory: It is the autobiographical memory that allows you to remember specific facts or personal experiences, such as the first day of school, the birthday of the 18 years or the first day of university.

## **2.5 The English language: global language and its teaching.**

### **2.5.1 Features of English as a foreign language**

A foreign language is defined by Muñoz (2002) as a language that "has no presence in the community in which the apprentice lives. For example, English is a second language for a Mexican immigrant in the United States, while it is a foreign language for a student in Spain." In this investigation the foreign language under study is English, it is considered in this way since, as the author indicates, it has no presence in the local community, however it is the most important foreign language.

The English language has become an extremely useful tool in recent years in the world of work and social, because many companies from various economic sectors include as a requirement to be part of them to have a certain degree of mastery of this language in addition to the varied applications related to our social and recreational life make the English language a key that opens doors to horizons that would otherwise remain closed. As Baugh and Cable mention (2002) this language, originated in the territory that is currently called England based on the fusion of languages spoken by the different people that once inhabited the British Islands such as the Celts, Romans, Saxons, Jews , Anglo, Viking and Norman, is based in the Dialect Lower German, which was a dialect typical of Northern Germany, which was brought to England through the German people (Saxons, jutes and Anglos) who in the 5th century A.D. began to invade England conquering the Celts (originally from the area) who had already been dominated by the Romans whose empire had already fallen by the time the German.

### **2.5.2 English as a global language**

Through war conquests and linguistic influences, language originated that we currently known as English, but its role as a global language has not been so forever. As Fernandez (2009) points out, during the 16th century, in full European colonialism, French and Italian were the languages that allowed global communication, but only among elites while Dutch and Spanish were the essential languages for those who traveled to America, Africa and Asia, however from the 18th century the English language was emerging as a potential global language through military victories, the process of industrialization and reforms carried out within Britain (Wright 2004) and during the nineteenth century this situation was consolidated thanks in large respect to the expansion of the British Empire, which dispelled any doubts that might remain as to the importance of the English language in the world.

In addition to the above, it is worth mentioning that during this dizzying period marked by the Industrial Revolution and Colonialism there was an explosive growth in terms of inventions and most of these inventions had English patents (Mathias, 2001) This positioned this to English-speaking countries as the technological engine of the world, this fact resulted in those who wanted or needed to know more about technological advances should learn this language to obtain that knowledge and that many professionals English or American students will learn it.

(Crystal, 1997), generating another powerful reason to learn the English language.

This sum of factors ended up profiling English as the dominant language in the world, making it necessary to function properly in various aspects and so it has been understood in most countries of the world.

In the English curricular bases developed by the Ministry of Education it is stated that "Currently, the relevance of English language learning is recognized in all areas. It is a global communication tool and a path of access to greater knowledge, a wide range of information and current technologies, which allows to meet the demands of the environment and society. In addition to being a means of communication with other realities, learning English helps to understand and appreciate one's own language and culture and to the development of cognitive skills." Through this paragraph the Ministry of Education recognizes the importance of this language and points out the benefits it entails for students to master, according to their level, this language, but also recognizes that "... students do not have immediate access to their use outside the classroom. This represents a great challenge to teach this language, both in relation to the methodologies applied and the development of the motivation to learn it" because despite being the foreign language with greater relevance, due to all the factors already mentioned, does not have an application as direct or immediate as the main language spoken in this country: Spanish.

### **2.5.3 ELEMENTS INVOLVING LEARNING A LANGUAGE**

#### **2.5.3.1 Theoretical Principles of Language**

Around the world, each group of people has a spoken language. It may be the case that there are people who cannot read or write; however, everyone can communicate orally and understand each other well enough to carry out their routine activities.

Language is universal and every language in the world is rich and complete enough to develop and develop in community.

The writing systems originated shortly after the spoken language. This is why spoken language is considered primary and also because people learned to speak for

several years before learning to read and write. This is why writing is considered a secondary system.

According to Lighbown (1993), "language is a system of arbitrary symbols that allow all people in a given culture, or other people who have learned the system of that culture, to communicate or interact."

It is a system of symbols, because if we say, for example "Man" or "Men", or the word "arrive" and "arrival", it indicates different meanings. The order of words is also important, for example: "The cat bit the lady" / "The lady bit the cat"

Each language operates within a system, i.e. within its own recurring patterns or arrangements that are meaningful to its speakers.

The sounds used in speech expressions are always arranged in particular forms that convey the same meaning for all speakers of the language.

This is why proper word communication and interaction mean that we must understand and speak, so that we are able to respond and react to the spoken word, to the message received. It is also good to remember that language is the means by which people express their experiences and ideas of the world in which they live, and that it carries in itself a "cultural meaning", since the ways of expressing thoughts and ideas in many languages are linked to culture. Speakers of a particular language, that is, the connotation of the message expressed should be considered.

These symbols in turn are arbitrary, as each language has its own words or symbols that express the meaning of an object or idea. No one knows why words convey some meaning, but all speakers of a language know and use the general terms associated with common objects or concepts in their environment or world.

### 2.5.3.2 Principles of Learning a Foreign Language

When learning a foreign language, spoken language is paramount, as the structure of the system must go hand in hand with the sound system. Students need to know the significant characteristics of the language, in this case English, as the word order.

Learning a language means acquiring the ability to communicate, ask and answer questions, make statements, and produce normal (words, phrases, sentences, etc.) that are used by native speakers.

Language learning also includes learning about culture, gestures and spoken expressions that give greater meaning to words or phrases.

Vocabulary is also an important area of language that must be introduced, taking into account content words, such as nouns and verbs, and function words such as prepositions, auxiliary verbs, etc. In this sense, content words can be learned in categories or topics, while function words are usually entered in a logical and sequential order.

Below is a comparative chart where you can see the differences between learning the mother tongue and learning a foreign language.

<b>Differences between native speaker and foreign speaker</b>	
<b>Mother tongue learners</b>	<b>Apprentices of a foreign language</b>
<ul style="list-style-type: none"><li>• Language is a learned behavior.</li><li>• Native speakers are not aware of every sound or word they say or the sequence of sounds or words.</li><li>• They are aware of ideas or thoughts.</li><li>• They sharpen their grammar knowledge and increase vocabulary over time.</li></ul>	<ul style="list-style-type: none"><li>• Mother tongue can sometimes interfere with the second language.</li><li>• Learning a second language involves: observation, analysis, concentration and reasoning.</li><li>• By providing a formal instruction, the student can quickly produce a new sound or arrange a sentence.</li></ul>

**Table 1**

### **2.5.3.3 Theories on learning a language**

Once the above is established, this gives us the stand to delve into how we learn a language.

Learning a language is an incredible feat and has caught the attention of linguists and psychologists for years, being the largest research publications in the twentieth century, where various theories emerged that try to explain how a child learns a language, among which we find Skinner's behavioral theory, Chomsky's innatism theory, and Piaget's cognitive theory, among others.

### **2.5.3.4 Behavioral theory**

Traditional behaviorists believe that language learning is simply a matter of imitating and habit training. Children imitate parents and are given reinforcements to do so. They see imitation and practice as primary processes in language development. Therefore, the theory they use to explain language learning is precisely behaviorism.

In his book "Verbal Conduct" (1957), Burrhus Skinner conceives the linguistic acquisition process as a series of habits that imitate and repeat, time and again, responses to specific stimuli or responses to conditioned associations. He says that human beings have nothing innate when it comes to learning language, because you must see it as one more behavior and, from there, see how it is modified.

It clarifies, too, that it does not matter whether or not the stimulus is observable, as in any other process of human learning, because the important thing in this case is the answer, verbal or not, but consolidated, to the existence of the stimulus.

The verbal response or not, refers to humans not only learning behaviors, but also patterns of social behavior (skills, representations, attitudes) and procedural content

(learning strategies, thinking strategies, etc.). When a response is consolidated after several repetitions, this is already a form of behavior for man. The individual then enriches his worldview, as he transforms, increases, decreases, modifies and is able to offer answers. Verbal behavior is characterized by reinforcements, the child learns language through operating conditioning. Reinforcements change that response.

#### **2.5.3.5 The Innatism or Language Acquisition Theory**

This theory formulated by the psycholinguist Noam Chomsky in the late 1950s states that children are biologically programmed for language and that languages develop in the same way other biological functions develop.

According to Chomsky, language acquisition resembles the walking learning process and the environment makes a basic contribution. His theory emerged as a reaction to the behavioral theory of learning based on imitation and habit formation. (1959)

Therefore, he uses innatism theory to explain language learning, as he states that all human beings have innate abilities that allow us to develop language.

Chomsky argues that behaviorists do not recognize what is called "The Logical Problem of Language Acquisition". It's about children getting to know more about the structure of their language than can reasonably be expected, so that they learn on the basis of the language samples they learn. The type of language the child is exposed to is full of confusing information and doesn't provide all the information the child needs.

He posits that children's minds are not "satin boards" waiting to be covered by imitating the language they hear in the environment. Children are born with a special ability to discover for themselves the underlying rules of a language system.

In turn, he says that it is necessary to differentiate between language acquisition and language learning. The first corresponds to the spontaneous evolutionary stage. The mother tongue is assimilated very quickly and with minimal and a systemizing stimulus from the external world. Chomsky will say that this process is innate since it follows a certain line as a result of external stimuli. The second corresponds to the process that will later occur in a similar way to any other type of learning: through exercise, memorization, etc.

As a result, Chomsky developed the theory of LAD (language acquisition device), which is described as an imaginary black box that exists somewhere in the brain, which (believed to contain all and only the principles that are universal to all) prevent the child from taking the wrong path by trying to discover the rules of language. For the LAD to work, the child needs access only to the natural language samples. These language samples serve as a trigger to activate this device. Once this is activated the child can discover the structure of the language that by matching the innate knowledge of basic grammatical relationships to the structure of the language in the environment.

Chomsky subsequently modified his theory of LAD, developing what is known as Universal Grammar (UG), which is a set of principles that are common to all languages. Chomsky drew attention to the fact that all children seem to develop language in a similar way and at a similar schedule.

#### **2.5.3.6 Cognitive theories**

Among this approach are several precursors, of which three were named, that agree that they see the learning of a language as the interaction of three aspects that are the cognitive bases: Inheritance, Maturation and Experience. In this way it aims to explain why children in the early years the higher linguistic aspects do not have exercised, since

this requires more complex language skills. In addition, it states that there are transition periods to be able to learn a language and that these periods depend on maturation.

One of the greatest precursors this current is Jean Piaget. Specifically, the theory used to explain language is constructivism, which corresponds to a perspective that regards humans as active builders of their reality through meaning and meaning, rather than passive receptors experiences and learnings.

He posits that spoken language has two more distinct phases: Egocentrism and Social Language.

Egocentrism refers to everything that does to its own self, until the age of 3, because at this stage the child acquires language according to his needs and his own self. The child speaks of himself and to himself. A particularity of language at this stage is monologues.

Social language is the stage in which social relationships mark language, interact with peers, can make critical thinking after time.

Piaget (1926), invariably, has sustained the thesis of the primacy of the cognitive in man and the subordination of language to thought. Thought is the structuring of the relationships between man and environment.

Sensory-motor actions are the source of knowledge and the organism acts as soon as it comes into relation to the environment that hosts it. All initial actions are uncontrollable and are coordinated in the form of schemas. El scheme is a defined sequence of actions, both physical and mental, and constitutes the basic cognitive unit. Through coordination, the schemes, developed in a defined time, become structures that, as the organism develops, become of instinctive structures into sensory-motor structures and operational structures of thought.

This whole process takes place in 5 stages. In the first stage (0-2 years), the child only has sensory-motor contact with the world, develops his senses in relation to his motor skills and his ability to imitate. In a second stage, the pre-operational (2-4 years), the child, determined by egocentrism, acquires the use of symbolic behavior, although his thinking is still fluctuating. The third stage, the intuitive (4-7 years), introduces the child into society and implies the encounter with the reality that surrounds it. The fourth stage (7-12 years), corresponds to specific operations, and the last stage (from the twelve years), is characterized by formal and abstract operations.

Another psychologist, who also identifies with cognitivist is Lev Vigotsky, who uses the theory of social focus to explain language learning.

Through this theory it determines that the origin of language is social, which is a tool to be able to communicate, since we communicate to make social exchanges. From this social approach he also proposes that language is the basis of thought and conceives language as the engine of a series of developments, just like Piaget.

However, it makes a nuance by saying that language and thinking have different origins and that throughout development there is a growing functional interconnection, meaning that thought becomes verbal and the speech is rational, regulatory and planning action. Even if language has to do with the mind, thought does not come down to language.

Finally, there is the American psychologist and pedagogue, Jerome Bruner who uses neuro-linguist theory. In his theory, he wants to reconcile Piaget's stance with the Vigotsky, as it starts from the basis of Piaget's theory but states that language modifies the development of thought, so that it coincides with Vigotsky.

His study focused on mother-drink communication, where he says that humans have a support system in the acquisition of language, systematic and routine environment

that makes it easier for the child to understand what's going on around him, so if these interactions are routine, repetitive, the child helps him learn the language.

Considering this, the child enjoys privileged access to language: his entry into it is systematically arranged by the linguistic community (external amplifiers: family and school) with which he negotiates the procedures and meanings. Language is the most important thing in society, so society arranges the child's entry into language.

The relationship with external agents is fundamental from birth, there is a functional continuity between the pre-linguistic communication of the first months and language. Language development begins with interaction from birth. Language is an instrument of communication, but communication already existed before the child began to speak.

#### **2.5.4 What is learning the English language as a foreign language?**

The foreign language (FL), refers to the language that is learned in a community where there is no majority presence of speakers of that language, that is, the learner has no direct contact with the language in question, in this case English.

Another similar but not the same concept is that of a second language (SL), which corresponds to a situation of immersion, where the speaker must learn the dominant language of the place where he lives, as is the case of immigrants.

Clear this, we now understand that in our country, English is taught as a foreign language (EFL), since most students do not have opportunities to practice or speak the language in daily life. Because our country is in the race to become a developed country and, as a result, we are becoming more and more embedded in the current globalized world, learning a foreign language, in this case English, is a priority. Therefore in our country, learning and teaching English has become more diverse, both in the formal

education of children and young people, as well as in the various educational institutions, covering areas such as scientific, economic, technological and academics, among others.

The Ministry of Education aims to make the English language meaningfully seen in each classroom in our schools, developing the 4 English language skills (hearing comprehension, reading comprehension, oral expression and written expression) in a way consistent and meaningful. In the Current Curriculum Bases, the following is noted: In the context of our country, the English language is defined as a foreign language, as it is not used as a language of communication between its inhabitants and students do not have immediate access to its use outside of the classroom. Because the English language is not seen as a second language, the acquisition of it brings a great challenge to be achieved, as a result of the low use of this language outside the classroom, therefore teachers will be essential to get students to move to learn it, using ideal and playful strategies according to the level of teaching of the educated. However, the purpose of the Ministry of Education is to use the English foreign language as: a tool to respond to new knowledge and learning and respond to the demands of global communication through current media and technologies. According to this section it can be inferred that the appropriate development of the four English foreign language skills will achieve the objective of communicative English, responding to the current demands of globalization.

Various studies on teaching and learning a language highlight the importance of considering the particularities of the context in which the language is taught and the various characteristics of apprentices and, accordingly, making the options most appropriate methodological methods within existing knowledge. With regard to this section I can add that the context is essential for the acquisition of a foreign language, regardless of the curriculum delivered by the Ministry of Education, the contents that are raised at each level, should be taught according to the level of the course and its needs,

contemplating the difficulties that appear during the training, as well as never losing the purpose of teaching the foreign English language as a communication tool and not for purposes Instrumental. With regard to the communicative approach in the English Foreign Language Curriculum Bases, 2012 the following is mentioned: According to the Communicative Approach, the language is no longer considered as a list of grammatical content to teach and becomes a means of communicating meanings and in an interaction tool, in which the message and the use of language are relevant and the topics are meaningful and interesting to students. It also emphasizes the development of the four-language skills English so that students can communicate effectively and meaningfully, in different situations and with various communicative purposes. This approach causes the acquisition of the foreign English language to be more natural, approaching the reality of students and motivating them.

In order for the four skills of The English as a foreign language to be properly integrated into classrooms, there needs to be a sequence and coherence with the content to be taught, and must also be addressed in a correlated way, i.e. that skills should be seen in a comprehensive way, getting students to develop them in each activity and not separately.

#### **2.5.5 Learning and sex difference**

There are numerous researches that have tried to find differences between men and women, in terms of their brain abilities, who learns best, faster, in short, who is smarter, but the results are generally inconclusive.

It is popularly said that girls learn to speak faster than boys which is true, as they can acquire complex verbal skills a year earlier than boys. Therefore, often, in the early years of school, girls read faster and with more vocabulary and speak with better grammar.

This is because in girls the corpus callosum—a bundle of nerves – is larger (it has more axons) allowing them a better connection between the right and left hemispheres of the brain, which helps both sides communicate.

In turn, they have a faster development of the Prefrontal (regulation of emotions and executive decision) and the Occipital. For this reason, girls are better at controlling immoral, impulsive and high-risk behaviors while men are more likely to be aggressive.

Children further develop the right hemisphere, providing them with more spatial capabilities such as measuring, mechanical design, geography, and reading maps.

Man has a great functioning in spatial tasks (spatial relationships: theorems) and in abstract reasoning. The woman has a great functioning of memory (they can deposit much more information especially if it is related to an emotional experience) and sensory (responds more quickly to large amounts of sensory information). As a concrete example it can be said that women can remember lists of words or phrases better than men. However, they give better results in tests in which they are asked to mentally rotate an image to solve a problem.

Although some scientific research has established that a woman's brain is 11% lower than that of men, the female brain is more finely developed. The brain is composed of gray matter (where information is processed), white matter (composed of long fibers covered in fat that transmit electrical impulses from the brain to the body) and cerebrospinal fluid (which functions as a skull buffer).

Studies reveal that males have a lower proportion of gray matter than women and this may mean that the female brain has certain advantages in processing information. Males have more white matter, allowing information to move more easily from one region

of the brain to another. The higher volume of cerebrospinal fluid makes the male brain more resistant to shock.

## **2.6 Upstream or bottom up model (Gough, 1972)**

The first is the upstream or –bottom up model. In it, the person begins with the letters and sets of them, in a process that increases until the reader manages to understand the widest units, the words and the full text. The model focuses on text and is only based on decoding (Artola: 1988; Sandoval: 1991 and Solé: 2001).

This model is based on traditional theory, and it was during the 1970s that the current that I. Solé (2001) flames up developed. The so-called bottom up proposes that understanding is achieved through sequential and hierarchical learning of a series of visual discriminations (Torres: 1997), understanding that the understanding of a written text is the cognitive process by which the information transmitted by the author through the written means is constructed in the reader's mind.

It was called an ascending model because part of the smaller components and then integrated with more important ones. In this model, before reaching the understanding of the text, two fundamental processes are carried out: the perception of graphic symbols and the decoding of them; that is, the translation of graphic symbols into their phonic representations (Morales cited by Morless: 1993).

Fernando Cuetos (2000) explains, through the ascending model, that reading consists of perceptual, lexical, syntactic and semantic processes, this is how the author describes that the process begins from the reader using his senses to "extract" from the graphic signs the information.

## **2.7 Downstream model or top down (Smith, 1983)**

This model searches for global words or phrases, and then performs an analysis of the elements that compose it (Cuetos: 2000; Smith: 1983), he was right to consider that not only text and decoding exist, but also people's previous experiences of reading.

It is descending because, from the hyper is and previous anticipations, the text is processed for verification.

According to this model, learning to read would involve not so much the sequential acquisition of a series of discriminatory responses, but the learning and use of previous syntactic and semantic knowledge to anticipate the text and its (Torres: 1997).

Processing in reading occurs downstream, from global to discrete units, in a "concept-guided" process, in which the reader is the main axis. These ideas are recognized in analytical methods based on the teaching of meaningful, word or phrase configurations and the analysis of their constituent elements is carried out (Solé: 2001).

The reader does not decode starting with letters and words until they reach the main idea but uses their previous experiences and knowledge to understand the text. If the person has enough prior information about the text they are going to read, they will not need to stop at each word or paragraph.

F. Smith (1983), who conducted various research on reading, concluded that they provide more of the set of knowledge that individuals have in their brains more than the text itself; in this regard explains that "reading is not only a visual activity, nor a simple matter of decoding the sound.

## **2.8 Bottom-up**

Bottom Up is a reading comprehension process strategy, where language recognition is given in understanding the minimum units of language (letters/phonemes)

until it reaches the understanding of wider units of it, assumes the top-down model name because of some of the smaller components of the language to integrate into more complex grammatical structures. (Gough, 1972)

The model is based on the decoding of meanings, by applying a sequential language in the cognitive process from which a new concept is constructed in the mind of the reader or receiver from decoded or transmitted information, either in a way written or oral.

Thus (Cuetos, 2000) determines that the ascending model is composed of the understanding of perceptual, lexical, syntactic and semantic processes, in this way the learning process is generated by the stimulation of the senses by which the information is extracted by which the information is extracted , signs and language codes, bearing in mind that decoding is also based on their previous knowledge (experiences) so that the learning process is based on the prior management of the syntactic and semantic knowledge that allows understanding of the new concepts acquired.

In the learning process reading is the primary component because several cognitive processes are involved such as: perception, decoding, comprehension, retention and evocation, where the combination of all the comprehension skills of the because the first stage corresponding to the recognition of the letters is generated, the second to their sound, then the identification, the memorization and finally the repetition, which would result in the understanding and decoding of the Reading. (Matthews, 1985).

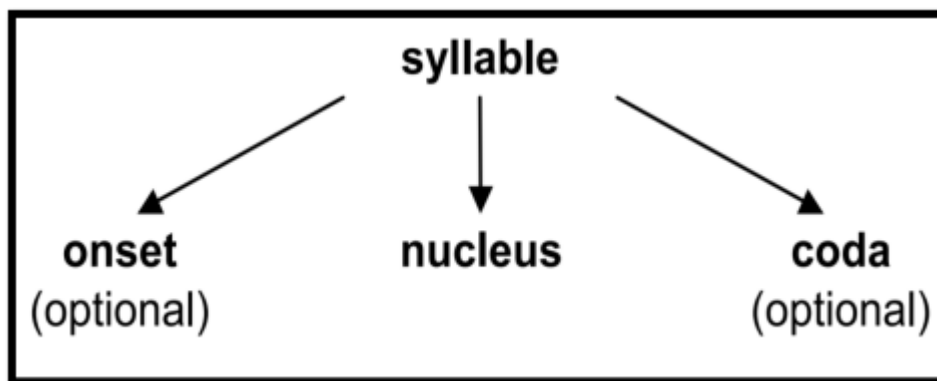
Activities to implement the Bottom-up strategy Understanding techniques are activities that allow to capture and interpret the information that is received, in this way you can identify the strategies that allow the recipient to process the information, identifying the Botton-up technique (upstream method) is used in written language, the process of understanding is based on messages by understanding the combination of

sounds, words, and grammar to create meaning, in order to make a correct combination of words and meanings.

In the design of comprehension activities, it is necessary to consider key aspects that bottom-up strategies use.

### **2. 8.1 Syllable recognition**

The syllabic serves as an important interface between the phonic, phonological and upper morphological and lexical level. Representative levels of language. Reliable segmentation of spontaneous speech into syllabic entities has been shown to be useful for speech recognition. The syllable plays an increasingly important role in the design of automatic speech recognition (SRAV) systems, providing an intermediate representation capable of linking the language levels mentioned above. Syllables are perhaps easier to identify than to define. It is common to use peaks of loudness or peaks in prominence within a statement in the attempt of such definitions. However, the image depicts an accurate phonetic definition of a syllable, as presented by Laver (1994) which shows a syllable comprising a central vowel, or vowel consonant, called the nucleus. The kernel can optionally be prefixed and dissolved by one or more consonants, called respectively start and coda.



**Illustration 1**

Syllabic awareness is a component of phonological awareness. Students gain the ability to listen to phonemes that understand words and explore the sounds of speech as syllables. After students understand that sentences are made of words and words have different lengths, the next important concept for students to understand is that words are divided into syllables, or parts of the word. Syllabic awareness is a component of phonological awareness. Students gain the ability to listen to phonemes that understand words and explore the sounds of speech as syllables. Students who have well-developed phonological skills generally learn to read more successfully. These skills are important for learning about the language and providing the basis for learning the sound connection and writing.

### **2.8.2 Discrimination between phonemes**

Hearing discrimination is the ability of each person to be able to recognize the different phonemes without regard to the timbre between sounds or identify phonemes, phrases or identical words, a distinctive perception ability of auditory stimuli.

As it puts it (Busto, 1991) is the "ability to recognize differences, intensity and timbre between sounds, or to identify phonemes phrases or words of the same or similar", auditory perception allows to understand the stimuli of speech and enrich the lexicon and the language system to be able to interpret the information that is received and that is part of the interaction and communicative acts.

Hearing discrimination should be understood as the ability of speakers to perceptually identify in the oral language phonetic and phonological units relevant to communication, in order to recognize and differentiate the sounds of letters (phonemes). For (March, 2013) it determines that "hearing discrimination allows to detect words that begin or end with the same sound, which rhyme, sound similar, which have a certain

sound; allows to synthesize sounds to form a word, divide these into their components, differentiate between long and short words, I entered incestuous and accented."

Getting acquainted with sounds allows the learner to not only develop their cognitive ability but express how they can give an appreciation and interpretation of similar concepts in pronunciation, but different in meaning depending on their intonation or phonetic difference, so you should perform phoneme differentiation exercises specific to each language.

### **2.8.3 Listen to morphological endings**

The purpose of identifying suffixes is to recognize the minimum units with meaning (morphemes) that allow an appropriate use of language and lexicon, the ability to recognize the morphological endings of a word allows to give the differentiation between the roots, affixes (suffixes, infixes, prefixes), derived words, compounds.

The distinction of morphemes and meanings that each concept is designated part of a specific knowledge with a basic management of the listener's lexicon, in such a way that it facilitates the understanding and interpretation of a statement, which aims to facilitate the process of reading comprehension, already intensive or extensive.

Proper vocabulary management is essential to be able to recognize prefixes and suffixes that are elements that bring specific meanings to the derived word or form names, adjectives or verbs, for example, students can form or derive other words of a principal (holy: sanity, sanctuary, most holy, sanctity, saints...); words with prefixes such as: replace, reorganize, re-release, restructure, reanimate; with suffixes such as brother: brotherhood, brotherhood, brother, half-brother, etc.

Thus, (Lundsteen, 1971) proposes that reading depends on listening because they are receptive functions, which actively participate in the interpretation of a message

whether oral or written, the differentiation of morphological traits is done both in reading and in the orality of a statement, in the case of an apprentice of a second language it is necessary to enrich the lexicon so that both oral and written language must be handled because the auditory vocabulary gives meaning and enriches the vocabulary read. Identifying word endings facilitates the learning of the oral language of a language and assists in the literacy process, so as a strategy the learner should be instilled in an adequate pronunciation of words and power familiarize yourself with these concepts and their meanings. (Busto, 1991).

It must be that a phoneme is the minimum meaningless unit in itself that can be perceived, produced or differentiated in oral language, make sense with the representation of signs that each language possesses, taking into account that each language has a limited number of phonemes ( between twenty and fifty) that combine into the different significant words.

This active listening allows to recognize and give an appropriate order to the use of concepts, which develop cognitive and language functions, in such a way that the understanding of a language is facilitated by understanding its grammatical and semantic structure.

Within the learning of a second language (Brown D. , 1994) it is important that the apprentice of a second language apply techniques and reading strategies that allow them to develop reading comprehension according to the degree of complexity of the readings and power develop listening and reading skills as complementary elements for cognitive development.

#### **2.8.4 Word recognition**

The understanding of words is indispensable for the logical ordering of prayers and statements, through sympathetic language it can be captured and interpreted the signs and concepts of a language whether oral or written, this understanding of the meanings is the that makes sense of prayers and statements, this process involves a listening process that differs from the simple hearing and the process of understanding a text read through the decoding and interpretation of the discourse.

(Brown D. , Principles of language learning & teaching, 2007) defines "the listening process as the ability to recognize the elements of language in sounds through knowledge of the phonological and grammatical system, as well as the ability to relate these elements to each other in prayers and understand the meaning of them."

It is important that the message of the interlocutor is understood so as not to alter the message or the meaning of it, within the listening process that optimizes the perception of these meanings through a hearing canal.

In this perspective, (Busto, 1991) considers that the interpretation of the lexicon or recognition of words is the essential part of the learning teaching process for understanding the meanings of a statement, the naturalizations of these concepts allow their identification and understanding unconsciously autonomous cognitive processes, which are interrupted with the appearance of new signs that enrich the lexicon and are archived in memory.

Therefore, word identification must be automated, to free up resources from working memory so that they are used in the interpretation of speech (Chamot, Learning Strategies in Second Language Acquisition, 1990), listening comprehension allows the right distinction and interpretation of speeches.

### **2.8.5 Word order**

The logical order in the use of words in the construction of sentences depends on the syntactic structure of each language, usually the basic structure of a language is very simple: S+V+O, that is, (Subject + Verb + complement) the normal order of the palabr as is not the same in all languages, in Spanish, usually a subject precedes a verb, and a complement normally goes after the verb. The recognition of words in order to be able to order the words must take into account the syntactic order and the harmonious construction of the statements whether oral or written, in order to be able to sort the elements of the sentence according to their grammatical function.

(Moreno Aguilar, 1988) proposes that the recognition and ordering of words is done in a compoment by the mental lexical structure already defined by the subject, the processes of word identification and information processing, the constructions elects are representations of perceptions of both writing and orality.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1 Methodology**

Gallardo (2009) states that an investigation is conducted to "Detect, characterize, and criticize information sources in relation with a specific topic or problem, is configure, analyze and explain the specific objective of the study. (p. 171). Moreover, an investigation is born to observe a problem or sense that it, in some way, cannot advance at least to be done a selection of the subject that will be treated. The investigation method is a rigorous procedure, formulated in a logical way, that the investigator should follow in knowledge's acquisition. It contributes to a group of processes that the person should take in the investigation and demonstrate a truth. This method organizes the general logical procedure to follow the knowledge and get the observation, description, and explanation of reality. There are some kinds of investigations, some of them are: descriptive, explorative, and applied. The objective of the investigation determines the kind of method that is going to be used. doubts" (p. 154). In a new investigation, theoretical data will be analyzed by investigating previously the topic reflect in it.

#### **3.1.2 Explorative Investigation**

Sampieri (2006) states that this done when the objective is to exanimate a topic, or it is new at all. It means, when consulting the literature, it is revealed that there are no investigated guides and ideas vaguely related with the studied problem, or if the investigator wants to search about new topics and areas from a new perspective (p.101). It will be taken like an initial phase of investigation, such as a suitable way of discovering new problems o present phenomena, taking as a starting point to the reality lived in schools.

### 3.1.3 Descriptive Investigation

According Sabino (1986), “The descriptive investigation works about facts, realities, and its fundamental characteristics is to present the correct interpretation. The principal worry to the descriptive investigation is to discover some important characteristics of homogenous phenomena groups, using systematic criteria that permit to reveal its structure or behavior. In this way, it allows to obtain the score that characterized the reality studied” (p. 51).

The investigation is descriptive because it consists in knowing the situations, customs, and attitudes that are predominant in organization through an exact description of the activities, objects, processes, and people. Its goal is not limited to data collection, but to the prediction and identification of relationships that exist among two or more variables. The investigators are not only tabulators, as they collect data about a hypothesis or theory, they expose and summarize the information in a careful manner, and then analyze meticulously the results, in order to extract significant generalizations that contribute to the knowledge like,

- To examine the characteristics to the chosen problem.
- To define and formulate its hypothesis.
- To enumerate the possible responses to the hypothesis and adopted processes.
- To choose topics and appropriate sources.
- To select and elaborate techniques to the collect information.
- To establish and classify information, precise categories, according to the study purpose and they allow reveal, the similitudes, differences and significant relations.
- To verify validity to the application of techniques to collect data.
- To make objectives and exact observations.

- To describe, to analyze and to interpret the obtain data, in clear terms and precise.

On the other hand, the descriptive investigation is related with conditions or connections that exist, practices that prevail, opinions, points of view, processes, effects, and tendencies that are developed. In this process of inquest, it is not only to collect and tab information; moreover, it involves the classification, analysis, and interpretation of the information. In this investigation, there are collected documents from the sources of information through observations, interviews, and questionnaires.

### **3.1.4 Applied Investigation**

This kind of investigation receives its name from practice or empiricist, too. It is characterized because it finds the application or uses of the knowledge acquired. It includes every systematic and socialized effort to solve problems or interfere situations; even though, it is not programmatic, it means that it does not belong to a descriptive or theory of investigation trajectory. In this case, it is an applied investigation so the technical, crafty, and industrial innovation will be properly scientific.

McMilian (2005) said that “The applied investigation is mainly in the habitual practice field and it cares for the application and development of the obtained knowledge.” In the investigation about the mentioned practice, medicine, engineering, social work, and education are applying areas that hold the scientific knowledge, but they are not science by themselves. The applied investigation (on the contrary that the basic) reaches a relevant knowledge to give a solution (generalized) to a general problem. In other words, the applied studies are mainly the investigation problems usually in a determined area” (p. 23).

### **3.2 Subjects**

A subject of investigation is “every object, person, situation, o phenomena whose characteristics permit to read information and process it like knowledge about an object of

discernment or study” (Gallardo, 2005, p. 57). The subjects of information are the people from whom the information is obtained by processes made in an organization. The subjects of the present investigation are a group of students and one professor.

### **3.3 Techniques to Collect Data**

When statistic data do not exist, the investigator has the task to obtain them using some develop techniques for that effect. Next, the investigator has to begin with basic characteristics and comparative advantages and disadvantages of them.

#### **3.3.1 Experiment**

The experiment is the technique of investigation associated to the science image; a big part of it is known, so like the progress in different areas of life, it is the result of the discovery to scientists’ experiments. It is a procedure, though it tries to prove one or more hypothesis related to the phenomenon, through a controlled use of variables that presume their causes.

Moreover, it is a statistics experiment well planned and it tries to consider all the variables that affect the interest of the phenomenon: a) manipulating the variables that are supposed to be the cause; b) controlling strangers; and c) trying to randomize the residuary. These statistic procedures permit to design a valid analysis profitable of the resulting data. Even though, the experiments are very common in physics sciences and naturals, in medicine and industry, they have been applied in phycology, too and other social sciences, so in market research. This happen because the experiment is, undoubtedly, an appropriated technique to search explanations and it uses ideas and statistic procedures. An important disadvantage, by its nature, is that it must be done in an artificial environment, in which it could limited and complicated the conclusions.

### 3.3.2 Observation

It consists in observing with attention the phenomenon, its process or interaction and register appropriately the information, which later would be used to analyze and explain the phenomenon. A careful observation is an essential element in the development of the science, and it has the application in every area of human activity. When this technique is used, the investigator picks up the information observing what interests him with the use of an instrument to check in – under some criteria –the observations: structure sheet work, accouter recorder machine, or another electric machine. It is executed in physical sciences and natural, a big amount of data is obtained, observing, doing counts, measuring, and doing mechanic or electrical registers. These procedures, under criteria that can be more systematics and standardized, are even used in the quality control and in the supervision of the processes of industrial production.

There are very known examples of mechanic observation, as such the calculus of indexes of rating of T.V programs through people meters. This device is connected to a television, and it controls the time that it is turned on and the stations that have been turned, and it can also register the people that have been watching T.V in different moments during the day, too. In this way, it produces a permanent and automatic statistics data about the volume of the audience of the channels and programs.

In social sciences, in some cases instead of asking for information to people, it is cheaper and appropriated observing people's behaviors and the consequences of their actions. So, for example, it can be better and more comfortable and exact, watching if they use a seat belt or ask directly to them if they used it. It is important to specify, that the observation, in social sciences, has special characteristics and have two basic-procedures: the participant observation and no participant observation. The participant observation is a

specific part of field research, highly qualitative, in which the investigator shares with the investigators in the context, in his or her own reality, involved like an actor in the phenomenon, process, or event that he or she watched or researched. It has been used by anthropologists and sociologists; nowadays, it has been more common in other areas like marketing. In no participant observation, on the contrary, the investigator is limited only to watch, as he /she is a witness that registers what is happening, but he/ she is not a participant.

The participant observation, due to its clear qualitative vocation, produces little statistic information; on the hand, the no participant observation has more to produce systematic and standardized information and more achievable to turn in statistics data.

### **3.3.3 Interview Face to Face**

In this part, an interviewer visits the person or informer and the information is obtained as he /she reads an amount of questions written in a questionnaire o report card and writes there the answers. This is a very common technique and the traditional procedure is used in the censuses and demographic surveys and a lot of sociological studies of marketing. Like the location and the interview of the informer is made at home, it is called home visit. Even though, this face to face interview is not always made at home, it can be done in different places like work and malls, as it depends on the requirements of the study.

This interview has the advantage that the interviewer has the control during the interview, and it can be used cards and visual material to improve the investigation, as it can help the interviewee to order the concepts and choose some options. If well-done, it produces a very quality information, and, in a lot of cases, it is the only feasible medium to get the purposes of the study.

The principal disadvantage is the elevated costs that involved its use, because it is required the cost of training and salaries of the interviewers, payment of expenses, and pay for their transportation. These costs, logically, are more expensive regarding the size of the area or rural areas that usually are far away from cities. Furthermore, this kind of interview has been affected by the delinquency and insecurity. This phenomenon has done the job of recollection data more difficult and dangerous, and the people resistance has increased “to open doors of their houses” and collaborate with the surveys increasing the no answer levels and rejection levels.

### **3.3.4 Telephone Interview**

At the beginning of the eighties, the tendency of landline telephony at homes in developed countries had reached a high level. At the same time, in surveys area there were a lot of preoccupation for the big growth in the rejection increase and no answer, and the cost of the home visits. Due to the combination of these circumstances, it began to recur, more and more frequently, to phone interview, like an alteration of face to face interview, trying to get three purposes a) increase the answer levels, b) reduce a little bit the costs for interview, and c) reduce the required time to make the interview and have available the results. The development was so fast, that in a pair of decades, the telephonic surveys were the most used method to make them.

### **3.3.5 Interviews**

According Salkil (2009), “every interview is a conversation between two or more people according to the applied modality that has research and professional purposes of obtaining individual or group information, to supply the information and to influence in some behavioral, social, educational, and sentimental aspects and options; therefore, the

interview performs therapeutic function such as educative, clinic, necessity, social, among others” (p. 149).

The interview is an interpersonal communication established between the investigator and the study subject to obtain verbal answers to the planned questions about proposal problem. This method is considered more effective than the questionnaire, as it permits to obtain complete information. Through it the investigator can explain the study’s purpose and specify clearly the necessary information that he needs; if there is erroneous interpretation of the questions, it permits clear them by ensuring a better answer.

It could be stated that the interview consists in obtaining oral information from a person (interviewee) collected directly by the interviewer, in a face to face situation; sometimes the information is not transmitted in one way, if not in both, for that reason an interview is a guided conversation between the investigator and a person that responds to orientated questions to obtain information, exempted by the specific objectives of the study.

### **3.3.6 Questionnaire**

The importance of the questionnaires as technical instruments, is that they facilitate the information obtained through different organization levels, and they serve like a base to facilitate the knowledge of students and teachers. For Ander Egg (2001), the questionnaire is, “an instrument formed by a group of articulated questions that were formulated to one of some interviewed (...) and make an inquest that has for objective to get the information by written questions registered in a form (...) the questionnaire is an technical instrument very appropriated to measures opinion changes, perception levels , in determinate periods of time. In general, it serves to investigate many aspects of the reality” (p. 54).

## CHAPTER IV

### DATA ANALYSIS

#### 4.1 Data Analysis

This research shows that students need to communicate with others at any given time, so it is important to focus on the strategy used to enable students to acquire or improve their oral skills during the process of English language learning. Considering many factors mentioned in Chapter II, such as external factors, motivation, anxiety, age, and learning styles, among others, or to successfully achieve their goal, students have to improve their oral level.

This chapter shows the tool used in a group of eighteen students in fourth graders and an English teacher. The analysis consisted of applying a reading that students had to read on their own and upon finishing, the teacher asked them questions related to the reading in an individual way. This showed the difficulty that most students had when answering in English and the little understanding they had regarding the reading; however, students were ~~are~~ insecure and asked questions and answered them in Spanish, because they did not know vocabulary related to the reading to be able to adequately answer the questions asked

Later and before giving the students another reading, it was applied an strategy based on reinforcing sounds, vocabulary, reading-related sentences; in addition, they listened to the reading through a CD to allow them to get a clearer idea of each character's voice, and what they would read later, as well. After applying the strategy, the students proceed to read by their own. This reading was mostly successful, as they were involved and safe at the same time, since they were called individually to answer reading-related questions. Before taking the evaluation, students were asked to answer a questionnaire which was in Spanish and an interview was given to the English teacher. Moreover, a class

observation was applied in order to know a little more about the students and the English teacher to be able to associate them later with the results acquired. The purpose of this research is to analyze, apply, and evaluate strategies to create more effective activities in the classroom, so that students learn in a better way and can communicate in an easier and more dynamic way.

#### **4.2 Class Observation.**

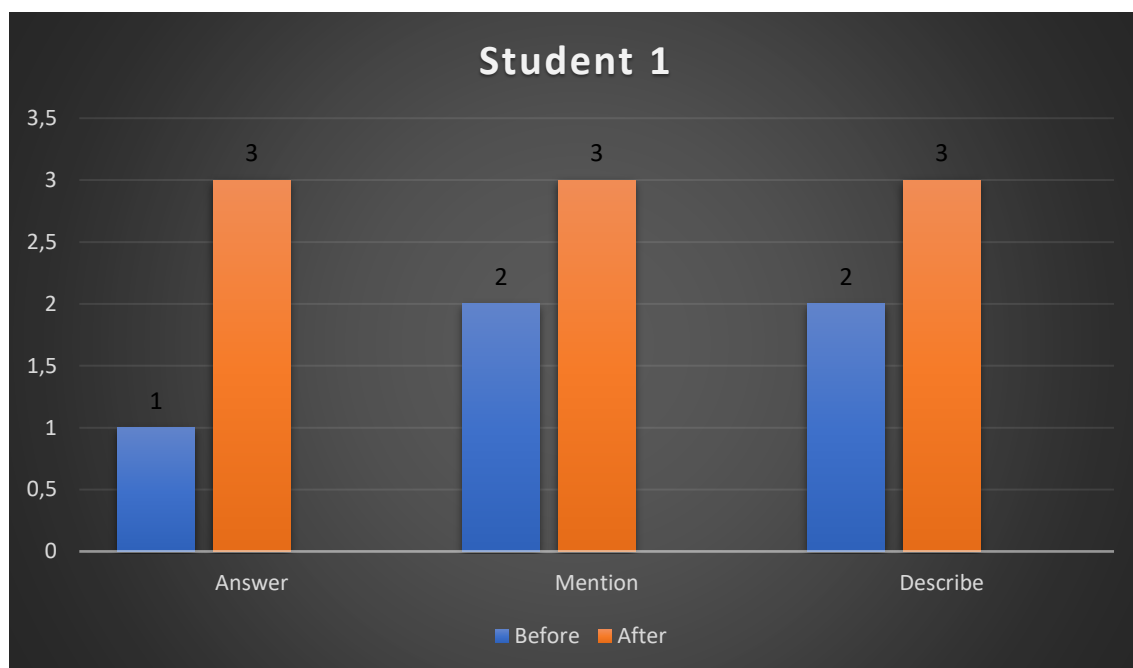
In this class observation, the investigator noticed many important facts that can affect or help the students in their learning process. Some important facts to enhance the oral skills of the fourth-grade students were that the teacher used a lesson plan in her class, and she had a radio to listen to the readings. She motivated the students to participate and had a good attitude. Moreover, the students were praised regularly for their effort and achievements. In addition, the teacher assigned tasks and activities during her class. All the students were treated fairly. She used different colored markers to explain better, her lessons were organized, and she involved all the students; for example, the teacher listened to them and responded appropriately.

On the other hand, the investigator observed some factors that interfered in the correct learning of a foreign language, for example the teacher used her mother tongue most of the time, as she spoke in English in just some occasions and for giving instructions. The teacher used textbooks all the time and that was boring for the students. Furthermore, the teacher rarely encouraged the students to speak in English and, thus, the students never communicated in English with their classmates during a class. She rarely used materials or technology to explain better. Her students asked questions and cleared doubts in Spanish, since they never asked something in the target language and consequently few of them answered the questions in English. At the end of the class observations, the investigator

concluded that they needed to interact more in English with activities that were interesting for them.

## Figure 1

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word" in student 1



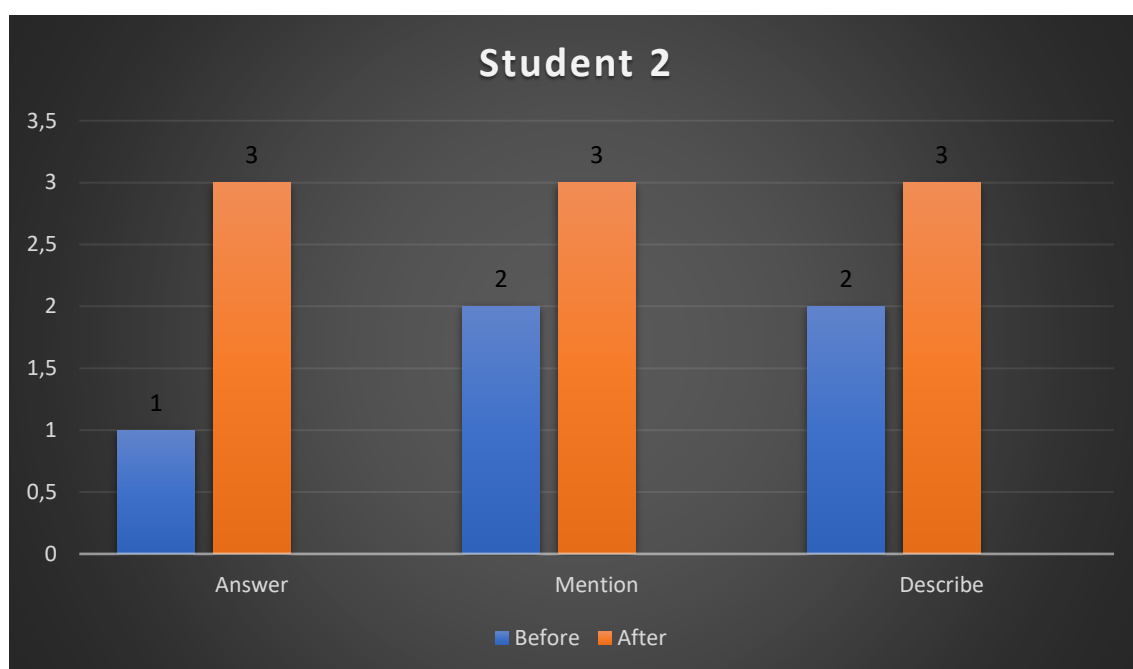
*Figure 1 illustrates the application of the instrument.  
Source: researcher's own creation.*

According to student F.A, before the application of the tool she had difficulty to understand the reading as she had a poor vocabulary, which made it tough for her to understand the aforementioned reading. She has two adequacies one of access which referred to strategic location in the classroom due to vision problems and other non-significant adequacy which led to giving her extra time on assignments, as well as a more detailed explanation; however, she has a considerable delay in their cognitive area. She usually did not answer the questions correctly after having read the reading without using the tool or answered in Spanish, which indicated that she understood a part of what she read. Nevertheless, what the researcher wanted to encourage in the student was ~~is~~ to speak in English. The reading used later was applied with the strategy and a great improvement

was observed in the student, who became more confident at the time of replying, since the researcher did not ask in Spanish, but in English, giving a positive result to the use of the strategy.

## Figure 2

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word" in student 2.



*Figure 2 illustrates the application of the instrument.  
Source: researcher's own creation.*

According to the student S.C, reading without the application of the tool presented to her some difficulty to understand the reading, so she asked everything in Spanish and stated that she did not understand anything. Mostly she answered the activities carried out them incorrectly. She is a very dispersed student, since she found it difficult to pay attention and talked a lot in class, so the researcher had to constantly draw her attention to continue her work; in other words, it was hard for her to be focus on what she should read. After the application of the tool, she was sure, always wanted to answer as she easily understood what the researcher asked to her and also answered properly in the English language, as it was easier for her to understand the reading after the application of the tool mentioned above.

### Figure 3

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 3.

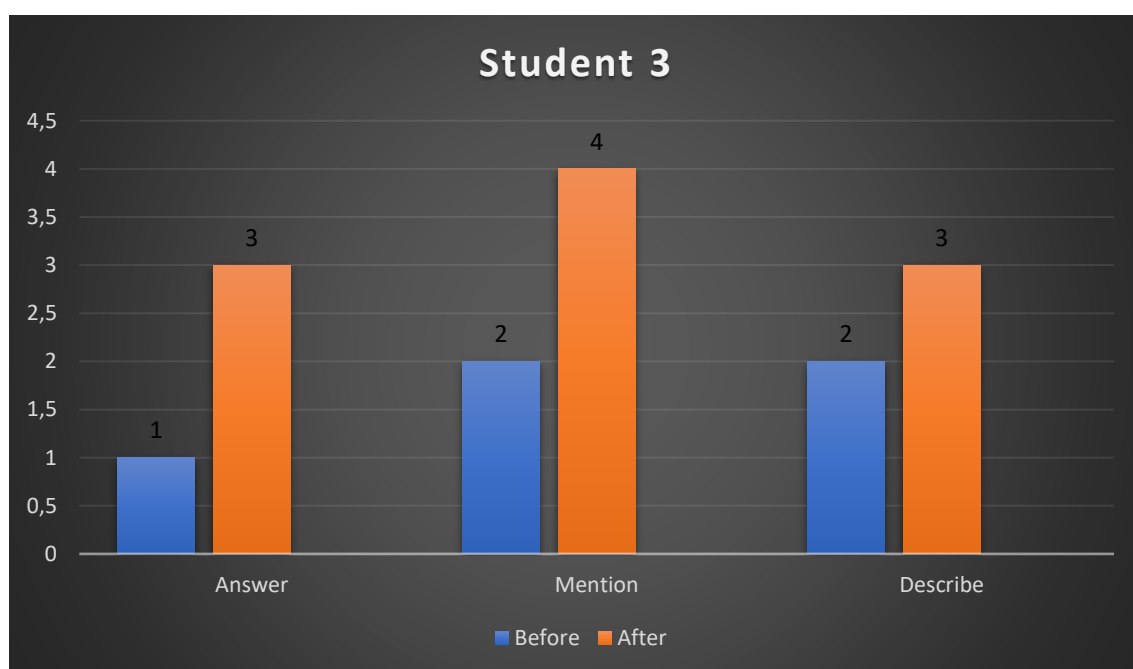
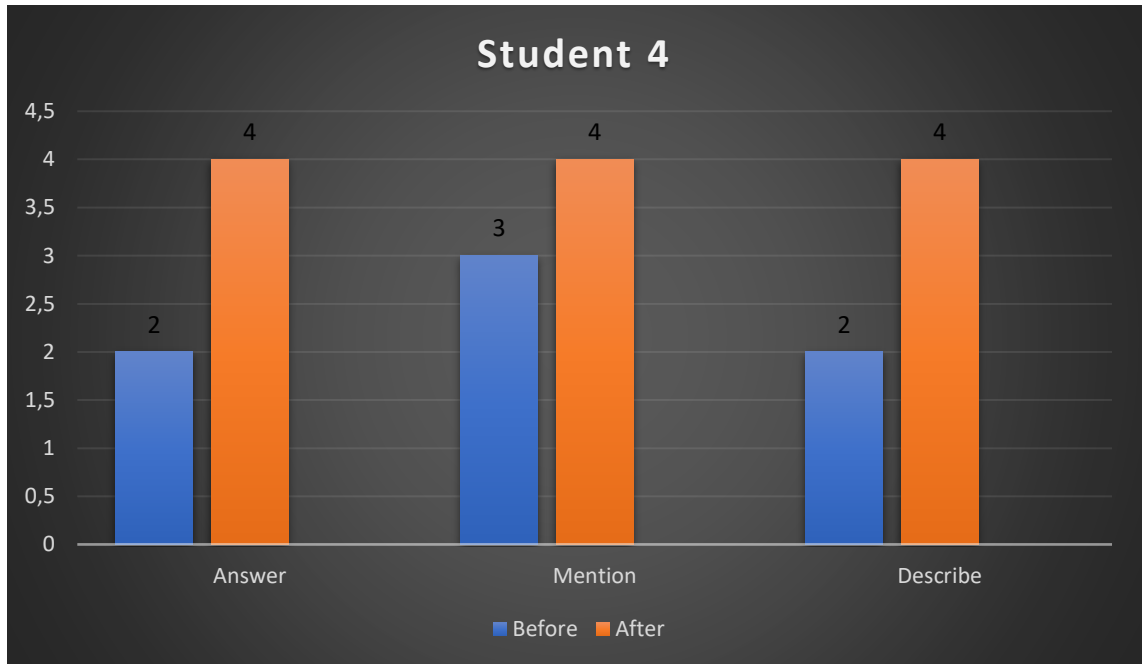


Figure 3 illustrates the application of the instrument.  
Source: researcher's own creation.

M. is a student who has great difficulty when understanding a reading. This year she entered school without having the bases in the English language, which made it difficult for her to easily understand the reading provided, showed difficulty when reading on her own and to answer the questions at the end of the reading. However, she showed interest in the foreign language. Moreover, it has to be said that she showed a great improvement after the application of the tool, as she participated willingly after reading

**Figure 4**

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 4.

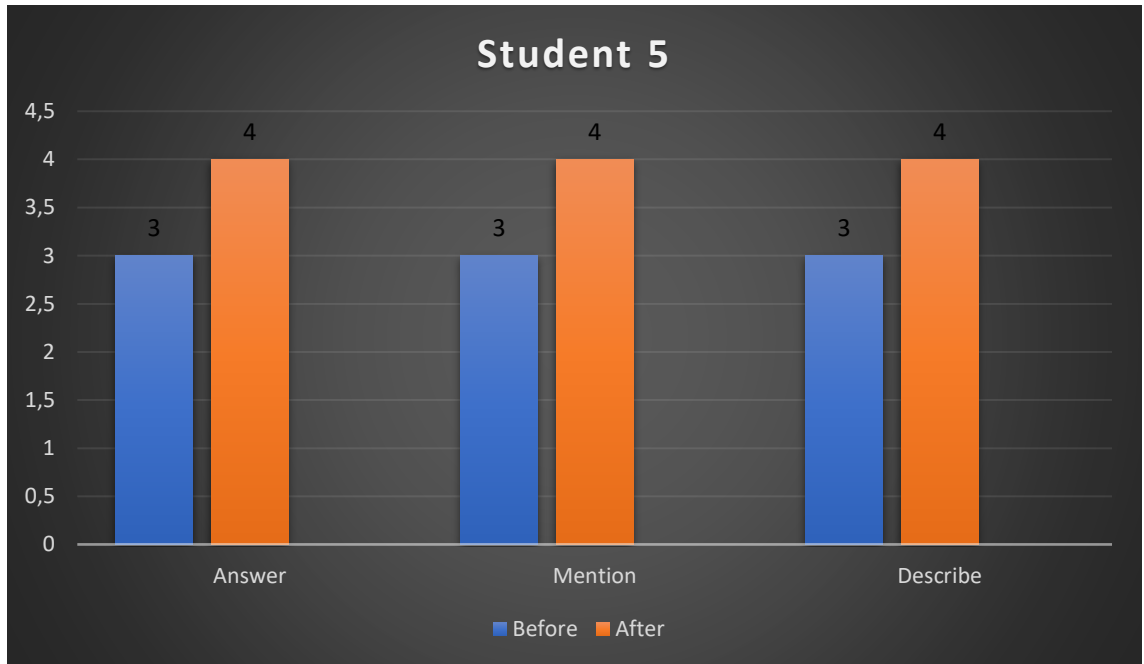


*Figure 3 illustrates the application of the instrument.  
Source: researcher's own creation.*

This is a good student who does not have difficulty in learning and has a lot of support in his home; however, before the application of the strategy he managed to understand reading, he had a difficulty to respond in English, as he became nervous, since he did not like to get a low score. After using the tool, it was noticeable that he was quieter as he knew much of the vocabulary used in the reading; subsequently, in the activities an increase in reading comprehension was shown. He managed to respond in English fluently and appropriately.

**Figure 5**

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 5.

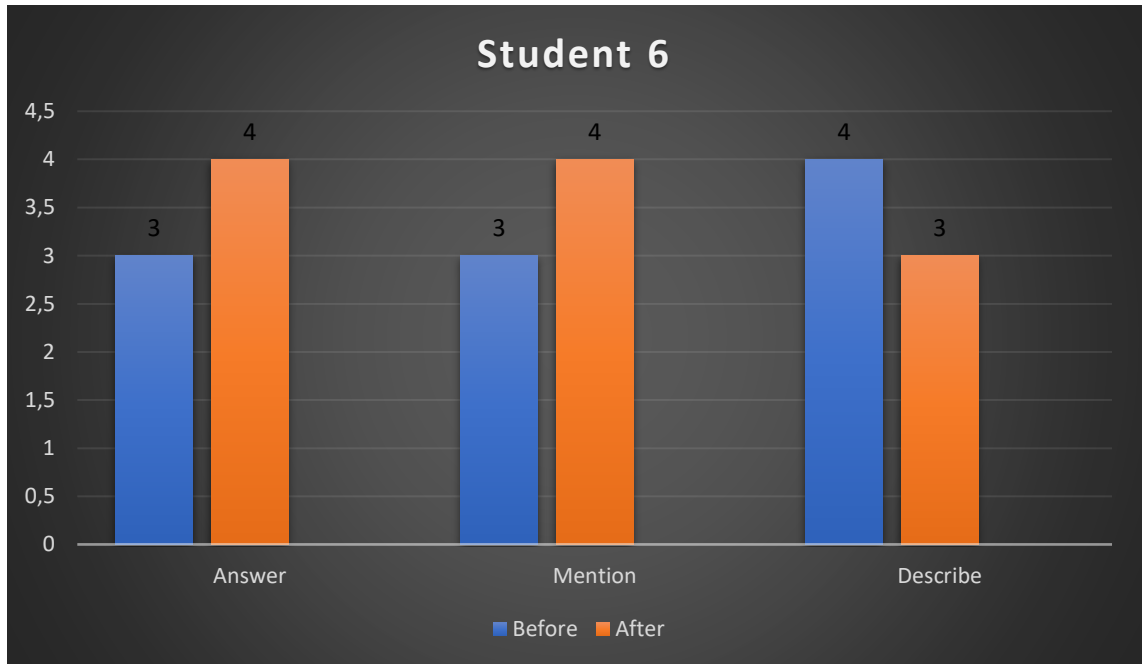


*Figure 5 illustrates the application of the instrument.  
Source: researcher's own creation.*

She is a very intelligent student, she has good bases, plus she did not present any learning problem or attention deficit disorder, which benefited her greatly to understand the reading easily. Moreover, she participated in class liked to learn, and also had a lot of support at home. She further improved her reading comprehension after the application of the strategy, as later she was sure to answer questions in an easy and fluid way without hesitation and managed to improve her oral skills at the time of answering. It was satisfying.

**Figure 6**

Reading analysis “The Ugly Duckling” without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading “The Giraffe and the Magic Word”, in student 6.

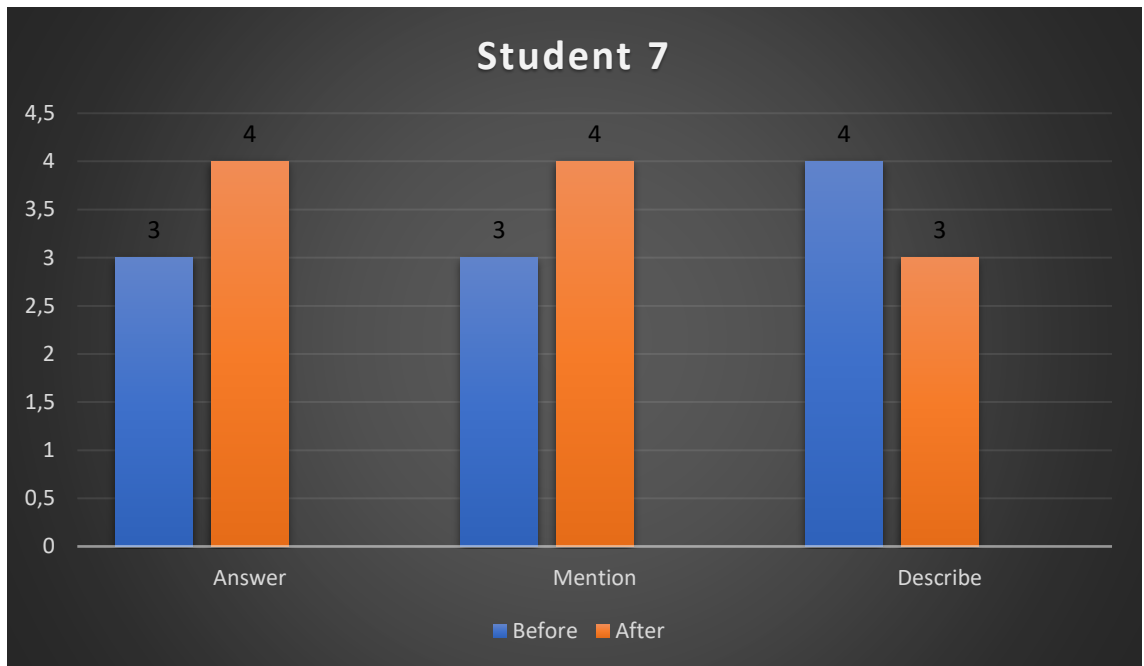


*Figure 6 illustrates the application of the instrument.  
Source: researcher’s own creation.*

She is a good student. She participated in class, she liked to read, she was is a very determined girl, and had a lot of support from her home. Reading without the tool was tough for her, as she had difficulty to understand the reading without any help and when she responded she did not do so in the best way; she was not confident and failed her answers. In the next reading, in which the strategy was applied, she was motivated and confident when performing the exercises and she answered mostly correctly the questions. She found it easier to read when she was given tools, so she could read, understand, and respond to a new reading.

### Figure 7

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 7.

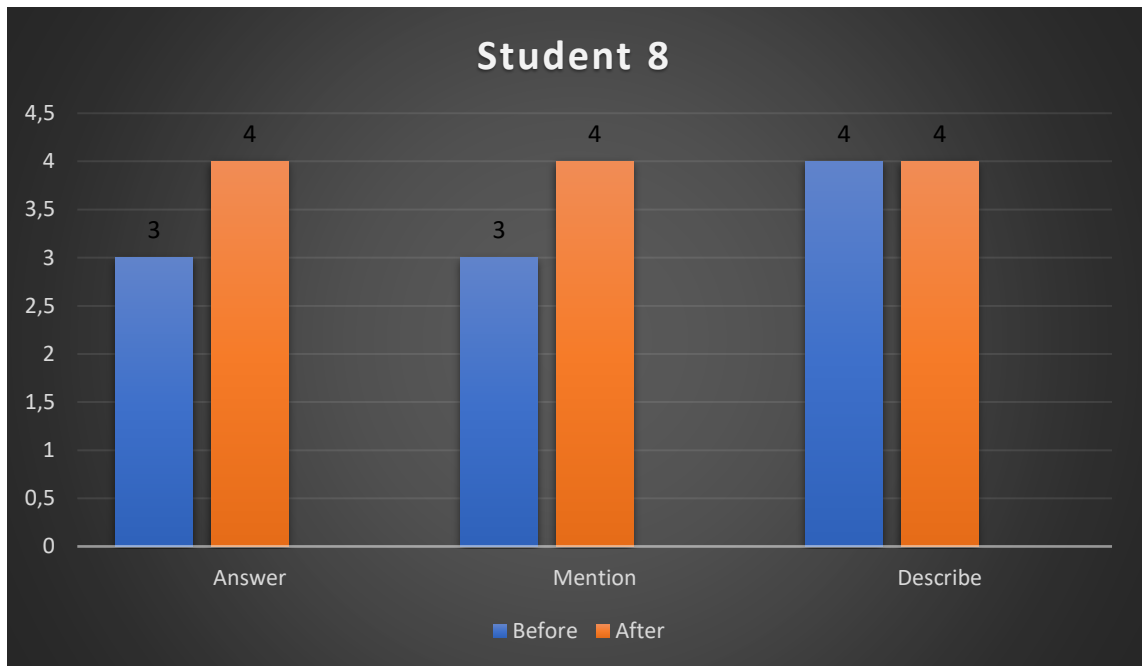


*Figure 7 illustrates the application of the instrument.  
Source: researcher's own creation.*

He is an intelligent child; although, he had difficulty to follow instructions, as he has attention deficit disorder. Moreover, his father is very aggressive, so he tended to be disrespectful to his peers and teachers. Before applying the strategy, he only understood a part of the reading and, at the time of answering the questions asked by the teacher, he presented difficulty to do it English, so sometimes answered in Spanish. strategy was provided, the student presented an improvement at the time of answering the questions, since he answered them in a fluid way and his answers were appropriate to the question asked during the evaluation of the use of the strategy.

### Figure 8

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 8.

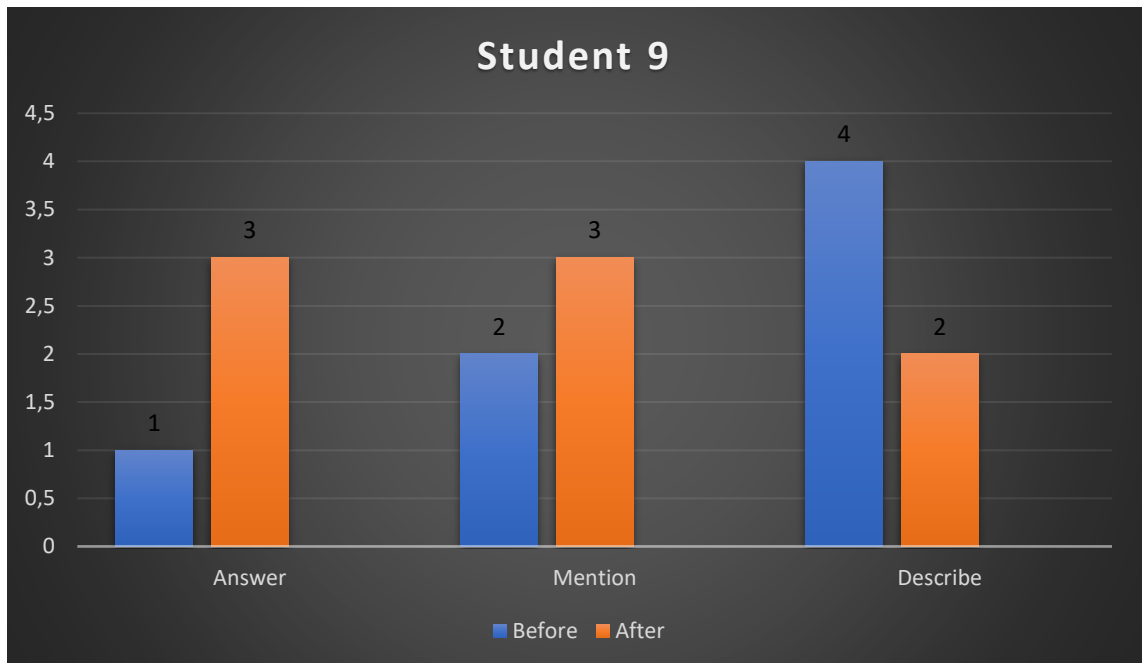


*Figure 8 illustrates the application of the instrument.  
Source: researcher's own creation.*

She is a very intelligent student. She loved to participate during the English class, managed to understand the reading by herself without using the tool to facilitate her understanding. She was usually bored, as it was easy for her to read and usually ended first. However, when the tool was applied, she looked motivated and did not look bored, since as she was busy with different activities before starting reading. At the end, she was very motivated at the time of evaluation, since the researcher it in a more effective way and she showed an improvement in her reading ability, understanding, and answering orally.

### Figure 9

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in the student 9.

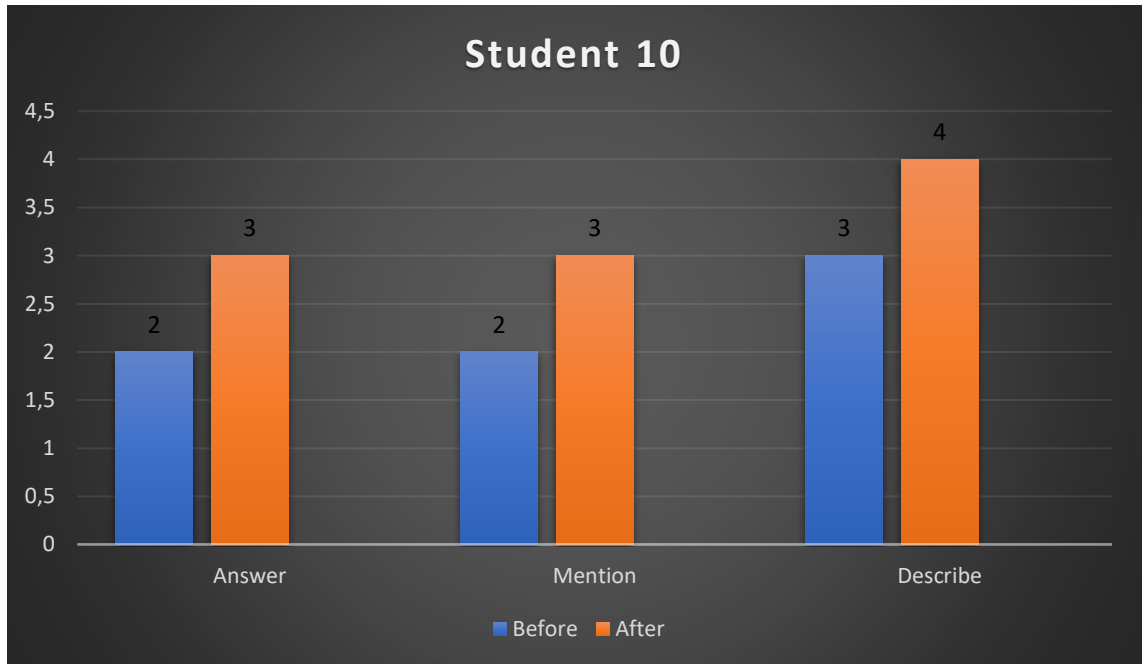


*Figure 9 illustrates the application of the instrument.  
Source: researcher's own creation.*

In this case, the student presents an Autism Spectrum Disorder (ASD), so he does not like noise and most of the time is isolated. Therefore, he did not like to participate and usually did not see the board or cards. When reading, he needed some help, since had a hard time to concentrate and be able to do it by his own. Consequently, in the evaluation, he did not manage to answer with full sentences and even he answered some, questions in Spanish. He was not sure of his answers, he looked frustrated, and he did not understand a thing. After the strategy was applied, he managed to understand the reading, especially, at the time when the CD was used and was able to listen to the reading in English. Moreover, he got to read the reading and at the time of the evaluation he managed to respond in a short, but correct way. He looked happy for his achievement.

**Figure 10**

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 10.



*Figure 10 illustrates the application of the instrument.  
Source: researcher's own creation.*

He is a child who constantly strived, as he has difficulty reading in English and did not easily understand what he read and usually asked for help. Consequently, his scores were deficient in the first evaluation. In the second reading and after the application of the strategy, Gabriel had more security, and he also learned at his pace with the use of vocabulary to understand the reading, so he could answer the answers correctly. The student was always a little unsure or distrustful of his answers; however, they were correct and, although he responded in a brief way, he showed a breakthrough compared to his performance during the first reading.

### Figure 11

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 11.

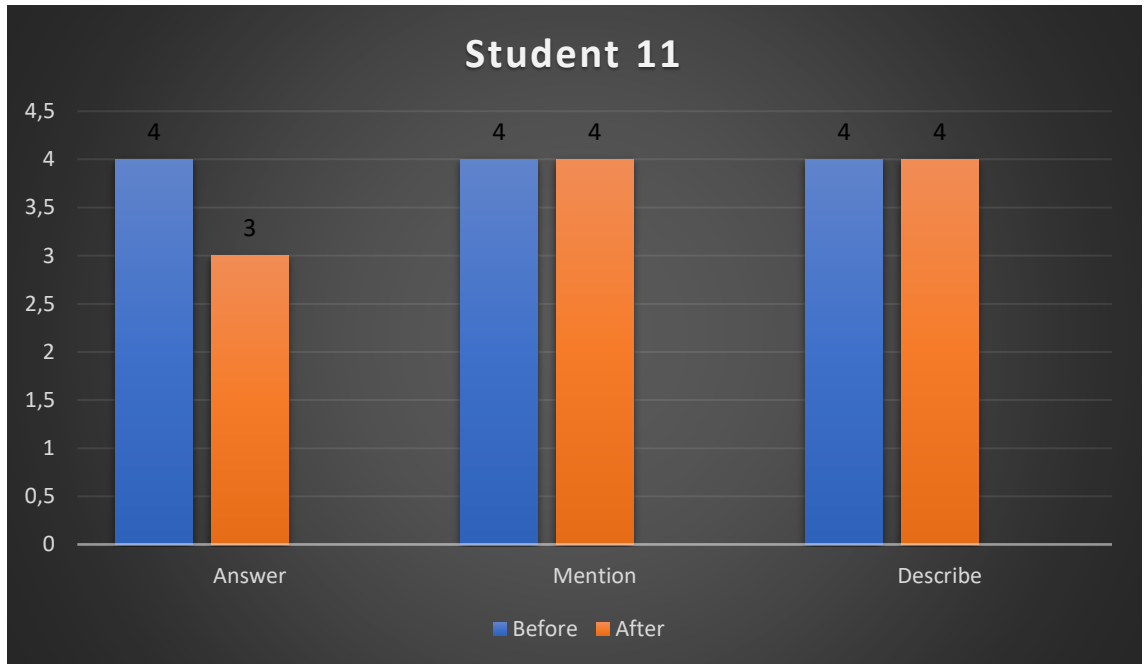


Figure 11 illustrates the application of the instrument.  
Source: researcher's own creation.

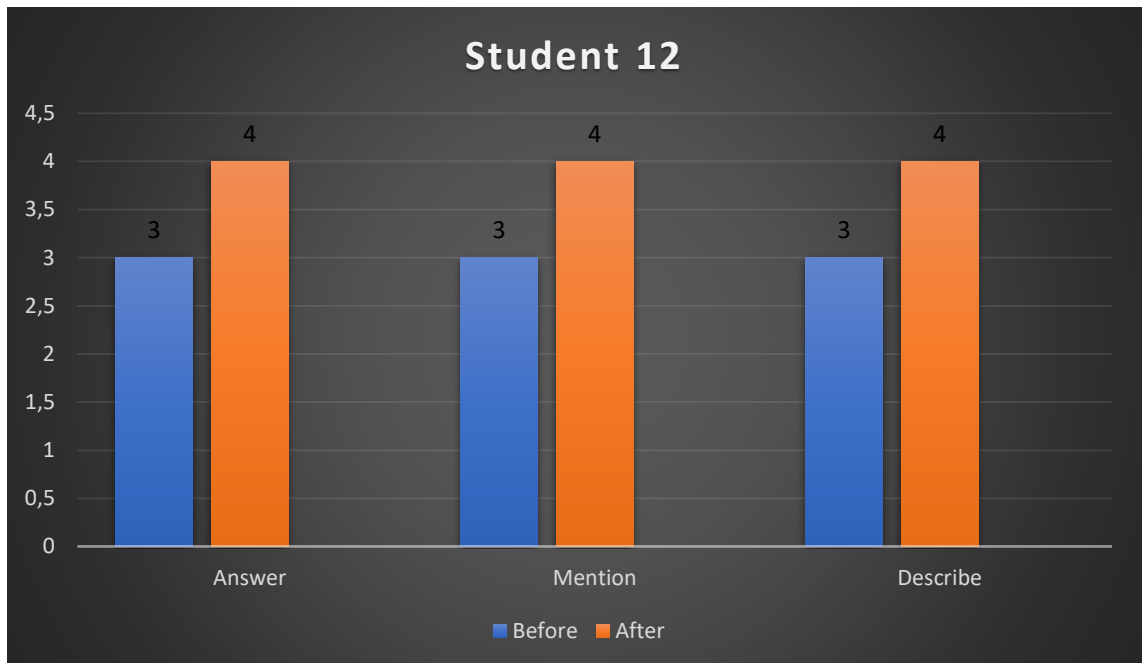
He is a very intelligent student, who loves English class. It should be noted that this student has a particular condition as he is in the Autism Spectrum Disorder (ASD). Daniel has a tutor, who helps him to channel his anger before a crisis begins, as he is aggressive and impulsive, and he does not tolerate losing or giving an incorrect answer. He likes to be first in everything and to get the best grades and if that does not happen, he insults his peers verbally and physically.

In addition, it has to be stated his understanding of the readings was very good and when responded he did it fluidly and almost never was wrong. His performance, at the time of reading, understanding, or responding was not based on the use of the strategy, but on his mood. He could have a crisis, because he did not tolerate someone finishing first than him. Daniel's case is an isolated one, so the researcher must have the control of the class

and know how to deal with Daniel's temperament. The use of the strategy was not so useful when it came to teaching vocabulary or answering in English, as he was able to understand a reading without prior explanation, since he knew quite a lot of vocabulary. However, the tool showed a breakthrough, he kept busy and when it came to answer individually there was no problem because he was not competing with anyone else. This was something good that benefited him and also to these peers, who constantly showed fear that Daniel lost control any time, as he did not know how to control his frustration of failing an answer or being wrong.

## Figure 12

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 12.



*Figure 12 illustrates the application of the instrument.  
Source: researcher's own creation.*

She is a very determined student. She liked to participate in class and if she did not understand something she asked until she got it. Before the application of the strategy and during the evaluation of the reading, she usually asked in Spanish what she should do, and she did not feel confidence as she did not perform the exercises correctly. After the application, she enjoyed reading and looked calm while doing so. At the time of the individual evaluation, she was confident when answering and she did it satisfactorily.

### Figure 13

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 13.

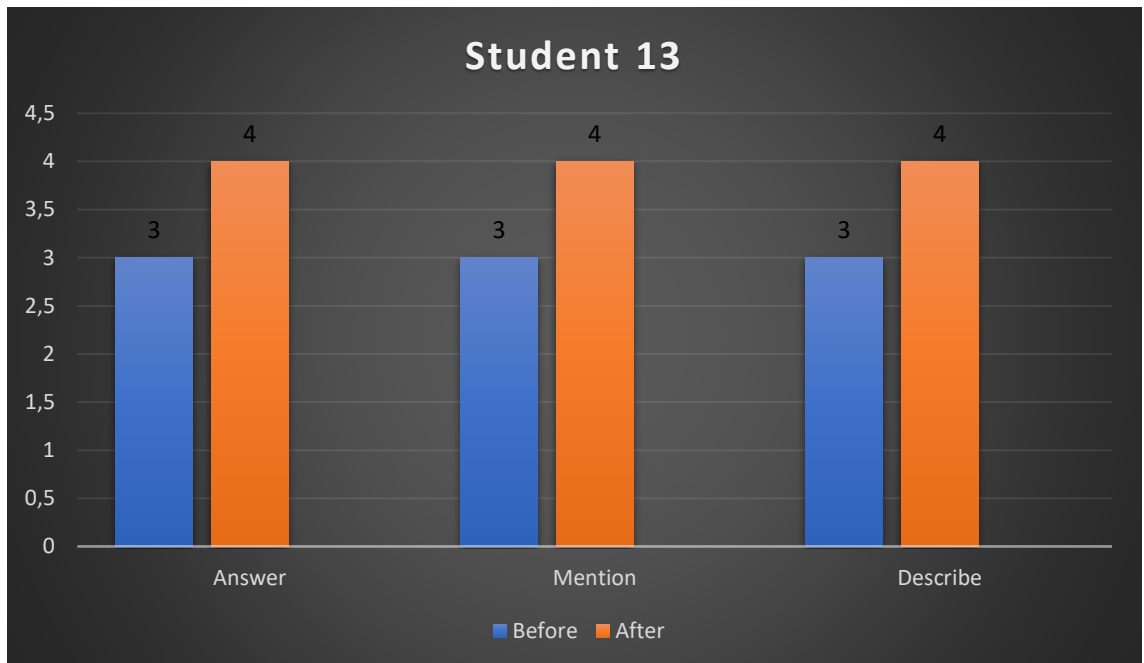


Figure 13 illustrates the application of the instrument.  
Source: researcher's own creation.

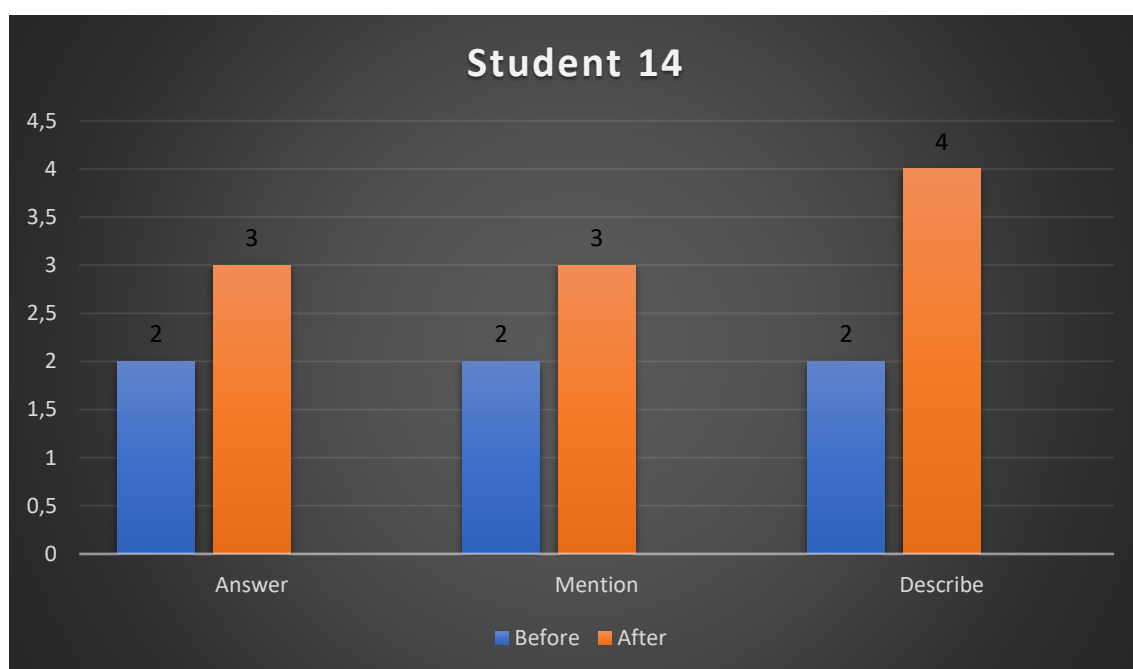
This student has attentional deficit disorder with hyperactivity; nevertheless, he did not have support from home, since his mother was never home for work reasons, so his grandmother took care of him and sometimes a week she had to take him to her work, and, at other times, aunt or uncle took care of him. The child did not live with his father. He constantly asked to go out to the bathroom and was constantly seen out of the school during the learning process.

In evaluation carried out before the application of the tool, William found it difficult to sit and focus on doing his work correctly, so the researcher had to ask him in several occasions to sit and to continue with the assigned work, which was very rarely abided by instruction. The child did not achieve the goal by his own. He must be guided by an adult. After the application of the strategy, William presented a great improvement in

his attention span. The tool was of great benefit to him, since it ~~he~~ kept him attentive during the strategy. At the time of reading alone, he did not remain seated at all times, but he managed to finish reading by his own, which was satisfying because William answered all the questions correctly and in a fluid way, always in his hyperactive way but happy to participate and proud that his answers were correct.

## Figure 14

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student Kristel 14.



*Figure 14 illustrates the application of the instrument.  
Source: researcher's own creation.*

She is a responsible and highly determined child; however, she presented a lag from the English level of her peers. She did not like to read aloud or to participate in class because of the above mentioned, since she was nervous and insecure when reading without any support provided. In Spanish, he said that she did not understand anything. Nevertheless, after applying the tool, she improved markedly as she felt very confident about the information she learned before reading by herself. Moreover, even though, she was shy, she interacted individually, and it gave her more security for doing so in front of her peers and making a mistake publicly. She answered the questions correctly and looked happy and calm.

### Figure 15

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 15.

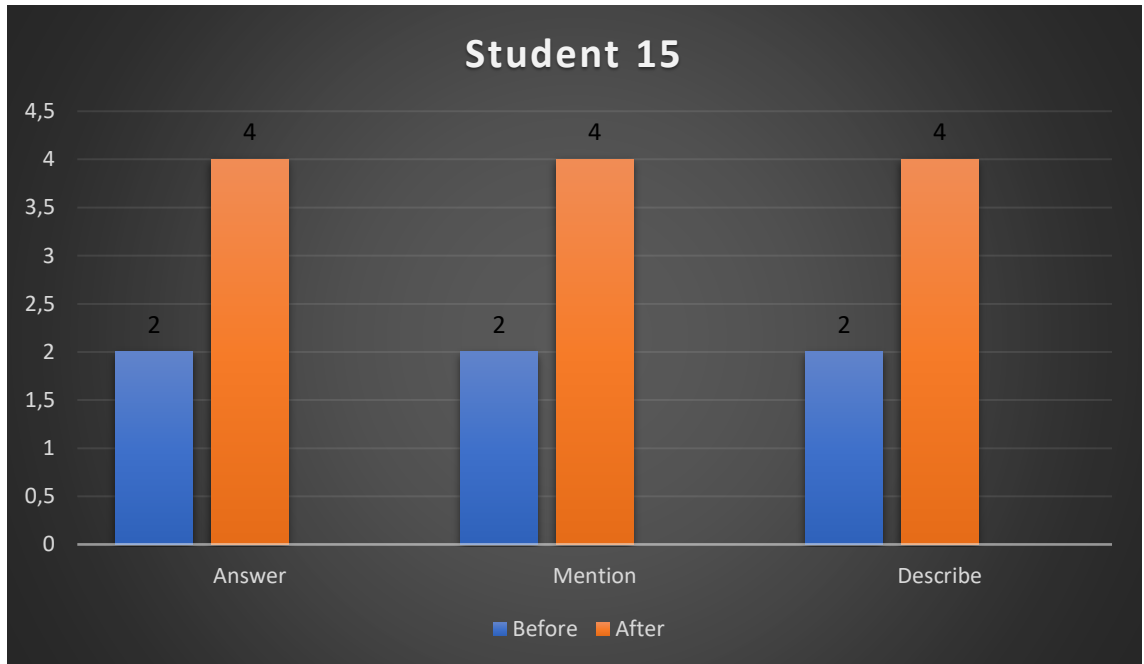


Figure 13 illustrates the application of the instrument.  
Source: researcher's own creation.

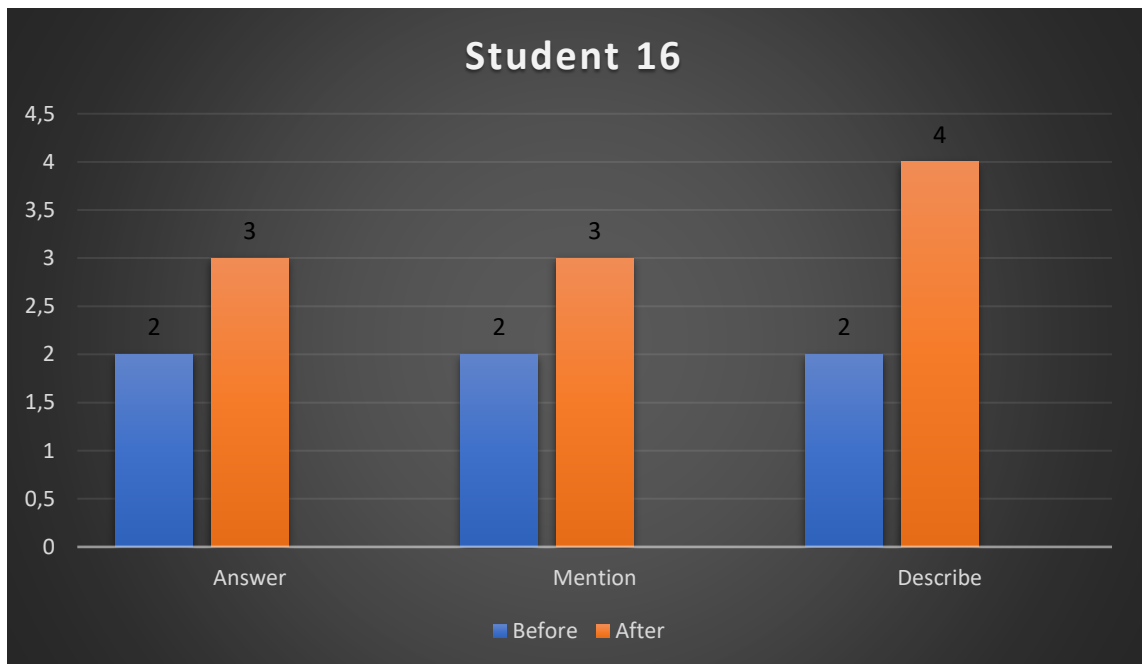
He did not have any problems with the language, is from Limón and they usually speak in English. He reads and spoke since an early age, which was of great help in his performance in class. He is a happy child despite the death of his parents as a child. He currently lived with his aunt and uncle, whom he sees as his parents, his sister, his cousin, and his granny. He had recently decreased his performance and is distracted as he has had many conflicts with Daniel; even, His mother, on several occasions, has commented on taking him away from the institution because of these problems.

He struggled to read, without a guide or help to make his work easier. He was constantly distracted, so it was difficult for him to finish the assigned work. When he was being evaluated, he was distracted and sometimes asked the meaning of the question. After the application of the tool, the child got focused, participated, and could adequately answer

the questions at the end of the reading, which were asked individually showing great improvement.

## Figure 16

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 16.

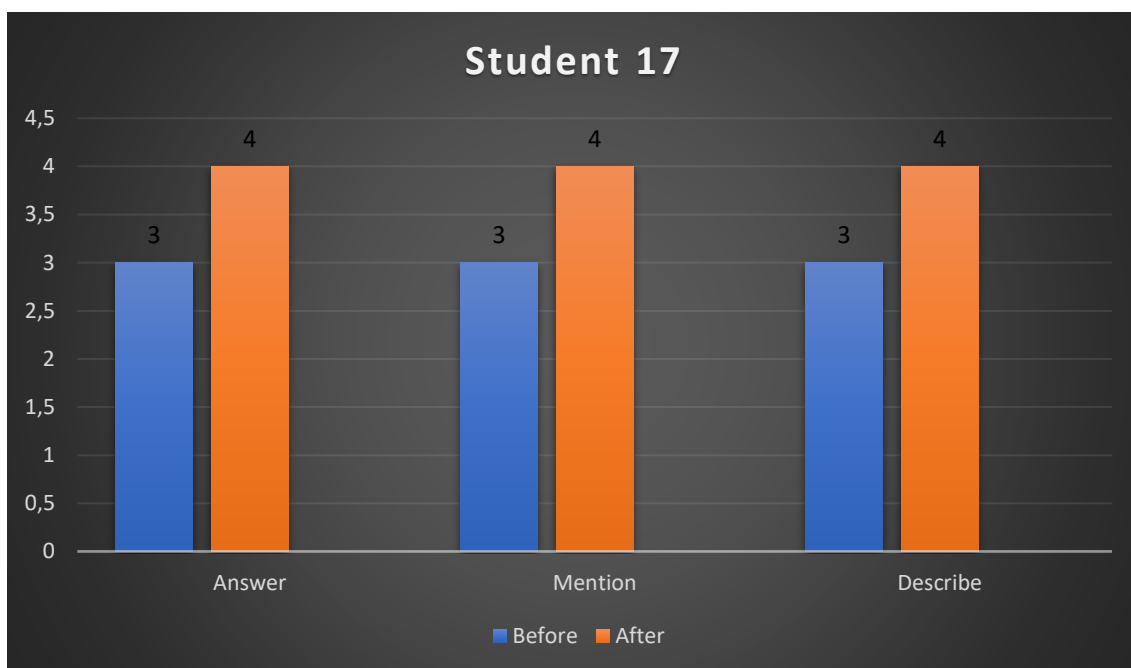


*Figure 16 illustrates the application of the instrument.  
Source: researcher's own creation.*

She is a shy student, so when she did not understand she did not ask for clarification. Moreover, she had difficulty understanding the language, but she was very enthusiastic like to learn, and strived to do her job the best. Before the application of the strategy and when evaluated, she was not given any tools, she performed unfavorably as she had a hard time understanding the reading and even more answering the questions that were asked individually at the end of the reading. In evaluation number two, in which the strategy had already been implemented, she presented a great improvement when answering, as she was calm and confident of her answers, so she responded quickly and satisfactorily.

### Figure 17

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 17.



*Figure 17 illustrates the application of the instrument.  
Source: researcher's own creation.*

She is a very intelligent student who she loved to participate during the English class. Moreover, she managed to understand the reading by herself, without the use of a tool to facilitate her understanding; therefore, she was usually bored, as it was easy for her to read and usually ended first than the others. Before the researcher provided her with the tool, she looked motivated and busy in different activities before starting the reading. At the end of the reading she was very motivated, as the researcher performed the evaluation in a more effective way, so she showed an improvement in her reading ability. The use of the strategy allowed her to finish at the same as the others and she did not get bored.

### Figure 18

Reading analysis "The Ugly Duckling" without applying the bottom-up tool, further showing the improvement with the application of the button-up tool with the reading "The Giraffe and the Magic Word", in student 18.

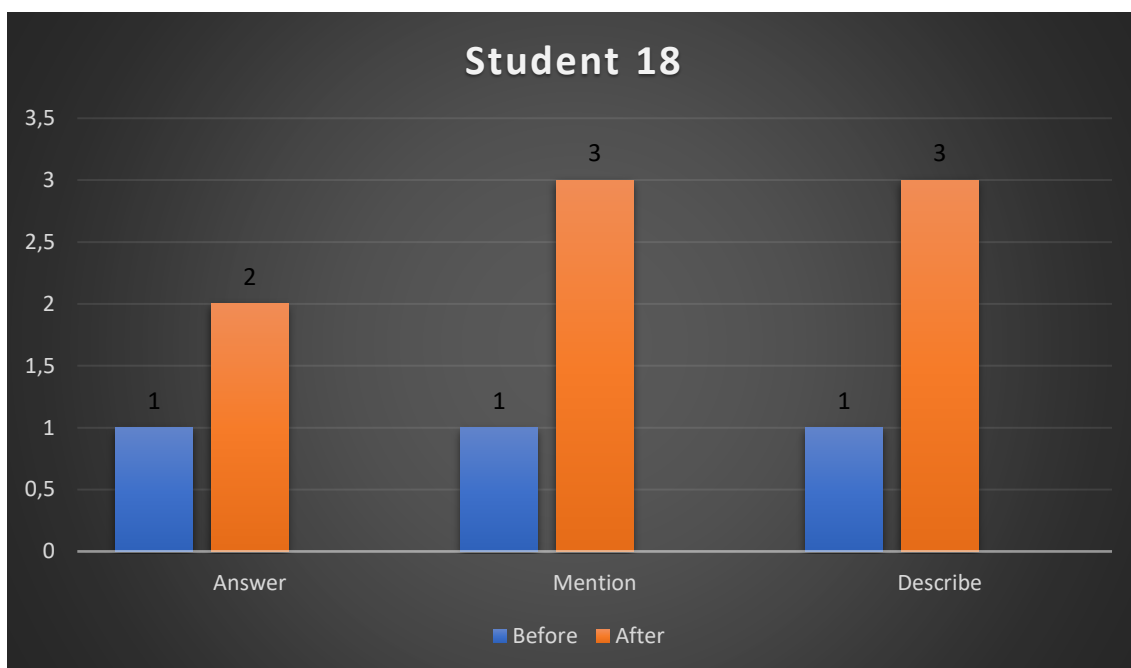
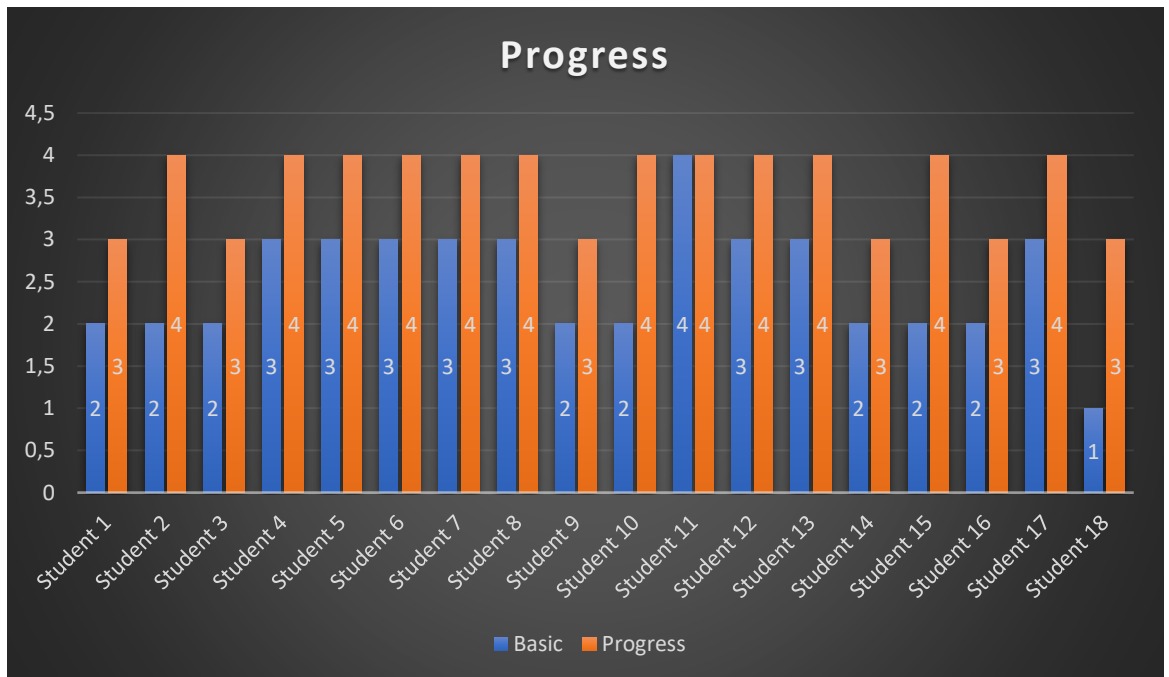


Figure 18 illustrates the application of the instrument.  
Source: researcher's own creation.

She is a very loving and kind student, who entered school in the second trimester. She came from a public school. She had family problems, so they interfered in her academic performance. She asked if she did not understand something that was assigned to her. She needed constant motivation, as she repetitively said that she did not know English at all; consequently, she was nervous during class. She lacked confidence, but if motivated she achieved the goal. In the evaluation previous to the application of the tool, she could not understand the reading effectively and she answered in Spanish in an incorrect way. After applying the tool and during the second reading, she managed to respond in a brief, but correct way the answers made individually. Moreover, she did in very satisfactory, despite the difficulties presented by Dari.

**Figure 19**

This figure shown the progress in eighteen students, after the use of the tool.



*Figure 19 illustrates the progress  
Source: researcher's own creation.*

The tool was applied in a group of eighteen students, in which the fifty percent of them were very good students; nevertheless, the other fifty percent had many difficulties during the learning process before the application of the tool. After the use of the strategy, all of them made a great progress in their oral skill. Half of the students that did not present problems when readings felt motivated and payed attention during the class, so their results were better. On the other hand, the students that had many problems at the time of reading and answering the question orally, had a great enhancement, because they enjoyed the learning process and were able to improve their oral skill, too.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Purpose of the Conclusions

The purpose of the conclusions is to help the readers understanding the results of this investigation on a specific strategy, the case Bottom –Up, which was used in order to determine, apply, and evaluate its effects to enhance the oral skill of fourth graders.

#### 5.2 Conclusions

**5.2.1** To determine the level of speaking of fourth grade students to improve their oral skills in the learning process by implementing bottom –up strategies.

According to the results obtained in the research, fourth graders at the San Antonio of Padua School showed a deficit regarding their level of speech, as most of them had vocabulary and grammatical structures; however, when they had to give their opinion or answer-questions, they felt insecure, shy, or embarrassed to do so. This could be verified through the implementation of the strategy by and interacting with them before the reading and, subsequently, answering questions related to the topic. Furthermore, some of them had certain advantages over their peers; for example, they had home support, an after-school tutor, and ease in the language as they were surrounded by family members who master it, so they became familiar with the language. However, the results obtained from these students were good when evaluated without the use of the tool.

**5.2.2** To apply Bottom -Up strategy to enhance oral skills to speak in English.

According to the results obtained in the research, the fourth graders at San Antonio of Padua School showed a deficit regarding their level of speech, as most of them had vocabulary and grammatical structures; however, when they had to give their opinion or answer questions, they felt insecure, shy, or embarrassed to do so. This could be verified

through the implementation of the strategy and by interacting with them before the reading and, subsequently, answering questions related to the topic.

Moreover, some of them had certain advantages over their peers; for example, they had home support, an after-school tutor, and ease in the language as they were surrounded by family members who master the language, so they became familiar with it. However, results obtained from these students were good when evaluated without the use of the tool. Students underwent a new evaluation after applying the tool, thus showing higher performance in the oral part of the language.

### **5.2.3 To evaluate the application and results of implemented bottom – up strategy.**

It can be stated that the strategy bore great fruit as its goal was to get students to improve their ability to speak in English, which was especially achieved in those with a less ease of mastering the language. It is important to note that fourth graders had some deficiencies in their learning process, as for example their classes are very masterful, the English teacher did not speak English throughout the class as part of it was performed in Spanish. Students were embarrassed to interact with their peers in English, due to fear of mispronouncing their answers. The students were accustomed to working on the book and repeating and writing in their notebooks, which was boring for those who did not present any difficulty with the language and a lot of mental wear for those students who had problems at the time of working in class. Consequently, this made the class to be tedious and it turned out impossible for students to go at the same pace.

Fourth graders had six different teachers in recent years, which may have affected their learning process, as teachers had their way to work. Another determining factor in the level of English of the in students is that they studied day before taking the tests, which is

not appropriate. This because it is recommended that students review daily the topics learned, since to memorize many structures and vocabulary is not achieved in just one day.

Finally, the researcher determined how the application of the strategy helped the evaluated population to improve their oral ability after the application of the tool. In addition, the result showed that students were more confident and motivated at the time of interacting in a language other than their mother tongue. At the end of the exercises and when the results were analyzed by the researcher, the tool showed positive results, as that students not only enhanced their vocabulary, but they also improved their oral ability, as students gave their opinions and their views in a proper way.

### **5.3 Restatement of the Research Question**

The research question of this investigation was Why students cannot speak in English after a long learning process? It has to be stated that the researcher found a serious problem, as English teachers at San Antonio de Padua School tended to teach the classes completely in Spanish; therefore, this caused students not to learn new vocabulary and practice listening. Moreover, However, students said that they cannot receive classes in English as they have very bad bases of previous studies. Furthermore, the classes were completely teacher-centered leaving aside the use of technology, and in the 21st century, is paramount for learning. Nevertheless, it has to be said that clearly books are indispensable, but new and current books, and not non-obsolete ones. On the other hand, students were embarrassed when they tried to speak English as they felt intimidated by some students who demonstrated greater mastering of the language.

## **5.4 Unexpected Results**

A group of good students felt motivated and very active when applying the tool. On other hand, the group of students who had some difficulties to improve their oral ability, seemed to be motivated with the use of the strategy.

## **5.5 Recommendations**

Fourth graders have a level between basic and intermediate, which should not be a limiting factor for teachers, so by considering the above conclusions, the researcher will give some recommendations for develop the oral production of students. First, students should be encouraged to practice with a family member or some virtual method, so they become familiar with pronunciation and vocabulary. Also, they have to read about topics belonging to their level of English that are of their interest. Moreover, they are recommended to have a tutor, who can teach them individually, so that they can be leveled if required or to review the topics learned in class daily.

Second, students must have a study schedule to be able to gradually master the topics that require time, as well as dedication to be able to learn the language. Third, students who have special conditions should visit a professional to prescribe medication to control impulses that interfere with their learning. In addition, the parent is advised to give more support to their children, as they are in the process of learning another language which requires discipline, dedication, and responsibility.

It is recommended to maintain good communication among the student, teacher, and home in order to reinforce weaknesses and encourage the student when he achieves good results.

The foreign language teacher is advised to speak English during class in order for students to become familiar with pronunciation. Moreover, a very important

recommendation to the teachers is to motivate students all the time by providing them with innovative and interesting classes in which they can learn by investigating or playing, without the necessity of a tedious and boring class.

The institution is recommended to constantly train teachers in all possible areas, as in some occasions the student knows more than the teacher about technology, pronunciation, and emergency protocols.

It is also important that teachers apply surveys or questionnaires to their students to learn more, so that they can know what their interests and ways of learning are, to give them readings that can encourage their interest in learning. Moreover, teachers can apply leveling exams to learn more about the weaknesses and strengths of students at the beginning of the school year. Besides, it is important to schedule at least one appointment per quarter with the students' parents to inform the progress or areas that the student should reinforce at home.

## Annexes

### Class Observation – Checklist –Teacher Evaluation

Teacher`s name \_\_\_\_\_

School`s name \_\_\_\_\_

Date \_\_\_\_\_

<b>Criteria</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Teacher uses a lesson plan to teach.			
Teacher has a good attitude to teach (motivation, interest, the students are motivated to participate)			
Teacher uses mother tongue			
Teacher speaks in English			
Teacher uses textbooks			
Teacher encourage students to speak in English			
Students understand the instructions in English			
The teacher involves all the students(She listens to them and responds appropriately)			
Students ask the teacher for help to complete their work			
Students communicate in English with their classmates			
All the students participate in class			
Teacher assigns task and activities during the class			
Students are praised regularly for their effort and achievement			
Teacher uses materials in class in order to explain better			
All the students are treated fairly			
Teacher uses technology during the class			
Learners ask question in target language			
Learners answer questions in English			
The lesson is organized			

Teacher`s Questionnaire

Teacher`s name: \_\_\_\_\_

School`s name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What qualities do you have which would make you an effective teach?

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2. Do you think your students are interested in learning English? Why?

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3. Do you speak in English during the whole class? Why or Why not?

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4. Explain how you as a teacher motivate your students to speak in English?

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5. What strategy, method or technique do you use to improve student's oral production?

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6. Mention two oral activities that you use to encourage your students to speak in English.

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7. From your experience like a teacher, mention some factors that interfere with students oral production.

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## Cuestionario para los estudiantes

Escriba una "x" en la opción verdadera.

**1. ¿Cuál es su sexo?**

- a. Femenino
- b. Masculino

**2. ¿Le gusta el inglés?**

- a. Mucho
- b. Poco
- c. Nada

**3. ¿Su profesora lo motiva a aprender inglés?**

- a. Sí
- b. No

**4. ¿Con que frecuencia su profesora le habla en inglés?**

- a. Siempre
- b. Casi Siempre
- c. Casi Nunca
- d. Nunca

**5. ¿Considera importante hablar inglés en la actualidad?**

- a. Sí
- b. No

**6. ¿Se siente cómodo hablando inglés en la clase?**

- a. Sí
- b. No

**7. ¿Durante la clase de inglés, hablas en inglés?**

- a. Sí
- b. No

**8. ¿Cómo le gusta trabajar en clase?**

- a. Solo
- b. En pareja
- c. En grupo

**9. ¿Cómo considera su nivel de inglés?**

- a. Principiante
- b. Intermedio
- c. Avanzado

**10. ¿Qué es lo más difícil del inglés?**

- a. Escribir
- b. Hablar
- c. Entender
- d. Leer

**11. ¿Le gustan las tareas en inglés?**

- a. Sí
- b. No

**12. ¿Cómo son tus cuadernos de inglés?**

- a. Ordenados
- b. Desordenados

**13. ¿Para usted, es fácil entender una explicación en inglés?**

- a. Sí
- b. No

**14. ¿Presta atención cuando la profesora habla en inglés?**

- a. Sí
- b. No

**15. ¿Qué herramienta utiliza para estudiar inglés?**

- a. Memorizar
- b. Entender
- c. Aprender

**16. ¿Tiene un horario para estudiar inglés?**

- a. Sí
- b. No

**17. ¿Con que anterioridad estudia para un examen de inglés?**

- a. Un día antes
- b. Una semana antes
- c. No estudias

**18. ¿Qué actividad realiza para mejorar su nivel de inglés?**

- a. Ver películas en ingles
- b. Lee libros en ingles
- c. Habla inglés en clase
- d. Habla con una persona que domine el idioma
- e. No realiza ninguna actividad

**19. ¿Qué apoyo educativo utiliza al estudiar?**

- a. Realiza fichas.
- b. Repasa lo visto en clase.
- c. Repite las prácticas de clase.
- d. No realiza ningún apoyo educativo.

**20. ¿Le gusta participar en la clase de inglés?**

- a. Siempre
- b. Casi siempre
- c. Casi nunca
- d. Nunca

**21. ¿Cuál considera que es su limitación para hablar en inglés?**


- a. Poco vocabulario
- b. Mala pronunciación
- c. Vergüenza
- d. Mala estructura gramatical

**22. ¿Cuáles de los siguientes materiales usa su profesora en clase?**

- a. Tarjetas ilustradas
- b. Carteles
- c. Radio
- d. Computadora
- e. Proyector

## **Tribunal Examinador**

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.



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M. Sc. Dinier Amador Serrano  
Tutor



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Lic. Rigoberto Gutiérrez Albenda  
Lector



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M.Sc. Yanith Delgado Chacón  
Representante de Director de las Carreras de Inglés

## Carta del Lector

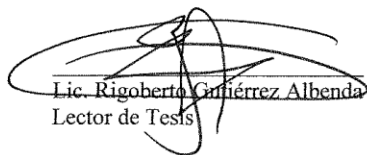
San José, 09/08 de 2019

Máster  
Dinier Amador Serrano  
Director de las Carreras de Inglés  
Universidad Internacional de las Américas

Estimado señor:

La estudiante Karla Díaz Morales, portadora de la cédula de identidad no. 1-1038-0533, ha presentado para su lectura y corrección de estilo la tesina denominada *Evaluation the Effect of Bottom up Strategy to enhance Oral Skill in Fourth Graders at San Antonio de Padua School during the Second Quarter of 2019*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,

  
Lic. Rigoberto Cárdenas Albenda  
Lector de Tesis

## Carta del Director de Carrera

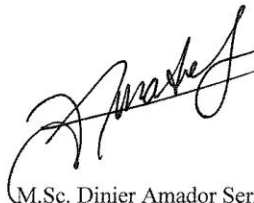
San José, 09/08 de 2019

Señores  
Universidad Internacional de las Américas  
Estimados señores:

El suscrito M.Sc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Karla Díaz Morales, portador(a) de la cédula de identidad no. 1-1038-0533, que ha titulado: Bachiller en Inglés.

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.Sc. Dinier Amador Serrano  
Director de las Carreras de Inglés

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