

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**Improving teaching ESL by focusing on oral expression using
the Direct Method with children from 11 to 13 years old from
Instituto Cariay in Limón, Costa Rica**

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

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Acknowledgments

Throughout the development of this investigation, there were people that motivated me and that were a big help. It is very important to show them all the appreciation they deserve because their help permitted me to continue working hard everyday to be successful not only at the university, but also in life.

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Dedication

This work is dedicated to both my parents that were the key of my development in life. Without them, this work couldn't be even planned or my career started, so all the effort placed on this script was because of them and their great job raising me.

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Abstract

This investigation will not only compare the differences between Limón Creole and American English taking into consideration grammar, structural and phonetical aspects, but also analyze how those differences affect the way in which a specific community with Limón Creole roots speaks; in this case, with children from 11 to 13 years old from Instituto Cariay in Limón, Costa Rica. All this to apply a methodology to achieve them to speak American English rather than a combination with Limón creole's grammar, structure or even phonetic aspects. Also, to try to improve some areas of the province (education, economic, among others) by making their community speak a more commercial English.

Resumen

Esta investigación va a comparar las diferencias gramaticales, estructurales y fonéticas entre el inglés criollo de Limón y el Inglés Americano y también como una sociedad sujeta a raíces Africanas que hablaron comúnmente el Inglés Criollo de Limón y que puede afectar la menra en la que hablan hoy en día; en este caso, con niños éntre los 11 y 13 años del Instituto Cariay en Limón, Costa Rica. Para esto, se aplicará una metodología junto con técnicas para que ellos se concentren mayormente en la expresión oral del inglés Americano y no el criollo de Limón teniendo en cuenta los factores antes mencionados. También, con todo esto se tratará de mejorar áreas en la comunidad de Limón (educación, economía, entre otras) al hacerlos hablar un inglés más comercial.

Chapter I

Introductory Framework

Wilkinson (1991) suggests that along the totality of the introductory framework chapter, the reader will be able to know the relationship of the background with all the information that was used for all the research documented in this work. The purpose of this chapter is to help all the readers know how this investigation is related with other researches. The topic of this investigation is using the Direct Method in order to improve the English level of children from 11 to 13 years old of the Instituto Cariay in Limón Costa Rica.

The reader will also find out the focus of the investigation and what the researcher wants to achieve with such a goal in the society of Limón and how to help to fulfill an issue that they are currently passing through with their economic status because of lots of losses of jobs and the number of people that are moving to other provinces in Costa Rica to find better job opportunities or better education that for all people is very important, as it can be seen in a recent study from the web page inec.cr (Censos Nacionales de Población y Vivienda 2000 y 2011, 2011). In this case, that goal is going to be related with education emphasizing ESL (English as a secondary language) and how they can take advantage of the results of the investigation to grow as people in isolation and as a society and find a way to improve their life qualities staying in the province rather than moving to other places.

1.1 Problem Statement

According to Herzfeld (1978. Pag. 1), in Limón, Costa Rica a lot of people are used to speaking a dialect of English that is called a creole, a dialect that African slaves who arrived to Limón spoke in the years 1930's in order to get communicated with the people that controlled them. The majority of children that study there are influenced by the creole English pronunciation and morph-syntactic variants that most of the old adults in the province use on an almost everyday basis to speak with their friend or relatives. Therefore, it is crucial to teach in schools how to use correct grammar structures and pronunciation of American English that are often changed and adapted to their mother dialect for them to be able to speak a more American standard English. If schools teach the differences between the creole English that is spoken in Limón, American English and the rules to speak a more popular English, there can be a huge improvement on the students' knowledge since they are going to be able to comprehend better the correct way of speaking American English.

It will be better to start from fourth grade since students from a very young age can practice it more through the years when having the correct rules, and once they are older, they will have a better American English pitch and a way better fluency. An excellent way to start achieving that students from fourth grade get better American English skills is by including the Direct Method in the classes; the question is, how would the Direct Method improve English in children from 11 to 13 years old in the Instituto Cariay in Limón, Costa Rica? By doing a deep research into this topic, it can be proven that the Direct Method can make a huge difference among the students of that education center and help them improve their American English communicative skills regarding grammar, pronunciation and a very important skill, fluency.

1.2 Objectives of the investigation

1.2.1 General Objective

Apply the Direct Method to children from 11 to 13 years old in Instituto Cariay in Limón, Costa Rica in order to improve children English skills.

1.2.2 Specific Objectives

- 1- Analyze how the Direct Method will improve English of children from 11 to 13 years old in that institute.
- 2 -Discover the morpho-syntactic differences between Creole English and American English.
- 3 -Sketch the benefits of the Direct Method in English.

1.3 Justification of the study

The investigation finds out how the Direct Method will improve English in children from 11 to 13 years old from Instituto Cariay, Limón, Costa Rica which is crucial because the Direct Method is a method that teaches not only pronunciation, but also the grammar structures of the language that is studied, in this case ESL. This is very important for a person that has influence upon the people who speak a dialect of that language, which, in this case, is creole English, so they can get used to the way in which the majority of people speak that language and have a better communication with them. Obviously, it is not a bad thing to appreciate the legacy of the ancestors of each society because they let everyone know how each country or population used to behave, communicate and interact with each other and also, how each society began, but it is important to make significant changes in all areas of

life in order to improve and avoid getting stuck in a paradigm that won't let that society improve as it is happening in Limón these days.

The president of the CCITUL stated in La Republica newspaper that Limón is currently passing through a critical situation with a low of losses of jobs mostly in the central canton, so it is more than evident that something needs to change in order to make sure their economic stability can be reestablished. They can not only depend on a single pillar that in this case is the huge amount of tourists because even though it is very helpful for them, the tourism rate can drop significantly if something affects it like in the case of the pandemic of COVID-19 that is currently hitting the entire world and blocks people from being able to travel or visit the beautiful beaches and hotels that are located in the surroundings of Limón due to the fear of getting infected by this virus that is able to kill people. That's why Limón needs to seek for other ways to grow economically.

All children, since they are young, need to know the bases of American English. This language has been a very useful tool for economy, society and communication among nations of the world because it is spoken by over 1 billion people all over the world as their first or second language in 195 countries with 67 of them having it as their first language according to ST George International (How Many People In The World Speak English?, 2015). That means that teaching ESL with the help of the Direct Method will drastically improve their English communication skills by letting them know the correct structures and pronunciation patterns they must follow in order to better communicate with almost all people around the globe and understand how those structures and pronunciation patterns differ from their mother dialect. That way, students are going to be able to take advantage of all the skills they will develop and leave behind their current language variants to build a better future not only for them, but also for all people in the province. If they do that it can open many job opportunities that require skillful English speakers as a must because they are related with people that live in the Unites States and their main language is English.

With the Direct Method, teachers can introduce their students through the process of acknowledging how to correctly speak English in a very high level by covering the grammar structures of the language inductively. By doing it that way, they can better understand how English works without covering all the tenses and rules isolated as well as how to pronounce correctly the words for them to speak correctly and fluently as we can find in the recopilated book "Antología Didáctica I" (2015. Pag. 13) from the Universidad Internacional de las

Américas by the teacher Licda. Yenori Edwards that works for the same university. The Direct Method has many techniques that will help in the process of achieving teaching English to students of fourth grade in a much better way. If teachers follow this method rules, it is evident that students from Limón will have a significant improvement in the way they speak.

Throughout the years, people in Limón have been losing their jobs drastically, and they currently depend very much on tourism since it is very large in Limón, but as mentioned earlier, tourism in any place can get compromised due to external situations that people in charge cannot control. With the help of the implementation of the Direct Method in the classes of children from 4th grade from the Escuela Líder los Corales, a lot of new and better job opportunities can reach the province like in the case of the company called Sykes that is constantly growing and expanding through the country and if they notice that in Limón there is a potential, if Limón population grows in terms of English, they can consider expand in there and provide job opportunities to all those students that learnt ESL since they were kids and in the future, they as adults are going to get more skills to fulfill the positions opened for them instead of just leaving behind the province in order to look for better options in the capital or other provinces. In addition, it is important to mention that this company doesn't ask for a university degree, so a lot of opportunities can be taken from it. If this method becomes practical, maybe other teachers from other schools can include this method within their classes to complement students' knowledge of American English and get it better and better every day.

1.4 Antecedents

1. International

-Africans in the American continent

At the beginning of the history of the African population in America, when there was an increase in the production of coffee towards the end of 19th century and a more direct way out of shipments of the coffee was needed, as Ken C. Williams (Lest We Forget, 2001) wrote in his investigation for the webpage "Lest We Forget", it can be noticed that in 1871 the first African population arrived to Costa Rica; more specifically to the Caribbean coast. They were contracted by the American companies that were in charge of the railroad that transported the coffee from San Jose to the coastal town of Puerto Limon in order to work for them. Their slaved population was the only one that could stand the illness called Malaria

that the Chinese and Italian workers couldn't resist, so that's why the African people that the Americans in charge of the railroad brought were the only ones that could stand it and did not die.

According to Jeanetta Owens (2003) after a visit to Limón, Costa Rica, to an event called "Día del Negro y la Cultura Afrocostarricense", to which national students invited her, she noticed immediately that all the children on the event had a very great appreciation for the African culture that was a heritage for them since the first African population came to the province. She states that all the people from the province kept almost all the culture from their ancestors when they first arrived to Costa Rica, and they enjoy very much celebrating being black people. They also have a special day to celebrate their heritage that is called "Día del Negro y la Cultura Afrocostarricense" that is celebrated every August 31st, the same date that their population started to have rights in Costa Rica and the world.

Natalia Cedeño (Día de la Persona Negra y la Cultura Afrocostarricense, 2018) documents that the celebration of "Día del Negro" started on August 31st, 1920. This was the chosen date for the celebration since the "Declaración sobre los derechos de los negros" was signed in the same date in the "First International Convention" that took place in the Madison Square Garden in New York and the name was changed to "Día del Negro y la Cultura Afrocostarricense" after another declaration was signed and also, on August 26th 2018, there was an article on the newspaper "La Gaceta Digital" that became official the law number 9526 that positions the month of August as the historical month of the afro-descendants in Costa Rica. The celebration has been existed for more than 10 years from now. This celebration includes a variety of activities like the exposition of art works of artists from Limón, speeches about the health of black women, forums and educative conferences, the tournament of traditional games for children, music, and traditional food, among others.

Also, the most exciting and meaningful activity for all the citizens of the province is the Grand Parade. This parade activity has existed for the last 15 years. With this parade, they celebrate the Black Culture and Values with musical presentations, dance, coaches and traditional clothes created specifically for this parade. Finally, the parade closes at the "Black Star Line" building with a big celebration party. This high appreciation for their heritage has repercussions in their progress. It is very great that they do this celebration, but also they need to aim to progress and break their paradigms in order to improve their lives and their

province and give Limón a new, but much better beginning, and there it is where this investigation takes place.

In addition, if people want to know a little more about the history of the life of the African people in Limón, there is a novel book people can read about love and passions of the African leader Marcus Garvey called “Limón Blues”. This book was written by the popular essayist and novelist called Anacristina Rossi in 2016. The book places all the events that African people passed through once they arrived to the Caribbean coasts to work in the railroad by the hands of the Americans in charge of it. This story is based on the articles of the newspapers that were published by Afro-Antillean community of Limón, Costa Rica. If you read this book, you can experience how the life of the African people was when they arrived to Limón, all the events they had to pass through and how they overpassed the adversities. This books states that the author wanted to make people think about the African splendor and depth that needed to be integrated to Costa Rican society to enrich it, but all that was ignored and impeded by the ignorance and racism of all the people from the Central Valley of Costa Rica. Finally, this novel exposes the answers the questions, what Limón is and What Limón and their population were, so we can acknowledge their past, present, history, fights, loss and their will to keep standing.

2. National-American companies impact in Costa Rica

Monica A. Ranking in a recent book called *The history of Costa Rica*, (pag. 80), documents the instances when the first American companies arrived to Costa Rica in order to help with the railroad and the exportation of fruit across Costa Rica. This book that was written by her in 2016 is about all the history and events that Costa Rica society has being through stating with the colonial era in the country. In the 6th chapter called “The Banana Republic”, she starts to describe the events of a very important moment in the history of Costa Rica. These events are crucial for the investigation because it is when ESL education becomes very important for the citizens of the country, much more than it was before. It is also when the English teachers of the country got more experienced in their areas because of the information resources they could get from American teachers through interchanged positions with them for a determined period of time in order to create more experiences and get plenty of education skills. This could happen thanks to the impact of the English culture and American companies within the Costa Rican society and economy sustainability according to what the Archivo Nacional de Costa Rica documents.

At the very beginning of the chapter, the author of the book starts to write about the classic novel *One Hundred Years of Solitude* by the much known Colombian writer Gabriel José de la Concordia García Márquez. She talks about this script because it is related almost in its totality with the history of the “United Fruit Company” in Costa Rica with a few differences including the fact that Márquez’s novel takes place in Colombia and that the tragic events of the story never actually never happened in Costa Rica. The novelist also relates the American company called fictional “Banana Company” with the very real purpose of the real “United Fruit Company” within all Latin America according to his own point of view.

Then, Monica Ranking continues talking about the importance that this company started to gain within the country export economy since this company originated and developed at the same time as the first railroad in Costa Rica. The railroad and the Banana Fruit Company in the late 90s and the beginnings of the 20s represented a lot for Costa Rican people; they represented modernity, economy, growth and a very significant progress for them. Because of the relationship of the owner of the company, Minor Cooper Keith, and the Government of Costa Rica, this company expanded in a fast rate through the country, so this company could control more the economy of the country.

Finally, it is very important to note that more and more American companies, besides the ones that first arrived, have been setting into Costa Rica for many years giving sturdy job opportunities to a lot of people and increasing the economy of the country. The digital page of the newspaper called *La República* (Conozca las empresas estadounidenses que invertirían en Costa Rica, 2020) affirms mentioning that much more American companies want to invest in the country since they see a very great potential in it like in the case of LinkedIn, HP, Aruba and Hewlett Packard Enterprise. Some of the companies that offer work to people that live in Costa Rica require as a must speaking English since they relate with people from United States in order to provide them with services. Some of the companies that offer job opportunities with English as a must are Amazon, Sykes with plenty of accounts with different clients that have a significant importance for the citizens of the United States as it can be seen in the web page of Expo empleo (¿Cómo es trabajar en Sykes Costa Rica?, 2018) and many other that offer also great salary options with flexible schedules for people to choose from. In addition, it is important to address that some of these companies just require from the people that are interested high school bachelor degree in order to be able to work

for them since they provide training sessions for the new hires to get familiarized with the product and all the systems that are needed for performing the different chores.

3. Historical

-World War I and II impact in the education of Costa Rica

It is not a secret for anyone that the “Great War”, as the World War I is known, brought with it several changes to the world. This tragic event in history made almost all the world people change the lifestyle they used to have before the war because nothing was the same after it. Education was one of the factors that was very different after the events of the war as Garnier (1991) records.

In Costa Rica, in the book *Cronología de la Educación Costarricense* by Bernal Martínez Gutiérrez (2016. Pag. 7) he evidences that Costa Rica was one of the countries that was affected by the great conflict that this war caused. The author stated that the people in charge of education needed to take serious actions to reduce the impact that the conflict brought to the education of the country. Some of the actions that were taken were creating the farm-schools as an alternative to the loss of resources from the regular schools of the country, so children could still go to learn. Also, special programs for classes like the ones that were published by Brenes Mesén for both rural and urban schools to cover the social and humanistic bases he wanted to transmit to all the students, so they could insert in a better way to the society after all the issues the were brought. All this doubtlessly achieved that education in Costa Rica could be saved.

Regarding the World War II, The 40's decade was a period of world history that was full of armed conflicts, discontents, political turmoil, and struggles between peoples and oligarchic groups. According to Garnier (1991), the ones who wanted to access to the socio-economic structures and fought for an active politic participation in the country created the space for confrontations between the minority agro-export and commercial-import sectors and the broad sectors of the population. And, even though the World War II conflict was hitting the economy of the world, Costa Rica was getting prepared to confront economic, politic and social transformations due to the changes in the past decade which were connected with the country's current situation. Even though the conflict was hitting the economy and education of the world, Costa Rica was getting prepared to overcome economic, politic and

social transformations due to the changes in the past decade which were connected with the country's current situation.

Despite all the inconveniences that these two great conflicts brought with them, Costa Rica currently has a very strong educational structure. In the web page CostaRica.com (COSTA RICA'S EDUCATION SYSTEM, 2015) in a publication by Long. A, talks briefly about the evolution of the educational system in Costa Rica and how it has been improving through the years. They mention important achievements of the educational system of the country like that the education in Costa Rica became free and mandatory for all its citizens; that way, more people could be able to have a proper academic education. The writers of the publication in the website also talk about the economic investment that the country made for the education in Costa Rica with around the 30% of the national budget for primary and secondary specifically.

Finally, the web also talks about the excellence of the private schools that offer a variety of languages in their plans and different degrees like the International Baccalaureate Diploma that is accredited by the IBO in Switzerland, and a U.S. High School Diploma that is accredited by the Southern Association of Colleges and Schools (SACS). Also, universities provide plenty of great options with academic excellence, and there are a lot where students can pick from with both options public and private with different careers depending on the students' desires and personal goals.

1.5 Scope

There are definitely plenty of goals that this investigation wants to achieve, and those goals can be significant for a society to take advantage of the results that this research can get. If teachers from other education institutions in Limón read this document, they can notice how their classes can drastically improve in quality and significance for all their students. Here, the researcher shows the limits of the investigation and the results that can be found after applying it with the main social social resources which are children from 11 to 13 years old from Instituto Cariay.

First, it needs to be known if the teachers in charge of children between 11 to 13 years old from that institute that the researcher wants to reach know something about what the Direct Method is and all its characteristics. If by any chance they do not know or know just a little, but have never applied it to their classes, the researcher will explain the method and the techniques that are used in order to perform this method successfully as well as the roles

they need to fulfill and the ones their students need to in the classes where this method is applied. So they can get familiarized with all the characteristics of the Direct Method. Knowing the method basics and its potential is crucial because if the teachers know nothing about it, they cannot take advantage of all the good things this method can bring with it in order to improve their classes and planning.

Then, the second goal of this investigation is to achieve that a class would be successfully given using the techniques of the direct method to the fourth graders. If the Direct Method is used in a very well planned and specific way, it can be shown that the students will be able to acknowledge better the topics they need to learn according to the MEP programs and, at the same time, improve their English knowledge and abilities beginning with that class and become better and better every day and get all the useful skills that they may be passing away. For achieving this, there will be a plan that will contain techniques from the method and certain activities to complement the topics that they need to learn that day.

Also, for all the students to better understand how they can improve their English skills, they must take in consideration all of the different aspects within creole English and American English. If all the students achieve to know the differences, they will know what they must not do while speaking to others in English, so that will improve their grammatical structures and their pronunciation skills for this meaningful language and other people can better understand them as well.

Finally and maybe the most important and greatest goal of this investigation, the final goal, is to achieve giving people from Limón a new beginning or an economic and social bust for the rest of their lives. Since people of the province are passing through loss of jobs and less job opportunities right now, as it was mentioned before, knowing English can be very useful for them since this language has become a key of success around the globe as it has been mentioned before. Letting the province grow is very important because all people deserve a second opportunity, and if they want to mark a difference, they must break their current paradigms to let the doors open for new experiences.

Obviously, they will need to start from scratch if they break their current language and culture paradigms, meaning that they will achieve new goals, not including the ones they have already achieved, but if they do, this can ensure they will have a better future for all the upcoming children that will be the future of the province and also for them economically and

socially speaking. After they achieve all this, they can improve their life quality in their beloved province that has been ignored by many years.

Chapter II

Theoretical Framework

In this chapter, the researcher will include all the theory that will help the investigation to make sense. This will also help getting better results because the investigation can take advantage of the reality to apply it within a society in order to improve it. After analyzing all the information,

2.1 Importance and History of English teaching in Costa Rica

According to Edwin Marin (Cronología de la enseñanzadel inglés en Costa Ricadurante el Siglo XX, 2012. Pag. 5) of the *Comunicación* magazine, in Costa Rica, teaching and learning ESL has become a very important tool for the economy of all people in the country since the XX century. Teaching and learning ESL are connected to plenty of changes and transformations that at the same time are related with particular economic interests and development of the country. This article describes all the events within the evolution of ESL in Costa Rica in a very organized way, so they can be understood well.

2.1.1 Late XIX century through beginnings of XX

English teaching and learning in Costa Rica played a very important role for the economic development of the whole country at the end of the XIX century, and this can be confirmed by Quesada (Costa Rica contemporánea: raíces del estado de la nación. San José, Costa Rica: Editorial de la Universidad de Costa Rica, 1993) that commented that almost the 50% of the coffee harvests were controlled by people from England who used it for

exportation. This meant that the two greatest English speaking nations had commercial contacts with us, and that way, our country was full of English and American companies such as Arbuthnot Lothan & Co., William Le Lacheur & So, Rosins Bros & Co., Fruhling & Goschen, John K. Gilliat & Co., Otis Mo. Alister & Co., Ellinger & Bros., W.R. Grace & Co., and Casttle Bros. & Co.

As remarked in a file of the Archivo Nacional de Costa Rica, English teaching became official in 1901 due to the great economic impulse that hit the country at the beginning of the XX century and the fact that the English culture was very important for the country. This achievement is directly related with the economic improvement for people of that time. Also, according to Edwin, it can be mentioned that English in schools had an important improvement related with the one in the XIX century with no changes during the two decades of the XX century. The interest of people of the period was the grammar structures while the oral communication was not their priority and the lessons were imparted in Spanish as some notes on the Archivo Nacional de Costa Rica confirm.

After English teaching became official in 1901, the method that was used was the traditional, and the majority of the teachers were people hired from English speaking countries or Costa Ricans that had the opportunity to travel to those countries. According to the Archivo Nacional de Costa Rica, the teachers hired from United States had a variety of benefits. Among those benefits, they got paid with American gold pesos. Also, their high class transportation, food and lodging spends were covered and they only had to work 4 hours per day.

As Vladimir de la Cruz (2003. Pag. 34) mentions, teaching in 1900 was characterized by its pedagogic value. That is why he sets up a committee in order to improve teaching methods and strategies. In 1901, the government with the help of the teacher Dr. Zacarías Salinas, who was the principal of Liceo de Costa Rica, and Roberto Brenes Mesén, don José Fidel Tristán and Juan Dávila, like Dengo (Educación Costarricense. San José, Costa Rica: Editorial Universidad Estatal a Distancia, 1995) registers, presented a new curricular reform and a new regulation in order to fulfil a more modern society with more capable people in the English area. And finally, the Colegio de Señoritas presented changes in their study plans and there were new regulations.

At the beginning of the XX century, there was an economic boom in the coffee and banana sectors getting the coffee corps duplicated between 1890 and 1935 that led into an economic growth in the country by the United Fruit Company. Since United States government had a great impact through Central America and the Caribbean, there was a huge economic dependence and an intervention in educational, political and cultural areas in Costa Rica.

During the time that Luis Felipe González Flores, sub secretary of “Instrucción” during the time his brother Lic. Alfredo Gonzales Flores (1914-1917) was president, made educational reforms (1914-1915), the WWI was taking place. This moment on history brought many changes in worldwide economy and in the country’s. Despite the situation the world was facing, the president Gonzales Flores founded the “Escuela Normal de Costa Rica,” and this was essential for the lack of teachers by giving more opportunities for them.

The reform that Luis Felipe González brought in 1916, was focused on pedagogic and social practices. However, according to Cabrera (*La enseñanza de la lengua inglesa en Costa Rica desde el inicio de la vida republicana hasta nuestros días*. San José, Costa Rica. Inédito, 1996), during the 20's and 30's, there was a shortage of teachers, and this was a problem for the country.

According to a file in the Archivo Nacional de Costa Rica, in order to solve the shortage of teachers that hit the country, in 1931 there was a cultural exchange called “International Friendship League” between national and teachers from United States. During this time, private schools, which were located in Limón and in San José, started to come to the country, and all of them taught ESL with their own text books that were used in the classes like we can see in the Escuela de Comercio Manuel Argón with the book *English for Beginners* brought from the “Escuela de los Estados Unidos”.

Along this decade in 1936, teaching of ESL greatly impulses thanks to the Convenio Comercial subscription between Costa Rica and United States achieving that plenty of new schools, like the Escuela Manuel Obregon, Escuela de Comercio Minerva and Escuela Castro Carazo, offered English teaching with a proper capacitation for the areas that were more demanded by the country like in the case of typing, shorthand in English and Spanish, accounting and bookkeeping. At the same time, in Limón they also founded plenty of more schools that taught English like in the case of Home High School, Union Negro Improvement Association School and the Escuela Barrio del Hospital according to the Archivo Nacional de Costa Rica.

There was an exchange between teachers from United States and national in order to get the national teachers specialized in the areas they desire in order to improve the development of teaching ESL. Around 18 teachers from United States came to the country and covered English classes while the national teachers were out for exchanging experiences and learn more about the language. However, not all the teachers that covered English classes were specialized in the area, but all the students from these centers could interact with people whose first language was English.

As mentioned earlier, according to the Archivo Nacional de Costa Rica, this experience brought plenty of benefits and improvement to national education. A university called Inter-American Summer University was opened in 1941 here in the country. In it tourists could learn Spanish and lately, Latin-American teachers could go and learn English. Consequently, this led into an interest from the U.S.A government to keep supporting English education within the country with donation of educational resources. Because of this, English teaching became mandatory all over the country by the deputy of that time, Carlos Luis Jiménez Pacheco on May 15th, 1944.

In this same time, the Centro Cultural Costarricense-Norteamericano, which provided with didactic materials, is opened in that time. As mentioned by Marin (Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX, 2012. Pag. 9), it fulfilled the shortage within the Costa Rican society because it was connected directly with the U.S.A Embassy. Also, it is very important to add that the Universidad de Costa Rica was founded in March 7th, 1941. This lead into social, economic and cultural development and to solve

the issue of the lack of teachers from that time according to Dengo (Educación Costarricense. San José, Costa Rica: Editorial Universidad Estatal a Distancia, 1995).

The University of Costa Rica, as Gang (1978) states, was the first institution to include a plan for English teaching in 1958. After this happened, a new era for English teachers took place. A special summer course led by Elsa Orozco Carrillo was imparted for those who wanted to be English educators as their profession with a specialized curricular system. This was very strategic as well because the country was aiming to improve the economic development and their relationship with United States to invest in the country and also to qualify Costa Rica people to this marvelous language.

Another important aspect of education happened in 1957, the Ley Fundamental de Educación de 1957. This was a revision of the law placed in 1886 because the country was in a new economic phase that implemented technological industry development. This evidently needed a new answer. This would promote the education that was, according to Marín (Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX, 2012, Pag. 9), the engine of all other social structures and the focus area of the country in that time. In consequence, a new area in the economy, which was the industrial, took more power.

After, in 1950 when José Figueres Ferrer became president, in 1953, according to Vega (Hacia una interpretación del desarrollo costarricense: Ensayo sociológico. San José, Costa Rica: Editorial Porvenir, 1987. Pag. 350), the Republic aimed to modernize, expand and decentralize the state apparatus. This led into an upgrade in the areas of health, economy,

industry and the education. Because of these improvements and thanked to the Constitución de 1949, more students assisted to high schools all over the country. Also, more projects for teachers were developed.

As Dengo (Educación Costarricense. San José, Costa Rica: Editorial Universidad Estatal a Distancia, 1995) states, the Universidad de Costa Rica brought new offers to improve the teaching programs of science and letter areas. That way, English teaching was getting even stronger. This could permit the issue of the Ley Fundamental de Educación, which transformed the whole educative system, and English teaching became a booster of the economic development.

Then, in 1958, the Asesoría de Inglés in the Ministerio de Educación Pública was built to make the methods and programs to teach English more systematically with plenty of content and techniques that would result a key for teaching this language. After these reforms were applied, new books were included among the whole territory: for 1st and 2nd grade, the “Método Fries” and for 3rd, 4th and 5th, the “Método Hamilton”. All this in order to unify the education of English all over the country.

After, in 1959, the Centro Cultural Costarricense Norteamericano, the Ministerio de Educación Pública and the segunda Comisión Técnica de la UNESCO were training English teachers from the country. This evidenced the importance that was getting the teaching of English and how it was impulsed by the governments during those years.

In 1960, some educative institutes were opened like the INA in 1965 and the Escuela Normal Superior, which worked annexed to the Escuela Normal de Costa Rica. Also, the amount of hours aimed for teachers grew from 15 to 18 hours in order to achieve even more improvements while learning.

10 years later, there were plenty of economic conflicts for all the social structures including education. All this due to a drop in the price of coffee internationally, the high prices of petroleum and interests summed to sociopolitical and economic conflicts in Central America, as Vargas (1993) reports. Also, the country starts applying the economic neoliberal ideas and then, huge inflations were caused by the fiscal deficit that needed to be covered. In addition, Vargas (1999) contributes that the country was not receiving enough positive income to pay the salaries not the universal social solidarity.

After, during 1970 to 1974 during Figueres Ferrer's presidency and when the education ministry was Uladislao Gámez Solano, the governments applied a new reform for education that was known as Plan Nacional de Desarrollo Educativo. Its purpose was to radically modernize the educative system as Dengo (Educación Costarricense. San José, Costa Rica: Editorial Universidad Estatal a Distancia, 1995) mentions. Within the changes, the people in charge sought to reduce the low educative performance, inequalities, and other issues within education from that time. This resulted into new English programs in 1972 focusing on expression and communication.

Later, in 1980 and after the neoliberal ideas, the globalization took place bringing with it a high level of production reaching global levels. In education, this contributed by giving new material for all high school modalities. This can be seen in 1987 when the Master Leonor Cabrera Monge from the Asesoría Nacional de Inglés and numerous seminars were taking place in order to upgrade teachers' roles by creating new programs for English in that language. And in 1990, the Centro de Recursos was created that the Asesoría Nacional de Inglés was currently established.

Finally for the 80's and early 90's, the material compilation called Have Fun, by a team of national teachers who traveled to Britain to create new material and adequate teachers to new methodologies, was created for 7th, 8th and 9th grades. Later on, considering the new economic context that was hitting the country and the world (the globalization), new changes came to all areas and also to education as Marin (Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX, 2012. Pag. 12) remarks. Because of this, teachers from that time had to know about technological advances, computer and have a greater management of English. All this in order to satisfy the requirements of big institutions and to avoid any affectation in its economy.

In order to cover those requirements, in Costa Rica there were more changes in the curriculum of English, and then they included concepts of computation in schools. A few time later, this project had satisfactory results and in 1990, the new programs could be applied in 3rd and diversified cycles. Some of the books included, as Marin (Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX, 2012. Pag. 12) included in his work,

were English for a Changing World, Lado English Series, New Horizons in English and Modern American English.

Finally, at the beginning of the XXI century, the La Política Educativa hacia el siglo XXI: Propuestas y Realizaciones was created. According to the document, because of the new panoramic of new companies coming to the country, students needed an extra preparation on areas such as technical, informatics, technological and to dominate one or two foreign languages. Along the creation of this new program, new curriculums were created for public and private universities by including in their English courses.

To conclude, as Marin (Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX, 2012. Pag. 13) points out, it is important to mention that English had a greater impact than before within the story of the country. All the public universities in the country, institutes, schools and private High Schools offered English conversational courses in order to train people English. After all these changes were made, it was noticed that English would have a great impact in the future as well, so it is important to take in consideration to provide an excellent assistance to all people and students that would learn this language and teach with the best.

2.1.2 Current situation in teaching, 2020

During the first half of the year 2020, and further through the year, the world got hit by a very contagious illness called COVID-19 or Coronavirus, and it is not a secret for anyone that it has changed the lifestyle of almost all the world; this because no one wants to get

infected by this lethal illness. As plenty of local news over the world reported during the year, people from small, medium and even big businesses lost their jobs or got their salary reduced, many public places like parks got closed and important events got cancelled in order to avoid conglomeration. The area that matters the most for this investigation is the academic area that changed from a physic interaction with schools, rooms, etc. into virtual classes.

Virtual classes obviously represent a big change in the way in which teachers impart their lessons since everyone depends 100% on an internet connection in order to be able to join the class or wait until the teacher in charge gives all the topics by other ways. However, not everything is bad. It is very important for all people in the world to receive education because it is a human right and virtual classes surely can fulfill that need. This last statement can be confirmed by Li C. and Lalani F. (The COVID-19 pandemic has changed education forever. This is how, 2020) in a recent post for the World Economic Forum where they mention, “For those who do have access to the right technology, there is evidence that learning online can be more effective in a number of ways. Some researches show that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom. This is mostly due to the students being able to learn faster online; e-learning requires 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose.

Nevertheless, the effectiveness of online learning varies amongst age groups. The general consensus on children, especially younger ones is that a structured environment is

required, because kids are more easily distracted. To get the full benefit of online learning, there needs to be a concerted effort to provide this structure and go beyond replicating a physical class/lecture through video capabilities, instead, using a range of collaboration tools and engagement methods that promote “inclusion, personalization and intelligence”, according to Dowson Tong, Senior Executive Vice President of Tencent and President of its Cloud and Smart Industries Group.” It is evident that not all people can afford the resources for these online classes. However, teachers must be on top of things to make sure all students can learn the best way and at the same time, students must give their best to take advantage of this great benefit for them. Online teacher may be working for a very long time, so it will be great if people have open minds with this method of teaching and do their best to learn.

Hopefully, the current situation of the world can get better in a near future. In a recent post of World Health Organization (Q&A: How is COVID-19 transmitted?, 2020) has plenty of details that people must follow, so they can prevent the infection. That way, a huge change can show in all the areas that are affected. In the meantime, everybody needs to apout with their best in order to make sure all his sacrifice can be worth it. At the end of the day, everything happens with a meaning and a reason. This fight is for all people and the entire population decides whether to win or to lose.

2.2 Limón Creole English

In this section of the second chapter of this investigation, the researcher mentions multiple details about the creole English. First, a brief description of what a creole language is will be described in order to enter into context. Secondly, it will be mentioned the creole

English that was spoken in Limón, Costa Rica and how it influenced the way in which people from that province speak English nowadays, due to a traditional way of speaking of their accentors to their present parents. This in order to appreciate the culture from the province and how they got their particular lifestyle. Finally, in order to take a deeper look into how the direct method can change the way in which English is spoken in Limón, some of the main differences between American and creole English will be pointed out. Within the main differences, the investigator will compare vocabulary, pronunciation patterns, sentence patterns and grammar rules. After all this information is analyzed, both, the investigator and the readers may have a wider view about the actual situation with English within the province of Limón, Costa Rica.

Also, some notes of Herzfeld (*Tense and Aspect in Limon Creole: A Sociolinguistic View Towards a Creole Continuum*, 1978) from her works related to the Limón Creole will be described in order to have a wider comprehension of the combination of dialects within members of that society. She not only developed a research in order to analyze how the creole in Limón originated, but she also studied the current way they speak in a continuum of previous sociolinguistic scenarios slaves went through, also, she relates all her experiences while doing it. In addition, she also analyzed and demonstrated the ways in which people from Limón talk whether a creole or a better American English taking into consideration their social status, education and relationship with different societies within the province. All this information will be valuable because that way, the method in which the researcher will

approach the students from the province when the experimental phase begins will be more assertive and effective.

2.2.1 Definition of language and creole

The only way in which a “standard” language and a variant of it, in this case a creole, can be compared is to know first of all what is that variant and what it consists of. The variant of English that will be discussed is called a creole and more specifically will be Limón Creole. According to the Cambridge dictionary, a language is “the words used by the people of a country or region. On the other hand, a creole is “a language that has developed from a mixture of languages.” In the case of Limón Creole, it was a mixture of what is called Standard and Jamaican creole. More details about these two terms will be discussed further in the research to better understand the difference between this dialect and the original language that, in this case, is English.

After setting this definitions, the conclusion that can be taken out is that people from various countries or regions combine the language in order to communicate. Creole variations can happen in many parts of the world depending on their population origins. One example of this is what happened with African people that were brought to Limón, Costa Rica, who needed to talk with people from American companies in order to work. More details about how the African dialects plus the American English influenced the way in which people from Limón on the next generations spoke with the rest of the residents from those cities will be defined and analyzed.

2.2.2 Origin of the creoles

According to Herzfeld (Tense and Aspect in Limon Creole: A Sociolinguistic View Towards a Creole Continuum, 1978. Pag. 69), the support-ears of the polygenetic theory, following the thoughts of Bloomfield (1933), Hall (1966), Jespersen (1922) and Hjelmslev (1939), have set strong arguments regarding the origin of the Caribbean creole. They claim that both pidgins and creoles, as a result of similar relationship with superior and languages, have evolved independently. As she writes, “A simplified, reduced version of the upper European language, on the one hand, would come in contact with another (“lower”) language on the other, the result being a baby-talk which mutilated the standard language.” These thoughts, as Herzfeld remarks, were disproven by other competing polygenetic studies by Le Page and De Camp (1960) with other academics that supported and defended the monogenetic theory in approximately the last two decades as she remarks.

The monogenetic theory, as Herzfeld (1978. Pag 72) stated, was a concept that people who thought that creoles and pidgins are a response to the linguistic interaction with European languages, and they also placed both dialects within a common historical derivation. About these thoughts, Herzfeld (1978. Pag. 72) mentions, “An Afro-Portuguese pidgin which developed as a trade jargon on the coasts of West Africa—itsself perhaps adapted from a Portuguese version of the medieval Mediterranean pidgin, Sabir--is posited as the common source; it was subsequently relexified (i.e., suffered a wholesale shift of vocabulary). Whereby most (though not necessarily all) of its lexical items were replaced by Spanish, English, French, Dutch items, as the case may be, in various parts of the Caribbean,

the Pacific and Asia.” This evidently limits the reaches from the pidgins and creoles that other researchers surpass with other thoughts that are going to be then analyzed and described. In addition to these facts, the author also mentions, “Support for this hypothesis has appeared in studies by Navarro Tomás (1951), Whinnom (1965:519), Morris Goodman (1964), Douglas Taylor (1956, 1957, 1960, 1961), Fred Cassidy (1962), William Stewart (1962), R. W. Thompson (1961), and more recently, Dillard (1972).” This can be summarized into that many studies supported these thoughts for plenty of time and that gave it a big meaning.

One and the most significant theories stated in the investigation, according to Herzfeld’s results, is the one that Dillard (1972) describes. The theory is based on the slavery being an important instrument in the development of that common pidgin instead of just an origin. One of the most important factors in slavery is that the traders made sure they gathered African slaves from different language backgrounds, so they couldn’t communicate with the other slaves near them to avoid any kind of rebellion against their “owner”. There is where the language variants take place in order to solve that communicative issue within the slave population.

As Herzfeld (1978. Pag 73) mentions, “the Portuguese pidgin, which, according to Dillard, had already been in use on the West Coast of Africa. It is likely that the Portuguese pidgin was then relexified (once the slaves were in the Caribbean). Since the slaves only had restricted contact with their masters, the standard language they spoke was never really acquired by the pidgin speakers notwithstanding, most items were replaced by the plantation

owner's vocabulary. As children were born to the slaves, the new pidgin became their mother tongue and creolization took place.” These definitely describes the situation in which the creole of a language is made, in that case African languages in order to communicate. Creoles are very important also in the story of Limón, Costa Rica. After the origin of the creole languages was properly analyzed, more information about the origin in Limón will be described in order to have more specific details even more relevant for the investigation.

2.2.3 Origin of the creole in Limón

Continuing with Herzfeld’s scripts from her analysis of the Limón Creole, the origin of this variant of a “standard” (Standard in quotes because there is no an actual standard language) English in the province itself will be covered. As she mentions, slaves got freedom and in consequence, there was not a continuum in the development of the creole since there was no the necessity and those who used to be slaves, they maintained very small social contact with their overlords. On the other hand, as was previously stated on the theory about the origin of the creoles, Jamaican people that came to the country to work in the railroad who spoke a creole already, were only related with other creole speakers and obviously with American English speakers that were the people managing and organizing the construction of it. As an addition, they didn’t have contact with the official language of Costa Rica that is Spanish for almost a century and that also affected the way in which they would communicate further in time. Because of that it was why the Limón Creole was originated and was spoken for the first time in history.

As Herzfeld (1978. Pag. 74) mentions, “The different varieties of Limón Creole can be best understood as a standard-creole continuum--a linguistic situation which does not differ from others in the Caribbean where a Creole and a standard language are spoken—except that further linguistic diversification took place once a third language (Spanish) was introduced.” This can be interpreted in a situation that lead people from Limón to speak differently from the rest of the country since they were exposed to plenty of languages including the ones that fist originated the Jamaican Creole. Then, she states that Limón creole is still considered an English creole (a combination of Jamaican creole and Standard English). This because the creole speakers had been exposed to the latter for only approximately 30 years. In addition, Herzfeld (1978. Pag. 74) remarks that, “some schooling, religious ties, certain Jamaican bonds, imported media from the U.S., tourists, and U.S. investors. As such, speaking broadly, there exists a linguistic scale or spectrum having at one end the Standard English language, and at the other, the conservative form of each creole language. Along the scale between, one may find many types of variation, and each may to some extent be correlated with social status — itself, of course, closely correlated with education, economic status, and race. (Cassidy, 1959:163)”.

Then, Herzfeld (1978. Pag 74) remarks that the standard and the creole are not a continuation of fixed reference points in history and that “Standard-creole” is just a fiction. She says this because both of them are in reality part of the Limón Creole´s language system at the same time and not separate language entities. Also, she adds according to what Baryl Bailey (1966) mentions, “in spite of her awareness that the typical Jamaican speaker "is likely

to shift back and forth from creole to English or something closely approximating English within a single utterance, without ever being conscious of the shift," chooses "to attempt to describe one of the systems which lie at the core of this co-structure, that is, the Creole syntax.""

After, Herzfeld (1978. Pag. 74) defends that the base language of what she calls the "continuum" does not exist besides being just an abstract concept. This because, as previously stated, people from Jamaica will combine all the dialects and will not even notice the change and there is a very low possibility that one single person will use a single dialect to communicate with others. Also, Herzfeld (1978. Pag. 75) adds to this, "The same contention can be made about the standard extreme of the continuum, which supposedly cannot claim any live speakers either." People won't use a single dialect if others within the society or with people that also speak it because it would make no sense and that will lead into the extinction of that single dialect. Also, Herzfeld points out that standard in Limón's creole context should mean Standard Limón English and this will vary in many aspects compared to the Standard English. These aspects will be analyzed further in the investigation.

Finally, it is mentioned that "As might be expected, the attitudes toward the two poles of the continuum (here to be understood as working terms and not as ultimate reality) are extremely different," Herzfeld (1978. Pag. 75). This because, as she states, people in Limón consider Standard Limón English as the acceptable or right way of speaking the language. On the other hand, people from there contemplate as "'flat talk," "patois," "broken English," a "dialect" called /mekaytelyu/, which is "bad" English." (Herzfeld, 1978. Pag. 75) to what it

is called Limón Creole. To that, Herzfeld augments, “This in itself leads us to recognize that the language continuum is more than an interesting linguistic phenomenon: it has a social correlate of great import, since it is capable of eliciting strong emotions.”

2.2.3 Differences between Limón creole and American English

In order to successfully teach American English in a society that has creole English roots, it’s critical to mention and acknowledge all the differences between these two dialects. Within the details that will be analyzed it can be mentioned grammar structures, word variants and pronunciation patterns. This will help understanding syntax and morphology within the dialects for a better comprehension. Doubtlessly, this can mark a huge difference when speaking American English because students can have a more standard pitch and will use words that other people comprehend for better communication. After the whole analysis, students from Limón can learn English with an American and more commercial focus and ignore the influence of creole speakers.

2.2.3.1 Phonemic Differences

For the analysis of all the syntax and phonetics of both dialects (Limón Creole and American English), it will be used the research of Herzfeld (1978.) whose research was previously mentioned. Besides the historical description of creoles and more specifically the Limón Creole, she also described the main differences of how people from Limón use the

creole and English. These analyses are very useful for this investigation because they describe, in essence, how to speak American English and how to speak Limón Creole. In order to better teach students who have a significant influence of the Limón Creole and English from previous years how to focus more on American English. All this language features are going to be placed and briefly described for a better comprehension of them.

First, Herzfeld annotates all the pronunciation alternations that Creole Speakers do compared to the American English structure within words in the first volume of her 3 works (including regular phonemes and allophonic variants). She describes 6, /s/ + Consonant, Loss of Voicing, Reduction of consonant clusters, Further reductions, Labialization, palatalization and nasalization, and Miscellaneous alternations. The alternations she describes within the consonants are the following:

- **“/s/ + Consonant**

-Intercalation of a high-front vowel:

/sinyek/ "snake"

-Metathesis of standard /sk/:

-/aks/ "ask"

-Apocope of initial /s /:

/tan op/ "stand up"

-Final Co in cluster:

sCo

/fas/ "fast"

-Loss of final /s/ and exchange for /t/

/wat de difrent?/ "what is the difference?" Herzfeld (1978. Pag. 130).

As it can be noticed in the first section of consonant alternation, creole speakers are intended to discriminate the /s/ sound by intercalating the sounds (high-front vowels) of the word and the metathesis of the combination /sk/ with /ks/, and both, eliminating the sound at the beginning and end of certain words with the /t/ in the respective final and initial position. Also, Limón Creole speakers will eliminate the /t/ sound whenever the “standard” English word ends with /-st/ and will leave only the /s/.

- **“Loss of Voicing**

-Loss of voicing in voiced alveopalatal affricates:

/j/ to /ch/

/chuok/ "joke"

-Loss of voiced and voiceless slit/dental fricatives:

/θ/ to /t/

/ð/ to /d/

/θin/ to /tin/

/ðat/ to /dat/" Herzfeld (1978. Pag. 130).

In this variants, it can be noticed that Limón Creole speakers are intended to look for more alveolar sounds while speaking. This, doubtlessly simplifies the way in which they speak. Also, as Herzfeld (1978) adds in her work, the sounds /ð/ and /θ/ do not exist within the Limón Creole phonemes. Also, they look to devoice their speech by changing the English consonant sound /j/ to Creole /ch/.

- **“Reduction of consonant clusters**

-Loss of /h/:

/hw/ is always /w/ in LC

/wat/ "what" /wish paat?/ "where?"

-Any part of a Consonant cluster may be lost:

/k/+ /Co/-" /Ø/ + Co

/lecha/ "lecture"

-Final /t/ and /d/ are nearly always lost (if preceded by a consonant):

/waan/ "want"

/laas/ "lost"

/sen/ "send"" Herzfeld (1978. Pag. 130).

As mentioned previously, it can be noticed that Limón Creole speakers look forward to simplifying their speech and that is why they eliminate consonant clusters as it was stated in Herzfeld's analysis. Consonant clusters are caused when, phonetically, there are two consonants joined together. They will eliminate the less significant one in the word to eliminate that cluster.

- **“Further reductions**

-Apocopated forms:

-The loss of the final or other portion of a word,

/bika/ "because"

/fi/ "for"

/raytya/ "right here"

-The initial vowel of a word is dropped:

/pan/ "upon"

-Loss of initial /w/:

/w/ to /Ø/

/wuraan/ /uman/ "woman"

-Loss of initial /h/:

/h/ to /Ø/

/hiym/ - /iym/ "him"

/haat/ + /aat/ "heart"

-/r/ + /Ø/: postvocalic /r/ to /Ø/, and...

/biyh/ "bare"

/pyuh/ "pure"

...also in consonant clusters:

/haas/ "horse"

/laad/ "Lord"

/paat/ "part" Herzfeld (1978. Pag. 131).

Continuing with the simplification and as it is remarked on these last examples, Limón Creole speakers will eliminate sounds of a complete word while communicating. These eliminations, taken out from the previous title "Further reductions", will adapt to the previous reductions to have a more fluent speaking for the Limón Creole utterers. In comparison, some people that speak American English as well do reductions while speaking, but different from them. For example, in contractions.

- **“Labialization, palatalization, nasalization**

-Stops are labialized (in words which would contain low-back vowels in SE):

/b, g, p/ to /bw, gw, pw/

/bway/ "boy"

/gwayn/ "going"

/bwayl/ "boil"

/spwayl/ "spoil"

-Palatalization of /k, g/ (especially in words which would contain low-front vowels in SE):

/kyat/ "cat"

/gyaan/ "gang"

-Initial In/ is occasionally palatalized in LC:

/n/ - /ñ/

/ñyuw/ "new"

/ñyam/ "to eat" Herzfeld (1978. Pag. 132).

In this section of variants, Limón Creole speakers make changes within their pronunciation system to adapt from a change within the history of their Creole. This because

they follow cultural rules to pronunciation words. Additionally, this helps them speaking more fluently because the sounds will adapt from one another as it was noticed in previous changes.

- **“Miscellaneous alternations**

- [b] and [v] are variants substituted for one another:

/beks/ "vex"

/woba/ "over"

-/t/ to /k/ voiceless alveolar stop is replaced by a voiceless glottal stop before /l/ (this also happens in some English dialects):

/bakl/ "bottle"

/likl/ "little"

/d/ to /g/ voiced alveolar stop is replaced by a voiced glottal stop before /l/ (this also happens in some English dialects):

/riɣl/ "riddle"

/miɣl/ "middle"

-Velar nasal is alveolar nasal in LC (in -ing suffix):

/-iŋg/ + /-in/

/muviŋ/ /muwvin/” Herzfeld (1978. Pag. 133).

In the last section of consonant alternations, Herzfeld describes what she calls Miscellaneous Alternations. Within these changes, it can be noticed that Limón Creole speakers use glottal stops to manage to accommodate the pronunciation to the rest of the sound combinations they make. This also happens with the sounds swaps they do between [b] and [v] and the elimination of the sound /ŋ/ (Glottal Nasal) that is substituted by a regular /n/ (Velar Nasal).

Secondly, Herzfeld (1978. Pag. 134) adds as well the allophonic variants within the Limón Creole sounds. The allophonic variants, according to Britannica (2020), are “one of the phonetically distinct variants of a phoneme (q.v.). The occurrence of one allophone rather than another is usually determined by its position in the word (initial, final, medial, etc.) or by its phonetic environment.” This will help speakers from distinct languages to sound more fluent and to reduce excessive work of the speech mechanism (The mouth).

To start with the examples places by her, she points out some notes that can be found within the allophones:

-All the phonemes will appear between / / and will be followed by its categorization. In addition, the allophones will appear between [].

-She will note some historical considerations if they are necessary.

-She will not describe the complete linguistic environment of each allophone.

-The glides will be “expressed by the Trager and Smith notational system.” Herzfeld (1978. Pag. 135). Also, she adds that each pion of the glide will be represented by symbols that will point the initial part of the glide. Then, “the /y/, /w/, and /h/ symbols indicate the center of termination of the glide (front, back, and middle, respectively).” Herzfeld (1978. Pag. 135).

It can be also added that it will include the “opposite” example in English. These clarifications are very important because that way, it can be understood better.

“-/p/ a voiceless bilabial stop

Allophones:

[p] [pit] "pit"; [apiyh] "appeal"; [pap] "pop";

[spil] "spill"

[pH] in initial position /p/ may or may not

be aspirated [piyta] "Peter" - [pHiyta]

[p] [pritiy] "pretty". /p/ is **conditioned** by

the /r/. It is articulated with more forward labialization.

[pw] [spwayl] n spoilf f . /p/ is articulated

in forward labialized position.

[py] [pyuwh] “pure” . Palatalization of the /p/ when followed by back vowel.” Herzfeld (1978. Pag. 135).

“- /b/ a voiced bilabial stop

Allophones:

[b] [bamiy] “a cake” ; [babtis] "baptist"; [rob] "rub"

[bw] [bway] "boy"; a labialized /b/ in contrast with [bay] "buy”

[v] [veks-beks] "vexed" in free variation with [b]

Minimal Pairs

initial position: "pit:bit" /pit:bit/

medial position: "a pill:a bill" /apil-.abil/

final position: "wrap": "rob" /rap/:/rab/” Herzfeld (1978. Pag. 136).

-“/t/ a voiceless alveolar stop

Allphones:

[t] [tin] “thing” [tan] "stand”; [beta] "better";

[pat] "pot"

[tH] [tHyek] "take" may or may not be aspirated at the beginning or end of a word.

[] [riy] "three" "tree"; [ro] "throw". Here /t/ is conditioned by the following /r/. The stop is followed by a short voiceless alveopalatal friction.

[tw] [twanis] "good" (from pachuco Spanish)

[ty] [tyyf] "thief" (steal). An alveopalatal variant.

NOTE: [t] replaces all [θ] in Creole speech

[t] alternates with [k'] and [ʔ] in [bak'l] - [baʔl] "bottle"

[t] may become /∅/ in final position:

[fers] "first"

[t] may alternate with [d] [waata-waada]" Herzfeld (1978. Pag. 138).

-“/d/ a voiced alveolar stop

Allophones:

[d] [dukunu] "a kind of pastry"; [bada] "bother";

[byeyd] "bathe"

[dw] [dwown] "don't"

[dy] [dyam] "damn". A palatalized allophone.

Probably related to a similar process in Fanti and Twi.

[r] [rink] "drink"; palatal friction.

NOTE: [d] is usually [∅] at the end of a word, following a nasal /n/ or /l/ [fayn]

"find"; [fiyl] "field"

[d] alternates with [g] before /l/

[midl] : [migl] "middle"; [ridl]:[rigl]

"riddle"

[d] replaces all [ð] of SE : [dem] "them";

[dat] "that"

Minimal Pairs

-initial position: "two": "do" /tuw:duw/

-medial position: "batter": "bother" /bata.-bada/

-final position: "heart": "hard" /haat:haad/” Herzfeld (1978. Pag. 138).

-“/k/ a voiceless velar stop

Allophones:

[k] [pikniy] "child"; [kik] "kick"; [baks] "box"

[kH] [kHaytl "kite"; [sik] "sick" may or may not be aspirated at the beginning or end of a word.

[kw] [kwata] "quarter"

[k'] [bak'l] "bottle" (perhaps best treated as an allophone of /t/).

-/ky/ a voiceless palatal stop

Allophone:

[ky] [kyat] "cat"; [kyaan] "can't"

Palatal /k/ (/ky/) occurs before /a/ in LC words that would be pronounced with a low-front vowel /ae/ in SE. It is in contrast with /k/: [kaan] : [kyaan] "corn : can't". It also occurs when SE uses low central /a/, [kaad] : [kyaad] "cord : card." Herzfeld (1978. Pag. 139).

-/g/ a voiced velar stop

Allophones:

[g] [gal] "gall"; [daag] "dog"; [bega]: "beggar"

[gw] [gwayn] "going" Herzfeld (1978. Pag. 140).

-/gy/ a voiced palatal stop

Allophone:

[gy] [gyal] "girl"; [gyaadn] "garden". There is a contrast between [gyaan] "gang" and [gaan] "gone".

NOTE: Palatalization of /g/ occurred before the 17th century, before low-front vowels but not before low-back vowels. Cassidy also lists /gy/ and /ky/ as different phonemes from /g/ and /k/, respectively, for JC.

Minimal Pairs

-initial position: "cord" : "guard" /kaad:gaad/

-medial position: "anchor" : "anger" /anka:anga/

-final position: "back" : "bag" /bakrbag/ Herzfeld (1978. Pag. 140).

-“/ch/ a voiceless alveopalatal affricate

Allophone:

[ch] [chupid] "stupid"; [cho] "interjection of disgust" Herzfeld (1978. Pag. 141).

-“/ j / a voiced alveopalatal affricate

Allophone:

[j] [iyhj] "age"; [akyejn] "occasion"; [mesij] "message"

Minimal Pairs

-initial position "chin": "gin" /chin:jɪn/

-medial position: (subminimal) "catching": "caging"

/kyachin :kyej in/

-final position: (subminimal) "age": "ache" /yej:yek/ Herzfeld (1978. Pag. 141).

-**/f/ a voiceless labiodental slit fricative**

Allophone:

[f] [fayn] "fine"; [fiyba] "fever"; [afai

"offer"; [siyh] "safe" Herzfeld (1978. Pag. 141).

-**/h/ a glottal fricative**

Allophones:

[H] it is said to be unpredictable in JC. It is probably so in LC, except that it always seems to appear in contrast with words that would have no glottal fricative in SS, thus [Hiyt] "eat"; [iyt]

"heat"; [Hay] "eye"; [Heg] "egg"; [Hiyh] "ear";

[ya] "here"; [im] "him"; [ar] "her"

[h] centralization and lowering of a vocalic glide. [biyh] "beer"; [bwowht] "boat" Herzfeld (1978. Pag. 141).

“-/s/ a voiceless alveolar groove fricative

Allophone:

[s] [sey] "say" also "that"; [beks] "vexed";

[fiyhs] "face"; [biyesin] "basin"

NOTE: /s/ is often /θ/ at the beginning of a word: "stand" [tan], "stop" [top]

/s/ often suffers metathesis at the end of a word: [aks] instead of "ask" Herzfeld (1978. Pag. 142).

-“/z/ a voiced alveolar groove fricative

Allophone:

[z] [zent] "Zent"; [ryez] "raise, money";

[riyeza] "razor"

NOTE: the plural indicated in SE by either /s/ or /z/ is marked by /dem/ in LC. However, in the SLE forms both voiced and voiceless alveolar fricatives are used.

Minimal Pairs

-initial position: “Zent” : "scent" /zent:sent/

-medial position: "racing": "raising" /ryesin:ryezin/

-final position: "race" : "raise" /ryes:ryez/” Herzfeld (1978. Pag. 142).

-“/sh/ a voiceless alveopalatal groove fricative

Allophone:

[sh] [shiy] "she"; [shuga] "sugar";

[somtaymish] "variable, moodish";

[kyashuw] "cashew"” Herzfeld (1978. Pag. 143).

-“/z/ a voiced alveopalatal groove fricative

Allophone:

[zl [meza] "measure"; [vizan] "vision"

NOTE: /sh/ alternates with /ch/ for some speakers:

[wish-wich paat?] "where?" /z/ alternates with /j / [vijan-vizan]

[divizan-divijan.

Minimal Pairs

-initial position: "she": "sea" /shiy.siy/

-medial position: (subminimal) "vicious": "vision"

/vishes:vizen:vijen/

-final position: (subminimal) "rouge": "fish"

/ruwj:fish/" Herzfeld (1978. Pag. 143).

-“/l/ a voiced alveolar lateral

Allophone:

[l] [likl] "little"; [lak] "lock"; [puwl] "pool"; [milk] "milk" Herzfeld (1978. Pag. 144).

Semivowels:

-“/r/ a voiced alveolar semivowel, retroflex or not

Allophone:

[r] [rwowz] "rose"; [raatid] "interjection";

[kyarol] "Carol" Herzfeld (1978. Pag. 144).

-“/w/ a rounded voiced bilabial semivowel

Allophones:

[w] (as a consonant) [waata] "water"; [swiyt]

"sweet, nice"

[w] (as a semivowel, a back vocalic glide termination)

[hws] "house"

NOTE: initial /w/ is often lost /Ø/ : [uman] "woman" Herzfeld (1978. Pag. 144).

-“/y/ an unrounded voiced alveopalatal semivowel and a front, high voiced glide termination.

Allophones:

[y] [ya] "here"; [yet] "yet"

[y̥] [fiynga] "finger"; [iy̥] "he"; [iyh] "ear"

NOTE: both [w] and [w̥], [y] and [y̥] appear to be in complementary distribution so each pair is classified as one phoneme: /w/ and /y/.”

Minimal Pairs

-initial position "lock": "rock" /lak:rak/

-medial position: (subminimal) "Carol": "callous"

/kyarolrkyalos/ "college": "courage"

/kalij :karij /

-final position (subminimal): "fear": "feel" /fiyh : fiyl/” Herzfeld (1978. Pag. 145).

Nasals

-“/m/ a voiced bilabial nasal

Allophone:

[m] [mada] "mother"; [dem] "them"; [maaga]

"thin" Herzfeld (1978. Pag. 145)

-“/n/ a voiced alveolar nasal

Allophone:

[n] [miyn] "stingy"; [enada] "another"; [egen] "again" [nwowz] "nose"

Minimal pairs:

Herzfeld (1978. Pag. 145).

-“/ɲ/ an alveopalatal nasal

Allophone:

[ɲy] [ɲyam] "eat"; [ɲywz] "news"; [ɲyw] “new”;

[paɲya] "Spaniard"; [ɲyem] "name"

It is really difficult to ascertain the existence of /ɲ/ as a different phoneme, since all the data available are listed above, and there are probably not many more words in the language containing that sound. Cassidy and LePage (1967 :22) treat it as a cluster /ny/ in J

C It is interesting to point out that Fanti (Welmers, 1946:11) has a palatalized [ɲ] allophone before /i,e/ and /a/. Twi also has an /ny/. The relevant facts for LC are:

1. There are some subminimal pairs available to compare /ɲ/ and /n/, such as [ɲyuwz:nuws] [ɲyam:namse].

2. /ɲ/ and /ŋ/ do not contrast, they are in complementary distribution:

/ɲ/ = [ɲy] before /a/, /u/, /e/, initial or medial

/ŋ/ = [ŋ] preceding /g/, /k/; final.

3. There are other palatalized clusters in the language: (/ky/, /gy/) so that one could have posited /ny/ by analogy (Pike, 1947: Chapter 12). However, palatalization in these clusters occurs only when in SE the stop was followed by a low-front vowel.

4. There is a tendency in the language to palatalize /t/ and /d/ [ty] and [dy] as in [tyuwzdey, dyuwz], but [ty] and [dy] are allophones of /t/ and /d/ respectively.

From all these facts, it was decided to posit /ɲ/ as a separate phoneme, however feeble the evidence to substantiate that claim might seem, due to the lack of sufficient data. The justification for that claim lies in the following facts:

1. The other nasals in the system are independent phonemes as well /m, n, ŋ/. None of these nasals form clusters.

2. It would be more far-fetched to claim [ɲ] as an allophonic variant of /ŋ/.

3. Although there is some analogy with the clusters /ky/ and /gy/ the environments that trigger palatalization of the stops are not the same as those that do so for the nasal.” Herzfeld (1978. Pag. 146).

After placing this information about the palatization of some phonemes from Herzfeld’s work, it can be noticed that they need to adapt to the dialect that in this case in Limón Creole. When some phonemes are not very often to be used, speakers will use others to better communicate and have a more fluent speak.

-“/ŋ/ a voiced velar nasal

Allophone:

[ŋ] [siŋ] "sing"; [briŋ] "bring"; [tiŋk] "think"

NOTE: /ŋ/ occurs usually before /k/ or /g/ and in final position. It contrasts with /n/ in

[toŋ] vs. [tan] "tongue" vs. "ton". /n/ is used frequently in final position (as it is in

SE) in gerunds such as [komin, gwayn] "coming, going".” Herzfeld (1978. Pag. 147).

Now, as Herzfeld notes in her Limón Creole research, the vowels within the LC system will be analyzed. Before starting, some notes need to be taken into consideration. As she states, the vowels within the American English phonemic system combine to /a/. Also, the majority of the glides on American English are reduce in /ay/, /ow/, /iy/, /uw/, /iyh/, and /wowh/. And lastly, since the /ə/ does not exist in Limón Creole, they are replaced by /o/, /a/ and less frequently by /aa/.

Now, the vowel allophones will be analyzed following the same steps as before.

-“/i/ a high, front unrounded vowel. The SE "bit" sound.

Allophones:

[i] [machiz] "matches"; [pin] "pin"; [il] "ill"

NOTE: It is lower and more back than [y]; it contrasts with /iy/.” Herzfeld (1978. Pag. 149).

-“[ii] a long high front unrounded vowel, disyllabic in length.

[gii] "give"; [diin] "didn't"

NOTE: It shares the same quality as /i/ in "bit". It is here considered an allophone of /i/. /i/ is common in Fanti and Twi. Cassidy and LePage (1967:xiv) point out that the relation with XVII and XVIII English is not clear (there is a great deal of variation). In JC, they posit (the same as here for LC) two different phonemes (/i/ and /iy/) which alternate in usage in the C-SE continuum.” Herzfeld (1978. Pag. 150).

-“/iy/ a diphthong that starts out with a high front, close, unrounded vowel and glides further high front. The SE /biyt/ "beet" sound.

Allophone:

[iy] [piyl] "peal"; [riyd] "read"; [iyt] "eat";

[triy] "tree" or "three"

NOTE: /iy/ is present in Twi and also in the English of the time.

Minimal Pairs

-initial position: "eel" : "ill" /iy:lil/

-medial position: "feel" : "fill" /fiylrfil/

-final position: "pea" : "we" /piy:wi/” Herzfeld (1978. Pag. 150).

As noticed here, Herzfeld is talking about diphthongs, and that is why the sound moves from one position to another. In other words, there is a movement or glide between sounds.

-“/iyh/ a complex nucleus beginning in the position of the /i/ and continuing through a palatal glide /y/ to a centralization or lowered position /h/. The sound of SE "beer" with no post vocalic /r/.

Allophone:

[iye] [biyabiy] "baby"; [nyam] "name"; [styat] "state"

NOTE: This complex nucleus probably comes from dialects of the XVI and XVII centuries in the South of England. (Halliwell, 1863)” Herzfeld (1978. Pag. 154).

-“/e/ mid front unrounded vowel. The sound of "bet" of SE.

Allophone:

[e] [pen] "pen"; [ded] "dead"; [we] "where"

NOTE: Both Twi and Fanti have /e/. (Welmers, 1946; Christaller, 1975) LC has no /æ/, perhaps because it did not exist in the African languages, or because it coalesced.

Minimal Pairs

-initial position: "if" : "ef" /if : ef/

-medial position: "pin" : "pen" /pin : pen/

-final position: "we" : "where" /wi : we/" Herzfeld (1978. Pag. 154).

-"/a/ a low central open unrounded vowel. Close to the sound of "hot1 1 in SE. All the low vowels of SLE coalesce in LC /a/, namely /ae/, /a/, /of.

Allophone:

[a] [pat] "pot"; [lag] "log"; [frag] "frog";

[hav] "have"; [anda] "under"; [pan] "upon"

NOTE: Also common in XVII century England." Herzfeld (1978. Pag. 155).

-"/ay/ a diphthong consisting of a /a/ in low central position which glides to a high-front /y/ position. It is similar to the sound of "bite" in SE.

Allophone:

[ay] [bway] "boy"; [layk] "like"; [rayt] "write";

[nəyt] "night"; [pweynt] "point"; [paynt] "pint"

NOTE: /ay/ exists in Fanti and Twi. According to Cassidy and LePage (1967: li), French loanwords into English (oil and choice) merged with ME /i:/ to /ai/ "wife". But "choice" is a spelling pronunciation after 1800, in SE." Herzfeld (1978. Pag. 155).

-"/aa/ a long vowel, probably equivalent to two syllables in length. The sound is similar to SE /a/, e.g., in "part" but it is much longer.

Allophone:

[aa] [paat] "part"; [waak] "walk"; [taak] "talk"; [faam] "farm"

NOTE: Both the West African languages and the British dialects have /aa/. Whatever the origin of the cluster, it must have been the SE low-front vowel that brought about palatalization of the /k/, /g/, while no palatalization occurs with back vowels; e.g., [kyaa] "car"; [gyaadn] "garden". This palatalization process had the effect of avoiding a clash between [kyaan] "can't" [kaan] "corn". This might have had its origins in England where there are still dialects in which the vowels bring about the palatalization as in LC, or as mentioned earlier, it might have come from the Twi environment of the low set of vowels.

Minimal Pairs

-initial position: "ants": "aunts" /ants.-aants/

-medial position: "ham": "harm" /ham:haam/

-final position: "pa": "paw" /pa:paa/" Herzfeld (1978. Pag. 155).

-**“/u/ high back rounded vowel. It is similar to SE "book".**

Allophones:

[u] [buk] "book"; [fut] "foot"; [put] "put"

NOTE: It exists both in West African languages and in SE.

[uu] a disyllabic high back vowel : [wuun] "wouldn t"

NOTE: It has the same quality as the SE /u/, but it is longer. It is here treated as an allophone of /u/. It is only found in a few words.” Herzfeld (1978. Pag. 156)

-**“/uw/ a diphthong formed by an initial /u/ followed by a /w/ --a n upward glide towards the back with lip rounding. Similar to the sound of "who" in SE.**

Allophone:

[uw] [puwl] "pool"; [tuwl] "tool"; [ruwd] "rude"

NOTE: It occurs in West African languages as well as in SE. Cassidy and LePage (1967: liv) claim that it often functions in free variation with Jul in JC. This would mean that "look" could be pronounced [luk] or [luwk].

Minimal Pairs

-medial position: "pool": "pull" /puwl : pul/

-final position: “do” : “to” , /duw:tu/ Herzfeld (1978. Pag. 157).

-“/o/ a mid-back vowel. There is no similar sound to it in SE, except for dialectal pronunciations of a word such as “gonna”.

Allophones:

[o] [ogliy] “ugly”; [dok] "duck" ; [wok] “work”;

[son] "son"; [sʊn] "sun".

NOTE: It is difficult to point out the origin of /o/, according to Cassidy and LePage (1967:lii). It coalesces in LC the following SE forms: /a/, /ah/, /ow/, and /aw/.” Herzfeld (1978. Pag. 157).

-“[ə] (schwa), a mid-central vowel: [agen] “again”; [aredi] "already"; [abowt] "about"

NOTE: [ə] is treated here as an allophone of /o/. It has the sound of "but" in SE. The African languages did not have [ə]. Cassidy and LePage (1967 : lii) say it was retained in JC from polite XVII century English.” Herzfeld (1978. Pag. 158).

-“/ow/ a diphthong similar to SE /ow/ as in SE "row", but more tense.

Allophone:

[ow] [kow] "cow"; [hows] "house"; [town] "town"; [fowl] "fowl"

NOTE: SE has retained the old spelling, although the pronunciation is now [aw]. Therefore, the SE cluster /ow/ must not be confused with the LC cluster [ow] since the two have a

different function and a different history. LC [hows] is probably pronounced similarly to the way people pronounced it in England during Shakespeare's times. (Braidwood, 1964:65)” Herzfeld (1978. Pag. 158).

-“/wowh/ a complex nucleus. It starts with lip-rounding /w/ to continue through a glide /ow/ and end by reaching a centralized or low position. It is the back equivalent of /iyh/.

Allophone:

[wows] "over"; [nwowe] "know"; [bwowat] "boat"

NOTE: Edwards (1970:312) feels that Cassidy's explanation on the origins of the nucleus is unsatisfactory and suggests that Halliwell's listing by county (1863) in the South of England seems closer to the Creole source.” Herzfeld (1978. Pag. 159).

The allophones and phonemes from Limón English, evidently are different from American English. On both sides, each phoneme is critical to ensure the fluency and speaking of a whole system. This is very important to analyze to make sure that students will understand how to pronounce correctly American English. The teacher in charge must take into consideration all the mouth movements and manners of articulation of the respective sounds. After seeing the phonemic differences between these two dialects, a more grammatical point of view can be seen.

2.2.3.2 Grammatical and word differences

As seen before, Herzfeld has illustrated very important details about the Limón Creole and its origin. Within the details analyzed by her in the second volume of her work, she describes the grammar and word variations within the Limón Creole speakers compared to the SE. These changes are almost superficial and not that relevant in appearance but very important when teaching American English to a society exposed to this language variation.

First of all, Herzfeld makes three observations about the stem form. These three are the following:

-“Exceptions to identical stem forms with cognate English forms are: brok "to break", lef "to leave", and los “to lose”. The strong past form of the SE verb is used instead of the bare infinitive. Another type is the use of SE weak past: marid “to marry”, and the participle ded “to die”” Herzfeld (1978. Pag. 189).

-“While the basilectal speaker makes overwhelming use of stem forms, this feature of the grammar spreads even into the acrolect segment, although marked forms are in the majority then.” Herzfeld (1978. Pag. 181).

-“As to the actual functions of the stem form, the main difference with SE verbal relationships is that while in LC the Simple Past is unmarked (i.e., it is generally expressed by stem forms of the verb), the Non-Past (which may express comments, generalizations) is morphologically marked. Bickerton points out that for Guyanese Creole, it is the reverse of the SE situation; in LC it is partly so too.” Herzfeld (1978. Pag. 181).

After stating these observations, Herzfeld makes some observations after analyzing “the individual basilectal unmarked types of the verbal stem forms” Herzfeld (1978. Pag. 181).

Herzfeld (1978. Pag. 181) starts pointing out that “the choice between (+ stative) and (- stative) stem forms (in Bickerton's terminology, 1975:28) is inherent in all LC verbal basilectal usage. Comrie (1976:48-51) characterizes a "static" situation as one that may or not involve change in the relation between different phases of the situation, while the "dynamic" situation necessarily does.”

Then, she specifies that the distinction needs to be tagged to the proposition instead of the lexical context. And this can be translated into, as Herzfeld (1978. Pag. 183) states, “while there are certain verbs that are more typically "+ stative” (such as know, live, belong, like, have, etc.) and others usually “- stative” (among them: jump, get, put, go, begin, fall, find, hit, etc.) the same form of the verb in surface structure may stand for different deep structure semantic distinctions.” This means that both stative forms of verbs can be used in specific situations.

Lastly, regarding stative verbs, Herzfeld mentions that the pre-verbal markers are very helpful to give information about the tense of the verbs. And these verbal markers, which can appear in the same clause, subordinated or removed context, affect the choice of using + or- stative verbs in Limón Creole. Now, the verbal relationships of LC in a basilectal level are going to be expressed with their respective example as Herzfeld annotated in her investigation. First, the unmarked form:

-“STEM (- STATIVE VERB) punctual past

+

SENTENCE MODIFIER (past) (pre-verbal marker):

in ogos ev laas yeh/ naintiynsebenti triy/

in August of last year/ nineteen seventy three/

a woz sik/ a kyach a kwol in my fut/ an a

I was sick/ I caught a cold in my feet/ and I

kuudn waak bikaz eniy taym a kom from kolij/

couldn't walk because any time I came from college/

(every) (high school)

mi fut swel/ an wen a riych won/ a jos

my feet swelled/ and when I reached home/ I just

fiyl ignorant an a dwon spiyk tu nobodi/ bikaz

felt upset and I didn't speak to anybody/ because

wen a luk at mi fut sow swel/ a jos beks/

when I looked at my foot so swollen/ I (was) just

an beks wid evribodi/ en wen a gow tu

upset and upset with everybody/ and when I went to

de dokta/ im tel mi se/ a ʔav rumatism/

the doctor's/ he told me that I had rheumatism/

an im gii miy a pil an injekshen...

and he gave me a pill and (an) injection..." Herzfeld (1978. Pag. 184).

-“STEM (- STATIVE VERB) habitual action

4. 2.18 shiy rayt aal di taym...

she writes all the time...

an av it laan taym

and (I) have (had) it (the pain) (for a) long time

now/ a gow dokta/...an cho...dwon

now/ I went to the doctor's/ and cho!/ it didn't

help mi ata!/ somtaym it jos iyz it down/

help me at all/ sometimes it just eases down/

it kom bak egen...

(and) it comes back again...

shi wok/ wck at de hospital...

she works/ works at the hospital..." Herzfeld (1978. Pag. 186).

-“STEM (- STATIVE) iterative action

(describing how to make a kite)

yu mek likl faam/ put a nyel intu it

you make a little form/ put a nail in(to) it

an yu get a kaad...

and you get a cord.

(describing a game)

yu get in (de ring) fers/ an aftawer

you get into the ring first/ and afterwards

de partna kom in...

the partner comes in..." Herzfeld (1978. Pag. 186).

-“STEM (- STATIVE) universal truths

de son shayn...

the sun shines...

wen uman luk on novela/ it wopin

when women watch novelas (on T.V.)/ they open

(these)

dem hay...

their eyes..." Herzfeld (1978. Pag. 184).

**-“STEM (- STATIVE VERB) action is in the present
a. In Temporal clauses:**

wen jiysoz kom/ im not gowin tu tek de
when Jesus comes/ He is not going to take the

syent piypel dem...

holy people...

wen it get sof/ a dwon ?af we tu put dem...
when it gets soft/ I don't have where to put them.

an wen im liyv/ en gow blaks
and when he leaves/ and he goes to "Blacks"
alwon/ en ay down nwo. . . ?
alone/ and I don't know..?

yes/ wen mis vay kom (won)/ (they will operate
yes/ when Miss Vi comes home/ (they will operate

(Violete)

on you)...

on you)...

b. In Conditional clauses:

if a serl tel a man se/ dem lov yu/

if a girl tells a man that/ they love you/

(she loves him)

de fers tin dem duw/ iz ron layk a kot chikin...

the first thing they do/is run like a cut chicken...

an if may hozban tel mi enitin/ ay jes

an if my husband tells me anything/ I (will) just

kik im owtsayd...

kick him out...

c. In Passive Voice expressions:

yu put it in di wovin tu byek/ en yu sidon

you put it in the oven to bake/ and you sit down

an wyet/ antil wen it byek...

and wait until it is baked...

(the cataract) it afi kot...

it has to be cut...

yu won imajin di amoun a chans sel

you can't imagine the amount of chances that are

abowt di pleys...

sold around the place..." Herzfeld (1978. Pag. 61).

**-“STEM (+ STATIVE) action is in the nonpast
(conversation on the date of Christ's birth)**

...ay siy a historiy bowt it an/ diay/ yu riyliy din

I saw a story about it and /diay/ you really did

nwo wat... in riyliy wat mont/..bot yu

not know what. . . in really what month/. ..but you

onli di siydi yenjyel kom down an tel ommm di

only saw the angel come down and tell hmmm the

virjin myeri se/ dat shiy waz gowen ?af a chayl/

Virgin Mary/ that she was going to have a child/

an shiy se "wel/ u gowen biy di

and she said "Well/ who is going to be the

fada?" layk so/ bikaz.../ an im tel di.../

father?", like that/ because... and he told (her)

im tel er se/ di karpintero xose/

the... he told her that/ the carpintero Jose /

an layk so/ pero nobody nwo/ wen krays

like that/ pero nobody knows/ when Christ (was)

baan/ bot wi selebrar wit fiesta/ and drinkin/

born/ but we celebrar with fiesta/ and drinking/

an kyek...

and cake...

woz wan marnin/ a get op tu kom kolij/

it was one morning/ I got up to come to college/

(high school/

an wen a pudon mi tux* fut/ in may slipaz/

and when I put down my two feet/in my slippers/

an ?av it on de flooh/ a jes drop rayt bak on

and have them on the floor/ I just dropped back on
(had)

de bed so/ en a se/ laad jiysez/ wa

the bed so and I said/ Lord Jesus what is

?apen tu miy?

happening to me?

(happens)

wen it kom tu setin kyes/ yu mos taak

when it comes to certain cases/ you must talk

(when certain cases occur)

gud/ no? no bad inglish

good (English)/ don't you? not bad English

(poor)

layk so#

like this#? Herzfeld (1978. Pag. 189)

-“STEM (+ STATIVE) action is in the past

+

SENTENCE MODIFIER (pre-verbal marker)

on sonde/ wiy riyd di baybel erwon de tyeb/

on Sundays/ we read the Bible around the table/

im waa wiy lern inglish...

he wanted us to learn English...

(wan dye) it hapin dat shiy ay to liyv...

(one day) it happened that she had to leave...

im did wyek mi op/ (he gave her something to drink)

he woke me up/ (and he gave her something to drink)

an ay tink woz waata...

and I thought it was water...

de twenti fay/ (December).. di twu ov os gow owt

the 25th (December) the two of us went out the

syem wye/ wid mi swel/ dat no duw notin/

same way/ with me swollen/ that didn't matter/

(anyway)

u no layk siy mi wid im. . .

whoever did not like to see me with him...

shiy layk tu lik miy... (when I was in school)

she liked to hit me..." Herzfeld (1978. Pag. 191).

As it could be seen through the examples, as it was mentioned before, the stative form of the verbs will depend on the rest of the word tenses within the sentence. That way, the verb agreement will make sense within the whole meaning.

Further into the grammatical differences, Herzfeld points out that within the unmarked forms, there are representative details in the range of the continuum in LC verbal basilect. Those details will be described in a specific order, and also, examples will be given afterwards. The specific order in which Herzfeld describe them is be, did, a + verb, dont, and basilectal negation.

First, Herzfeld describes be. She designates after using other references, that the verb be in LC will alternate with / \emptyset /, a, and de. After mentioning this, she gives some examples:

-verb a, equaling SE be, working as connector of two nominal. It also can be used the / \emptyset / in Limón Creole.

“mi a turrialba man...

I am a Turrialba man...

dat (\emptyset) no riva/ dat a siy...

That is not a river, that is the sea...

mi a gran pupa...

I am a grandfather...

mi a big shat...

I am a big shot...” Herzfeld (1978. Pag. 194).

-Also, it is valid to use Øbe more specifically instead of is and are and iz for all persons according to Herzfeld’s results.

“/yu Øbe gud/

you (are) good

/di tin iz gud/

the thing is good

/eni taym yu taak/ yu Øbe owt...

any time you talk/ you (are) out...

/if yu dwon wayz inof/ yu iz owt#

if you are not wise enough/ you is (are) out#

may layf iz ?aad/ may layf (Øbe) laan an ?aad/ man...

my life is hard/ my life (is) long and hard/ man...” Herzfeld (1978. Pag. 197).

-The verb de, equaling SE be, works as a locative or modifier.

“iz jes de it de...

It is just there (where) it is...

we di plyes nyem de?

What is the name of the place?

ow moch taym sins yu liv in limón yeh now?

How long have you lived in Limon?

--wel / mi de ya bowt tuw yer now...

Well/ I have been here two years now...

unu bway hav it iyziy nowdyez# wen yu did

You boys have it easy nowadays# When you were
(one)

smaal/ an yu de pan de faam/ yu afi

small/ and you were on the farm/ you had to

wok layk hel/...

work like hell..." Herzfeld (1978. Pag. 194).

-As Herzfeld (1978. Pag. 197) indicates, “tokens of is appear preceding a predicate adjective or sentence-initially, since most speakers lack dummy it at this level, and also preceding locative or temporal expressions.”

Afterwards, she styles those changes in different examples:

-(Nom + be + Nom)

(be + predicate adjective)

wel/ dat iz a difikol kweschori fi ansa../

Well, that is a difficult question to answer...

byesbaal/ wel/ byesbaal iz impwortan/ bot ada

baseball/ well/ baseball is important/ but other

tinz dat iyz mwor importan tuw...futbaal...

things that is more important too... football...” Herzfeld (1978. Pag. 197).

(are)

-(be S. init.)

iz so ay layk it...

(It) is so I like it...
(this way that)

iz jes fuwlishnis...

(It) is just foolishness..." Herzfeld (1978. Pag. 198).

-(be + LOC)

iz dyer ay work...

(It) is there (that) I work...

bikaz it iz dyer...

because it is there..." Herzfeld (1978. Pag. 198).

-(be + TEM)

wen (Øbe) lobsta siyzen...

when (it is) lobster season..." Herzfeld (1978. Pag. 198).

Secondly, Herzfeld will analyze did. She mentions that this auxiliary does not work the same as in SE. Instead of working as a support for verbs and to mark a contrastive

emphasis but it has different and important uses within LC. Herzfeld describes their uses with examples for a better comprehension.

-“**did** as a filler for the slot of a (= be); **did** = a (=be)

yu get biytin hwom tuw?

Did you get beatings at home too?

--ya/ maan/ di taym did rof...

Yes/ man/ the times were rough...

ya/ bot eloisa faada di beks/ yu nwow/...

Yes/ but Eloisa's father was upset/ you know?...

wi did obligyetid tu gow chorch...

We were obliged to go to church...

aal mi poyo biznis di gon/ bot a kom bak

All my pollo business was gone/ but I came back,

rayt op bak ogen...

right back up again...” Herzfeld (1978. Pag. 203).

- “did as Simple Past marker (in stative and non-stative environments)

a. did + Stative V (= Simple Past Tense)

es ke/ ay di waa gow in di hospital/

Es que/ I wanted to go into the hospital/

bot wid a pyepa...

but with a paper...

wen a woz smaal/ yes/ dem tel me dat a did

When I was small/ yes/ they tell me that I was

sik/ sik/ bad/ bad/ bad/ til a did fyeba

sick/ sick/ bad/ bad/ bad/ until I favored

dem likel makaronis...

those little macaronis...

an wen yu woz in skuw1/ wa yu di layk

And when you were in school/ what did you like

(you liked)

stodi mwor?

best of all?

--ay did layk stodi inwor/ enmmmmm tu had/ sobtrak...

I liked best to study/ hmmmmmm tu add/ subtract.

dat iz wat a did layk mwor...

that is what I liked best..." Herzfeld (1978. Pag. 204).

b. "did + Non-stative (- Simple Past Tense, with + anterior meaning)

sins ay in limon ieh/ ay neva

since I have been in Limon here/ I have never

gow nower yet/ a did onli gow twenti yet mayl

been anywhere yet/ I only went to "28 Miles"

(I have only been to "28 Miles"

wan taym/ bot wen awoz in twenti yet mayl a yustu

once/ but when I was in "28 Miles" I used to

once)

gow sikires aal di taym...

go to Siquirres all the time..." Herzfed (1978. Pag. 205).

-“did used in a counter factual environment, marking unrealized condition.

an de pronto/ wen wi gow bak an ask fa biyh/

And de pronto/ when we went back to ask for beer/

no biyh/ biyh finish/

there was no beer/ the beer was finished/

we did hapin if aal dwowz piypel...

what would have happened if all those people..." Herzfeld (1978. Pag. 205)

-“did + Non-stative V (= Past anterior)

...ay neva wan gow/ jes truw...

I didn't want to gow/ just through.../

(because)...

yu andestan?/

you understand?/

bikaz a did tel de gorl yes oredi/

because I had told the girl "yes I already/

an wel... a di aftu gow...

and well... I had to go...

dem di gii tuw likl bit tu (iyt)

They gave two little bits to... (eat)

if mwow piypel di gow/ wat dem wuda

If more people had gone/ what would they have

duw?...

done?....

wi farm a kayn a tin wi kaal komite sibiko/

we formed a kind of thing we call comité civico/

bikaz di... di... di.../ piypel dem did se/

because the... the... the.../ people said/

(had said)

"bway dis tin kyaan kiyp on so"/ so wan

“boy/ this thing can't go on like this”/ so one

nayt dem disayd tu mek wan tin/ a big

night they decided to make one thing/ a big

miytin an inbayt a ol ?ipa piypel...

meeting and (they) invited a whole heap of people...” Herzfeld (1978. Pag. 206).

(lot of people)

-“did + Predicate Adjectives

di twenti triy/ yes/ wel/ di kot di wopin/

The twenty third/ yes/ well/ the wound opened/

(burst open)

an staat blod...

and started to bleed...

di shit di smel/ stink...

the shit smelled/ stank...” Herzfeld (1978. Pag. 207).

-“Combination of did + Non-stative V = Past Anterior Tense and No marker + stative V = Simple Past Tense

bika ay kudin kom in tryen/ bikaz

Because I could not come by train/ because I

di jes don aperiyeysion

had just had an operation...

yu andestan?/ so ay kom in plyen an...

you understand?/ so I came by plane/ and...” Herzfeld (1978. Pag. 207).

-“Overcorrection: did in expressions of gradual replacement of Basilect to Mesolect in the continuum.

ay did riyli went op

I really went up...

ay did jes meyd di solisitu...

I just made the solitud...” Herzfeld (1978. Pag. 207).

Now, Herzfeld explain the form A+Verb. As she denotes, this for will be the same as be + verb continuative form in SE. In the case of Limón creole, this form will work in four ways, continuative non-past, continuative past, iterative non-past, and iterative past. For a clearer view of them, Herzfeld points out some examples for each one of them:

a. “Continuative non-past:

wel yu siy/ das wa mi a tel yu.../

"well/ you see/ that's what I am telling you.../

ay ieh dat fers taym/ at liys in yor dyez...

I hear that sometime ago/ at least in your days...

a fi mi dyez mi a taak bowt/ yaa...

it is about my days that I am talking about/ ya...

kom hya bway/ we yu a gow?/ wyet fa mi. . .

come here boy/ where are you going?/ wait for me...

yu jes byerli beri (de botin)/ an den if a fayf

you just barely bury (the button)/ and then if five

a yu a plye/ yu se/ "wel/ yu gow fors"/

of you are playing/ you say/ "well/ you go first"/" Herzfeld (1978. Pag. 211).

b. "Continuative past:

aal marnin yu plyein dem tin/ bot...

All morning (we) played these (things)/ but...

you
may fada din layk mi...im neva layk

(games)

my father didn't like (for) me../ he didn't like

mi plye/ so eni taym mi hih dem se ilebin oklok/

my playing/ so any time I heard them say 11 o'clock/

mi a plye an a lukbak if

I was playing and I looked back (to see) if

im a kom/ an if im a kom/ mi gon hwom. .

he was coming/ and if he was coming/ I would go home.

wen ay woz in kartago a stodiy/ eniwey di tiym

When I was in Kartago studying/ anywhere the team

gowin/ mi a gow tuw...

went/ I went too...

wan naye now/ im a kom won sa/ . . .an wen

One night now/ he was coming home sir/ and when

im komin won pan di as...

he was coming home on the horse...

dat taym/ mi neva nwow woz di nada brada

Then/ I didn't know it was the other brother whom

mi a fayt wid/ an mi a jomp rown.../

I was fighting with/ and I was jumping around/

jomp rown...

jumping around...” Herzfeld (1978. Pag. 212).

c. “Iterative non-past

shiy driym de ozban/ an tel di

she dreamed (to) her husband/ and she told the
(she talked to the husband in the dream)

(appeared)

ozban/ yu nwo/ *gox owtsada nyw york an bay
husband/ you know/ "go outside of N. Y. and buy
dis nomba"/ an di man went an bay dis nomba/
this number"/ and the man went and bought the number/

wan hondrid towzin kolones mama/ and dem-ya piypel
one hundred thousand colones mama/ and these people

a tel mi dem no biliyv in a driym...

here tel they do not believe in a dream...

yu wan nwo ow gavmental afyer a gowen

you want to know how government affairs are doing

wid de moni dis dyez/ wel...dem piypel/

with the money these days/ well...those people/

yu nwo/ mek a hambog/ a bonch a moni/ bót it
you know/ make a humbug/ a bunch of money/ but it

no get no we/ no sa/ it a wing/ it a flay...
doesn't get anywhere/ no sir/ it has wings/ it flies...

di situeyshen iz riyliy bad/ iz riyliy bad/
the situation is really bad/ it is really bad/

yu won imajin/ di amown a chans sel about
you can't imagine the amount of chances sold around
(lottery tickets)

di pleys/ man an uman/ an pikni a sel chans
the place/ men and women/ and children sell chances

and dem liv gud...

and they live well..." Herzfeld (1978. Pag. 213).

d. Iterative past:

wen mi woz in kartago a stodi/ eniwey di tiym
when I was studying in Cartago/ anywhere the team

gowin/ mi a gow tuw...
went/ I went too...

mi yustu liv op kontri/ an wen
I used to live up (in the) country/ and when the
ivnin.../ wen dos a kom/ so yu sit down...
evening... when dusk came/ you sat down...

mi no av moni fi pye fi trip/ bot if
I did not have money to pay for the trip/ but if
yu kyan plye/ dem a kyari yu...
you could play... they took you..." Herzfeld (1978. Pag. 214).

In addition, based on what Bickerton (1975:34) says, Herzfeld mentions that it is also common to use the form \emptyset be + V-ing in LC. After stating this, Herzfeld points out some examples of this alternation:

“fors taym/ wen yu (Øbe) komin op now/ yu nwo
first time/ when you (were) growing up/ you knew
(in the past) (grew up)
di governa iz a governa/ yu rispek
(that) the governor was a governor/ you respected

im/ if im (Øbe) duwin tin andaniyt/ wel/
him/ if he (was) doing things underneath/well/
(did)

yu dwon nwo...ke dis wan (Øbe) duwin
you didn't know/ ...que this one (was) doing

dat tin/ yu no now...
that thing/ you didn't know...

an mi wid a neks man a taak/ an
and I with this (other) man were talking/ and

biyn yu woz a drink/ yu staat tu ron jwok
since you were drinking/ you started to run jokes

(we) (we) (tell stories)
an aal dem tin/ ina di jiy#ay dwon nwo
and all those things/ in (side) the jeep#I don't know

wat di hel may man woz duwin/ an mi torn rown
what the hell my man was doing/ and I turned around

an luk pan im so... mi no siy/ mi no siy
and looked at him so... (thus) I didn't see/ I didn't
di rwod at aal/ mi fiyl mi a gow in a plyen...
seen the road at all/ I felt I was going in a plane...

wan maarnin/ mi mada gow owt markit/
One morning/ my mother went out (to the) market/

an wen shiy (Øbe) komin worn/ a uman nyem dyevis/
and when she was coming home/ a woman named Davis/

shiy se/ "ay/ mis---/ ow yu duw de?" da taym mi
she said/ "hi/ Mrs.---/ how do you do?" that time I

(on that occasion)

(Øbe) gowin wid mi mada bag bisayd ar/ yu

(was) going with my mother's bag beside her/ you

nwo/ an dem a taak aal kayn a tin...

know/ and they talked all kinds of things...

(were talking)

dem se/ di nyekidnis an aal dem tin we

they said/ the nakedness and all those things where

di piypel woz komin dansin...

the people went dancing...

im (Øbe) komin down wid di fokin moniy...

he was coming down with the fucking money..." Herzfeld (1978. Pag. 216).

(came)

Then, Herzfeld adds that waz and iz are only stylistic and not tense markers. Then, she marks some examples:

"wel/ di tinz diyhra/ bot yu liv

well/ (the) things (are) dearer/ but you live

beta now an fors taym/ bikaz fors taym now/

better now than first time because first time now/

(in the past)

(in the past)

far instan/ yu yustu get a lesa salariy/

for instance/ you used to get a lesser salary

(a smaller)

an a haada standar a layf/ a/ a/ ada

and a harder standard of life/.. a/a/ another

styej a livin/ bikaz far instan/ yu yustu

stage of living/ because for instance/ you used to

work eksesivliy far a smaal salariy/ an yu yustu

work excessively for a small salary/ and you used

av haad/ a haad taym tu fiyd yusef/

to have (a) hard/ a hard time to feed yourself/

de piypl u kud fiyd demself/ wel/
the people who could feed themselves/ well/

iz piypel wot... probabliy de kud
(were) is people that... probably they could
(what)

ryez fowl...
raise fowl...

so fors taym woz a farm/woz... di man
so first time there was a farm/ was... the man
(in the past)
day olredi/ an im wayf tuw/ was mista fransis/
died already/ and his wife too/ (it) was Mr. Frances/

so im yustu av plenti fowl in dyer so layk ow/
he used to have plenty of fowl in there so like how/
(as)

yu nwo/ wi bway smaal/ wi dwon av/no
you know/ we (were) young boys/ we didn't have any

moniy/ wi not workin we/ jes kyaan
money/ we (weren't) working well/ just couldn't

av inof moniy tu bay tuw pak a kuwl yed
have enough money to buy two packs of cool aid

...wi gow bay di farm de/ an tiyf a triy fowl/
we went by the farm there/ and stole three fowl/

an kiyp it up/ wa hapin/ wi stap it/ a
and kept it up/ what happened/ we stopped it/ an
wol uman tel wi se/ dat tin iz bad...

old women told us that that thing was bad” Herzfeld (1978. Pag. 219).

(that was a bad thing to do)

Further in the analysis, Herzfeld starts pointing out the use of “don” in Limón Creole after what Beryl Bailey states. This form works as a final verb meaning a compliment of verb phrases. Then, she remarks some examples:

“mi don nwo se im naa go (pre-verbal)

I know full well that he won' t go

mi dis iyt don (clause final)

I just finished eating

iyemz no riid di buk don yet

James has not finished reading the book yet...” Herzfeld (1978. Pag. 221)

Also, “don” is replaced by did in LC functioning as past state of affairs. Herzfeld mentions some examples of this form:

-“Don as Main Verb (= 'finish') in preverbal position.

don + V = 'finish'

...an aal kayna dwopi stwori...wen wi did

...and all kinds of ghost stories/ when we were

smaal bway/ somtaym wen mi granfada

small boys/ some times when my grandfather

don tel mi dem storiy/ yu fried

had finished telling me stories /you were afraid

iyvin fi gow owsay...

even to go outside...

bay dat taym/ may owldis brada/ hi don stodi...

by then/ my oldest brother/ he had finished studying..

an towl de direkta dat ay woz gowin

and (I) told the director that I was going (to go)

bak tu skuwl/... shi se...shi did

back to school.../ she said... she had just

don giv sombodi els di skalaship...

finished giving somebody else the scholarship/...

if ay wuda win a for towzin/...bay a

if I were to win 4 thousand/... (I would) buy a

piys lan an yu mek yu hows # wen yu

piece of land/ and build a house# when you

don mek it an yu liv in de...

have finished (building it) and you live there..." Herzfeld (1978. Pag. 222).

-“ don as Main Verb (= 'finish') in clause final position

V + don = 'finish'

di bway gi mi wan bich lik pan mi nwoz/

the boy gave me a strong lick upon my nose/

yu siy/... an mi kozin se/ "aarayt/

you see/... and my cousin said/ "all right/

fayt don."/

the fight is over!"

(if) mi eva win chans/ ay gon

(if) I ever win the lottery/ I would go to

san xose/ ay down kom bak til de

San Jose/ (and) I wouldn't come back until the

moni don#

money is all spent#

a man kom an sit bisayd mi...im se dat de man
a man came and sat beside me...he said that a man
shuwt im... an ay waak dis we/ an gow stryet
shot him... and I walked this way/ and went straight

on bay may worn/ neva kom owt bak antil
on to my home/ (I) never came out again until
evritin woz don...
everything was finished (over)...

meni taymz a wud bi iytin somtin an/ emmmm ay
often I would be eating something and/ hmmm I
av a buk/ an a riyliy wan tu don
I (would) have a book and I really want to finish
dis tin... if a beri ongri/ a iyt
(reading) this thing... if I am very hungry/ I eat

of evritin/ a iyt antil a don...

off everything/ I eat until I am done” Herzfeld (1978. Pag. 223).

(finished)

-“ don = iterative use

a tuw okyupayd tu duw dem tin/ bika evri

I am too busy to do those things.../ because every

taym de shwo don/ de big bos kaal miy...

time the show is over/ the big boss calls me...

we wyek op from for in de marnin/ get di

we wake up at four in the morning/ (we) get the

byet dem redi bay sevin/ wi pul anka an fish til

baits ready by seven/ we pull anchor and fish until

wan oklok/ wan oklok wi don ron owt

one o'clock /(at) one o'clock we finish rounding up

dowz tu ondrid and fifty tu tri ondrid traap...

those 250 to 300 traps...” Herzfeld (1978. Pag. 225).

Finally, Herzfeld describes the Negation. In Limón Creole, as she explains, speakers use the words no, duon and neba to express negations. Within the explanation of these forms, Herzfeld describes when to use them followed by some examples to present them.

-No: This form is used for negations in past/non-past tense in both, questions and statements and with all persons.

“Statement, past simple

(di ticha) olwez tel apon yu/ ...mmmm yu nwo wot

hapin tu yu son?/ im no gow skuwl tudyie/ an ron

/he didn't go to school today /

we from skuwl tudyie.” Herzfeld (1978. Pag. 226).

“Non-past and LC concord

"dat taym yu no nwo notin an yu gow hwom an" ...yu gow

At that (point of) time you don't know anything...

skuwl tudyie?" "/yes mam/..." Herzfeld (1978. Pag. 228).

“Past complex

(telling about a fight) an de bway siries laik hel/

bika im did fray tin. . .bikaz im no nwo mi/
he didn't know me/
an im no nwo mi av notin wid im. . .
and he didn't know (that) I had something against
him... (whether I had anything...)" Herzfeld (1978. Pag. 228).

“Question, past tense

"im an garin son no fayt di ada nait?"
"he and garino's son didn't fight the other night?" Herzfeld (1978. Pag. 228).

-duon: In Limón creole, the form duon is used as a formal version of no as Herzfeld mentions, but also, people use either form in any case. For example:

“a no layk drink in a bar mi wan/ yu nwo?
I don't like to drink in a bar by myself/ you know?/
ay dwon layk dat...
I don't like that...” Herzfeld (1978. Pag. 230).

Also, Herzfeld remarks that “duon” is normally used instead of “don’t” and for other forms in American English. For example:

“Stative verbs/non-past

ai duon biliyv dat...

I don't believe that...

ai duon miyn tu se...

I don't mean to say...” Herzfeld (1978. Pag. 230).

“Non-statives/non-past

ai duon gow bol grown

I don't go to the ball ground

yu duon toch it...

you don't touch it...” Herzfeld (1978. Pag. 230).

“Stative verbs/past

im duon layk mi wyes mi taym...

he didn't like (for) me to waste my time (talking about his father when the speaker was a small boy)

di kiy kyan wopin aal a di ruwm dem/ yu duon ieh

the key can open all the rooms/ you hadn't heard

abowt dat wan de?

about this yet? (didn't hear this one...?)” Herzfeld (1978. Pag. 231).

“Non-statives/referent action, non-punctual

ai duon liyv kosta rika (all those years)

I didn't leave Costa Rica (all those years)

dei duon kyari swop eni taym

they didn't take the soap (with them) every time

dei gow toylet...

they went to the toilette...” Herzfeld (1978. Pag. 231).

Then, Herzfeld points out that “duon” is used when a negation of a copula is used in American English. For example:

“de kalad man duon fried of notin...

the colorea man is not afraid of anything...

an enitaym yu taak/ yu/ yu owt/
and any time you talk/ you/ you are out...

yu... if yu duon ways inof/ yu iz owt...
if you are not wise enough/ you are out...

ay taak plenti/ bot yu hav tu kyach me wen a/
I talk a lot/ but you have to catch me when I/

yu nwo/ wen a at... a duon at op yet...
you know/ when I am hot...I am not heated up yet..." Herzfeld (1978. Pag. 232).

Finally, Herzfeld mentions that the form "di duon" is rarely used when representing didn't since "did" is used to mark past tense. Some examples where they can be used are the following:

"ay woz dwon dyer fa amos siks minit/ jes byerli
I was down there for almost six minutes/ just barely

mek it owt/ dey di duon gi mi op/ ay duon nwo ow

made it our/ they didn't give me up/ I don't know how

ay di get owt yet/ das di ownli tri taym/

I got out yet/that is the only three times

ay nwo a went klwos tu ded/ bikaz

I know that I was close to death/ because

ay did duon se giv op/ bikaz a se...

I didn't give up/ because I said..." Herzfeld (1978. Pag. 232).

Neba: The last form of negation that Herzfeld describes is "neba". As she describes, this form is used before didn(t). It is commonly used as never in American English or also follows:

“Simple past tense, [+ Stative]

an de man dem neva want a tin layk dat...

the men didn't want a thing like that...

bot may fada...im neba layk mi plye...

but my father...he didn't like (for) me to play..." Herzfeld (1978. Pag. 233).

“[+ anterior], [- stative]

wish wan a pryē in? wel/ a aiwez pryē in
which one I pray in? well/ I always pray in

Spanish/ ai neba pryē in inglish yet...

Spanish/ I have never prayed in English yet...

(obeah) mi no nwo bika mi neba siy it...

I don't know because I have never seen it...” Herzfeld (1978. Pag. 234).

-“SE never

wot yu rimemba from skuwl?

wel/ ay neba gow tu skuwl/ ay neba gow tu

well/ I never went to school/ I never went to

skuwl/ ay grwo bay maysel...may mada lef mi...

school/ I grew by myself...my mother left me...” Herzfeld (1978. Pag. 239)

Lastly, Herzfeld adds that the slot no occupied, is replaced with “neba”:

“im no nwo
he doesn't know

chino neba nwo
chino didn't know...

a no layk...
I don't like...

im neba layk...
he didn't like...” Herzfeld (1978. Pag. 234).

As a conclusion, after analyzing all the changes between Limón creole and American English, it is much easier to “correct” students that may have influence of this dialect. For people from Limón that will learn English, since many words are similar in pronunciation and in written form, it is difficult to assimilate the changes. That’s why it is important to analyze every detail, even if it is very small to make sure all learners can focus on the target language that in this case is American English. In order to do this, the methods, techniques and material used in the first classes are a key for making sure all students can identify the differences and speak separately American English from the Limón Creole.

2.3 The Direct Method

Here, the direct method, in which the classes for the research will be based on, will be described in order to comprehend it better. It will be mentioned its purpose and rules, the roles that the teacher and students need to fulfill in order to achieve all the goals from the class and finally, the techniques that teachers can use to teach using this method within their classes if they consider it useful. After setting all this, there can be a better view of how the direct method works, and how it is useful if applied in a class whose purpose is the oral expression of the students.

2.3.1 Meaning of a method

A method, according to the Cambridge dictionary, “a way of doing something, often one that involves a system or plan”. This means that a method will be a way in which a teacher will give a class. For English teaching, there are several methods that can be followed in order to give a class. However, this investigation will focus on a particular method which is the direct, a method specifically for a class whose purpose is mainly for speaking purposes.

2.3.2 Direct Method

According to Cele-Mursia (2011), “the direct approach appeared like a reaction to the failure of achieving learners to use the target language by using the Grammar- Translation approach on that time. This could bring a huge improvement to the way in which English was taught in those years.” Also, she adds some characteristics that a direct approached class must take in consideration, those are the following:

- a. No use of the mother tongue is permitted (i.e., teacher does not need to know the students' native language).
- b. Lessons begin with dialogs and anecdotes in modern conversational style.
- c. Actions and pictures are used to make meanings clear.
- d. Grammar is learned inductively. (Students learn grammar in context and not by teaching it directly)
- e. Literary texts are read for pleasure and are not analyzed grammatically.
- f. The target culture is also taught inductively.
- g. The teacher must be a native speaker or have native like proficiency in the language.

All this means that the direct method is focused mainly in oral expression and allowing the student to learn without teaching grammar structures nor the target culture but it includes within the activities for the students to internalize those topics and feel comfortable and have everything clear. This can result in more fluency when speaking because that will be the only thing that the students will focus on. Also, it is important to add that teachers must have a high English level because they are the ones from whom the students will learn, so they must have good grammar, structural and phonetic skills. It is important to know all this in order to successfully give the class using the direct method.

2.3.3 Teacher and student roles

In order to achieve the goals from a class under the direct method, it is important to take in consideration the roles that both, teacher and student, will fulfill. This will contribute with the fluency of the class because each instruction will be perfectly followed and each topic can be successfully given. By knowing the roles from each member of the class, the direct method can be worked even better.

2.3.3.1 Teacher's role

Within the roles, as stated by the Ministry of Education, Guyana (2019), “Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.” The role of the teachers is critical in a classroom because they are the guides of their students during each class, so they must take care about every movement and section they take.

First, as Shonette (2019) from the Ministry of Education, Guyana mentions, the teacher must have a curriculum which he or she must follow; with this, teachers will provide the knowledge to their students in an organized way. The teachers use the curriculum through the years in order to provide that knowledge to the students and they can use many ways to provide it including variety of activities like lectures, group activities and hands-on activities.

Secondly, the author adds that teachers must take care about the environment of the class being whether positive or negative. The teacher needs to manage a class with a happy and comfortable atmosphere, and this is because students mimic their teacher's actions, so they will be happy if the class is happy. Also, they are the main responsible ones of the behavior of the entire class because this is reflected by the actions that the teacher takes.

In addition, it is very important to adapt each situation to the class because there are students with special needs that may not learn the same way as their classmates. If there is a case in which a student requires special help, the teacher in charge must take care about that situation and assist with the best that students, so he or she can get the best experience at learning and reach all the objectives for the class.

2.3.3.2 Student's role

On the other hand, as Professor Richard (Grammar-Translation Method and The Direct Method, 2017) answers to a question submitted by Luoyang Normal University, China, students must dedicate the class time into listening to what the teacher says in order to make sure they understand all, pronunciation patterns and organization of the words. Then, they need to repeat what their teacher says, so they can mimic every detail in order to speak as clear as possible in case they need to apply it into a conversation or speech. Lastly, students must ask and respond as many questions as possible, so they can have all the information clear and this will also help them perform with the best and dominate all the topics ready to apply them in what they need, whether for a unique school assessment and exam or life.

If students follow these steps during each session where the direct method is applied, they will successfully fulfill all the objectives from the plan. For this, Professor Richard (Grammar-Translation Method and The Direct Method, 2017) suggests some activities that teachers can use in order to achieve the roles of their students on every class the direct method is used; it is important to add that each activity must adapt to each level and student necessity. Some of the activities that can be used in a direct method given class that he mentions are drills activities, repetition activities, and question and answer activities.

2.3.4 Techniques

In this section, the researcher will point out some of the techniques most of the teachers use in order to give a class using the direct method. According to the Cambridge dictionary, techniques are “a way of doing an activity that needs skill.” By knowing this, a more detail description of the techniques that are used while applying the direct method can be given.

According to Aloko (2014) from Kandahar Univeristy, the techniques that teachers can use in order to give the class with the direct method are the following:

-Reading Aloud: As it can be read in an article of the TeacherVision staff (Reading Aloud Teaching Strategy, 2011), “Reading aloud means just that-reading aloud. When we read to students, we take advantage of the fact that until about the eighth grade, young people have a "listening level" that significantly surpasses their reading level. When we read aloud to students, we engage them in texts that they might not be able to read.” Like its name says,

students will be engaged with reading, but they must read it aloud by taking care about their pronunciation while doing it. This can improve their vocabulary comprehension in context as well and develop reading skills at the same time.

-Question-answer Exercise: As it is evident in its name, question-answer activities will consist in the teacher making a question to their students and then, students must answer back. The questions may depend on the topic they are looking at the moment. For direct method, questions and answers need to be oral since this is the skill that is mostly worked on. This activity can be taken into account whenever the students read or analyze information from a specific topic.

-Students Self-correction: As it is stated in the Cambridge dictionary, “correcting or compensating for one's own errors or weaknesses”. This technique will definitely help students not only acknowledge the mistakes they made but also correct them and analyzing the reason why they are considered mistakes and how they can correct them when they need to perform a similar activity. In oral expression tasks, a tool that can be used is a check box where the teacher places certain aspects and the students identify whether they did good or almost did it, so they can have a wider look of their performance. These tool will definitely help students perform better and at the same time correcting their mistakes they know they committed.

-Conversation Practice: This activity, and maybe the most relevant in within the direct method, as CARLA (Considerations for Pragmatic Performance, 2020) states,

“Conversational practices refer to the elements of interaction which make the conversation successful or unsuccessful. This area of pragmatics includes elements such as negotiating turns, topic selection, and other patterns of interaction.” As related to the previous statement, students not only practice all the skills they’ve learned using oral expression, but also they will be able to use those skills to express ideas related to a specific topic with organized ideas and all with a meaning. This activity can be developed at the last classes when all the information is already interiorized by the whole class and the less mistakes can be committed.

-Fill.in-the-blank exercises: According to Blackboard (Fill in the Blank Questions, 2018), “A Fill in the Blank question consists of a phrase, sentence, or paragraph with a blank space where a student provides the missing word or words. The maximum number of answers you can provide for a blank is 100. Use Fill in Multiple Blanks questions to create a question with multiple answers.” Within the direct method, the teacher in charge can place a recording of a conversation and his or her students will need to fill blank spaces in a written practice the teacher gives them related to the recording previously listened.

-Dictation: According to Lightfoot (Using Dictation, 2019), “dictation refers to a person reading some text aloud so that the listener(s) can write down what is being said. When used in the language classroom, the aim has traditionally been for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. While this certainly has its uses, there are countless variations that can make it more interesting and learner-centred.” In the usage of this activity, as the previous statement says, students will be able to acknowledge the phonetic part including

pronunciation patterns and voicing of a text when the teacher reads is by its interpretation as writing. This can help students relate oral and written expressions.

As stated and described before, all these activities or techniques can develop all the skills in order to fulfill the objectives in a direct method based class because it involves the students into talking, knowing what they are doing and getting everything clear at the end of each session. Obviously, the teacher needs to be on top of every doubt and suggestion from the students, so every detail can be covered, so everything can be as clear as possible for the pupils that assist to the class. By taking into consideration all these details, the direct method can be successfully developed by the teacher in the class.

Chapter III

Methodological Framework

Along this chapter, some characteristics about how the technical characteristics of an investigation need to have are going to be discussed. Some of the characteristics that need to be described within this methodological chapter according to Martin Innes (2020) from the Oxford Scholarship Online are the practices, procedures, processes, routines, conventions, theories and techniques. This page describes these characteristics from a response of a police to a crime, but in for this investigation it is going to be related to what the investigator is going to use in the application to the goal society that are children from 11 to 13 years old from Instituto Cariay.

As an addition, also it is going to be noted and described all the instruments that are going to be used in order to gather all the information to get the results for the investigation hoping that they will not also fulfill the objectives that are set, but also other results that will give more importance to the process this investigation did. After setting the instruments, the results that the investigator wants to obtain are also going to be set in order to have a mental map of where the investigation will go and the importance it is going to get.

3.1 Research Approach

In this part of the methodological framework, the three different research approaches will be described and the characteristics of each one will be mentioned. The three research approaches that an investigation can focus on are qualitative, quantitative and the mix approach that is a combination of the first two. This in order to let the reader know what the investigation will focus on within the society that will take advantage of the results.

3.1.1 Qualitative Approach

According to Jonathan Beutlich (2020) as an answer to the question about what are the two types of approaches in research, the website e-notes explain that, “Qualitative research is descriptive in nature, because it generally deals with non-numerical and unquantifiable things. A biologist studying symbiotic relationships in nature, for example, would use qualitative research, because the scientist would more often than not be describing behaviors of animals. There might some numerical data in that the researcher would document the number of observations; however, the observations themselves would be descriptive of what the animals do. Anecdotally, when students of mine are first learning about wave interactions, they have to do an experiment that asks them to qualitatively describe what happens when a wave through meets a wave crest.”

As it can be seen on the site, Beutlich (2020) talks about a scientific qualitative research about animals and biology. However, these same characteristics are applied in other investigation researches as well depending on the nature of the research that in this case is education and students. This research approach is crucial for an investigation because its

goal is to achieve the social goal of acquiring certain abilities that can be beneficial for them. This research approach will not worry about a specific number of people to study nor collect any kind of numerical data, but rather describe a whole society and try to focus the study on their behaviors and try to apply new ones within that society for their own benefit. This investigation takes benefit of this approach since the objectives with the goal society is to get them to acquire better skills in American English when teaching it as a second language focusing in one specific method that in this case is the Direct Method.

3.1.2 Quantitative approach

As Jonathan Beutlich (2020) as an answer to the question: what the two types of approaches in research are from the website e-notes mentions, “Quantitative research is much more numbers-driven. The emphasis is on the collection of numerical data. The conclusion then makes inferences based on that data. A biologist studying population numbers would use quantitative research. Using the same anecdotal lab of mine, students eventually change the frequency of waves to manipulate the wavelength. They can qualitatively describe what happens, but they are also taking quantitative numerical data about the wavelength, amplitude, and frequency of various waves.”

When a researcher bases his investigation in numerical data as Beutlich (2020) states, his investigation will have a quantitative approach. This type of approach is important and very helpful for an investigation that includes statistic data within the research and to get results, and it is needed to get an average to prove something and uses plenty of numerical data within the society in study rather than focusing in the behaviors of them.

In the page called Writing@CSU (2020), there are some of the characteristics that an investigation with a qualitative approach needs to have. As he says, “The qualitative observational researcher must attempt to maintain a non-judgmental bias throughout the study. The researcher's goal is to observe and describe group patterns, similarities, and differences as they occur. Preconceptions or expectations of an individual or group's behavior interferes with the researcher's ability to tell the group or culture's story in a fair and accurate manner. In addition, preconceived expectations preclude the researcher from observing subtle nuances of character and speech that may be important to understand group behaviors or interactions. While absolute objectivity is impossible, it is paramount that researchers enter the field or study group with an open a mind, an awareness of their own biases, and a commitment to detach from those biases as much as possible while observing and representing the group”. By knowing these characteristics, the qualitative approach from this investigation can be successfully fulfilled and the results that the researcher will get would be fruitful for that society.

3.1.3 Mix approach

As its name indicates, the mix approach uses the qualitative and the quantitative approach for getting the results of the investigation. Depending of the investigation objectives, the researcher will use more one approach percentage than the other. The mix approach divides in two depending on what the researcher wants to accomplish of find out from the goal society in study, mix approach with a qualitative approach emphasis and the mix approach with a quantitative approach emphasis depending on the objectives and vision

of the investigator. This helps researchers when they need to make an investigation that requires collect behaviors from a determined society, but also helps them to collect numerical data in order to fulfill their objectives and get results for their investigations.

3.2 Research Design

According to Hernández (2014), the research design section of her book *Metodología de la Investigación* are the strategies and the plans that the researcher used in order to gather information to solve the problem planted for the investigation. Since the research is focused on investigation, the research designs that are going to be used are the action and the descriptive research. These are adapted to the methodology, the problem of the investigation, the time and the budget that the researcher will use in order to get the experimentation phase done. Here the investigator will describe each type of research and how they will be adapted to the whole investigation.

3.2.1 Action research

As the website research-methodology.net (2019) states, “action research can be defined as “an approach in which the action researcher and a client collaborate in the diagnosis of the problem and in the development of a solution based on the diagnosis”. In other words, one of the main characteristic traits of action research relates to collaboration between researcher and member of organization in order to solve organizational problems.”

The website also mentions some features in order to use the action research in a better way. The first feature mentioned is that this method is used for improving specific practices.

Also mentions that this research design is based on action, evaluation and critical analysis of the practices and to improve those collecting based data.

Finally, this research designed is used in this investigation because the researcher needs to evaluate the way in which people from Limón speak. After analyzing this, the researcher will introduce a new mechanic in order to get the students to know other skills, so they can have better abilities speaking American English.

3.2.2 Descriptive research

The website called Formplus (2020), in the article Descriptive Research Designs: Types, Examples & Methods, describes the definition of the descriptive research method within an investigation and also gives some characteristics in order to fulfill this method the best way within an investigation research that in this case is related to education. All this will let the reader know what the investigator wants to find out from the goal society that in this case is children from 11 to 13 years old from Instituto Cariay in Limón, Costa Rica.

The website gives a definition of action research. “Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where questions If a research problem, rather than the why. This is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place”, Formplus (Descriptive Research Designs: Types, Examples & Methods, 2020).

Some of the characteristics that the descriptive research must include in an investigation according to the website are described in a better way in order to understand them. The first characteristic that the website mentions that is relevant for this investigation is the qualitiveness: this relates to collecting qualitative information because a qualitative research is more explanatory. Then, the next characteristic is that the variables are uncontrolled; this means that the researcher cannot control the variables since they are not numbers, but characteristics. Finally and perhaps the most important characteristic that the website mentions is that the descriptive research in an investigation must allow other people to keep experimenting and analyzing with the topic with other research methods.

This information can be related in this research because in order to get all the details for the experimental phase the researcher must describe the capabilities and skills of children from 11 to 13 years old from Instituto Cariay in order to be able to get all the information for the whole research and the results. Also, this investigation gives room for further analysis since this same goal can be applied in other regions within the same province and also then the results can be analyzed in a more quantitative way.

3.3 Information Sources

For the information gathering of this investigation, it is going to be used three main types of information sources. These information sources will let us know the background history and also the all the theory of the main objectives of the investigation and its theme. In this case, the research will need information sources about the history of English teaching

in Costa Rica and creole English in the province of Limón, definition of what a creole is and its origin and information about the Direct Method and all its characteristics. For this, there are going to be 4 information sources, Primary sources, secondary sources and tertiary sources. The website LIS BD Network (Sources of Information, 2016) explain all of this in a more specific way.

3.3.1 Primary sources

“Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original materials on which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information. The definition of a primary source may vary depending upon the discipline or context” LIS BD Network (Sources of Information, 2016). Some examples given on that website are diaries, newspaper articles, and works of other people. These sources are used for regarding information that will be valuable for the results of the investigation. In other words, these will be the instruments that the person in charge of the study will use to evaluate the target population to eventually work on them depending on the objectives.

3.3.2 Secondary sources

“Secondary sources are less easily defined than primary sources. Generally, they are accounts written after the fact with the benefit of hindsight. They are interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary

on and discussion of evidence. However, what some define as a secondary source, others define as a tertiary source. Context is everything. The definition of a secondary source may vary depending upon the discipline or context” LIS BD Network (Sources of Information, 2016). Some examples given on the website are bibliographies, commentaries from critics, magazines, and journal articles. These will help the researcher get all the theory, so all the aspects within the application phase can be validated with certain information and strong bases.

3.3.3 Tertiary sources

“Tertiary sources consist of information which is a distillation and collection of primary and secondary sources” LIS BD Network (Sources of Information, 2016). The examples of tertiary sources given on the website are dictionaries, encyclopedias, fact books, and manuals. These are a combination of both, primary and secondary sources. In other words, the tertiary sources are all the places or instruments where the information required for the investigation was taken.

3.4 Analysis Categories

In this section of the third chapter, the researcher will analyze all the variables of the investigation through a qualitative point of view. The details that will be analyzed are conceptual definitions. This is important because with all the information placed here the researcher can place the items of the instrument with a better precision, so that way the experimentation phase will be better and the results consequently as well.

3.4.1 ESL Teaching

According to the website eslteacheredu.org (What is an ESL teacher, 2020), teaching ESL (English as a second language) consists in providing all the skills in order to learn for people that don't speak English as their first language. This will use different techniques and methods compared to teaching ESL in order to provide students better skills adapted to them.

3.4.2 Direct Method

As the website teachingenglish.com (Direct Method, 2020) mentions, the Direct Method focuses in listening and speaking in the target language that in this case is English. Also, grammar structures are taught inductively within the application of this method in a class.

3.5 Data Collection Instruments

In order to fulfill the objectives of this investigation, there are four instrument that will help the researcher to achieve the goals within the society in study. In this case, the study sample is children from 11 to 13 years old from Instituto Cariay located in Limón, Costa Rica and the instruments will be used for gathering all the information for the results of the investigation.

The instruments that are going to be used are going to be one interview, a comparative chart between American and creole English, class plans and a final oral test in order to know if the students could successfully acknowledge all the information in the classes where the Direct Method was used.

3.5.1 Interview

By doing an interview to the English teachers in charge of children from 11 to 13 years old from Instituto Cariay, we can determine whether or not the teacher knows about the Direct Method, and if they do know it, how they use it in the classroom. The questions are going to be divided in three sections in order to have every detail well organized once the interview ends. The first section will be to know if the teacher knows about the Direct Method or not; if the teacher knows about the method, on that same section are going to be questions to know how much they know about it, and if they know the techniques, teacher's role, student's role and the method itself. After the questions from the first section get answered, then the researcher will start with the second section.

Then, the second section will let the researcher know how the teachers implemented the Direct Method in the past, if they have used it. The questions will be regarding their experience, and how the students reacted to the method in the class they applied. The last section of questions from the interview is going to be regarding if the teacher will recommend using the Direct Method to other teachers or not depending on their experience.

Finally, in the third section there are going to be questions in order to make sure that the teachers know how creole English speakers can influence the way in which their students speak, since it is very common throughout the entire province. And also if they know the differences between this dialect and American English. If the teachers don't know the differences or they know just a few, the comparative chart instrument below can be used in

order to increase their knowledge about this important topic. After answering the questions, the teachers must send back the instruments, so the data can be analyzed later on.

3.5.2 Comparative Chart

For this investigation, it is very important to know the most meaningful differences between the creole English and American English because it is going to be very valuable for getting fruitful results from the goal sample. In order to know the differences and similarities between these two dialects, there will be a comparative chart with some aspects of the both of them. The comparative chart will be divided into three horizontal cells and they will include the titles of “Dialects/Aspects”, “American English” and “Creole English”. The first cell will have a divisional line because it will be used to differentiate from the aspects to compare and the two dialects we are comparing.

Finally, there will be some cells below the “Dialect/Aspects” cell. In those cells, there are going to be the aspects the researcher will use to compare the two dialects, so it can be pointed out the differences between American and creole English regarding structure, vocabulary and pronunciation patterns that people that speaks those dialects use in an everyday basis.

3.5.3 Class Planning

In order to make the goal society students learn things using the Direct Method, they will need to receive a class. In total, there are going to be imparted 5 classes to children from 11 to 13 years old from Instituto Cariay per level (this will depend on the levels from the

institute). The 5 classes will have a plan with all the strategies with a specific plan for each session in order to be able to perceive a progress from the students within those 5 classes. All the plans will include the objectives and the topics that the teacher in charge will need to cover with her class that week the investigator will work with them, but with the difference that all the planning is going to be adapted to the Direct Method and its techniques in order to fulfill the objectives of this investigation.

3.5.4 Oral test

In the last class that is going to be imparted, within the activities for that day there is going to be an oral test functioning as a wrap up for the whole process of experimentation with the goal society. In the oral test, students will be able to demonstrate all their progress and all the knowledge they have acquired after using this method in the classes. The test will consist in a conversation with the students, and they must speak in English as much as possible in order to make sure they learnt the most out of the classes they received with this method included.

The topics from the test will also be adapted to the objectives the teacher needs to fulfill in order not to interfere with the flow of the plans. It is important to avoid including new topics in the classes and only focus on the Direct Method because that can make the students become confused with the topics that the teacher has already given to them. The teacher will be present on the classes in order to supervise that everything is going as planned.

In addition, there will be an evaluation rubric that the researcher will use in order to measure the new skills that the students could get after the classes. The aspects that are going to be evaluated are regarding the comparative chart with the main differences between the creole and American English, so we can make sure that the students will have a better acknowledgement of the skills they must acquire in order to speak a more American English. Students must last at least 3 minutes speaking.

3.6 Collection data process and data analysis

In the last section of this chapter, there will be a general idea of how the data from the investigation will be collected and how the data collected will be analyzed. The instruments that will be used for this investigation are going to be in charge of collecting all the data needed from children from 11 to 13 years old from Instituto Cariay in order get all the results from the experimentation phase. Once the data are collected, it needs to be analyzed by the researcher in order to comprehend and acknowledge the scopes that the investigation could achieve. After this analysis, the results that are going to be gotten from the investigation can be set, so that way the researcher will know how important the experimentation was for children from the institute that the researcher will visit to continue the practice.

3.6.1 Steps to get the data and analyze it in order to get the results

First of all, after doing the interview that the researcher will make to the teachers in charge, it can be discovered how much the teacher knows about the Direct Method and its application in the class. After reviewing the answers from the teacher, the researcher can

know if some feedback of the method, its techniques and how it works will need to be given to her in order to give the teacher a preview of what the investigator wants to do with her class in order to make sure every detail will be covered successfully in case she doesn't know the method that well.

Secondly, with the information that will be collected from the comparative chart between the dialects creole English and American English, we will have a good overview about the main differences between both of them. With it, teachers can not only compare the different aspects between these two dialects in order to avoid the usage of both, but also make the students appreciate their mother dialect. After viewing the differences and taking the most important aspects of the chart, the investigator at the time of the class will know in what to focus in order to make sure that the students will get a better American English pitch.

Then, 5 classes will be given. Those classes will be carefully planned in order not to improvise and to make sure everything will go smoothly. The class plans will be adapted to the Direct Method and will include three columns: Linguistic Objectives, Mediation Strategies and Evaluation of the Learning Outcomes followed by the theme that the teacher will need to cover in that period of time (all activities will include time to manage it the best). Next, the students will experiment how it is to work with the Direct Method focusing as much as possible in American English in order to make sure they are going to acquire better American English skills. At the end of the 5 sessions, the researcher will evaluate how the students react to the method and whether or not they are learning in a better way and getting

motivated. This way, the researcher can implement the direct method within the target population to see how they will react in a real situation.

Finally, in order to make sure that the students learned and acknowledge all the skills they must acquire in order to become better Standard English speakers, there will take an oral test. That oral test will be according to the topics that the teacher needs to cover that week that the researcher will be with the group. After applying the test and analyzing the grades of the students according to the evaluation criteria, the investigator will know how exactly they learned and improved their American English skills that is the most important goal of the investigation by applying the direct method in the classes with appropriate techniques for the level.

Chapter IV

Data Analysis

4.1 Analysis and Interpretation of the Results

In this section of investigation, the results collected by the different instruments applied during the experimental phase will be analyzed. With this analysis, all the data the instruments collected will help with the conclusion of the whole research. This because it can prove the information stated on the previous chapters with real life evidence. Now, the data of each instrument will be mentioned and analyzed. After analyzing the results, proper conclusions can be taken out and recommendations to do better in future related researches can be given.

4.1.1 Interview

With the interview, the investigator could know how much the teachers in charge of children from 11 to 13 years old from Instituto Cariay knew about the Direct Method and its different techniques. In this case, two teachers were interviewed for the investigation. Throughout the answers, the teachers demonstrated that they knew about the topic and that they often included techniques for this method within their classes. This also could be demonstrated after observing the first classes that they imparted. This led into a better interaction with the students with whom the researcher will work .

The teachers also explained that the objectives of the institute was intended to make students speak. Because of this, teachers were actually using the Direct Method. However, some students weren't willing to speak that much, so more techniques needed to be included within the classes. As mentioned on the theoretical framework, the direct method definitely helps students develop their speaking competence. That means that by complementing the strategies the teachers with more activities and other focuses, students could achieve redirect their English pitch into a more American which is most commonly used by almost all people around the world without setting apart their heritage and origins.

Answers of the Interview: These are the questions and corresponding answers given by the interviewees. First, it is important to present in this part the questionnaire given to the teachers:

Interview for the teachers in charge of children from 11 to 13 years old from Instituto Cariay

Section 1

- 1. Do you know what the Direct Method is? If not go to the third section.**
- 2. Do you know which techniques does this method have?**
- 3. Do you know the roles students and teachers need to fulfill within the application of this method?**

4. Do you know how grammar is taught during the application of this method? Whether inductively or deductively.

Section 2

1. Have you ever applied this method within your classes? If not, pass to the third section.

2. Do you think that your students could achieve their goals while using this method?

3. Would you recommend other teachers use this method in some of their classes?

Section 3

1. Do you know the differences between creole English and American English?

2. Why do you think it is important to know the difference between these two dialects while teaching ESL in Limón?

3. Since creole English is often used in Limón, do you think that it is a significant influence for your students? If yes, why?

4. How do you think teachers in Limón can change the way in which their students learn ESL focusing in American English?

Now, the next step is to analyse the answers given by the interviewees to this questionnaire. Here, the researcher will present the answers and one short analysis of these answers in connection to his research. In regard to Section 1, these are the questions, the answers and the corresponding analysis:

For question #1: Do you know what the Direct Method is? If not go to the third section. In this case both teachers answered :

Teacher A: “Yes!”

Teacher B: “Absolutely I do!”

This means that both teachers knew about the direct method either because they studied it, or because they have been trained to use it. This shows that they are also willing and prepared to use it. Being both answers positive, we can suppose that the knowledge about the methodology is a plus in the implementation of this method.

For question #2 that says: Do you know which techniques does this method have?

Teacher A: “Yes! They are much related to oral speaking.”

Teacher B: “Yes!”

This means that both teachers not only know what the method is, but also what techniques are needed to fulfill the objectives of the class.

Then for question #3: Do you know the roles students and teachers need to fulfill within the application of this method? For this question the teachers answered :

Teacher A: “Of course!”

Teacher B: “Yes, they need to speak.”

This means that the teachers know that in the Direct Method, students need to orally express and to pay special attention to how the words are said in order to repeat correctly.

In question #4: Do you know how grammar is taught during the application of this method? Whether inductively or deductively.

Teacher A: “Inductively.”

Teacher B: “Is inductively, right?”

With this answer, teachers know that grammar in the Direct Method is taught within the activities and students need to think about them without actually seeing them.

In Section of the questionnaire, we have the following questions:

Question #1: Have you ever applied this method within your classes? If not, pass to the third section.

Teacher A: “I constantly apply it.”

Teacher B: “Yes, we use this method many times during our classes.”

Saying this, both teachers use the Method within their classes in order to fulfill the speaking skills of their students when they need it.

Question #2: Do you think that your students could achieve their goals while using this method?

Teacher A: “Most of them learn without any problem. In some cases, we need to give more attention, but we do it with all the willingness.”

In this case, some of this teacher’s students do fulfill the objectives with the techniques applied from this method, but she will give further assistance to the necessities of that student in order to get him achieve the goals on his way.

Teacher B: “Yes, this method actually helps my students because they love speaking and they get more motivated when doing it correctly.”

On the other hand, the second teacher’s students could orally express themselves and demonstrate understanding on speaking with any issue at all at that moment.

Question #3: Would you recommend other teachers use this method in some of their classes?

Teacher A: “Yes, but if the class requires other focuses, I would also recommend to adapt each method to the objectives of the class.”

The first teacher thinks that using more than one method in order to cover more abilities is important, but she does recommend using Direct Method among them.

Teacher B: “I absolutely do because this method can be more interactive and fun for many students.”

The second teacher recommends the method because she likes to give fun and entertaining classes to improve student’s willingness to learn and motivation.

In regard to th Section 3 of the questionnaire, we have the following questions and answers:

Question #1: Do you know the differences between creole English and American English?

Teacher A: “The Limón Creole is a dialect here from Limón.”

Teacher B: “Yes, the Limón Creole is a dialect and not a language.”

This evidences that both teachers are aware of the differences between these two variants of a language.

Question #2: Why do you think it is important to know the differences between these two dialects while teaching ESL in Limón?

Teacher A: “Because it is important in order to teach students from a culture who speak the dialect.”

The teacher A refers to a cultural environment, and she points out that it is important to know how students from that culture speak to set the objectives of each class.

Teacher B: “Because they can sound very similar.”

Teacher B, in the other hand, evidences that she notices that differences between these two dialects are little

Question #3: Since creole English is often used in Limón, do you think that it is a significant influence for your students? If yes, why?

Teacher A: “Definitely, because the Dialect can affect the way in which they are used to pronounce words in another language.”

Teacher B: “Yes, because that way, students that come from the society can learn English avoiding the use of Creole.”

With the answers given, both teachers acknowledge the dialect barrier that could prevent students from Limón learning American English perfectly and avoid mixing both dialects.

Question #4: How do you think teachers in Limón can change the way in which their students learn ESL focusing in American English?

Teacher A: “We can apply the Direct Method and this because American English is more commonly used here in America.

Teacher B: “With different methods, techniques and activities that involve students to learn and to really love the language.

With these answers, both teachers demonstrated they knew the impact that American English has in the region and know how to guide their students into a more American pitch within their classes.

4.1.2 Class Planning

In order to make students talk a more American English, different techniques needed to be applied within their classes. For this, some lesson plans needed to be made. In total, there were 5 lesson plans including objectives per level, activities and assignments. These lessons were given to two groups. The total of students was 56. There are 27 students in one group and 29 in the other group. All of this under the Direct Method methodology alignments as mentioned earlier in the second chapter.

Throughout the classes, students did appreciate the patience and dedication from the researcher when teaching them and the new activities he brought. Some of the students that didn't talk at first, started to be more confident about themselves and that evidenced that the lesson plans were working for all students. Techniques and activities in lesson plans needed to be adapted to each student, so all could fulfill the objectives.

On September 14th, the first class was imparted. There were 5 students in the class. The topic was Plurals. To begin with, the researcher stated the objectives; these were to recognize plurals within a story or text and to express sentences using the correct form of plurals. The first objective was for reading and the second one for speaking skills. The activities that were included for the class addressed the objectives and could help students fulfill them. The activities that the researcher brought were the following:

-For a warm up, the researcher brought some flashcards to show the different ways to make plurals

Students were interested in the flashcards because they were colorful and understandable. Also, students repeated orally what the flashcard said with the teacher.

-The first activity was for reading aloud. The researcher brought a short story called "*Anna's Story*".

The students needed to take turns to read aloud the story and at the same time determine when plural forms of nouns were reflected while paying attention to the story. Some students didn't want to read, but the researcher motivated them with cheers and they were willing to read. Feedback was given when there was a pronunciation mistake and every one made a good performance in general. Students seemed to be happy and motivated with after this.

-The second activity was filling up a worksheet related to plural forms of some singular words. This activity was for repetition and question-answer techniques.

Students needed to fill up a worksheet that included nouns in singular with their respective plural form within a sentence. Some students asked questions and other referred to the first flashcard in order to clear any doubt of the topic. Also, the researcher was constantly asking the students how they were doing to make sure they would feel comfortable while finishing the task. After the time passed, and the students finished, they needed to say the singular word plus the plural form orally and all feedback needed was given, so all students

could know how to pronounce correctly. All of them got the answers correctly, so no much feedback regarding grammar was needed.

-For the wrap up, the teacher asked students for some other plural forms of singular nouns to make sure students got the idea and understood everything in the class.

To evaluate the performance of the students, the researcher assessed them through the identification of different plural forms of nouns within a text or story to make sure they will be able to recognize the plural forms within context. Also, through the expression of sentences that contains plural forms of nouns in order to make sure the students can change the form themselves and acknowledge the rules. After the class finished, the researcher could know that the students made a great job and definitely learn a lot from the class.

With the lesson plans, which are attached to the annexes, the classes in which the investigator interacted with the goal society (students from 11 to 13 years old from the Instituto Cariay) could be more organized and all the times could be managed. This way, the students learned all the objectives in a more dynamic way and included more than one ability to complement the learning. Also, those students achieved to get a more American pitch and not a more Creole one which was one of the main goals of the investigation.

The researcher gave more than one class to prove the effectiveness of the Direct Method and its application in this Institute in Limón. Next, the researcher will present all the other lessons given in this Institute through the presentation of the corresponding lesson plans:

Lesson Plans

Instructors' name: David López

Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date:

Topic: Phrasal Verbs

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p>SP.1. provide a short, simple account of something experienced including phrasal verbs.</p> <p>W.2. use simple grammatical structures including phrasal verbs.</p>	<p>Warm up: T will explain the meaning of phrasal verbs and different examples of when to them with a ppt presentation.</p> <p>Activity 2: Prs: T will give Ss a list of the most common phrasal verbs with their meaning. Prt: Ss will read out loud the words and their meaning.</p> <p>Activity 3: Prs: T will tell the Ss to choose 10 different phrasal verbs from the list. Prt: Ss must create one complete sentence with each chosen phrasal verb with his own experiences. After, Ss must read them out loud.</p> <p>Wrap-up: Exit slips: Ss will orally tell to the teacher in two sentences what they've learned today.</p>	<p>SP.1. Reciting a short, simple account of something experienced including phrasal verbs.</p> <p>W.2. Using simple grammatical structures including phrasal verbs.</p>

Instructors' name: David López

Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date: Double Negations

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p>R.1 Locate double negatives within a sentence and correct them.</p> <p>Sp.1 Explain and apply the correct form of positive and negative words avoiding double negations.</p>	<p>Warm up: T will put a video to introduce the topic: Double Negation. Link: https://www.youtube.com/watch?v=oGY_KOccR5A</p> <p>Activity 2: Prs: T will search for an online practice regarding how to use negative words. Prt: Ss will choose the best answer to each statement using the correct negative or positive word.</p> <p>Activity 3: Prs: T will give Ss a paper with negative words with its respective positive form. Prt: Ss must create one sentence per word avoiding using double negations and at the same time, explain their answer orally.</p> <p>Wrap up: Ask the Ss what they've learnt today and the most important details orally.</p>	<p>R.1 The recognition of double negatives within a sentence and the correct use of negative and positive words to express negation.</p> <p>Sp.1 The explanation and application of the correct positive and negative forms of some words avoiding double negations.</p>

Instructors' name: David López
 Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date: 10/09/2020

FANBOYS

<p><i>Linguistic objectives</i></p> <p>At the end of the week, ss will be able to:</p>	<p><i>Mediation Strategies</i></p>	<p><i>Evaluation of learning outcomes</i></p> <p>SS will be assessed through...</p>
<p>W.1. write a short description of personal experiences without using an aid, such as a dictionary, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p> <p>R.1 Recognize coordinating conjunctions within a story or text.</p>	<p>Warm up: T will introduce the topic with a video explaining what FANBOYS are. Link for the video: https://www.youtube.com/watch?v=NDUqKYumyol. Also, T will provide a copy with the usage of FANBOYS.</p> <p>Activity 2: Prs: T will share a link with a practice of FANBOYS Prt: Ss will solve the practice and check their answers afterwards.</p> <p>Activity 3: Prs: T will ask the Ss to write a short passage of his favorite trip using coordinating conjunctions. Prt: Ss will write a short passage using coordinating conjunctions. After, Ss must read it out loud.</p> <p>Wrap up: With paper cutouts about FANBOYS, Ss must explain the usage of the FANBOY written on the paper and give an example.</p>	<p>W.1. writing a short description of personal experiences without using an aid, such as a dictionary.</p> <p>R.1 The identification of different coordinating conjunctions within a text or story.</p>

Instructors' name: David López

Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date:

Plurals

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p>R.1 Recognize plurals within a story or text.</p> <p>Sp.1 Express sentences using the correct form of plurals.</p>	<p>Warm up: T will guide the Ss through the different ways to make a plural noun with some flashcards.</p> <p>Activity 2: Prs: T will give Ss a short reading called "Anna's Story" Prt: Ss will read out loud the story depending on how many students there are in the class. After they read, they must underline the plurals all together.</p> <p>Activity 3: Prs: T will give Ss a worksheet with singular form of different words. Prt: In it, Ss must fill in the blanks the plural form of the words there are written.</p> <p>Wrap up: T will orally ask the Ss for different plural forms of singular nouns to make sure he or she acknowledge all the information.</p>	<p>R.1 The identification of different plural forms of nouns within a text or story.</p> <p>Sp.1 The expression of sentences that contains plural forms of nouns.</p>

Instructors' name: David López
Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date: 10/01/2020

Present Perfect vs. Simple Past

<p><i>Linguistic objectives</i> At the end of the week, ss will be able to:</p>	<p><i>Mediation Strategies</i></p>	<p><i>Evaluation of learning outcomes</i> SS will be assessed through...</p>
<p>Sp.1. use simple sentences and expressions to describe such things as their previous and current experiences by using whether simple past or present perfect.</p>	<p>Warm up: T will ask point out the main difference between simple past and present perfect.</p> <p>Activity 1: Prs: T will give Ss a worksheet with singular form of different words. Prt: In it, Ss must fill in the blanks the plural form of the words there are written already in singular form.</p> <p>Activity 2: Prs: T will indicate each student to read out loud each sentence and ask why he answered whether using Simple Past or Present Perfect Prt: Ss will read the answers and give the respective explanation.</p> <p>Wrap up: T will orally ask Ss for activities they have made whether using simple past or present perfect.</p>	<p>Sp.1 Reciting their previous or ongoing experiences by using whether simple past or present perfect.</p>

Besides, during the performance of all these classes, the researcher also used the following activities:

Activities

Phrasal Verbs

Phrase	Meaning	Example
Bring up	To mention something.	Mark was sick and had to miss the party, so please don't bring it up, I don't want him to feel bad for missing it.
Bring on	To cause something to happen, usually something negative.	His lung cancer was brought on by years of smoking.
Bring it on!	To accept a challenge with confidence.	You want to have a race? Bring it on! I can beat you!
Call on	This can mean either to visit someone, or to use someone's or something's knowledge.	-To visit someone: I'll call on you this evening to see how you're feeling. -To use someone's knowledge: I may need to call on the university's excellent professors in order to answer your question.
Call off	To cancel something.	The picnic was called off because of the rain.
Cheer on	To support someone by giving them words of encouragement. This phrasal verb can be separated by the name or pronoun of the person/people being cheered on).	Even though Samantha was in the last place, her brother cheered her on through the entire race.
Cheer up	This phrase can either be used as a phrase of encouragement said to someone who seems sad (just saying "cheer up!" to them), or it can mean to try to make someone happier.	Andrew was having a bad day, so his girlfriend cheered him up by taking him out for ice cream.

Come up (with something)	To think of an idea.	"I came up with this idea for a TV show about a woman living with her best friend and daughter. I call it 'Two and a Half Women.'"
Come up	To bring up a topic, or when something happens unexpectedly.	-To bring up a topic: I wanted to tell her that I got a new job but the chance never came up. -Unexpected occurrence: I was going to meet my friends for dinner, but something came up so I had to cancel.
Come in	To enter.	"Come in, the door is open!" said the grandmother to the wolf.
Come across	To meet or find by chance.	I was cleaning the attic and I came across my high school uniform. Can you believe it still fits?
Come forward	To volunteer information about something, like a crime.	The police are encouraging people to come forward with any information about the kidnapped girl.
Cut off	This phrase can be used in several ways, but its general meaning is "to interrupt or stop something." (Can be separated.)	-While driving, to get in front of another car suddenly: That red car just cut me off and I almost crashed into it. -To stop supplying things to or communicating with someone: His father is rich but he cut him off without any money of his own.
Cut (it) out	This phrase has the same meaning as saying "Stop it."	Hey, cut it out! I was watching that movie, so stop changing the channel!
Cut in	To interrupt someone when they are speaking.	I was about to ask that girl on a date, but her friend cut in and I lost the chance.
Drop by/in	To stop by for a visit, for a short time.	Andrew is such a great boyfriend, when he heard that his girlfriend had a cold

		he dropped by to bring her some soup.
Drop off	To leave something or someone in their destination. It can be separated by the object being dropped off.	I can give you a ride and drop you off at work.
Fall apart	This phrase means “to break into pieces,” but it can be used to talk about things that are not physical, like a marriage or a person.	They tried to save their marriage by going to therapy but in the end if fell apart anyway.
Fall down	To drop to the ground, usually by accident.	My friend slipped on a banana peel and fell down. I thought that only happened in cartoons!
Fill (someone) in	To give someone the details about something. This English phrasal verb is usually separated by the person getting filled in.	Quickly, let’s go! There’s no time to explain, I’ll fill you in on the way.
Fill up	To become completely full.	The little girl filled up on candy before dinner, and didn’t want to eat any of the chicken.
Get away	To escape. You may have heard the phrase “getaway car,” which can help you remember this phrasal verb. That’s the car used by criminals to run away from a crime scene, like a bank robbery.	Carmen’s neighbor tried to show her pictures of all her cats, but Carmen managed to get away.
Get around	To solve a problem by avoiding the main issue. This phrase can also be used very informally to refer to someone who has many sexual partners. As you can imagine, it’s not very nice to say that someone “gets around”!	Some people know all the different ways to get around tax laws.
Get along (with)	To have a friendly relationship with someone.	Some people are surprised that I get along with my mother-in-law really well!
Get up	To stand up, or to wake up.	I have so much trouble getting up in the morning that I have to set three alarms.
Get back to	To return to someone or something. This phrase is often used to say that you will return with an answer to a question or a request at a later time.	“Derek’s coworker wasn’t sure what time the meeting was, so he said he’d get back to him with the time.”

Get back at	To get revenge on someone.	“Her ex-husband took her house so she got back at him by taking his dogs.”
Give out	This phrase can mean to break down or stop working, or to hand out or distribute something.	-To stop working: The city had to rebuild the bridge completely, because it was about to give out and fall down. -To distribute: He has a lot of contacts because he gives out his business card to everyone he meets.
Give in	To surrender, especially in a fight or argument.	Ben’s mother gave in and let him stay out late with his friends.
Give away	To hand things out for free. This phrasal verb can be separated by the item being given away.	When Linda’s cat had kittens, she gave them all away to good homes.
Give up	To stop trying, surrender.	After two weeks of trying to build my own table, I gave up and just bought one.
Go out (with)	To go on a date with someone.	Sarah was so happy when Peter finally asked her to go out with him!
Go ahead	To go in front of someone, or to give permission to do or say something.	Go ahead, explain to me why there is a car on my roof.
Grow up	To grow up, sometimes used to tell someone to stop acting childish.	Some people tell Steve he needs to grow up, but he loves acting like a child.
Grow apart	To get distant from someone, like a friend.	When my friend moved to a different country I tried to stay close with her, but we slowly grew apart.
Hang on	To keep something.	When everyone else was getting fired, Paul managed to hang on to his job.
Hang out	To spend time with someone, casually.	My friends and I used to hang out in the park after school.
Hang up	To end a call on the phone, especially if it’s before the other person is ready.	I was in the middle of a sentence, and he hung up on me! How rude.

In general the researcher performed his classes successfully during the days he could stay with the students. Next the researchr will present a chart of the general results of these classes:

Topic	Duration	Males	Females	+Results	-Results	Total Results
Phrasal Verbs	80 minutes	27	29	50	6	90%
Double negations	80 minutes	27	29	54	2	97%
Fan Boys	80 minutes	27	29	55	1	99%
Plurals	80 minutes	27	29	56	0	100%
Present Perfect vs Simple Past	80 minutes	27	29	56	0	100%

As it can be seen in the chart of the results of the classes given, the great majority of the students performed excellently in the performance of activities and in the learning of the topics, which shows that the use of the Direct Method could give positive results in the use of American pronunciation and in the avoidance of the use of creol English.

4.1.3 Comparative Chart

Within the objectives of this research, the investigator intended also to find out which were the main differences between American English and Limón Creole. This may be the most important part of the whole investigation because with this information, the researcher could see when a student was using a more Limón Creole way of speaking. By setting the differences, a chart can be created with the main and most important ones.

As set on the second chapter of this work and with the aport of Anita Herzfeld (1978) with the Limón Ceole aspects, many aspects of both dialects are similar between them and this is why many people intend to combine both when speaking; especially older people and

their immediate family who are also exposed to the way in which they speak. One example that can be pointed out to show this point is the following:

“de partna kom in...

the partner comes in...” Herzfeld (1978. Pag. 186).

As noticed in the example, the sounds that are reflected there have the same place of articulation although the manner changes. Creole speakers are used to their speaking environment and when trying to speak another language that has another environment, though similar, it can make people get confused and in consequence confuse themselves as well. That's why by having those changes organized in a chart, the researcher can know where the mistake takes place and how to correct it.

4.1.4 Oral Test

With this last instrument, the goal students from the institute could not only demonstrate all the knowledge they gathered through the classes but also all the new speaking skills they were able to develop. Obviously, all the abilities the researcher needed to evaluate were taken from the evaluation rubric instrument. Also, the topics to evaluate were according to the grammar rules they were reviewing within the days interacting with the researcher.

Fisrt, an evaluation rubric was made for this instrument. With the help of the rubric, the investigator could know what skills specifically to evaluate from the students while they completed the oral test. When setting the objectives the students must fulfill while applying the test, the resesarcher not only took into account the correct usage of grammar and structure but also to evaluate their pronunciation. This because the researcher needed to make sure that the students had a more American pitch rather than a Creole.

All students that applied the test, 15 in this case, did an excellent job speaking with an American pitch and all of them won the yes in using 0% Limón Creole. Regarding grammar, all of the students knew the main characteristics on each case. For example, they used correctly the will be + verb -ing when using the future continuous tense. However, they committed some mistakes in structure and some of them didn't speak that fluid. In those situations, immediate feedback was given. That way, the students can remember how to use the correct structure they need it in the future in order to be understood in the best manner. Also, the researcher sometimes asked them to repeat once again the whole sentence with that feedback, so they can get accustomed to the correct arrangement of the words.

This is in fact the oral test applied to the students:

Oral Test

Institution: _____ **Name:** _____

Term and week: _____ **Age:** _____

Level:

Title:

Instructor's name:

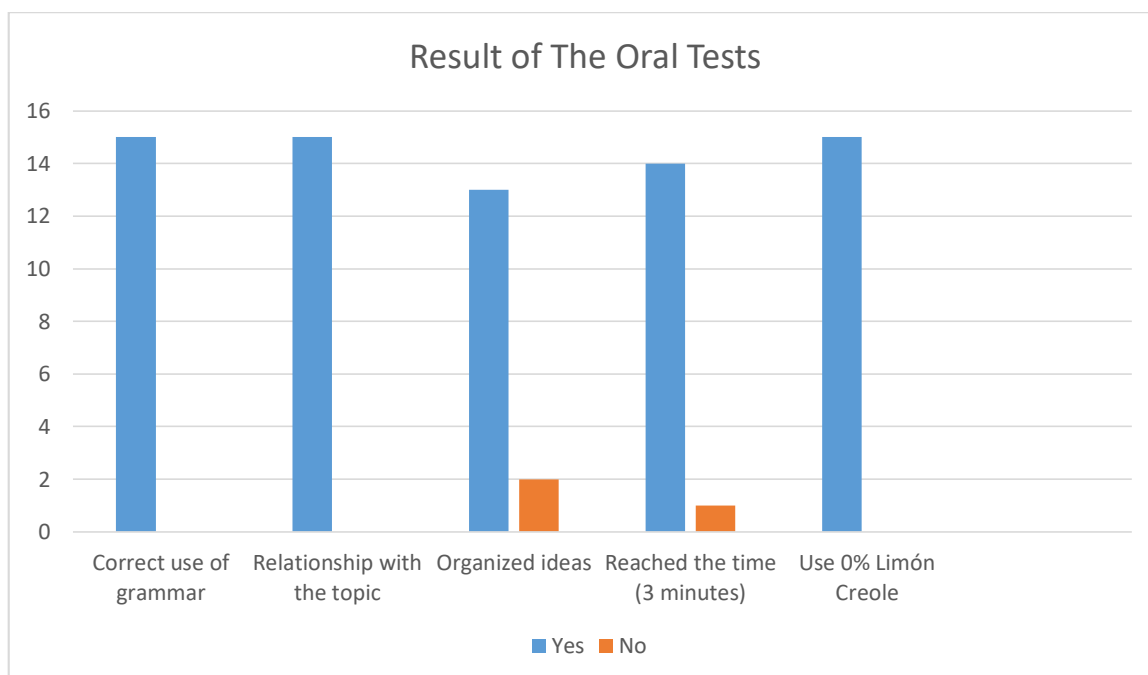
Criteria to evaluate	Yes	No	Almost
Correct use of grammar			
Relationship with the topic			
Organized ideas			
Reached the time (3 minutes)			
Use 0% Limón Creole			

Additional notes:

When the results came, the researcher could determine that indeed, students made a better performance to the first class that was observed. This because almost all the students scored a “Yes” in almost all the points in the rubric and that demonstrates that the classes were good and fruitful for them and for the whole experience. All this demonstrates that, as mentioned on the theoretical framework, ensures a better performance for the students because they can learn, practice and finally apply all the knowledge in real life scenarios.

The oral test was a conversation about what the students thought about videogames and if they were good or bad. To start the conversation, the researcher made an introduction and gave his point of view about the topic, so the students could know one example of what they could answer. Throughout the discussion, students demonstrated they had strong thoughts and liked to express themselves and achieve others to understand them. Throughout the discussion, some students got stocked and the researcher a question to refresh their minds and give a concrete answer without struggling that much. After doing this, those students answered fine. After all of them gave their opinions, the researcher made the final conclusion based on all the ideas students had and reasked if they agreed and all of them said yes. After the test ended, these were the results. As seen in Table 1, all students made a great job in grammar structures in essence; there were just little mistakes in word order, but immendaiate feedback was given. Also, all of them mentioned arguments related to the topic of the discussion that was if videogames were good or bad. Then, some of them, 2 in specific, needed to organize better their ideas, but feedback was given as well to them after the test. After, all of them lasted more than 3 minutes with real talk and fulfill the expected time. Finally, none of them used Limón Creole morpho-syntactic details which was the main goal of the whole interaction, and this was very fruitful.

Table 1. Results of the students from the Oral Test.



Chapter V

Conclusions and Recommendations

5.1 Purpose of the conclusion

It is not a secret that in order to wrap up an investigation report, some good conclusions need to be taken out from it. According to the Sacred Heart University, (Research Guides: Organizing Academic Research Papers: 9. The Conclusion, 2020) conclusions are a wrap up of the main arguments stated on the theoretical framework of each research. This means that with the conclusions, the researcher will prove and demonstrate that effectively, the instruments used in the conclusion worked as planned and that with the experiment, the target population could take advantage of those results. Further in this chapter, a detailed description of the conclusions of the whole research will be pointed out objective by objective and as well some recommendation in order to make sure that future experiments with the same methodology can be applied it all for their students maybe from a different place with no fails or setbacks during the experiment.

5.2 Conclusions

As stated before, a detailed description of what was gotten from the investigation will be detailed objective by objective. That way, all results can be analyzed more organized and with a better close. With this being said, the following conclusions could be determined after the whole investigation and experimentation process.

5.2.1 Analyze how the Direct Method will improve English from 11 to 13 years old in that institute.

From this objective, the conclusion that was taken out was that certainly, the Direct Method helped the target students. This because based on the results taken, students did learn how to sound better when speaking after receiving classes using this method. Also, with the class observation phase and the correct techniques adapted to each student, it was easier to reach them and to make sure they will fulfill all the objectives for each single class and by consequence, improving their current English skills into a more fluent and clearer one. Within the techniques used, students enjoyed most speaking out loud and repeating and that also helped them to comprehend better and to use the word known in context because they were much more motivated and this obviously helps them interiorize better what they have learned.

5.2.2 Discover the morpho-syntactic differences between Creole English and American English.

Throughout the investigation of the theory that supported this research, it could be found that American English and Limón creole have many grammar, pronunciation and vocabulary changes. Some changes, as expected, are very similar to American English in essence, but when analyzing them face to face, the differences are evident. Those changes were important to be discovered because they helped determining how to teach students with the Direct Method and completely avoid the uses of the Limón Creole when performed.

5.2.3 Sketch the benefits of the Direct Method in English.

After applying the Direct Method within classes and a society that needed to speak a more American English, the conclusion was great. With the method, students definitely achieved to have an American English pitch rather than and Limón Creole one. Obviously, the way in which the class performs also can affect the results, and it is very important to adequate the techniques and the activities that were used for each students and their needs.

5.3 Restatement of the Research Question

For this research, the problem that the investigator thought was how the Direct Method would improve English in children from 11 to 13 years old in the Instituto Cariay in Limón, Costa Rica. After the whole research and by experimenting with the help of the instruments set for this project, in order to improve their English the researcher needed to take into consideration the speaking background of the society and to know how to implement a method that involved the students into speaking the way in which it was intended. In this case, with a society that was much related with Limón Creole speakers since the 19th century applying the Direct Method with a variety of techniques that helped the students perform when speaking American English since a very early age; in this case from 11 to 13.

5.4 Unexpected Results

Throughout the experimental phase, many results were found by working with the target population than in this case were the children from 11 to 13 years old from Instituto Cariay in Limón, Costa Rica. These were satisfactory because it could be proven that the objectives of the research could help the target population and mark a new beginning for the Limón province. Here, some of the most meaningful unexpected results will be mentioned.

First, within the unexpected results, it is necessary to remark that students reacted better than expected because at the beginning, when the observations were made, students were more reserved and speaking was very poor even in advanced levels. However, by taking special care about the activities and methodologies applied within the lesson plans, students were more committed to orally express their ideas, but at the same time learning how to implement the different rules and structures from this marvelous language.

Then, students really appreciated the effort from the teacher who was working with them. This because they didn't manage to interiorize all topics at first, but with patience and more techniques to achieve them to really learn and apply all that knowledge. This led into a more open mind from students, and this improved the acquisition of future knowledge in more complex topics.

Last but not least, students from the institute showed even more commitment for learning because of the level of understanding they reached after the interaction with the new implemented techniques within the methodology. Students that at the observations didn't participate at all were the ones who participated the most at the end. This shows that with the correct approach, students that seemed a "basket case", for some it could show their true potential even when the topics are not interesting for them.

5.5 Recomendations

First, in order to make the students perform better when speaking, maybe a brief introduction to phonetic symbols can be applied before the actual classes. This in order to reference them within practices, so the students can perform the correct sound when needed. Also, when needed, teacher can explain new symbols, so the students won't feel that charged with the phonemic theory. This instead of just reference them when a student produced a sound incorrectly because the teacher will need to explain the sound and the main idea could just fly out the mind of the students.

Second, it would be important to try experience with more impacted regions of the province that may use the Limón Creole dialect more, for example, Puerto Viejo, Limón. This because they may find this method very useful. This can also improve their comunicative skills in American English, and bring more job oportunities from other companies mentioned previously in the script. COVID-19 doubtlesly affected the huge potential of many researches this year.

Finally, in order to perform the better in classes, if needed, it is crucial for the teacher to include more methods. In the case of this investigation, the Direct Method was the main focus. However, more methods may fit within the classes because students can take benefit from the different techniques they include. For example, the Silent Way method have techniques that involve students into more technical pronunciation and this can be a key within classes, but only include and not replace the Direct method.

Cuadro de Tripleo

	Instrument #1	Instrument #2	Instrument #3	Instrument #4
	Interviews	Comparative chart	Class Planning	Oral Test
Analyze how the Direct Method will improve English from 11 to 13 years old in that institute	With this instrument, teachers from the institute can demonstrate how much they know about the Direct Method application.			
Discover the differences between Creole English and American English		With this instrument, any doubt about how American English and Creole English differs.		
Sketch the benefits of the Direct Method in English			With this instrument, it can be proven how effective is this method after applying it to a class.	With this instrument, students can demonstrate their knowledge after applying the direct method to a class.

Annexes

Interview for the teachers in charge of children from 11 to 13 years old from Instituto Cariay

Section 1

- 1. Do you know what the Direct Method is? If not go to the third section.**
- 2. Do you know which techniques does this method have?**
- 3. Do you know the roles students and teachers need to fulfill within the application of this method?**
- 4. Do you know how grammar is taught during the application of this method? Whether inductively or deductively.**

Section 2

- 1. Have you ever applied this method within your classes? If not, pass to the third section.**
- 2. Do you think that your students could achieve their goals while using this method?**
- 3. Would you recommend other teachers use this method in some of their classes?**

Section 3

- 1. Do you know the differences between creole English and American English?**
- 2. Why do you think it is important to know the difference between these two dialects while teaching ESL in Limón?**
- 3. Since creole English is often used in Limón, do you think that it is a significant influence for your students? If yes, why?**
- 4. How do you think teachers in Limón can change the way in which their students learn ESL focusing in American English?**

Comparative chart between creole English and American English

Aspects	Dialect/	American English	Creole English
Pronunciation Patterns			
Grammar Changes			
Vocabulary Changes			

Oral Test

Institution:

Name: _____

Term and week:

Age: _____

Level:

Title:

Instructor's name:

Criteria to evaluate	Yes	No	Almost
Correct use of grammar			
Relationship with the topic			
Organized ideas			
Reached the time (3 minutes)			
Use 0% Limón Creole			

Additional notes:

Lesson Plans

Instructors' name: David López

Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date:

Topic: Phrasal Verbs

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p>SP.1. provide a short, simple account of something experienced including phrasal verbs.</p> <p>W.2. use simple grammatical structures including phrasal verbs.</p>	<p>Warm up: T will explain the meaning of phrasal verbs and different examples of when to them with a ppt presentation.</p> <p>Activity 2: Prs: T will give Ss a list of the most common phrasal verbs with their meaning. Prt: Ss will read out loud the words and their meaning.</p> <p>Activity 3: Prs: T will tell the Ss to choose 10 different phrasal verbs from the list. Prt: Ss must create one complete sentence with each chosen phrasal verb with his own experiences. After, Ss must read them out loud.</p> <p>Wrap-up: Exit slips: Ss will orally tell to the teacher in two sentences what they've learned today.</p>	<p>SP.1. Reciting a short, simple account of something experienced including phrasal verbs.</p> <p>W.2. Using simple grammatical structures including phrasal verbs.</p>

Instructors' name: David López

Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date:

Double Negations

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p>R.1 Locate double negatives within a sentence and correct them.</p> <p>Sp.1 Explain and apply the correct form of positive and negative words avoiding double negations.</p>	<p>Warm up: T will put a video to introduce the topic: Double Negation. Link: https://www.youtube.com/watch?v=oGY_KOocR5A</p> <p>Activity 2: Prs: T will search for an online practice regarding how to use negative words. Prt: Ss will choose the best answer to each statement using the correct negative or positive word.</p> <p>Activity 3: Prs: T will give Ss a paper with negative words with its respective positive form. Prt: Ss must create one sentence per word avoiding using double negations and at the same time, explain their answer orally.</p>	<p>R.1 The recognition of double negatives within a sentence and the correct use of negative and positive words to express negation.</p> <p>Sp.1 The explanation and application of the correct positive and negative forms of some words avoiding double negations.</p>

	Wrap up: Ask the Ss what they've learnt today and the most important details orally.	
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Instructors' name: David López
 Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date: 10/09/2020

FANBOYS

<p><i>Linguistic objectives</i></p> <p>At the end of the week, ss will be able to:</p>	<p><i>Mediation Strategies</i></p>	<p><i>Evaluation of learning outcomes</i></p> <p>SS will be assessed through...</p>
<p>W.1. write a short description of personal experiences without using an aid, such as a dictionary, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p> <p>R.1 Recognize coordinating conjunctions within a story or text.</p>	<p>Warm up: T will introduce the topic with a video explaining what FANBOYS are. Link for the video: https://www.youtube.com/watch?v=NDUqKYumyol. Also, T will provide a copy with the usage of FANBOYS.</p> <p>Activity 2: Prs: T will share a link with a practice of FANBOYS Prt: Ss will solve the practice and check their answers afterwards.</p> <p>Activity 3: Prs: T will ask the Ss to write a short passage of his favorite trip using coordinating conjunctions. Prt: Ss will write a short passage using coordinating conjunctions. After, Ss must read it out loud.</p> <p>Wrap up: With paper cutouts about FANBOYS, Ss must explain the usage of the FANBOY written on the paper and give an example.</p>	<p>W.1. writing a short description of personal experiences without using an aid, such as a dictionary.</p> <p>R.1 The identification of different coordinating conjunctions within a text or story.</p>

Instructors' name: David López

Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date:

Plurals

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
<p>R.1 Recognize plurals within a story or text.</p> <p>Sp.1 Express sentences using the correct form of plurals.</p>	<p>Warm up: T will guide the Ss through the different ways to make a plural noun with some flashcards.</p> <p>Activity 2: Prs: T will give Ss a short reading called "Anna's Story" Prt: Ss will read out loud the story depending on how many students there are in the class. After they read, they must underline the plurals all together.</p> <p>Activity 3: Prs: T will give Ss a worksheet with singular form of different words. Prt: In it, Ss must fill in the blanks the plural form of the words there are written.</p> <p>Wrap up: T will orally ask the Ss for different plural forms of singular nouns to make sure he or she acknowledge all the information.</p>	<p>R.1 The identification of different plural forms of nouns within a text or story.</p> <p>Sp.1 The expression of sentences that contains plural forms of nouns.</p>

Instructors' name: David López
Instituto Cariay

Region: Limón, Limón

Subject: English

Level:

Date: 10/01/2020

Present Perfect vs. Simple Past

<i>Linguistic objectives</i> At the end of the week, ss will be able to:	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i> SS will be assessed through...
Sp.1. use simple sentences and expressions to describe such things as their previous and current experiences by using whether simple past or present perfect.	Warm up: T will ask point out the main difference between simple past and present perfect. Activity 1: Prs: T will give Ss a worksheet with singular form of different words. Prt: In it, Ss must fill in the blanks the plural form of the words there are written already in singular form. Activity 2: Prs: T will indicate each student to read out loud each sentence and ask why he answered whether using Simple Past or Present Perfect Prt: Ss will read the answers and give the respective explanation. Wrap up: T will orally ask Ss for activities they have made whether using simple past or present perfect.	Sp.1 Reciting their previous or ongoing experiences by using whether simple past or present perfect.

Activities

Phrasal Verbs

Phrase	Meaning	Example
Bring up	To mention something.	Mark was sick and had to miss the party, so please don't bring it up, I don't want him to feel bad for missing it.
Bring on	To cause something to happen, usually something negative.	His lung cancer was brought on by years of smoking.
Bring it on!	To accept a challenge with confidence.	You want to have a race? Bring it on! I can beat you!
Call on	This can mean either to visit someone, or to use someone's or something's knowledge.	-To visit someone: I'll call on you this evening to see how you're feeling. -To use someone's knowledge: I may need to call on the university's excellent professors in order to answer your question.
Call off	To cancel something.	The picnic was called off because of the rain.
Cheer on	To support someone by giving them words of encouragement. This phrasal verb can be separated by the name or pronoun of the person/people being cheered on).	Even though Samantha was in the last place, her brother cheered her on through the entire race.
Cheer up	This phrase can either be used as a phrase of encouragement said to someone who seems sad (just saying "cheer up!" to them), or it can mean to try to make someone happier.	Andrew was having a bad day, so his girlfriend cheered him up by taking him out for ice cream.
Come up (with something)	To think of an idea.	"I came up with this idea for a TV show about a woman living with her best friend and daughter. I call it 'Two and a Half Women.'"

Come up	To bring up a topic, or when something happens unexpectedly.	-To bring up a topic: I wanted to tell her that I got a new job but the chance never came up. -Unexpected occurrence: I was going to meet my friends for dinner, but something came up so I had to cancel.
Come in	To enter.	"Come in, the door is open!" said the grandmother to the wolf.
Come across	To meet or find by chance.	I was cleaning the attic and I came across my high school uniform. Can you believe it still fits?
Come forward	To volunteer information about something, like a crime.	The police are encouraging people to come forward with any information about the kidnapped girl.
Cut off	This phrase can be used in several ways, but its general meaning is "to interrupt or stop something." (Can be separated.)	-While driving, to get in front of another car suddenly: That red car just cut me off and I almost crashed into it. -To stop supplying things to or communicating with someone: His father is rich but he cut him off without any money of his own.
Cut (it) out	This phrase has the same meaning as saying "Stop it."	Hey, cut it out! I was watching that movie, so stop changing the channel!
Cut in	To interrupt someone when they are speaking.	I was about to ask that girl on a date, but her friend cut in and I lost the chance.
Drop by/in	To stop by for a visit, for a short time.	Andrew is such a great boyfriend, when he heard that his girlfriend had a cold he dropped by to bring her some soup.

Drop off	To leave something or someone in their destination. It can be separated by the object being dropped off.	I can give you a ride and drop you off at work.
Fall apart	This phrase means “to break into pieces,” but it can be used to talk about things that are not physical, like a marriage or a person.	They tried to save their marriage by going to therapy but in the end if fell apart anyway.
Fall down	To drop to the ground, usually by accident.	My friend slipped on a banana peel and fell down. I thought that only happened in cartoons!
Fill (someone) in	To give someone the details about something. This English phrasal verb is usually separated by the person getting filled in.	Quickly, let’s go! There’s no time to explain, I’ll fill you in on the way.
Fill up	To become completely full.	The little girl filled up on candy before dinner, and didn’t want to eat any of the chicken.
Get away	To escape. You may have heard the phrase “getaway car,” which can help you remember this phrasal verb. That’s the car used by criminals to run away from a crime scene, like a bank robbery.	Carmen’s neighbor tried to show her pictures of all her cats, but Carmen managed to get away.
Get around	To solve a problem by avoiding the main issue. This phrase can also be used very informally to refer to someone who has many sexual partners. As you can imagine, it’s not very nice to say that someone “gets around”!	Some people know all the different ways to get around tax laws.
Get along (with)	To have a friendly relationship with someone.	Some people are surprised that I get along with my mother-in-law really well!
Get up	To stand up, or to wake up.	I have so much trouble getting up in the morning that I have to set three alarms.
Get back to	To return to someone or something. This phrase is often used to say that you will return with an answer to a question or a request at a later time.	“Derek’s coworker wasn’t sure what time the meeting was, so he said he’d get back to him with the time.”

Get back at	To get revenge on someone.	"Her ex-husband took her house so she got back at him by taking his dogs."
Give out	This phrase can mean to break down or stop working, or to hand out or distribute something.	-To stop working: The city had to rebuild the bridge completely, because it was about to give out and fall down. -To distribute: He has a lot of contacts because he gives out his business card to everyone he meets.
Give in	To surrender, especially in a fight or argument.	Ben's mother gave in and let him stay out late with his friends.
Give away	To hand things out for free. This phrasal verb can be separated by the item being given away.	When Linda's cat had kittens, she gave them all away to good homes.
Give up	To stop trying, surrender.	After two weeks of trying to build my own table, I gave up and just bought one.
Go out (with)	To go on a date with someone.	Sarah was so happy when Peter finally asked her to go out with him!
Go ahead	To go in front of someone, or to give permission to do or say something.	Go ahead, explain to me why there is a car on my roof.
Grow up	To grow up, sometimes used to tell someone to stop acting childish.	Some people tell Steve he needs to grow up, but he loves acting like a child.
Grow apart	To get distant from someone, like a friend.	When my friend moved to a different country I tried to stay close with her, but we slowly grew apart.
Hang on	To keep something.	When everyone else was getting fired, Paul managed to hang on to his job.
Hang out	To spend time with someone, casually.	My friends and I used to hang out in the park after school.
Hang up	To end a call on the phone, especially if it's before the other person is ready.	I was in the middle of a sentence, and he hung up on me! How rude.

Hold on	To hold something tightly. This phrase can also be a way of asking someone to wait for a moment.	You'd better hold on to your hat, it's windy out there!
Hold back	To stop yourself from doing or saying something.	Amy has a great voice but whenever she's singing in public she feels shy and holds back.
Log in (to)	Used with computers, this phrase means to sign into your account on a website or computer.	<i>Don't forget to log in to your FluentU account to learn English better and faster.</i>
Log out/off	Also used with computers, this phrase means to sign out of your account.	<i>You should always log out of your accounts when you use a public computer.</i>
Look up	To check the meaning of something—can be separated by the item being looked up.	<i>If you don't know the meaning of a word, you should look it up in the dictionary.</i>
Look out	To watch out for something.	Look out , there's a baseball coming your way!
Pay back	To give someone back money that you owe them—can be separated by the person getting paid back. When it's written as one word, "payback" means revenge.	<i>Thanks for getting me lunch when I forgot my wallet at home! I'll pay you back tomorrow.</i>
Pay for	This phrase can either mean to give someone money for a particular purpose (like paying for a new car), or to suffer because of something you did.	<i>He'll pay for all the problems he caused me by being late today!</i>
Put out	This phrase can mean to extinguish a fire, or to irritate someone by asking them for a favor. (In the case of annoying someone, can be separated by the person getting annoyed.) Be aware that in very informal slang, this phrase has a more offensive meaning.	-To extinguish a fire: <i>The firefighters managed to put out the fire before it spread to other houses.</i> -To irritate someone: <i>I'd ask you to make me dinner but I don't want to put you out.</i>
Put on	To get your clothes or makeup on.	<i>Every morning she puts on her dress, lipstick, shoes and hat—in that order.</i>

Take off	This phrase can mean to remove clothing, or to leave for a journey (e.g. planes <i>take off</i> when they begin their flights).	<i>She was very happy when she finally got home and took off her shoes. They had been hurting her feet all day!</i>
Take out	To remove something, like from a pocket or a bag. This phrase can also mean to take someone on a date. It can be separated by the item or person being taken out. The phrase can also mean to remove someone, as in by killing them—but this is probably not something you would need to use in everyday conversation!	-To remove something: <i>The children sat at their desks and took out their pens and paper.</i> -To take someone on a date: <i>He took her out to the most expensive restaurant in the city.</i>
Turn on/off	To switch a machine or light on or off.	Turn off <i>the light, I'm trying to sleep!</i>
Turn around	To move so that you're facing the opposite direction.	<i>Sally was about to get on the plane, but she turned around when someone called her name.</i>
Turn up	When something that was lost is found unexpectedly.	<i>Anything I lose usually turns up under the couch. It's my cat's favorite hiding place.</i>
Warm up (to)	To start liking someone or something more as you spend more time with them, especially if you didn't really like them in the beginning.	<i>The new puppy was scared of my husband when we first got him, but he warmed up to him pretty quickly.</i>
Work out	To exercise.	<i>I try to work out every morning, by repeatedly lifting a heavy donut to my mouth.</i>
Work (something) out	To come up with a solution or a compromise with someone.	<i>Don't worry, I'm sure we can work something out so that everyone is happy.</i>

Double Negation

Double Negatives on YouTube

https://www.youtube.com/watch?v=oGY_KOccR5A

Double negatives online practice: LearnEnglishFeelGood

<https://www.learnenglishfeelgood.com/writing-double-negatives1.html>

NEGATIVE		POSITIVE
hardly	→	almost
no	→	any, a
nobody	→	anybody
nowhere	→	anywhere
never	→	ever
neither	→	either
none	→	any
no one	→	anyone
nothing	→	anything

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ANNA'S STORY



Anna is an Italian student and she goes to the international school. There, she meets other students. There are girls and boys. She has got two special friends. They are Lucy and Carol. Lucy is Swedish and she speaks English; Carol is Spanish but she also speaks English. Her friend Lucy likes a boy; his name is Eric. He is from Scotland.

Anna, Lucy and Carol play a lot after school. They play games, but their favourite is to write on their diaries. In Anna's diary there is a big picture of two cats. They are Anna's cats. They are called Felix and Tom. Tom plays with mice; Anna wants a little mouse for her little cat Tom; Felix sleeps all the time.



Anna sometimes reads books outside and she plays with the leaves of her garden trees.

In front of her house there is a big bank. There are women and men working there. She watches people in the street. She always talks with a couple: a polite man called Mark and his wife called Elisa. They have got two children, Alex and Mary.



Anna is a happy child. Soon it's her birthday. She wants a green watch. All her friends have got watches!

A/AN & PLURALS IN ENGLISH

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REGULAR PLURAL

SINGULAR

a student
an apple

a bus
a box

a baby
a country

a day
a toy

a shelf
a wife

PLURAL

students
apples

buses
boxes

babies
countries

days
toys

shelves
wives

SPELLING

→ general rule
add **-s**

→ after **-s, -ch, -sh, -x**
add **-es**

→ after consonant + **-y**
delete **-y** and add **-ies**

→ after **-ay, -ey, -oy**
add **-s**

→ after **-f** or **-fe**
delete **-f** or **-fe** and add **-ves**

A + CONSONANT: a table, a box

AN + VOWEL: an orange, an egg

IRREGULAR PLURAL

SINGULAR

a man
a woman
a child
a foot
a tooth
a fish
a mouse
a sheep

PLURAL

men
women
children
feet
teeth
fish
mice
sheep

USE AN + SILENT H-

an hour (silent h-)

a hat (not silent h-)

USE A + U- (PRONOUNCED [ju:])

an umbrella (pronounced [ʌ] NOT [ju:])

a university (pronounced [ju:])

⚠ DO NOT USE A/AN WITH PLURALS

✗ These are a tables.

✓ These are tables.

test-english.com

Co-ordinating Conjunctions

FANBOYS Conjunctions with meanings and sentences

For	Because	Sam drank some water, for he was thirsty.
And	In addition to	I take milk and sugar in my tea.
Nor	And not	Sara doesn't like apples, nor does she like pears.
But	However	All the children wanted to eat pizza, but no one wanted to buy it
Or	Either	We could go to a zoo, or we could go to a theme park.
Yet	But	The weather was cold and wet, yet we enjoyed very much.
So	Therefore	He is sick, so he is not going to the school.

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Past Simple vs. Present Perfect

Past Simple

Form

S + regular verb-ed or irregular verb (V2 form, Past Simple)

Use

Finished time

We *lived* in Japan *from 1995-1998*.

(a time period that started and ended in the past)



Definite time

I *saw* the Eiffel Tower *in 2007*.



Series of finished actions

Firstly, he *read* the book and *then* he *watched* the movie.



Repeated actions

He *went* to the cinema *every weekend last year*.

Present Perfect

S + regular verb-ed or irregular verb (V3 form, Past Participle)

Unfinished time

I've *worked* as a teacher *since 2011*.

(a time period that started in the past, and continues until now)



Indefinite time

I *have seen* the Eiffel Tower.

Experience

Have you ever seen this movie?

Result

She *has already* watched this movie *3 times*.

Time Phrases

yesterday
ago
last
in 1994, etc.
in the 20th century, etc.
in July, etc.
on Monday, etc.

already
just
yet
ever
never
for
since...

Past Simple or Present Perfect

1. Q: What _____ you _____ yesterday? (do)

A: I _____ soccer yesterday? (play)



2. Q: Have you ever _____ to China before? (be)

A: No, I have _____ to China before. (be)

3. Q: _____ you _____ yet today? (eat)

A: Yes I _____ today. I _____ breakfast at 9 am. (eat)

4. Q: _____ he _____ the thief yet? (catch)

A: Yes, he _____ him yesterday. (catch)



5. Q: _____ she _____ to the store last week? (go)

A: Yes she _____ last Tuesday. (go)

6. Q: _____ you _____ tea recently? (drink)

A: No, I _____ tea recently. (drink)



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