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**Analysis of Word Structure as a Strategy to enhance Vocabulary
Acquisition in Eleventh Grade Students at Colegio National Virtual
Marco Tulio Salazar during the Third Quarter 2022**

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

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Dedication

My mom

To my mom who has been my unconditional support in my entire life. She has always been willing to help me in all possible ways. She is the one that believes in me and considers my goals as priority. My mom has taught me that I have to fight to become that woman that I want to be, she inspires me and gives me the power to give my best in every situation of my life. My mom is the real meaning of perseverance, patience and unconditional love.

My son

To my biggest inspiration, my baby who has taught me to be a strong and real woman, who reminds me every day that I am enough and that together, everything is perfect. The one that makes me feel that I do not need anything else if I have him by my side. The little boy who comes to my life to change everything in the most beautiful and perfect way. To the one that only seeing his eyes, change my mood and makes me feel the happiest person in the world, to my little boy, to the love of my life.

My best friend

To that person that has been with me in the most beautiful and worst days of my life, the one that has showed me that friendship really exists and makes my life happier. The one, who inspire me, the one who I admire the most. To my friend who has been in my life for 10 years and even though we have had difficult times, nothing changes and our friendship is stronger.

Abstract

This investigation has been developed with the intention of helping the acquisition of English vocabulary with the implementation Word Structure Technique to acquire vocabulary in eleven grade students of Colegio Nacional Virtual Marco Tulio Salazar, Heredia. In this investigation the researcher has showed through the instruments applied in a group of 28 people, the effects of using the techniques to improve and help the acquisition of vocabulary in English language. Besides, the investigator shown how the approach of the teachers with the students is so important for them and how learning more vocabulary can help students to have a better English level. Additionally, the researcher has deduced that the word structure technique is beneficial to help and guide students to acquire more vocabulary and change the traditional methods that they have always used.

Resumen

Esta investigación se ha desarrollado con la intención de ayudar a la adquisición de vocabulario en inglés con la aplicación de la técnica, *estructura de la palabra* para adquirir vocabulario en estudiantes de undécimo grado del Colegio Nacional Virtual Marco Tulio Salazar, Heredia. En esta investigación la investigadora ha mostrado a través de los instrumentos aplicados en un grupo de 28 personas, los efectos del uso de las técnicas para mejorar y ayudar a la adquisición de vocabulario en idioma inglés. Además, la investigadora mostró cómo el acercamiento de los profesores con los alumnos es tan importante para ellos y cómo aprender más vocabulario puede ayudar a los alumnos a tener un mejor nivel de inglés. Además, el investigador ha deducido que la técnica de la estructura de palabras es beneficiosa para ayudar y orientar a los estudiantes a adquirir más vocabulario y cambiar los métodos tradicionales que siempre han utilizado.

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Chapter I

Introductory Framework

Language plays an important role in human lives. Communication is a necessity that humans show since there are born. As Slabakova (2016) mentioned, the ability to produce and understand language in order to satisfy our communication needs is our most prized human ability. Learning a new language can help people to communicate and be understood by people from other parts of the world. In Costa Rica and in the rest of the world, the task of an English teacher is helping students to learn, understand, and be involved in the new language. However, sometimes it could be difficult for learners to acquire enough vocabulary to master it. Edgert et al., (1999) have explained that, “Certain conditions should be met to reach optimal levels of language learning environments, for example, learners should be given opportunities to interact and negotiate meaning, and they should be involved in authentic tasks and able to interact with an authentic audience.”

Furthermore, to identify words and structures, is an important aspect that learners need to know because they will be able to have the opportunity to learn the language. As Nelson et al. (2016) mentioned, grammar is the central component of language. It mediates between the system of sounds or of written symbols, and the system of meaning. For this reason, the intention of the investigation is to identify and apply the Word Structure Technique to help the sixth-grade students to acquire more vocabulary by knowing grammar.

1.1 Problem Statement

The Ministry of Education (MEP) is the institution in charge of education in Costa Rica. Cordoba et al. (2005) reported that English teaching in Costa Rica started as early as the mid-nineteenth century and was first institutionalized in 1825 in the internal bylaws of the Casa de Enseñanza Santo Tomás. As it can be seen, the intention of teaching the language is present in Costa Rica since that time. The way how students learn the language in public institutions, allows to question how the students, in this case at Colegio National Marco Tulio Salazar High School, can get close to the language in the classrooms. According to MEP, language:

Needs to be complemented with the following objectives in classroom settings: - develop the ability to communicate for practical purposes; - frame a sound basis of the language skills, and attitudes required for further study, work and leisure; - offer insights into the culture and civilization of English speaking countries; - develop an awareness of the nature of language and language learning; - incite enjoyment and intellectual stimulation; - encourage positive attitudes towards foreign languages and cultures; - promote cognitive skills like application analysis, memorization, inferring; - develop students' understanding of themselves and their own culture (Campos et. al, 2003).

The way how language is transferred to the students is something that needs to be studied because most of the learners have not developed the four skills completely, and in some extreme cases, the skills were not developed when they started high school. Jackson (2006) mentioned that learning methods depend on learner-learner interaction rather than on learner-content interaction. Moreover, this includes models such as constructivism, action learning, conversational learning. Considering such important detail, the investigator considers that using

a technique that allows students to work in groups and also independently, can benefit them to learn and acquire more vocabulary and develop the four skills.

For that reason, there is a motivation of finding and evaluating a technique like Analyzing Word Structure, where students can learn and acquire more vocabulary. As Graddol (2000) mentioned, English is widely regarded as a gateway to wealth for national economies, organizations, and individuals. Focusing on the individuals' interest, it is essential to identify the difficulties that students have faced and still are dealing with, in terms of the target language. If teachers focus on those details, learning the English language will not only benefit the students in terms of grades, but also in their lives, as they can have more opportunities. In this case, Pennycook mentioned the importance of focusing on questions of power, difference, access, and domination" in order to create alternatives that can be evaluated to identify if the technique that will be used is having good effects in the students' learning.

The investigator has the intention of understanding why the technique is not being put into practice to help students to acquire the language in different ways, so they can become fluent in the language by applying practices that can help them acquire more vocabulary. Moreover, the researcher's big concern is why Costa Rican students from public schools and high schools study the language for eleven years and almost none of the students are bilingual. In order to investigate this situation, the study will be applied in Colegio National Marco Tulio Salazar with the students of eleventh grade. The intention of the investigation is to apply the Word Structure technique in different ways to help students acquire more vocabulary by associating, analyzing, and relating words and meanings. Egbert et al., mentioned that learners become autonomous in the development of skills, tasks, and strategies that will enable them to

practice purposely the new language. Therefore, the researcher wants to answer the following question:

What are the effects of applying the Word Structure Technique during the Third quarter of 2022 to eleventh grade students at Colegio National Virtual Marco Tulio Salazar to help them acquire vocabulary?

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the effect of the Word Structure technique to acquire new vocabulary in Eleventh Grade Students at Colegio National Virtual Marco Tulio Salazar during the Third Quarter 2022.

1.2.2 Specific Objectives

- To identify the students' difficulties related to their English level.
- To create new alternatives of teaching using the Word Structure Technique for the students to acquire vocabulary.
- To evaluate the effect of recognizing the function of the suffixes, prefixes, and the parts of speech in order to learn vocabulary.

1.3 Justification of the Study

English is an important foreign language in Costa Rica. Indeed, this is one of the foreign languages taught in public education. Throughout the years, in public institutions, some students have had some difficulties acquiring the language, as some skills are not being stimulated.

Therefore, the students are not able to work in the four skills of the English language, due to the lack of attention to those specific points. Some of those problems can be seen when the students start high school because they perceive a big difference in terms of the language. The big

difference that they perceived is that in elementary school, they just repeated what the teacher said, learned limited vocabulary, and did not practice intensively reading and writing skills with different activities where they could interact with each other in class.

In Costa Rica, professors must use the educational curriculum provided to guide and teach their classes. This curriculum has the topics and some activities that can be implemented to teach specific topics. By following that document, teachers could make sure that every grade of the school will have the same level and knowledge. In a real scenario, the situation is completely different, as every student and class are immersed in different environments. There are students who have different ways of learning and understanding a topic. For that reason, this could be a challenge that English teachers face every day.

The idea is that teachers not only use the same activities, as they need to implement different activities and techniques that can be beneficial for students to acquire more vocabulary and be practiced in different ways, the four skills of the English language. This idea is to have better results when learning and practicing the language. Indeed, the following investigation is aimed to help students who are finishing high school to learn new vocabulary, by recognizing and applying the Analysis Word Structure Technique. The main goal is to help those students to be able to be more involved in the language.

Moreover, the main idea of the investigation is to support and guide the Eleventh Grade Students at Colegio National Virtual Marco Tulio Salazar during the Third Quarter of 2022 to understand the meaning and functions of suffixes, prefixes, and the parts of speech. As Slabakova (2016) mentioned, “language acquisition depends on abundant comprehensible input available to the language learner. Having the knowledge, with a good environment and great

tools and practices, students will be able to learn, understand, and relate some words to others.”

When students are able to comprehend how the language works, it will be easier for them to learn and put in practice their knowledge.

The study of the application of the Word Structure Technique will be applied and evaluated with the students of eleventh grade. In this investigation, the researcher wants to find different alternatives where the four skills will be stimulated. The intention of the investigation is to help the eleventh graders to learn and acquire more new vocabulary in an easy way and relate words to others, but not only by reading or writing. There is a necessity for the student to also stimulate the listening and speaking skills, as the students need to be able to understand, reproduce, and put in practice the vocabulary that they are acquiring by using the technique.

The majority of the target students do not have enough vocabulary and are not able to keep up with the English level that is taught in the high schools. The daily activities and indeed, homework, can be seen by the students as something that they are not able to handle or to understand because of the lack of knowledge they have. Teachers notice that students have difficulties listening to audios, songs, or conversations. They need to play the audio more than two times to let some students comprehend what they are listening to. On the other hand, for some students it is really hard to deliver a speech in front of the class because of their pronunciation. Some of them get frozen when they are in front of the teacher and the class. Taking into consideration all the previous scenarios, the investigator considers relevant to help those students to get better results.

1.4 Antecedents

English is one of the most spoken languages in the world. Nelson et al. (2016) mentioned that English is the first language of over 360 million people. Most of them live in the United States of America, which has about 260 million native speakers of English, and the United Kingdom, with about 59 million. Thus, there has increased a necessity of learning the language. Consequently, some investigators are interested and curious about the process of how some people have learned it throughout the years. For this reason, some thesis will be explained in the following part of the investigation.

Some researchers are motivated to study about the topic because they want to know how people have acquired the English language? Lena Kelle, in 2019, carried an investigation that sought Understanding Language Acquisition by Immigrants in the American Midwest, 1850-1914. The main goal of doing the thesis was to examine the factors that were considered by immigrants to learn English or not. She thought that every person had her own believes and intentions, but most of the time, people share their intentions. She mentioned that immigrants went to other countries to look for a new life and new opportunities. If they did not speak the language of the country they immigrated to, they had to learn the language in order to find better possibilities in the new country.

The factors in which she based her investigation were: religion, necessities, culture, politics, economy, and educations. Based on those variants, Kelle tried to comprehend the ways in which the immigrants acquired the language depending on their own necessities. For example, some people had the necessity to immigrate because of wars, as they needed to protect their families, and other people needed to give a better life to their children, as they were not able to do it in their own countries for one or another reason. Indeed, when doing the investigation, Lena

Kelle attempted to clarify the role that language acquisition played in the adaptation process of learning a new language and living in a different country. Immigrants, most of the time, went to countries, for example United States, where the first language is English. They had to learn the language by themselves. In her conclusion, she intended to show the different scenarios that existed for people that had the necessity of learning the new language, all the variants, and the important role in each individual.

Furthermore, Berlma Haznedar carried out an investigation on Child Second Language Acquisition of English: A Longitudinal Case Study of a Turkish-speaking child. In this case, Haznedar noticed that most of the investigations about English acquisition were focused on adults and how they learned. There is a difference in terms of the acquisition of the language between an adult and a child. Nelson et al. (2016) mentioned that we acquire a working knowledge of our native language simply through being exposed to it from an early childhood. It is notorious that when an adult learns the L2, it could be more complicated for them because they have already learnt LL1 and they have previous information in their brains. The adults will tend to translate words to be able to understand what they are learning, and, in some cases, it can affect the learning process. In the case of children, when a child is learning LL1 and LL2 simultaneously, it could be easier for them because they do not have any information that can affect or interfere in the acquisition of any language. The idea of relating words and meaning could benefit the children. For that reason, Berlma Haznedar considered this with the idea of contributing to the area of the language acquisition of a child in a naturalistic setting, based on data of theoretical proposals in LL1 and L2 acquisition theories.

In the study, the importance of noticing the theoretical and empirical advances in both L1 and L2 acquisition is mentioned most of the time because Haznedar considered that L2

acquisition is not identical to L1 acquisition, since in both cases, the kids need to practice and understand the language, as well as to be able to identify the vocabulary separately. However, but the children, most of the time, are exposed to the L1 and can practice the language more than L2. In conclusion, Haznedar stated the fact that there are differences between child L1 and child L2 acquisition, but it does not mean that the two cognitive processes are fundamentally distinct in nature, as in both cases kids need to make relationships between the objects and their meaning to be able to understand and learn the vocabulary and the structure of both languages.

In the other hand, Michael Patrick Hindley Rodgers was interested in doing an investigation about English language learning by watching television: An investigation of comprehension, incidental vocabulary acquisition, lexical coverage, attitudes, and captions. Hindley mentioned that learning English as a Foreign language is a challenge that needs to find ways in order to be practiced. Most of the time, English language as a Second Language is learnt in a country where the first language is not English and, for that reason, people cannot practice or be exposed to the language most of the time. Teachers can do their best when teaching grammar, vocabulary, rules, structures, and so on; however, students need to practice daily the target language under study that is being learnt.

To acquire a language, a person needs to practice all the skills. Nevertheless, sometimes it is difficult to develop the listening and speaking skills. For that reason, he stated that watching television can be a potential source that should be implemented to learn the language successfully. He mentioned that if for a person it is sometimes hard and difficult to understand what the character is saying in an episode of a series, it is helpful to turn on the captions. The idea is that the person that is watching the episode can pay attention to the intonation of words, the expressions that are used, and how the characters are using such words. The person should

try to understand the meaning of the word through context. In the conclusion of the investigation, Hindley showed the value of using authentic episodes of television for language learning because there are a lot of expressions, phrases, and vocabulary that can be used daily. Trying to be in touch with the language is the best decision that a learner can take. Moreover, choosing popular series can be an advantage for them, as the context and the phrases are the ones regularly used in daily life.

In the case of Wei Zheng, he did an investigation about WORD ROOTS IN ENGLISH – LEARNING WORDS THROUGH FORM AND MEANING SIMILARITY. Zheng stated that when someone is learning English, the person needs to learn 2000 words. Based on this idea, the learner will be able to have more access to new vocabulary because the other words will share similarities of form and meaning if they analyze their root. The 2000 words need to be learned and understood by their meaning; consequently, the students will be able to memorize and relate words to others. When learners see a words and they do not know their meaning, they can find their root and be able to get the meaning by applying some rules. Therefore, by analyzing the roots of the words, someone can have access to 2156 new words.

On the other hand. Zheng experimented the effectiveness of using word part technique, keyword technique, and self-strategy learning. Every technique implemented or used for teaching a topic had an impact on students' learning. For this reason, he decided to apply and study the three techniques to analyze which would be the best for the students. He investigated how each technique could benefit the students that he was studying with. Zheng mentioned that the Keyword Technique was inferior to the other techniques because the students did not show good results compared with the other techniques. In conclusion, the study showed the effectiveness of learning the first 2000 words, since such knowledge is the point of departure of a

learner because this will be something beneficial for them. Knowing grammar and the structure of words alone and in sentences, can help students to relate words to others, as well as meaning and functions. In addition, the students are able to use the new vocabulary they learn in sentences by applying their previous knowledge.

Finally, Annabelle Nelson and Enrika Olivarez did an investigation about ENGLISH LANGUAGE ACQUISITION FOR ELEMENTARY SCHOOLS IN COSTA RICA. In this case, the investigators had the intention of evaluating the curriculum and instructional model that was used by the Ministry of Education (MEP) in 27 schools located in different parts of the country. In addition, an experimental trial test was designed and applied by the investigators with students from public institutions. The idea of the researchers was to improve the development of the foreign language in elementary schools.

They stated the importance of mastering the basic linguistic elements in schools. Therefore, they used their test with the students of the 27 schools that participated in the investigation. In each school, the investigators divided the group into two sections: A and B. With the A group, the investigators used Spanish to teach English vocabulary, structures, and so on. In the case of group B, the researchers used just English to teach; thus, just this language was allowed to be used in the classroom. The investigators could notice that Group A increased their oral scores more than group B. However, for both groups, the interventions were beneficial.

The investigators noticed that for group B, it was more difficult because they had never received a class just using the English language. This detail could affect them because they were not used to do it. In the case of the group A, the students had the opportunity of translating words, meanings, and structures that allowed them to get a better the idea of the topic that was

being taught by the teachers. They agreed that with a different approach, it would be more beneficial for the students to learn the language using just the target language, but in the case of the groups, the curriculum was affecting this part of the teaching process; that is, just using the Translation Method.

1.5 Scope

There are some goals that are intended to be achieved with the creation of the investigation.

1. The investigation has as a purpose teaching the target students some topics that could be beneficial for them. In this case, the investigator wants the students to know and learn about nouns, suffixes, prefixes, roots, and parts of speech. With the knowledge of these topics, the students of eleventh grade at Colegio National Marco Tulio Salazar high school, will be able to identify those content words, their meaning, and how to use each one correctly. The idea is not to teach in a deep way each topic, as the investigator thinks that if the student is able to understand each topic, the acquisition of the language will be easier for them, and they will not feel or see the differences when they start attending school.
2. One of the goals of the investigation is to help students to work on and stimulate the four skills. Sometimes, for teacher, it is difficult to teach the topic that they need, but the researcher considers that if teachers study previously the level of the students and the topic that will be taught working with the four skills, it would be possible. In this investigation, to help students acquiring new vocabulary, the investigator will create and implement different ways using a technique to benefit the students' learning process. The students of eleventh grade will work with material and activities to practice each skill during the third quarter of 2022. The idea is to observe how the students work in classes,

and based on the observation, the investigator will create some activities that the students will use to identify and understand the function of the words. Then, they will use their knowledge in order to see if the appliance of the technique is beneficial for them.

3. The main purpose is to help the students to understand, learn, and apply the Analyzing Word Structure Technique to help them identify and learn as much vocabulary as they can. The reason why this technique was chosen is because of the own experience of the investigator. In the case of the researcher, it was always difficult to understand the context of what it was being read. Therefore, the idea of applying the technique as a tool to learn vocabulary, was conceived a day that a grammar course was taken. The ideas of understanding the construction of the words, the function that each part has, and how every word functions in a sentence or in speech, was helpful for the investigator. The understanding of the construction and application of the technique was a benefit to acquire more vocabulary.
4. The necessity of having students with a higher language level motivated the investigator to help the students to recognize the suffixes, prefixes, and parts of speech in order to give them the ability of understanding what they are reading, and Colegio National Marco Tulio Salazar high school was chosen for its location and students' English level.

Chapter II

Theoretical Framework

Understanding a topic requires a deep study of it. In this case, the investigator worked hard to comprehend and analyze the most important aspects. In this study, it is essential to remember some Methods, as well as their techniques, and specific topics that are used and were selected to teach English language in the past year. For that reason, The Grammar—Translation Method, The Direct Method, and the Audio-lingual Method will be studied to identify their effectiveness and their failures using some techniques. Moreover, the Method Cultivating Vocabulary by using the Analyzing Word Structure Technique will be explained to share the reason why it was chosen for the investigation to teach vocabulary. On the other hand, the topics: word structure technique, how to teach vocabulary, nouns, pronouns, types of adjectives, kinds of morphemes, parts of speech, nouns as adjectives, and differences between adjectives and adverbs will be studied to identify why the Word Structure Technique could be helpful for the students in order to acquire more vocabulary.

2.1 Literary Theories and Approaches

Before explaining the reason why, the Word Structure Technique for cultivating vocabulary was chosen, it is very important for the investigation to mention some methods and techniques that have been used throughout the years by many professors around the world. For this reason, the methods that were mentioned previously were selected because of their approaches and techniques. When people talk about teaching, they do not remember or even ignore the idea that every good class has previous preparations and methodology that need to be followed. In this case, Patel et al., (2008) stated that “Methodology is systematic and scientific way of teaching any subject. It guides teacher ‘How to teach’ and ‘How his teaching may be

effective'. It is very necessary for teacher to know various types of methods and techniques of teaching English.”

Therefore, it could be affirmed that it is crucial for every class that a teachers need to see the environment and the topics that she o he will teach and think about why some techniques could will be chosen and applied. When a teacher starts to teach a specific topic, it is not correct just to start explaining without have planned the class. Every class needs a previous preparation to make sure that students will understand and learn in the best possible way. Teachers need to take seriously the job of teaching and do their best for their students.

The Grammar-Translation method is also called the Classical Method. It is the oldest technique that was applied. This Method was used to teach Greek and Latin literature to some students. The Classical Method was used in Europe from 1840 to the 1940s. There are some authors that have written about the approaches of this method. In this case Richards et al. (1986) stated that “Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language” (p.3).

The Classic Method had some techniques that were applied by teachers, as for example: translation of a literary passages, antonyms and synonyms, cognates, memorization, and so on. It is noticeable that the usage of those techniques could be beneficial for students to acquire vocabulary and grammar because they had to apply rules, understand structures, and recognize patterns. The students learnt grammar, as well as Analyzing Word Structure, in a deductive way. However, according to Richards et al (1986), it was sometimes a difficult experience for learners because they emphasized a lot in memorizing unusable grammar and did not pay attention to the

listening and speaking skills. Moreover, the teachers who used and are still using this method to teach English, can see that actually students have advantages due to the usage of the method, but also it can be noticed that the knowledge acquired is all related to the mother tongue. Translation is a good technique to use when someone does not understand the meaning of a word. However, as Patel (2008) said, there are some specific words and expressions that are not possible to translate because they are expressions such as “Pura vida” in Costa Rica, which do not have an equivalent in other language. Moreover, is the case with some vocabulary in English.

On the other hand, the Direct Method is also known as the Natural Method. It was established in England around 1900. Some rules were determined and the most important was that the translation of words could not be done. Richards et al. (1986) mentioned that “Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action.” The reason why this method was chosen was because teachers wanted to use the foreign language in a spontaneous way. They wanted children to encourage themselves and to forget about rules and the analysis of procedures. In the case of the Direct Method, Patel (2008) mentioned its advantages:

- This method is called Natural Method. English is taught as the child learns his mother tongue.
- The pronunciation, accent, intonation, and rhythm are essential for better and effective communication. This method helps to speak language effectively.
- This method is based on the principle of "Learning by Doing." Thus, this method is scientific and very effective.

The advantages shown are due to the use of some techniques like: reading aloud, question and answer exercises, conversation practice, etc. The techniques used with the method could help the students to practice the language orally, get confident, practice pronunciation, and to have the opportunity to gesture and express themselves and thus, get almost all the students involved.

Furthermore, The Audio-Lingual Method focused mostly on oral skills. In this case, the mother tongue of the students is not used at all, as in the Direct Method. The purpose is to help students to acquire vocabulary by using techniques of repetition drills. Moreover, the goal is to let people who do not know the language to learn some imitation sentences and basic grammar that could help them to learn the language gradually. Doing this, the students can have the opportunity of memorizing grammatical sentences and rules. There are some techniques that are used: dialog memorizing, chain drill, question-and-answer drill, complete the dialog, etc.

As it can be seen, indeed, the students can learn a lot of vocabulary and structures but just by memorizing. However, they are not able to identify why they have to say something or write a sentence in a different way. The reading and writing skills are not worked using this method and techniques. The investigator affirms that this technique encourages students to learn by themselves. Consequently, the students need to learn the meaning and the function of suffixes, prefixes, and roots words. When the students already have this information, they will be able to learn new vocabulary. They will be able to guess the meaning of unfamiliar vocabulary and relate some words to others. The four skills can be stimulated by using the technique because the students need to understand what they are reading, listening, saying, or writing.

With the structural approach, there are some principals that need to be followed, as for example the importance activities during the class. In addition, the language will be acquired by

the students in a living system; it means that if a teacher wants students to learn the language, they need to be in a constant interaction. Patel (2008) mentioned that the structural approach is based on the theory of behaviorist. To teach language through this approach, we have to understand the pattern and structure of the language. Each and every language has its own structure, and every language differs structurally. The students will learn better the language if the grammar structure is taught in a dynamic way, where they could participate actively.

Finally, the Communicative Approach is another approach that will be used during the investigation. The intention of the investigator is not only to teach grammar and let students acquire more vocabulary, but also to stimulate the speaking and listening skill. Consequently, this approach will be implemented when teaching the classes for the investigation. When using this approach, teachers will help students to develop and work in their fluency and accuracy. The idea is that teachers give the students all the tools to help them become autonomous. They should be capable of having a conversation using the resources that they have acquired with the help of the teacher.

2.2 Word Structure

The structure of sentences deals with how all parts of each sentence work and fit together. Every word in a sentence has a function and a meaning, depending on its position, its form, pronunciation, origin, and so on. For example, in some cases, words can work as adjectives or nouns depending on the position of the word, so that word can be pronounced in a different way. For that reason, it is so important for students to understand the real meaning of the word in a specific sentence. This will help students to identify the meaning of the word, if they are not really sure about it. Indeed, using the word structure technique as a strategy to teach and learn English should be taken into account by teachers. As Jirtle (2003) mentioned

We can study the structure of language in a variety of ways. For example, we can study classes of words (parts of speech), meaning of words, with or without considering changes of meaning (semantics), how words are organized in relation to each other and in a large construction (syntax), how words are formed from smaller meaningful units (morphology), the sounds of words (perception and pronunciation or articulation), and how they form patterns of knowledge in the speaker's mind (phonetics and phonology).

In this case, the purpose of this investigation is to help students to learn the parts of speech and the morphology of words. Even though, there are more ways, the researcher is just going to focus on those two ways, as students will have better results learning and practicing the language. On the other hand, teachers need to find the best ways to teach those structures and make sure that students have a good approach.

2.3 Kind of Morphemes: Roots, Suffixes, and Prefixes

Every word that is used in a conversation or in a sentence has a meaning. There are a lot of them that need to be listed in a dictionary because their meaning is not predictable at all; however, there are some that can be guessed because of their structure. In this part of the chapter, it will be explained some small parts of words that are called morphemes and how teachers can teach those topics to their students. This will help students to acquire more vocabulary by recognizing these small words.

The idea is not to deeply teach monomorphemic, polymorphemic, and its characteristics because it is an extensive topic that requires time to be understood. The idea of teaching this topic is to help students to relate words to other words, so they acquire more vocabulary to

become fluent in the language. The intention is that, if they are reading and see a long word, just by knowing and putting in practice this topic, it will not be necessary to use a dictionary because they will be able to understand the meaning by analyzing the structure. After being able to do that, they surely need to memorize some morphemes, so students will be more capable of recognizing and using the new words that they acquire in a better way.

There are some morphemes that are important to mention, as for example suffixes and prefixes. Carstairs (2018) mentioned that those that precede the root (like en- in enlarge) are called prefixes, while those that follow it are called suffixes (like -ance in performance, ness- in whiteness, and able- in readable). The investigator notices that it is common that the English words are followed or preceded by those morphemes. For this reason, students need to know and learn some rules and aspects that need to be verified by the teacher in charge. What teachers can do to teach this topic is to give the students a list of suffixes and prefixes and ask them to create and analyze words. Doing this, the children can get creative and understand better the topic because they will be practicing the topic vividly. Moreover, it is important to mention that Carstairs (2018) stated that we have encountered far more suffixes than prefixes, and that is not an accident. There are indeed more suffixes than prefixes in English. This detailed need to be known by students because they could ask themselves if they did not find all the information. The teacher can assign them as a homework to search for information that is relevant information for them.

2.3.1 Nouns

It is basic to know the meaning of a noun. In the words of Fernald (2021), a noun is basically the name of an item, an object, or an idea. Every word that exists has a meaning. Therefore, it is important for the student to know and understand that a noun will have the

meaning itself in the sentence. This should be the first topic that students have to learn because it is simpler for them to go from an easier to the more complex topic, in order to let them understand and learn everything without generating doubts. Related to nouns, Nelson et al. (2016) mentioned that we cannot identify all nouns merely by their form, as certain suffixes can be added to verbs or adjectives to make nouns. Learners need to know the classes of nouns that exist in order to know the function that the word has in a sentence or in a conversation.

Students must know that there are Common Nouns, which are the name of any object or group. The Common Nouns can be subclassified in concrete or abstract and in count or non-countable nouns. On the other hand, students need to identify the Proper Nouns that always begin with a capital letter and are the name of a thing, person, or a specific group. In addition, the classification of number, gender, and case should be explained. Therefore, Analyzing Word Structure technique allows the student to get the idea of what a noun is. Some people could think that this is an easy topic that does not deserve time to be taught; however, there are some cases in which students do not understand when they see a count or uncountable noun and, therefore, they use them incorrectly. Consequently, the idea is that the teacher gives to the student a list of collective nouns and the list of irregular nouns. This will help students to understand why they have to be written in a different way depending on the number.

2.3.2 Pronouns

Fernald (2021) mentioned that a pronoun is a word used in place of a noun. In this case, teachers need to emphasize on the differences that exist between a noun and a pronoun to avoid doubts. It is essential for the student to learn and identify the classes of pronouns that exist because they are daily used when speaking or writing. It will be easy to recognize the pronouns when the students are reading or listening to someone else if they learn them properly. Pronouns

are essentially special types of nouns and are the main word in a noun. Nelson et al., (2016) mentioned that it is a,

...Phrase or (more usually) the only word in a noun phrase. They fall into a number of classes, here listed with examples: -personal pronouns I, you, we, they -possessive pronouns my, mine, your, yours -reflexive pronouns myself, yourself -demonstrative pronouns this, these, that, those -reciprocal pronouns each other, one another -interrogative pronouns who, what, which -relative pronouns which, who, that -indefinite pronouns some, none -pronoun one, ones.

Knowing each class will help students to be able to identify them just by reading the sentence the first time. To help students memorize and identify each pronoun in a sentence or orally, teachers can do the following. When students tend to be so visual, teachers need to be creative when they are teaching grammar because some students can get tired during the learning process. A good way to show the different classes of Pronouns, teachers can use a chart with different colors where the students can identify the properties of each one.

2.3.3 Adverbs

In the case of adverbs, the students need to identify their meaning. Surely, they have to know and identify the different functions that an adverb can have in a sentence and what can they affect. The investigator considered that it could be one of the most complex topics that teachers need to teach to students. Kartz (2020) mentioned that,

The term “adverb” refers to words that modify a verb, adjective, or another adverb, telling when, where, why, how, how much, how often, how long, and other versions of those sorts of information. In reality, adverbs and ADVPs also modify whole sentences,

dependent clauses, infinitive phrases, and participle phrases; and we have seen that ADVPs can function as several different types of verb complement. (p. 169)

As it was shown, adverbs have many functions that students need to know. Indeed, teachers also need to teach to the learner that adjectives can turn into an adverb. Nelson et al. (2016) mentioned that the suffix *-ly* is commonly added to adjectives to make adverbs. Students need to know that if they add a *ly* at the end of the adjective, as for example, happy – happily make an adverb. Indeed, Nelson et al. (2016) also mentioned that the suffix *-wise* is added to nouns to make adverbs. This relevant information can have a good impact on the students' learning. Of course, students should have a list of adverbs and also practice turning adjectives and nouns into adverbs following the respective rules.

On the other hand, although recognizing adverbs can be easy for some students; Kartz (2020) mentioned that there are ways to identify adverbs in sentences. The investigator thought this way could be so helpful for students to identify adverbs in sentences or phrases that they could read according to their English level:

The adverb question test: If we are testing whether a word or phrase complements a verb or modifies a verb, a clause, an adjective, or an adverb, if the word or phrase answers an adverb question about the verb, clause, adjective, or adverb, then the word or phrase is an adverbial that modifies or complements the verb, clause, adjective, or adverb. Adverb questions include when, where, why, how, how much, how often, how long, etc.

It is noticeable that this rule can be understood by students; therefore, the teacher does not need to go so deeply on this topic. The real intention of making an emphasis on adverbs is letting

them know how they work and how they can identify them. With this knowledge, the students can go step by step learning all the rules of the topics mentioned before. In the case of adverbs, the students can start from the easy one, as for instance the frequency adverbs and turning adjectives into adverbs. The more they learn and the more they practice, the better they will become.

2.3.4 Types of Adjectives

This following topic needs to be taken into account when a teacher is teaching grammar. Nelson et al. (2016) stated that a large number of suffixes are added to nouns and verbs to make adjectives. For that reason, the knowledge of suffixes is beneficial for the students regarding this topic. Indeed, for the investigator is vital that the teacher teaches what Nelson stated, in this case he mentioned that “The suffix -ed is often used to form adjectives from noun phrases: blue-eyed, long-haired, good-natured, open-minded. Like nouns and verbs, many adjectives have no suffixes: sad, young, happy, true. Some suffixes were part of the words when they were borrowed into English: sensitive, virtuous” (p.48).

There is notorious that not every adjective will be formed by adding suffixes. Therefore, the teacher can remind the students the term “actor.” In this case, if they want to turn a noun into an adjective, it will be possible if they add-the ending *ed*. The classes of adjectives also need to be taught. Consequently, it is important to mention- that they are divided into three: premodifiers, subject complement, and object complement. Within the classes, it is not essential to teach deeply one by one. The idea is that students could be able to identify the adjective in the sentence, and when that adjective is giving the attribute to a noun.

In the case of Kartz (2022), he mentioned that adjectives come in two forms: gradable and absolute (or non-gradable). Gradable adjectives have three forms or degrees: the base, the comparative, and the superlative. For example, base: close, desirable, good; comparative: closer, more desirable, better; and superlative: closest, most desirable, best. In all cases, adjectives have the same function, adding an attribute, modifying, or be related to a noun. In every case, adjectives are usually placed before the nouns that they are modifying. As Kartz (2022) ~~that~~ mentioned, adjectives can change a little bit the meaning of the noun because they provide a characteristic of the noun. On the other hand, students need to know that adjectives are always singular; in other words, they will never be plural. For example: it is correct to say a beautiful woman or beautiful women. In both cases, it does not matter if the sentence is talking about a woman or a lot of women, since the adjective will keep its form. The noun is the one that will change depending on of the number of things or people that will be mentioned in the sentence.

There is a characteristic about adjectives that students have to know. Those content words have a particular function in a sentence. Consequently, teachers need to explain how a noun can also act as an adjective. Nelson et al. (2016) mentioned that it is quite useful to think of grammatical forms as ‘actors’ and grammatical functions as the ‘roles’ that they play in a particular sentence. Identical forms may have different roles (functions) in different sentences. The knowledge of the functions of some words is indispensable for students to avoid doubts when they are using the content words in a sentence or orally.

2.3.4.1 Nouns as Adjectives

As it was mentioned before, to explain this topic, the teacher can emphasize the functions of each one. They can say that a noun is a thing, a place, or a person in a sentence and an adjective is the content word that will describe the noun. In addition, it is very important to use

an example, such as a happy girl. Moreover, teachers need to clarify that, happy is the adjective because it describes the girl, and girl is the person that is mentioned in the sentence. Having this clear, teachers need to add that there are occasions in a conversation it is necessary to describe another noun. In the cases, when there are two nouns together, the first noun will work or act as a noun; for example, a love story. Students need to identify that in this sentence, there are two nouns: love and story. Therefore, the meaning is that the story is about love. The teachers need to mention that love is the adjectives because it is describing what the story is about.

In order to work the pronunciation of the students, teachers have to explain the intonation of nouns and adjectives. The students need to know that the first word, the adjective will be stressed. On the other hand, they also need to learn that in this case, as the same as the other adjectives, they will be placed before the noun, and they need to be written in a singular form. There will be some exceptions that are not necessary to be pointed out, they can be explained if they are found in a sentence.

2.3.5 Prepositions

Prepositions is one of the most used topics when people are talking. Sometimes, students do not even pay attention or recognize when they are using one in their conversations or when they are witting. Teachers need to clarify that a preposition is a word that normally is in front or preceding a noun or a pronoun. Kartz (2022) mentioned that, “Prepositions (P) are a category of function words that convey meaning about the relative locations and movements of actions and objects in space (on, to, in, by, etc.) and time (before, after, until, etc.), as well as more abstract relations like possession (of), source (by —as in authorship; according to) and a host of other literal and metaphoric relationships” (p.45).

It is necessary for students to understand this topic, because when they start high school, they just learn the most common preposition. Therefore, they just recognize when something is in, on, or under a place. Consequently, with more vocabulary, the students will identify each one better. To teach this topic, teachers can use a chart to allow students to understand one by one. Moreover, by using images, students could learn new vocabulary faster. The idea is that the teacher explain one by one to let students understand their meaning. It is up to the teacher if he or she considers omitting or adding more prepositions. There are some rules that should be taught, as for example the preposition to and the infinitive to. In addition, the Prepositional Complement could be another topic of interest, but the investigator insists that it is up to the teacher. The idea is not to go-deep, as it is not necessary to introduce complex prepositions. This topic could be taught later.

2.3.6 Parts of speech

After explaining each aspect considered by the investigator, the teacher can explain the parts of speech in a sentence by analyzing the function of each word. The idea is to reaffirm the topic. Teachers need to make sure that students understand the functions of the different parts of speech. As Kramer (2019), mentioned, “Every word is a part of speech. The term “part of speech” refers to the role a word plays in a sentence. And like any workplace or TV show with an ensemble cast, these roles were designed to work together.” Even though, not all parts of speech must be learned at the same time, it is up to the teacher to show the students those parts of speech if necessary.

Finally, the teacher has to introduce the Analyzing Word Structure Technique. It is not necessary to explain the meaning of the technique to the students. The interest will be focused on teaching how to analyze the sentences or speeches that they will use. The students need to be

able to identify the words and their function. Teachers need to prepare students to be able to analyze a paragraph, but this process will be done step by step.

2.3.7 How to teach vocabulary

Reading texts and listening to conversations or songs could be one of the most difficult things that students could do when they are learning English. The lack of vocabulary will be a problem because understanding will be hard for them. For this reason, teaching vocabulary is essential for them. As Lyon (n.d.) mentioned, the goal of this teaching strategy is not just to increase the student's vocabulary, but to make sure the words are meaningful and relevant to their lives.

Lyon shows, in her article, some specific activities that can be used by teachers to teach new vocabulary. First of all, teachers need to previously find a list of words that students should learn week by week. Students will group those words in three sections. Section A will include the words that people use every day, for example: laugh, smile, water. Section B, will include those words that are used in different contexts, so those words will have grade levels. Finally, section C will include the words that are used in specific areas, for example peninsula. By doing this Lyon affirms that students will have a better understanding of the words. After this, the teacher needs to find different texts where students find the vocabulary in a real context. Using a dictionary will be a necessity for the students because they need to find the correct meaning of some words and then, they need to write the definition of the words that are difficult to understand.

Lyon mentions that introducing one word at a time orally and with visual support will have a positive impact on the students' learning. Working in groups can help students who have a

lower English level because they can work together and help each other. The teacher must always ask the student to repeat aloud the new vocabulary, as well as to give students time to find by themselves the best way of understanding the meaning. It could be drawing the definition, use cognates, and so on.

The researcher affirms that fun activities can be used; for example: word associations, students can talk in pairs about the meaning of words, what they think about that word, and share their thought with the rest of the class. Use senses, in this case, Lyon (n.d.) mentioned that students should be asked to use their senses to describe what they saw, heard, felt, tasted, or smelled. Allow students time to think. Then ask them to give a thumbs up if they have ever seen something delicate.

A round applause, this activity can be used with words that are nouns or adjectives. The students can learn to identify them depending on their position in the sentence. Picture perfect, it allows students to draw about the meaning of the word; it can help them a lot with familiar words. Finally, example and non-examples, with this activity Lyon says teachers could tell students that one thing that is delicate is a teacup. One thing that is not delicate is the cement stairs into the school. Then invite students to share their own examples of things that are and aren't delicate. By using this information, the teacher can have a good guidance of how to teach vocabulary in different ways considering all the different ways in which that students learn.

2.3.8 How to apply the Word Structure Technique to acquire vocabulary

Some techniques were explained and shown previously but, the investigator will focus on the Word Structure Technique, as the researcher considers that this technique should be used after teaching some English rules to the students. The students first should recognize and learn

the different parts of speech because, if the students do not know those specific structures, the technique could not be applied correctly. When teachers have taught the students how some words are created, there can be considered some activities, as for example to give the students some prefixes, suffices, and roots of words and then, to let them students create words or recognize words by using the material. On the other hand, this technique should also be practiced when using texts. The students need to work on their reading skills, so when they see a word that they do not recognize, they should identify the root of that word and recognize its meaning due to context. If they are not able to recognize it from context, they need to divide the word and analyze it to see the suffixes and or prefixes that it can have. Indeed, to practice the listening skill, teachers can reproduce some words or conversations and let students write down words that they do not recognize and then, analyze their structure and meaning. The idea of the technique is to help students to acquire more vocabulary day by day using the technique, if they do not know the word they can analyze if it is related to other words and learn its meaning.

Chapter III

Methodological Framework

To do an investigation let researches to obtain important information that can be taken to find solutions to specific problems. It does not matter the methodology that is applied, the most important facts are the reasons and purposes the investigator had on mind when started the study. The instruments that are used in the process and the final results that are obtained at the end of the investigation, will help the researchers to know if the results were the ones expected or not and what aspects mediated for it. In this chapter, it will be explained the process of the present study, as well as the participants that will be part of the analysis and each activity.

3.1 Research Approach

In every investigation, the researcher needs to define the type of approach that he or she will follow during the process. When the approach is defined, he or she will have clear ideas and can start working under specific procedures. There are three different approaches that can be used in an investigation: quantitative, qualitative, and mixed. Creswell (2013) stated that the quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. When the investigators use the quantitative research, they are focusing on recollecting numerical data, as they want to compare the variables of a specific topic.

On the other hand, Bhandari (2019) mentioned that the qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate

new ideas for research. In the case of the present study, the investigator decided to use the qualitative research, as the researcher is trying to understand and experiment in a non-numerical way. The investigator wants to see if the results of the investigation are the expected ones.

Finally, Shorten et al. (2017) mentioned that the mixed method is a research approach, whereby the researchers collect and analyze both quantities and qualitative data within the same study. In the case of the mixed method, the researchers need to use both methods because the investigation requires the collection of numerical variables, as well as observing a specific experimentation that is done. Taking into account the three approaches that were cited, it is essential to mention that this investigation is guided by the qualitative approach. The reason is because the investigator wants to observe the experience of the students of eleventh grade using the Analyzing Word Structure Technique to acquire vocabulary and also, to know the opinion of different teachers about using this technique for that purpose.

3.2 Research Design

Every investigation needs a plan and steps to follow in order to guide the investigation correctly. In this investigation, the researcher will guide the study in two different ways. The first one will be the Descriptive one. McCombes (2019) mentioned that descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where, when, and how questions, but not why questions. Indeed, A descriptive research design can use a big variety of research methods to investigate one or more. The idea of the researcher is to describe the students of eleventh grade, their English level, the materials that will be used, and explain if the results were the expected ones. On the other hand, the investigation will also deal with action design. According to Vanburen (2019), action research design is educational research involving collecting information regarding current educational programs

and outcomes, analyzing the information, developing a plan to improve it, collecting changes after a new plan is implemented, and developing conclusions regarding the improvements. As it can be seen, the investigator plans to analyze and study the behavior of the students inside the classroom, observe which are the areas of improvement, and put in practices strategies so students can learn in the best possible way.

3.3 Information Sources

The information that is used during the investigation is essential because this will give the necessary support to what is being studied. They are different type of sources which an investigator works with. Those sources are divided into three categories: primary, secondary, and tertiary sources. According to Chatterjee (2017), the very first-time information appears in an information media, it is considered as a primary source; however, if the publication appears later on in another media, it is a secondary source. Moreover, publications as bibliographies are denominated tertiary sources. RUSA (n.d.) compares the primary sources with the steps that construct a research and give base to any reasoning. Starting from that analogy, in the particular case of this inquiry, primary sources are the valuable tools that allows an investigation to have reliable support, as for instance the institution, the current English teacher, and the students will be that foundation in this case.

3.4 Description of the Institution and Community

The high school CNMTS-MABER is located in Heredia; in other words, from San Vicente de Paul hospital, 25-meter north, and 75 meters east. This is a public institution, which goes from seventh to eleventh grades. Manuel Benavidez's and CNMTS-MABER's students share the same facilities in the morning and at night, respectively. Therefore, due to this situation, it can be seen that the building of the high school looks deteriorated, because besides

housing both high schools, there are a lot of people who get benefited and use the same facilities. Most of the students at this institution are people who work in the morning and study at night, as they are trying to give their best to accomplish the goal of finishing high school.

It is important to mention that most of the classrooms do not have access to internet or it does not work properly. Besides that, there are not enough videos beams, computers, and devices that can be used by teachers to give them a better learning experience. This is a challenge that teachers have to face because they are not able to teach using technology. This is a situation that, if teachers do not have imagination or the initiative to teach in other ways, the topics will just be taught in the basic way, by giving copies about the topics and using the board.

The families of the students at CNVMTS-MABER institution, present some difficulties and challenges in their daily lives. Most of them are residents of Guariri, Bernardo Benavides, La Milpa, El Bajo las Cabras, La Lilliam Sánchez, etc. Those places are considered in social risk because of drugs trafficking, delinquency, robbery, and other problems. There are students that decided to quit studying when they were younger. Some reasons could be that they did not want to study or wanted to do other things than studying; however, now they have the necessity to finish their studies to have a better life. On the other hand, some students have difficult situations in their houses; for this reason, they had to quit studying in the morning to start working and help their families. Consequently, they decided to come back to high school at night to keep studying.

3.5 Analysis Categories

The investigation, as it was mentioned before, has a qualitative orientation because the researcher will explain how it was guided following some steps, categories, and aspects that were established previously. The investigator will consider those categories and the fact that it will be

more relevant and helpful for the investigation. The readers, in this way, will be able to understand the whole work. Furthermore, it is important to mention what a category is. Zicus Cognitive Procurement (n.d.) mentions that category analysis is a general description of one specific aspect, later explores it deeply, and finally develops a concluding analysis. Knowing this, readers will have a better perception and will understand why certain categories and aspects were taken into account.

Since the researcher started working in this investigation, her interest was about helping students to learn and understand more vocabulary. For this reason, the researcher chose the students of eleventh grade at Colegio National Virtual Marco Tulio Salazar high school. The idea of using the Word Structure Technique to acquire Vocabulary with this population is because when students are in high school, they have a certain knowledge of the language, some words, or vocabulary. The investigator thinks that if students are able to understand, learn, and apply this technique, they will have a better approach with the language. Furthermore, the researcher wants to emphasize that using and applying the Word Structure Technique is the goal of the investigation. The technique will be the center of the investigation because the researcher wants to see if this technique will have a positive effect on the students. Previously, the investigator studied and read different techniques and methods, but she considered that this one could be beneficial for the students, taken into account their previous knowledge regarding the target language.

3.6 Data collection Instruments

For the following investigation, the researcher wants to apply some specific instruments that will be helpful to collect the most important details regarding the knowledge of the students in terms of the language, as well as the opinion of some professors about English teaching. To begin collecting the information, the investigator will start with two formal interviews. As it is

mentioned in Ask Talent Service (2021) website, formal interviews are well-planned interviews, the questions are prepared in advance, and the time, date, venue, dress code, everything is decided prior to the interview. For this reason, the investigator will carry out two written interviews, one to the students and another to the teachers; this in order to know more about the English classes that students have received and which are the best techniques to teach the language to students, depending on their English level, respectively.

On the other hand, to observe a class with the help of a checklist is another instrument that the investigator will apply in order to collect information. The investigator plans to observe how the teacher plans the class, the materials that he uses, the way he speaks to the students, and how he clears questions or doubts that students have; consequently, these are some of the points that the investigator will pay more attention to. Additionally, the researcher wants to observe and analyze the behaviors of the students during class, participation, and their attitude. By taking into account those aspects, the investigator can have a better perspective of how everything works inside the class and observe the environment that teacher and students are immersed in and analyze if everything works properly.

Furthermore, the investigator will carry out a Pre-test in order to get an idea on the knowledge that each student has. This pre-test will consist of a reading, writing, listening, and oral part because the four skills will be evaluated. By checking the results of the pre-test of all students, the searcher can have a better approach with the students. Finally, when the investigator has applied the technique with the students, she will apply a post- test, that will have the same parts as the pre-test because the investigator wants to compare the results that each student obtained and analyze if the students improved their English level using the technique Analysis of Word Structure Technique to acquire vocabulary.

3.7 Collection Data Process and Data Analysis

The process of collecting information will start with the two formal interviews. Those interviews will be prepared previously to their application and will be divided in two. The first part will be only for teachers that work in the high schools and the second one will be for the students of eleven grade at Colegio National Virtual Marco Tulio Salazar. The idea of the investigator is creating the interview virtually and send it to the two groups of people. Doing the interviews in this way, the researcher has the possibility of having the interviews in the computer and check and analyze them in a better way. Those interviews will be applied before going to the high school, Colegio National Virtual Marco Tulio Salazar. The idea of the researcher is understanding what the teachers and students think about learning English, the ways used to teach, and the difficulty that learning a new language, in this case English, has.

After analyzing the answers of the interviews, the investigator will go to the high school Colegio National Virtual Marco Tulio Salazar and carry out an observation of the eleven grade students' English class. As it was mentioned before, the idea of the researcher is previously creating a checklist, which includes aspects such as how the teacher planned the class, if the teacher uses the material or any extra help to teach a topic, the way how he speaks to the students, how he solves questions or doubts that students have, the attitude of the teacher and the students, the environment of the class, and so one. With those aspects, the investigator can evaluate if everything is working properly inside the class, if the teacher is correctly handling the classes, and if students are learning properly.

On the other hand, after applying the technique. The researcher will carry out use the pre-test. This instrument will be used the first day the investigator meets the students. The aim is to explain to the students the reason why she is in the high school and talk briefly about the

technique that she is going to use and what she expects. After this, the investigator will give to each student the pre-test. It will be divided in four parts: listening, reading, writing, and speaking. The researcher will play three times a dialogue and students need to write the correct answer according to what they heard. Students will have 15 minutes to do the pre-test, when they finish the first three parts, one by one will go to the investigator's chair. The investigator will ask some question in order to evaluate the comprehension and the speaking skill of each student. All of them have to give the test to the investigator because she needs to evaluate, check, and analyze the English level of the group. Finally, after the investigator has applied the technique and she has worked with the students, she will apply a post-test in order to see if students have improved. The test will be divided in the same parts as the pre-test. Doing this, the investigator can compare the results and thus, evaluate the areas the students have improved. The reading part will be a little bit longer compared with the first one because the investigator wants to make sure if her expectations were achieved after applying the Analysis of Word Structure Technique to acquire vocabulary.

Chapter IV

Data Analysis

This chapter is dedicated to explain the results that were obtained during the application of the instruments at Colegio National Virtual Marco Tulio Salazar to the eleventh graders. The idea of the searcher is to show the results that were recollected by applying the interviews, the observation, and the tests. Furthermore, the researcher wants to show the conclusions of the investigations by using the objectives as a reference to analyze if the goals were accomplished. On the other hand, in this chapter, the researcher will mention some unexpected results and recommendations.

4.1 Analysis and Interpretation of the Results

In this investigation, some instruments were applied to recollect important information that helped the investigator to know and understand the reality of the students in terms of their English language level. The instruments that were used and applied by the researcher were interviews to the teachers' and students, which were applied virtually. The investigator used a web page to create both interviews and were sent to some students and some teachers. The investigator preferred to apply both interviews virtually because it was an easier way to have all the information, and students and teacher could do it when they had the time to complete it and, in addition, they did not compromise their time. All the information that was recollected with the interviews was analyzed, compared, and finally placed in figures for a better understanding of the results.

Moreover, an observation checklist was applied the first day. The investigator used a checklist to be able to write all information that was relevant for the investigation. Such checklist was prepared days before and included questions that helped the researcher to pay attention to all details and observe the whole class that was present that day. On the other hand, a pre-test was

applied to check the English level that each students had, so when the researcher recollected and analyzed the information from the first tests, she implemented some activities that helped students to learn more vocabulary by using the word structure technique. Finally, a post-test was applied after the activities were developed with the students during the classes. The idea of the investigator was to observe the results obtained after applying the technique with the students. In this section, all instruments that were mentioned before will be analyzed deeply one by one, taking into account all the details that were studied.

4.1.1 Interviews

Before going to the high school, the researcher sent the interview to some teachers to analyze some important aspects that were relevant to the investigation. Five questions were part of the interview. Those questions were important for the investigator to understand how the reality of the teachers is when they are in a classroom and understand how they teach. The first question asked to the teachers about the importance of using a technique when they are teaching. This question was the first one because the investigator wanted to see if for those teachers, using a technique is important or not for them. The question was not guided to ask about a specific technique. The researcher just wanted to know if the teachers considered that techniques are important when they are teaching. The four professors that participated in the interview agreed that techniques have a great impact in the students' learning because of the approach and the benefits that students have by using them. Some said that a technique is very important because it is the way we have to work when dealing with many of the learning styles that students have. In other words, by using a technique, teachers can work with different ways of learning that students have.

The second question was about how many techniques they knew. In this case, it was important to know about the techniques that they knew because it showed the different techniques that they applied when teaching different topics. In this question, some of them mentioned that they knew eight, but they did not specify which ones, and others were more specific by answering that they remember bottom-up reading, skimming, scanning, inductive and deductive grammar. In this question, the investigator wanted to see if the teachers knew or remember a variety of techniques.

The third question asked which techniques they preferred to use, and two of the four teachers said none. This was an aspect that called the attention of the investigator because if the teacher knew different techniques and knew the importance of using them to teach why they did not have any preference when they needed to use a technique. On the other hand, one answered that he preferred to use the total physical response and another answered that he preferred to use techniques based on the constructivist and natural approach since the students learn by discovering. With these answers, the investigator could notice that in real life, some teachers do not pay a lot of attention to teach by using a specific technique and this situation can compromise the students' learning. Finally, the last question asked about how they worked listening, reading, writing, and speaking skills in class. Almost all teachers answered that they work the skills with songs, paragraphs, sentences and so on, the typical ones. The investigator concluded that maybe the teachers usually used the same activities for all topics and for this reason, students have a limited way of learning.

On the other hand, the investigator wanted to see the other scenario of teaching, the students. In this case, it was the most important interview for the investigator because she was able to see what student thought and felt. The interview was created in Spanish so they could express

better their thoughts and could understand the questions. Eleventh grade students were the ones who participated in the interviews. The first question dealt with how their English education in lately years was. This question was guided to find out what they thought about their education regarding the English language. Therefore, they had to list including all years that they have been part of an institution. Most of them answered that it was not the best. They said that did not understand the classes and teachers were not the best.

The second question wanted to find out what they thought about their teacher. This question was selected because people normally ask about the students, their behaviors, and so on, but the investigator wanted to see if students felt okay with the teachers. In this question, most of them answered that they were not the best; however, one said that they were excellent or good. This question was something that worried the investigator because this can really affect the students' learning and also, their attitude towards the language.

The third question was related to how they considered their English knowledge. Some answered that it was good or even acceptable, but others agreed that it was not okay, they needed to improve a lot. The fourth question asked if they have learned varied vocabulary and almost all answered no. Finally, the fifth question asked which skill was the strongest and the weakest for them. There were different answers, as some of them agreed that the weakest one was speaking or listening and the strongest reading or writing. The investigator created a figure for each question to have a better understanding of the students' interview. Such categorizations are shown in detail below.

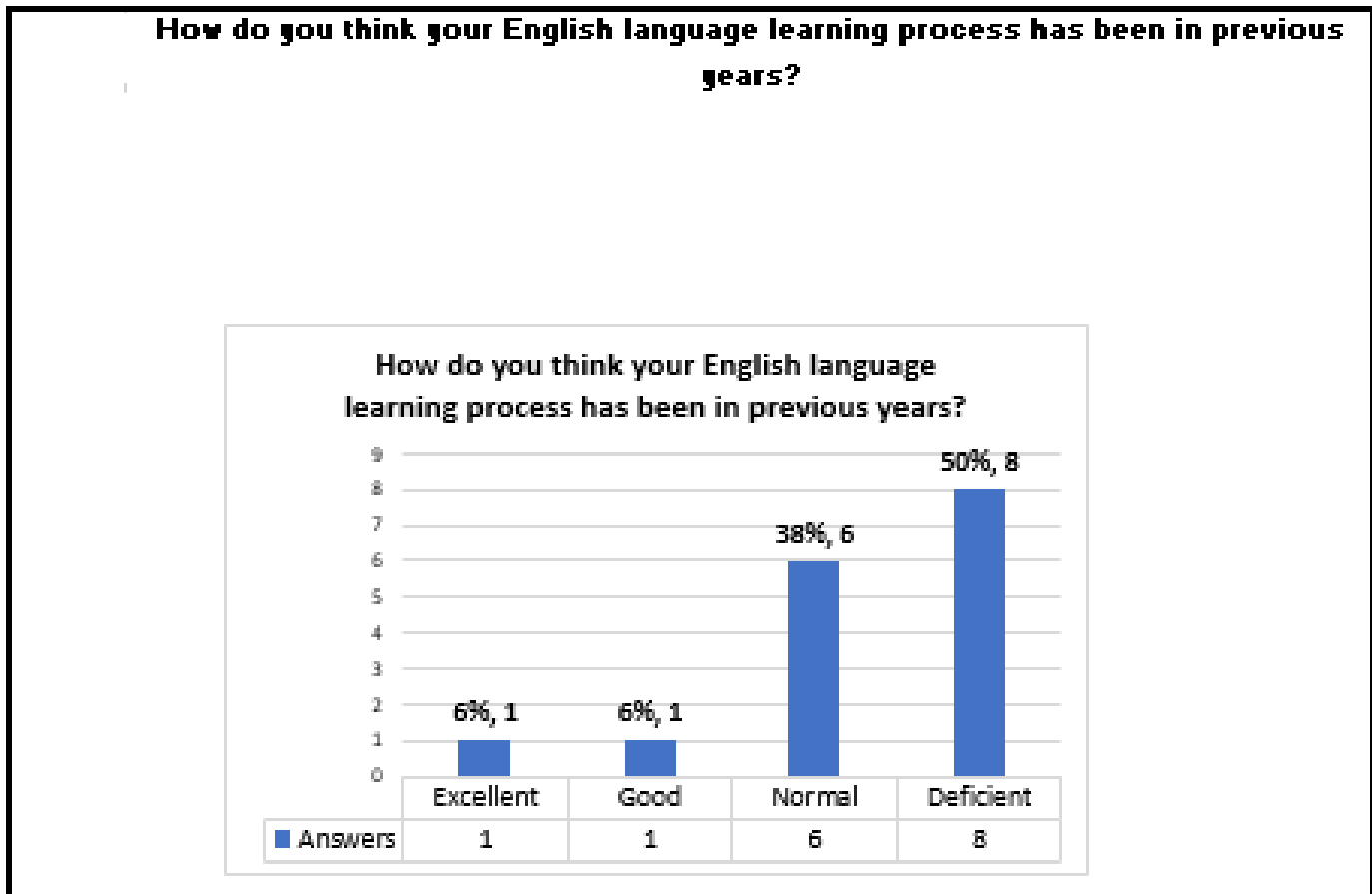
Figure 1 Students' Interview

Figure 1 shows about the learning process of the student in previous years. Source:

Researcher's own creation.

This was the first question in the interview that eleventh grade students had to answer. In this case, the investigator wanted to know more about the experience of the students in lately years. As you can see, the 50 percent of the students that were interviewed, answered that these experiences were not the best; some said that they did not learn anything or that the teacher did not explain well. They emphasized that those bad experiences took place when they were in school because they remembered that they learned the same topics all the year and for this reason, they did not learn anything. On the other hand, only 6 percent of the students answered that this

experience was excellent or even good. Those answers could show why the students in a public institution did not get graduated being bilingual, because they have had problems learning English since the beginning.

Figure 2 Students' Interview

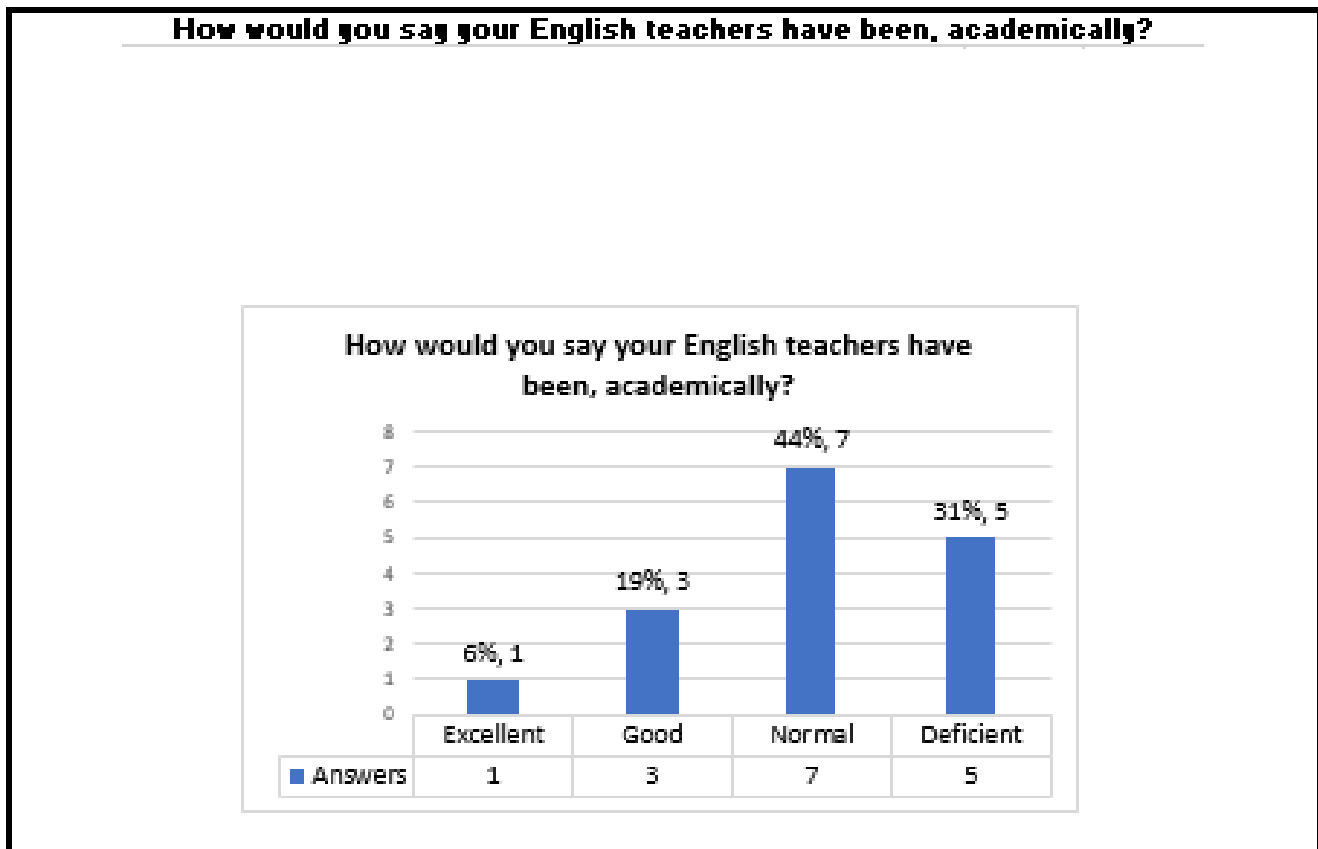


Figure 2 shows how their English teachers were academically speaking. Source: Researcher's own creation.

On the other hand, this question is the second one in the interviews. As you can see, the percentages that are shown in this figure are related to how the teachers were academically. This question was not focused on understanding if the teacher was kind or rude or if she or he was a happy person or not. The investigator wanted to know if the students perceived if their teachers were prepared or not, the tone of voice of the teacher, how they explained a topic, how teachers

answered the questions that they had, their pronunciation, if she or he seemed prepared before the class started, and so on. As you can see, the 44 percent of the students answered that teachers were normal. This was an acceptable answer, but not the best one. They said that those teachers were not the ones that you will always remember because they were excellent. They also mentioned that they were the type of teacher that just teaches, applies the exam, and that is all. Additionally, only the six percent of the students answered that they had an excellent teacher and that they really learnt a lot.

Figure 3 Students' Interview

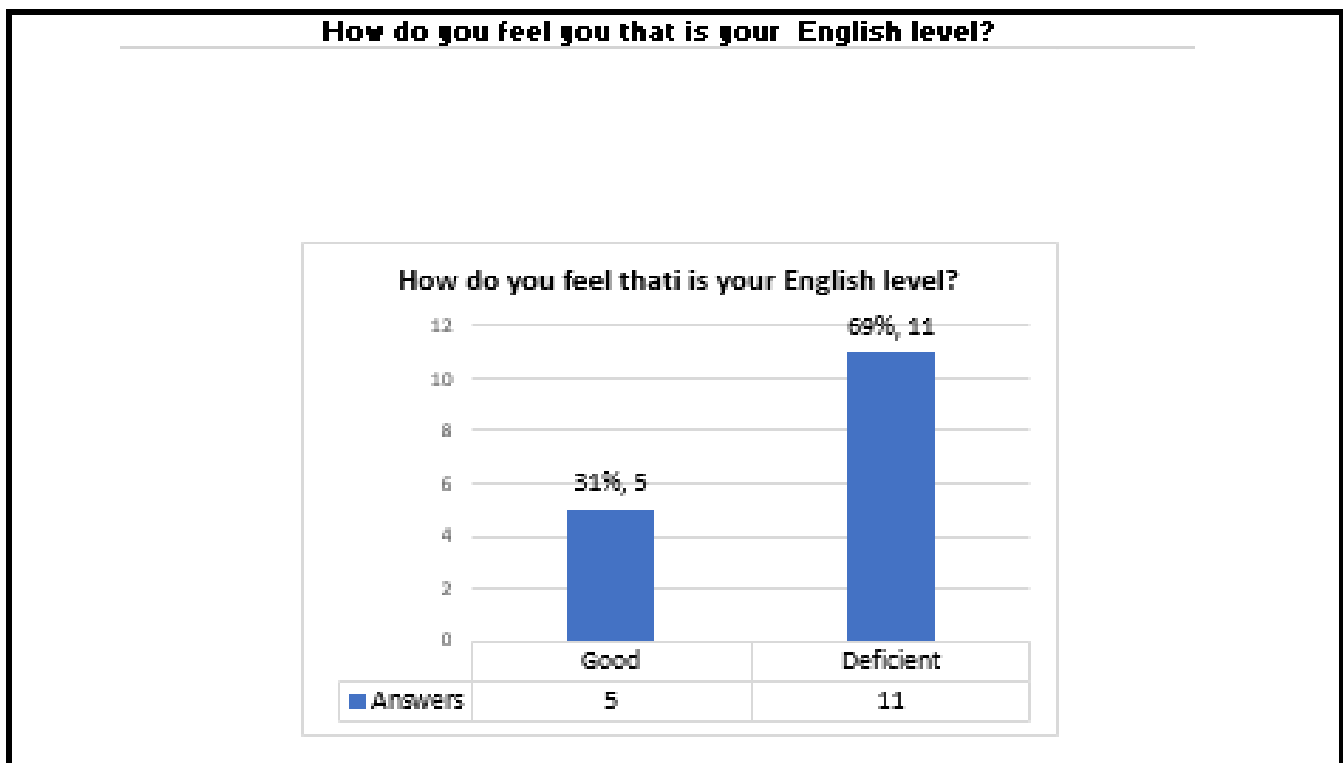


Figure 3 shows how students feel their English level is. Source: Researcher's own creation

In this figure, you can notice the answers of the students about their English level. Only the 31 percent of the students answered that they felt that their English level was good. They affirmed that they could have a conversation, could see some movies without subtitles, and listen

to a song and understand almost all the song, and that such are daily habits that they have to improve their English. Some of the students that did affirmations mentioned that they took English courses that helped them to improve and those teachers gave them those tips. On the other hand, the other 69 percent of students affirmed that they did not learn a lot in school and that the knowledge that they had was because of high school or because of video games. Additionally, some students in this 69 percent, mentioned that they did not like to listen to songs in English or watch movies in English. They preferred to enjoy them in Spanish, as they feel more comfortable. The investigator noticed that this lack of interest can also affect the level of those students.

Figure 4 Students' Interview

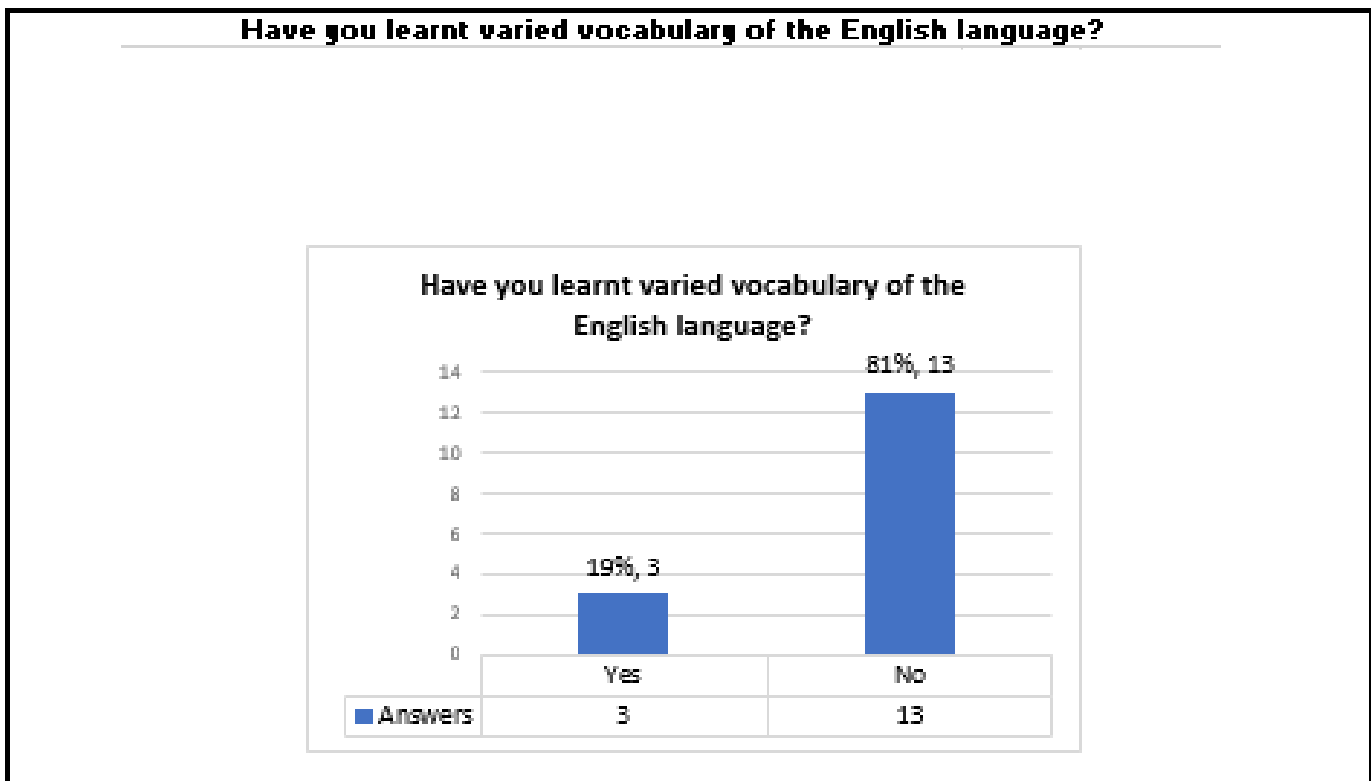


Figure 4 shows if the students have learnt varied vocabulary in English. Source: Researcher's own creation

The fourth graphic shows the answers of the students regarding vocabulary. The investigator had a lot of interest in this question because for her, it was really important to know if teachers help students to get different knowledge in terms of vocabulary. The 81 percent of the students answered that they did not learn varied vocabulary in high school nor school. They said that they only learnt or practice the vocabulary that was on the books or in extra material that the professor gave them, but that material was related to the same topic that they were learning. The idea of the investigation is to teach and help students to acquire more vocabulary and to find out if any technique or activities are used with this intention, but the answer was is no. The 19 percent of the student that answered yes, said that they loved to play video games, listen to songs in English, or used social media and when they did not understand the meaning of a word, they searched for it on internet and keep using the same habits that were mentioned before.

Figure 5 Students' Interview

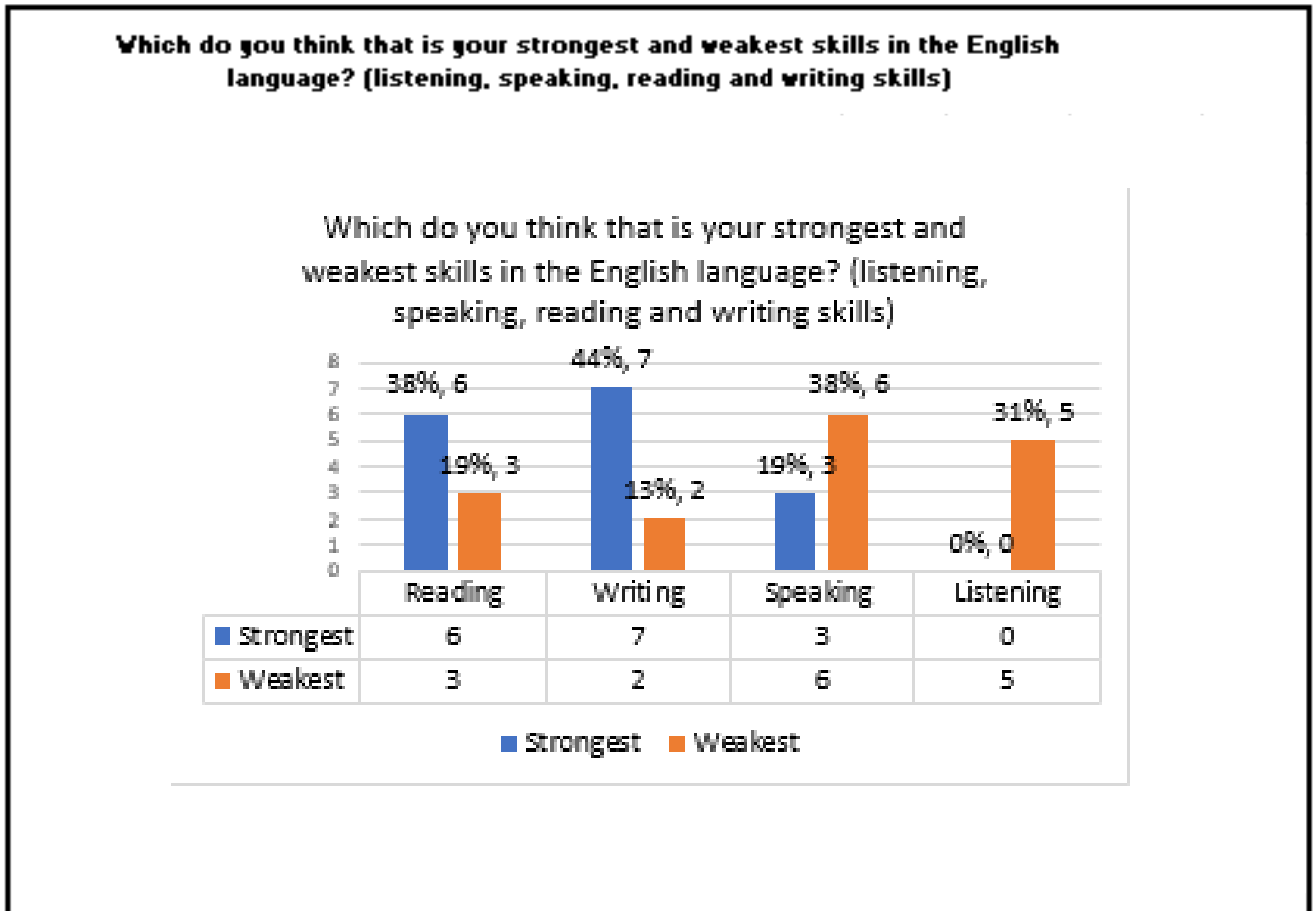


Figure 5 shows the students' strongest and the weakest skill. Source: Researcher's own creation

The investigator, since she started working in the investigation, mentioned the interest she had in the English skills, so this was the last question in the interview. The students had different answers related with this question. The strongest one for them was the writing skill. They mentioned that they feel more comfortable writing what they think. They mentioned that anyone needs be listening to you and they can also use the words that they know. For them, it is easier to see their mistakes when they are writing, so they can fix them in the moment. The second strongest was reading, as, they did not have to share anything to anyone, they just need to pay attention to

the paragraph and understand what the writer wants to say. In the third place is speaking. The 19 percent of the students felt comfortable when speaking to people, as they realized that they can learn and improve by speaking to someone.

On the other hand, in relation to the weakest skill, the first one was speaking, the 38 percent of students agreed that they get scared when they have to talk with someone in English They forget the words, the pronunciation, and even the tenses. Moreover, the 31 percent of the students answered that listening was their weakest skill. They said that sometimes they did not understand what people was saying because they speak too fast, or the accent is very difficult for them to understand and the got frustrated in those situations. The third was reading with a percentage of 19. Those students agreed that when they did not understand the meaning of a word, they were not able to understand the rest of the paragraph, and this limited them. Finally, with a 13 percent the students mentioned that fourth one was writing. Those students said that they have issues with grammar and, for this reason, to write texts or sentences is difficult for them.

4.1.2 Observation

The observation was done the first day that the investigator went to Colegio Virtual Marco Tulio Salazar. A checklist was used during the class to take any note that was important for the investigation. The class started at 6:00 pm, but not all the students attended the class. The class had a duration of 40 minutes. The group was integrated by 28 students, 15 males and 13 females. The average age of those students was from 17 to 29 years old. This group was very nice, the students were shy, but they enjoyed a lot their class. The students were interested in the topic. They were asking questions in Spanish, some of them used some English words to ask about problems and solutions about the topic, meaning of words, and so on. They read a song that the teacher brought. They had difficulties understanding the song. On the other hand, they had difficulties

expressing their thoughts. The teacher used the learning strategy and translation of the vocabulary as the main techniques. The teacher gave them copies from the book and used the white board to explain the topics.

The checklist that the investigator used had nine points that she wanted to take into account. The first point asked if the professor had previously planned the class. In this case, the researcher could say yes, the teacher brought material, copies, a song to let students practice the topic that they were learning that day. The second point was related to the fact if the professor brought material or some activities that students could do during the class. As the investigator mentioned before, the teacher brought activities to let students participate and work in class. Something that the researcher wanted to see, was the attitude that the teacher had towards with the students; for this reason, the third point was related to this. In this case although the teacher was serious, he was kind and answered every question that students had and kept a good attitude with the whole group.

The fourth point mentioned if the teacher answered the students' questions, and the answer is yes. He gave the examples if they did not understand and if the students asked in Spanish, he answered in both languages to help them understand what he was explaining. On the other hand, the fifth point was related to the students' participation. Actually, not all of them participated, but there was an interaction during the class with some students; for this reason, the class was not boring for them. The sixth one was related to the environment; this because the investigator considers that if students are in a class where they are not comfortable, they will not learn in the best possible way. However, if they feel secure and not judged, they will have better possibilities of learning. In this case, that group had a good environment, you could see that the teacher gave them the security to participate and made mistakes.

The seventh point was related to how the students felt. As mentioned before, the investigator realized that students felt well in the classroom. The point eighth asked if the teacher evaluated the knowledge of the students; nevertheless, the answer is no. They actually practice, but the professor did not review the exercises, he told them that the next class they needed to bring the activities finished to review them together. Finally, the ninth point asked about the technique that the teacher used. The investigator could notice that he throughout the class used the translation and repetition method. This was an interesting group, not all of them participated but they were paying attention. Some of them liked to participate actively, and others preferred just to listen and to write the new vocabulary that they were learning. As the investigator mentioned before, because of their behavior and an interest in their classes, the students had an excellent attitude toward the language. There was a notorious different level of knowledge in terms of English, as not all students were at the same level. They presented problems in the following skills.

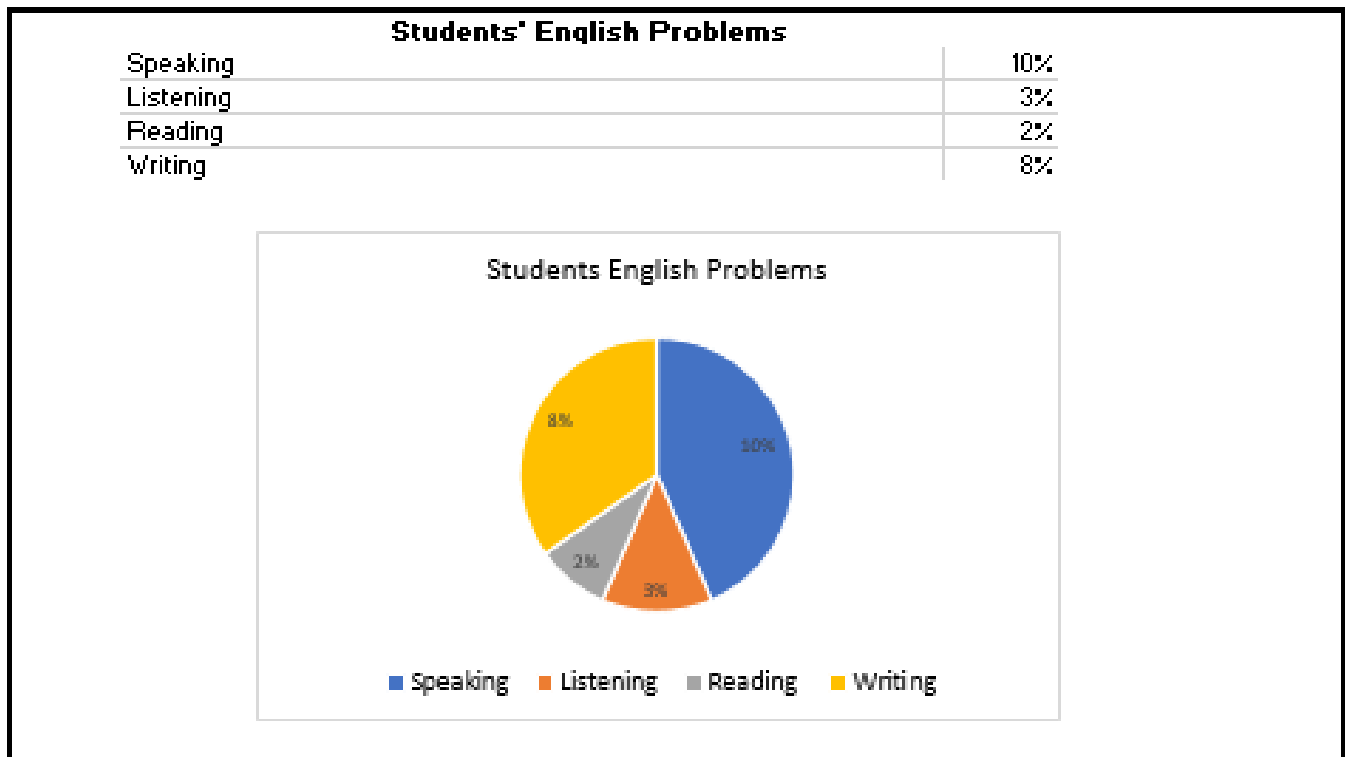
Figure 6 Students' English difficulties

Figure 6 shows the main problems students have regarding the English skills. Source: Researcher's own creation

The 21 students that were present the day of the observations present a notorious problem with those skills. The first one was speaking. As it can be observed, the 10% of the students was not able to transmit what they wanted to say by using the English language. In the second place, the listening skills were the ones that most students had difficulties. As for example, when listening to the song that the teacher played during the class and listening to instructions, so the teacher had to speak in Spanish. In the third and fourth place were writing and reading, they showed some difficulties, but those skills were easier for them.

4.1.3 Pre-test

The Pre-test was applied after the observation of the first class. In this case, the researcher wanted to find out the English level of each student. The test was divided in five sections and a total of 30 percent. The first part was about filling in the blanks; the second, choosing the correct option; the third one, a listening conversation where students needed to fill in with the word they heard; the fourth part was a reading comprehension, so students needed to read and answer correctly; and finally, in the fifth part, in which students had a short conversation with the researcher regarding personal information. The test had a duration of 20 minutes, it was divided into two parts 15 minutes to complete the writing part and 5 minutes to complete the speaking part. This day, 17 students attended the class. The information recollected by using this instrument was explained in the following figure.

Table 1. Results obtained in the pre-test applied to a total of 17 students out of 28.

Students	Obtained Points	Final Score
1	10	33
2	20	67
3	11	37
4	14	47
5	18	60
6	15	50
7	22	73
8	17	57
9	11	37
10	9	30
11	9	30
12	7	23
13	11	37
14	15	50
15	20	67
16	9	30
17	15	50

Table 1 shows the grades obtained by students in the pre-test applied by the investigator. Source:

Researcher's own creation

In this test, students did not have the best results. They failed a lot in the listening, speaking, and reading parts. They told the researcher that they did not understand some of the words, this regarding meaning, or the pronunciation, in the case of the listening part. This instrument gave the investigator a better perspective of the students' English level. When the investigator recollected the information from the first test had, other classes were given to the

students to start applying the technique. This was a real challenge to the investigator because some students never attended classes; for this reason, the practice was not continuous. The investigator created material so students started practicing the roots of some words and associating the meaning of some words to others because of their root, as well they could practice to recognize suffixes, prefixes, and so on. They practiced a lot reading some paragraphs and listening to conversations. The idea of the researcher was to help the students to acquire more vocabulary by understanding the meaning and structure of the words. The exercises were reviewed orally, and doubts were answered by using the board.

4.1.4 Post-test

This test was applied to 19 students out of 28. The purpose of this test was to find out how much the student had improved. The test was divided in five sections and had a total of 30 percent. The first part was about filling in the blanks; the second part, choosing the correct option; the third one was to a listening to a conversation, so students needed to fill in the blanks with the word they heard; the fourth part was a reading comprehension, so the students needed to read and answer correctly; and finally, the fifth part, in which students had a short conversation with the researcher regarding their personal information. The test had a duration of 20 minutes. It was divided into two parts; 15 minutes to complete the writing part and 5 minutes to complete the speaking part. This day 19 students attended the class.

Table 2. Results obtained in the post pre-test applied to a total of 19 students out of 28.

Students	Obtained Points	Final Score
1	15	50
2	18	60
3	17	57
4	16	53
5	18	60
6	15	50
7	19	63
8	24	80
9	20	67
10	15	50
11	16	53
12	10	33
13	17	56
14	15	50
15	22	73
16	16	53
17	18	60
18	25	83
19	22	73

Table 2 shows the grades obtained by students in the post -test applied by the investigator.

Source: Researcher's own creation

In this chart, it can be seen the results that students obtained in the post-test. It is evident that they had a little improvement in this second test. Although, they affirmed that they still have difficulties to understand the listening and the reading part, they had better results as a group. However, the improvement was not the ones that the investigator wanted to see. Something that

could affect the desired results was the absenteeism because not of them were present in the last classes were some topics were checked.

Figure 7 Comparison of Pre-test and Post-test Final Scores

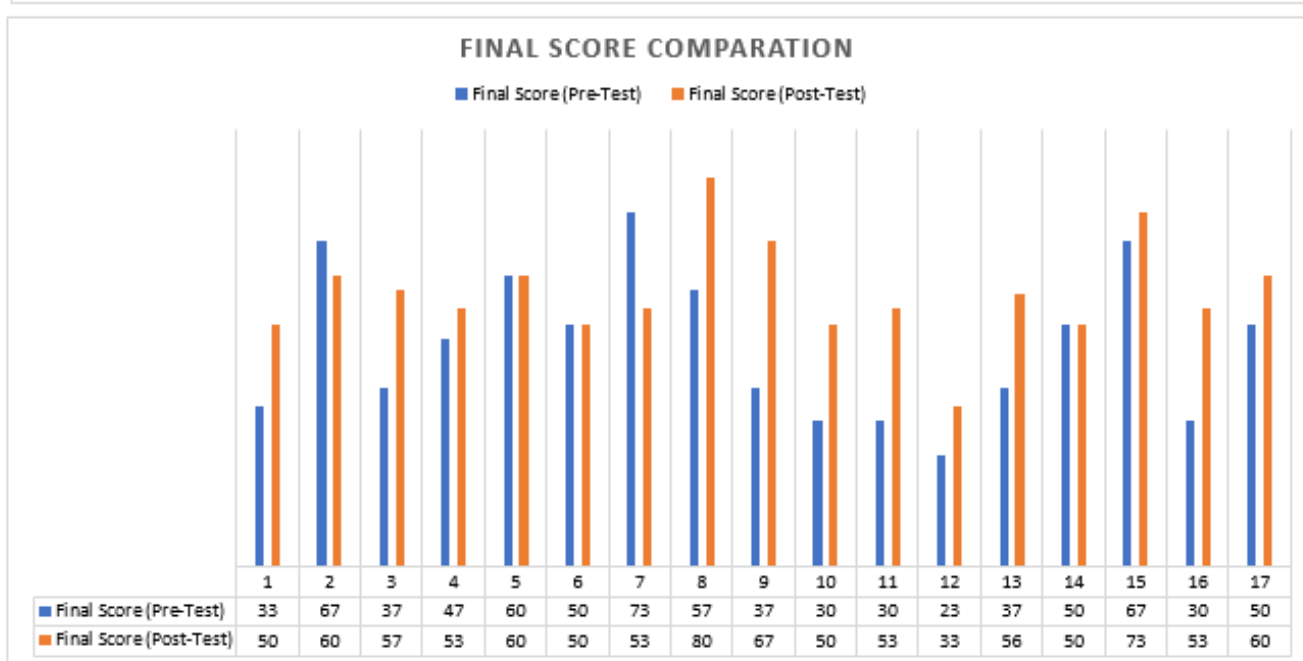


Figure 7 shows the scores that the students got in the Pre-test and Post-test. Source:

Researcher’s own creation

The investigator created this figure to show and compare in a more detailed way the results obtained in the Pre-test and the Post-Test. The comparison was done with 17 students, because in the first test 17 students participated, whereas in the second test, 19 students participated. As you can see in the figure, almost all students failed the first test. You can notice that the lower scores went from 23 to 37. The highest score was 73 and only that student passed the test. The students failed a lot in the parts dealing with listening, reading, and speaking. The students mentioned that they were not able to listen to what it was said in the conversation and

that there were a lot of words whose meaning was unknown to them, and so it was difficult for them to give a correct answer.

In the speaking part, they mentioned that got scared because they did not know that they had to talk with the investigator, and they got frozen in that moment. After applying the Pre-test, the investigator worked with students and applied the technique. She even tried to help them in everything they needed to improve and to acquire more vocabulary. In the second test almost, all students improved their scores. Only one student got a 33 and the highest score was an 80; in this case, only two students passed the exam. As you can see, even though, there were not the best result, they could get better scores. In addition, the students affirmed that by practicing a little bit more they could be able to learn more vocabulary and improve their level.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The purpose of this chapter is to share the conclusions obtained the investigation with the students of eleventh grade at Colegio Virtual Marco Tulio Salazar. Different activities were implemented to help students to acquire more vocabulary by analyzing words using the Word Structure Technique. The instruments that were used during the investigation helped the researcher to recollect all the important information that was required to make the investigation possible.

5.2 Conclusions

The conclusions of this investigation will be based on the objectives that were formulated before the investigation. The investigator will explain the goals that she had when she started the investigation. On the other hand, she will explain which goals were achieved and which things could be done in a different way.

5.2.1 To identify the students' difficulties related their English level.

Identifying the level that each student had was fundamental for the investigator. The researcher has always had the idea that English should be taught in different ways and taking into account the necessities of each student. For this reason, the first step that was performed, was the application of the interviews, not only to the teachers but also to the students. The idea of the researcher was to pay real attention to what students thought and felt about their experience with the language, in terms of learning and also regarding their teachers. The interview was done to some teachers to find out if they prepared their classes and if they thought how they could teach a topic, or they just came to classes and started reading what it was in the book. The idea of the

researcher was to see if professor thought about the necessitates of their students when preparing a class to have a successful class.

The observation of the class gave the investigator a different perspective of the reality lived in the class. In this case, since this is a night high school for adults, the classes are different because people had different ways of thinking and attitudes. As the investigator mentioned before, there were people who really paid attention to the class, but others never went to classes. With this observation, the investigator could notice that some of them had a few interactions with the English language and now they are starting from the beginning the most basic topics. On the other hand, there were people who had a better level. The Pre- Test and the Post-Test helped the investigator to confirm what it was just mentioned. Some of them had very low scores and others, more acceptable ones. Most of the students failed in the listening, speaking, and reading part. Some of them got a better score in the Post-test, but they kept failing on the same areas. For this reason, the investigator could conclude that the instruments helped her to finish successfully the first objective of the investigation. The level of each student was studied and identified because of the use of the instruments in class.

5.2.2 To create new alternatives of teaching using the Word Structure Technique for the students to acquire vocabulary.

With the second objective, the investigator could be able to find different ways to use the Word Structure Technique. The idea of the investigator always was to work the four skills to have better results in the investigation. The investigator considered that some people have a basic knowledge of the English language; however, they do not have enough vocabulary. Therefore, these people will not be able to talk or keep a real conversation, and when reading a book or even

the newspaper, or some news on Facebook, they will not be able to understand the real message because of the limited vocabulary they have.

For this reason, the investigator carried out some activities with the students and provided them with some charts and photocopies, and asked them to listen to songs, conversations, and paragraphs, so they could see, recognize, and identify the suffixes, prefixes, roots of words that they did not know. In this same case, the students had the opportunity of learning different parts of the sentences to understand the meaning of the words. As you can see, those students paid attention to the words, and they worked using their four skills. Additionally, the investigator considered that paying attention to the context of the conversation or to the paragraph and the word, the student will be able to understand their meaning and can become familiar with words in other situations. Consequently, they will learn more vocabulary through the time. Even though, the English level of the eleventh-grade students was not the same, the investigator was able of using different ways to teach new vocabulary and students were paying attention, enjoying the class, and learning.

5.2.3 To evaluate the effect of recognizing the function of the suffixes, prefixes, and the parts of speech in order to learn vocabulary.

In this case, the objective was not fully achieved because even though the suffixes, the prefixes, and the parts of speech were learned in classes during the investigation, the English level of the students did not let the researcher to go deepen on those topics. As the investigator mentioned before, she worked with the material that she brought to class, applied the technique, and the students read and listened to what the investigator gave them; however, when she was explaining those topics some of them got lost during the process. The investigator needed to take

time during the investigation to explain some tenses and pronunciation of some words to the students. Actually, with the post test, the investigator checked and reviewed what they were working in classes. Even though, some of them got better results, these were not the expected ones. The investigator considered that the English level of the students and the time that she used to apply the technique could have affected a little bit the results. Although, the investigator faced those situations, she considered that they learnt using the technique. The results were not the expected ones, but the investigator considers that it helped the students in general.

5.3 Restatement of the Research Question

The intention of the investigation was applying the technique Analysis of Word Structure to acquire Vocabulary. Consequently, the investigator recollected all the possible information through instruments as interviews, observation the checklist, Pre-test, and Post-test that she created. The investigator used and applied different activities dealing with the technique in different scenarios with the eleventh-grade students. On the other hand, the level was selected because those students are finishing high school and they have to take a final English exam that is applied MEP, Therefore, the investigator considered that this technique could benefit the students and thus, help them in with this final exam. Additionally, the conclusions that were given previously showed that the question should be changed because the investigator indeed could see the effects that the technique had in the students learning. For this reason, the research question remains the same: **What are the effects of applying the Word Structure Technique during the Third quarter of 2022 to eleventh grade students at Colegio National Virtual Marco Tulio Salazar to help them acquire vocabulary?**

5.4 Unexpected Results

Something unexpected was the low English level that students had. The investigator considered that if students had had a higher level the result could be a different one. Additionally, the absenteeism was something that the investigator did not consider could be possible. The group had a total of 28 students and the whole group was never attended to classes. The investigator considered that this behavior also affected the result of the investigation in terms of applying the technique. On the other hand, the investigator had difficulties applying the interview to the English teachers. People was not open to help. The investigator sent a lot of interviews and only four teachers answered it.

5.5 Recommendations

The investigator learned a lot by doing the investigation, not only because she was able to help some students, but also because she learnt a lot from the students and from the teachers that she interviewed and worked with. Additionally, the researcher considered that from the knowledge she got, there are some important recommendations that should be taken into account for future investigations. Although, the investigator was happy with the results obtained in the investigation, she considered that the investigation could have had better results if she had applied the technique to the selected high school and to another one where students went to classes in the morning. The investigator thinks that by doing this, she would be able to see better the result with two completely different populations.

Moreover, the investigator thinks that the English level of the students and their attitude regarding learning and different situations could differ in the investigation. On the other, she considered that time was another important thing that should be taken into account when

someone is doing an investigation, as the majority of the times when working and applying a technique and teaching them new things, the results would be better. In this case, what the investigator means is that the best that you can do is to take more time applying a technique because it is possible that the result will be better rather than spending a couple of weeks working with the student. Finally, the investigator considered that a researcher should do more than one observation because in this way you will be able to know and understand more the population that you are working with, and you can see if the activities or instruments will be useful and interesting for the students.

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Appendixes

In this section of the document, you can find all the instruments applied in the investigation to collect data. You will find them in the following order: Interview, observation, pre-test and post-test. In addition, you will find evidences of the classes made by the investigator at the high school.

Interviews:



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https://app.encuesta.com/?_ga=2.83726102.1004569799.1668704237-1231587703.1666815203#/survey/271334/preview

Survey for English teachers

1. Could you tell me the importance of using techniques to teach the English language?
2. How many techniques do you know?
3. Which technique do you prefer to use? If you do not use any, could you explained which other ways you use to teach?
4. How do you work in class the listening, reading, writing, and speaking skills?

Survey for Students

1. ¿Cómo considera usted que ha sido su proceso de aprendizaje del idioma inglés en años anteriores?

2. ¿Cómo diría usted que han sido sus profesores y/o profesoras de inglés, académicamente?
3. ¿Siente usted que tiene un buen manejo y nivel del idioma inglés?
4. ¿Ha aprendido usted vocabulario variado del idioma inglés?
5. ¿Cuál cree usted que es su habilidad más fuerte y las más débil en el idioma inglés?
(listening, speaking, reading and writing skills)

Observation (checklist):

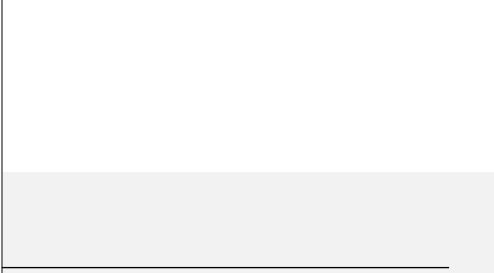
First day Checklist

Comments

1. Teacher planned the class previously	
2. Teacher brought material to explain and practice with the students	
3. Teacher has a good attitude with the students	
4. Teacher answers students' questions	
5. Students participate in the class	
6. There is a good environment	
7. Students seem to be comfortable in the class	

8. Teacher practice and evaluate the topic of the day

9. Teacher uses a technique to teach



Additional comments:

Pre-test

Centro Educativo CNVMTS SEDE MANUEL BENAVIDES

Teacher: Laura Rodriguez Vargas

Points 30:

Percentage 30:

Date:

Level:

Subject: English

Student's name:

Part A: Write "Love, like, don't like, doesn't like, dislike or hate" in the following boxes:

1. I _____ eating Pizza on Saturdays.
2. My sister _____ tidying her room.
3. She _____ making dinner on Mondays.

4. Arthur _____ playing rugby with his friends.
5. My aunt _____ driving at night.
6. Your brothers _____ sleeping in the tent.
7. Those children _____ listening to the radio.
8. These men _____ working on Sundays.
9. My niece _____ reading adventure books.
10. Your father's friends _____ driving their cars when it is raining.

Part B: Choose the correct word. Pay attention to what you are reading.

1. We can't play _____ without a ball.
 - a. Football
 - b. Sailing
 - c. Run
2. Would you like to go with me this weekend?

- a. Running
- b. Camping
- c. Sailing



3. Let's go for a _____ on Saturday.

- a. Match



b. Game

c. Run

4. My class had a _____ about football last Monday.

a. Dinner

b. Quiz

c. Practice

5. I usually go _____ at the pool in my university.

a. Hiking

b. Traveling

c. Swimming

Part C: Put the words into the correct gap.

Hi Harry,

Good to hear you're _____ (1) now of your _____ (2) team.
Congratulations! I am _____ (3) a lot at the moment. I go to the
swimming _____ (4) every day. I have a big _____ (5)
next week.

If you're free, maybe you could come?

Football, pool, swimming, captain, and race.

Part D: Read the following story and answer the questions below.

Tim's life

I'm Tim Black. I'm a doctor. I work at a hospital. My wife, Kim, is a teacher. She teaches Music at a college. We get up at seven o'clock every morning. Kim sets the table, and we have breakfast. Kim likes toast and tea, but I don't. I eat an egg and I drink milk at breakfast. Then, we leave home at a quarter past eight.

I start to work at nine o'clock. I am very busy, so I can't have a break. At half past twelve, I have lunch at the hospital cafeteria. The food at the cafeteria is very good, so I don't go out for lunch. Kim returns home at three o'clock in the afternoon, and I come back at five o'clock. Afterwards, we have dinner at half past six. I watch TV in the evenings, but Kim doesn't. She reads a book or she listens to music. We go to bed early after a tiring day.

At weekends we go to the cinema or theatre. My wife and I like shopping, so we usually go on shopping on Saturdays. We have a holiday every August. We often go to Izmir in Turkey for holiday. I ride a bike and Kim walks around, because she doesn't know how to ride a bike. We like Izmir very much, so we go to there every summer.

TRUE / FALSE

1. Tim is Kim's husband.

2. Kim and Tim get up at nine o'clock.
3. Tim's wife sets the table in the mornings.
4. They always have a holiday in Ýzmir every summer.
5. They don't like cinema.
6. Kim works at a college.
7. Dr. Black goes to a restaurant for lunch.
8. Kim comes back home at five o'clock.
9. Mrs Black goes on shopping with her husband.
10. They leave home at a quarter to eight in the mornings

Speaking Part:

- 1. Tell me about yourself?
- 2. What type of music do you like?
- 3. Do you prefer any sport?
- 4. What is your favourite food and why?

Comments:

Post-test

Centro Educativo CNVMTS SEDE MANUEL BENAVIDES

Teacher: Laura Rodriguez Vargas

Points 30:

Percentage 30:

Date:

Level:

Subject: English

Student's name:

Part A: Put the verbs into the correct form (future I). Use going to.

1. It _____ (rain).
2. They _____ (eat) stew.
3. I _____ (wear) blue shoes tonight.
4. We _____ (not / help) you.
5. Jack _____ (not / walk) home.
6. (cook / you) _____ dinner?
7. Sue _____ (share / not) her biscuits.
8. (leave / they) _____ the house?
9. (Take part / she) _____ in the contest?
10. I _____ (not / spend) my holiday abroad this year.

Part B: Choose the correct option. Pay attention to what you are reading.

1. Mozart _____ more than 600 pieces of music.

- a. Writes
- b. Wrote
- c. Writed
- d. was wrote

2. We _____ David in town a few days ago.

- a. did see
- b. was saw
- c. did saw
- d. saw

3. It was cold, so I _____ the window.

- a. Shut
- b. was shut
- c. am shut
- d. shutted

4. I _____ to the cinema three times last week.

- a. was go
- b. went
- c. did go
- d. goed

5. What _____ you _____ last weekend?

- a. were / do
- b. did / did
- c. did / do
- d. do / did

6. The police _____ me on my way home last night.

- a. was stop
- b. stopped
- c. stops
- d. stopping

7. The film wasn't very good. I _____ it very much.

- a. Enjoyed
- b. wasn't enjoy
- c. didn't enjoyed

d. didn't enjoy

8. The bed was very uncomfortable. I _____ sleep very well.

a. didn't

b. did

c. wasn't

d. not

9. The window was open and a bird _____ into the room.

a. Fly

b. Flew

c. was flew

d. did fly

10. I _____ a lot of money yesterday. I _____ an expensive dress.

a. spend / buy

b. spent / buy

c. spent / bought

d. was spent / bought

Part C: Pay attention to the audio and underline the word you hear.

1. ship / sheep
2. bit / beat
3. knit / neat
4. chip / cheap
5. sin / seen
6. see / she
7. sell / shell
8. sip / ship
9. sigh / shy
10. lass / lash

Part D: Read the following reading comprehension and answer the questions below.**Reality Television**

Reality television is a genre of television programming which, it is claimed, presents unscripted dramatic or humorous situations, documents actual events, and features ordinary people rather than professional actors. It could be described as a form of artificial or "heightened" documentary. Although the genre has existed in some form or another since the early years of television, the current explosion of popularity dates from around 2000.

Reality television covers a wide range of television programming formats, from game or quiz shows which resemble the frantic, often demeaning programmes produced in Japan in the 1980s and 1990s (a modern example is *Gaki no tsukai*), to surveillance- or voyeurism- focused productions such as *Big Brother*.

Critics say that the term "reality television" is somewhat of a misnomer and that such shows frequently portray a modified and highly influenced form of reality, with participants put in exotic locations or abnormal situations, sometimes coached to act in certain ways by off-screen handlers, and with events on screen manipulated through editing and other post-production techniques.

The producers design the format of the show and control the day-to-day activities and the environment, creating a completely fabricated world in which the competition plays out. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage particular behaviours and conflicts. Mark Burnett, creator of *Survivor* and other reality shows, has agreed with this assessment, and avoids the word "reality" to describe his shows; he has said, "I tell good stories. It really is not reality TV. It really is unscripted drama."

1. In the first line, the writer says 'it is claimed' because:

2. Reality television has:

3. Japan:

4. People have criticised reality television because:

5. Reality TV appeals to some because:

6. The term 'reality television' is inaccurate. Explain why

7. Shows like Survivor are:

Speaking Part:

- 1. What would you like to start studying when you finish high school?
- 2. Do you have a favourite person in your life and why?
- 3. Do you enjoy spending time alone or with someone?
- 4. What makes you special?

Comments:

Evidence

