

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
VICERRECTORIA ACADÉMICA

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**USE OF INTERACTIVE BAAMBOOZLE PLATFORM LIKE A PICTORIAL
TOOL AS A WAY TO INTEGRATE AND MOTIVATE THE ORAL
PERFORMANCE IN ADULT STUDENTS FROM CINDEA TAYUTIC DURING
THE SECOND QUARTER 2022.**

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

STUDENT: KATTY PAMAELA CHAVARRIA PEREZ.

THESIS MENTOR: M.SC. DINNIER AMADOR SERRANO.

SEDE ARANJUEZ

JULIO, 2022

Abstract

The research was carried out at the CINDEA Tayutic school during the second quarter of 2022 in the 3p1 group with a total of 29 adult students to integrate and motivate oral participation through the Bamboozle digital platform, proposed with the idea of using it as a pictorial tool that helps the learning of the English language and that stimulates the creativity of the teacher in digital programming activities that are attractive to students. Adult students, for different reasons, have delayed their studies and return to the classroom to finish their studies. Therefore there are many cases that, for fear of facing the English language, present difficulty with the language. At the same time, they present shyness to participate. Therefore, in the classroom, the educator must create attractive strategies to activate participation and especially build confidence in the use of the language to meet educational objectives. During the research development, it was observed that the students were attracted to the proposed platform and that the group focused on paying attention to each interactive game. Furthermore, there was an immediate response to each plan the researcher raised using the platform. In addition, the student's body language was relaxed, their gazes attentive, and they smiled upon discovering what the platform requested of them according to the topic seen in each class, which responded that there was interest and uncertainty on each occasion. In addition, an observation of the class was applied, and a questionnaire and two surveys were applied to obtain essential data that would contribute to the analysis and support the investigation. Therefore, during the practice, it was reflected that with the use of the platform, there was active participation of the students, and they expressed their motivation by positively qualifying the technological tool.

Resumen

La investigación se realizó en el colegio CINDEA Tayutic durante el segundo cuatrimestre del 2022 a el grupo 3p1 con un total de 29 estudiantes adultos ,con la finalidad de integrar y motivar la participacion oral por medio de la platafroam digital Baamboozle ,propuesta con la idea de utilizarla como una herramienta pictorica que ayuda al aprendizaje del idioma inglés y que impulsa despertar la creatividad del docente en programar actividades digitales que sean atractivas para los estudiantes. Los estudiantes adultos por distintas razones han retrasado sus estudios y regresan a las aulas a culminar los estudios, por lo tanto existen muchos casos que por temor por enfretarse al idioma ingles presentan un grado de dificultad con el idioma y as u vez presentan timidez para participar el el salon de clases, por lo que el educador debe de crear estrategias atractivas para activar la participacion y especialmente generar confianza en la utilizacion del idioma para cumplir con los objetivos de educativos.Durante el desarrollo de la investigación se logro observar que los estudiantes tuvieron atracción por la plataforma propuesta y que el grupo se enfocó en poner atención a cada juego interactivo y existio respuesta inmediata a cada plateanmiento que el investigador planteaba con el uso de la plataforma. Además el lenguge corporal de los estudiantes fue relajado , sus miradas atentas y sonreian al descubrir lo que la paltatforma les solicitaba de acuerdo al tema visto en cada clase,lo que responde que en cada ocasion existio interes e incertidumbre.Además se aplico una observacion de la clase, se aplico un cuestionario y dos encuestas con la finalidad de obtener datos importantes que le brindaran aporte para el analisis y ademas soporte a la investigacion.Por lo tanto durante la práctica se reflejo que con el uso de la plataforma existio una participacion activa de los estudiantes y manifestaron su motivacion al calificar positivamente la herramienta tecnológica.

Tabla de contenidos

| | |
|---|----|
| Chapter I..... | 15 |
| Introductory Framework..... | 15 |
| 1.1 Problem Statement..... | 16 |
| 1.2 Objectives of the investigation..... | 17 |
| 1.2.1 General objective..... | 17 |
| Specific Objectives..... | 17 |
| 1.3 Justification of the Study..... | 18 |
| 1.4 Antecedents..... | 21 |
| 1.4.1 Historical elements..... | 21 |
| 1.4.2 Education Digital Platforms..... | 21 |
| 1.4.3 Interactive materials..... | 22 |
| 1.4.4 Use of images in education..... | 22 |
| 1.4.5 Adult education..... | 23 |
| 1.5 Scope..... | 23 |
| Chapter II..... | 25 |
| Theoretical Framework..... | 25 |
| 2.1 Literature Review..... | 25 |
| 2.1.1 What is education?..... | 25 |
| 2.1.2 Education in the classroom..... | 26 |
| 2.1.3 Adult education..... | 28 |
| 2.1.4 How to work with adults in the classroom?..... | 29 |
| 2.1.5 Use of technology in education..... | 31 |
| 2.1.6 Definition of technological application..... | 32 |
| 2.1.7 The use of educational technology applications..... | 33 |
| 2.1.8 The use of applications in pedagogical mediation activities..... | 35 |
| 2.1.9 Teacher training in the use of technologies..... | 36 |
| 2.1.10 Gamification as an action in the class..... | 38 |
| 2.1.11 Images as learning tools..... | 39 |
| 2.1.12 Learning the English language with technological applications..... | 40 |
| 2.1.13 Baamboozle digital platform..... | 41 |
| 2.1.14 Geographic location and Institution History..... | 43 |
| Chapter III..... | 44 |
| Methodological Framework..... | 44 |
| 3.1 Research Approach..... | 44 |

| | | |
|---------------------------------------|---|----|
| 3.2 | Research Design | 45 |
| 3.3 | Information Sources | 46 |
| 3.3.1 | Primary Sources | 46 |
| 3.3.2 | Secondary Sources | 47 |
| 3.3.3 | Tertiary Sources | 48 |
| 3.4 | Analysis Categories | 48 |
| 3.4.1 | Attention | 49 |
| 3.4.2 | Participation | 49 |
| 3.4.3 | Classroom Activities | 49 |
| 3.4.4 | Speaking | 50 |
| 3.4.5 | Impact | 50 |
| 3.4.6 | Emotions | 50 |
| 3.4.7 | Motivation | 50 |
| 3.4.8 | Understanding | 50 |
| 3.4.9 | Response | 50 |
| 3.5 | Data Collection Instruments | 51 |
| 3.5.1 | Observation checklist | 52 |
| 3.5.2 | Questionnaire | 52 |
| 3.5.3 | Surveys | 53 |
| 3.5.4 | Collection Data process and Data Analysis | 53 |
| CHAPTER IV | | 55 |
| Data Analysis | | 55 |
| 4.1 | Analysis and Interpretation of the Results | 55 |
| 4.1.2 | Observation checklist | 56 |
| 4.1.2.1 | Teacher | 56 |
| 4.1.2.2 | Students | 56 |
| 4.2.1.3 | Use of technology in the classroom | 57 |
| 4.1.3 | Questionnaire | 57 |
| 4.1.4 | Survey 1 | 67 |
| 4.1.5 | Survey 2 | 76 |
| CHAPTER V | | 85 |
| Conclusions and Recommendations | | 85 |
| 5.1 | Purpose of the Conclusion | 85 |
| 5.2 | Conclusions | 85 |
| 5.2.1 | To identify the effects of interactive activities with Bamboozle to integrate and motivate the oral performance in adult students. | 85 |
| 5.2.2 | To create an adaptation of Bamboozle activities according to the needs of students in | |

| | |
|---|----|
| regards to oral performance. | 86 |
| 5.2.3 To analyze final outcomes on the use of Bamboozle activities to improve oral performance on adult students..... | 86 |
| 5.3 Restatement of the Research Question | 87 |
| 5.4 Unexpected Results | 88 |
| 5.5 Recommendations | 88 |
| References | 90 |
| Annexes..... | 92 |

Tabla de figuras

| | |
|------------------------|----|
| <u>Figure 1</u> | 58 |
| <u>Figure 2</u> | 59 |
| <u>Figure 3</u> | 60 |
| <u>Figure 4</u> | 61 |
| <u>Figure 5</u> | 62 |
| <u>Figure 6</u> | 63 |
| <u>Figure 7</u> | 64 |
| <u>Figure 8</u> | 65 |
| <u>Figure 9</u> | 67 |
| <u>Figure 10</u> | 68 |
| <u>Figure 11</u> | 69 |
| <u>Figure 12</u> | 70 |
| <u>Figure 13</u> | 71 |
| <u>Figure 14</u> | 72 |
| <u>Figure 15</u> | 73 |
| <u>Figure 16</u> | 74 |
| <u>Figure 17</u> | 76 |
| <u>Figure 18</u> | 77 |
| <u>Figure 19</u> | 78 |
| <u>Figure 20</u> | 79 |
| <u>Figure 21</u> | 80 |
| <u>Figure 22</u> | 81 |
| <u>Figure 23</u> | 82 |
| <u>Figure 24</u> | 83 |

Chapter I

Introductory Framework

Education promotes knowledge, learning, and the development of human beings, and positions them in society as productive beings. The application of technology in education was a global change that served as a strategic tool to improve educational productivity, giving the possibility to study face-to-face or virtually in all nations. Moreover, if comparing an online computer application and the traditional manner of making activities for the class, technology has forced educators to modernize themselves and implement the use of teaching strategies with applications. In addition, throughout history, the importance of technological education has responded to the reduction of physical material and the automatic modification before any modification or adaptation that is required.

With the creation of the internet, there were many changes in the educational support tools used by students inside and outside the classroom, as they brought along the opportunity of new technologies to learn. Furthermore, an important point is the creation of specific educational platforms such as libraries and learning platforms designed to provide educators, administrators, and students with an integrated hosting system; there are also platforms to present the subject more attractively. For example, Shing & Yuan (2016) explain that:

Fortunately, it is easier than ever for academics to create their own apps and to genuinely participate in transforming learning for the twenty-first century. Upon conducting a Google search for - apps developed by educators, apps developed by academics, apps developed by researchers, apps developed by

teachers, teachers creating app, apps developed by universities or professors creating apps - the authors were surprised to discover that only a handful of applicable entries were retrieved. Nonetheless, some exemplary apps have been produced by pioneering educators and we hope that this article will encourage others to realize their potential in producing educational apps as well.

The quote refers to the importance of using applications in the educational center as a way of life. Therefore, the students become active subjects in the classroom. In addition to increasing participation, they can capture their attention, as well as to facilitate the understanding of the topics covered in class and parallel, to make crucial corrections massively and quickly in real-time.

1.1 Problem Statement

Adult students already have some knowledge of English, so the educator needs to understand that each student has had failures and triumphs or joys and disappointments at the moment of learning the language. For this reason, the educational centers have a significant percentage of regular and new students in the classrooms. Consequently, it is crucial to understand the immensity of factors that stop the progress of learning a second language in adult students. The parallel is that English teaching professionals must focus on adult education and deepen in the learning of their students in terms of their needs and the diversity of situations that adults may experience in a classroom that prevents learning the language in the best way. For instance, the educator always has to be attentive to the difficulties, conflicts, and doubts of the students, and also to establish a relationship of trust between student and teacher. Since it is essential to have a good connection. Moreover, it is essential to pay attention when the students express their difficulties when strengthening learning by meeting the needs communicated with confidence.

In other matters, the material to be used in English classes must be adapted to the student's needs. It is essential to know the student's profile to apply educational teaching strategies. The educators need to be prepared with teaching tools and classes should be interactive and exciting to catch the attention of the students and thus, to develop an educational enjoyment. Another critical point is that the use of technology has been evolving, and teachers must give utility to numerous websites that are available on the internet. However, it is also necessary to master interactive platforms or applications that help to create educational adaptations. According to the process that educators must make before giving a class and use the resources that are most convenient at the time of planning, the following problem arises: What is the contribution provided by the use of the Bamboozle platform to improve the integration and motivation of adults students to improve their oral expression during English classes?

1.2 Objectives of the investigation

1.2.1 General objective

To evaluate the effect of using interactive activities with Bamboozle to integrate and motivate the oral performance in adult students at CINDEA Tayutic during the second quarter of 2022.

Specific Objectives

- To identify the effects of interactive activities with Bamboozle to integrate and motivate the oral performance in adult students.
- To create an adaptation of Bamboozle activities according to the needs of students in regards to oral performance.

- To analyze final outcomes on the use of Bamboozle activities to improve oral performance on adult students.

1.3 Justification of the Study

The importance of the use of technology in the teaching process of a foreign language is a reality, since anything can be learned through new technologies, so currently, teachers need to apply new strategies to capture the attention of the student, breaking their fears, frustrations, and mental blocks when they are learning a language. In a broader perspective, it is crucial to keep in mind that when people enjoy practicing any activity, practice, or game, they learn better since there is greater concentration and attraction in the development and fulfillment of a procedure, which leads the student to personal satisfaction. Moreover, that is the reason why educators must maintain positivism in the classroom, as well as to involve the student, so that he develops his curiosity in the classes. In addition, teachers must motivate the effort of learning while students are having fun, so that the students adapt and face the knowledge challenges and they can function as future professionals with values, skills, and attitudes. Consequently, the teacher must be focused on integrating the adult student population in learning a foreign language, using interactive games that motivate them in their learning.

The research has the intention of providing present and future teachers with the tools to use interactive games to help the country's adult population in their educational development, and thus motivating the English language learning by recreating a pleasant teaching environment in educational centers. Moreover, this research aims that educators can be able to adapt educational resources according to the existing needs in the classroom in order to provide solutions to problems dealing with the understanding topics and recreating a collaborative and instructive environment where the student analyzes, develops, and better

understands the topics provided in class. In addition, in every educational process, it is vital to analyze different aspects like the student's intellectual and physical abilities; therefore, it is necessary to diagnose essential aspects. Finally, according to Hernandez, it is vital to determine its application; much data is known about the student or the group.

The importance of the Educational Diagnosis is conceptualized as a fundamental exercise of approaching between teachers and students, which involves the discovery of cognitive, attitudinal, and aptitudinal aspects of the group and each of its members. This is an approach the teacher must base his/her action, and allow him/her to establish the consistency of his/her teaching function with the current requirements in Education regarding the knowledge of the differences in learning styles, and the student's skills and abilities, and the sociocultural diversity from where they come in order to develop the full potential in each person (Arriaga Hernandez, 2015, p. 63). Consequently, with the application of a diagnosis, the educator will have a considerable quantity of data to analyze different aspects like knowing the students and guide them in terms of the needs of the group of students. On the other hand, the professor will know how to adapt techniques, methods, activities, or teaching materials with the diagnosis. However, to achieve an objective and adequate use of technology, one must understand how to use it and adapt it to the type of population the professional wishes to implement it with.

The researchers propose of integrating adult students in educational centers, has the finality of teaching the English language in a better way, by focusing on motivation. Moreover, it deals with transforming the educational process with a good tool that accompanies students, but it is also essential to highlight that life is full of goals, projects, and dreams. However, it is often truncated due to different situations like family, economic, health, and social factors, or learning difficulties, and other personal aspects, for instance, lack of interest. Consequently, these circumstances can lead to early school dropouts

worldwide leaving. Often, the adult students return to the school classroom for various circumstances, as because they want to continue with their life projects. Nevertheless, at the same time, they find, during the process, new manners to learn and must adopt energy, concentration, transform their habits, and acquire new abilities to understand the educational subjects, so the professional in education needs to contemplate the environment of each student and understand the feelings, the problems, or limitations that prevent a good learning process in the class from happening.

It is necessary to be aware of the situation in the new era, since students need to integrate themselves not only into the learning process, but also they need to understand the use of technology to perform in English. Hence, education demands educators to be updated in technologies and know-how to teach them. The situation is that the teacher can use strategies to integrate students while learning how to use the technology as the first step, but also apply the knowledge acquired and build an adaptation to a different topic in the class. Making interactive materials helps the educator to adapt to technology, which in turn is the result of the birth of the creativity of the professional. As a sequence of the needs, a creative initiative, the experience, enthusiasm, and information tracking will be used to develop and provide the better use of the technology to have successful communication between the teacher and student.

By working with interactive material in the classroom, the students can apply their knowledge and experiences in different situations; in other words, the teacher uses their knowledge to assist and increase their learning process. This type of material helps students to develop new ideas and connect them to their world while combining them with new information (Morales, Navarro, & Munoz., 2014, p. 11). Consequently, the researcher wants to offer an option to improve teaching and learning in which the English language is developed through the use of technology, especially with Bamboozle application. The idea

is to improve student s' knowledge, understand the students, and their environment, as well as to encourage them to participate, arouse curiosity, and generate a pleasant atmosphere in the classroom.

1.4 Antecedents

1.4.1 Historical elements

Technological advances are attractive to human beings, aspect that was developed in an investigation by Borges & Vizoso (2014). In Madrid's History and Social Communication magazine, they published the article 'The beginning of the application of technology in Education: the pioneers', which had as its objective Adaptation of the technologies to Education. The relevance of the research proposal was to analyze students of 131 educational centers regarding the massive use of mobile devices in order to know the behavior of students. Consequently, they concluded that technology is used in new educational trends. The Journal expressed that the professor recognized improvement in the attention in class, and advantages were revealed with the investigation when students at different educational institutions used the technological resources . In addition, a greater understanding of the subject and a high degree of motivation also demonstrated a total of 20 points with positive aspects, such as : "Facilitates understanding (images, simulations), the capacity of memorization of the students (visual memory...)" according to the data about the influence of pictorial representations in the learning process.

1.4.2 Education Digital Platforms

The book "Technology applications in education" focuses on demonstrating that the students are more exposed to information and ways of learning, deeping the importance of the educator using technology in the classroom to reinforce instructional practices and take advantage of its use and the existence of platforms dedicated to the production of content

for teaching. O'Neil & Perez (2007) explained that,

Specialized tools and applications or supporting teaching and learning in many different settings will also be commonplace. Many are already established and operating. They include platforms designed to guide trainers, professors, and others to create webbased lessons and courses. The purpose of the platforms is to make it as easy as possible to put instructional contact on the web.

The professional in education must consider the importance of knowing about the essential practice to maintain an actualization of interactive websites for improving the activities in the classes, as well as other aspects to take a count in an interactive era, where the students have a significant quantity of information to consult, learning, and study.

1.4.3 Interactive materials

The educational materials for lesson planning can be adapted according to the topics in the classroom, and the educator can decide to explore creativity, analyze the different platforms, and choose the best one. In the thesis written by Brassi, Navarro, & Muñoz (2014) titled "The importance of interactive material in the English as a foreign language classroom," it is highlighted the importance of applying interactive learning along with the use of technology. This as a result of integrating future adults as fast thinkers and independent adults who thrive through technology. This point of view of the investigator is attractive because education must be considered as constant learning and contribute to a better way in the future of the student population.

1.4.4 Use of images in education

Using images to interact with students is a valuable communication teaching resource to

promote classroom interaction. The researchers Yueh-Min Huang et L. (2017) wrote an article in the British Journal of Education Technology, entitled "Using humorous images to lighten the learning experience through questioning in class." They stated the importance of using images in class to provide a good environment and also learn through funny pictorial representations. At the same time, the document expressed that when the professors make questions, the students develop personal knowledge because the questions promote the interaction between the students as a result of the technique, as some students utilize visual elements and are less memoristic. The investigation suggests the professor to achieve the compilation of images and answers.

1.4.5 Adult education

The United States of America has excellent attention to adult education. For instance, the Economic Opportunity Act was directed in 1964 "towards eliminating the inability of all adults to read and write the English language." The National Center for ESL Literacy Education research in the publication "Teaching English Language for Adults in the 21st Century" (2002) evidences the diversity of programs focused on educational planning, such as the National Reporting System for Adult Education. The Department of Education of USA directs it, Office of Vocational and Adult Education. Additionally, the document mentions that the US government requires people to improve their English language learning as members of the community and significantly improve the nation's workforce. The information supports the research, as it internalizes the relevance of assisting adult learners in educational progress, responding to the student's personal needs, and acquiring skills needed to succeed.

1.5 Scope

The present analysis has the objective of evaluating the effect of using interactive activities with Bamboozle to integrate and motivate the oral performance in adult students. Consequently, the researcher pretends the following :

- The research aims to arouse the interest of students to participate in the class along the use of images presented in a variety of ways such as activities, commands through the Bamboozle platform.
- To awaken the creativity and originality of the educator by adapting activities and promoting the use of the platform.
- To know the reaction of students during the different practices in the class and improve the oral development of each student to respond to a variety of commands, questions, or requests.
- To understand what are the main limitations that adult students manifest when learning the English language and to be able to express themselves orally.
- To establish recommendations on the use of technology to help the educator create participatory activities, so that students feel motivated to speak in English.

Chapter II

Theoretical Framework

2.1 Literature Review

This section aims to understand the importance of adult learning and education. Moreover, it will be provided a background on the right to education. Hence, it will be recognized the necessity of improving living conditions of adult students to get training and develop their skills and knowledge. In addition, it provides support to the topic under investigation with the analysis of other studies. It will also be developed an explanation about the importance of using technologies in educational centers and how the use of images for learning can facilitate the interaction between teacher and students. On the other hand, the researcher will explain how the proposed tool can collaborate in the exercises given by the teacher to his students to improve participation and integration in the class.

2.1.1 What is education?

Since a human being is born, he is involved in a constant learning and development of abilities and skills that determine his integral formation. Moreover, as people are active beings, they require to satisfy their needs and answer their daily questions. In other words, education becomes essential to understand things. Thus, education enriches personal knowledge. Therefore, the constant effort people implement to have understanding makes education, their system to defend themselves from the world. In the educational field, to be self-taught refers to the informal education that people acquire throughout their lives. Vergara (2019) indicates that students have a large amount of information or information sources outside the classroom, so the brain processes information to learn at all times inside or outside the classroom, for example, through personal learning experiences. On the other one, the critical point is that formal education is divided into educative levels. The levels of knowledge are ordered, and

progress is measured by stages, such as education in schools, high school, and university.

Similarly, in the book *Dimensions of Adult Learning* by Foley (2020), it is expressed the importance of education in life, thus that people can prosper, enrich their lives, and establish themselves in society as productive beings. This response the fact that without learning, human beings cannot survive in the world. Therefore, this makes it the essential center of humanity. Nevertheless, it also highlights the importance of the activities that people carry out daily, responding to a constant bombardment of learning in any environment.

In addition, with education, people accept the social environment as people with basic learning skills. For example, educated people will have opportunities to be accepted in a job, as they are people with criteria. They can analyze some topics, respond to situations, give contributions, and solve situations, depending on their environment. They will also have equality of opportunities. In particular, education stimulates intellectual development and human development and awakens the emotional part through enthusiasm. Therefore, Olivia et L. (2021) express that education, in the classroom, is an excellent opportunity to take advantage of and explore all forms of education, to excite students with attractive learning methods, and to generate positive emotions, since enthusiasm favors the learning process.

2.1.2 Education in the classroom

The communicative interaction between the student and the teacher is vital for meaningful learning to exist. The teacher is a guide or mediator who seeks that his students achieve the execution of a knowledge construction process, and with it, the students progress and collect experiences to develop their lives. Through the planning process, educators organize their classes, and also, they can choose from a series of methodological strategies to establish them in the class to improve the quality of learning and to perceive

students' ability. In addition, the educator must plan activities that complement what is to be taught and, at the same time, integrate the students to participate. It is possible to develop understanding, analysis, exploration, and respond to activities or procedures in class.

Education in the classroom is not an easy task. This because the educator focuses on performance, behaviors, the progress of their students, and meeting goals. However, it is essential to note that not all students work at the same pace, nor do they have the same learning skills, so learning is individual. For this reason, the educator must know his students and accompany each student in their educational journey and collaborate in the understanding of the didactic contents that allow the students to be reflective, critical, and analytical. One aspect that must be recognized in the educational field is that the work environment for students must be comfortable. Consequently, the students can feel relaxed and respected in the classroom to be able to express their abilities and acquire others.

Another point of importance is creativity, which is paramount in the teaching process. Mullen (2018) stated that some educators are more creative than others, but at the same time, it is emphasized that once educators have determined their creative strengths and use them in the classroom, they should also explore and persuade students to recognize their strengths and use them in their learning. In addition, Mullen explained that the educator needs tools and strategies to promote creativity in the classroom. With modernity, the development of technology has become an ally in improving educational and participatory activities. These changes require more significant preparation on the part of the teacher when planning. Then, the educator must make his students investigate more and use technology to explore and acquire new knowledge that will allow them to improve their personal and social life.

It is vital to arouse the interest of students in different topics. For this, it is essential to

know about the preferences of the students, so that they feel attracted to the topics or contents that are addressed in class. Moreover, the level of difficulty should be simplified with characteristics and application of educational techniques adapted to the preferences with the purpose of not bore them in the classroom. In the classroom, the learning process is about participation , as expressed by Gonzales (2020). Educators motivate research and make students aware of being responsible for their learning. Therefore, students are the ones who build knowledge and strengthen it with the ideas that allow them to take full advantage of the entire educational process.

Education is important for all people without any distinction, as it is a matter of equal opportunity for all, as indicated in the book *Multicultural Education: Issues and Perspectives* by A.Banks et L. (2019). In addition, it is also mentioned that if there is a student with different cultural characteristics, in the same way, he has the opportunity to study. In the case of adult education, this type of student seeks to improve their skills and learn new things and often finds themselves with younger students in a classroom. Therefore, the educator must give him the same opportunity and make an effort to carry out day-to-day to facilitate the discovery and construction of learning. In addition, the educator must take into account that adult students seek to learn how to function in the world and are valuable things to defend in their daily work.

2.1.3 Adult education

Students, in terms of education, should take advantage of all the opportunities offered by society. In other words, education is an open opportunity for all people because if knowledge is acquired, people will be able to function better in various fields. Therefore, students will be able to feel satisfied with the fulfillment of their duties in a world of constant development. Adult education is an essential factor in society. With the knowledge imparted in study centers, students will benefit by integrating themselves into the

educational system to acquire and update essential to understand and develop intelligence, acquire-abilities and skills, and to become competent people in society.

Many of the factors why adults want to study or continue their studies are due to work demands and other basic needs such as technological updating. According to this, adult students need to explore their creative and analytical capacity to function in the best way and obtain good results. Likewise, those who have often stopped their studies and wish to return to complete formal education do so for various reasons, such as personal growth, expanding their employment opportunities, and ensuring economic stability, among many other aspects. Therefore, the educator must support their students through goal-directed motivation.

The educator must know that when an adult decides to study and is in the classroom, it is a complex decision. Therefore, it is very significant, since this type of student population arrives in the classroom with fears, insecurities, predispositions, and uncertainty that make their progress impossible. Another important fact is that educators must understand that adults do not learn in the same way as children and adolescents, so they must be trained and understand the forms of teaching they must use with the adult student population. That is why adult education is known as Andragogy, a term that must be deepened to carry out analyses and then applications to accompany adults in their learning process.

2.1.4 How to work with adults in the classroom?

All human beings have the right to learn, and if we focus on adult learning, it should be known that adults have experiences and knowledge that they have obtained throughout their childhood and adolescence. Therefore, adults have a source of prior knowledge and mental maturity that must be considered for the proper development of learning in the

classroom. This type of education, according to Peltz and Clemons (2019) is known as Andragogy, which is the study focused on how people learn in the stage of adult life. In addition, it is mentioned that the concept has been the object of study and has been separated from the term pedagogy, since the latter focuses on the learning of people when they are children. Therefore, Andragogy motivates the implementation of adaptations and strategies that are effective for the attention of the learning progress of the adult person in educational institutions.

The interest in adult education has been contemplated, according to Bolanos (2016), since 1833 by Alexander Kapp, who introduced the term Andragogy. According to this statement, in 1920, a German sociologist named Eugen Rosenstock-Huessy reaffirmed that pedagogy has differences from adult learning. Sometime later, the idea was deepened by Malcolm Knowles. He was concerned with understanding and analyzing that adults think differently from children, explaining that it responds to learning through the relationship to experiences from the 1960s to the present (Peltz and Clemons, 2019). Following the previous thinkers, Malcolm S. Knowles (2020) mentioned five characteristics that exemplify how adults learn and that must be considered in the teaching process. Adults are motivated to learn according to their needs, they focus on life, their own experiences are the basis for learning, they need to feel safe to make decisions, and there are differences between all adults. These increase with age, which means that not all people learn at the same rate. That is why, in its instance through the classroom, the participation of the adult student offers a wealth of information because adults have a direct facility for analysis, criticism, and reasoning. Therefore, an exchange of experiences is established in the classroom, as it nurtures learning by expanding information, debating, and making judgments, experiences, and own knowledge.

The educator has to understand that there are a variety of reasons why an adult wants to

acquire knowledge. When an adult decides to study, it is because he has a personal objective and requirements, knows his needs in the field of education, and is the one who chooses what to learn. In other words, this indicates that an adult is in a hurry to learn according to his needs. For example, if a job needs the person to acquire specific skills, they will be motivated to learn and decide to choose where to learn. Costa Rica offers different educational modalities as indicated by the Department of Education for Young People and Adults on the Ministry of Public Education website. The modalities are CINDEA, IPEC, Academic Night Schools, Night Schools, CONED, and Open Education venues and projects.

Likewise, as facilitators, educators must show interest in adult education and learn techniques and strategies to apply in classes. The educator must also show respect and admiration for what is expressed by the students and understand that many times they learn. Another important aspect is that when a person decides to study, they require knowledge. Therefore, in an era where technology is present everywhere, technological adaptations are often a challenge, since adult students lack technical skills and require more time to use and understand educational technology applications, which are of great help to educators and those who want to learn.

2.1.5 Use of technology in education

The use of online educational technologies in the classroom is an important point to consider. In other words, it is necessary to take advantage of this to provide possibilities to improve classes and learning growth. However, if an educator does not have the required training, they will not use a methodology that incorporates the use of technology due to a lack of knowledge. Currently, a professor must understand that learning about technologies is the first step. Nevertheless, a second step must be to explain students the design and usability of the technological tools implemented in class. Therefore, students must first learn to use technologies and then be enriched by them. Conforming to the importance of the use of the

technologies, the role of the teacher must change to become a facilitator of the process.

The learning process requires a significant quantity of attention because the constant changes in technology and the use of programs and technological resources in the educational centers is a reality in the classrooms. In addition, it answers the significant influence of Educative technology in society and the need for teachers to specialize in the use of technology, with the idea of motivating and inspiring the student. Hence, in this way, it can be developed the student's skills and competencies.

Another aspect is to deepen in the preferences and likes of the student population because many times, students get tired, bored, or do not like the technological use of tools chosen by the teacher. According to this information, it is crucial to dialogue to understand and make modifications. Moreover, it is necessary to interchange ideas between professor and student and make attractive activities for the learners. Technology, as a mean that accompanies learning, guarantees more significant interactions, provides new practices for the enrichment of thought, and motivates participation. Unwin (2019) explains that human beings learn and transform the world through social participation regardless of the environment or situation. Additionally, in collective or individual form, learning can be held in different spaces according to the learner's situation.

2.1.6 Definition of technological application

With the arrival of the internet, the world changed its way of communicating and learning, turning people into beings who consume information every day. Therefore, today's communication systems and technological advances have changed the way people obtain information and communicate. According to this information, it is possible that communication technologies and information technologies offer computational and computer tools through programs designed to simplify the use of technologies. These technologies support different needs since, through the creation of technological tools and

applications, people can satisfy their knowledge needs, carry out procedures to speed up the development of tasks, and improve their learning. Moreover, these ~~and~~ are accessible to anyone who wants to use them.

In addition, to access the technological tools and applications, it is necessary to have an electronic device, either mobile devices or computers, which are free to use. However, some companies focused on making tools and applications to position themselves in the market. Then, a promotion is made for its sale, which generates a "mobile environment," as defined by Management (2017), so that people can use, access, and interact with online content. Furthermore, the importance of technological tools and applications is that it provides experiences to users. Therefore, technology responds to needs by providing audiovisual resources or facilitating specific functions to speed up specific topics that can be used to create adaptations that enrich information and communication. It is important to note that these technological creations help and change the teaching and learning process in the educational field. In short, it summarizes the idea of facilitating the development of skills and, at the same time, empowering students, improving the learning experience and motivating participation through interaction with technology.

2.1.7 The use of educational technology applications

Virtual spaces for teaching and learning are increasingly used in classrooms. According to this statement, the concept of educational technology has been used to respond to the need to modernize education through technology. Therefore, educational technology is concerned with evaluating educational needs and creating systems that improve and speed up teaching and learning processes (Torres & Beltran). As soon as educators implement digital tools and applications in the classroom, a response will be obtained. Therefore, students can manage to streamline knowledge and, in turn, activate the development of skills (Adan et L., 2019) by understanding and facing the technological use that will lead them to position themselves in the

world of work and understand the world that is in constant technological development.

With the implementation of communication and information technologies in modern times, there are various audio, video, writing, and image products that guide and orient people inside and outside the school classroom. It means that the applications and tools can be consulted or used outside the classroom. For example, if a person wants to learn a new language, as is the case in this research, they can choose an application from their mobile device and self-study what the tool offers them. Prensky (2010) stated that children from birth become "digital natives;" that is to say, a human being that is born at this time develops himself in the technological area and virtual spaces as something natural. Therefore, adults must adapt to technological changes so that they are not displaced and, at the same time, they must monitor the usability of technology by minors and thus, control their activity (Almada & Resina, 2018).

According to the above, some platforms have been created for schools, colleges, and universities that consider virtual education, as it is used as a technological tool to expand the frontiers of teaching. These platforms offer the storage of resources for students to download the content; simultaneously, they allow students to carry out participatory activities and make their contributions by presenting tasks or projects. In addition, the communication supported by these platforms can be synchronous, supporting a teaching process in real-time where the educator answers questions and queries, and explains the topics covered in class. On the other hand, asynchronous ones are not established or taught in real-time, so students must follow instructions and perform task.

Another teaching method taught in private or semi-private educational institutions is the use of platforms that accompany learning. It means that in addition to the education that is given in the classroom, students use platforms that, through formal alliances with companies, find educational content that supports learning. Therefore, they comply with an interactive

route that is conditioned by the educational center for the fulfillment of goals for established periods and, in turn, the platforms allow the supervision of educators and parents.

According to the importance of technology in the educational field, it is explained that people within a society have changed. With the access to technology, some characteristics are part of the acquisition of technological capacity and preparation for future education. With the use of the Internet network, according to Cabero, "teachers have a virtual teaching ecosystem" (2021). In 1998, his author also stated that with access to the Internet, there are essential characteristics to contemplate, such as instantaneity, interconnectivity, interconnection, digitization, interactivity, multimedia information, innovation, use of images and sounds, and diversity, among many others. According to this information, it is vital that the training of teachers in the use of technologies must be a significant issue since in order to teach it is crucial to know educational trends.

2.1.8 The use of applications in pedagogical mediation activities

Pedagogical mediation activities are educators' way of promoting learning in the classroom. For learning to be more dynamic, the educator develops an organization of the class, defining the objectives and using techniques for student's participation. These activities can be located at the beginning of the class, during the development of the class, or at the end of the class. As a mediator of knowledge, the educator is the one who organizes how academic content will be provided to students. In addition, the educator is interested in seeking ease of teaching through activities that promote student's understanding. For that, the educator, through the search for educational materials, manages to get the best way to teach the class and explain the subject to the class. However, nowadays technology has become essential to provide support and create modern learning experiences that go hand in hand with technology.

With technological advances, the use of interactive applications to carry out activities has collaborated to improve pedagogical mediation activities. It also facilitates aspects for

streamlining the didactic planning of teaching. Therefore, it can be stated that the use of technologies in the digital area collaborates with the achievement of objectives and facilitates daily work. Furthermore, it is vital for the teacher to research, to practice, to explore, and to learn which technological application best suits their needs. Another aspect of vital importance is the educator's intention in teaching a subject, for example, what characteristics he will consider to present a subject and what skills to explore from his students.

The new generations are aware of technological changes, and with the current reality, pedagogical mediation in virtual spaces has gained strength. For this reason, the modernization of classes is a fact that must be considered. In fact, the students themselves request this modernization when observing their attraction to technology. Therefore, with the use of the specialized area in classes, teachers can induce participation and keep students active in virtual learning spaces. Furthermore, with applications, teachers can evaluate learning and monitor and detect the students who understand the subject better and those who do not. In addition, there is the opportunity to correct immediately during the lessons with an interactive activity. If an answer is incorrect, corrections can be made immediately, so the group learns together. According to Reyes (2014), the student experience must be exciting, and they must enjoy the learning activities that take place in the classroom. Likewise, Vélez & Yaguana (2019) state that teacher must contribute to achieving the assimilation of knowledge and must use various digital teaching resources to increase learning effectiveness positively.

2.1.9 Teacher training in the use of technologies

The role of the teacher is to be a mediator of education. Educators guarantee the material, explain it, and create learning activities. In the case of the digital age, the educator carries out a teaching process with new tools that he has at his disposal. With these tools, as already mentioned, the educator can adapt them according to the needs of their students. The

educator also uses them to give students a modern presentation of the educational content that has to be contemplated and studied.

On the other hand, an educator must be open to exploring his creativity since, with digital technologies, teachers must analyze and choose which platform is the best option. Platforms offer a variety of design and usability options; however, according to the educator's scope to promote better learning in the classroom, the subject will be presented to students in different ways. Likewise, the educator must analyze that the students use the chosen tool. The use of technologies in the educational area are digital teaching resources that support the educator to provide a more agile and fun class development, so technologies, in education, are resources of great value and guarantee quality, modernity, and involvement of the students. Therefore, students can be part of technology.

On the part of the educator, according to technological progress in the educational field, he must be a responsible professional in maintaining specific knowledge in the use of virtual spaces, platforms, and technological applications for his easy development. This has as an aim that the professional in education does not feel excluded when using technology. This responds the fact that school, college, and university teachers and professors must be curious people, who show technological interest, which is risky. Therefore, they are constant learners. For educators to have exceptional technical skills, they must understand the importance of updating and training. Therefore, the search for new forms of learning is essential to avoid the limitation of these skills. The main objective that an educator must be trained professionally to be up to date or to know about the technological advances that can improve pedagogical mediation. A factor that is limiting technological tools in educational centers is the economic part. The technological variety offered by the market is often not accessible to educational centers, so educators must find strategies to acquire the necessary equipment for its use.

It is also important to note that the teacher has to know curious facts about the students. It is also important to experiment with different technological tools and ask students about their preferences. For example, if a tool causes them laziness anxiety, or if they prefer to use other types of activities to avoid boring them, as expressed by Okojie & Tinukwa (2020). In the learning process, the student's behavior should be observed to see if there is a disconnection of the teacher's attention.

2.1.10 Gamification as an action in the class

The concept of gamification in digital and educational environments is known to merge games with teaching and learning processes. The idea is to present the class material differently, providing an experience that streamlines knowledge in a modern way and implements motivation and interaction to reinforce the way students learn by using tools such as virtual or technological applications. These accommodations help to implement mechanisms to improve the classroom environment and prevent students from getting bored; this in addition to making class activities more attractive and promoting mastery of the subject matter seen in class. Another important aspect is that gamification makes students to work hard and to concentrate. Moreover, a critical point is that students will eliminate and debate the answer to a question with gamification. In addition, following instructions to fulfill objectives arouses interest in the game. Finally, it results in the students' desire to overcome each procedure and advance in the learning process.

In the case of adult education, the student must understand that the game is not only for children. This type of learning collaborates positively with the learning progress of adults, since games provide participation and greater concentration (Freire, 2018) . Hence, students pay more attention to the educational content, This because when interacting, there is a learning experience that links students with enjoyment and the connection of emotions. This leads them to receive information and learn it better. A diversity of digital platforms offers

users, in the educational area, the possibility to create adaptations according to their academic needs. However, the educator must acquire specific skills and, at the same time, be creative to offer students new ways of learning through play. For example, creating new games or using new tools, and in the case of the adult population, they must know about new ways of learning to acquire new knowledge.

2.1.11 Images as learning tools

Since ancient times, images have been used to communicate, represent, or tell a story. In prehistory, humans made the first manifestations of art on walls and ceilings of caves, where paintings and engravings were made. These images have been studied and protected, as they have drawn the attention of all humanity. With this, it is understood that images offer visual communication, and each person can interpret and give a personal appreciation. If we focus on the subject of study, the use of images in the teaching processes, is used to exemplify, deepen, and favor the learning process of the many topics studied in a classroom. According to Calvo Fernández et L. (2019), images have a language that is captured immediately, concretely, and responds to emotions. People can imagine and recreate images in their minds and understand them faster and easier with the image .

Therefore, students can analyze, appreciate, and interpret an image according to their emotions and express points of view. It is also explained that the use of images is a tool that motivates students. Consequently, the educator can use the images to ask questions, propose a critical analysis, encourage participation, and obtain experiences, feelings, or beliefs about a topic that the image transmits to them. Hence, with technology in educational classrooms, the educator has to be creative in his choice and take images that adapt to the topics seen in class in order to illustrate and detail essential aspects, as well as to facilitate rapid understanding. In the same way, educators can use images to design the structure of a class; for example, start the class by showing an image and asking students what they think of it, do activities

using images, or close the class with an image. An important aspect is that the didactic material presented to the students in the class must be previously analyzed and revised to avoid misinterpretation. For example, suppose a music video is shown. In that case, it must be checked that there are no offensive words or verses that incite violence or another inappropriate act that might generate controversy or dissociate the students' attention from the topic to be discussed in class.

Using images in teaching is an essential tool. However, it must be used in the best way, as expressed by Silas Martinez Sancho "an image should not be used as a decoration" Agree (to IDPUGS Professional Development Institute, 2019,). Likewise, it is highlighted that an image can be seen in different places, for example on a mobile device, a poster, a monitor, or a video, and must be used for some purpose within the class and take advantage of the communication capacity they have.

2.1.12 Learning the English language with technological applications

Students can learn through fun, entertaining, and attractive ways . According to learning needs, many platforms, on the market offer interactive ways to improve the quality of language learning. These platforms present a variety of functions to strengthen English communication skills, whether it is speaking, listening, writing, or oral fluency, as well as grammar and vocabulary. Nevertheless, the question is whether digital tools can take over the teacher's job. As Altinay (2020) explains, technology is used to serve as a way to achieve quality teaching. However, he highlights that learning activities are necessary, as well as the teaching part. It means that the accompaniment of a professional who establishes learning activities is needed.

On the other hand, some people can learn with digital media on their own; however, they may face many distractions on the web delay when mastering a second language. Zeng (2020) explains that the internet has information to learn a language, but it also has

many distractions, and many times the amount of time spent learning is reduced if there is no focus. Moreover, another factor is that since there are not established schedules, absence of learning evaluation, progress monitoring, and also websites with erroneous information, all of these can impede correct learning. Consequently, the presence of a person who serves as a learning mediator becomes necessary. This because the professional in education guides people during their learning process in an orderly way. The use of technology for learning the English language has strengthened and enriched the educational system. With these technological tools, the educator has a complement in his daily work and is the one who can observe the needs of the students and what areas of learning he must reinforce through teaching activities and which digital platform is more appropriate for students when learning the English language.

2.1.13 Baamboozle digital platform

The Bamboozle platform is a digital tool that offers educators interactive games to be implemented in pedagogical mediation activities. The platform offers a variety of formats to present the games, so the class flow faster within and create a competitive classroom environment. With this tool, the educator can motivate his students to participate and, at the same time, generate direct contact with technology. The simple use of Baamboozle makes the educator streamline their didactic planning by generating questions and answers that are activated and can be used in classroom activities. For this reason, the professional must analyze what questions can be entered into the system and, according to the topics covered in class, make a rapid and straightforward adaptation.

In addition, the platform uses a range of colors (yellow, red, blue, orange, and white). According to studies in neuroscience, color plays a fundamental role in inducing learning in proportion to brain stimulation. Another essential point is that the Bamboozle platform has animations and music that attracts viewers' attention. Among the characteristics that the tool

has is that the educator is the one who introduces the content that he wishes to cover in each class. Moreover , it also provides the opportunity to observe and use works or games carried out by other professionals in education . In addition, Bamboozle can be used in virtual or face-to-face classes.

The platform can introduce, develop, and conclude a class. Its use requires the selection of images, questions, answers, and the adaptation of scores by the mediator. Once the information entry process is complete, the platform will display the questions randomly. On the other hand, for students to have access, they do not need an electronic device, as if the educator shares the screen everyone participate since the students can see the number of points they will obtain. Another aspect of importance is that the tool allows the creation of groups and to define the number of students, so that they can compete in teams. Moreover, the platform allows to assign them a specific name according to the students' requests. If there is an error in their answers, it can be corrected immediately. In this case, the educator will have the opportunity to correct the error and return to some necessary aspects to meet the learning objectives.

In addition, it also provides the option to choose among various game formats (Emoji grid, Hide Gifts, Partial credit, timer, Pass button, Colorful grid, and Wrong answers) and choose how players will be sanctioned (No penalty, Lose points, Reset points). Therefore, the game generates a level of intensity, calls for interest, encourages the spirit of competition, and an understanding of the subject . The use of Bamboozle for learning the English language is notorious due to the large number of games that can be found for learning the language. Other games help to guide the use of the platform, encourage creativity, and improve games, and promote original games according to the perspective of the educator, as well as the students' needs . According to the official Baamboozle website, this platform is an unusual form of learning that engages students in action and can be used

by people of any age. In addition, its ease of use means that it can be used in any educational level. Moreover, it has to be stated that the researcher has as main objective to apply the use of Bamboozle in an educational institution to develop an analysis of the chosen tool and have an experience that answers the research question.

2.1.14 Geographic location and Institution History

CINDEA Tayutic is a public high school located in the Platanillo's District of Turrialba, which belongs to Cartago Province. Its creation was born as an answer to the necessity to give attention to many students of a diversity of communities of Tayutic, la Suiza, Tuis, and surroundings. The students in those communities had to travel from Turrialba to CINDEA Central because they must work during the day and wish to study at night. Moreover, they live in hard-to-reach areas.

In 2016, after a diagnostic focused on the necessities of the area, El Centro Integrado de Educación para Jóvenes y Adultos Tayutic offered a closer option for the student population to continue their studies. The principal objective of the institution is to provide continuity to the curricular development of education for young people and adults and provide students with an academic, technical, or artistic training. Consequently, due to the distance among the three districts of the educational direction, it is located in Tayutic district downtown. The institution is made up of two support satellites. One is located in Rodolfo Herzog Muller School and the second one in the Excelencia Tayutic School because both are used at night by CINDEA Tayutic. In brief, the institution has academic training, a variety of emerging and development courses, and primary education for adults. Therefore, CINDEA Tayutic was created like an educational alternative to develop the community with different modalities adapted to the needs of the communities.

Chapter III

Methodological Framework

This chapter describes and explains how the information is collected and, thus try to find the manner to answer the investigation questions. The methodological framework provides a large amount of data, so the researcher must analyze the way of collecting the information; consequently, the instruments used must be chosen, analyzed, and approved before their implementation. According to some authors, the method or methods used to carry out the research development must be clear and strategic to collect the best data. In addition, the research design and the sources used to carry out the analysis in each category are also defined. Thus, the methodological framework explains how each instrument is measured, as well as the data collection and analysis process. In the present investigation, data will be collected, analyzed, and then interpreted according to the objectives set by the researcher, collection technique and population, and sample. At the end of the process, a tabulation of data will be established to be later presented.

3.1 Research Approach

In a research process, a series of procedures are strengthened to obtain results, learn about the phenomenon under study, deepen, analyze, obtain answers, find possible solutions, or propose a recommendation on the subject or case under study. An important fact is that anyone can do an investigation. According to the research methodology, two types of approaches are mentioned: the quantitative approach and the qualitative approach, These methods are used to research and search for answers or data according to the problem posed in the research.

The quantitative approach, as Galeano (2020) explained, is in charge of observing the problem and focusing on obtaining results. It uses statistical systems that can be quantified or measured, making it a mathematical procedure. Because it is used to prove something, it

focuses on statistical verification and variables' measurement. Moreover, the quantitative approach seeks to obtain the most accurate results on a sample chosen to test a hypothesis. In addition, once the data collection is executed, these are presented in the form of percentages to be analyzed and generalized the results on the sample.

On the other hand, the qualitative approach is responsible for approaching the object of study, understanding it, observing it, analyzing it, perceiving behaviors and personal experiences from the perspective of others. Consequently, it is a more descriptive data collection approach. Therefore, the qualitative approach is concerned with learning more about the case study and understanding its context. According to Galeano (2020), the qualitative approach is another way of knowing the reality of a social context, their feelings, ways of thinking, and observation to collect descriptive data. Once both approaches are known, it can be stated that both are important in an investigative process and offer information collection. However, the approach used for this research is the qualitative, since it seeks to demonstrate a reality made up of various contexts in which the sample taken to carry out the research is involved.

3.2 Research Design

The design of an investigation is the strategic path that a researcher will execute to develop an information search process, where procedures are contemplated, and a structure or work plan is planned to answer the research question. The choice of research design depends on the selected approach, be it quantitative, qualitative, or mixed, since each has its research group signs with its characteristics. Consequently, due to the chosen approach, that is the qualitative, , the action and the descriptive research design will be used to obtain relevant data, know its characteristics within the context, and investigate, reflect, and describe the data in an open way from the observation of the researcher and the interaction

with the object of study.

The action research design is a process in which the researcher contacts the participants and experiments with them. At the same time, the descriptive design seeks to observe and then describe. According to the general objective, the intention of the present investigation is to evaluate the effect of using interactive activities with Bamboozle to integrate and motivate oral performance in adult students at CINDEA Tayutic during the second quarter of 2022, so this type of design is the most appropriate for the investigation.

3.3 Information Sources

When a researcher begins an investigation, he must seek information. The information is necessary to demonstrate, satisfy, and expand knowledge about a topic of interest. The sources of information are instruments that help to extend criteria, learn about ancient and recent thinkers, compare authors' points of view, and establish analyses and comparisons. Moreover, the sources can be found in different places; for example, in a printed or digital book, in a magazine or newspaper article, when conducting interviews or observing interviews made by others, on web pages, blogs among many others, that are classified into different categories.

Therefore, different sources are used to support or validate the information obtained. They are all the instruments and resources used in the research process that the researcher consults to expand the information in detail and use vital information made or created by other authors. Many times, this information can be formal and other times informal. For example, it can be collected in a conversational or written, auditory or visual way to obtain a bibliographic mapping and literary review related to the work to be investigated.

3.3.1 Primary Sources

The primary information sources of documentary research are the original creations that

have been specially created at the time of time in which the researcher carried out his research work. Thus, primary sources are those that already exist, are accessed directly, and their importance lies on the fact that they serve as a basis for the development of an investigation. Examples of primary sources can be physical documents such as books, research projects, scientific articles, videos, official documents from public or private institutions, monographs, speeches, interviews, technical or investigative reports, newspapers, or electronic information. This sources are and reliable, and therefore, can be consulted. It can be indicated that a primary source is when an institution publishes data collected by it (Gomez, 2018). Moreover, Gomez states that a : "source of statistical data means the origin of the information used in the study or analysis, that is, where the data comes from or was taken. The source can be primary or secondary." From the above, it is concluded that primary sources are original information from which a study is nourished. .

3.3.2 Secondary Sources

The meaning of Secondary sources is instrumental in the research process because they are studies based on primary sources. It means all the information is created from a primary source. For example, a speech can generate written or audiovisual interpretations or evaluations that can be obtained from the first time the speech was given. Waring (2021) mentioned that "Secondary sources differ from primary sources in that they are not the items or sources that were created by someone directly present or linked to the topic of study" (p. 9). Therefore, when a secondary type source is chosen, it is understood that this reinforces and helps in the investigation, as there is support for creations and analyzes that were previously compiled and built by others and support the new study, which is in the process of development.

It is essential to highlight that this type of sources are already existing sources. The person who has accessed to it did not participate in the study; consequently, he/she did not

obtain the information first-hand. The person using the information It only interprets and feeds on it. It is direct evidence based on an existing document, which means an original document. Secondary sources include comments, reviews, encyclopedias, yearbooks, summaries, dictionaries, magazine articles, biographical works, databases, censuses, indexes, testimonials, or facts made after the main event.

3.3.3 Tertiary Sources

The concept of tertiary sources takes information from primary and secondary sources to create a more concise version according to the data collected from other investigations, books, documents, or other material that was useful in the research development. Singh (2013) mentioned that "The main function of tertiary sources of information is to help the researcher in the use of primary and secondary sources of information. Tertiary sources are key to primary and secondary sources" (p. 19). Compiling documents that are part of a guide can be considered as sources of a tertiary nature, for example, library collections and periodicals, which serve as a guide in an investigation and can be virtual or physical for proper consultation. Realization primary sources can be directory lists, chronologies, manuals, and almanacs, among many other documents that are systematically ordered for proper information search.

3.4 Analysis Categories

The elaboration of analysis categories is executed to measure the object of study and generate descriptions in the investigation. For this, the the creation of a previously chosen methodological process is needed to obtain information that is not observable. However, when applied directly, it will give a sample or result according to the desired approach for the investigation. In addition, the analysis categories allow research work to be carried out in an orderly manner in a qualitative research. To understand the object of study, it is necessary to

establish analysis categories for this research. There are three categories of analysis: surveys, student participation, and observation rubrics.

3.4.1 Attention

Attention refers to the ability to focus on the stimuli presented in the environment we find ourselves in at a given moment. Therefore, attention collaborates in the actions of individuals and, in turn, is a bridge to learning.

3.4.2 Participation

A person can answer the questions that are raised. *Participation* is a measurement strategy used in classrooms to implement interaction among individuals. For its execution, planning by the educator is essential, as it focuses on promoting communication among teachers and students to provide time-space to students.

The student's participation promotes the spirit of collaboration of individuals, and its realization promotes a significant amount of information richness in the educational field that the educator can observe. In addition, participation also helps other people to understand more, debate, learn, or observe. Therefore, there is a more significant communicative response in the educational center. The critical point to emphasize is that the educators are the ones who encourage participation in the class, and the students are the ones who respond to this action through interaction. In addition, participation integrates people and helps concentration and focus on a developing topic taught by the teacher.

3.4.3 Classroom Activities

Class activities are exercises the educator prepares to promote learning in students. These activities are created by the professional in education to achieve teaching in an attractive way within the classroom and, at the same time, seek consistent learning of the thematic contents that must be addressed and aligned them with the learning objectives or scope that the

teacher wants.

3.4.4 Speaking

The concept of speaking is the interaction through oral communication and the construction of words. The ability to speak is an interactive process that facilitates the acquisition of information, and listeners can understand us effectively.

3.4.5 Impact

The impact is the result that is obtained due to some action that was executed previously. The impact can be called in other ways depending on the situation, for example, impressions, effects, people's reactions to some fact, novelty, or action.

3.4.6 Emotions

Emotions are the different reactions people respond to depending on the circumstance in which they find themselves. Every experience has a response, and every response means an emotion. Examples of emotions include anger, sadness, and joy, among many others.

3.4.7 Motivation

Motivation is the ability to get a human being to connect their emotions and execute some action. Motivation is linked to behavior, which achieves determination, energy, and carrying out activities and is related to the projection of achieving goals or achievements.

3.4.8 Understanding

Understanding is the ability of a human being to develop through interaction with the environment. It is achieved since the brain elaborates a certain number of processes that, through stimuli, achieve the construction of things.

3.4.9 Response

It is the action given to a request raised; therefore, the individual provides oral or

written information to solve or conclude the communication process.

3.5 Data Collection Instruments

In order to verify the research problem, using instruments has vital importance in the data search process, since the data collection instruments are the way used to establish measurements on the various questions that the researcher has; that is, if a person decides to investigate some phenomenon, they should approach it and then apply an instrument to obtain answers to the questions raised above. According to the type of data collection to be established, there is a diversity of instruments that the researcher can choose as research methods, which are chosen, constructed, analyzed, and restated before their application, for example, questionnaires, surveys, interviews, forums, rubrics, observations, and discussion groups, among others. Each instrument has a selection and prior preparation to identify which is more suitable for collecting information.

The application of these instruments generates an approach to the phenomenon under study, in addition to a productive collection of data. This process makes the research more accurate and more validity, and also generates confidence in the research. This because the researcher generates criteria, checks hypotheses, explains its application, and projects recommendations at the end of the research process. Bairagi (2019) mentioned that "the goal of data collection is to get quality evidence which will allow the researcher to analyze the formulation of convincing and credible answers to prove his/her hypothesis "(p.131)

For the purposes of this investigation, the chosen instruments will be implemented in the 3P-1 group at Centro Integrado de Educación para Jóvenes y Adultos CINDEA Tayutic de Turrialba. The instruments used are an observation checklist, which consists of understanding the way students learn, the way the educator teaches, details on the relationship among ~~between~~ students and teacher, the use of English language, aspects of technology used in the classroom,

as well as the ways used to capture attention, motivation, and participation during the class. Moreover, the second instrument is a questionnaire. This instrument will be used to know the student's point of view, specific details such as the pleasure in using the Baambozle platform, understanding of the topics seen in class, confidence, and participation in-class activities. The third instrument is divided in two surveys, which have different approaches. The first is to identify the importance students give to learning the English language. For example, knowing the way they prefer to learn it, and if they consider it essential to participate in class to develop their learning. The second survey focuses on the students' use of technology, investigating technology capabilities, and their approval of learning English with technology for increased interaction and learning.

3.5.1 Observation checklist

The observation checklist is used to evaluate the performance of the students. For this research, the researcher will carry out an observation in order to know essential aspects that are observable in the classroom like student and teacher relationships, the way of teaching the class, the response of the students, the environment in which they work, and observing the use of technology, among other aspects, that demonstrate how the students are accustomed to interact with the educator. Moreover, this instrument can be used differently, Bhargava (2021) mentioned that "This tool has various uses. It can be useful for educational surveys and is used by teachers as a classroom observation tool. It also finds utility in preparing appraisal reports of the school building, methodology of teaching, and content of the instruction.

3.5.2 Questionnaire

The questionnaire collects information according to the researcher's objective. For this, it is essential to create direct questions focused on a specific topic to conduct a respective analysis. Consequently, in the research process, the researcher collects the data through a questionnaire with a logical sequence of previously created questions. Therefore, the researcher

will ask the students eight questions focused on using the Baambozle platform for the investigation. Students must choose from a scale of 1 to 5, taking one as the minimum score and five as the maximum score.

3.5.3 Surveys

According to the researcher's need to test the research hypothesis, the data collection is established by applying a questionnaire with appropriate questions according to the central objective to be investigated. These surveys will be applied to a selected group to know the necessary information. Whether they are opinions or preferences on a topic, it is necessary to highlight that for the research, students will be given two surveys for a total of 17 questions divided into two different approaches. This procedure can be applied in two different ways: printed or digital. Ruel (2018) mentioned, "How we will administer the surveys needs to be carefully considered. Additionally, we will need to determine how we will collect, contact, and convince our survey respondents to participate in the survey" (p. 90). Therefore, the researcher must request in a cordial, friendly, and responsible manner to complete the survey, as well as to state its importance .

3.5.4 Collection Data process and Data Analysis

The instruments used serve to obtain answers, criteria, points of view, data, and information required on a specific topic that the researcher wants to develop in an investigation. In order to obtain answer the different questions of the investigation, it will be explained how the data will be collected and how the analyzes of these will be carried out. The first step will be to coordinate with the institution's professor which group will be assigned for the investigation. Then dates will be established for the realization of 5 English classes that the researcher will teach to be able to approach the object of study. In addition to showing the proposed platform to the students, using it in different class activities, and applying the instruments established for the investigation.

The second step will analyze how the Bamboozle platform will be adapted to create class activities. Once the students know the platform and have practiced in different spaces and thematic adaptations, the researcher will observe reactions, such as the activation of attention and progress of the students, encourage participation, answer queries, and motivate students in the process of the language learning. Moreover, the third step will be to investigate the best option of platforms that serve to digitize the surveys and the questionnaire in order to obtain valuable information from the students. For the investigation, the chosen platform is Google Forms, where the questions will be written and programmed in the system.

Previously the researcher will coordinate with the institution's teacher on a specific day to apply digital instruments after achieving the last class taught. During the use of the instruments, the researcher will give instruction, then three links will be shared, and each student will answer the questions individually. Finally, the results will be analyzed, the number of students who participated in each form will be obtained, the final result will be shown graphically per question, and a brief explanation will be given for each question. The information obtained is of great value to globally understand the environment in which the group operates, know aspects on the phenomenon under study, and understand the students' attitudes, tastes, preferences, deficiencies, and capacities. In addition, it will be possible to obtain a criterion on the experience in using the platform proposed in this research.

CHAPTER IV

Data Analysis

The importance of carrying out the data analysis in an investigation is fundamental, since it collaborates in the identification and approach of the studied phenomenon, provides a large amount of data that is reflected statistically in said section, and facilitates the progress of the investigation. Therefore, the information provided generates strong credibility according to the data produced by the applied instruments. It means that in this chapter, an analysis of the instruments applied in the investigation will be carried out. This analysis will be detailed to answer the research question proposed in the first chapter, that is What is the contribution provided by using the Bamboozle platform to improve the integration and motivation of adult students to improve their oral expression in English classes?

Omowunmi (2016) explained that "The importance of data analysis in different domains is growing day by day. This is evident in the fact that crucial information is retrieved through data analysis, using different available tools" (p. 13). Thus, the data analysis will support the investigation and will allow knowing the procedures and operations that were carried out to obtain a sample of the applied work and with it to address the fulfillment of the objectives. When the researcher applies his proposal, these results can be reflected positively or negatively.

4.1 Analysis and Interpretation of the Results

In this part of the investigation, the results of the instruments applied to the group provided by the educational center will be presented to complete this study correctly. Therefore, it is vital to analyze the data collected to prove the hypothesis and answer the research questions. Interpreting these results can provide information of great significance for the research, as it serves as a model and generates new criteria for future research. In short, the Analysis and Interpretation of Results lead the researcher to collect data, observe, analyze,

answer the questions and objectives proposed, evidence the fieldwork carried out, perform an interpretation, and present them.

4.1.2 Observation checklist

The data collection process began with an observation of the group to study their behavior, observe the way the teacher worked, and understand the environment in the class, by mainly observing how the students participated, attended instructions, and the language that is used in the highest percentage during the development of the class. The objective of the first visit was to meet the group and show them how a future practicing educator can have a first approach with them, to be the primary source of data collection. It is also essential to indicate that the data collected from the population were collected according to observation. The instrument was written by the researcher and approved by the tutor before its application.

4.1.2.1 Teacher

In class, the educator was prepared to go over the material seen in the previous class and the vocabulary learned, and used Spanish most of the time to give instructions to the group and make reminders of essential matters such as homework, exam topics, and other important announcements for the students. The body language of the educator was enjoyable; the tone of voice indicated sympathy, and showed great enthusiasm and motivation during the development of the class. The educator focused a lot on the rote and written part. Moreover, she involved the students to participate but did not force their participation. Students must use the English language. To conclude the class, the professor remembered to make corrections and asked questions and queries. There was a good energy in the classroom, and the teacher was in control, but the learning was based on memorization.

4.1.2.2 Students

During the class, students communicated and responded to the teacher's questions in

the Spanish language. The English language was used only when the students were learning vocabulary, paid attention when using the English language, or responding in English. The participation was very active. However, students were very restless and constantly paid attention to jokes and pranks during the development of the class. There was enthusiasm in the subject, but they forgot to take notes. In addition, it was observed that memorization was vital to pass the exams.

4.2.1.3 Use of technology in the classroom

The class has a 50-inch screen, a projector, speakers, and a whiteboard. Technology was used to demonstrate an exhibition of one country, so that students could make a similar exhibition in future classes on different countries. Although, the students had confidence problems when communicating in English, their joy in the classroom made them take the initiative to build their presentations even if there was a lack of good pronunciation and sentence construction. To do this, the teacher provided the projector and the computer for future student presentations.

4.1.3 Questionnaire

The application of the questionnaire consisted of the elaboration of 8 questions written to consult the students, in an individual way, about their experience with using the Baambozle platform in the different classes that the researcher taught. The questionnaire was instructed to qualify a total of 8 criteria which had to be analyzed and duly applied a score on a scale of 1 to 5, taking one as the minimum score and five as the maximum score. Each student had a total of 7 minutes to answer the questionnaire, and they were given space at the end of the class to complete the request. It is essential to explain that the questionnaire was conducted in Spanish, so that the students could understand the questions and answer the questionnaire with greater precision because there were no doubts and also due to the students' knowledge of English.

Note: a total of 13 students answered the questionnaire.

Figure 1

1-Using the Baamboozle app was nice.

1-Using the Baamboozle app was nice.

13 responses

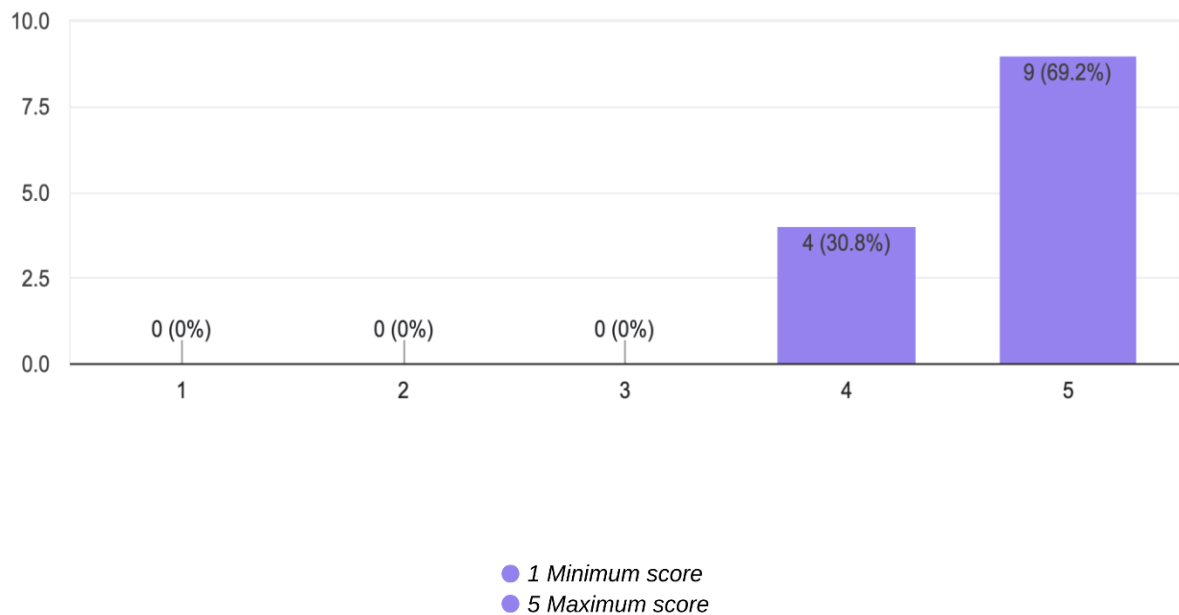


Figure 1 illustrates the use of Baamboozle platform in class. Source: Researcher's creation.

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 1: The students were consulted about their experience using the application in the class activities the researcher taught. A total of 13 students answered the question, and the result was that the majority indicated the maximum score, that is 5. In other words, they answered affirmatively regarding using the platform for mediation activities.

Figure 2

I felt comfortable participating in the activities carried out with the Baamboozle platform.

2-I felt comfortable participating in the activities carried out with the Baamboozle platform.

13 responses

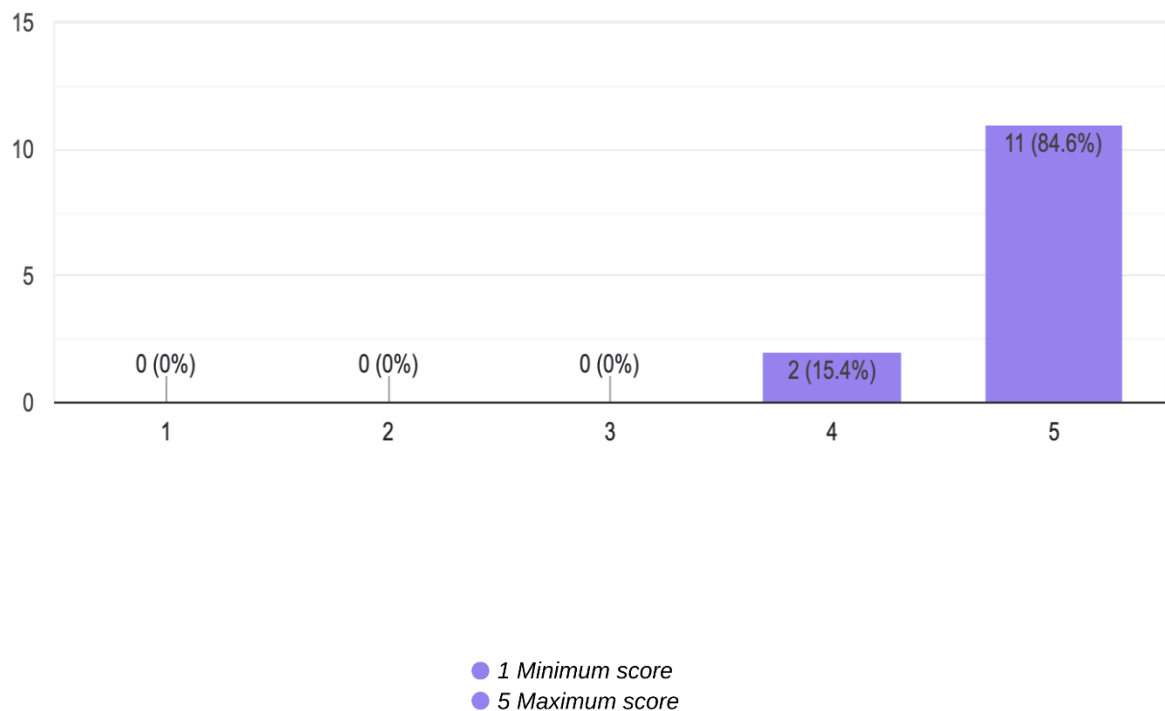


Figure 2 illustrates the use of Baamboozle platform in class. Source: Researcher's creation.

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 2: According to the question, the students answered that they felt comfortable participating in class using the Bamboozle platform.

Figure 3

I understood the topics better with the use of images

3-I understood the topics better with the use of images.

13 responses

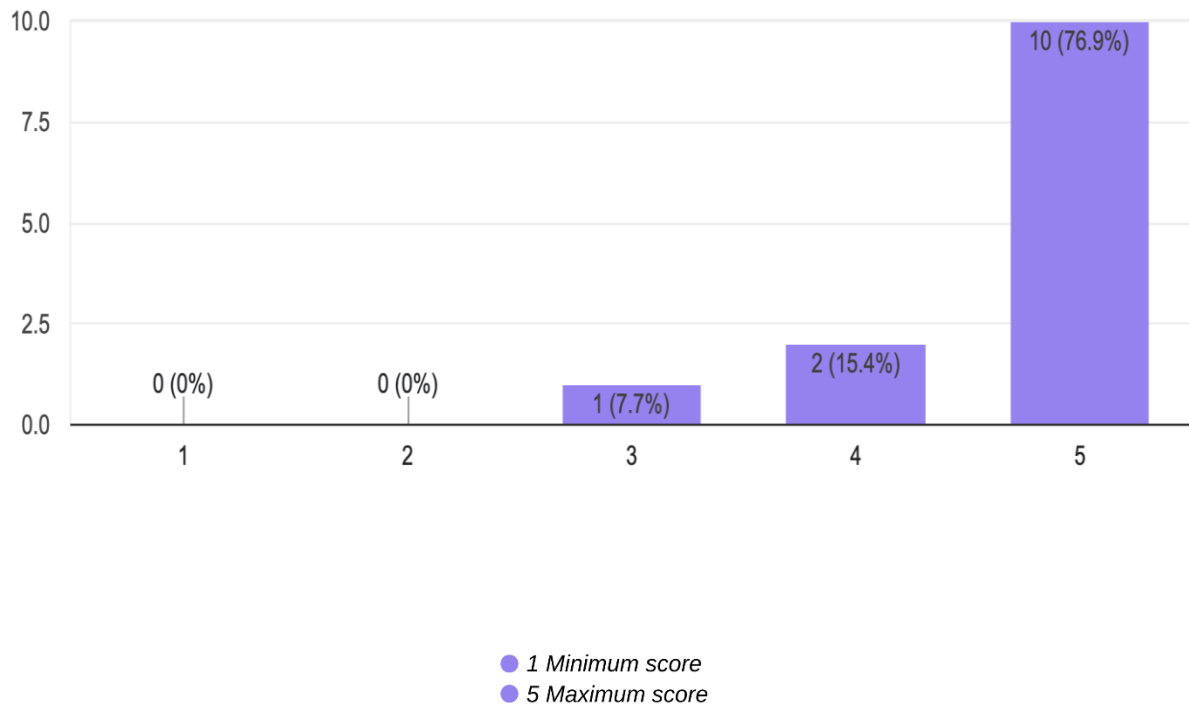


Figure 3 illustrates: *The use of Baamboozle platform in class. Source: Researcher's creation.*

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 3: The question detailed the answer given by the students. Here, it is reflected that the use of images in the proposed platform is acceptable to the students. More than half of the group expressed a better understanding of the topic with images; therefore, their response exemplified the positivity of Bamboozle with the use of an interactive Baamboozle platform like a pictorial tool to integrate and motivate oral performance in adult students.

Figure 4

Discovering what is in each Baamboozle game and understanding the different adaptations made with the material was interesting.

4-Discovering what is in each Baamboozle game and understanding the different adaptations made with the material was interesting.

13 responses

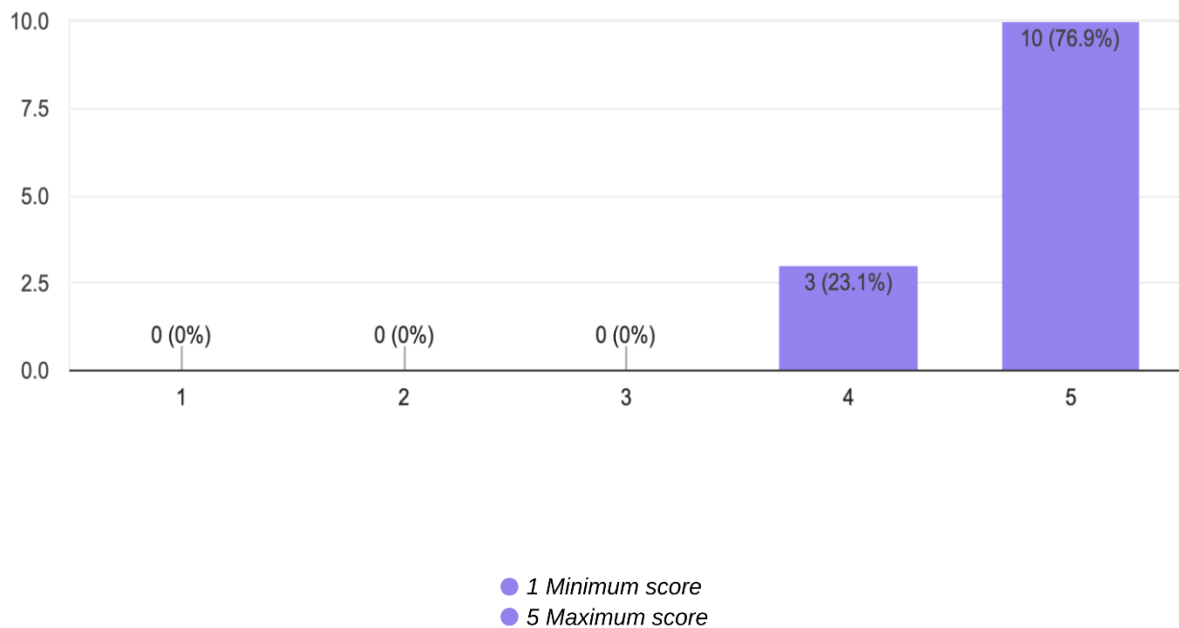


Figure 4 illustrates: The use of Baamboozle platform in class. **Source:** Researcher's creation.

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 4: According to the different classes taught, the students could observe different ways of using or adapting the platform to learn the different topics. According to this figure, it is expressed that 76.9% of the students stated interest in learning and understanding each activity. Therefore, it answered that the concentration and the students' attention in the classroom were generated.

Figure 5

With the use of Baamboozle in class, the subject is better understood.

5-With the use of Baamboozle in class, the subject is better understood.

13 responses

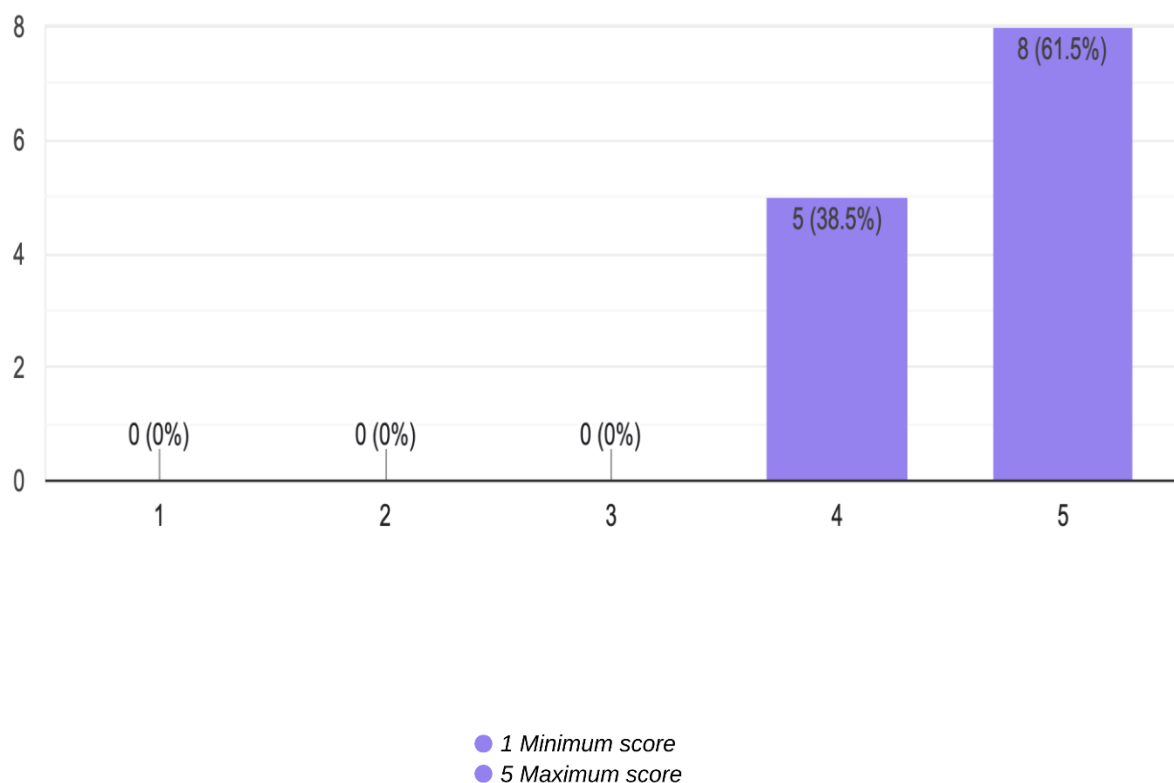


Figure 5 illustrates: The use of Baamboozle platform in class. Source: Researcher's creation.

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 5: The students responded directly that the Bamboozle platform facilitated their understanding on the topic seen in class. It answered the question positively, as the platform was well received by the group for carrying out activities.

Figure 6

The Baamboozle application generated enthusiasm in me.

6-The Baamboozle application generated enthusiasm in me.

13 responses

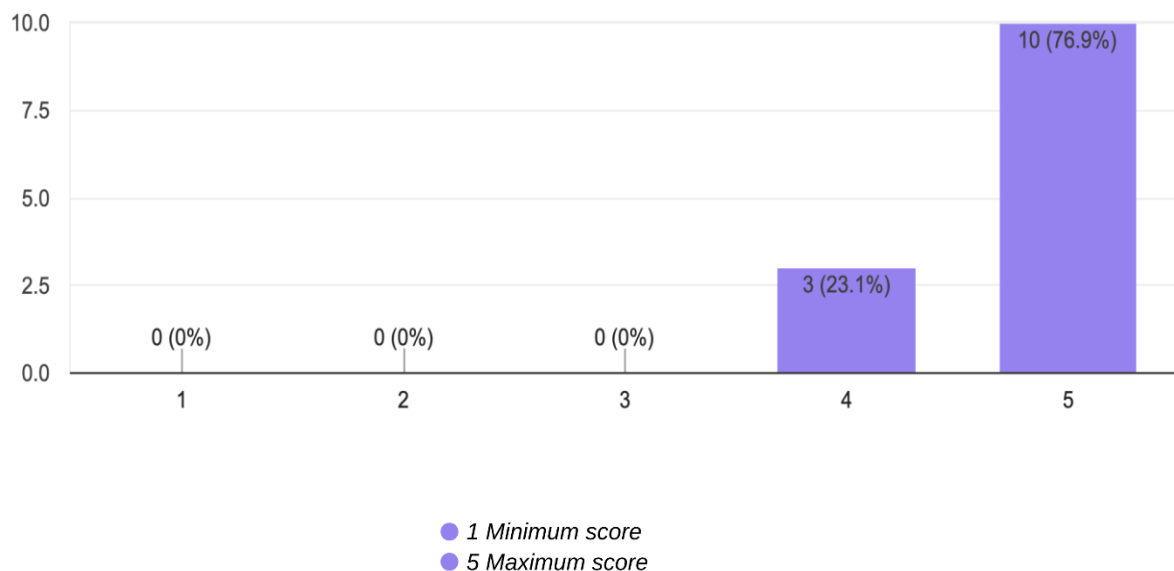


Figure 6 illustrates: *The use of Baamboozle platform in class. Source: Researcher's creation.*

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 6: According to direct consultation, the students were asked if using the platform in the classroom generated enthusiasm. The answer was that 76.9% of the students who participated, indicated that they felt enthusiastic when projecting the platform and starting with the learning activity.

Figure 7

The Baamboozle application gave me the confidence to participate in class.

7-The Baamboozle application gave me the confidence to participate in class.

13 responses

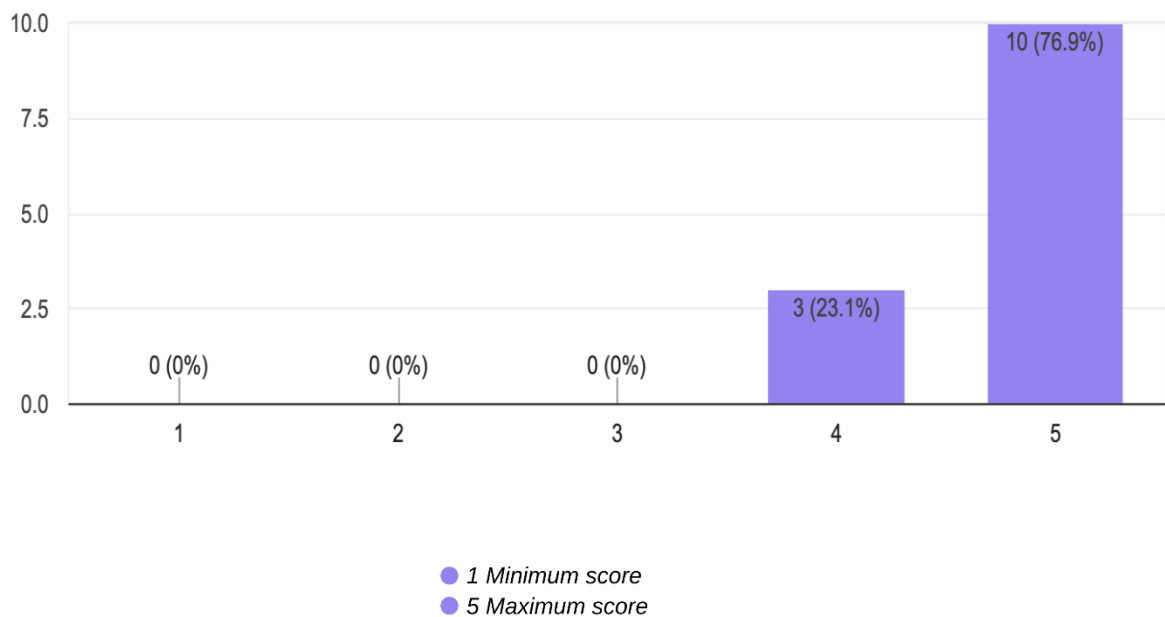


Figure 7 illustrates: *The use of Baamboozle platform in class. Source: Researcher's creation.*

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 7: The trust the educator generated in the class can produce a greater participation of the students. According to the question, the students responded positively by confirming that the platform generated a participatory spirit.

Figure 8

I would dare to participate more in class with the tool.

13 responses

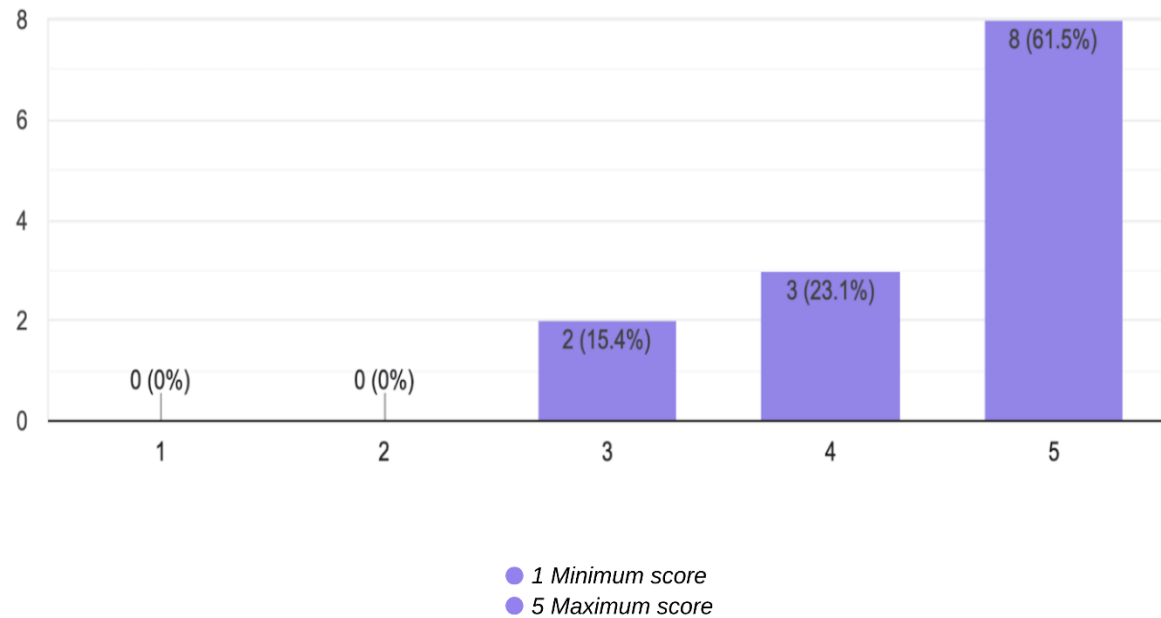


Figure 8 illustrates: The use of Baamboozle platform in class. **Source:** Researcher's creation.

Note: Students were instructed to mark each criterion from 1 to 5 with a (.), taking one as the minimum score and five as the maximum score.

Analysis of chart 8: The students' response showed that most students identified the platform as a tool that brought them closer to deciding to participate in class. According to the data collected, there was a greater inclination to participate when carrying out activities using Bamboozle.

4.1.4 Survey 1

Survey 1 was chosen to examine the group through a total of 8 consultations focused on identifying students' importance in learning the English language. Through the survey, it was possible to identify that the students felt more comfortable when learning the English language and with the barriers they thought limited them when learning the language, among other personal aspects that generated vital information to understand the group's interest. It is essential to explain that the survey was conducted in Spanish, so that the students could understand the questions and answer the questionnaire with greater precision, as there were no doubts.

Note: survey number 1 was answered by a total of 17 students.

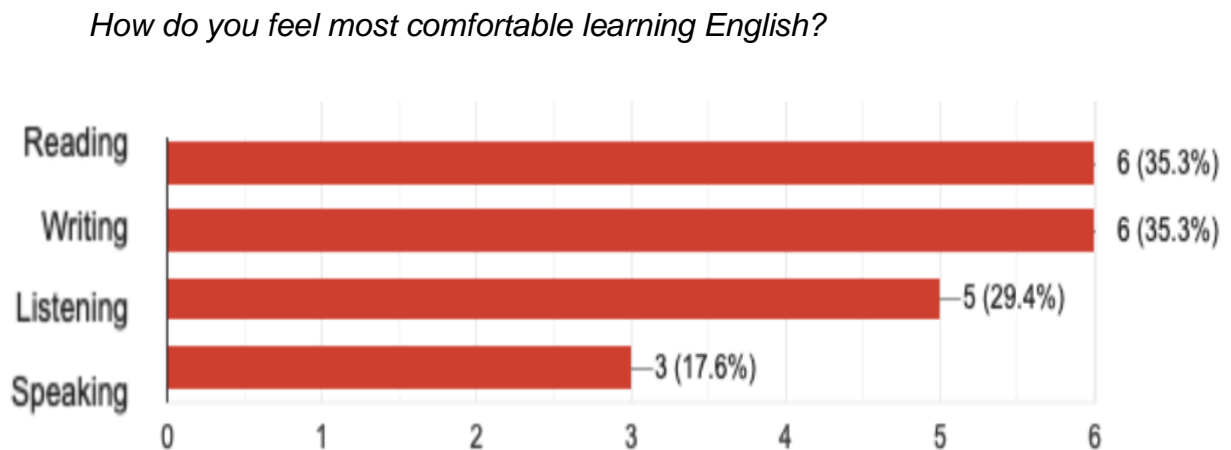
Figure 9

Figure 9 illustrates: The use of english language in class. Source: Researcher's creation.

Analysis of chart 1: According to the preferences of the group regarding the way they preferred to learn the English language, writing and reading predominated, both with 35.3%; in second place, the students preferred to listen as the last option. Moreover, some the students, that is 17.6%, chose to speak in English as a way of learning. It was a response to the way students acted in the classroom, since their use of the language in Spanish predominated, according to what it was detailed in the observation made.

Figure 10

What barriers do you consider may prevent your learning of the English language?

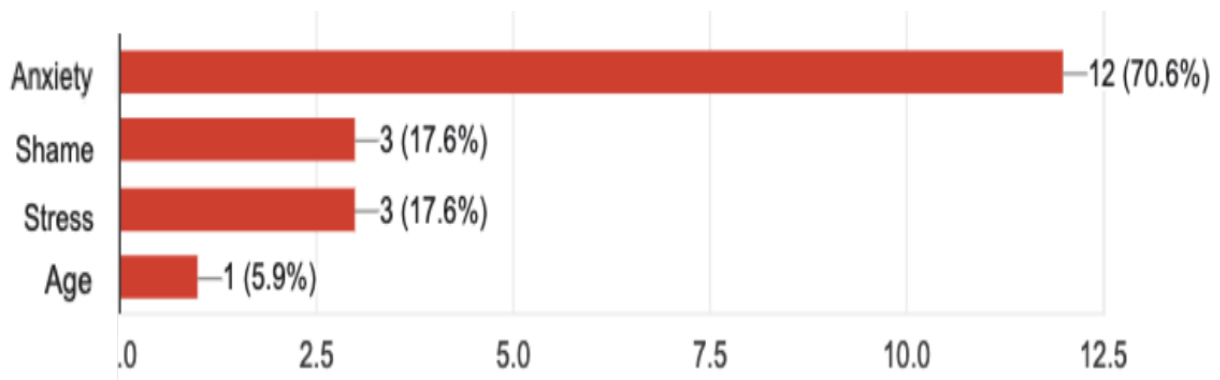


Figure 10 illustrates: The use of English language in class. Source: Researcher's creation.

Analysis of chart 2: Some students, 70.6%, indicated that anxiety was the cause that prevented them from progressing regarding their command of the English language. This was followed by shame and stress; however, it is essential to point out that there was a percentage of the population that thought that age is a factor that impeded their learning. This point is already essential for the educator to work with.

Figure 11

How often do you feel like this in the classroom?

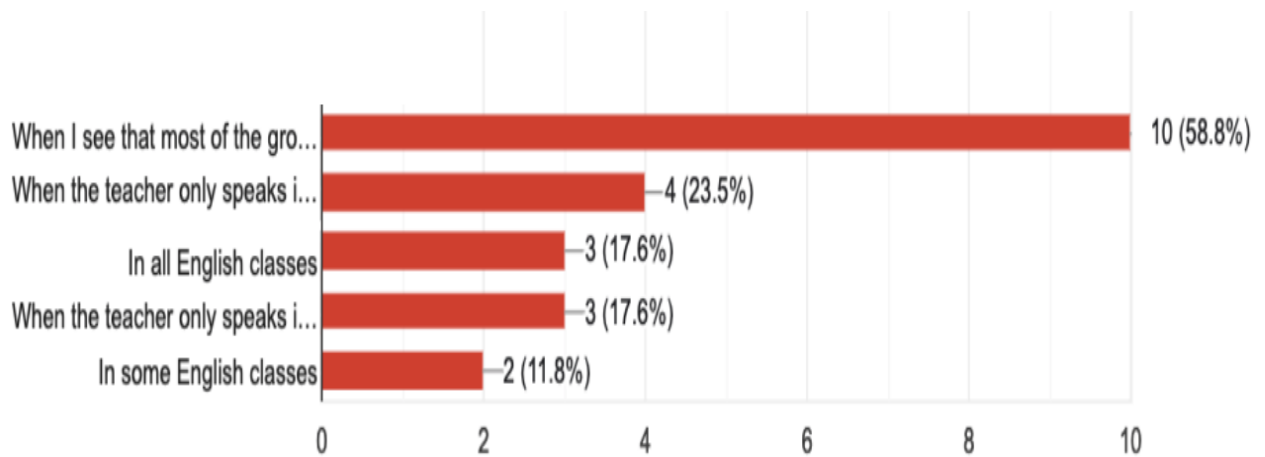


Figure 11 illustrates: The use of english language in class. Source: Researcher's creation.

Analysis of chart 3: According to the previous question, the students responded that they felt this way at different times. The one that prevailed was when the researcher saw that most of the group understood, but one student did not, as the teacher only spoke in English. These two points delved into a deficiency in communicating through the language. Therefore, it is crucial to improve.

Figure 12

How useful do you consider learning a second language?

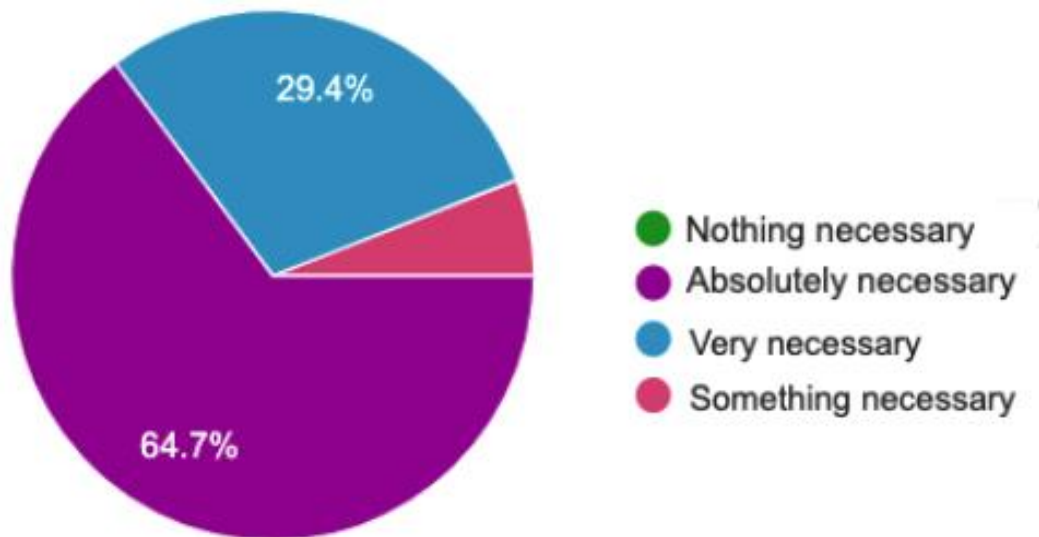


Figure 12 illustrates: The use of english language in class. Source: Researcher's creation.

Analysis of chart 4: Despite the existing limitations, students considered that it is necessary to learn a second language, specifically English. This question was asked personally, and the students recognized the need for future work. However, they constantly and repeatedly stated that they feared the language and were embarrassed to speak in public.

Figure 13

Is motivation in a class by the teacher important for you as a student to integrate and participate in English classes?

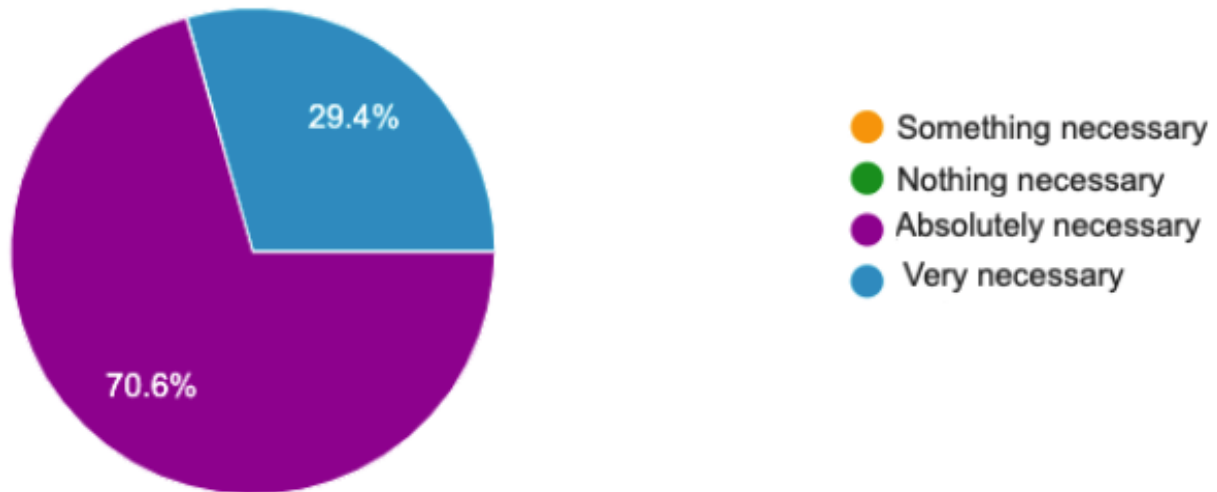


Figure 13 illustrates: The use of english language in class. Source: Researcher's creation.

Analysis of chart 5: Students agreed that motivation in the classroom would lift the risk of participating in class. It is essential to know the student's point of view on the subject of participation in order to apply strategies that motivate and integrate students. Learning through participation is an essential piece of information to apply and increase oral practice in class.

Figure 14

6-If the teacher uses images in class, is it easier for him to understand the subject?

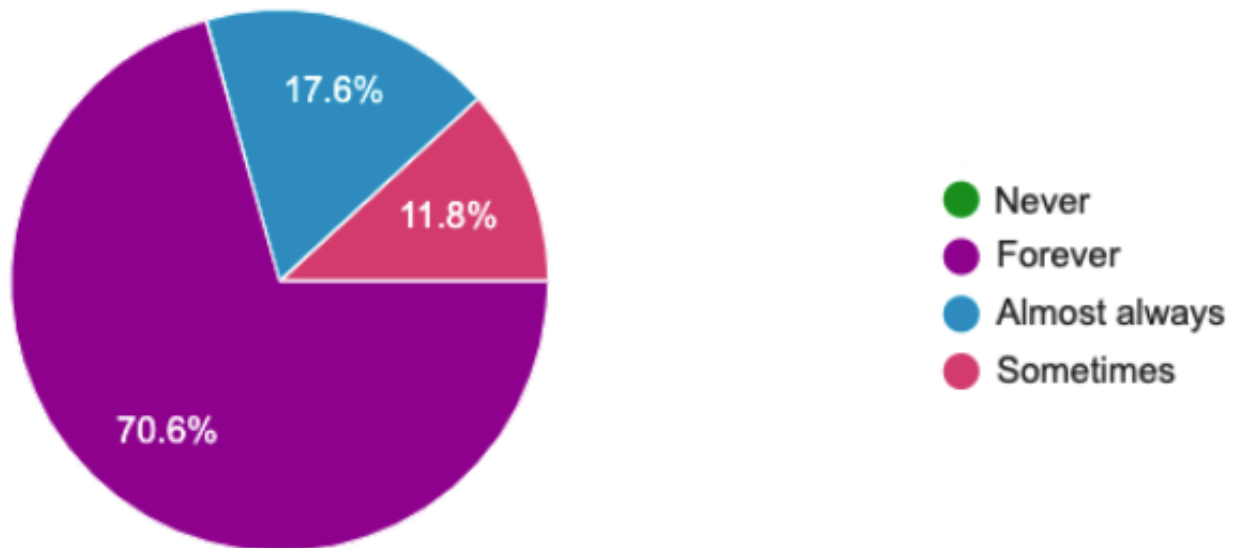


Figure 14 illustrates: The use of english language in class.Source: Researcher's creation.

Analysis of chart 6: Using images to improve learning is essential for students since, as it stated by represented 70% of the students. Regarding the use of the platform proposed in this research, images were essential to design attractive activities that could improve participation, analysis, and group integration, so that students responded to the instructions or questions.

Figure 15

Do you consider that the use of applications to understand the topics seen in class makes the classes more attractive?

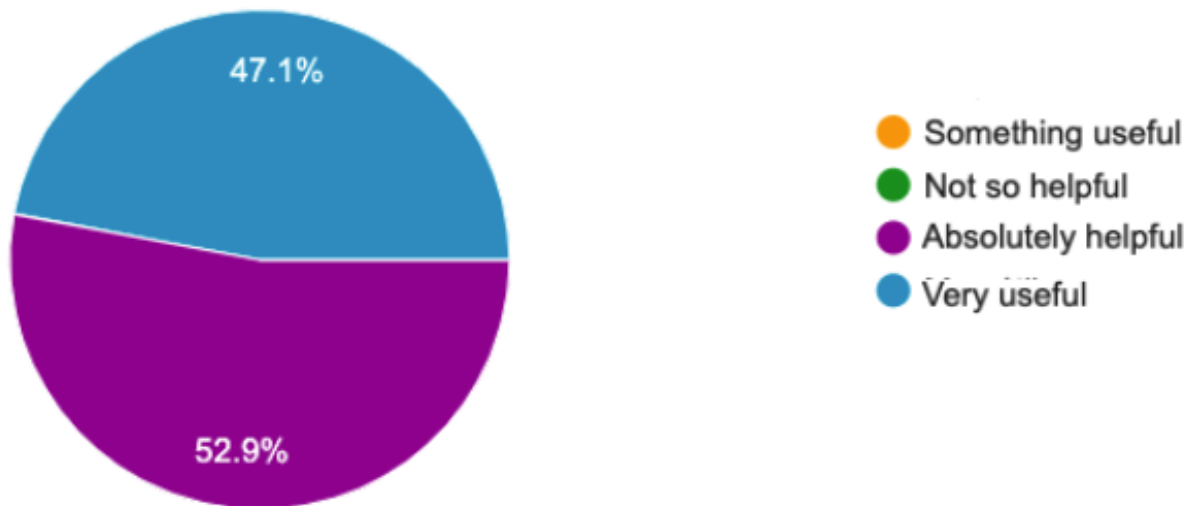


Figure 15 illustrates: The use of English language in class. Source: Researcher's creation.

Analysis of chart 7: The digitalization of activities through platforms or applications is a tool that the educator can use. Nevertheless, this disagreed with the query made to the students, who responded that it is beneficial to complement the classes with different dynamics.

Figure 16

Do you consider that participating in class helps you improve your learning?

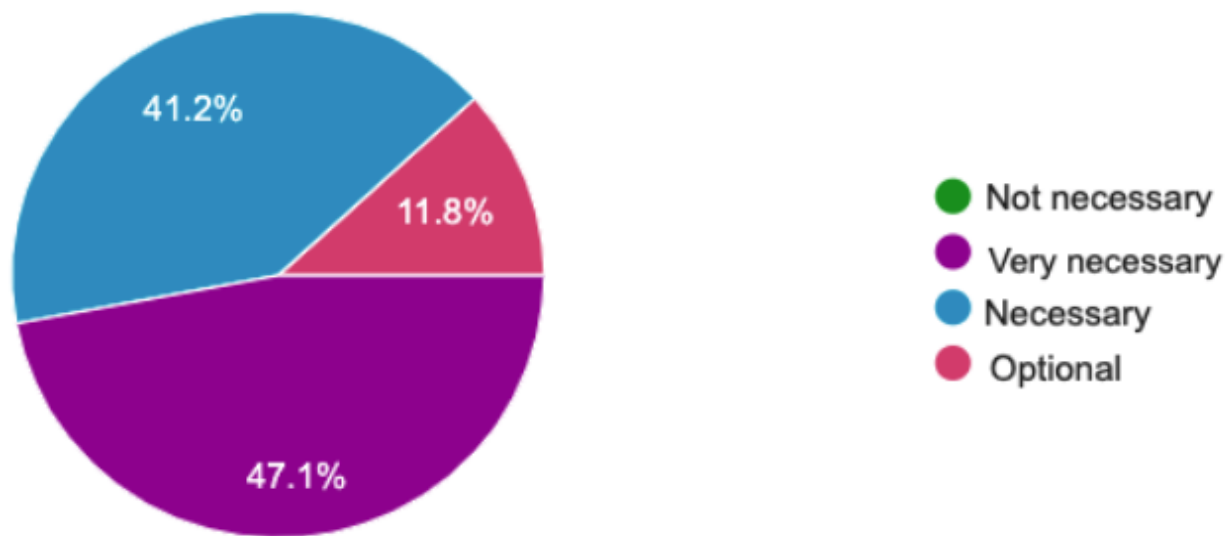


Figure 16 illustrates: The use of English language in class. Source: Researcher's creation.

Analysis of chart 8: Despite the difficulties that the students posed, it can be stated that if the participants improve their learning, this can be an essential fact that the educator must take advantage of and the data given by the students.

4.1.5 Survey 2

Survey 2 was chosen to examine the group through a total of 8 consultations focused on identifying the students' approach and empathy with the use of technology. Through the survey, it was possible to identify their preference or point of view regarding each question. By observing the group's responses, it can be stated the importance of using technology to learn a language, as it can either be used to motivate the students or to serve as a technological approach to those who see it as a threat or a limitation. In the same way, it is essential to explain that the survey was conducted in Spanish, so that the students could understand the questions and answer the questionnaire with greater precision due to the purpose that there were no doubts and also due to the students' degree of knowledge of English.

Note: a total of 16 students answered the questionnaire.

Figure 17

What do you think is your level in the use of technology in general (computer, cell phone, interactive games, applications)?

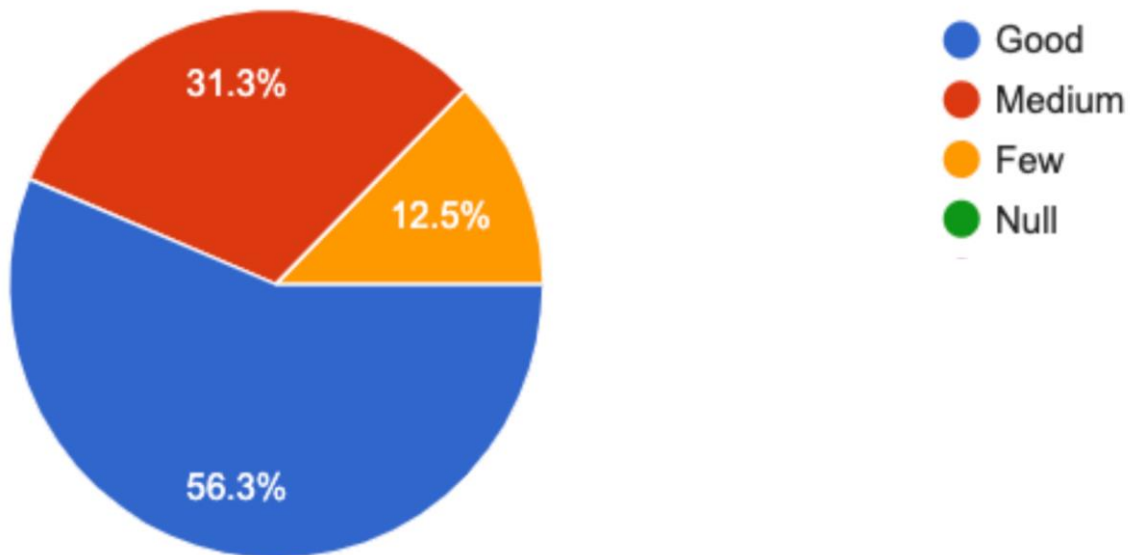


Figure 17 illustrates: The use of technology in students. Source: Researcher's creation.

Analysis of chart 1: , The students responded positively regarding the use of applications to understand the topics covered, as according to them, this made classes more attractive. According to the results obtained from the question, there was a minority that expressed an essential fact, since they stated that they are people with a low level of use of technology. This data was fundamental in the investigation since it showed that, even though, this is an adult education center, there are people who werenot as close to us technology as the majority .

Figure 18

Does the use of technology in classroom activities generate any kind of concern?

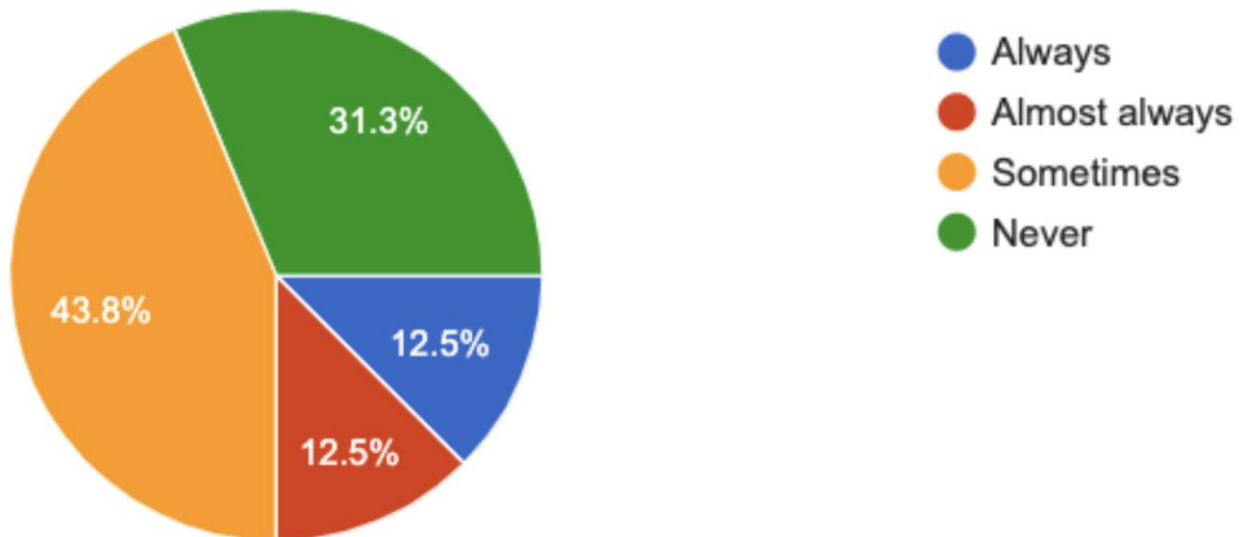


Figure 18 illustrates: The use of technology in class. Source: Researcher's creation.

Analysis of chart 2: The students responded positively regarding to the use of applications to understand the topics covered in class, as this made classes more attractive. In this question, the result expresses that despite the importance of the use of technologies, there are different points of view towards the use of technology; consequently, the group was divided.

Figure 19

Do you consider that the use of technology in the classroom limits or makes it difficult for you to understand the material in class?

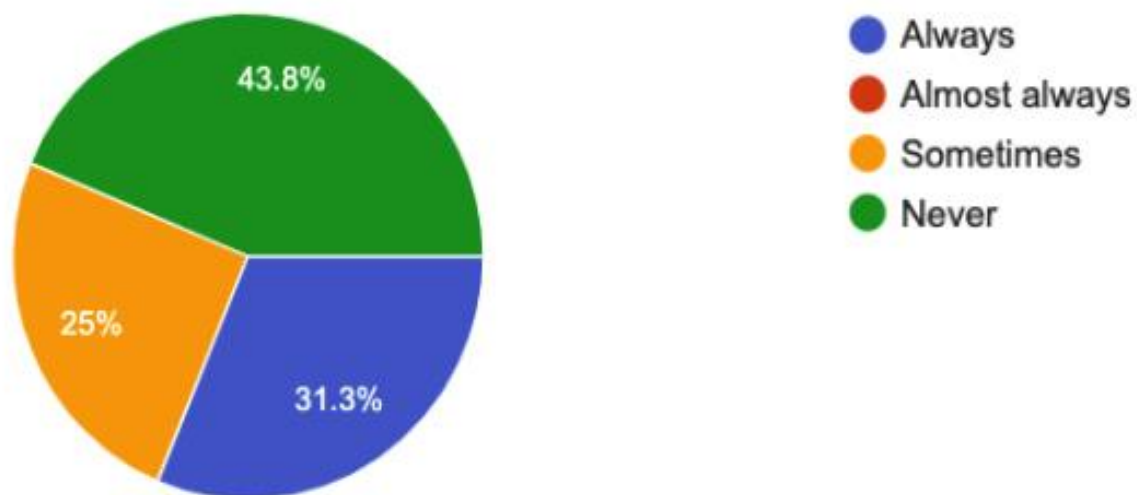


Figure 19 illustrates: The use of technology in class. Source: Researcher's creation.

Analysis of chart 3 : Compared to the previous question, it is reflected once again that there is some uncertainty concerning the use of technology to learn the language. This may be due to the lack of their use or the null activity.

Figure 20

When interactive digital activities are used in the classroom, is your attention activated?

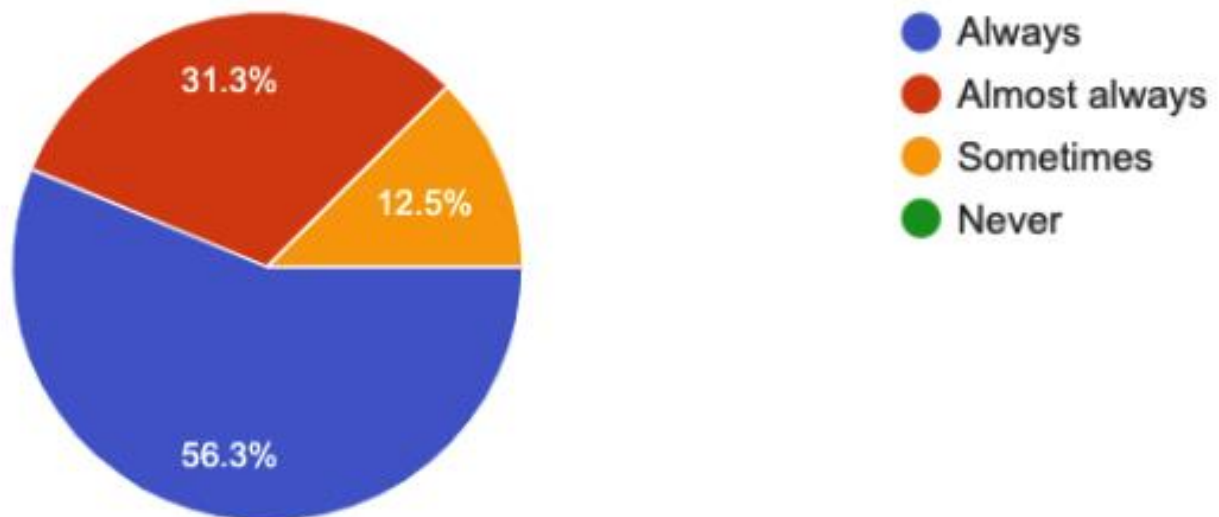


Figure 20 illustrates: The use of technology in class. Source: Researcher's creation.

Analysis of chart 4: The critical point is that students stated that their attention was activated with digital interactive activities. Therefore, the educator must implement these activities to eliminate the fear reflected in the previous questions when approaching technology activities.

Figure 21

According to your point of view, is it important that there is the use of technological resources in the class to allow greater interaction and learning?

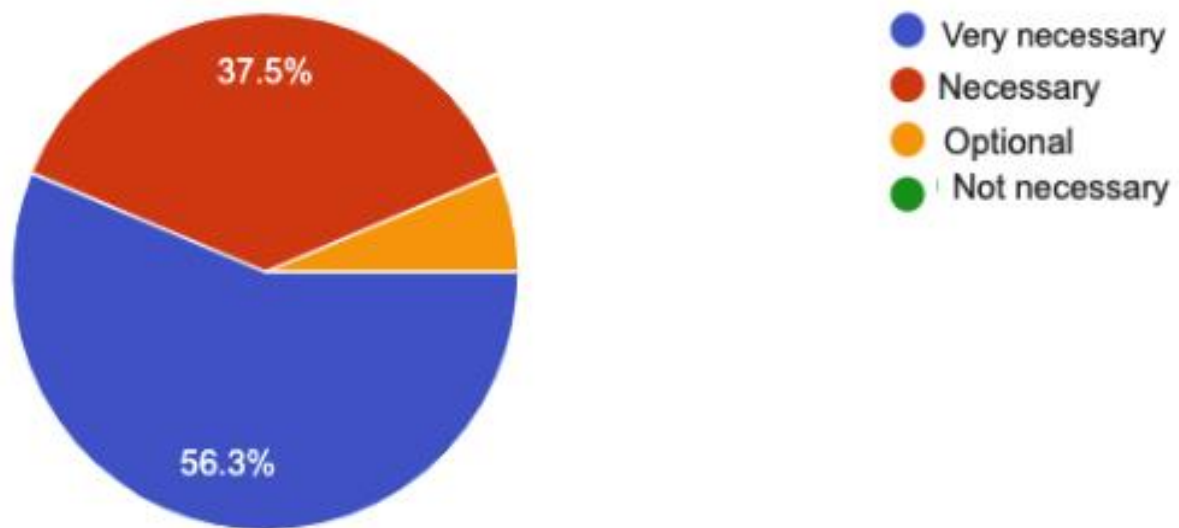


Figure 21 illustrates: The use of technology in class. Source: Researcher's creation.

Analysis of chart 5: According to the answer to this question, students saw the use of technology to interact as necessary, but, at the same time, in previous questions, they expressed that motivation was essential. In the case of this research, students needed to be motivated to interact with the language since more than 90% of the time, technological resources allowed more significant interaction and learning.

Figure 22

When using games and technological educational activities in the classroom do you think that it favor your learning?

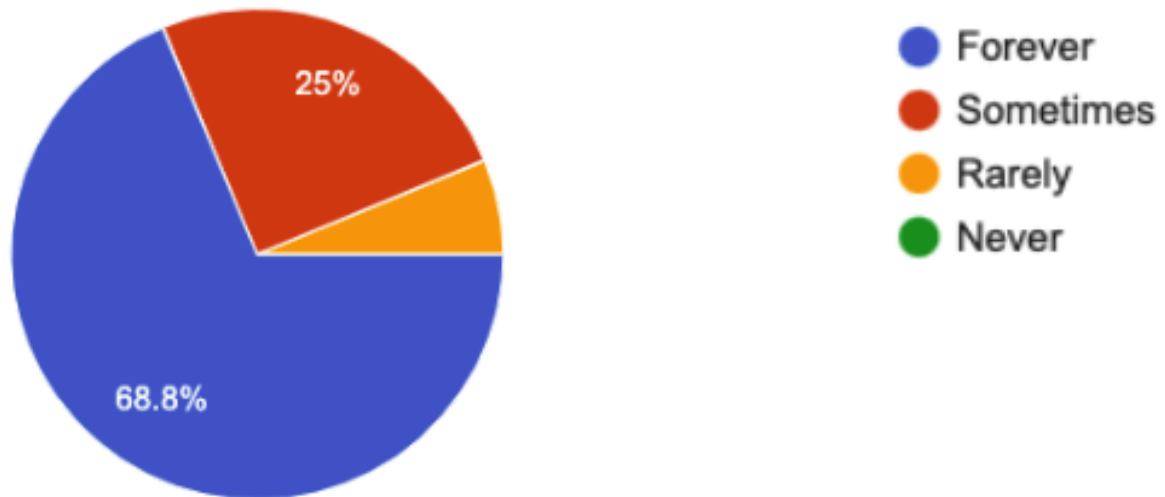


Figure 22 illustratres: The use of technology in class. Source: Researcher's creation.

Analysis of chart 6: The answer given to these questions explained that there was an attraction toward digital games, as they were recognized that they favored learning. With this answer, the educator can reflect on the great opportunity he has to apply digital strategies in the classroom.

Figure 23

Do you consider it necessary to use technology in learning the English language?

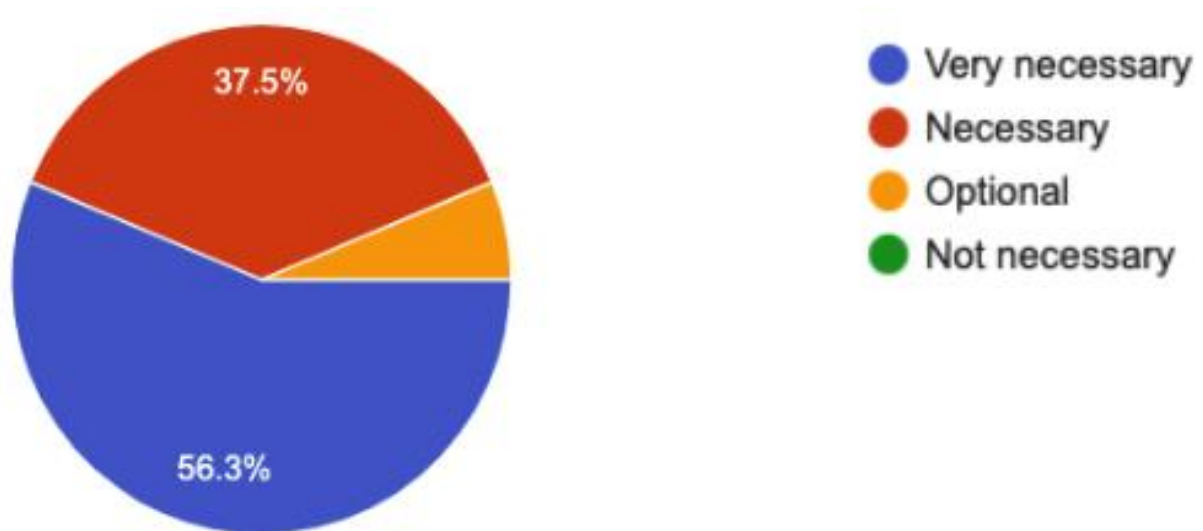


Figure 23 illustrates: The use of technology in class. Source: Researcher's creation.

Analysis of chart 7: Existing digital resources can be used in a classroom; therefore, the help it generated to develop the learning of a foreign language was confirmed by students with a percentage greater than 90%; according to the results, the use of technology was vital for their learning. This showed that students knew about the importance of integrating the technological use.

Figure 24

Have you used technology in class activities before?

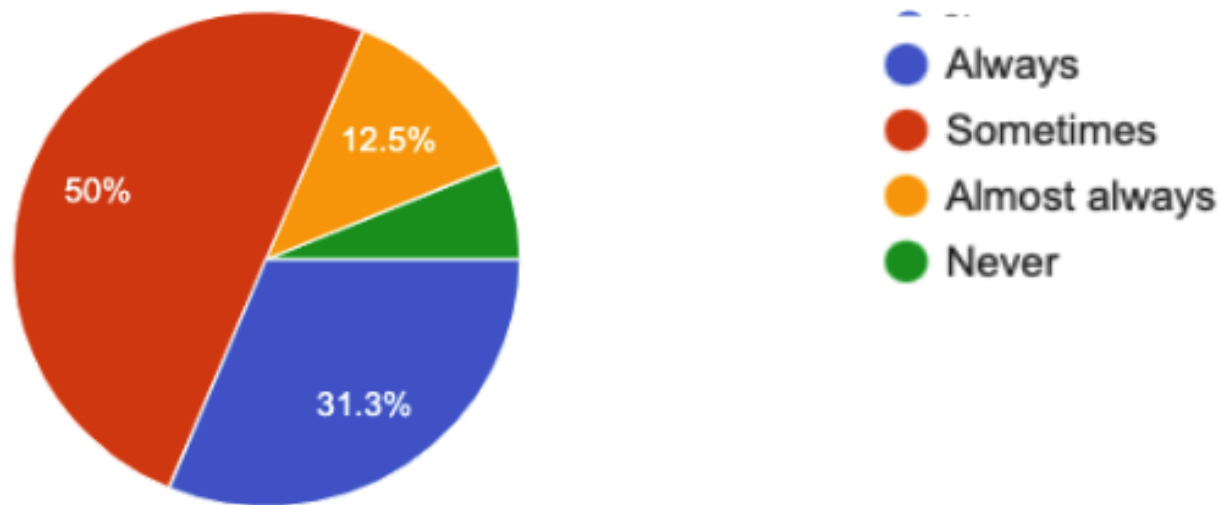


Figure 8 illustrates: The use of technology in class. Source: Researcher's creation.

Analysis of chart 8: According to this query, a minority percentage of students had not used technological activities. For the educator, the data is vital to take into account and integrate that percentage of students to participate and learn about tools that can collaborate in learning.

CHAPTER V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

To conclude the investigation, the researcher will establish points of view, recommendations, and specific situations that have arisen throughout the investigative process. The conclusions in an investigation have the opportunity to contribute to the birth of new investigations. Likewise, different approaches can be born or followed up on the investigation. In the same way, final opinions will be provided according to the experience acquired throughout the development of the investigation. Such final opinions were obtained through the application of the instruments chosen for the investigation.

5.2 Conclusions

This section will respond the three objectives of the research presented in the introductory chapter; moreover, it will be explained relevant aspects that contributed significantly to the research. Likewise, relevant data that arose from applying the instruments will be disclosed: observation comparison, questionnaire, survey 1, and survey 2. Next, each objective will be explained separately in its respective order, and experiences will be expressed to respond to each one directly.

5.2.1 To identify the effects of interactive activities with Bamboozle to integrate and motivate the oral performance in adult students.

About the specific objective 1, the effects of the use of the platform Baamboozle captured the attention of the students from the first use that occurred in the initial class with the topic: "Knowing where I want to go," in which the vocabulary that they had to learn was: High School, Church, Bank, Restaurant Park, Hospital Cafeteria, Supermarket/Grocery Store, Shopping Center/Cinema, Cinema/Soccer Field, River/Beach/Lake/National Park/Volcano. The

students expressed great curiosity, since the platform was a novelty in the classroom. However, an important aspect is that the class immediately fell silent by generating much uncertainty to discover what existed behind each number displayed on the monitor concerning the topic learned in class. This showed that the group integrated the platform's opening in the classroom. When the tool was used as a support to explain the first topic, it was presented, and the first time it was used for a learning activity, it aroused the students' curiosity.

Another important aspect is that the students began to participate effectively when shown images of their community. They related the vocabulary learned at the beginning of the class, generating a friendly and fun environment by reviewing the concepts with images of the area. Even though, many students indicated that they did not know how to express what they wanted to say in English, there was a repeated manifestation of their desire to participate and express themselves. The researcher collaborated in pronouncing the name in English, and the students repeated the pronunciation. Consequently, the platform integrated the group and motivated them to get involved with the use of the technological tool.

5.2.2 To create an adaptation of Bamboozle activities according to the needs of students in regards to oral performance.

With specific objective 2, the researcher carried out prior planning of the assigned contents and developed a strategic analysis to integrate the use of the Baamboozle platform in the work plan. According to the topic, a participatory activity was carried out, integrated into the didactic planning, and then applied according to the need for oral participation that the research demanded and that the students also need to activate their participatory confidence. For this, a total of 4 adaptations were made with different approaches according to the planning. This process was significant for the researcher, since creativity was an essential factor and the search for the material was the basis for achieving the proposed objective.

5.2.3 To analyze final outcomes on the use of Bamboozle activities to improve oral

performance on adult students.

About the specific objective 3, the use of the platform allowed the researcher to observe reactions, states of mind, active looks, smiles, competitiveness, congratulations among the same students, corrections among themselves, request for help to be able to pronounce a word correctly, excitement for the game, active and repeated participation by some students. The students accepted the use of the platform, and the students' performance was outstanding. According to the observed, the platform gave them relaxation and allowed everyone to participate without fear of making mistakes. In addition, by using technology, the students responded to the instruments in a great way, as it motivated them to participate voluntarily.

5.3 Restatement of the Research Question

The problem raised by the researcher at the beginning of the investigation was "What is the contribution provided by the use of the Bamboozle platform to improve the integration and motivation of adult students to improve their oral expression in English classes?" Therefore, to respond to it the researcher chose instruments for data collection to activate oral participation in class. The results were positive since the platform became a tool that provided integration in the groups by attracting the group's attention. Moreover, the participation of the students was mainly activated by asking them to compete in groups or individually, since each student wanted to discover what the question that would be given to them was going to be. With this, the researcher managed to introduce each topic and the vocabulary learned at the beginning of each class, and that it could be taken into account by the students to answer the different questions requested by the platform. With this, it is demonstrated that there was an improvement in the students' participation and that the group was able to integrate to obtain the answers.

However, the way in which the educator handles the class and the motivation provided are

essential to urge students to take risks to participate, specifically for those who are shy in class. For this, the educator identified the shyest students by asking them questions, and it was explained to them that if they did not know the answer, they would be helped. Therefore, with this, the student agreed to participate, and in the end, the educator thanked them and reminded them that it did not matter if the answer was positive or negative. The important thing was to try to express themselves in English orally.

5.4 Unexpected Results

According to the researcher's observation, it is essential to explain that the students participated individually on several occasions with the platform. It was easier to obtain volunteers with the platform projected through a 45-inch television than to ask the students to go to the blackboard to perform some mechanics. Therefore, it is essential to note that when students participated individually from their desks, they felt more confident than participating individually in front of the whole class.

5.5 Recommendations

For the research development, it was essential to observe the students' attitudes, specifically the use of language in the classroom. According to the observation made to know the environment in which they operate, the educator in charge must encourage the use of the language in the class more frequently, so that students know how to express themselves in English. As there are fundamental aspects that students should be aware of such as requesting permission to go to the bathroom, opening the classroom's window, saying good afternoon, asking for help, among many other forms of interaction.

As a second aspect, it is crucial to indicate that students use an English booklet, where all the contents of the classes can be found; however, learning becomes more rote and less

participatory since it is used as a guide. Therefore, as an alternative the educator can use digital platforms to activate the students' oral participation and improve interaction in the face of doubts and queries according to the content of the booklet.

The platform served as a model in the classroom, and it has been expressed in several occasions, the use of the tool makes the students to be more involved and lose track of time. Therefore, more digital activities are recommended to capture the group's attention. Another important aspect is that this research proposal has value to the population under study since all students are allowed to participate, and the educator can detect who are the most active students and to whom they should be given. Consequently, the teacher can expect the totality of the group's participation. Therefore, is recommended to the educator to rotate the participation to allow the active energy of the group.

References

- A.Banks, J., & Banks, C. A. (2019). *Multicultural Education: Issues and Perspectives*.
- Adán, S.-R. R., Patricia, S.-R., Alberto, J. B., & Rodrigo-David, S. (2019). *Design, implementation, and evaluation of the web tool for the Educational Process on Probability (HEP) considering data science*.
- Almada, M. V., & Resina, S. (2018). *Fundamental rights of minors*.
- Brassi, L., Navarro, K. C., & Muñoz, K. D. (2014). *The importance of interactive material in the EFL classroom*.
- Cañizález, P. C., & Beltrán, J. K. (2017). *Educational technology and its role in the achievement*.
- Education, T. N. (2002). *Teaching the English Language for Adults in the 21st Century*.
- F.O'NEIL, H. (2007). *Technology applications in education*.
- Foley, G. (2020). *Dimensions of Adult Learning*.
- Altınay, F. (2020). *The Role of Technology in Education*.
- González, M. V. (2020). *Creando comunidades de aprendizaje en la Universidad: Una propuesta de formación experiencial*.
- Galeano, M. (2020). *Project design in qualitative research*
- James A. Banks. A. (2019). *Multicultural Education: Issues and Perspectives*.
- Management Association, I. R. (2017). *Mobile Commerce: Concepts, Methodologies, Tools, and Applications*.
- Marisela Arriaga Hernandez. (2015). *The Educational Diagnosis, an important tool in teachers' hands to improve the quality of education*. *redalyc.org*, 63.
- Morales, L. B., Navarro, K. C., & Muñoz, K. D. (2014). *The importance of interactive material in the EFL classroom*.
- Mullen, C. A. (2018). *Creativity Under Duress in Education?*
- Olivia, A. D.-J., Vargas, M. d., Plaza, A. M., Mendizabal, M. R., Sanchez, I. M., Gallego, J. P., . . . Tena, M. J. (2021). *Calidad de vida en personas adultas y mayores, intervención educativa en contextos sociales*.
- O'Neil, H. F., & Jr Ray S. Perez. (2007). *Technology Applications in Education: A Learning*.
- Okojie, Mabel C.P.O., Boulder, Tinukwa C. (2020). *Handbook of Research on Adult Learning in Higher Education*.
- Paulo Vélez León; Yohana Yaguana Castillo (2019). *New technologies in the teaching-*

learning process Reyes Paez (2014). Pedagogical mediation and its link with permanent education.

Sánchez, A. F. (2018). *The new transmedia narrative of the Google Kids generation.*

Sophia Shing; Benjamin Yuan . (2016). Apps Developed by Academics. *Institute of the Management of Technology, National Chiao Tung University, 100 University Rd. Hsinchu.*

Torres, C. P., & Beltrán, J. K. (2017). *Educational technology and its role in the achievement.*

Unwin, D. G. (2019). *The Wiley Handbook of Vocational Education and Training.*

Vergara Ramírez, J. J. (2019). *Herramientas para el aprendizaje en educación formal y no-formal: el enfoque de proyectos.*

Yueh-Min Huang, M.-C. L.-H.-J. (2017). *Using humorous images to lighten the learning experience through questioning in class.*

Singh, G(2013). *Information Sources, services and systems.*

Waring, S(2021). *Integrating primary and secondary sources into teaching : the sources.*

Bairagi, V & Mousami, V (2019). *Research Methodology: A Practical and Scientific Approach.*

Isafiade, Omowunmi E., Bagula, Antoine (2016) *Data Mining Trends and Applications in Criminal Science and Investigations.*

Annexes

SEDE CANADÁ

GRUPO 3P-1

CURSO LECTIVO 2022

COORDINADOR: Lic. Gabriel Sandoval Mora

PROFESOR GUÍA: _____

| | Nombre Completo | Fecha de nacimiento |
|----|--|---------------------|
| 1 | Morales Montano Kevin | 10/12/2000 |
| 2 | Aguilar Montenegro Angélica | 07/08/1972 |
| 3 | Aguilar Montenegro Rosa María | 14/11/1990 |
| 4 | Alvarado Romero Evelyn A | 26/11/1986 |
| 5 | Barboza Nájera Melanie de los Ángeles | 22/07/2003 |
| 6 | Chaves Pereira Siomara | 17/06/1989 |
| 7 | Fuentes Buford Yerlin | 08/03/1986 |
| 8 | García León Carolina | 23/02/1979 |
| 9 | González Solano María Carolina | 08/05/1994 |
| 10 | Miranda Pérez Eunice María | 09/03/1993 |
| 11 | Molina Pérez Francisco | 21/11/1989 |
| 13 | Ortiz Fonseca Josué Alexander | 28/06/2003 |

| | | |
|----|-----------------------------------|------------|
| 14 | Peñaranda Orozco Jonathan | 07/02/1990 |
| 16 | Reyes Barquero Marisol | 05/01/2005 |
| 17 | Rivera Ortiz Justin | 26/04/2006 |
| 18 | Romero Solano Antony | 10/08/2003 |
| 20 | Solano Zamora José Ángel | 21/04/2004 |
| 21 | Solís Jiménez Andrei Josué | 31/05/2004 |
| 23 | Vargas Loaiza William | 30/08/1968 |
| 24 | Velázquez Delgado Ingrid | 05/10/1987 |
| 25 | Venegas Fuentes Taylor | 07/06/2001 |
| 26 | Zacatales Estrada Glenda Carolina | 01/09/1998 |
| 27 | Zúñiga Castillo Sebastián | 21/03/2005 |
| 28 | Zúñiga Hernández Seidy | 19/11/1978 |
| 29 | García Márquez Jennifer | 19-05-1995 |

Observation Checklist

Teacher: Carolina Mendez Mora

Level: 3p1

Researcher: Katty Pamela Chavarria Perez.

High School: CINDEA Tayutic

| Criteria | Observed | Not observed | Notes |
|---|----------|--------------|-------|
| The teacher reviewed the topic of the previous class. | | | |
| The teacher uses an introductory activity. | | | |
| Use of English language by the teacher. | | | |
| Use of the English language by the Students. | | | |
| Use of technology in the classroom. | | | |
| Students Participate. | | | |
| The teacher's body language is friendly. | | | |
| A friendly atmosphere is provided. | | | |
| The teacher shows enthusiasm. | | | |
| The student shows enthusiasm. | | | |
| The teacher made a closure to conclude the class. | | | |

Questionnaire

Teacher: Carolina Mendez Mora

Level: 3p1

Researcher: Katty Pamela Chavarria Perez.

High School: CINDEA Tayutic

Student's Name: _____

La elaboración de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso.

Instrucciones: Marque con una (x) cada criterio del 1 al 5, tomando 1 como puntaje mínimo y 5 como puntaje máximo.

| Criterio | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| El uso de la aplicación Baamboozle fue agradable. | | | | | |
| Me sentí cómodo participando en las actividades realizadas con la plataforma Baamboozle. | | | | | |
| Comprendí mejor los temas con el uso de imágenes. | | | | | |
| El descubrir que hay en cada juego de Baamboozle y comprender las distintas adaptaciones que se hace con la materia fue interesante. | | | | | |
| Con la utilización de Baamboozle en la clase la materia se entiende mejor. | | | | | |
| La aplicación Baamboozle me genero entusiasmo. | | | | | |
| La aplicación Baamboozle me otorgo confianza para participar en clase. | | | | | |
| Me atrevería a participar más en clase con la herramienta. | | | | | |

Survey 1

Teacher: Carolina Mendez Mora

Level: 3p1

Researcher: Katty Pamela Chavarria Perez.

High School: CINDEA Tayutic

Student's Name: _____

La ejecución de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA, para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso. La información suministrada será con fines académicos, se manejará de manera confidencial y no se revelará el nombre de los estudiantes a terceros.

Instrucciones: Marque con una **(x)** la elección o elecciones según su preferencia o punto de vista en cada una de las preguntas.

1-¿Cómo se siente más cómodo aprendiendo inglés?

- Leyéndolo
- Escribiéndolo
- Escuchándolo
- Hablándolo

2-¿Que barreras considera que pueden impedir su aprendizaje del idioma inglés?

- Ansiedad
- Vergüenza
- Estrés
- Falta de interés
- La edad

3-¿Que tan ameno se siente así en el salón de clase?

- En todas las clases de inglés
- En algunas clases de inglés
- Cuando el profesor me pregunta algo
- Cuando el profesor solo habla en inglés
- Cuando observo que la mayoría del grupo entiende y yo no.

4-¿Qué tan útil considera el aprender un segundo idioma?

- Absolutamente necesario

- Muy necesario
- Algo necesario
- Nada necesario

5 -¿La motivación en clase por parte del profesor es importante para que usted como estudiante se integre a participar en las clases de inglés?

- Absolutamente necesario
- Muy necesario
- Algo necesario
- Nada necesario

6-¿Si el profesor utiliza imágenes en la clase le es más fácil comprender la materia?

- Siempre
- Casi siempre
- A veces
- Nunca

7-¿Considera que el uso aplicaciones para el entendimiento de los temas visto en clase hace las clases más atractivas?

- Absolutamente útil
- Muy útil
- Algo útil
- No tan útil

8-¿Considera que el participar en clase le ayuda a mejorar su aprendizaje?

- Muy necesario
- Necesario
- Opcional
- No es necesario

Survey 2

Teacher: Carolina Méndez Mora

Level: 3p1

Researcher: Katty Pamela Chavarria Perez.

High School: CINDEA Tayutic

Student's Name: _____

La ejecución de esta actividad es con la finalidad de cumplir con los requisitos de la Universidad Internacional de las Américas UIA, para la elaboración de la tesina y finalización de los estudios de la estudiante, agradezco su colaboración en el proceso. La información suministrada será con fines académicos, se manejará de manera confidencial y no se revelará el nombre de los estudiantes a terceros.

Instrucciones: Marque con una **(x)** la elección según su preferencia o punto de vista en cada una de las preguntas.

1-¿Cuál cree usted que es su nivel en el uso de tecnología en general (computador, celular, juegos interactivos, aplicaciones)?

- Bueno
- Medio
- Escaso
- Nulo

2 -¿El utilizar tecnología en las actividades del aula le genera algún tipo de preocupación?

- Siempre
- Casi siempre
- A veces
- Nunca

3-¿Considera que el uso de la tecnología dentro del salón de clase le limita o le dificulta comprender la materia en la clase?

- Siempre
- Casi siempre
- A veces
- Nunca

4 -¿Cuándo se utilizan actividades digitales interactivas en el aula su atención se activa?

- Siempre

- Casi siempre
- A veces
- Nunca

5-¿De acuerdo a su punto de vista, es importante que exista el uso de recursos tecnológicos en la clase para permitir una mayor interacción y aprendizaje?

- Muy necesario
- Necesario
- Opcional
- No es necesario

6-¿Al utilizar juegos y actividades educativas tecnológicas en el aula cree que favorecen su aprendizaje?

- Siempre
- Algunas veces
- Pocas veces
- Nunca

7-¿Considera necesario el uso de las tecnologías en el aprendizaje del idioma inglés?

- Muy necesario
- Necesario
- Opcional
- No es necesario

9-¿Anteriormente a utilizado la tecnología en actividades de clase?

- Siempre
- Casi siempre
- Casi nunca
- Nunca

Platform examples

Pre- Oral

The L's are shown an interactive game called Baamboozle as follows with pictures of community places (Cafeteria, Restaurant, Bakery, Grocery Store, Hospital, Park, Bank, Appliances Store, Police Station, Church, High school, Soccer field, Clinic and Supermarket). Link:

<https://www.baamboozle.com/game/691835>



T present on board: Which number you want to choose? /What is the name in english?

T encourages students to participate by answering the questions on the 14 cards to choose from and learn the new vocabulary.

Pre- Oral

The L's are shown an interactive game called Baamboozle as follows with 10 incomplete sentences.

T will create 2 competition groups. A participant from each group will to listen the answer read by the professor and then they must to choose between 3 options according to the context . Link:

<https://www.baamboozle.com/game/927999>

MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

Monthly Plan: From April 18th to May 2st.

English Department

Teacher: Carolina Méndez Mora

Student: Katty Pamela Chavarria Perez

I Semester

Module's name: **Nos comunicamos en otras lenguas.**

ACS=Adecuación Curricular Significativa

Period: **3**

Module's number: **46**


Total of lessons: **5**

| | | |
|--|---|--|
| II Year II Level | | Unit: 6 |
| Domain: Socio-Interpersonal and Transactional | Scenario: Getting from here to there | Theme: Knowing where I want to go |
| Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. | | |
| Essential Question: How can people be smart travelers? | | |
| New Citizenship: | | |
| Dimensions | | |
| 1. Ways of thinking (✓) | | |
| 2. Ways of living in the world (✓) | | |
| 3. Ways of relating with others (✓) | | |
| 4. Tools for integrating with the world (✓) | | |
| Learn to Know | Learn to Do | Learn to Be and Live in Community |
| Grammar & Sentence Frames | Function | Psychosocial |
| | - Identifying places and buildings | |


MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS


| | | | |
|---|---|--|---|
| Future - going to - We are going to Manuel Antonio National Park. - Are you going to visit Poas Volcano? Determiners There is / There are ... Vocabulary High School, Church, Bank, Park Restaurant, Cafeteria hospital, supermarket/grocery store, Mall/Movie Theater, Cinema / Soccer field, river/beach/lake / National Park/ Volcano Phonology Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.) | Discourse Markers - Connecting words: and, but, because | Psychosocial - Analyzing and making decisions Idioms - Itchy feet - Hit the road | |
| Assessment Strategies & Evidences <small>(Diagnostic, formative, summative)</small> | Learner can | Didactic Sequence Mediation | Time Total: 120 min (4 lessons) |
| | | April 18, 2022 | 5 minutes |

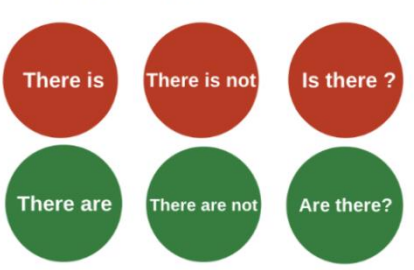
MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | |
|--|--|-------------------|
| <p>L recognizes main information in short, straightforward pictures.</p> | <p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls.</p> | <p>5 minutes</p> |
| | <p>Participating</p> <p>Warm up T presents an image of the world and mentions the different places that the people can to visit around the planet. (Nature, Urban and Rural places).</p> | <p>15 minutes</p> |
| | <p>Engaging</p> <p>Activation of prior knowledge: T projects four educational sheets with vocabulary and the Ls the students observe the places that are shown in the images and listen to the vocabulary and repeat the pronunciation.</p>  | <p>10 minutes</p> |
| | <p>Introducing</p> <p>Using the pictures given, T introduces some information about the grammar -"Future - going to" and explains the positive, negative, questions and answers structures with a chart. Then, Ls (volunteers) read the different uses of going to.</p> | |


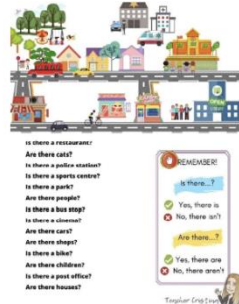
MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------------------|----------|----------|----------|----------|----------|----------|----------|-----|-----|---|-----|----|-----|----|----|-----|----|-----|----|----|-----|----|-----|----|-----|----|-----|----|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------------------|
| <p>L asks and answers about local stores in the community (Turrialba and La Suiza)</p> | <p>NAME: _____ DATE: _____</p> <p>GRAMMAR WORKSHEET</p> <p>FUTURE: GOING TO</p> <table border="1" style="font-size: small;"> <tr> <td>am</td> <td>are</td> <td>is</td> <td>are</td> <td>is</td> <td>are</td> <td>is</td> <td>are</td> <td>is</td> <td>are</td> </tr> <tr> <td>I</td> <td>you</td> <td>he</td> <td>she</td> <td>it</td> <td>we</td> <td>you</td> <td>he</td> <td>she</td> <td>it</td> </tr> <tr> <td>am</td> <td>are</td> <td>is</td> <td>are</td> <td>is</td> <td>are</td> <td>is</td> <td>are</td> <td>is</td> <td>are</td> </tr> <tr> <td>going to</td> <td>going to</td> <td>going to</td> <td>going to</td> <td>going to</td> <td>going to</td> <td>going to</td> <td>going to</td> <td>going to</td> <td>going to</td> </tr> <tr> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> </tr> <tr> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> </tr> <tr> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> <td>do</td> </tr> </table> | am | are | is | are | is | are | is | are | is | are | I | you | he | she | it | we | you | he | she | it | am | are | is | are | is | are | is | are | is | are | going to | going to | going to | going to | going to | going to | going to | going to | going to | going to | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | do | <p>10 minutes</p> |
| | am | are | is | are | is | are | is | are | is | are | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | you | he | she | it | we | you | he | she | it | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| am | are | is | are | is | are | is | are | is | are | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| going to | going to | going to | going to | going to | going to | going to | going to | going to | going to | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| do | do | do | do | do | do | do | do | do | do | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| do | do | do | do | do | do | do | do | do | do | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| do | do | do | do | do | do | do | do | do | do | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>ACS: the student participates freely just orally.</p> <p>Pre-Oral</p> <p>The L's are shown an interactive game called Baamboozle as follows with pictures of community places (Cafeteria, Restaurant, Bakery, Grocery Store, Hospital, Park, Bank, Appliances Store, Police Station, Church, High school, Soccer field, Clinic and Supermarket). Link: https://www.baamboozle.com/game/691835</p>  <p>T present on board: Which number you want to choose? /What is the name in english?</p> <p>T encourages students to participate by answering the questions on the 14 cards to choose from and learn the new vocabulary.</p> | <p>10 minutes</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


| | | |
|--|--|-----------------------|
| | <p>Post Oral</p> <p>T observes and monitoring the students participation.</p> <p>Pre- Oral</p> <p>T pastes a picture on the board with 8 shopping destinations.</p>  <p>The Ls are given 12 images and one by one they are associated with the 8 stores in the picture, the T asks for the name of de Ls and will ask to write a sentence using going to on the board.</p> <p>Closing</p> <p>T present 2 Idioms and explains the meaning and ask for any queries.</p> <ul style="list-style-type: none"> - Itchy feet - Hit the road | <p>15 minutes</p> |
|--|--|-----------------------|

| | | |
|---------------------------|--|--|
| <p>W. Write sentences</p> | <p>Note: In the previous class the closing activity was missing and will be continue in the next class.</p> <p>April 20,2022</p> <p style="text-align: center;">Introducing</p> <p>T asks about the differences of singular and plural then, T will motivate students to use their hands to differentiate the use of singular with one finger and plural by moving all the fingers of the hands.</p> <p>Planning</p> <p>T explains the students will listen to an explanation about "Determiners There is / There are" with 6 circles on the white board and T will write examples.</p>  | |
|---------------------------|--|--|

MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | |
|--|--|--|
| <p>according to the images on the white board.</p> | | <p>Using</p> <p>Ls list the images on the white board the Ls will write 2 sentences in each image using there is and there are. The teacher will request a volunteer for total prayer 3.</p>  <p>Discarding</p> <p>Ls will read the sentences one by one and according to the attached image they will locate the ones requested. The teacher will request a volunteer for total prayer 14.</p>  |
|--|--|--|

MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | |
|--|--|--|
| | | <p>Interacting</p> <p>Ls must to answer questions with "there is and there are".</p> <p>ACS: the student present sentences in front of the teacher.</p> <p>Closing</p> <p>T present an images and ask if they understood the topic. Ls choose between three options.</p>  |
| Integrated Mini-Project | | Time |
| <p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>Participating to negotiate: (5 or 10 minutes in week 1 or 2)</p> | | <p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p> |





MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | | |
|---|--|---|---|
| Level: 7th | | Unit: 6 | |
| Domain: Socio-Interpersonal and Transactional | | Scenario: Getting from here to there | Theme: Knowing where it is |
| Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. | | | |
| Essential Question: How can people be smart travelers? | | | |
| New Citizenship: | | | |
| Dimensions | | | |
| 1. Ways of thinking (✓) | | | |
| 2. Ways of living in the world (✓) | | | |
| 3. Ways of relating with others (✓) | | | |
| 4. Tools for integrating with the world (✓) | | | |
| Learn to Know | | Learn to Do | Learn to Be and Live in Community |
| Grammar & Sentence Frames Grammar & Sentence Frames <u>WH questions</u> - Where is the post office? - Are we on the right road? - How far is it ___? <u>Determiners</u> | | Function - Locating places and buildings Discourse Markers - Connecting words: and, but, because | Psychosocial - Communicating clearly, concisely and responsibly, with respect for the person addressed Social Language - Straight to the point - Clueless - Directionally challenged |


MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | | |
|---|--------------------|---|--|
| There is / There are ... <u>Prepositions of place</u> in, on, next to, near, between, in front of, opposite to, behind Vocabulary There is / There are in, on, next to, near, between, in front of, opposite of, behind Phonology Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.) | | | |
| Assessment Strategies & Evidences | Learner can | Didactic Sequence Mediation | Time Total: 120 min (3 lessons) |
| | | April 25, 2022 Pre-teaching Routine: Checking attendance, checking in with Ls. Warm up | 5 minutes 7 minutes |


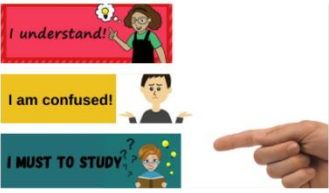
MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|----------|----------|----------------|----------------|------|--------------------|------|-------|---------|-------|------|--------|------|-------|-----------|-------|-----|----------|-----|-----|----------|-----|-----------------------------------|
| <p>L recognizes main information in short, straightforward audio.</p> | <p>L.1. understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations).</p> | <p>T The teacher will remember the use of there is/there are with 4 pictures, and asks about the product presented in each slide (apple, bread, ice-cream and meat). Then, T introduce the use of "Wh-questions" using 3 questions per imagen. Then Ls must to answer the questions.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Who sells me an apple? Where can I buy it? What can I buy?</p> </div> <div style="text-align: center;">  <p>Who sells me bread? Where can I buy it? What can I buy?</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>Who sells me meat? Where can I buy it? What can I buy?</p> </div> <div style="text-align: center;">  <p>Who sells me ice cream? Where can I buy it? What can I buy?</p> </div> </div> <p style="text-align: center; margin-top: 10px;">Introducing</p> <p>Ls watch will observe 7 colors with a different wh-question and learn about the uses of each one. Then, Ls will know about examples of questions according the wh-question. For example: When we use who? When we use what? When we use where?, When we use when?, When we use which?, When we use why?, When we use How?</p> <p>ACS: the student participates just orally.</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;">Who</td><td style="width: 30%;">→ People</td><td style="width: 30%;">Who</td><td rowspan="7" style="width: 10%; vertical-align: middle;">→ Wh Questions</td> </tr> <tr> <td>What</td><td>→ Things/something</td><td>What</td> </tr> <tr> <td>Where</td><td>→ Place</td><td>Where</td> </tr> <tr> <td>When</td><td>→ Time</td><td>When</td> </tr> <tr> <td>Which</td><td>→ Choices</td><td>Which</td> </tr> <tr> <td>Why</td><td>→ Reason</td><td>Why</td> </tr> <tr> <td>How</td><td>→ Manner</td><td>How</td> </tr> </table> | Who | → People | Who | → Wh Questions | What | → Things/something | What | Where | → Place | Where | When | → Time | When | Which | → Choices | Which | Why | → Reason | Why | How | → Manner | How | <p>3 minutes</p> <p>5 minutes</p> |
| | | Who | → People | Who | → Wh Questions | | | | | | | | | | | | | | | | | | | | |
| What | → Things/something | What | | | | | | | | | | | | | | | | | | | | | | | |
| Where | → Place | Where | | | | | | | | | | | | | | | | | | | | | | | |
| When | → Time | When | | | | | | | | | | | | | | | | | | | | | | | |
| Which | → Choices | Which | | | | | | | | | | | | | | | | | | | | | | | |
| Why | → Reason | Why | | | | | | | | | | | | | | | | | | | | | | | |
| How | → Manner | How | | | | | | | | | | | | | | | | | | | | | | | |

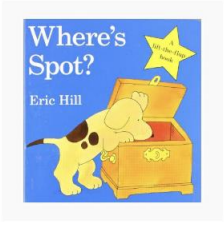
MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | | |
|---|---|--|-------------------------------------|
| <p>L asks and answers about wh-questions.</p> | <p>SI.2. ask and answer about wh-questions.</p> | <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="background-color: black; color: white; padding: 5px; font-weight: bold;">Who</div> <div style="background-color: black; color: white; padding: 5px; font-weight: bold;">What</div> <div style="background-color: black; color: white; padding: 5px; font-weight: bold;">Where</div> <div style="background-color: black; color: white; padding: 5px; font-weight: bold;">When</div> </div> <p>the board.</p> <p>Pre- Oral</p> <p>The L's are shown an interactive game called Bamboozle as follows with 10 incomplete sentences. T will create 2 competition groups. A participant from each group will to listen the answer read by the professor and then they must to choose between 3 options according to the context.</p> <p>Link: https://www.bamboozle.com/game/927999</p> <div style="text-align: center;">  </div> <p>The L's are shown an interactive game called Bamboozle as follows with 10 speaking cards with questions using the "wh-question". T will request a participant for each image and they will be asked</p> | <p>25 minutes</p> <p>30 minutes</p> |
|---|---|--|-------------------------------------|

MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

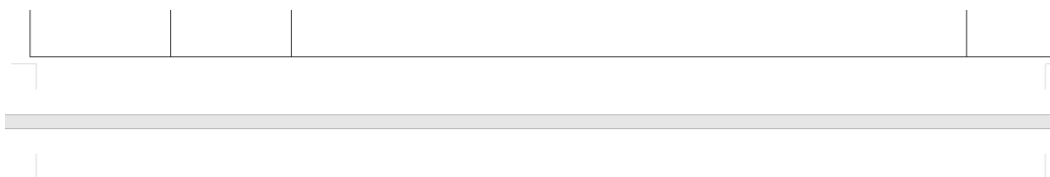
| | | |
|--|-------------------------------|---|
| | <p>SI.3. accept or refuse</p> | <p>the questions. Ls must read the questions with the professor and then answer it orally. Link: https://www.baamboozle.com/game/993694</p>  <p style="text-align: center;">Closing</p> <p>T will ask if Ls understood the topic seen in class and reminded to practice and study.</p>  |
|--|-------------------------------|---|

MINISTERIO DE EDUCACIÓN PÚBLICA
CIRCUITO EDUCATIVO 05
CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| | | | |
|--|---|--|-------------------------------------|
| <p>L accepts or refuses invitations politely.</p> <p>writes short messages, for example to make or change an invitation or an appointment to</p> | <p>invitations politely.</p> <p>W.1. write short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration.</p> | <p>April 27,2022</p> <p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls.</p> <p>Warm up</p> <p>T introduce the topic "prepositions of place" using a book that name: Where's Spot? T will read the story and asks about the prepositions used in the book. Then Ls must to answer the questions in oral way.</p>  <p style="text-align: center;">Introducing</p> <p>At the beginning of the class, T will distribute the material " prepositions of place". Ls will observed each image and read the examples and will learn about the uses of each one. Then, T use 4 objects to exemplify the use of the prepositional places, and ask to the students about the different positions that the object are. Ls must to observe the objects and answer the questions in oral way.</p> | <p>15 minutes</p> <p>15 minutes</p> |
|--|---|--|-------------------------------------|

| | | | |
|--|--|--|--|
| <p>meet on a holiday, a festival or a celebration.</p> | | <p>ACS: the student participates just orally.</p> <p style="text-align: center;">Making</p> <div style="text-align: center;"> </div> <p>Ls students to write the correct preposition according to the images "the cats is ..the ball".</p> <p style="text-align: center;">Checking</p> <p>T will review the answers with the students.</p> <div style="text-align: center;"> </div> | |
|--|--|--|--|

| | | | |
|--|--|--|--|
| | | <p>The L's will create in the whiteboard an A simulation of a city with different images and vocabulary seen in class. (Urban places, Rural places, Mountain, Nature, Tourist, House, School, Church, Hospital, Police Station, Restaurant, Bakery, Candy Shop, Book Shop, Barber shop, Flower shop, Park, Supermarket, car, bike) T asks about what there is and there are in the city. Then Ls practice in oral way using the prepositional place according to the city. Finally Ls must to read the questions with the professor and then answer it orally.</p> <p style="text-align: center;">Closing</p> <p>T will ask if Ls understood the topic seen in class and reminded to practice and study.</p> <div style="text-align: center;"> </div> | |
|--|--|--|--|



MINISTERIO DE EDUCACIÓN PÚBLICA
 CIRCUITO EDUCATIVO 05
 CENTRO INTEGRADO DE EDUCACIÓN DE ADULTOS

| Integrated Mini-Project | Time |
|---|--|
| Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. Participating to negotiate: (5 or 10 minutes in week 1 or 2) | Adjust previous times listed above to allow 5 min each week. |