

UNIVERSIDAD INTERNACIONAL DE LAS AMERICAS

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**THE THESIS SUBMITTED TO THE
BACHELOR IN ENGLISH WITH CONCENTRATION IN TEACHING**

Topic:

The use of the Direct Method as a strategy to improve the speaking skill on seventh grade at Academia Generaciones de Éxito during third quarter of 2023

Student:

William Elías Valerio Castro

Thesis Mentor:

Licda. Keily Aragón Aguilar

Sede Aranjuez

2023

Thanks

I want to infinitely thank God, who is the driving force of my life and inspires me a lot to move forward and continue fighting for all my goals and dreams that I long for, and that more will come to fulfill them in an excellent and successful way.

I am very grateful to the teachers of Centro Cultural Costarricense Norteamericano (Barrio Dent) that I graduated of that institution. Since I was there, the love of being an English teacher was born and I learned the language in a fun and dynamic way. Furthermore, thanks to this institution it has opened many doors for me in the workplace and I carry with me beautiful and unforgettable memories.

I want to especially thank Professor Cesar Alpízar and Lynn Yerby (CCCN professors). I learned a lot of English. Life has left me excellent friends and professional colleagues.

A thank you to all the teachers I had in my English teaching career at Universidad Internacional de las Américas, since thanks to them I learned a lot, they made me have love and passion for teaching and they were a fundamental pillar in my training as a teacher bilingual.

I want to thank Kristel Echeverria (Academia Generaciones de Éxito Principal) because she was an important person during this process, encouraging me to keep going from my English Internship until the thesis. She provided a lot of feedback.

Dedication

This research would not be possible without the help of God, who is the motor of my life, guides my steps, and has been with me from the beginning to enable me to complete the work successfully. Also, I would like to express my total gratitude to my family, who has always been an important support to me throughout this process and, above all, so that I can make my dreams come true and thus be an excellent English teacher.

I want to show total gratitude to my mother, who always supports me in many ways since 2017 when I started studying this career. She gives me words of encouragement that I always remember to fight for everything I love, never giving up, and continuing to achieve many successes and the ones yet to come.

Abstract

This investigation has been developed with the purpose of improving the speaking English level with the implementation of the Direct Method in seventh grade students of the Academia Generaciones de Éxito located in Los Yoses, San José. The group was formed by 10 students with difficulties in the communication skills.

For this research, the investigator has revealed through the collection data instruments applied the effectiveness of using the teaching methodology (Direct Method) to improve the speaking skills in the English classes. Moreover, the investigator showed that the speaking area needs to be included in the MEP's (Ministerio de Educación Pública) public English program as priority. In addition, the investigator has deduced that Direct Method is effective to teach and develop significantly the speaking area and obtaining excellent results by encouraging and showing the students that they can learn English well to avoid losing interest on learning. Also, it was proved that working with Grammar -Translation Method which used to use Spanish all the time, using books, worksheets were not working the target language. As conclusion, the researcher evidenced that the students showed enthusiasm and were totally focused on the subject with the prohibition of the Spanish during the classes, using any kind of communication to avoid using the mother language to transmit the message.

Resumen

La investigación se ha desarrollado con el propósito de mejorar el nivel del habla en el idioma inglés con la implementación del Método Directo en estudiantes de séptimo grado de la Academia Generaciones de Éxito ubicado en Los Yoses, San José. El grupo estaba conformado por diez estudiantes con dificultades en habilidades comunicativas.

Para esta investigación, Se ha revelado por medio de instrumentos de recolección de datos aplicados la efectividad del uso de la metodología de enseñanza (Método Directo) para mejorar las habilidades orales en las clases de inglés. Además, el investigador demostró que el área de habla debe incluirse como prioridad en el programa público de inglés del Ministerio de Educación Pública como una prioridad.

Además, el investigador ha deducido que el Método Directo es eficaz para enseñar y desarrollar significativamente el área oral y obtener excelentes resultados al animar y mostrar a los estudiantes que pueden aprender bien inglés para evitar perder el interés de aprender. Incluso, se demostró que trabajar con el método de gramática – traducción que solía usar el español todo el tiempo, usar libros y hojas de trabajo en el idioma de objetivo. Como conclusión, el investigador evidencio que los estudiantes mostraron entusiasmo y estaban totalmente enfocados en el tema con la prohibición del español durante las clases, utilizando cualquier tipo de comunicación para evitar utilizar la lengua materna para transmitir el mensaje.

Table of contents

Chapter I Introductory Framework.....	15
1.1 Problem Statement.....	16
1.2 Objectives of the Investigation.....	17
1.3 Justification of Study	17
1.4 Antecedents	20
1.5 Scope.....	24
Chapter II Theoretical Framework.....	26
2.1 Direct Method	26
2.1.1 General Facts	26
2.1.2 Direct Method Techniques	31
2.1.3 Direct Method Theory.....	32
2.2 Speaking Skill.....	37
2.2.1 Definition of Speaking	37
2.2.2 General Speaking Techniques	38
2.2.3 Speaking Activities in the Direct Method	41
Chapter III (Methodological Framework).....	46
3.1 Research Approach	46
3.2 Research Design	46
3.3 Information sources	47
3.3.1 Primary Sources	47

3.3.2 Secondary Sources	48
3.4. Analysis categories	49
3.5 Data Collection Instruments.....	50
3.5.1 Observation Rubric Checklist.....	50
3.5.2 Pre-Test.....	54
3.5.3 Activities.....	57
3.3.6 Collection Data Process and Data Analysis	64
Chapter IV (Data Analysis).....	66
4.1 Analysis and Interpretation of the Results	66
4.1.1 Observation Class	66
4.1.2 Pre-Test	68
4.1.3 Activities.....	71
4.1.4 Post Test	77
Chapter V (Conclusion and Recommendations).....	79
5.1 Purpose of the conclusion.....	79
5.2 Conclusions.....	80
5.2.1 To measure English level of seventh grade students at Academia Generaciones de Exito using diagnostic assessments by implementing Direct Method on the activities.....	80
5.2.2 To apply different activities using the Direct Method to improve the target skill with the seventh-grade students at Academia Generaciones de Éxito.....	82
5.2.3 To evaluate the outcomes of applying Direct Method techniques as alternatives to decrease learning issues and working the foreign language effectively and successfully	86
5.3 Restatement of the research.....	87
5.4. Recommendations.....	88

Figure Contents

Figure 1. Categories of the obtained grade by the students in the Pre-Test.	70
Figure 2. Categories of the obtained grades by the students in the Activity # 1	72
Figure 3. Categories of the obtained grades by the students in the Activity # 2 Famous House Interview	74
Figure 4. Categories of the obtained grades by the students in the Activity # 3 Storytelling	76
Figure 5. Categories of the obtained grades by the students of the Post-Test	78

Chapter I

Introductory Framework

This research is based upon current public education issues and deficiencies, especially in the area of speaking. Consequently, students lack of strong speaking abilities, so this makes them have difficulties when developing solid and complete conversations, which are important to learn good English. This project target technique is to demonstrate that the Direct Method is an efficient, suitable, and unique technique to help the students with speaking issues and letting them to express all they want and, thus, getting the enough confidence to speak when is necessary, as English is an important and universal language around the world. To make this possible, it is important to make deep observations and taking notes of every detail which can help us to find all solutions to use the Direct Method, effectively. For decades, it has been well-known that the National Education Minister has always used non-conventional teaching techniques with the purpose of making students speak and develop communication skills. Therefore, the purpose of this investigation is also to support future generations, so they can have quality education and improve English as a second language, which has taken strength during the last decades in Costa Rica. The right and unique technique is able to help the students with speaking issues and letting them to express all they want and getting the enough confidence to speak when necessary because English is an important language and universal around the world.

1.1 Problem Statement

Currently, there are lack of oral activities in Costa Rican bilingual public educational curriculum. The program is focused on the: “Grammar – Translation Method (GTM) teaching technique,” which dominates the Costa Rican English classes. However, using Spanish is not letting the students to learn pronunciation, articulation of words, and phonemes correctly. Instead, the direct method’s objective is to work the foreign language and put aside the native language of students, as it does not allow English to flow correctly as expected. The advantage of the direct method is the total prohibition of Spanish, so the students can focus on speaking directly and thus, they can receive-feedback from their teachers.

Besides, in Direct Method, the teacher can use representations or non-verbal communication without the necessity of speaking in Spanish, so the learning process increases incredibly. Based on the information by UKEDA (2023): “This method helps the students learn how to communicate in the target language by creating an association between experience and expression, word and idea. A lot of techniques are used when teachers use the direct method” (p.1). Moreover, it explains an important fact of this technique. “One of the main objectives of using the direct method is to help the student think in the target language naturally, similar to the way he/she does in his/her own native language. Hence, this method is also called a natural method.” (p.1). As per previous information, it is important to explain why it is important the use the Direct Method as a strategy to improve the speaking skills on seventh grade at Academia Generaciones de Éxito during the third quarter of 2023.

1.2 Objectives of the Investigation

1.2.1 General objectives

To analyze Direct Method techniques as tools to increase the oral skills in English classes at Academia Generaciones de Exito as an alternative to achieve a complete English learning in seventh grade students of group 7-1.

1.2.2 Specific Objectives

1.2.2.1 To measure the English level of seventh grade students at Academia

Generaciones de Exito using diagnostic assessments by implementing Direct Method activities.

1.2.2.2 To apply different activities using the Direct Method to improve the target skill with seventh-grade students at Academia Generaciones de Éxito.

1.2.2.3 To evaluate the outcomes of applying Direct Method techniques as alternatives to decrease learning issues and working the foreign language effectively and successfully.

1.3 Justification of the Study

The purpose of the research is improving speaking skills through the use of the teaching method known as “Direct Method,” since it is a unique technique able to provide seventh grade students with the tools to handle English with more facility and understanding. Therefore, the technique can be used with all seventh-grade level and all different levels if possible. Globally, English is one of the most important, universal, and best tools, due to the fact that it can be useful in any place of the world. Nowadays, English allows job opportunities in any profession. This rewards workers with benefits, salary raises, better schedules, and growing up professionally in the company.

The target of the investigation is to set up the current public education in Costa Rica due to the lack of better teaching techniques in order to teach more successful classes using all the English skills with seventh grade. With Direct Method, students can face real life better by having solid and complete sessions and making sure they are prepared enough to deal with different situations in life. According to Drosdov (2003), this teaching methodology has been an outstanding way to teach any target language in the world. For instance, Russia has used this method to help foreign people by using everyday Russian routine with media, food, cultural activities, using everything what surrounds and represents the country, so people would feel comfortable and would adapt faster to Russia in a short period of time. In each session, the teacher spoke Russian all the time with no exceptions. If students had difficulty understanding the language, the teacher used gestures, shapes, or any representations to make clear the message and local context was emphasized (pag.19).

According to Diaz (2020), the administration of the former Costa Rican president, Carlos Alvarado, and Education Minister, Giselle Cruz, created a project called “Hacia una Costa Rica Bilingüe,” which consisted on changing all the public education program since preschool until high school levels. This project included English, French, German, Portuguese, Mandarin and Italian (pag.1). Moreover, Diaz (2020) mentioned the expectation was to be quite capable of preparing students, so they could reach a high level regarding all languages mentioned in the article. In addition, it was estimated that around the year 2040, future students can have enough tools, so foreign companies can provide them with better opportunities, salaries, and all possible benefits to ensure better job conditions, productive personnel, warranty, and a good future in their careers of their choice (pag.1).

According to Cruz (2021), education receives 8% of the national budget (gross domestic product). This is distributed in preschool, school, high school, special and distance education with all conditions, preparing more students with real education and keeping enough knowledge for superior education (pag.8-10). Furthermore, according to La Nación (2017), the minister needs to list all issues that create gaps to reach the objective. First, the national budget needs to be well managed to change the program. Second, president Carlos Alvarado proposed and created officially a mandatory law, which demanded bilingual teachers to do an exam and to provide evidence that could back up if teachers are good enough for the position requested. This idea helps MEP (Ministerio de Educación Pública) to find the right people to carry the project out and increase the number of speakers ready to learn real and good English. Consequently, education will improve considerably in different subjects (pag.1).

Finally, the current teaching method in the MEP's public education program (Grammar - Translation Method) does not help to reach the necessity of quality education. Therefore, the country is under an educational emergency, so it is in need of a change as quick as possible in the next years. The Grammar- Translation Method is an old technique that only describes every step to do in Spanish or the native language of the students instead of English. The teacher gives a brief explanation of the meaning of the vocabulary learned and does not go beyond with a straight explanation, with the purpose of having less dependence of the mother language and having more English speakers. When an explanation is given in Spanish, it does not allow students to take the advantage of listening different instructions, pronunciation, spelling, or any skill to reinforce. Consequently, the use of the Direct Method in public education, will allow to improve all skills, and thus, more teachers interacting with the groups

while working on the target language and creating more innovative activities with better results in the learning process.

To harden the national publication, English should be used as mandatory, as well as to increase the number of classes and change the curriculum by including topics and activities dealing with people and national culture to boost language and prepare students for national tests. The expected English level after graduation should be B2 or C1 for competition in job fields. Because public education is decreasing, parents opt to enroll their children in private education, which means a big investment and not all the people can afford it. On the other hand, private institutions offer authentic, objective, and competitive learning programs that go in the right direction and provide better educational conditions to students who have a chance to get scholarships at important public universities in Costa Rica or abroad by speaking and understanding English perfectly. The advantage of the private area is the total independence of the public system that is ruled by an established curriculum with defined topics and explains what to do with the groups and examples given by MEP. Moreover, private areas have an academic coordinator in charge of the pedagogical side based on student's necessities and appropriate and useful methods to reach the learning objectives, selecting the topic of their choice, and dividing them by levels. The cons of this system are the high cost of taking their children monthly, transportation, food, clothing, books, and all necessary equipment to study, but the economy is getting worse and it will negatively affect the parents or people who spend on these institutions. However, it gives total security and good opportunities in different fields.

1.4 Antecedents

Based on the article published by Mohammed M. Rhalmi (2020), “The Direct Method, also called *Natural Method*, was established in Germany and France around 1900. It

appeared as an answer to the shortcomings of the Grammar Translation Method. It is a method for teaching foreign languages that uses the target language, discarding any use of mother tongue in the classroom. As teachers became frustrated with the students' inability to communicate orally, they began to experiment with new techniques. The idea was that foreign language teaching must be carried out in the same way people learn their mother tongue!" (p.1).

Moreover, according to Hilgendorf (2018), the Direct Method was the first and unique technique registered to work on the target language and replaced Grammar- Translation Method because it was considered ambiguous. The Direct Method received relevance in the nineteenth century. It was experiencing some importance changes especially in the cognitive area, so the technique would give results mainly in the speaking area (p.1)

Based on the information provided by Bailey (1998), because the ambiguous method did not give results as expected, the teacher's community strongly criticized the teaching methodology used. Therefore, the Direct Method was considered as an alternative; unfortunately, it had different principles and rules that required urgent modification to be effective. Bailey also stated that the Direct Method had written parts and the speaking one worked differently as we know the method currently (p.39). According to González (1934), Costa Rican education took shape in the year 1824 to be formal, as the national executive power decreed a law to make Casa de Enseñanza Santo Tomás start giving classes in foreign languages, philosophy, writing, and theology (p.1).

Moreover, based on Cubillo (2005), since 1854 there were education job positions for foreign teachers in English and other languages (p.3). In addition, Cubillo (2005) stated that there is no registration of what teaching method was used at that time. For lack of accurate information, it is believed that the Grammar – Translation Method was used for modern

languages. With the creation of schools, high schools and bilingual high schools, English became part of the education program (p.3). Cubillo (2005) also mentioned some examples of schools, high schools, and bilingual high schools: Colegio Humanidades de Jesús (1859), Colegio de Alajuela (1866), Colegio de Heredia (1866), Colegio Santo Tomás (1873), Colegio Josefino (1877), and Colegio Señoritas (1888). They included English classes 3 times per week with national and foreign teachers. Teachers used the Grammar – Translation Method as teaching Method. Ollendorff and Robertsons' books were used to teach English (p. 3-4).

In addition, in high school, it was included German Direct Method to work the speaking area, and not learning at a lot of grammatical rules to have successful classes and no translation mainly by the end of the nineteenth century. The studies were based on Dr. Rodolf Lenz and Schnitzler methods, which were important and had an important impact at the time of making a good decision at the moment of doing educational changes.

According to Monge (1986), Universidad de Costa Rica raised the hand with a recruitment teacher's program in 1954 and gave training and all necessary tools for their teaching process. Since that year, the training consisted of teaching the method "Audiolingual" with the purpose of changing old teaching methodologies and providing national education with a change. It was considered a revolutionary technique to prepare more English speakers in the short- long term. It received good critics for giving positive results in short period of time and helping students to get more knowledge, and a good and impressive English level (p.4) .

According to Cubillo (2005), until 1957, English teaching was considered official as professional in Costa Rican education and it started in the Education Faculty in Universidad de Costa Rica. The career took 4 years to be completed with literature, language, methodology, and English education internship. It was used the Audiolingual Method and it was worked with

books such as: English Pattern Practices, Lessons in Vocabulary, English Sentence Patterns from Robert Lado and Charles Fries (p.4-5). Moreover, Cubillo (2005) also explained some changes made to improve the English by including 3 lessons (English or French) from Seventh to ninth grade, 3 or 4 from tenth to eleventh grade (p.5). Cubillo (2005) explains that foreign language teachers and Ministerio de Educación Pública (MEP) implemented the audiolingual method to develop oral comprehension, oral production, reading comprehension, and writing by using patterns, dialogue memorization and mimics. The book American English Series (books 1, 2 and 3) by Charles Fries was used until 1972 (p.5).

At the beginning of the seventies, Ministerio de Educación Pública (MEP) created different teaching rubrics and templates, so teachers could guide their lesson with more organization, efficiency, and responsibility to create classes. It contained steps to follow, specific ways of evaluation so teachers did not lose their target learning and could have a satisfactory class without leaving the margin of the educational system based on their principles, values, and overall rules. Moreover, according to Cubillo (2005), among the seventies and nineties, education experienced a negative impact when the Audiolingual method was removed as a teaching method to make teachers depend on specific instructions given by the education minister. Teachers needed to work with specific books and use the activities of those books. Therefore, education took a step back with such change and the use of the Grammar – Translation Method again up to the present. Besides, Bachelor exams were born in 1988. Such exams were mandatory to approve all subjects and to obtain the Secondary Education degree and English was already included in the exams as a requirement to graduate (p. 5-6).

Since the early nineties, Costa Rica included English as an official language in primary and secondary public institutions. This was a remarkable chapter and a big step in

education history in Costa Rica. According to Cubillo (2005), on May 8th, 1997, English was officially the main subject from Seventh to Eleventh level in secondary education. In 1998, it was included in preschool education. Moreover, Costa Rica became the only country in central America to teach foreign languages in primary education (p. 7).

Cubillo (2005) also mentioned that English increased in interest and there are more speakers lately. In addition, Cubillo stated that Costa Rican education used to translate every explanation and understanding of English texts. Nowadays, the main objective is to teach the language properly, as students learn and use English correctly orally. In the 21st century, there have been big changes in this area. They have produced a lot of expectations, so English education is bigger and increases the quality of the population. By including new academies, schools, and institutions in charge of working the target language, offers a lot of benefits in general fields and guarantees a good future to those who want to learn English (p.7). The advantage of speaking a foreign language gives the people benefits and increases their experience in the curriculum for jobs or their own company. There are several international companies in Costa Rica giving different benefits such as: big discounts on well-known gym monthly subscription, full or partial health coverage to different clinics or hospitals and comfortable treatment to different medical needs to all employers. In addition, big companies provide saving program, so workers have the possibility to save a percent of their salary per month for their future in case of firing.

1.5 Scope

The purpose of the researcher is to improve Costa Rican bilingual Education by using the Direct Method as an important methodology to strengthen the speaking area of seventh grade level at Academia Generaciones de Éxito. Such teaching method will help teachers to

create outstanding and different activities by using communicative activities and making the language flow naturally and thus, increasing the chance of having more English speakers in short periods of time. The idea is to take principles of the Direct method and make changes by working on the target language. This method helps to use activities where students have to work on their own to avoid teacher's dependence and the learning process increases. The idea is that the teacher only helps if necessary and would give enough time to complete activities. Moreover, this method helps students to work, as priority, the speaking abilities and using daily routine activities to make learning easier.

Chapter II

Theoretical Framework

This chapter will explain with details each category of the Direct Method with clear and relevant information. In this section, the information supports the researcher's investigation on this methodology and different areas mentioned in this chapter. The objective is that readers can understand with efficiency all necessary tools, so teachers can follow the instructions to work with this teaching speaking technique and methodological process successfully and apply these steps on the teaching area.

2.1 Direct Method

2.1.1 General Facts

According to UKEDA (2023), "The Direct Method is one of the most popular methods of teaching foreign languages. As the name of the method itself suggests, this method focuses on learning the target language without using the native language" (p.1). Moreover, UKEDA (2023) explained some characteristics of the Direct Method. "This method primarily focuses on the development of oral skills. One of the most important characteristic features of this method is that visual materials and real-life objects are used" (p.1). Moreover, based on Wae-Useng (2017), the Direct Method is useful due to the direct interaction and helpful activities that work properly the connection word- meaning, so students understand teachers' explanations (p.18). Since teachers use realia, students can understand the explanation and focus on the language under study by pushing away Spanish from this process. The intention of the technique is that students learn with the specific language of learning and putting aside their mother language. With this technique, students can develop activities and learn a foreign language. For questions or concerns, teachers use any kind of representation and avoid using mother language

to keep students working on the objective language and making learning harder, but with good short- and long-term results.

Moreover, Wae- Useng (2017) explained that the students can have inner criteria to think, comment, share what they want, feel and making a conclusion of what it is learnt (p.18). Based on what is mentioned by the author, it makes students to work, study and have less dependence of the teacher. Besides, students can work with the language under study through spontaneous and abstract situations, which helps them to learn vocabulary, create sentences, pronounce words correctly, and face real life situations. Through those actions or experiences, students can take, at this point, vocabulary and to create innovative activities to reinforce all English skills. At this point, the teacher is always present. The teacher lets students to learn by themselves and give deep feedback at the end of the activity assigned. Moreover, it can be used realia, which means gestures, shapes, colors, pictures, and any representation so students get the idea of what the teacher explains. In addition, there is no requirement to provide the explanation in the language in question. The most important aspect that is mentioned by Wae- Useng (2017), is that the Direct Method works effectively speaking skills as priority by contact and direct interaction with the rest of the classmates. Different types of speeches and oral presentations can be used by the teacher and thus, to provide strong feedback in pronunciation and everything related to it to spread something of interest is emphasized during the English sessions (p.19). The Direct Method is important for the speaking area. The teacher takes note of what the students struggle with and gives them support and keeps trying to improve in the speaking activity with students.

There is an article published by Journal (2019) that stated that in the Direct Method there is a considerable division between passive and active vocabulary, which is an

advantage as the students can focus on learning the language instead of expressing it (p.1).

Active vocabulary is related to all words we usually use in our daily routine and in normal conversations. If the teacher concentrates on this vocabulary, students do not have extended lexicon. On the other hand, passive vocabulary is related to all those words that are used by people who concerned on the accurate and exact meaning of those words. The idea is to teach them beyond what they already have knowledge on and practice, at the same time, pronunciation and how to articulate words accurately. With passive vocabulary, students have the opportunity to put into practice new vocabulary and include it as part of their everyday routine or usual activities. Through these words, students can practice by including them as part of their everyday vocabulary and use what they see around the place where they are and take notes, look up that word in the dictionary, and use it in complete and full sentences to improve their oral ability. To give feedback to your students is important, so they can practice by themselves, ask for the pronunciation, how to use it in sentences, and in what occasions are useful or fit in possible conversations with someone else on the streets, work, run into foreign people who need help or require to be assisted on a specific favor or emergency.

Based on the information given by Journal (2019), a fact about Direct the Method is that “Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting history of the people who speak in the target language, the geography of the country where the language is spoken, and information about the daily lives of the language speakers” (p.1). Another fact mentioned is that “The student is asked to use the language such as using both oral and written skills in the evaluation. For example, the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied” (p.1). Topics to apply the direct

methods can be shopping, paying bills, calling for any service concern, customer service, ordering food, having an interview, having a job situation, hospital situations, calling about a bill question, complaining for a bad service and asking for a loan in a bank, etc. According by Nessab (2023), some characteristics of the Direct Method are that this method is not based on an explicit linguistic theory but is based on the idea that a language is a communication tool used in concrete situations every day. The language is learned by exposure to it, since structures, sounds, and words are assimilated little by little. For this reason, what is oral is privileged over what is written; Also, the usefulness of explicit grammatical explanations is underestimated, and the translation is censored. Learning is inductive and the prototype of the language is the informal oral language. (p.1)

Students should always remember to feel free to make mistakes in the learning area, which is part of the process. Moreover, the teacher will be willing to help if they have broken English during the study time. Students consider embarrassing when people use wrong the English vocabulary, grammar, pronunciation, speaking in a crowded place and think-people will make fun of them.

In addition, there are interesting aspects mentioned by Nessab (2023), as some principles and procedure; “The concrete vocabulary is taught through demonstrations, objects, and photographs, the abstract vocabulary is learned through the association of ideas” (p.1). Therefore, the principle explains that the teacher is able to use what surrounds him to make different topic activities and the students learn new vocabulary and practice vocabulary. As per the explanation given by Nessab (2023), there are also stated some facts about the Direct Method, as for example, “The language is learned by exposure to it, since structures, sounds, and words are assimilated little by little. For this reason, what is oral is privileged over what is

written; also, the usefulness of explicit grammatical explanations is underestimated, and the translation is censored. Learning is inductive and the prototype of the language is the informal oral language” (p.1). Consequently, the teacher lets the students to work by themselves and be aware that there will be mistakes and the teacher will assist them, if necessary, with questions about the topics.

Nessab (2023) also stated that “According to this method, the written text should be kept away from the student, until he has adequate knowledge of the oral part of the language, just as a student does not use the written text until he has adequate knowledge of his own language” (p.1). Moreover, it is explained that the “Emphasis is placed on correct pronunciation and grammar” (p.1). These skills improve speaking and make hearing stronger for activities in the classroom. Listening to someone else’s conversation during the activities, the students can correct their classmates’ mistakes and imitate accurate pronunciation. Regarding to listening and speaking activities, students are taught to articulate words, grammatical rules, and exceptions in the pronunciation. Consequently, this works to balance English group levels.

Furthermore, Sana (2022) explained that the advantage of the Direct Method is that target language can be taught in the same way as we learn our native language and corresponding and useful activities to make the learning process similar and easy for all students. The article also mentioned the purpose of this technique is to never include Spanish as part of the teaching, so students can disconnect the mother language chip and work with English instead (p.1). The objective of this point is that students can get acquainted and comfortable and remember bases as their first language and the mother one as a warm and fun experience.

2.1.2 Direct Method Techniques

According to Sana (2022), the idea is to express the message through gestures, pictures, words, videos, or any representation or media until students get the main idea of the message without using or having any excuse to use Spanish, as this would break up the principles of the Direct Method and students would depend on translation every time and the class would be affected (p.1). If students have questions or concerns about a specific topic or grammatical rule, the teacher has as objective to find a way to spread the idea to the person who made the question. For instance, the students do not know what a cat is, the teacher can take the blackboard and draw a cat, make the corresponding sound, show a picture, show a stuffed cat, or put a YouTube video about a cat's life to make clear the idea of the animal.

Moreover, Sana (2022) explained that the teacher creates an activity and makes the class flow naturally (p.1). During the class, the teacher can participate and have constant interaction with the students. However, the teacher takes notes regarding to mistakes in pronunciation and grammar until the activity is done. During the activity, the teacher takes notes and observes the common mistakes of the specific topic. The intention is to correct them, and students can write the correct answer on their notebooks in case of grammatical correction. If the focus is on pronunciation, it can be taught how to place the mouth, lips, tongue, how the air goes out of the mouth and articulate the sound properly. The teacher has to provide the phonetical symbol or representation, so it can be seen and practiced at home.

Another mentioned by Sana (2022) is that the teacher uses activities where students have to repeat all parts until they learn the vocabulary and include them as part of the unit of study. In addition, these parts are used to create complete and full sentences (p.1). Sometimes, students have doubts about certain words and pronunciation. This technique works with activities that have cultural and everyday topics, so students' vocabulary increases and

therefore, it can be used during assignments or tasks. It also strengthens the writing and reading skills because students are able to create stories of everything around them and get enough and complete knowledge of culture and technical vocabulary.

2.1.3 Direct Method Theory

According to Larsen-Freeman (2011), a good activity can be the following.

The teacher is calling the class to order as we find seats toward the back of the room. He has placed a big map of the USA in the front of the classroom. He asks the students to open their books to a certain page number. The lesson is entitled ‘Looking at a Map.’ As the students are called on one by one, they read a sentence from the reading passage at the beginning of the lesson. The teacher points to the part of the map the sentence describes, after each has read a sentence. The passage begins: We are looking at a map of the United States of America. Canada is the country to the north of the United States, and Mexico is the country to the south of the United States. Between Canada and the United States are the Great Lakes. Between Mexico and the United States is the Rio Grande River. On the East Coast is the Atlantic Ocean, and on the West Coast is the Pacific Ocean. In the east is a mountain range called the Appalachian Mountains. In the west are the Rocky Mountains. After the students finish reading the passage, they are asked if they have any questions. A student asks what a mountain range is. The teacher turns to the whiteboard and draws a series of inverted cones to illustrate a mountain range. The student nods and says, ‘I understand.’ Another student asks what ‘between’ means. The teacher replies, ‘You are sitting between Maria Pia and Giovanni. Paolo is sitting between Gabriella and Cettina. Now do you understand the meaning of “between”?’ The student answers, ‘Yes, I understand. (p.47).

To get a better understanding of the activity, the book decided to explain the steps corresponding to organization, coherence of the activity, and a summary of how the Direct Method can be used as reference and support for teachers during classes. In addition, next to the explanation by points, the book makes a reference of the principles and important-characteristics of this methodology using an excellent example.

After the reading activity, Larsen (2011) mentioned that the teacher shows the students the different areas in the map, mentioned in the reading (p.50). The teacher indicates with details the localization of the places that appeared on the reading, so the intention is to make a representation or transmitting the message to the students and try to get idea by using the mother language. The use of realia is really necessary to never make the mistake of giving the explanation in the native language for learning and methodology rules and purposes. According to the YouTube video of The Educational Channel posted by English (2017), realia is used to make reference to everything what surrounds people to give an explanation. In the case of the Direct Method, giving a representation to avoid using Spanish in education. The Direct Method shares the point of Total Physical Response (TPR) regarding the ~~of-using~~ of gestures to describe explanations and never to use the native language.

After showing the different points in the map, in the book of Larson- Freeman (2011), it is noticed the presence of the language under study and there is never any usage of Spanish during the sessions (p.50). The teacher never uses Spanish in the classes. This is an important and relevant characteristic, since the idea is working with the target-language. Consequently, teacher has to prohibit the usage of Spanish until classes are done.

When the activity is completed, Larson- Freeman (2011) explained that the teacher opened a space of questions-answers with the students related to the activity just made

with them. During this part, teacher explained all possible questions and concerns of all the students by giving the correct answer on the board or explaining with examples. In the middle of the task, the teacher uses some time to make questions about the map location and students needed to give accurate, complete, and relevant answers by using full sentences. Overall, students needed to prepare questions for possible doubts about the North American country (p.50). The space teacher- student is important, so the teacher can analyze mistakes and give the correct answer on the board and possible feedback.

Based on Larson- Freeman (2011), it is noticed, in the observation, how the teacher works in the pronunciation section with the students by giving feedback when students finish their oral assessments, so the teacher can make an observation and give conclusions regarding students need to improve (p.51). The teacher finds difficulties at the moment of pronouncing a particular area. In these scenarios, the teacher has the objective of giving the right and correct pronunciation on the board and how each part of their mouth is working.

Likewise, Larsen- Freeman (2011) explained the importance of students cooperating among themselves and working, growing, and learning as a united group (p.51). It means that teamwork has to be fundamental to develop activities, so teaching and learning has to be balance. In the teacher's side, the person in charge of the classes has to make sure that none of students is lost, afraid, distant, upset, or sad about the low understanding of the topics. This gives the teacher a clear diagnostic of how to develop a topic and what to use to guarantee their classes; thus, developing understanding and empathy and not letting the students surrender to the objective. Regarding the student side, there should always be union, responsibility, effort, and the need to encourage each other and listening to their feeling of not having the same speed to learn than the rest.

Moreover, Larsen-Freeman (2011) stated the students need to comprehend the text and have a deep and clear message by reading and completing Fill in the Blanks activities and recognize-the description of any part of the United States or outside of it (p. 51). To have a clear message, it is important the study of vocabulary, characteristics, or easy ways to identify different points of destiny and to complete the correct answer at the end of the task. The teacher always suggests reading any kind of information in the target language. Through these texts, it can be taken vocabulary, phrases, pronunciation, slangs, sayings, or words of interest for the reader.

According to Larsen- Freeman (2011), the teacher decided to use dictation as part of the activities regarding United States cities, towns, capitals, etc. To make learning familiar, the teacher opted to use local geography and the geographical limits of United States to make topic known and familiar for the students. Moreover, learning through culture is the most important aspect (p.51). Through dictation, the teacher can determine how well students understand geography and the correct writing of the place in question. It focuses on local places to know more about the country and inspiring others to learn beyond what they know about the culture and expand horizons. With dictation, students need to think and grab faster what the teacher says in a different speed and have time to write with patience and stay calm.

According to Larsen-Freeman (2011), the objective of the methodology is to work strictly in the target language, having into consideration that English has to be the language to work on (p.52). Moreover, the use of Spanish has to be suspended by the fact it is not useful for the learning process. Literally, students need to breath, eat, and listen to English all the time if possible. To get knowledge, practice and learning something new every day is important in the English field, as well as to develop the skills. The problem is that the current public education

uses the Grammar- Translation Method and this creates more delays in the teaching process by the low and poor English level results. Teachers always base their classes on delivering sheets, reading different passages in the books, and practicing vocabulary; however, the explanation is totally given in Spanish. Therefore, students tend to forget all material, vocabulary, and the teacher's explanation the same day and the methodology becomes a waste of time and teaching speaking for hours.

There is a section where Larsen -Freeman (2011) also mentioned that the direct method has an advantage that makes the students less passive than the Grammar- Translation Method and it really helps with cooperation among students (p.52). The book makes a reference regarding passive as the way that students used to receive the messages with Grammar- Translation Method. In addition, Grammar - Translation Method teaches students deductively, which means that the teacher gives them all the material and explanations orally or extra didactic material, so all students have to do to complete is the exercises and there is a dependence of the material and less brain work. On the other hand, the Direct Method works inductively, so teachers make the students to think and work on their own. Moreover, there is teachers' assistance, but only if the situation really requires it and students cannot understand their task. This makes students to take enough time to find the answer. The Direct Method helps students to work the cognitive side and students can have inner critical thinking, teachers' independence; thus, making students to develop teamwork. As an extra benefit, teamwork allows students to help each other with their language necessities. Thus, constant interaction makes students to learn with balance, equality, responsibility, adequate student atmosphere, and communication.

2.2 Speaking skills

2.2.1 Definition of speaking

Leong (2017) mentioned that following: “Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language” (p.34). The speaking ability collaborates significantly in transmitting the message and it has an important role in the development of the second language. Moreover, Leong (2017 explained some gaps, “They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions” (p.34). Fear of speaking in front of other people is something usual among the students, as they think the rest of the class make fun of how they pronounce or express themselves in the second language. In this case, the teacher has to identify this on time and take measures to correct the situation and give tools and necessary tips to stop being afraid of speaking in public and develop oral skills.

According to University (2018), speaking skills are divided into 4 categories: Fluency, Vocabulary, Grammar, and Pronunciation. First, Fluency is the security you develop during the time to speak in front of other people. Secondly, there is coherence, which is the common sense and organization to create random conversation and going straight with the message. Next, we can find vocabulary, which is the key to create conversations and develop oral skills. To extends your lexicon, it is recommended to read and take notes of all new and unknown vocabulary, as this may help in the future and can be included as part of your speaking activities. Later, it can be found Grammar, which is not as important to help you in the communication skill by not having the necessity to write anything unless you have to. Finally, the pronunciation is a must speak efficient and correctly, so the message can be clear and other speakers are able to develop correct communication when the situation requires to (p.1).

2.2.2 General Speaking Techniques

According to the publication made by Bookwidgets (2020), there are different speaking activities to help students to get rid of their fear of speaking in front of their classmates, individual speaking tasks, and group activities (p. 1). The website gives some of the most common activities to use with your classmates and ones with food critics to take into consideration to create classes of quality. In addition, the teacher can make an investigation and figure out which one helps and fits properly. In the first category, the activities help, motivate, and increase the speech area to get more interactive, fun, and educative lessons.

In this category, Bookwidgets (2020) mentioned some useful activities that work and have the requirements of this section. The first activity “Think, pair, and share” which consists on putting a problem and the pair has some time to think and get a solution to that problem. At the end, the pair needs to share with each other their point of view and look for a reasonable and coherent solution.

The second activity is called “Brainstorming.” It is an activity to create a draft of ideas and thoughts (p.1). This activity makes the students to write whatever it comes to their mind. Through drafts, students can create stories and share them with their classmates. The intention of this activity is to let student’s creativity flow and increase facility to speak and avoid feeling nervous in public speaking. In addition, Bookwidgets (2020) explained another activity, which is called “Buzz session.” This activity makes the students to work on a target topic assigned and each group needs to share ideas and learn from each other with ideas or anecdotes to feed the story. Teachers can also participate during the activity by giving some clues or key words (p.1). Teamwork is relevant on this activity to get more experience and helping to expand vocabulary. The cooperation and responsibility of all team members and constant participation

makes learning and the activity or topic in discussion easier. Moreover, all participants have to make sure that the story makes sense since the beginning, so the rest of the classmates have no difficulty to put another brick until the end of the activity.

According to Bookwidgets (2020), the following are some individual speaking activities. “Exit Slips” is an interactive task where students need to write down an interesting and objective question; however, the question needs to be general and related with the class given (p.1). The teacher gives them some time to think about a question to share with the class. For instance, students can ask “Did you understand the teacher’s topic?” or any question related to the educational side. The activity promotes the memorizing area and see if the group is really paying attention to the teacher. Furthermore, it helps to give the students the opportunity to make a summary of what they learned and see if the explanation is well said, makes sense, and if they take that message for future assessment and personal learning process to use, if necessary, anytime in the class or outside of it.

Moreover, another technique is called “Misconception Check.” Bookwidgets (2020) explained that this activity deals with giving different sentences to the students, so the latter need to be able and analytic to find possible mistake and correct them if required (p.1). The teacher writes sentences on the board, and students need to look for the wrong statements and choose the correct one. This activity helps as it is inductive and allows students to think. With this principle, the teacher asks the students to sit down and take their time to make a deep analysis and look for a solution to different problematic. Therefore, students think and give more accurate answers and relevant information. First, they need to identify the topic, possible grammatical rules, pronunciation, and try their best on the tasks, so effort has to be reflected and

evident for their English learning process well-being. The teacher has to make follow up on the progress.

Based on the explanation by Bookwidgets (2020), there are also important speaking pair activities such as “Pair -share -repeat,” which makes all classmates to work in pairs and changing partners when the teacher says it. After switching partner, students speak about what it was said with the previous students and share important aspect of the last conversation (p.1). The activity means to go all over the classroom and share whatever it is said in other groups. With this previous information, it can be started a new conversation in the next group.

According to Bookwidgets (2020), “Forced Debate” is a debate activity, which allows students to prepare themselves to defend their point of view with solid, coherent, and right information (p.1). It is a normal debate where students have a space to express, defend, and refute what it is considered wrong by the in favor or against side. At the end, there are people who monitor since the beginning the debate and decide with bases with argument is the winner. As in usual debates, the teachers first need to choose carefully what topics are good to use. The idea is to entertain spectators, so topics have to be taken with discrepancy and respect. It has to be practiced and done as simple entertainment. Nevertheless, some polemic topics can be used during the debate session, but it should be prevented possible fights and people arguing or creating an uncomfortable atmosphere.

Bookwidgets (2020) explained that interactive games are considered important, as they help to improve speaking through constant communication among students. For example, the games “Who/ What am I?” is a game where students take a tape or something to paste words, names, characters, or any representation, so the students have to guess who they are. Other participants need to give some a brief explanation and the exact meaning of that word. Bingo is

another important game to gather people and improve speaking quickly (p.1). This activity promotes cooperation and thus, teamwork increases. Bingo helps by the constant interaction of all activity members, listening numbers, instructions, looking at the reaction of those who did not get one of the prizes. By the end of the activity, teachers want to see people helping each other by giving signs or any kind of communication to avoid using the mother language. No matter the use of fingers, gestures, mimics, drawings, videos, or any media until letting know the students the meaning of that explanation in specific.

2.2.3 Speaking Activities in the Direct Method

For the second or target language, there are efficient and relevant activities with the objective of working the language under study. It contains pictures of all activities and some listening to reinforce the explanation of that specific practice or activity. According to Esflow (2022), the teacher needs to do a deep study to see which activities can be useful based on their personality and capacities (p.1). The first activity “Conversation and dialogue exercises: routines and daily activities example,” is an activity based on writing daily routine activities, so students can read and share them with their classmates (p.1). The teacher uses fragments related to the topic. Then, the students need to complete it. In addition, the parts need to make sense to complete the story. The teacher gives a long space to make sure all phrases can fit to create the story. Moreover, the teacher wants the students to learn different vocabulary about human necessities, services, different contexts, so they can be able to handle any conversation with zero pressure and the target language can flow out in a natural way without forcing it.

A good example to learn a language is using places that people usually visit and ask for a service, as for instance the activity “Conversation and dialogue exercises: food conversation example” (Esflow, 2022, p.1). Using frequent places of visit helps to get

vocabulary, as the intention is to ask to be assisted and create correct sentence. For instance, if some people go to a fast-food restaurant, clients have to be able to ask for a specific food of interest. The client can say “I would like a hamburger, French fries, and diet coke please!” The objective of these activities is to prepare students to any circumstance, especially if a service is required to be done.

Moreover, according to Esflow (2022) another activity with effective results is called “Questionnaires: Present Perfect questionnaire example.” The activity is easy, as the student only has to answer according to the tenses in which the questions are made (p.1). These activities are useful so students can link these verb tenses and mix them with everyday routines and thus, improve language. As a good example, some friends went on vacations. The teacher could ask the following “Have you been to London?”, “Have you visited Panama City?”, “Where did you go on Christmas?” The idea of the activity is to explain about our anecdote, someone else’s experiences abroad, local, or international cultural activities. Through culture, learning is satisfactory, unique, and quick. Students can research about the populations’ behavior, personality, what they like to eat during breakfast, lunch, and dinner. Students have to figure out about their holidays or special activities that are original, meaningful, and important for the country students have to study. The information can be mixed with geographical facts to take out extra educational data and characteristics.

There is another activity focused on the current century and general culture called “Vocabulary and discussion questions: artificial intelligence apps.” Esflow (2022) explained that technology applications and common websites of visit are excellent examples to create activities due to the fact this is something of everyday routine (p.1). If you analyze it, these activities are linked to our life by the constant use of social media, emails, different applications,

and all electronic gadgets which have an important impact in our current society. By using these topics, students can learn vocabulary on something familiar and used in everyday life with frequency. By using this activity, the students can reinforce vocabulary or extra information from social media, news, newspaper, magazines, blogs, or relevant facts from any other area.

Eslflow (2022) added a different and usual activity. It includes “Questionnaires with pictures: talking about shopping example.” This is a well-known and common activity, as the teacher can show pictures to their students, so they can describe what they see in the images. The intention is to explain all possible activities that occur during shopping time (p.1). Shopping also helps to learn how and what to do while you get different items, clothing, or something to wear. The intention is students to be able to create questions related to purchasing something with common sense, good grammatical rules and developing affirmative expressions properly during homework or different assessments. Overall, it has to be used correct pronunciation and expressions to give a good and straight message.

According to Eslflow (2022), it is also included “Role plays: Bad vacation example,” “Role plays: celebrity interview role plays example (p.1). They are excellent scenarios, so students can be prepared in case of upset or disappointed tourists (Hotel bad experience, wrong booking information, incorrect flying hour, etc.). The students are ready to react regarding these unfortunate inconveniences and give a solution so clients can feel satisfied and confident with their services. Likewise, speaking with famous people is a great experience to ask about their life, as students can be closer to these people, ask questions related to their performance, what they do for a living and have a conversation about their personal projects. With this activity, students can make specific questions to the “celebrity” correctly using

grammar and to get rid of nervousness, as this can help with public speaking in case there are more people in the classroom or in the place that the activity takes place.

Furthermore, Esflow (2022) took into consideration “Expressing opinions.” The idea is to create a draft of a specific situation. After the topic is given, students have their space to express what they feel or think about the topic in discussion. Besides, the activity “Socializing speaking activities: eternal mingle example” lets the class to speak about any different and random situations. Students have the right to choose the topic and start conversations. The teacher can be flexible on this activity. Teacher only observes and corrects possible mistakes (p.1). Moreover, the teacher has to be prepared enough to look for what is wrong in the student’s progress on time to create a plan and give them the correct feedback and tips to help them learn in different speeds. This also allows students to forget how others get the languages and get rid of anxiety. Teachers have to speak with those who handled learning issues and let them know that everybody has a different capacity, speed, and way to learn faster. This is not a reason to feel sad or have a negative attitude, as some students take longer and it is not a reason to give up.

Therefore, effort has to be double. Students need to know that learning goes beyond of paying attention in a classroom and must practice at home. The problem is the current Costa Rican society and education given in school and high school. Most of the population does not take the enough time for preparation in assessments, discipline, respect, responsibility, and the teacher creates more innovation and original classes with effective teaching methodologies to give the students the opportunity to learn, taking the advantage of receiving complete classes and using the same language to expands beyond what they handle in English.

According to Esflow (2022), the activity “Surveys: fashion choices survey example” mixes writing and speaking. This exercise consists on creating your own survey. The

teacher provides time, so students can create their own questions about the fashion field. After students have the questions ready, they interview the rest of the class (p.1). This activity helps the students to work the communicative skill, as if this were a real situation with “famous designers,” celebrities, or wealthy people who often buy these clothing.

It works by the constant communication between the classmates. Moreover, the “journalist” needs to pay attention, listen, and take notes quickly of what the other people are expressing at the moment and mixing fashion vocabulary and include new words in their vocabulary. To make the activity dynamic, the teacher can ask the students to wear different clothing (jeans, sweaters, t-shirts) of different material, color, etc. To apply the Direct Method, if any of the students ask for a specific clothing, the other student can show it through the use of realia.

The last activity posted by Esflow (2022) is “Discussions: cities-good or bad example,” which looks for the students to study different topics and talking to each other about both sides (good and bad side). The students need to see the pros and cons of that topics and speak with the rest of their classmates. The activity can be made in pairs, groups (p.1). Depending of what the teacher looks for in the activity, she/he organizes the group accordingly.

The activity works as a debate, but it is a discussion where there is no further organization as in debates the teacher does not separate the class as group of pros or cons of that topic. Instead, the distribution is different and asks students to share their point of view, which has to be respected no matter what real opinion you have. Students need to remember it is an activity to gather and unite the group in the learning process.

Chapter III

Methodological Framework

3.1 Research Approach

This investigation is qualitative as it intends to analyze the current methodology in the public education system and the urgent necessity to change teaching techniques to get better results. After the observation is made, it is suggested to make changes to have higher English level in seventh grade students and general education in Costa Rica. Therefore, the Direct Method takes strength, and it is a good candidate to have an opportunity. This technique fits in our education by its principles, effective activities for working the target language and zero Spanish to make the students give an extra effort in the learning process.

3.2 Research Design

According to Jilcha (2019), “The research design is intended to provide an appropriate framework for a study. A very significant decision in research design process is the choice to be made regarding research approach since it determines how relevant information for a study will be obtained; however, the research design process involves many interrelated decisions [1]” (p.2). If the investigation goes out of the target investigation, the reader gets lost and do not understand the direct message. For investigation purposes, the objective is to keep the target topic and not including extra or unnecessary facts or useless information, so the message will be straight, clear and people can understand the main idea with details and summing up something else related to the topic if necessary. It is important to give transparent, accurate information to keep people update about specific topics to help in any field of study.

According to Sirisilla (2023), the following concept of a useful tool to collect information, the Descriptive research design is a powerful tool used by scientists and researchers to gather information about a particular group or phenomenon. This type of research provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject. By observing and collecting data on a given topic, descriptive research helps researchers gain a deeper understanding of a specific issue and provides valuable insights that can inform future studies (p.1).

3.3 Information sources

3.3.1 Primary sources

According to Gradcoach (2023), primary sources are information gathered to make an investigation by its direct, authentic, and original data and its message is clear and straight (p.1). Primary sources are always original information of quality you can trust, recommend, read by its credibility, and clear information; for instance, the book “Aprender una segunda lengua: metodología de la enseñanza y del aprendizaje,” which is used in this investigation. The primary sources of the study are the students of seventh grade at Academia Generaciones de Exito, with group 7-1.

The academy is located from Casa Italia, 200mts to the South by Ministerio Publico offices. The general academy schedule is from 8:00 am to 9:00 pm from Monday to Saturday and Sundays from 8:00 am until 12:00 pm. Moreover, the academy helps students to finish their secondary education through their MEP special education program. It prepares students in each level, provides didactic materials, and works with mock exams, so the students have an idea of how bachelor secondary exams are before going to the real tests. The academy accepts students from all ages and encourage them to continue studying. The researcher will

work with a seventh group grade of ten students each Monday from September 25th and the post test will be made on Wednesday (October 25th) . During this period, the schedule of each class is from 7:00 pm to 9:00pm. For the pre -test and post-test will be applied from 8:20pm to 9:00pm. The activities will be made on October 2nd, 9th, and 16th from 8:30 pm to 9:00pm.

3.3.2 Secondary sources

According to Gradcoach (2023), secondary source is all information taken by different primary sources and books or media to create a compilation (p.1). It can be author commenting someone else's biographies, giving opinion of general articles, books, newspaper, or any source of information from primary sources. In the secondary source, other creator takes original work and gathers information to reinforce the idea or making clear an idea about a specific topic mentioned on the book. Usually, these sources inspire other people to create information with the purpose of helping others, depending on the objective. Throughout the years, information, rules, principle, changes are always explained in the field of investigation, so media must be as clear as possible to keep update the different professional communities.

In this category, the educational public curriculum is the secondary source, as it is the guide used by teachers in Costa Rica in order to learn what topic comes next and the learning process according to the level given. The educational curriculum gives a complete horizon to the teacher of how to organize and create innovative classes focusing on the student's educational necessities to help them to complete and approve levels successfully. Before the teacher starts teaching the classes, they need to analyze what kind of students they have and make a complete study, so they can use properly the curriculum and teach them all topics included in the program level. After making the observation, the teacher needs and has the responsibility of taking

advantage of everything the curriculum contains and offers to do dynamic and different classes. The curriculum shows useful and important example for the topics inside the program.

3.4 Analysis Categories

For the investigation, speaking is the area the researcher wants to improve by including oral tasks in seventh grade English classes at Academia Generaciones de Éxito. The objective of the teacher is to see an improvement in aspects such the articulation of the words, fluency, tone of voice, handling conversations in English with contexts. The articulation of words refers to the combination of the position of the mouth, lips, teeth, so they determine the vibration of the vocal cords to provide good pronunciation of the sound during oral activities or pronouncing any word in English. Incorrect pronunciation or incorrect articulation of words may cause misunderstandings in conversation for instance: Tree (Noun) – Three (Number).

Fluency is the ability to have a good speed in conversations, expression, reading, speaking, writing, listening, coherence in the language, grammar, brainstorming thoughts, so it leads people to have better communication skills in English. Moreover, Tone of voice is the manner to speak with someone else and the intonation of words. Intonation is divided in Raising and Falling. It is important to master it to provide the correct meaning of words or something you want to express. In addition, handling conversation makes reference to be able to have knowledge on the topic that people are talking about, expressing correctly thoughts, vocabulary experience, create correct questions, grammar usage and being prepared to provide a good message to the listener.

Mainly, practicing public speaking techniques and giving students tips on how to deal with nervousness, can help them to make good presentations in front of their classmates. Moreover, their ideas will flow to have a successful oral assessment in the future. During the

English-speaking activities, the teacher studies the English level of the students before and after taking the classes to see the improvement obtained through the Direct Method in seventh grade students.

3.5 Data Collection Instruments

The data collection instruments are tools that help to gather information with details from the primary sources to evaluate the knowledge of seventh grade students and see how well the students handle the language. The benefit of the instruments is to make easier the investigation by taking first-hand data and help the teacher to develop correct English-speaking classes. With these instruments, the teacher is able to see the progress of the students through the use of this new technique from the observation to the post-test. For the purpose of the investigation, the teacher will use the following instruments: Observation, pre-test, and post-test used through questionnaires.

3.5.1 Observation Rubric Checklist

A class observation is a process where teacher makes a deep study in a specific class to detect the all strengths and weaknesses of the students during the learning process. In addition, it helps to examine the environment where they study, as well as the student's and the teacher's behavior, how the professor teaches the class, and the knowledge of the subjects. The purpose of the observation is to eliminate all teaching issues and gaps that can be found during the learning process. To obtain the information from the observation, the teacher will use an observation rubric, which is an instrument able to evaluate, list and points important aspects to improve. Moreover, it allows to work weaknesses during the next English-speaking classes and take the right direction with the new methodology (Direct Method).

With an observation rubric, it is easier to have an appropriate control of the learning progress of all the students, see the improvement of the students thanks to the activities made by the teacher, make sure the students are learning properly, and do not have questions or concerns about the topics learned during the lessons. Moreover, the teacher is able to make a comparison of previous weeks and having a big panorama of how well the students have learnt the topics with oral tasks. Besides, the researcher considers the observation rubric as a solid tool, as it strengthens the speaking skill and inculcates new and more effective oral lesson plans and mixes this methodology (Direct Method) with the educational public secondary English curriculum.

To make the evaluation works effective, the teacher needs to create categories for each aspect to evaluate in speaking. Once the teacher has clear what to evaluate and his teaching goals, it is necessary to study individually the students and make summary of how well they handle English while working on oral activities. After the teacher observes the class, he needs to look for the appropriate way to teach MEP's program using the Direct Method. Before teaching the students, the researcher worked with an observation evaluation sheet where he will see what aspects evaluated. These aspects will be on the left side of the sheet. The score is on the top of the sheet with three categories: Excellent, five points; Good, three points; and Needs Improvement, one point. The teacher will observe 2 lessons to collect all information to work on appropriate lesson plans. In addition, there is a section for extra comments or observations taken during the tasks given by the teacher in charge of the group. After the evaluation is done, the teacher takes out a score with points obtained in each category and a complete summary of the observation, teacher notes and feedback to give to the student for future evaluations. The purpose of the researcher is to apply the observation rubric to determine their speaking English skills

before working on an appropriate and correct pre-test, some Direct Method activities and post-test. During the third week of September 2023, the teacher will make the observation with the group 7-1 at Academia Generaciones de Éxito. Through this observation, the teacher will make an analysis of all the changes required and to build proper Data Collection Instrument for his Speaking Direct Method activities in the following weeks.

<u>Observation Rubric Checklist</u>				
Academy name: Academia Generaciones de Exito			Group: 7-1	
Researcher: William Elias Valerio Castro				
Teacher:				
Student's name:				
Evaluation Criteria	Excellent 5pts	Good 3pts	Needs Improvement 1pt	Notes
Instruction s are correctly followed.				
Students are connected with the activity.				
There is coherence, order and interest for the topic.				
Speaking Skill				

Tone of voice is perfect in front of the class.				
There is coherence of the student in the activity. There are no mistakes with the topics.				
Pronunciation is correct and articulation of words.				

Evaluation criteria

1. **Excellent:** Students follow are able to follow the instructions properly with no mistakes, interest and adapting to the task.
2. **Good:** Students can understand the instructions with few mistakes.
3. **Needs Improvement:** Students tend to lost during the activity and instructions are not followed correctly.

Speaking Skill

1. **Excellent:** Students shows domination in the pronunciation and spreading the message to the classmates.
2. **Good:** There is high comprehension in the oral session and students understand the message given.

3. **Need improvement:** Student has difficulties to spread the message and having communication with the classmates. Instructions are not clear, and student tends to lost in the activity.

3.5.2 Pre-test

It is a short test or assessment to be applied to the students before the activities to improve the target skill area (Speaking). Besides, it intends to teach the students in a written or oral way the information, so they can respond all questions given. The score goes from zero to one – hundred. For this class, the researcher will apply the test to the seventh-grade students (7-1) at Academia Generaciones de Éxito with the objective to collect all necessary information about the knowledge that the students have in English, what they remember, and what they have learned. The assessment will be applied on September 25th from 8:20 pm to 9:00pm to a group of ten students. The teacher will take some minutes to explain all the instructions of the Pretest, which is called “Who I am,” before the activity is started. The pre-test measures how well the students handle and know the house and objects we can find in it. In this test, the teacher will evaluate the pronunciation (tone of voice, articulation of words, intonation, fluency), house vocabulary, basic sentences by using Yes/ No Questions with Verb to be and auxiliaries Do / Does.

Pre- Test Game Who I am

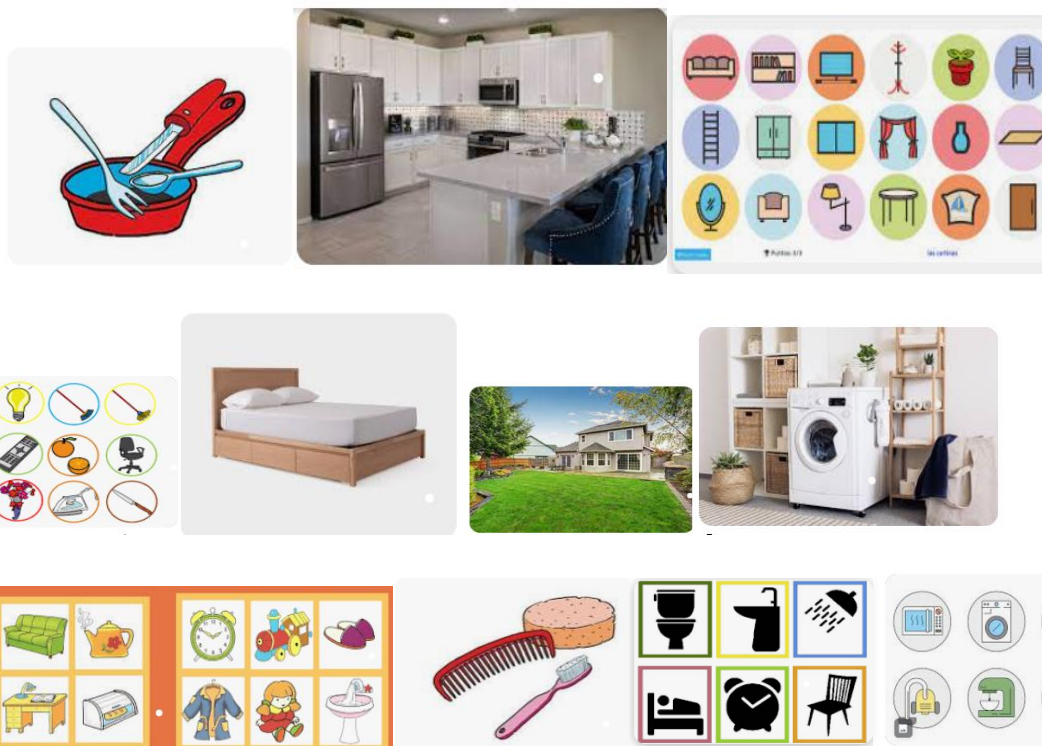
Instructions for the game: The teacher gets into groups the class and provides pictures of provides pictures of parts of the house and objects we can find at home. Each member has three minutes to guess all picture that the other member has. There will be a semifinal phase of two minutes and a final of 1 minute. One member needs to paste on their forehead the pictures and they need to figure out who they are by themselves without other member provides the

answer or being too straight with the clues. The students need to create questions by using Yes/ No Question of Verb to be and Do / Does. The students have strictly prohibited to use Spanish and descriptions need to be only in English. The use of Spanish means losing one guessing picture of the group. The number of pictures guessed; they will be the winner of the game.

IMPORTANT: SPANISH IS NOT ALLOWED IN THE CLASS.



Who I am Game



Pre- Test Evaluation Rubric**Academy name:** Academia Generaciones de Éxito**Total Points:****Researcher:** William Elias Valerio Castro**Score:****Teacher:****Student's name:****Group: 7-1**

Evaluation Criteria	Excellent 5pts	Good 3pts	Needs Improvement 2pts	Notes
Provides good description of picture.				
Correct usage of the grammar and Yes / No Questions				
Fluent conversation and handling context				
Show knowledge and accuracy of the vocabulary.				
Correct pronunciation of words.				

1. **Excellent:** Students explain with details the characters with the other member of the groups. The student handles the vocabulary of characters.
2. **Good:** The students handle most of the topics seen. Student is able to have a description and there are few mistakes.
3. **Needs Improvement:** Student is not able to follow the activity properly and handle the vocabulary. Student is always lost to identify what characters is and the pronunciation is not clear and correct.

3.5.3 Activities

During this period, the teacher will perform three activities to be carried on October 2nd (First activity), 9th (Second activity), and 16th (Third Activity) from 8:30pm to 9:00pm. The objective of the activities is to reinforce the parts of the house and objects we can find in it by working on different tasks and using the Direct Method and its principles. The first activity is called “Describing Your Home.” The activities will be evaluated from 0 to 100 points to determine how well the students make descriptions. The use of Spanish is prohibited. The teacher will provide 10 minutes, so the students can create a presentation by describing their houses and include all the vocabulary learned. Then, the students will have 5 minutes to present it in front of their classmates. By the end of the activity, the teacher will choose 5 students to answer some questions using Yes / No Questions. This, once student’s presentation, is done. The teacher wants to reinforce public speaking, describe what they have around their house, new vocabulary, and answering Yes/ No Questions properly.

Activity # 1 Describing your house

High school name: Liceo Dr. Jose Maria Castro Madriz

Total point:

Researcher: William Elias Valerio Castro

Score:

Teacher:

Student's name:

Instructions:

1. The use of Spanish is not allowed during the activity.
2. Students need to create a presentation about describing the different parts of their houses.
3. The teacher provides them ten minutes to create the presentation by making short sentences and using vocabulary seen in class.
4. Each student has five minutes to make their presentation in front of the classmates and explaining how their houses are.
5. Teacher assigns five students to create general Yes / No Questions when the student is done with the oral presentation.

Describe Your House



The second activity is called “Famous House Interview.” The main rule is no Spanish during the activity. The evaluation goes from 0 to 100. The teacher asks the students to work in groups, 1 of the students will be a journalist and another person will be the famous

person. The teacher will provide 20 minutes to prepare each role and switch the role among team members. The questions have to be short Yes / No questions with verb to be and auxiliaries DO / DOES. Once the groups finish their roles, they can work with another member's group. With this activity, the teacher looks for students to be able to create different questions about house vocabulary and having creativity when giving descriptions, new vocabulary, and especially get rid of Spanish and master the topic and public speaking.

Activity # 2 Famous House Interview

High school name: Liceo Dr. Jose Maria Castro Madriz

Total points:

Researcher: William Elias Valerio Castro

Score:

Teacher:

Group: 7-1

Student's name:

Instructions:

1. Interview is only in English.
2. **In groups**, the idea is interviewing any famous person of your choice by describing their houses and another person is the T.V show journalist and asking them what's in their invented bedrooms.
3. Teacher makes groups and one needs to be a journalist and the other one that answer the journalist questions.
4. Each group has twenty minutes to prepare both roles and five minutes to play that role.
5. Questions do not have to be long. Use simple questions (Yes/ No Questions with Verb to Be or Do – Does). Please remember to use short answers.
6. After one group finish and switch with the member's group their role, you can work with another member's group and do same dynamic.



The third activity, called “Storytelling,” will be done individually. In this task, there is an evaluation from 0 to 100 as the score. Students are not allowed to use Spanish during the activity. The students have 10 minutes to create a story by describing their bedrooms and explaining briefly how they have decorated their room with details. They have to brainstorm to create short sentences. Then, they share their sentences with another classmate and the listener needs to ask 3 questions using Yes / No Questions. The intention of the activity is that students can use all of what surrounds them to use sentences, learn new vocabulary, and put it into practice and improve oral skills.

Activity # 3 Storytelling

High school name: Liceo Dr. Jose Maria Castro Madriz

Total Points:

Researcher: William Elias Valerio Castro

Instructions:

1. The activity is individual.
2. The story is completely in English and Spanish is not allowed during the activity.
3. Teacher provides between 10 minutes to create a story about describing their bedrooms.
4. Then, you explain briefly how you have decorated your bedroom. (I painted the walls to purple, bought new fan, changed the floor into a wooden one, etc.). Please use short sentences.

5. Students need to brainstorm some ideas for their story.
6. The students need to look for a classmate for the activity. Teacher assigns four students each one and students have three minutes tell your story to each classmate.
7. After the story is told, the listener needs to ask at least 3 questions by using Yes/ No Questions or Do – Does related to the story.



3.5.4 Post-Test

A post-test makes a reference to an assessment to re-confirm everything seen in the activities to estimate the knowledge and better understanding of the topics and oral skills. To measure the knowledge obtained from previous assessments and activities, the teacher will apply the same pre-test with the same group (7-1) at Academia Generaciones de Éxito. It is the same topic: parts of the house and objects inside of it. The assessment will be applied on October 25th from 8:20 pm to 9:00pm with the same group of the activities and pre – test. Before the test, the teacher will take some minutes to refresh all the instructions.

With this test, the teacher has as a purpose to make a comparison with the pre-test and the activities in order to see the growth in the speaking English area with the help of the Direct Method. In this exam, the teacher will see the improvement in pronunciation (tone of voice, articulation of words, intonation, fluency), house vocabulary, creation of basic sentences by using Yes/ No Questions with Verb to be and auxiliaries Do / Does.

Post Test Game Who I am

Instructions for the game: The teacher gets into groups the class and provides pictures of parts of the house and objects we can find at home. Each member has 3 minutes to guess all pictures that another member has. There will be a semifinal phase of 2 minutes and a final of 1 minute. One member needs to paste on their forehead the pictures and they need to figure out who they are by themselves without other member provides the answer or being too straight with the clues. The students need to create questions by using Yes/ No Question of Verb to be and Do / Does. The students have strictly prohibited to use Spanish and descriptions need to be only in English. The use of Spanish means losing 1 guessing picture of the group. The number of pictures guessed; they will be the winner of the game. **IMPORTANT: SPANISH IS NOT ALLOWED IN THE CLASS .**



Post - Test Evaluation Rubric

Academy name: Academia Generaciones de Exito

Total Points:

Researcher: William Elias Valerio Castro

Score:

Teacher:

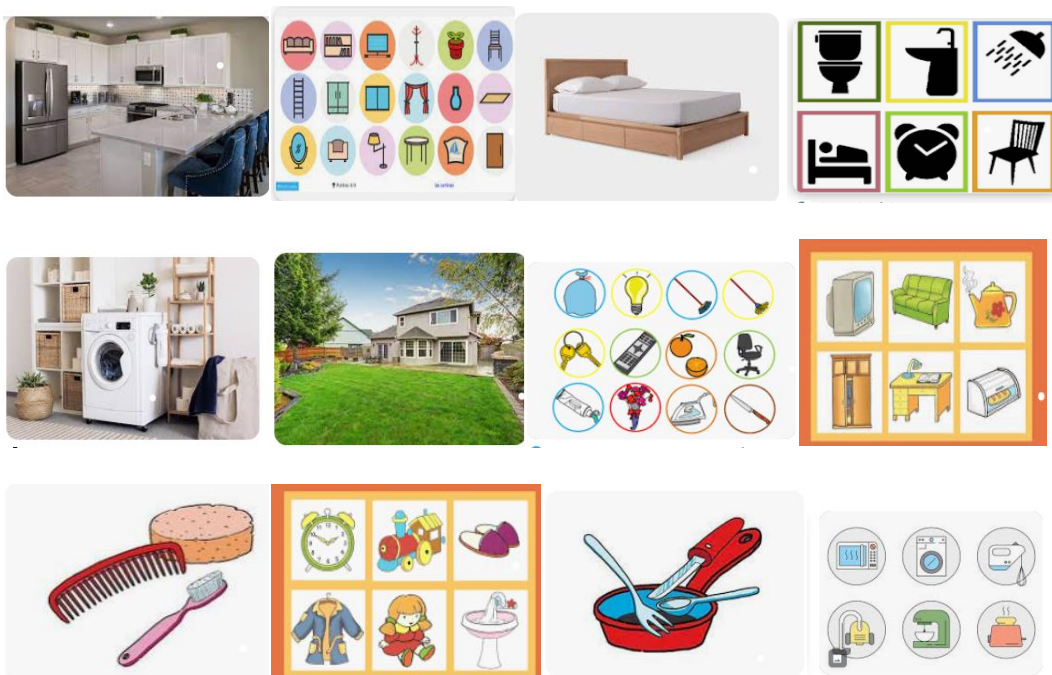
Student's name:

Group: 7-1

Evaluation Criteria	Excellent 5pts	Good 3pts	Needs Improvement 2pts	Notes
Provides good description of picture.				
Correct usage of the grammar and Yes / No Questions				
Fluent conversation and handling context				
Show knowledge and accuracy of the vocabulary.				
Correct pronunciation of words.				

1. **Excellent:** Students explain with details the characters with the other member of the groups.
The student handles the vocabulary of characters.
2. **Good:** The students handle most of the topics seen. Student is able to have a description and there are few mistakes.
3. **Needs Improvement:** Student is not able to follow the activity properly and handle the vocabulary. Student is always lost to identify what characters is and the pronunciation is not clear and correct.

Who I am Game



3.3.6 Collection Data Process and Data Analysis

In this section, the researcher will apply an observation to the seventh-grade students at Academia Generaciones de Éxito. The teacher will do an observation class on September 25th of 2022 from 7:30 am to 9:00 am to the group 7-1. With the observation, the teacher will use and create an observation rubric with evaluation criteria and specific categories to extract important speaking aspects to improve and the understanding of the students regarding

the topics learned during the class. In the same day, the teacher will apply a pre-test to study the English knowledge of the group. The teacher will provide a Game called “Who I am” with the purpose of studying the group’s pronunciation, parts of the house vocabulary, and grammatical rules. After checking the observation and the pre-test, the teacher will be able to create correct Data Collection Instruments to follow up the growth of the oral area through the use of the Direct Method. On October 2nd, the teacher will work on the first activity with the same group 7-1 called “Describing at home.” This with the objective of finding out ~~to~~ how well they can describe the environment where they live and presenting it orally in front of their classmates to reinforce public speaking skills, pronunciation, grammar, rules and principles of the Direct Method.

On October 9th, the teacher will apply the second activity called “Famous House Interview” with the purpose of studying how students spread the message, their interaction with other students, measure their oral skills, their grammar knowledge, and vocabulary. On October 16th, the teacher will apply the third activity called “Storytelling” to measure their ability to make descriptions of their bedrooms, parts of the house and objects we have all have in the house (Vocabulary), creating and answering Yes / No questions. On October 25th the teacher will apply the post-test, which will take 30 minutes to see the students’ improvement since the application of the observation and the pre-test regarding the topic parts of the house, objects we usually find in the house, and how they handle the topic orally. Moreover, this last test is important to see the effectivity of the Direct Method and if can be used in future English programs for all levels and the improvement of oral skills.

Chapter IV

Data Analysis

In this chapter, the researcher will show the information obtained from the different Data Collection Instruments. The importance of this section is to provide statistics regarding the English level of the students by applying all the instruments, the speaking activities, and thus, to reach the teaching goal.

4.1 Analysis and Interpretation of the Results

The following information will be presented taking into consideration that the researcher started the process by making a class observation with its respective observation rubric and clear speaking aspects of evaluation. The observation process was carried out to ensure correct Data Collection Instruments by using questionnaires and applying properly the Direct Method to obtain good results at the end of the investigation.

4.1.1 Class Observation

The observation was made at Academia Generaciones de Exito, located in Los Yoses. The principal's name is Kristel Echeverria. The researcher observed a seventh grade group with a total of ten people, and took general notes regarding their behavior, student's and teacher's English knowledge, and how they worked during the class. The researcher could realize that the students were studying and working close to the academy. The principal always made sure that all students were studying and were preparing themselves for the tests. Consequently, the academy makes activities to encourage, support, help, and motivate students to never give their dreams up, so they can graduate with good grades. The principal and teachers listened to the students and have passion and love for teaching and more importantly, they

transmit that feeling to the students. The students work for the company ThermoSolutions S.A. In the observation process, the researcher observed that teacher is very a professional, and responsible; however, such teacher requires improvement in the area of pronunciation, side and thus, that the class is only taught in Spanish. In regards to the students, eight of them always pay attention and have high desires to learn and graduate very soon. During the activities, these students showed knowledge, security, and confidence to carry out correctly the practices. Moreover, they always participated in all tasks and raised their hands to participate. The students showed high knowledge in relation to in the instructions, grammar, and vocabulary. Nevertheless, they presented general issues regarding speaking and pronunciation. Because of this pronunciation issue, they sometimes got lost in the activity; however, they tried their best to follow activities properly. In this group, the students handled pronunciation and correct articulation of words for simple and basic vocabulary. The tone of voice was difficult to them and got lost regarding aspects of rising and the falling intonation. On the other hand, two students never showed interest in learning, they spoke a lot during the class, and they never got to complete the exercises, so they did not acquire the desired knowledge on pronunciation. Moreover, these two students showed no wishes to learn, as they played games in their phones, asked to go to the restroom all time to make calls, never paid pay attention to the instructions, and only sometimes they participated in class. Regarding speaking, they understood the meaning of words mean, grammar, and vocabulary. However, they had big issues in pronunciation, tone of voice, and articulation of words. Due to their lack of interest and knowledge, they always got lost in the activities, as they preferred to look at the phone and interrupt the class frequently.

The teacher in charge is a very professional, and always made sure all students understood all instructions given. Moreover, he gave his best effort so ~~to~~ those problematic students could change their mind and start paying attention and learn. This because such students always had to be sent to the principal's office due to their behavior and for constantly interrupting the rest of the classes. The teacher has dedication, responsibility, and love to teach English. The teacher has outstanding knowledge on English, but he lacks knowledge in the speaking and pronunciation area. Moreover, he explained the class in Spanish, as well as all activities made with the group.

4.1.2 Pre-Test

In this section, the researcher will show the results obtained from the Pretest called "Who I am," which was made with a group 7-1, that consisted of ten students. The pre-pest was applied on September twenty-fifth from 8:20 pm to 9:00pm at Academia Generaciones de Éxito. With this assessment, the researcher was able to collect exact information and have an idea about their English level of the students, as well as their mastery of the speaking skill by using the topic "Parts of the house and objects we usually have at home." This instrument allowed the researcher to make some changes to the activities to be carried out for the next classes with the purpose of ~~to~~ reinforcing this topic and thus, the students were able to properly develop the speaking activities given to them with the Direct Method. Therefore, the researcher explained all the principles regarding this method, so the activities could work correctly and good results could be obtained. Since the beginning, it was mentioned that Spanish would not be used.

As it can be seen in figure 1, there are three columns showing the categories of the activity in the evaluation rubric. The figure below was divided in three colors: Blue one

means Excellent, orange Good, and gray one Needs Improvement. On the left, there is a column showing the number of students with Excellent, Good, or Needs Improvement scores. Based on the data obtained by the researcher, two students were in the Excellent category. The students were able to give further details or explanation of the different pictures about the house or objects we can find in ~~an~~ it. The students had good pronunciation, they deliver a clear message to their classmates, their articulation of ~~or~~ words was correct, as well as the usage of vocabulary, grammar, and the verbs with Do / Does as an auxiliary. The researcher helped the students by giving them clues, so they carefully could ~~to~~ give the answer to the picture. Moreover, it is important to stated that they were also guiding their classmates while having the picture in their foreheads. The students were able to identify in short time the picture by providing short and straight clues without being too obvious. Regarding ~~For~~ the Good category, only one student showed knowledge, and understood and followed most of the activity. In addition, the student was able to complete the activity with few mistakes. The students sometimes used Spanish to ask how to say a word in English and thus, to create any Yes / No questions. The students were able to handle the activity and paid attention to almost all instructions. They also had good organization skills as they managed the time given by the researcher adequately and brainstormed everything before the activity. They got lost in certain parts of the presentation, so they got nervous and got stuck during the presentation.

In the gray column, which represents the Needs Improvement category, there are found seven students, as they were not able to understand or follow the assignment, and besides, their pronunciation was not accurate. In addition, they got to lost during the activity and asked all questions and concerns in Spanish. They did not have good articulation of words and were not able to recognize the vocabulary either. Moreover, during the presentation, they were afraid of

public speaking and preferred to sit down and made another classmate to present. The presentation was not correct, the students did not take advantage of the situation. They gave up quickly and decided to stop participating in being part of the activity due to lack of interest.

Table 1 Figure 1. Categories of the obtained grade by the students in the Pre-Test.

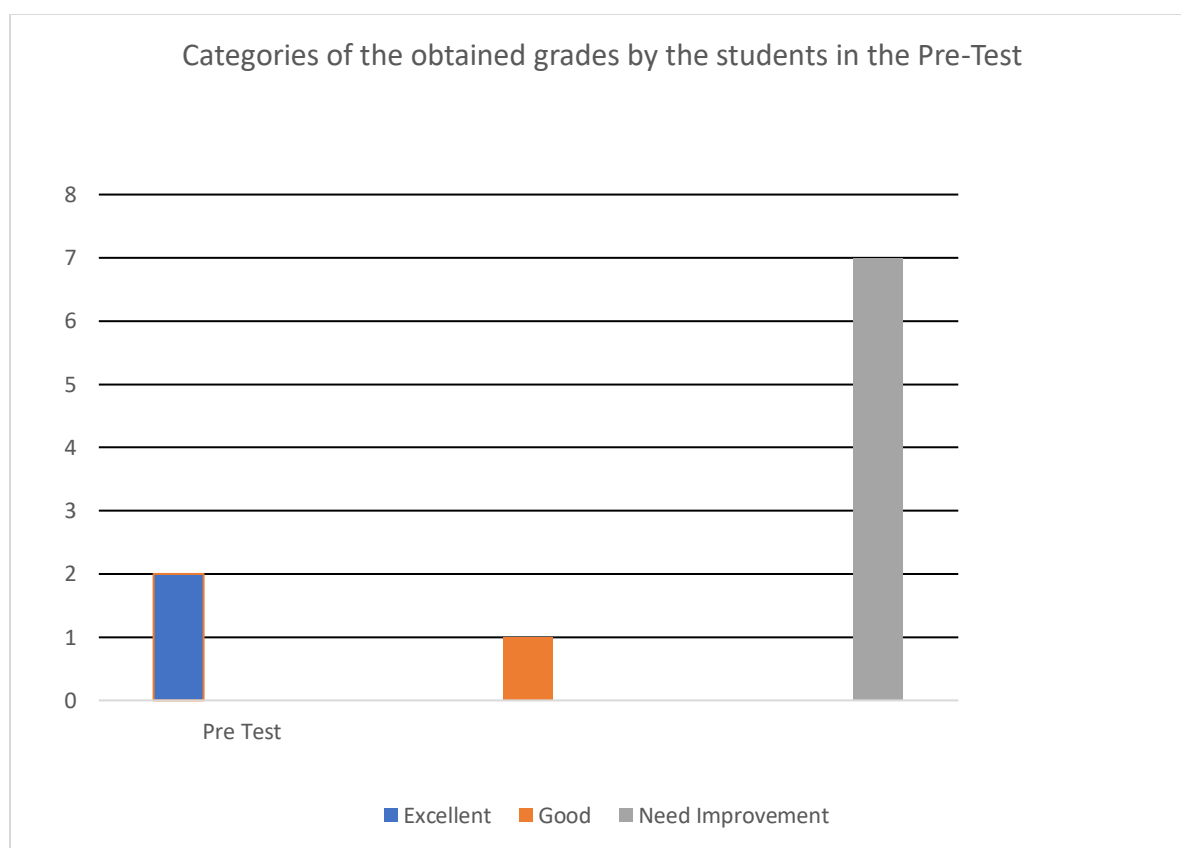


Figure 1 represents the categories of the obtained grades by the students in the Pre-Test. Source: Researcher's own creation.

4.1.3. Activities

In this section, the researcher will show the results obtained from the first activity called “Describing Your Home.” Ten students participated in such task. Figure 2 was divided in the three categories, columns with different colors to explain the results obtained by the ten students: Excellent (Blue), Good (Orange), and Gray (Needs Improvement). This activity was carried out on October second from 8:30pm to 9:00pm at Academia Generaciones de Éxito. With the second activity, the purpose was that students could be able to develop speaking abilities by using interviews as a way to express what they needed and by changing roles, as well as by using different vocabulary and spreading messages with further details in different scenarios.

According to Figure # 2, in the Excellent category, there are two students who showed complete knowledge and mastery of the activity. The students were able to make descriptions during the presentation and explained it correctly in front of their classmates. They created good and creative questions by using Yes / No questions and besides, they paid attention to their other classmates. They never used Spanish and preferred to use gestures or Non-Verbal communication. The students showed mastery when describing each part of the house and objects with further details. Their pronunciation was excellent and there was no dependence on Spanish. In addition, the students were able to properly use time for organization and brainstorming the presentation. There were no issues with public speaking and gestures fitted in the presentation.

Based on the Good category, three students were able to complete the activity and delivered the presentation correctly. However, they used Spanish in some cases and they had some difficulties to pronounce and create questions. During the presentation, they got nervous

and thus, they relied on the use of Spanish; nonetheless, the message was clear. Moreover, they completed the activity. Pronunciation was mostly correct, as well as grammar. The students showed mastery during the activity and followed the instructions. Furthermore, they did not have issues to speak in front of the class, but there were few times in which they looked at their notes and read them, so this made them feel a little nervous. Grammar was correctly used at the time to create the questions; although, there were some mistakes when using the Verb to be and Yes / No questions with auxiliary Do/ Does. On the other hand, in the Needs Improvement category, there were 6 students that had difficulties to follow properly the activity. They had difficulties with public speaking, pronouncing the majority of words, and doing further descriptions of their houses. They did not follow the instructions and they spoke to each other a lot in Spanish. Moreover, they constantly asked the researcher about the correct way to say a word or sentence.

Table 2 Figure 2. Categories of the obtained grades by the students in the Activity #

1

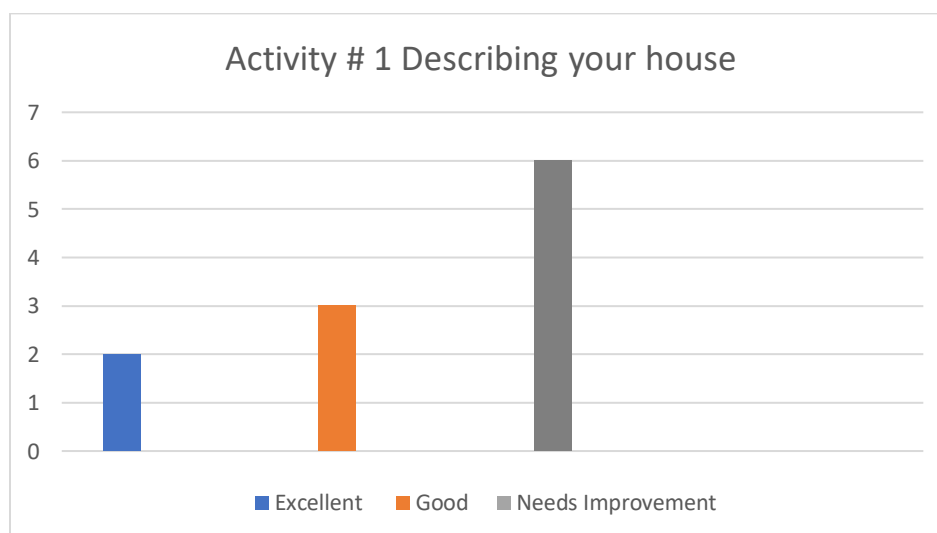


Figure 2 represents the categories of the obtained grades by the students in the Activity # 1 Describing you house. Source: Researcher's own creation.

In Figure 3, it can be seen the results obtained by the students in the second activity, called the “Famous House Interview.” The researcher divided the figure in three categories and used different colors to represent their level of mastery: Blue (Excellent), Good (Orange), and Gray (Needs Improvement). On October 9th, the second activity was made with ten students from 8:30pm to 9:00 pm. This activity helped the students to develop their speaking skills by considering different scenarios and roles to reinforce their communicative skills, vocabulary, and the proper way to deliver the message to all the listeners of the activity. Therefore, the researcher used Figure #3 to make a summary of all information collected about this activity and the results obtained.

In Figure # 3, three students are found in the Blue category, as they obtained an Excellent score and their scores were higher than ninety points. Moreover, the students were able to carry out an outstanding activity without the necessity of using Spanish, as main rule. During the activity, the students did not have any issue to switch and play the journalist and the Famous person role. Moreover, they had good organization, and creativity to develop a conversation during the time given to develop both roles. Their pronunciation, vocabulary, and development of Yes / No Questions using Verb to be and Auxiliaries Do/ Does, were correct. In other words, they had good pronunciation and handled the conversation according to the context. They were able to play the role of the Journalist – Famous person with creative questions and vocabulary.

In the Good category, it can be found three students, who were able to develop the majority of the activity and they used Spanish just few times. The average score was eighty points. The students were able to play both roles (Journalist and Famous Person) and make descriptions of the invented houses of the famous people. Sometimes, the students got lost regarding some questions, so they asked in Spanish how to say that word in English. During the

activity, most of the questions made by the students were good, but some others needed some improvement in grammar coherence when using the Verb to be and Auxiliary Do /Does in Yes / No Questions. On the other hand, in the Gray column, it can be found two students who Need Improvement, as they were not able to follow the activity and spoke in Spanish during most of the activity. They had difficulties to make Yes / No questions with the Verb to be and Do/ Does auxiliaries. Moreover, the students could not express the clear message in a clear way and therefore, they relied on Spanish to know and find out how to express something. Their pronunciation, grammar, and vocabulary needed improvement, as well either.

Table 3 Figure 3. Categories of the obtained grades by the students in the Activity #

2 Famous House Interview

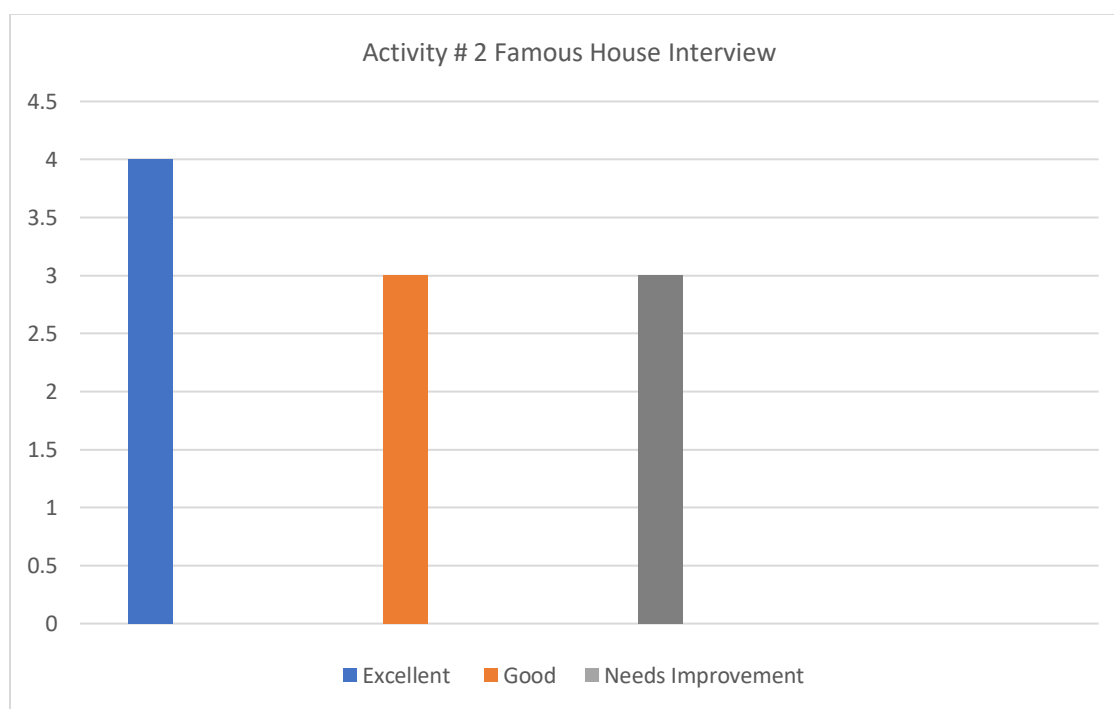


Figure 3 represents the categories of the obtained grades by the students in the Activity # 2 Famous House Interview Source: Researcher's own creation.

For the third activity, called Storytelling, the researcher will show the results in Figure #4. The researcher divided the figure in three categories by using different colors to state the score obtained in each category such as: Excellent (Blue) , Good (Orange), and Gray (Needs Improvement). This activity was applied on October sixtieth from 8:30pm to 9:00pm with a group of ten students at Academia Generaciones de Éxito. With this instrument, the researcher looked for making the students use their imagination to create authentic, interesting, and creative stories about their bedrooms and thus, to provide a good description of the place where they sleep. The objective was making the ten students to use different and abundant vocabulary and to mix it with proper grammar and public speaking skills. Moreover ~~Also~~, the idea of this instrument is to show the results by using statistics in order to make a breakdown of the data obtained.

Regarding the statistics shown in Figure #4, four students showed mastery of the topic and were able to handle all the activity properly. Moreover, during the activity, there was not any dependence on Spanish usage, so the students can be catalogued as Excellent. There was good organization and commitment to do well the activity. The students took advantage of the time given by the researcher to create their story. In addition, the storytelling was highly creative, as well as the brainstorming and analysis to give details of each part of their rooms. They provide good details in colors, shapes, materials, vocabulary, and good use of the grammar when using Yes/ No Question with Verb to be and Do / Does auxiliaries.

In the orange column, which represents the Good score category, it can be found four students, who showed knowledge on the topic. The students showed mastery and followed almost all the instructions, and just few times Spanish was used. They took advantage of the time given and worked in the activity. The researcher can state that their brainstorming and

descriptions were good, and that their grammar and pronunciation was rather accurate. The vocabulary was used correctly. However, at times, the students were asking each other how to express sentence or word in English. They students were able construct the story in an adequate manner. Moreover, the context of the story was correct, buy they presented some grammatical and pronunciation mistakes. The students built good sentences with Yes / No Question in the activity. On the other hand, in the Needs improvement category, it can be found two students, as they did not follow the instructions properly and they showed no interest in ~~to~~ completing the activity. In addition, they constantly interrupted the researcher. During the activity, student's pronunciation, grammar, and their skills to create questions were not good and they continue to make the same mistakes after feedback was given to them. There was not good time usage. Their story contained big grammatical mistakes.

Table 4 Figure 4. Categories of the obtained grades by the students in the Activity #

3 Storytelling



Figure 4 represents the categories of the obtained grades by the students in the Activity # 3 Storytelling. Source: Researcher's own creation.

4.1.4 Post Test

This assessment was applied on October twenty-fifth from 8:20pm to 9:00pm with the same ten students. The figure below in (Figure #5) is divided in three categories of evaluation. Each category was assigned a color such as: Blue (Excellent), Orange (Good), and Gray (Needs Improvement). The researcher's objective here is to demonstrate the results obtained in this test, as for example the students' growth regarding the speaking area. Moreover, the researcher looked for comparing the pre -test and this instrument to see student's changes in the oral area and the mastery of the topic the parts of the house and all possible common objects we can find in our houses. In this instrument, it was taken into consideration the articulation of words, vocabulary recognition, correct grammar usage (Verb to be and auxiliaries Do /Does using the Yes / No Questions).

In the excellent category, it can be found four students. These students were able to understand and follow the instructions, and besides, they showed mastery of the activity and topic as the exam did not present mistakes in general. The students had excellent pronunciation, did not use Spanish, and provided a good description with a lot of details about the pictures in the other student's foreheads. Students were able to quickly recognize the pictures. In addition, the students provided good clues and accurate information, so the students could guess without giving the direct answer.

In the Good category, it can be found three students who did good in the activity, as their pronunciation was understandable, and they made only some mistakes regarding with the pronunciation of some syllables and intonation. The students only used Spanish in very few occasions. The students were able to recognize the pictures in their classmate's forehead most of the times. On the other hand, in the Needs Improvement, there were three students who did not

follow the instructions properly, got lost in the activity, and made many pronunciation mistakes. The students had difficulties to guess the picture and the pronunciation pronounce the vocabulary. Moreover, the students had low participation and interest to complete the activity. By having difficulties with the activities, they decided to use more Spanish and did not follow the instructions.

Table 5 Figure 5. Categories of the obtained grades by the students of the Post-Test

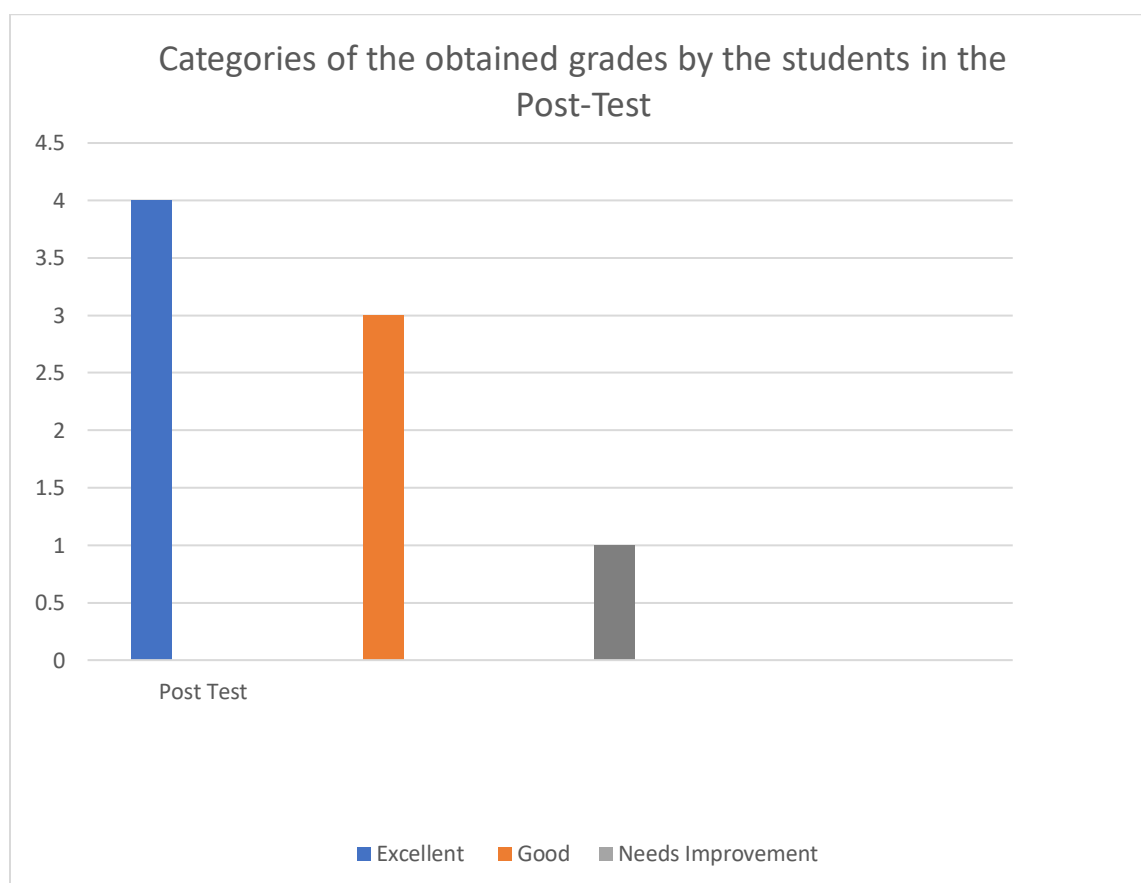


Figure 5 represents the categories of the obtained grades by the students in the Post-Test. Source: Researcher's own creation.

CHAPTER V

Conclusion and Recommendations

5.1 Purpose of the conclusion

A conclusion is a section where is introduced the final comments of all information collected and explaining to the reader what is the outcome of the investigation. For research purposes, this investigation was made by observing the students have low speaking English level and the use of inefficient English teaching methodologies (Grammar – Translation Method) that do not allow students work effectively all English skills and especially not putting as priority the speaking area. The costa rican education is based on Ministerio de Educación Publica (MEP) English curriculum that the methodology is based on giving explanation in Spanish, giving deductive classes and working with books, practicing sheets, vocabulary and reading only.

At the beginning of the collecting data process, the researcher's expectation was having students with low speaking English level, incorrect communicative skills and students receiving English classes with the mother language (Spanish). In this section, the researcher provided the conclusion with the data obtained through all the Collection Data Instruments used during the investigation by applying Direct Method as teaching technique at Academia Generaciones de Éxito during the third quarter of 2023.

Before using this methodology, the teacher obtained all the information by working with Questionaries and using the following Collection Data Instruments and worked with the topic 'Parts of the House and objects-we usually have at home': Observation (To create appropriate Collection Data Instruments) , Pre-Test (Measured their speaking English level with this topic and created proper activities), Activity #1,2,3 (To have an improvement in the

speaking area and topic) and a Post -test (To see an improvement of the speaking skills and target topic since Pre-Test was made.

5.2 Conclusions

5.2.1 To measure English level of seventh grade students at Academia Generaciones de Exito using diagnostic assessments by implementing Direct Method on the activities.

On September 25th, the researcher applied the Pre-Test from 8:20pm to 9:00 pm and it was used as topic “Parts of the House and Objects we have in the House”. The Pre-Test was called “Who I am” and the objective of this exam was measure their English-speaking abilities by working with the Direct Method, saw their domination about the vocabulary of the target topic to create proper activities in the next classes to improve the target skill (Speaking).

According to the data obtained in the Pre -Test, there were two students who did not have mistakes during the test so the teacher gave them 100 which was considered in Excellent category. During the activity, the students showed complete domination of the activity, good pictures recognition, instruction well followed, no Spanish usage and outstanding speaking abilities.

In the assessment, students showed their happiness, pride by their hard work and domination of the activity. Also, they liked to use English lexicon to show a good domination of the target language (English), used further descriptions to mention about the picture in their foreheads and encouraged the rest of the classmates to make the activity well. There was one student with score average eighty and it was categorized as Good.

The students made a good effort to make the activity well, had some speaking and pronunciation issues and vocabulary recognition. He stated the difficulty of the test but he did the best to improve in case of future exams and practicing at home a lot. Also, the researcher

registered seven students with score average fifty-five. These students required more practice and studying for the next assessments so researcher included them in the category Needs Improvement. The researcher noticed that more practice they would have better score and improvement in the activities or exams. Some students of this group used their cellphones constantly.

In the Post- Test, the teacher applied same exam called “Who I am” with the same content as the Pre-Test. The objective of this last test was making a comparison with the Pre – Test and seeing the improvement since Pre – Test and activities were made with the students and worked with the Direct Method and getting good results.

After the exam was done, teacher saw different results as the ones obtained in the Pre-Test. Making the analysis, the teacher observed and was impressed that students made a huge effort and four of them showed a total domination of this exam and picture recognition during the qualifying competition was easier for them. So, the teacher scored them with one-hundred by their impressive performance and included in Excellent category. Students showed enthusiasm, effort, happiness and want to make things well. The students loved and enjoyed the activity.

By the other side, there students also showed good effort and had speaking, pronunciation mistakes, grammar and some Spanish usage by asking how to say some questions in English or words. So, the teacher gave them less points and removing guessed pictures as the rule states. They had a high domination of the activity and were happy and satisfied by having the activity done well.

At the end, there were three students that had big issues in grammar, pronunciation, public speaking and no interest during the activity. These students tended to lose a

lot with the instructions given by the teacher. They tried to understand the exam, so the teacher explained the instructions in an easier way, used examples with a classmate but the students also showed no interest and finished using their cellphones or interrupted the class frequently.

By the end of the diagnostic assessments, the researcher achieved the target investigation by the correct collection data instruments used to apply properly the Direct Method and its principles. By mixing the new teaching methodology, collection instruments, student's participation, responsibility, commitment, it was obtained better communicative abilities, domination of grammar, articulation of words, outstanding public speaking, grades improvement, good understanding of the topic and less dependence of the Spanish which were the key to learn easier and effectively English. Overall, eight students approved the test and there was a general English improvement so it meant Direct Method showed to be effective in seventh grade level.

5.2.2 To apply different activities using the Direct Method to improve the target skill with the seventh-grade students at Academia Generaciones de Éxito.

After the Pre-Test was done, the researcher applied the activities 1 (October 2nd), 2 (October 9th) and 3 (October 16th) from 8:30pm until 9:00pm. The researcher opted to create these activities with the purpose of using the Direct Method correctly with its principles and worked on the target investigation. Also, the students were evaluated with a score from 0 to 100 and using evaluation criteria such as: Excellent, Good and Needs Improvement.

During the first activity the students worked on the activity “Describing Your Home” which consisted on creating oral presentations by describing the different parts of their house in front of their classmates, having 10 minutes to prepare the oral presentation and students made Yes / No Question. The activity worked to make the students strengthen the public speaking, were able to give clear and further details about the place where they lived.

Based on the results obtained in this activity, 2 students were able to provide good descriptions of their houses, oral communication and using different vocabulary was outstanding so teacher provided the score 100 and categorized in Excellent as evaluation criteria. The students showed total confidence, excellent speaking abilities, articulation of the vocabulary seen previously and impressive recognition of the different parts of the house and some objects which were not well-known for the majority of students. These students loved the activity and were always creating fake scenarios which made interesting the activity during their presentation.

Then, three students completed well most of the activity and score average was eighty and ranked in Good category. The students had some grammar, speaking, spelling and being afraid of speaking in front of the rest of the class. Despite of the speaking, grammar difficulties, the students were always responsible and showed discipline and listened the teacher all the time. After the activity was done, they were asking about how it went the activity to them in the test, felt curious and were laughing about it but they had good expectations of the score.

For this first activity, five student had difficulties to follow instructions but they showed attitude, commitment and tried harder to make the activity good so they were ranked in Needs Improvement category. These students had big mistakes in pronunciation, presentation the students were afraid of speaking and took a seat before time was up. Also, these students were speaking in Spanish a lot and asking each other about non-education topics.

Based on the data obtained for the second activity called “Famous House Interview”, it was also categorized such as: Excellent, Good and Needs Improvement. This activity helped a lot the student being able to recognize, spreading a good message in different scenarios, role (Journalist and Famous person) and using the creativity to invent fake houses and using different vocabulary related to the topic.

The researcher observed that four students were on fire with the activity and had an Excellent category and scored higher than the ninety points. The students were able to develop good places to speak about, playing their role well, being well descriptive in both roles and using grammar and pronunciation correctly. The rest of classmates were praising and being happy by their effort in this activity and their development in the communicative area. There was a good commitment, creativity and organization between them to make sure to have a good role-playing.

Moreover, the researcher noticed three students who made a good activity, followed almost all the rules of the activity and few time Spanish was used to make questions during the activity. They showed confidence, were resilient and hard working to develop a good activity. Sometimes, the students were lost and tend to confused the questions received by the classmates in Yes / No Questions.

At the end of this activity, teacher noticed three students that definitely did not follow the instructions properly and using mother language all the time. There was also difficulty to use Yes / No Questions and asked a lot about what to do during the activity and what the researcher said. They showed no grammar knowledge, pronunciation and lack of interest to complete the activity. They used to interrupt a lot the researcher.

In the third activity called “Storytelling”, there was an evaluation criteria category division: Excellent, Good and Needs Improvement. This activity worked to the students to take notes and let all the ideas flow to create different stories about their bedroom and giving description about it. This activity helped to work a little the spelling, prioritized grammar, speaking, pronunciation (articulating proper target vocabulary).

According to the results obtained, four students showed total domination of the activity and providing further details with shapes, colors, good brainstorming at the moment of making descriptions about their bedrooms and no Spanish during the activity. The students gave even descriptions of how their bedrooms were made over before the current one so the researcher was impressive and gave them the Excellent category and scored them one-hundred.

For other side, the researcher found four students developing well most of the instructions but they used Spanish sometimes for questions or concerns about the task. The students were able to provide moderate descriptions, making questions related of the activity in Yes / No Questions but just had some grammatical and pronunciation mistakes. During the activity, the students struggled a lot with the intonation of words and articulating some of them. The average score was eighty-five and they were included in Good category in the evaluation criteria.

During the activity, the researcher noticed since the beginning that two students were constantly talking a lot in Spanish, no interest to be part of the activity. In this activity, the students used to have same mistakes after being corrected with grammar, pronunciation and creating questions with Yes/ No questions. These students had an average score of 52 and ranked in Needs Improvement category.

By the end of the activities 1 ,2 and 3, the researcher achieved the objective by his excellent observation class and appropriate Pre-Test which led him to create correct three activities to obtain desired results, english level improvement, apply the Post-Test to demonstrate positive results and the teaching methodology worked. In the Pre-Test and first activity, the students were getting used to the new methodology and activities and most of them had some difficulties and failed the task. With student 's good virtues, values that there always have to be

in classroom and use of the Direct Method with all rules, it had excellent, big and positive results, improvement in the second and third activity. As it was mentioned previously, these students characteristics, positivism, hard work were important and crucial to explain that Direct Method needs to be included in the english public education program in seventh level and consider to the other secondary levels in the future.

5.2.3 To evaluate the outcomes of applying Direct Method techniques as alternatives to decrease learning issues and working the foreign language effectively and successfully.

Since the Collections Data Instruments started being applied, the researcher noticed in the observation class how the students had issues in the speaking area, receiving English classes in the mother language and not working in the target language properly and teacher used unappropriated teaching techniques (Grammar- Translation Method) and mother language (Spanish) usage as well.

The researcher with the points of improvement taken by the observation class, it was noticed learning and progress gaps that they needed to be changed to work on the new teaching method right away. With the Direct Method, the students had a complete interest to work the activities with the new methodology and learning English. Since this point, the researcher carefully chose and worked on the instruments that fit and would be the best to have Excellent results during the investigation and mixed them with the rules to use the Direct Method.

Since the Pre-Test the students were getting used to the new methodology, practiced the speaking area and avoided using Spanish. With the interest of the students, it was easier for the investigator to obtain good results and made the method work and flow naturally without a lot of roadblocks. If there were issues, it would be grammatical, pronunciation or speaking mistakes. But these mistakes were worked on and saw better results in the next days.

During the activities 1,2 and 3, there were important, progressive and significant changes in different areas of study such as: Less dependence of learning topics with the mother languages as they used to do it, removed a little fear of public speaking, domination of target topic “Parts of the house and their common objects we all have at home”, better speaking and pronunciation abilities, coherence and organization of ideas during the oral tasks. To sum up, the students were able to play different roles, speak in different life contexts, easy recognition of vocabulary for the daily life and developing brief stories to make descriptions of their bedrooms.

For the Post-Test, researcher observed more students with commitment, hard-working, responsible, wiser about the target topic and practiced more since the pre-Test. With the Post-Test, there was more fluency, coherence, recognition, topic domination, high grammar level, speaking and pronunciation skills. Since the Spanish was removed and using principles for the Direct Method, the researcher was able to make students to figure out and explore the language directly without the necessity of having dependence of Spanish. By using this method, the students started using any representation or way to know the meaning of the words and learning language properly.

5.3 Restatement of the research

During the English education courses, seminars and experience in English Internship, the researcher observed closer how English national education program had several educational gaps to make students speak and learn English properly such as: Incorrect Teaching Methodologies, use of Spanish, lack of the oral activities and speaking developing in the English

Education Program made by MEP (Ministerio de Educación Pública) to reinforce communication skills in seventh grade level.

To stop working with the wrong methodologies, the researcher started doing an observation class about the topic “Parts of the House and common objects we have at home” with a group of seventh grade (7-1) at Academia Generaciones de Exito during the third quarter of 2023 of ten students located in Los Yoses. Through this study, the teacher was able to study his students and building a proper Pre-Test to measure their knowledge about the target topic and working on correct activities to develop the Direct Method and using its principles correctly. It made easier the study the interest of the group to work with the new methodology and learning English without using Spanish.

With the Pre-Test, the teacher was able to build three activities: 1 (Describing Your House), 2 (Famous House Interview) and 3 (Storytelling). These activities had the purpose to develop their speaking abilities, having more interaction, removing fear of public speaking with the classmates or making oral presentations and preparing them to speak in different situation and playing roles of real life. Also, they could develop their creativity with further descriptions. Especially, they had the objective of increasing their speaking, pronunciation, articulation of words, vocabulary and basic grammar such as Verb to be and auxiliaries Do / Does by using Yes / No Question.

By the end of the investigation, the researcher used Post- Test called “Who I am” with same time, instructions and activity as the Pre- Test. The researcher noticed and compared this assessment with the Pre-Test and made an analysis with the three activities.

This analysis of the Post-test, it helped the investigator to have the outcome that Direct Method was effective and worked by implementing its rules with the classmates and used

correct collection data instruments. The researcher saw important and big changes in the students such as: Low or None dependence of the mother language (Spanish), better communication skills, significant reduction of the public speaking, better pronunciation of the vocabulary and language fluency. In addition, the students had better communication skills by using different daily life contexts.

5.4 Recommendations

During the Pre-Test and Post-Test, the researcher opted to use pictures in the forehead to make students guess parts of the house and objects all people have at home of daily life usage. A recommendation to develop these diagnostic exams is to replace pictures of the forehead by using the real objects around us. As the principles of the Direct Method states, it can be used representations, colors, shapes, gestures or any Non-Verbal communication to make a reference of what is talked about.

For the activity #1 (Describing Your Home), the teacher asked the students make a presentation by describing their houses and having five minutes to develop the activity and receiving questions from the classmates. As better alternative, it can used same activity but making the students work in pairs and assign them different parts of the house. Then, pairs can be switch and practicing with other parts of the house. This also would help the students to get more knowledge of the topics and practicing in different parts of the house for more vocabulary acquisition and practicing fluency.

For the third activity (Storytelling), the instruction was making brief description of the bedrooms and telling what changes they have made. Instead of this activity, it can be change by asking the students about interesting stories happened in any specific room of their houses.

(Telling classmates when Mario painted his brother's room of pink color and they started fighting about that joke).

References

- ALO7 English. (2017, 4 agosto). *Natural Approach / Direct Method of Language Teaching*. YouTube. <https://www.youtube.com/watch?v=oWMjNruvKzU>
- Bailey, S. N. (1998). The Direct Method and modern language teaching in England 1880-1918. En S. N. Bailey, *The Direct Method and modern language teaching in England 1880-1918* (pág. 19). Quebec: Taylor & Francis Ltd
- Bookwidgets. (17 de 12 de 2020). *Bookwidgets*. Obtenido de Bookwidgets: <https://www.bookwidgets.com/blog/2018/06/20-interactive-teaching-activities-for-in-the-interactive-classroom>
- Cubillo, P. C. (2005). *La enseñanza del Inglés en Costa Rica y la destreza auditiva en el aula desde una perspectiva histórica*. San José: Redalyc
- Diaz, K. (13 de 02 de 2020). *MEP*. Obtenido de MEP: <https://www.mep.go.cr/noticias/mep-presenta-ruta-%E2%80%9Chacia-costa-rica-bilinguee%E2%80%9D>
- Drozdov, T. (2003). *Aprender una segunda lengua: metodología de la enseñanza y del aprendizaje*. Madrid: Mundi-Prensa.
- Eslflow. (18 de 05 de 2022). *Eslflow*. Obtenido de Eslflow: <https://eslflow.com/7-essential-speaking-activities.html>
- González, L. F. (1934). *SINABI*. Obtenido de SINABI: <https://www.sinabi.go.cr/exhibiciones/Educacion%20en%20Costa%20Rica/Publicaciones/Desarrollo%20de%20la%20instruccion%20primaria.pdf>
- Gradcoach. (24 de 01 de 2023). *Gradcoach*. Obtenido de Gradcoach: <https://gradcoach.com/primary-secondary-tertiary-sources/>
- Hilgendorf, S. (28 de 07 de 2018). *Simon Fraser University*. Obtenido de Simon Fraser University: <https://summit.sfu.ca/item/18816>
- Jilcha Sileyew, K. (2019). *Research Design and Methodology*. <https://doi.org/10.5772/intechopen.85731>

Journal, K. (13 de 06 de 2019). *Keane's Journal*. Obtenido de Keane's Journal:

<https://keanesjournal.wordpress.com/2019/06/11/the-direct-method/>

La Nación. (16 de 01 de 2017). *La Nación*. Obtenido de La Nación: [https://www.nacion.com/el-](https://www.nacion.com/el-pais/educacion/mep-contrata-profesores-con-un-sistema-de-seleccion-que-no-se-ajusta-desde-1970/SLJKXIN5P5CHNJ3FADJSS2EGNM/story/)

[pais/educacion/mep-contrata-profesores-con-un-sistema-de-seleccion-que-no-se-ajusta-desde-1970/SLJKXIN5P5CHNJ3FADJSS2EGNM/story/](https://www.nacion.com/el-pais/educacion/mep-contrata-profesores-con-un-sistema-de-seleccion-que-no-se-ajusta-desde-1970/SLJKXIN5P5CHNJ3FADJSS2EGNM/story/)

Larsen, D. (2011). *Acasearch.wordpress*. Obtenido de Acasearch.wordpress:

<https://acasearch.files.wordpress.com/2015/03/techniques-in-language-teaching.pdf>

Leong, L.-M. (10 de 03 de 2017). *International Journal of Research in English Education*.

Obtenido de International Journal of Research in English Education:

<http://ijreeonline.com/article-1-38-en.html>

MEP. (13 de 02 de 2020). *Ministerio de Educación Pública*. Obtenido de Ministerio de

Educación Pública: <https://www.mep.go.cr/noticias/mep-presenta-ruta-%E2%80%99Chacia-costa-rica-bilinguee%E2%80%99D>

MEP. (09 de 2021). *Ministerio de Educacion Publica*. Obtenido de Ministerio de Educacion

Publica: <https://www.mep.go.cr/sites/default/files/blog/ajduntos/presentacio%CC%81n-presupuesto-mep-2022.pdf>

Monge, L. E. (1986). *Universidad Nacional Autónoma de México*. Obtenido de Universidad

Nacional Autónoma de México: https://repositorio.unam.mx/contenidos/bases-para-un-diseno-de-cursos-de-ingles-para-la-secundaria-iii-ciclo-de-educacion-general-basica-en-costa-rica-64736?c=r1OZOI&d=false&q=*&i=1&v=1&t=search_0&as=0

Nessab. (4 de 2 de 2023). *Englopedia*. Obtenido de Englopedia: <https://englopedia.com/direct-method-principles-and-activities-with-explanation/>

Press, M. (28 de 09 de 2022). *Memoria Press*. Obtenido de Memoria Press:

<https://www.memoriapress.com/articles/history-natural-method-teaching-latin-part-ii/>

Rhalmi, M. (. (24 de 08 de 2020). *MyEnglishPages.com*. Obtenido de MyEnglishPages.com:

<https://www.myenglishpages.com/blog/the-direct-method/#:~:text=The%20Direct%20Method%2C%20also%20called,mother%20tongue%20in%20the%20classroom>

Sana. (25 de 02 de 2022). *Literary English* . Obtenido de Literary English :

<https://literaryenglish.com/direct-method-language-teaching-method/>

- Sirisilla, S. (2023, 20 febrero). *Bridging the Gap: Overcome these 7 flaws in descriptive research design*. enago academy. https://www.enago.com/academy/descriptive-research-design/#What_Is_Descriptive_Research_Design
- UKEDA. (2023). *UKEDA*. Retrieved from UKEDA: <https://www.languageeducation.eu/teacher-training/erasmus-plus/teaching-methodology/the-direct-method/>
- University, B. (11 de 10 de 2018). *Binus University* . Obtenido de Binus University : <https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/>
- Wae-Useng, M. (2017). *Repository UIN Sumatera Utara*. Obtenido de Repository UIN Sumatera Utara:<http://repository.uinsu.ac.id/3186/1/THE%20EFFECT%20OF%20DIRECT%20METHOD%20ON%20THE%20STUDENT%E2%80%99S%20ABILITY%20IN%20LEARNING%20VOCABULARY%20AT%20MAS%20PAB%201%20SAMPALI.pdf>