

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS

VICERRECTORIA ACADÉMICA

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

Graduation Seminar



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

Effectiveness of Applying Metacognitive Learning Strategies to Teach a Conversational English Course and Affect Motivational State in a Group of Indigents in Centro Dormitorio de la Municipalidad de San José, During the Second Quarter of 2018

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June, 2018

Dedication

This project is dedicated to my father, who is no longer with us, and my mother. Without them, I wouldn't be where I am today. This also dedicated to my family and friends (you know who you are), who have been wonderfully comprehensive; and everyone who has supported and believed in me. I relied on god and love to accomplish this.

Acknowledgements

I want to thank, first, M. Ed. Vanessa Muñoz for her constant and exceptional support. It goes without saying, without her guidance and mentorship this project wouldn't have been accomplished. I also want to thank M.B.A Mónica Ortiz Martínez, for her willingness to help me and her wonderful assistance. I finally want to thank the teachers, and everyone that has taught me in the past, for contributing, through their teachings. to this accomplishment.

Abstract

This investigation seeks to explore to what extent can motivation be measured and stimulated when applying the use of metacognitive strategies to learn the basic conversational skills of English as a foreign language in a group of indigent people in Centro dormitorio de la municipalidad de San José during the second quarter of 2018. The participants of this study consist of five men and women in homeless condition who attend the Centro Dormitorio de la Municipalidad de San José on a regular basis. The method of this project is action research, as it is an individual teacher investigation performed to collect data in the classroom environment. The linguistic approach bases on the audio-lingual method, which is combined with metacognitive learning strategies for foreign language learning. Findings showed increases in comparative score results, inferring that motivation is stimulated in an English conversational classroom by applying metacognitive strategies, without determining if they are mutually exclusive. The investigation accomplished its goals to explore and measure motivation stimulation in a learning environment and to present data on homeless users of the Centro Dormitorio de la Municipalidad de San José.

Resumen

Esta investigación busca explorar hasta qué punto se puede medir y estimular la motivación al aplicar el uso de estrategias metacognitivas para aprender las habilidades básicas de conversación del inglés como lengua extranjera en un grupo de personas indigentes en el Centro de la Municipalidad de San José durante el segundo trimestre de 2018. Los participantes de este estudio consisten en cinco hombres y mujeres habitantes de la calle que asisten regularmente al Centro de la Municipalidad de San José. El método de este proyecto es la investigación de acción, ya que es una investigación individual de la docente efectuada para recopilar datos en el entorno del aula. El enfoque lingüístico se basa en el método audio-lingual, que se combina con estrategias de aprendizaje metacognitivo para el aprendizaje de un segundo idioma. Los resultados mostraron aumentos en los resultados de puntajes comparativo, que infieren que la motivación se logra estimular en un aula conversacional de inglés mediante la aplicación de estrategias metacognitivas, sin determinar si son mutuamente excluyentes. La investigación logró sus objetivos de explorar y de intentar medir la estimulación de la motivación en un entorno de aprendizaje y presentar datos sobre los usuarios sin hogar del Centro de la Municipalidad de San José.

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CHAPTER I

Introductory Framework

This chapter intends to state to the reader the main topic of this thesis, along with its objectives and purpose. The reader will be able to understand the intentions of the researcher, to comprehend the selection of the theme, the interest behind these choices, and how the potential outcomes can benefit an educator or anyone who uses metacognitive techniques with the intention to improve or stimulate motivation in a classroom environment.

1.1 Background of the study

Indigence is a condition that affects thousands of people in the Great Metropolitan Area in San José. The number of people that fall under this condition is increasing by the year. It is estimated that approximately 3,500 men and women are indigents in San José; and, another 4,000 spread out in the rest of the country (Chinchilla, 2016). As part of a solution on behalf of the government, the “National Policy for the Integral Attention to People in Abandon and Street Situation” was launched in July 2016, with the intention of providing assistance to this population during the next 10 years (Chinchilla, 2016). There are no recorded results or published up to date information on the progress or specific results of this policy. Even though there seems to be an interest from the government and various other non-governmental organizations in helping this population, the situation on the streets has not improved significantly, on the contrary, it has worsened as its increase statistic shows. Hence, the researcher felt compelled to contribute to aiding to this situation by focusing this thesis project on this population.

This interest was born in the researcher from recent life experiences; in particular, by moving into San José city from Heredia; and, also volunteering at San José's City Hall Centro Dormitorio for the completion of the University Community Service hours (Trabajo Comunitario Universitario). In an effort to help promote the recent re-urbanization movement of San José and to be able to be at a walking distance from this university facilities and anything else needed, the researcher moved to El Carmen district in San José. El Carmen is part of San José's central hull, which includes Catedral and Merced. According to Rodríguez, (2013), in these three districts alone, there are approximately 1,600 indigents, which makes almost half of all indigents in the entire capital city. Besides experiencing intracultural shock, for instance, by being able to walk instead of using a vehicle or taking any type of public or private transportation, the researcher has been able to observe closely the indigence situation in her neighborhood, in the whereabouts of her home, school, shopping centers, and so forth. Having this up-close experience, moved the researcher to be interested in an organization that helped the community and would aid people living in the streets. As a result of this research, San José's City Hall Centro Dormitorio, was the institution chosen to work at as it seemed to be a very active and established center.

The Centro Dormitorio de la Municipalidad de San José is located at Merced district, San José, where 42% of the population without a home has been identified. This homeless shelter was founded in September 2008, by San José's City Hall and is managed by Génesis Foundation (Fundación Génesis). According to San José's City Hall's newsletter January 2013, it takes care of approximately 100 homeless people daily. On average, 80% are males, which is the population worked with in this study. In this shelter, they can find a bed to sleep through the night, toilet rooms and showers, clean clothes for the night, warm dinner, group activities,

orientation, counseling, references for rehabilitation programs, medical centers, and other required services. On top of the night service, more than 300 homeless people that did not get a number to spend the night, can come back in the morning to use the facilities, such as the toilet rooms and showers. The center runs in such a way that has successfully provided this service and helped people in the rehabilitation process, such is the example of the center's director Ramón Arroyo, former homeless person. The center also provides workshops and talks on safe sexuality, job reinsertion, interpersonal relationships, conflict resolution, addictions, self-esteem, among others. These services and support, through social workers and referrals to other government institutions, have been able to help many users in ways like attaining jobs, going back to studying and improving their health and mental care (Rodríguez, 2013).

One of the best aids that can be provided to indigents is education and empowerment through the acquisition of tools that can be used to, eventually, obtain a job. According to a study, conducted by Rojas (2006), it is stated that “most indigents find it difficult to obtain a job because of prejudice and social stigmatization which lead to social exclusion and uprooting, becoming a vicious cycle”. This research study aims at aiding participants to motivate and potentially aspire to obtaining a job, possibly in the urban tourism sector of San José since English is widely spoken in the country. Moreover, any sole increasing difference in the participant's measurable motivation would be considered a great achievement alone. Motivation will be stimulated and measured through the use of observable measurable behavior instruments. The way to stimulate motivation will be done by applying metacognitive strategies, such as setting class objectives and self-evaluation, during the conversational English course delivered at Centro Dormitorio de la Municipalidad de San José.

Metacognition, referred to as thinking about one's thinking, is an innovative and effective way of learning that is making its way in the education field as a powerful tool. Dawson (2008) states that several competencies of learning and thinking, such as active learning, critical thinking, reflective judgement, problem solving, and decision-making can be interrelated to metacognitive skills. This affirmation leads to the possibility of believing that through the use of metacognitive techniques the human psyche can be altered to improve motivation, which is one of this thesis project's objectives. The main focus of the study though, will be to promote the use of metacognitive techniques to empower the participants with tools that can be used in daily life decision-making and problem solving. Some of the metacognitive strategies planned to be used are the use of self-questioning, making inferences and predictions, having them explain in their own words something that was learned, thus reflecting on their learning, among others. In Pearson's *Metacognition: A Literature Review*, Lai (2011) states that "several researchers highlight the link between metacognition and motivation;" Educators can find metacognitive techniques to be a reliable and potent tool in the teaching process and that can aid in improving student's motivation. And, this study, aims at proposing that it can also affect the human psyche reverberating in the reflection of daily life actions, like decision making and conflict resolution, and life motivation, in overall.

Besides benefiting from using metacognitive strategies, this investigation attempts to demonstrate how the cognition process of learning, in this case, a foreign language can benefit the emotional and motivational states. According to a governmental study performed in Connecticut, US (2007), among the benefits of a foreign language study there can be mentioned: narrowing the achievements gap, improving basic skills development, higher order, abstract and creative thinking, enrichment and enhancement of cognitive development,

promoting cultural awareness and competency, among others. Another specific goal of this investigation is the teaching of a basic English conversation course focused on providing work tools to the participants, to potentially be able to apply the knowledge acquired in urban tourism or related work fields. This would be achieved by relying on an audio-lingual method approach, to which the author is familiar with by having worked at Intensa Language Institute for approximately two and a half years, where this method is used as the main approach. It is predicted that acquiring this knowledge, by the use of metacognitive strategies, can help improve the participants' self-esteem and motivate introspective analysis, and, finally, help stimulate motivation. An ideal outcome would be to stimulate motivation to the point of searching for a job in the city or make a change in their ongoing life conditions.

The current situation of San José in terms of tourism and activity has been changing and progressing towards an activation of the city. One of Costa Rica's top economic activities is tourism. San José has been experiencing an increase in tourism activity as there are now several efforts to re-appropriate public spaces, promote cultural and artistic activities in the city, and increase the frequency of these activities. Neighborhoods like Barrio Escalante, Barrio Amón and others have become increasingly popular during the last years, with soaring restaurant and bar areas, lighted parks, the building of community spots and living infrastructure that have attracted more people, Costa Ricans and foreigners. Along with it, music and culture festivals have also incremented, such is the example of the third Festival Gastronómico La Luz, which was visited by 30,000 in 2016 (Solís, 2016). The presence of police force has also been incremented since a police's patrol car can be spotted every 10 minutes anywhere in the city at night, and these patrol walking and cycling urban tour events frequently. These are appreciations the researcher has been able to do within a year of living in the city. This influx

of tourists, foreign and national, into the city means an increase in the number of people that contribute to the city's activity. When there are more people because of the increased activity, work opportunities arise at the same time, and it helps change the usual scene in the city, attempting to promote cultural acceptance and lessening empty dark streets where undesired criminal activity takes place. This situation has also displaced indigents in the area. By empowering indigents in these times of change, through the practice of metacognitive strategies, positive results can benefit and motivate them to engage more with the neighbors' local economic activity and everyone in the overall city's development.

This investigation will take place during the second quarter of 2018, as it seems more than reasonable to take advantage of the author's living settings and environment, as the surroundings and circumstances enable to work and observe this population. Also, the author has completed her teaching practice for the university in this institution to apply this investigation's premises during the second quarter of 2018.

1.2 Research question

To what extent can motivation be measured and stimulated when applying the use of metacognitive strategies to learn the basic conversational skills of English as a foreign language in a group of indigent people in Centro Dormitorio de la Municipalidad de San José during the second quarter of 2018?

1.3 Purpose and significance of the study

This research investigation seeks to promote the use of metacognitive strategies to teach English as a Foreign Language effectively in the population chosen with the intention of influencing participants' motivation. The motivation that will be measured is focused on

observable manifest behavior and will also include measures of the subjective state of being. If results demonstrate an increase or slight change in participant's observable motivation, it could set a precedent for teaching adults, especially illiterate and at social risk. In the process of using these strategies, the indigent participants will be able to acquire conversational skills knowledge of English as a foreign language and be taught thinking ways that can help activate a change in their current emotional state towards the English language, and, on the long run, their motivation towards life.

Other potential advantages of applying this research investigation is encouraging the opening in the perception of others, specifically foreigners, to help stimulate respect and individuality. The acquisition of foreign language skills can be of great significance in the lives of homeless people as it provides them not only with an experience that they might have never encountered before, but it also empowers them with the exposure to a working tool, which would be a direct benefit to the indigent participants that could drastically improve their lives. By teaching new knowledge to these participants, this research study would also be promoting adult education, which can impact in the motivation to reduce illiteracy and work on considering more education possibilities, such as learning a foreign language.

The basic conversational English course looks to popularize English, not only as a foreign language, but also more specifically, its listening and speaking skills. At the same time, the study looks to be an advocate for alternative teaching approaches, more specifically, metacognitive strategies, to improve the learning process of students and their motivation. By showing the effectiveness of these strategies in improving the learning process of a foreign language and improved motivation, this study could extend existing knowledge on the use of metacognitive strategies, not only for language acquisition, but also from a more pedagogical

perspective. Refinements on how metacognitive strategies can alter human psyche and improve motivation can contribute to the teaching and learning processes in class. It can also be modeled to potentially help people get out of apparently unchanging life circumstances that might be detrimental to their well-being.

By using metacognitive strategies to teach an indigent population a basic conversational course not only the teaching of a foreign language would be achieved, but also the teaching of an introspective analysis technique that could potentially promote an internal shift in the user's psyche and motivational state. If the highest expectations are accomplished, users would greatly benefit from an experience that will provide them with tools that can be practiced on a daily basis, i.e. setting goals. If motivation is stimulated and improved this can only ameliorate the participant's state of well-being. On the long run, it could potentially motivate a user to pursue a job to eventually lessen the number of indigents in the streets, promote curiosity between other users and inspire them to learn or get involved in similar programs. It can nurture the hope for change and improvement in their lives.

1.4 Objectives of the investigation

1.4.1 General objective

To evaluate the effects of implementing metacognitive strategies to learn the basic conversational skills and leveraging them to stimulate motivation at the moment of learning English as a foreign language to a group of indigent people in San José's City Hall Centro Dormitorio during the second quarter of 2018.

1.4.2 Specific objectives

1. To identify the educational and emotional current state towards the English language of a group of 5 indigent people at Centro Dormitorio de la Municipalidad de San José
2. To expose information of the situation of homeless people that attend the Centro Dormitorio de la Municipalidad de San José
3. To identify the need for foreign language learning in the chosen population
4. To design an ESP language course based on metacognitive strategies to teach English as a foreign language to the chosen population
5. To apply metacognitive strategies to improve motivation in the learning process of a foreign language and use as catalysts to ignite insight practice
6. To determine the potential insight gained using meta-cognitive strategies in specific every-day situations
7. To evaluate the results of the implementation of metacognitive strategies when teaching English as a foreign language
8. To measure the motivation acquired through the foreign language basic conversational course, during the second quarter of 2018

1.5 Limitations of the study

1.5.1 Scope

This study intends to provide background information to teachers aiming to help improve their student's motivation by the use of metacognitive strategies in a classroom environment. The researcher will focus solely on the measurable effects in the motivation of the participants when

applying metacognitive strategies while teaching English as a foreign language. Although there can be other implications in this study, such as the psychological diagnostics of the participants, prior-knowledge and educational level, language evaluation assessments, and such, these are beyond the scope of the study.

1.5.2 Limitations

There are several potential limitations that might affect this study's final results and outcomes. One of these factors is the facilities' limitations. There is only one multi-purpose room that can be potentially used to deliver the course, but it is shared with others that also contribute at the shelter by delivering other classes, tutoring and similar activities. There is a possibility of using the shelter's mail hall to deliver this course. This space somewhat limits the learning experience as there is no whiteboard, there is little privacy since it is an open space, which can increase the distractors and detriment the teaching/learning experience. Ideally, the course will be delivered at a time where there will not be too many users in the shelter, to be able to help focus attention from the participants in class and manage possible distractors.

The participants will be composed of a group of 10 male users of Centro Dormitorio de la Municipalidad de San José. The expectation is that this specific group of users will be able to come into the shelter earlier than the rest, so they can first take a shower, change into the clean set of night clothes, and be able to participate one hour and a half in the English conversational course, before dinner time. These are the expectations from the participants, which might be affected by their behavior, physical and emotional states.

A potential instable behavior on behalf of the participants is expected. Some of the possible behaviors are absences, inadequate emotional state, or sickness that might impair the learning

process. An initial evaluation will be performed to the participants to establish an educational background reference along with possible findings in learning impediments and other handicaps that may also influence on the study's effectiveness. Since there might be the need to work with different participants on the weekly basis, the instrument of evaluation will be performed to all users. The author considers allowing non-registered users to participate during the class, in case of absences. There are high possibilities of users not attending on a regular basis, since the sleeping spots are not fixed. Users are allowed to come in depending on availability and other reasons. Women, elderly and users that work and/or study are the first ones to come in. Some have a saved spot as a temporary privilege when they work or study. After that, the men in line will be given a token to account for the spaces left. This process can also affect users' attendance and course-content continuation. For this reason, the author intends to create content that is not interdependent or builds up upon previous content, as classes progress in time.

In the case that the participants display any of the aforementioned situations, it is possible that this investigation's estimated time to accomplish delivering the course effectively with optimal results might be affected. Absences can significantly affect the continuity of the program. In this sense, the course's program will be carefully planned to avoid having participants get behind in a significant way if they miss a session; and that also, in that way, a single class can reverberate in the participants way of thinking.

Chapter II

Theoretical Framework

2.1 Antecedents

A proposal to improve the applicability of the conversational English program set forth by the Ministerio de Educación Pública and addressed to beginners at night schools

Badilla, Quesada and Rojas (2003) analyzed the Conversational English National Policy set by the Ministerio de Educación Pública. Since listening was perceived as a secondary skill in the language classrooms for many years, the programs offered, including normative testing, do not focus on this skill. Hence, the researchers designed a proposal with activities to help teachers in their daily tasks in order to improve the delivery and application of conversational exercises. The study made emphasis on the use of technology as a means to provide innovative education; which included the use of television and video tape recorder, at least. Some of the findings were the identification of main issues in class, among them were: time of class, audiovisual aids, group size, classroom resources, and teachers training. Regarding time of class, more lessons per week are suggested; since this is a study that took place in night schools where only two weekly 35-minute lessons were provided. Also, most of group sizes went up to 30 students, when the recommendation from the Ministerio de Educación Pública is from twelve to twenty students at a maximum. Lastly, it seems there is insufficient training and resources for teachers to educate with a more integral view, where all skills are put into action. In overall, the researchers detected a lack of interest on behalf of the teachers to make the lessons more appealing where the students played the main role. The author intends to apply the suggestions stated by the researchers of the aforementioned study when it comes to class planning, as the intention of this study is to also present the participants with an environment that parallels that of the current national conditions. This study provides

background to insight of possible recommendations to teachers or students in the learning of English listening and speaking skill class planning.

Indigence in San José: Expression of Social Exclusion and Uprooting

Rojas (2006), a social worker, published a paper in the University of Costa Rica Social Science faculty's magazine to explain the homeless problem with its apparent causes and characteristics in San José downtown. Basing herself from experience in a previous study, "Rostros de la Indigencia: un estudio etnográfico en la zona noroeste del casco metropolitano de San José" she carried on in 2001, her work experience with "Obra de la misericordia" non-governmental organization in 2003, and other literature. Rojas (2006) defines indigence as "a manifestation of social exclusion, characterized by uprooting, stigmatization of adult men and women, who live and satisfy their needs in the streets of urban zones, where they develop their daily lives, by engaging in activities associated with chronic precariousness." Based on this definition, the author exposes the characteristics and context of indigents in San José. The paper explores a perspective from which the social exclusion of specific sectors of the working class in Costa Rica are in an increasingly impoverishing process that leads to uprooting. Living in a context that exposes people to high levels of frustration, along with the loss of a job, a family member, or any other emotional situation leads to seeking mechanisms to evade reality; such as, consuming addictive substances. The ingestion of alcohol, being the most socially acceptable legal drug, along with tobacco and crack are the usual choices. The article also makes an emphasis on the fact that a patriarchy imposed stereotyped masculinity and social stigmatization contribute to the uprooting and loss of identity of the homeless. Homeless people incur in a series of activities to try to deal with their situation, along with the consumption of addictive substances and continued self-

reprimand resulting in behaviors that isolate them, since they might get defensive and aggressive in some cases. These behaviors reinforce the fears and stigmas, which makes it a process twice as difficult to revert. This is what is exposed as “circle of exclusion”, which makes it complex to justify actions to support these population, as they are not considered socially accepted. Another factor mentioned is the high incidence of homeless that have been incarcerated. Due to the aforementioned reasons, this population does not manage to stay together as a social group and demand actions to improve their lives. Hence, the paper intends to fulfill an urgent need of exposing information regarding indigence in San José to contribute to the understanding of this phenomenon and elaborate solutions on such a complex situation. This article serves as a paramount source of information regarding homeless in San José for this study as there is very limited published information on the topic.

Facilitating personal tools to foster personal growth in a population in indigence condition with or without addictions that attend the Program ‘Obra de la misericordia’

Loría (2007) completed her supervised practice at the Confraternidad Carcelaria de Costa Rica, which is a non-governmental organization, affiliated to the International Jail Confraternity, the biggest world organization in recruiting volunteers that support the criminal system. The main objective was to provide psychological support through personal tools that would encourage self-improvement in the homeless users, with or without addiction, that attended the Programa Obra de la Misericordia, in 2007. This study was able to conclude that there is a lack of information regarding indigents in Costa Rica; as well as little prepared professional support from organizations that intend to help them. Another important point established was the correlation between the indigent situation and drug addiction, which is not easy to overcome. Hence, very few people are able to join a program

like this and remain sober without falling back into the habit. According to the center's director, only one out of 100 people finish the treatment. These conclusions highlight the importance of providing more solutions and information of this situation as it is one of this study's objectives, to shed some light on the current situation of a group of homeless men in San José and on different ways they can be motivated to improve their current conditions.

Autonomous learning and metacognitive strategies essentials in ESP class

Ajideh (2009) exposes on how when it comes to teaching and curriculum reform we should focus on teaching methodology and students' learning strategies, making sure the focus is on the communicative properties of language instead on other aspects like grammar. The article bases itself on the fact that ESP "should be tailored to the specific learning and language use needs of identified groups of students." One aspect discussed is the frame of syllabuses divided in goal- and process-oriented approaches. The former is suggested to help develop the capacity of learning as it stimulates the potential of realization without a specific purpose, which is an aspect to be considered in this current study's objectives as the lessons will be process-oriented. The article concludes that in recent years linguists have shifted their focus from the outcomes to the process of gaining knowledge itself. The recommendations suggested are to use autonomous and metacognitive strategies as the essential basics when teaching ESP. This article's findings reinforce this current study's objectives of using ESP by means of metacognitive strategies to increase motivation and stimulate cognitive processes in students.

Building a pedagogy of engagement for students in poverty

This article written by Paul Gorski (2013), professor of integrative studies at George Mason University, Virginia, seeks to reinforce the fact that using the correct strategies, students in impoverishing conditions can be motivated to increase their academic performance. The article focuses on suggestions to help mitigate the effects of economic inequity in schools with unmotivated and neglected students. The author points out the importance of teaming up with members of the community that have become experts in the area, such is the case of the Fundación Génesis, with whom the author of this study has partnered with at the homeless shelter. One of the suggestions the author describes is setting high expectations as means to changing “a deficit view of students”, which makes performance decline. Not doing so, will bring upon the opposite result. As teachers learn to uncover their biases and focus instead on students’ strengths, there will be better results in the classroom as well. Another suggestion made is to promote the enjoyment towards reading, as a way out of poverty. Reading, according to the author, can make a great impact on literacy proficiency, which is why teachers should focus on promoting this skill, instead of putting too much attention on the mechanics and certain practices that discourage students. Even though this study’s main focus will be put on the listening and speaking skills, there will be some focus put on the reading skills as well. This article’s suggestions will also be put into consideration when developing the lesson plans for the English conversational course.

The impact of metacognitive strategy instruction on the listening performance of university students

Rahimirad (2014) investigated the effects of using metacognitive strategies in second and foreign language listening skills, such as planning/predicting, monitoring and reflection and

evaluation. The author discusses how “comprehensible input is the primary source of language acquisition” and how listening is one of the main functions devoted to in foreign language learning. The study was carried on in Iran, with 60 female English University students that were screened using the listening section of the Cambridge TOEFL test. The group was split into a control and testing group, and after the metacognitive strategies were applied, the screening was performed again. Their results concluded that “metacognitive strategy instruction can significantly improve listening performance among EFL students.” Since these strategies can aid learners to become more independent and self-regulated, the author suggests teachers to focus on a strategic approach when working with listening skill tasks and to change the traditional methods of testing listening skills. This current study intends to apply English in a conversational way, hence the importance of the listening skill background. This study also backs-up the study’s intention of improving participants’ performance through a stimulated motivation in the classroom by using metacognitive strategies in EFL.

2.2 Literature review

This chapter provides the theoretical basis used to back-up the information proposed in the present thesis project. Along the next pages the reader will learn about the diverse studies, investigations and information that correlate the topics of homelessness with English language education through the use of metacognitive learning strategies to improve motivation. The researcher has found necessary to expose information gathered about the indigence situation in San José, using data from Spain, Canada, and USA, as well. It seems congruent that a vicious cycle exists around the phenomenon of indigence, all around the world and has become aggravated in the past half century. Along these lines, the researcher

will also immerse into the use of innovative cognitive approaches in education with the purpose of motivation, as metacognitive strategies are still regarded as new in the educational field. Which may explain why there is a lack of information on the use of these strategies in areas such as correctional education or imprisonment rehabilitation, which would greatly benefit their application, as this study intends to show.

2.2.1 Definitions

Indigence: according to Rodríguez, Jourón and Fernández (2001), it is the most serious and dramatic expression of the phenomenon of social exclusion. Most authors agree on the fact that homeless persons have varied and “heterogenous characteristics [...] but with a series of common dimensions: severe poverty, social isolation, rootlessness, personal deterioration and lack of place to cover needs of accommodation and social support.”

Correctional education: according to the US Department of Education (2017), “ it is a fundamental component of rehabilitative programming offered in juvenile justice confinement facilities, most (American) prisons, and many jails and detention centers.” It provides an opportunity to incarcerated individuals to prepare for better conditions when they are released.

Metacognition: Lai (2011) cites Hennessey (1999), to define it as the “awareness of one’s own thinking, awareness of the content of one’s conceptions, an active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general.”

Motivation: Toure-Tillery and Fishbach (2014) state it is a psychological construct that enables action. It comes from Latin “movere” which means to move. According to Cherry (2018) it can be used to describe why a person does something, involving biological, emotional, social and cognitive forces.

2.2.2 Homelessness condition

According to the French thinker Michel Foucault, minority groups that struggle to survive in modern society are not only victims of the system itself but also are perpetually excluded without escape. Among those minorities we can mention the homeless. Even though his work is more than half a century old, his insights and conclusions remain parallel and persist in today's world. In his work *Madness and Civilization* (1965), Foucault exposes how neoliberal and economic politics are deemed culprit of the progressive and continuous exclusion of the homeless. In such sense, Steinbock (1999) mentions how Foucault was able to make a comparative analysis between madhouses, prisons and homeless confinements; in which women and men were separated regardless of their relationship, curfews were imposed, psychiatric assessment was required along with institute compulsory prayer and the presence of sermons (Steinbock, 1999). Some of these descriptions are no different from what is currently lived on a daily basis at Centro Dormitorio de la Municipalidad de San José, since men and women are also separated into sections, users follow a strict schedule and processes within the facilities, and they also receive constant religious guidance. There is help being given, but the condition cannot be approached from a superficial standpoint, as it has been done thus far. It is urgent to tackle rooted problems like lack of motivation. Hence, as part of its objectives, this study intends to reveal information on the current situation of the

users at the homeless shelter mentioned above, as well as to apply the use of metacognitive strategies that can alter a person's motivational state, as means of correctional education.

According to the Canadian Observatory of Homelessness (2017), many individuals who are released from prison end up living in the streets. A clear relationship between prison confinement and homeless shelters can be established; therefore, the use of correctional education is used as a key factor for this study. Without an effective rehabilitation program or correctional educational, the possibilities of a person with a criminal record and living in homelessness will almost necessarily end up near more criminal activity that will lead to another encounter with the justice system, creating a cycle that is re-enforced by the double stigmatization vicious cycle that Rojas (2006) explains in her article "Indigencia en San José: expresión de la exclusión social y el desarraigo"; which is further commented below. There is a need to dig deeper into the human psyche when it comes to helping people in this condition. To be able to do that, first we need to understand how people end up in this condition and remain there with seemingly very few options to get out.

2.2.3 Indigence phenomenon in San José

Rojas (2006) explains how the roots of indigence are found to be related to social exclusion. She states how there is a specific section of the population where this phenomenon occurs most commonly, where conditions are precarious, work opportunities are scarce and access to living, feeding and public services are low and poor, due to lack of action on behalf of the government and the omissions implemented by neoliberal policies. Added to this root-cause problem, the easiness of access to addictive substances and the poor control over drug-trafficking worsen the situation as drug-addiction is a prevailing condition in homeless

people. Another important factor mentioned by the author of the paper, is the order of social conditioning in which the imposed patriarchy is highly reflected in the homelessness phenomenon. As mentioned before, about 80% of the users' population in Centro Dormitorio de la Municipalidad de San José is predominantly male. The imposed masculinity stereotype does not allow men in these conditions to request help and express emotions. This last action is a typical root cause of indigence since men tend to seek relieve in the usage of addictive substances, over-looking help, unlike women. Such is the case of men who lose their jobs, experience mourning, get divorced, or any other emotionally charged circumstance that triggers the consumption of alcohol and other substances to seek temporary relief. The use of these substances overtakes their daily life activities leading them to living in the streets and leaving them with what seems few to no options to change their circumstances. This road block is no coincidence as society takes part of perpetuating it, as well, in a vicious cycle where there are other participants other than the homeless.

Rojas (2006) explains how a circle of exclusion is created by stigmatization and uprooting. Social stigmatization first starts with the unacceptance of society of these types of activities as they are usually qualified as “dangerous”, “unproductive”, “criminal”, and “vagabond”. As Foucault disserted in “The Order of Things” (1966), “the activity of the mind [...] will consist in discriminating, establishing identities”. These adjectives are the clear stigmatization of this population, who will also be judged the same by its closest family and friends. This labelling leads to uprooting: finally, these individuals lose their association to any social circle. Next, uprooting contributes to a loss of identity leading to anonymity. Getting used to living in this state, where no one knows them, but other fellow homeless, consuming addictive substances, sleeping on the streets and incurring into criminal activity

originates in them a defensive and sometimes aggressive behavior, which again, re-enforces social stigmatization and fears, since people who attempt to help them may sometimes get scared off. This doubles the process of de-stigmatization, first by their closest social cycle then by society itself. This exclusion cycle makes it easy for the collective social to accept the notion that helping this population will contribute into their ‘inappropriate behavior’, which is framed under questionable moral values that focus negatively on their use of addictive substances, alcoholism, sexual work, and stealing as a productive activity, among others; instead of focusing on real solutions that may help them change their circumstances or at least their mindset, as this study intends to achieve.

Although there appears to be more than one shelter and other non-government organizations that provide certain support to this population, the phenomenon seems to be increasing and help seems insufficient. Besides Centro Dormitorio de la Municipalidad de San José, which is a government entity, one can mention the Salvation Army site, where food and clothes are provided, and a few more non-government shelters spread out around the city. The estimate is that facilities that allow to spend the night are provided to roughly less than 500 people downtown, which is approximately 25% of the homeless population in the city (Rodríguez, 2013), as bigger shelters hold up to 100 users. Not only these facilities seem to be insufficient to cope with the entire homeless population, let alone to help some fully rehabilitate and have a real supportive system that leverages a considerable breakthrough, their services are insufficient to make considerable changes in their lives. Hence, this study intends to identify the current emotional and educational state of a group of indigent users at the Centro Dormitorio de la Municipalidad de San José to help set some precedents in the quest for

effective solutions for this condition, such as increasing their motivation to propel rehabilitation.

2.2.4 Rehabilitating indigence

As many authors agree, the best option to provide a solid foundation to rehabilitating from the streets is first going through a rehabilitation program for drug addiction, since it is a prevalent characteristic of this population (Rojas, 2006). Another key factor is to have a shelter or housing that will improve the possibilities of continuing with the program. Some other organizations around the world, like House First in the US, provide housing first regardless of the person's addictions. Once the person reconstructs its sense of belonging through the help provided, as "having a home is considered therapeutic by itself" (Shapiro, 2009), the possibilities to be exposed to other rehabilitation programs, social activities and workshops increase, thus increasing the chances of rehabilitating completely. Keeping this in mind, this study takes place at the Centro Dormitorio de la Municipalidad de San José, which provides a concrete first aid that can greatly contribute to the participant's motivational state and have positive repercussions in the results. The ideal scenario is to provide integral aid that can help these users from different angles, which has already been attempted.

A study in Spain, "Rehabilitation and Social Insertion of the Homeless Chronically Mentally Ill" carried out by Rodríguez, Jourón and Fernández (2001) exposed how in some cities, like Barcelona, approximately one out of three homeless people suffer from some kind of mental disorder. Besides recommending medical, psychiatric attention and rehabilitation, the researchers also mentioned that providing basic needs, like food, housing, clothes, and hygiene along with employment training could aid in the creation of an integrated system that

tackles homelessness and mental illness, when present. Through the implementation of this rehabilitation program, Rodríguez, Jourón and Fernández were able to conclude that “homeless in situations of serious psychosocial deterioration and marginalization can live in a normal and dignified way in the community if they are given the appropriate attention and flexible support.” The researcher agrees with such statement and intends to provide attention to a group of homeless men to stimulate motivation through the application of metacognitive strategies in teaching English as a foreign language in a conversational course.

2.2.5 How to teach indigents

Since there is very few information on educating homeless, the main rehabilitation and education references continue to be related to imprisonment rehabilitation. In many prison studies, that pertain to correctional education, conclusions always seem to point out how favorable and positive it is for inmates to go through a process of correctional education, as opposed to none, when it comes to successful reinsertion after being discharged. Davis, Bozick, Steele, Saunders & Miles (2013), compared 18 studies to measure employment and this relation to correctional education in the US. They combined the dimensions of definition of employment, time-period, and statistical metric to create odd ratios, which led them to conclude that the odds of having higher rates of employment favored the inmates of correctional institutions who were provided such education, when compared to a group of inmates who did not receive correctional education. They concluded, that the odds of obtaining a job when they were released after receiving correctional education increased 13% on average. This statistic infers how important it is to provide education and rehabilitation assistance when it comes to making life-changing decisions and seeking a better-looking future. A fundamental basis of education is motivation, in any classroom or learning setting,

such as correctional education. The next section focuses on the importance of motivation in a learning environment and how it can be stimulated.

2.2.6 Motivation: the key to effective education

There is a popular quote used in most papers about motivation and education: “There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation” (Terrel Bell, former Education Secretary). The paramount importance of motivation in education can be clearly stated with these words. Even though it is a widely studied topic, most authors agree that defining this term can be challenging because of its complexity and different perspectives to approach its meaning and ways to stimulate it. Among many theories that attempt to explain it, motivation refers to underlying behavior and what moves us to do or not do something (Lai, 2011). It is most commonly divided into two: intrinsic motivation and extrinsic motivation. According to Ryan et Deci (2000), intrinsic motivation is related to the inherent satisfaction of doing something rather than separated consequences or external rewards. It is also noted how this type of motivation is not only important for its volitional component, but also because it is closely associated to human’s natural curiosity and our inherent interests that can grow into knowledge and skills. These authors highlight how it can also affect performance, persistence, and well-being across life’s different stages. Extrinsic motivation, on the other hand, is defined as a construct that relates to any activity in which its final goal is to attain an external or separated outcome (Ryan and Deci, 2000). Even though these are regarded as separate categories, and some scholars tend to prioritize one over the other, when it comes to education, intrinsic motivation is commonly desired by teachers as it brings potential benefits

to the learning process in students (Gregory, 2009). One can better understand how to stimulate intrinsic motivation by first understanding what a motivated student is.

A motivated student can make all the difference in the classroom, and in his/her life.

According to Gregory's (2009) literature review, students that are intrinsically motivated tend to use strategies that demand more effort, they are able to process information more deeply, and use logical information-gathering and decision-making strategies. Usher (2012) argues that students need to acknowledge "a correlation between effort and success [since] students who feel they have no control over the outcomes of their efforts are less likely to put forth any effort to begin with." She defines four major dimensions that are taken into consideration in motivated students: competence (when the student believes he/she is capable of doing something, also referred as self-efficacy), autonomy/control (when student can set goals by choice and feels in control of the outcome by his/her actions), interest/value (when the student has an interest in completing the task because of its value) and relatedness (when a student completes a task and brings social rewards such as feeling part of a group or following a group's behavior). These dimensions can be stimulated in students in a classroom by using learning strategies and teaching recommendations, which is one of this study's main objectives.

Many authors agree there are a wide variety of approaches to stimulate motivation in a classroom. Gregory (2009) denotes how motivation can be stimulated most directly through modeling and a correct setting of expectations or direct instruction by significant others, such as parents or teachers. He states creating an environment with an open and positive atmosphere can help nurture a sense of self-worth, competence, and autonomy. All these can be achieved by a correct planning on behalf of the teacher who can provide the correct

settings and expectations. Another recommendation is to “contextualize” learning and explain how knowledge can be relevant in the real world or help find the value in it for them. This specific recommendation and other classroom suggestions can be easily relatable to metacognitive learning strategies, which will be later commented on. Other recommendations to encourage students in the classroom are: to give frequent prompt feedback, assign different tasks that are neither too easy nor too difficult and make students feel they are valued members of a learning community (Gregory, 2009). These are recommendations that will be implemented in this current study as the researcher intends to improve motivation in a group of men in a classroom setting by teaching English as a foreign language using metacognitive strategies. The reason why English is the selected language is discussed in the next section.

2.2.7 English as a work tool

English is nowadays the world’s most common language as a quarter of the world’s population speaks it, according to the British Council. As stated in the British Council report, “The English Effect, the impact of English, what it is worth to the UK and why it matters to the world”, globalization of the language has occurred due to momentum and adaptability. They label English as a language that has taken advantage of its widespread usage in the internet and social media. It is stated in the report that one of the “strongest incentives for learning the language is the use to which it can immediately be put socially, economically, and culturally.” This appreciation of the English language applies the same in Costa Rica.

In Costa Rica, according to La Nación (Villegas, 2010) if a person wants to have a better paid job, English is a desired language skill in a resume. According to CINDE (Coalición Costarricense de Iniciativas de Desarrollo) data, the number of companies that require more

than one language are increasing in number, the main reason being that client service and other operations are being outsourced in different languages from our country. Additional to this, another article in *La Nación* (Salazar, 2017), ensured that in 2016 the number of annual tourists broke a record with over 2,9 million tourists that visited the country, triplicating in less than two decades. Stated in the article, 50.3% of these foreigners come from North America. These data and statistics expose the high possibilities of making the English language a useful work tool for anyone in the country, especially for a homeless person who might have limited skills and could increase his/her chances of getting a job in certain industries.

Because of the reasons mentioned above, acquiring the English language can improve the probabilities of obtaining a job in the industries of tourism and services in Costa Rica. A person who lacks professional education, can greatly benefit from speaking a foreign language since it provides the ability to communicate with foreigners, like American and European tourists. In this sense, homeless people who acquire the English language could potentially obtain jobs in service areas that assist foreigners and tourists; such as, waitressing, security guards, gardeners, house-cleaning, and others. The process of learning a foreign language can be leveraged with the use of varied strategies and techniques. These ways have evolved and innovated throughout the last decades, and so has the need to expand the learning of the English language worldwide. One specific way this can be done is by applying English for specific purposes, such as teaching a basic conversational course to a group of homeless men with varied educational backgrounds in order to stimulate motivation, which is one of this current study's main objectives.

2.2.8 Using English for Specific Purposes

Since this study will focus on analyzing the extent to which motivation can be stimulated by teaching a conversational English course, we will now address the importance of creating ESP curriculum. English for Specific Purposes refers to teaching English for a clearly utilitarian purpose; usually because the language is needed for study or work, according to Eddine (2016). It usually focuses on achieving a greater benefit other than the linguistic acquirement, such as academic, professional, or workplace goals. ESP is used to meet specific needs of learners and “makes use of underlying methodology and activities of the discipline it serves” (Eddine, 2016). Such factors along with the fact that an ESP curriculum is centered around the language itself, allow the creation of flexible lesson plans that can easily adapt to the real interests of the learners and may also use a different methodology from what is used when teaching general English. Eddine (2016) mentions that the main objectives in teaching ESP are: “to reveal subject-specific language use, to develop target performance competencies, to teach underlying knowledge, to develop strategic competence, and, to foster critical awareness.” This study intends to implement a conversational English course that is specific and relevant to the participants, for instance, content will focus on daily life activities, greetings and giving directions, to mention some. Target performance can be achieved by explaining how this content can be used in their context in real life. And since it would be adapted to their street culture, it would be teaching underlying knowledge as well. Strategic competence and critical awareness could also be achieved by establishing the correct link between their own context and the content learned, so that they are more aware of when to potentially use their acquired knowledge, or at least relate to it from previous

experience. Ultimately, English would serve the purpose of motivation carrier by its listening and speaking skills in a conversational course.

2.2.9 Teaching conversational English with the Audio-lingual Method

There are many approaches and methods to teaching conversational English, this study will focus on an adapted one based on the Audio-lingual method. The population of this study may have such low academic skills that some of them might not be able to read or write. Hence, the researcher opted to choose a method which does not require them to do so by focusing on listening and speaking skills only. According to Rahimirad (2014), listening is a skill that has a critical role when learning a foreign language, and it can be considered the primary source of input since students must spend plenty of time listening to build knowledge before speaking. Speaking is also regarded as fundamental in human behavior, and it is defined as the systematic production of verbal utterances (Bailey, 2005). These two conversational skills are emphasized in the use of the Audio-lingual method, in which students repeat utterances and practice with repetition drills that help them familiarize with sounds and structural patterns (Bailey, 2005). This method is based on behaviorist theories that re-enforce habit formation in language lessons through frequent repetition (Bailey, 2005). By combining listening and speaking skills tasks for learning a foreign language with a method that stimulates habit formation, the researcher hopes to provide a favorable environment for the participants to feel capable and comfortable with the English language, while they simultaneously learn with learning strategies that intend to stimulate their motivational current state. It seems the importance of these strategies is gaining popularity as they are now mentioned in the national English curricula.

2.2.10 Developing English conversational skills in Costa Rica

The setting of this study takes place in Costa Rica, which is why this section will refer to the current status of the national English curricula. In a radical and much awaited move, the former government 2014-2018 of Costa Rica changed the English curriculum taught by the Ministerio de Educación Pública and has now implemented a curriculum with goals of graduating students in high school that can be qualified with a B2 status according to the Common European Framework of Reference. To make this possible, the curriculum now makes an emphasis on conversation and the active use of the language, which can provide better results and increase fluency in speakers, as stated by Fitzgerald Haney, US Ambassador in Costa Rica (US Embassy in Costa Rica, 2017). The current curricula include as one of its goals to achieve the actions of reflection and critical thinking, which can be references to metacognitive strategies, as well. By using a socio-constructivist and action-oriented approach, the new program leads teachers in a very-well-founded and holistic path that emphasizes on critical pedagogy to achieve very clear expectations. There are recommendations that the researcher will take into account when it comes to class planning, such suggestions as using a combination of verbal and nonverbal listening techniques and including and ‘Essential question’ in lesson planners. In fact, the new curriculum includes a section in Language Learning Strategies, based on Oxford, the same author cited in this current study, since metacognitive strategies are also a topic to be applied. The action-oriented approach expects the learner to gain autonomy by using metacognitive, meta-affective, and meta-social strategies that help them be more aware of their learning, which is shared by this current’s study objectives. The next section focuses on how to achieve this awareness and other benefits by using metacognitive learning strategies.

2.2.11 Metacognition

Learning a new language can sometimes be an overwhelming task mainly because of the influx of new information; such as, new vocabulary, new rules for structure and word order, different writing systems, with additional social customs that may seem peculiar and inexplicable (Oxford, 1990). Spanish speakers experience the same mentioned situation when learning English. There might be some words that are similar or easy to deduct, but, in overall, most vocabulary is new, the word order to formulate questions is different, the same as the word order for adjectives; and, the pronunciation differs greatly, which is what students find the most challenging of all. To tackle the difficulties of “too much newness”, as Oxford expresses, the use of metacognitive strategies can help regain consciousness and focus in and outside the classroom through self-regulation, which is basically gaining awareness of one’s learning process to help take in so much at the same time.

The most popular definition of metacognition is “thinking about thinking”. Lai (2011) exposes how it was John Flavell who “originally coined the term metacognition in the late 1970s to mean ‘cognition about cognitive phenomena’.” Other definitions include the words awareness, management, control, or monitoring of thought. There are two main components involved in this process: knowledge and regulation of cognition. Metacognitive knowledge includes knowledge about oneself as a learner and about the factors that can impact one’s performance, the awareness of our learning process including knowledge of strategies, and when and why to use them. The other component, metacognitive regulation, takes place when one plans activities, is aware of the comprehension of a task and how to perform it, and when we evaluate how efficient we are at monitoring a process and its strategies (Lai, 2011). Later studies have further categorized the terminology used to refer to metacognition, which

has helped in identifying more specific actions that can improve our learning performance, which have become known as metacognitive strategies.

2.2.12 Metacognitive Strategies

Learning as a process involves more than just transferring information from one being to another. Our brains, emotions, and past experiences, all come into play whenever a cognitive process is activated. None of them can be isolated nor ignored by a teacher. Oxford (1990) is one of the pioneers of introducing metacognitive strategies into her Indirect Strategies category of Language Learning Strategies. Language learning proves to be more than just finding ways to introduce new words and grammar structures. Oxford's Indirect Strategies, as "the set of techniques that can be used conjointly with Direct Strategies for Language Learning", bring forth an integral approach to teaching language. To achieve this, Oxford, author of the book "Language Learning Strategies", defines "metacognitive" as going beyond cognitive, as the actions that act further upon the "purely cognitive devices", and which provide a way for learners to coordinate their own learning process. To help develop more specific actions in different areas of the learning process, Oxford created a categorization of the metacognitive strategies.

According to her set of categorizations, she exposes three main categories for metacognitive strategies: Centering your Learning, Arranging and Planning Your Learning, and, Evaluating Your Learning. Centering Your Learning involves using strategies to help converge attention and energy on specific activities, such as reviewing previous knowledge and conscientiously preparing our attention for a task. The second one, Arranging and Planning Your Learning, refers to strategies that can help a learner organize and plan to get the most out of the

learning experience, like setting goals and planning for a language task. Finally, Evaluating Your Learning offers two strategies that help to check learner's performance by Self-Monitoring and Self-Evaluating. Oxford (1990) states that these "strategies are essential for successful language learning". Metacognitive strategies had been unknowingly widely used throughout educational history; but, before, little emphasis was given to teaching them or promoting their use as students in academic institutions based their studying on cognitive strategies more than on metacognitive ones, until now. Some examples of its common uses in class are setting goals and objectives, planning for language task, monitoring errors, preparing and using time well, among others. Still, there are many other crucial strategies that are being underused and teachers are unfamiliar with. These strategies provide more advantages than only those of academic achievement, since metacognition can be associated to metamemory, critical thinking, and motivation (Lai, 2011), as it is later discussed.

The strategies are divided into the three aforementioned sets, each one containing a number of strategies. Many of the strategies rely on previous knowledge and planning for a long-term goal for future success. Among the many strategies under each category, this study will focus on using some specific strategies that can help stimulate motivation when learning English as a foreign language, but that are also relatable and adaptable to the population's circumstances, since the ultimate goal of this study is that of stimulating motivation more than achieving assessable content. For this reason, this study will not take into consideration the strategies that belong to the Evaluating Your Learning category, as the strategies of Self-monitoring and Self-evaluating are more associated to content progress language wise. The next section discusses the specific strategies that will be used in the classroom.

2.2.13 Application of metacognitive strategies in foreign language learning focusing on listening and speaking skills

According to Oxford's categorization of metacognitive strategies, this study will focus on the first two main ones Centering Your Learning and Arranging and Planning your Learning.

From the first category, the strategies that will be used are: Overviewing and Linking with Already Known Material, Paying Attention and Delaying Speech Production to Focus on Listening. From the second category, the strategies to be used are: Organizing, Setting goals and objectives, and Identifying the purpose of a language task. Each of these strategies can be focused to the skills of listening and speaking, but in general, they all target all skills at once.

The first set of strategies helps find a focus or center for learning. In Centering your Learning, the first strategy Overviewing and Linking with Already Known Material is about "previewing the basic principles and/or material and the upcoming activity and linking it with what learners already know" (Oxford, 1990). The main objective is that learners express their own associations to what is being taught and what they already know. For a listening task, one can preview the new vocabulary, write it on the board or provide written form. Also, it is suggested to provide context and comparisons in the native language. For a speaking task, a role-play of pre-established context and circumstances can be a good way to establish a connection with the content through their own experiences. The second strategy, Paying Attention, is the conscientious action of deciding to focus one's attention in a task and ignore distractors, which can be done in two modes: directed attention and selective attention. This study will use directed attention by providing relevant content, reducing classroom distractors and constantly reminding students to keep focus. Whenever the content is presented for repetition, participants will have to pay attention to be able to repeat it without

reading; hence, both listening and speaking skills are affected by this strategy. The last strategy of this category, Delaying Speech Production to Focus on Listening is a strategy that relates more strongly to listening and speaking than to the other skills. Even though this strategy does not need to be taught since it is the most common situation with language learners, as they usually postpone their speaking in the target language, it actually seems to be beneficial for later speaking production because its initial focus is on listening. A recommendation for students that may be threatened by the new language is to first silently repeat to themselves to build confidence into then saying it out loud (Oxford, 1990). These strategies help face confusion and first impression impact in students. The next set focuses more on aiding the student to develop skills and tackle tasks.

The second category of strategies, Arranging and Planning your Learning, helps the student with the process of accomplishing learning tasks in a better way. The next three strategies can be applied to all four skills at once, as well. The first strategy to be used is Organizing, from which this study will focus on the tool of having the right physical environment with as little distractors as possible, to help provide an appropriate learning atmosphere. The second strategy is Setting Goals and Objectives, which helps students have a better aim of what needs to be accomplished in a classroom. One way to do this is to write down the general topics of what will be covered in the classroom and to explain what will be done in each exercise. The third strategy, Identifying the Purpose of a Language Task, is very important to create an association between the student and the purpose of what will be done in the classroom, in order to channel the student's energy in the right direction. To achieve this, the class can discuss the purpose of what will be done before it is done for better understanding. These strategies will help set a more comfortable ambiance for the students to be less afraid

of participating and engaging in the class activities. At the same time, it is this study's expectations that students will find these strategies stimulating to affect their current motivational state. The next section describes how metacognition can be associated to motivation.

2.2.14 Using metacognitive strategies to stimulate motivation

Metacognition is also related to a couple of social constructs, such as critical thinking and motivation. "Metacognition can be seen as a supporting condition for critical thinking to the extent that monitoring the quality of one's thought makes it more likely that one will engage in high-quality thinking", as stated by Lai (2011), who also denotes that metacognition improves with age and appropriate instruction that can also affect motivation. Motivation, according to Lai, is the set of beliefs and attitudes that can affect our cognitive and metacognitive skills. One of the goals achieved through the use of these strategies is self-regulation, including the ability to manage and regulate affective states, to eventually improve persistence and motivation.

Motivation, in children that have shown better self-regulation skills, was increased as they showed a more positive attitude towards social relationships at school, increased their engagement and motivation for academic performance (Lai, 2011). From these findings, scholars agree that metacognition entails concepts of effortful control and inhibitory control, as affective states and impulses can be better detected when applying self-regulating strategies because they help identify a student's own weaknesses and strengths.

Lai states motivation has two main components: self-efficacy, which is the confidence we have in ourselves to do something, and epistemological beliefs, about knowledge's origin and

nature. Kivinen (2003) exposes that through self-regulation a learner active in its learning process can potentially have control of certain aspects and works towards an established goal to improve self-efficacy. He argues that when there is high self-efficacy there are higher probabilities to get better outcomes such as high cognitive engagement and good actions. Contrary to this, when there is low self-efficacy, there are more chances to have depression, self-devaluation, and resignation (Kivinen, 2003). He associates specific metacognitive strategies to specific motivation and affect consequences; such as Planning and Activation strategies that directly affect goal orientation adoption, better efficacy judgements and perceptions for learning and how we value and how much interest we may have on a task. He suggests that by Monitoring and Control strategies we can have a greater awareness and monitoring of motivation itself to even be able to select and adapt strategies that can affect it, as well.

Kivinen (2003) exposes that learning is viewed as a multidimensional process that involves cognitive, emotional, behavioral, and contextual components, and so it should be approached as such, since learners have to coordinate these components to attempt to achieve academic mastery. He points out that no single strategy will work equally to all students because each person is different and through self-regulation, we can learn about ourselves and make better decisions when it comes to strategy choice. In such sense, by using metacognitive strategies we gain knowledge about ourselves, that can be further contextualized and help us manage our affective and motivational states. This is the general objective of this research study, to provide insight tools to a group of men to help them gain control of their thoughts to know themselves better, or even get to know themselves again, and hopefully affect their motivational and emotional states.

To help achieve the general objective, this literature review intends to expose a connection that threads through teaching English as a foreign language, learning strategies, motivation and people living in homeless condition. Homeless people in San José live under strenuous circumstances, recur to substance use, and have limited options to help them rehabilitate from drug-addiction and living in the streets. These conditions detriment their physical, emotional, and cognitive states, affecting their motivation negatively. One of the most successful ways to achieve their recovery is by means of correctional education and rehabilitation. It is a scientific fact that motivation is an essential factor in education and that it can be stimulated and improved. One way to attain such goal is to use metacognitive strategies in an English as a foreign language classroom, to enhance and aid the learning process. These strategies bring awareness to our way of thinking and perceiving ourselves, further than just in the cognitive field. Metacognitive strategies can potentially affect our emotional state and psychological approach to accomplishing our goals. To help determine if these strategies can increase motivation in people, let alone a homeless person, this study intends to analyze the collected data to show how this connection is evident. By teaching an English conversational lesson, with a basic content that intends to promote participation rather than accuracy, the researcher applied certain instruments: an entrance Individual interview, an entrance and exit questionnaire, and a participant's observation report. The instruments are intended to collect data on the participants details pertaining academic level, their motivational state, their use of metacognitive strategies, and their orals skills participation in a conversational English class. The data will be cross-referenced and analyzed to determine if there are trends that could be correlated, in order to associate metacognitive strategies used in an EFL class with motivation affect. This potential finding could be leveraged in such ways, from improving motivation in the classroom to helping the rehabilitation process of a homeless person.

Chapter III

Methodological Framework

In this chapter, the researcher will elaborate on the type of study that will be carried on, along with its approach and methods used and the reasons why these were chosen to be able to execute the desired objectives. This study intends to explore the phenomena that occurs when metacognitive strategies are used in an EFL conversational classroom and how they can affect the participant's motivational state. The research approach of this study is of a qualitative nature since measuring motivation can be achieved through the description of observable behavior and actions, rather than counting its variations. This will be accomplished by using an Action Research method in which the researcher will be able to collect data through the use of motivational measuring instruments, such as questionnaires and observable reports, in the EFL conversational classroom held at the Centro Dormitorio de la Municipalidad de San José. There will be a direct involvement of working with people in order to determine what and how motivation is affected, to consequently be able to suggest how to improve strategies and techniques used in an EFL classroom or when working with specific populations, such as homeless people. The next sections below expand on the theoretical methodology basis that helped structure this study.

3.1 Research approach

This section refers to the qualitative paradigm and how its characteristics pertain to this study. A qualitative study, according to Mack, Woodsong, Macqueen & Namey (2005), is used in scientific research and follows a specific process to help answer specific questions that refer to understanding aspects of social life. This type of research focuses on human

experience and is able to provide information on more intangible factors such as behaviors, emotions and social constructs (Mack, Woodsong, Macqueen & Namey, 2005); which is contrary to quantitative study that focuses more on quantifying variation to obtain numerical data to confirm hypotheses by using more rigid and highly-structured instruments. A qualitative research is more flexible since it allows to work with semi-structured instruments that may include open-ended questions for better experience exploration, with the aim to understand perspectives rather than only measuring them. This is done by following the qualitative process.

The qualitative research follows a protocol with certain characteristics (Mack, Woodsong, Macqueen & Namey, 2005) that are applicable to this study. The first characteristic is that it seeks to answer a question, which in this case is to find out how motivation is affected in participants of an EFL conversational class by using metacognitive strategies. The second characteristic is that the research uses a systematic procedure to be able to answer that question. To answer the formulated question, the research must collect evidence, which is the third characteristic. In this study, the researcher will use a lesson plan with adapted metacognitive strategies that will include the application of specific instruments, pre-questionnaire and post-questionnaire, which intend to collect data to be used as evidence. The fourth characteristic is to produce findings that were not previously predicted, which is a general intention of this study, as it will provide information through the collected evidence by exploring the experience participants had in a classroom focused on motivation. The last characteristic is to produce findings that could potentially be applied outside the scope of this study. This study intends to provide insight in how metacognitive strategies can affect motivation and how these strategies can be strongly recommended in an EFL classroom and

under particular circumstances, such as working with homeless people, to potentially improve motivation in participants. These characteristics lay out this study's general methodological approach and are the basis to the specific research method.

Before diving into the specific research method and how it is related to the research approach, it is worth mentioning how ethical guidelines apply in qualitative research and in this study, as well. Mack, Woodsong, Macqueen & Namey (2005) mention the importance of research ethics when dealing with people in qualitative studies, since the top priority should always be the well-being of the research participants. These authors rely on three universally accepted principles which are: respect for persons, beneficence and justice. To apply the first principle, this study will respect the participant's dignity and will protect any displayed vulnerability. The second principle implies that the participants will benefit from the knowledge obtained through the study's findings, as this study intends to provide recommendations to be applied at the shelter in future workshops and educational programs. The third principle will be achieved as participants will be directly involved in the process, as the sole exposure to the class experience will permit them to engage in unfamiliar actions, such as the application of metacognitive strategies in an EFL conversational classroom. These principles and the characteristics of qualitative research serve as the main frame to this study's protocol. The next section focuses on how the selected research method, Action Research, will help accomplish this study's execution based on the Qualitative Research Approach.

3.2 Research method

This study uses Action Research as the chosen method to follow for the elaboration of this study. This method was selected because it fulfills the researcher's intentions of using an evaluative tool to explore a topic and be able to inform and potentially change teaching practices in the future (Ferrance, 2000). According to Ferrance (2000), this type of method is ideal for teachers that have identified a problem and can develop a study within its teaching environment context in order to improve skill and strategies. This study can be identified with the Action Research type of Individual Teacher Research (Ferrance, 2000). In this type of Action Research, the teacher focuses on a single matter in the classroom to be able to find solutions for it. This study regards instructional strategies, specifically metacognitive strategies, which are believed to aid in affecting motivational states in participants. To achieve this, the study will follow the specific steps in Action Research.

Ferrance (2000) states there are five phases of inquiry that can guide an action research, these are: identification of problem area, collection and organization of data, interpretation of data, action based on data and reflection. These phases parallel to the previously mentioned characteristics of qualitative methodology. Each phase guides this study to achieve what Ferrance (2000) mentions as the four basic themes in Action Research: "empowerment of participants, collaboration through participation, acquisition of knowledge and, social change". In this study, the first phase, identification of problem area, has been achieved by formulating a meaningful question, is doable within the teaching environment, and the teacher has influence on. The second phase, collection and organization of data, will be achieved by using multiple sources of data that can help understand the experience the participants go through in the classroom. The collected data will also be organized in such a

way that trends can be easily identified by the triangulation of instrument's results. The third phase, interpretation of data, will be achieved by analyzing and identifying major themes, in this case the results obtained in the affection of motivation in the participants. The second and third phases are described in the sections below. The fourth phase, action based on data, will be achieved by coming up with a plan of action of recommendations that can be applied in an EFL classroom based on the use of metacognitive learning strategies. The last phase, reflection, will also be included along with the previous phase in the last chapter of this project, as means to improve future investigations and to provide precedents for the use of metacognitive strategies in language learning and motivation improvement. These phases will structure this study's execution to achieve evidence collection and analyze it for further conclusions. To bring about the objectives of this study, the participants are the essential motif and subjects of it, which are commented on in the next section.

3.3 Information sources

3.3.1 Selection and description of the participants

In this qualitative study, a sampling from the population among the users from the Centro Dormitorio de la Municipalidad de San José was done. The participants of this study will be five men and women between the ages of 24 and 40 years old, who are homeless and current users of the facilities of the Centro Dormitorio de la Municipalidad de San José. The participants were selected from a group of users from the shelter with authorization from the director of the shelter. They were asked to volunteer for the study in a session held with the director. From the Individual interviews, done with their consent, the researcher found out they have different individual characteristics, such as educational level and physical states,

but they all share the same characteristics of a homeless person who does not have a home to sleep at night, lives in the streets, consumes substances, or has drug-addiction problems, and hassles to get by. Contrary to common belief, all the participants could read and write and had primary academic level, these characteristics are further exposed and commented on in Chapter 4. The conditions at the Centro Dormitorio de la Municipalidad de San José are also taken into account for this study's results, which are described in the next section.

3.3.2 Description of the institution

The Centro Dormitorio de la Municipalidad de San José was founded in September 2008, by San José's City Hall (Villegas, 2008) and is managed by Génesis Foundation (Fundación Génesis), with Christian religious background, since June 2013 (Fundación Génesis, 2018). According to the foundation's website, the shelter receives 102 indigent people every night and they are able to spend the night in the dormitory rooms, use personal hygiene facilities, like showers and toilettes, get a clean set of pajamas that must be returned and receive a meal service for dinner. The shelter also executes a program for damage reduction and provides the users with orientation, counseling, group activities, religious guidance, references for medical centers, rehabilitation programs, such as, Alcoholic Anonymous and Narcotic Anonymous, and other required services. On top of the night service, more than 300 homeless people, that did not get in the previous night, can come back the next morning to use the facilities, such as the toilet rooms and showers. The foundation manages its daily operations, but San José's City Hall manages its budget and overall enterprise.

San José's City Hall is the government institution behind the shelter and it destines 168 million colones yearly for its year-round operations (Rodríguez, 2016). Even so, City Hall

provides dinner meals for four nights a week only, the rest of the nights are covered with donations from churches, private donators, and other organizations. As of September 2016, it had received 4, 927 users in eight years of operations. During that time, the shelter had processed 1, 062 treatments for drug rehabilitation, 152 non-contributory pension processes, 122 returns to the educational system and 202 job contracts (Rodríguez, 2016). The shelter has also successfully helped rehabilitate users from the streets.

Their follow-up cases show 304 successful cases of indigence rehabilitation. This is the number of users received in three nights only, which seems very little for eight years of operations. According to research interviews, most users relapse in drug use and fall in a vicious cycle relying on the shelter's services which demonstrates that although they receive assistance there are other necessities that are not being properly addressed, such as motivation and other psychological matters. In this sense, the researcher found enough justification to focus this study on affecting the participants motivation in a positive way by means of applying metacognitive learning strategies in an English conversational course.

3.3.2 Description of the population

The population (a sum of 102 users per night) of the Centro Dormitorio de la Municipalidad de San José is not always the same, as every night homeless people line up outside the shelter to attempt to get a spot. These are men and women, from varied ages ranging from 18 to 80+ years, in different physical conditions since some are on a wheelchair or have physical disabilities. The shelter starts its registration process at 4:00 pm letting in the users that did not get a spot the previous night and were listed for the next day. The number of users that get in at this time might vary from four to up to over 40 users. Once they get in, they are

registered and get to use the facilities. After that, at 6:00 pm the second and biggest registration process begins. First, women are let in, since they are usually fewer in number than men. Approximately 20 women get in. Next, elderly men are allowed to get in, they make up about 15 users. There are a few spots saved for some users who have managed to get a job or are currently studying, these are usually less than 10 spots. The rest of spots are given to the men waiting outside. To be able to get in, they are lined up and participate in what can be called 'a raffle', where they must get a token from a bag that one of the staff members at the shelter passes around. Inside the bag there are tokens with two colors, only one color will be selected to be used for the night spot. If the person manages to get the winning color token, they get to spend the night in the shelter. Once the registration process is over, all users must take a shower, change into their clean pajamas and wait in their assigned rooms to be called for dinner. Once ready, some of the users organize the tables and chairs so all users get to sit and have dinner. Once dinner is over, if there are no special activities, they return to their rooms to spend the night. The next morning, all users are woken up at 6:00am, they get a chance to use the showers and toilette rooms once more and then they are given a small breakfast. The shelter is usually empty by 9:00 am. Every day and night follow the same process, which makes it a different group of people every night. This means the population of the shelter varies to a certain extent every night. Nomadic behavior and avoiding social circles is a common characteristic of homeless people (Rojas, 2007). This makes it difficult to follow up with them and collect information for their profiles, which are very varied as this study will show.

3.4 Analysis of categories

3.4.1 Category: indigence

From a theoretical perspective, according to Rodríguez, Jourón and Fernández (2001), indigence is the most serious and dramatic expression of the phenomenon of social exclusion. These authors agree on the fact that homeless persons have varied and “heterogenous characteristics [...] but with a series of common dimensions: severe poverty, social isolation, rootlessness, personal deterioration, and lack of place to cover needs of accommodation and social support.” Rojas (2006) argues how this phenomenon inevitably involves the consumption of substances which affects the physical and emotional state of a person. It could be considered the starting point for this study, since this condition affects the participants directly from multiple dimensions. Hence, from an operational perspective, indigence is the distinct variable that makes this population stand out from an ordinary EFL class. It is the road in which the study takes place, which is not a paved and smooth one. Because of this, the researcher prepared the lessons taking into account different academic skills levels and physical disabilities. From an instrumental perspective, having information on their age, academic achievements, work experience, and overall appreciation of the English language can build a better idea of San José’s homeless population. An individual interview was used as the instrument to collect data on the participant’s indigence state. The information gathered will help correlate their academic status with their oral skills performance.

3.4.1 Category: oral skills and ESP

The two main skills that will be put into practice in this study are the listening and speaking skills, which are the main exercised functions in the Audio-lingual Method to teaching English as a foreign language, and for specific purposes. Rahimirad (2014) denotes how listening is a skill that has a critical role when learning a foreign language, and it can be considered the primary source of input. Bailey (2005) states speaking is the systematic production of verbal utterances and is also regarded as fundamental in human behavior. According to Bailey (2005), through the use of the Audio-lingual Method, students repeat utterances and practice with repetition drills that help them familiarize with sounds and structural patterns. This is the main theory used to develop the lessons delivered in the conversational English course delivered at the homeless shelter, since simple utterances will be used in an English conversational classroom using the Audio-lingual Method and focusing on oral skills only.

Also, since English can be used for specific purposes, to achieve a greater benefit other than the linguistic acquirement, according to Eddine (2016). In this sense, ESP in oral skills act as the main vehicle. Therefore, the conversational course will be used to help determine the participants motivational state by measuring their participation and engagement through measurable observable behaviors. To accomplish this, the researcher used an observation rubric that allowed to categorize the participants engagement and performance in the class. By fulfilling certain criteria, the participant's conversational skills were scored. Also, the researcher will apply three final short evaluations, to measure retention and memory accessibility (Hadjuk, 2009), and also a trade that concerns motivation (Touré-Tillery and Fishbach, 2014).

3.4.3 Category: metacognitive strategies

Lai (2011) cites Hennessey (1999), to define metacognition as the “awareness of one’s own thinking, awareness of the content of one’s conceptions, an active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general.” Oxford (1990) defines metacognitive strategies as a set of techniques that can be used with direct learning strategies (memory, cognitive and compensation strategies) to bring about a more integral approach to foreign language learning. Specific strategies that can be used to stimulate an insight process in the participants and engage unknowingly in “thinking about thinking”. The main purpose of using these strategies in the EFL classroom is to stimulate motivation, as Lai (2011) confirms possible in children who use self-regulation skills in the classroom and display better engagement and motivation. The expectation is that by using these strategies in the EFL conversational course, participants will experience a different approach to learning. These strategies are the gasoline used to make the vehicle move. The way the usage of these strategies will be measured is with an entrance questionnaire and an exit questionnaire. The questionnaires contain questions that pertain directly to the use of metacognitive strategies. The researcher will compare the results obtained in different sessions to determine trends. The observation report also includes a section destined to the observation of the use and approach to Metacognitive Strategies in the classroom to measure participants’ awareness to them.

3.4.3 Category: motivation

Touré-Tillery and Fishbach (2014) state motivation is a psychological construct that enables action. According to Cherry (2018), it can be “used to describe why a person does something”, involving biological, emotional, social and cognitive forces. According to Lai (2011), there can be two main types of motivation: intrinsic and extrinsic. Intrinsic motivation is related to the inherent satisfaction of doing something rather than separated consequences or external rewards. Ryan and Deci (2000) highlight how it can also affect performance, persistence and well-being across life’s different stages. Extrinsic motivation, on the other hand, is defined as a construct that relates to any activity in which its final goal is to attain an external or separated outcome (Ryan and Deci, 2000). From an operational standpoint, this study attempts to measure to some extent if there were changes within participant’s motivational state during a single lesson and after five lessons. In this sense, motivation is the final destination to be reached by the vehicle. To measure this, the researcher used the entrance questionnaire and an exit questionnaire. The questionnaires contain questions that pertain directly to the participant’s motivational state. The researcher will compare the results obtained in different sessions to determine trends. The observation report also includes a section destined to the observation of participant’s behavior regarding motivation. A secondary instrument to be used is the evaluation worksheet used at the end of the first three lessons, these short evaluations seek to measure memory accessibility which measures goal-related concepts and displays cognitive motivation (Touré-Tillery and Fishbach, 2014).

3.5 Implemented strategies

As has been previously stated, motivation can be achieved by using metacognitive strategies in an English conversational class. Since the participants of this study pertain to a very particular population, lesson planning and the use of strategies need to be carefully elaborated, and also to be able to gather the correct information for the purpose of this study. For this reason, this study uses specific strategies and instruments that will allow to determine if motivational states can be affected in an English conversation classroom.

The study takes into account five sessions held at the shelter, in the multi-purpose room, three afternoons and two mornings. The schedule, date and times were assigned by the shelter's directors. The mornings served the purpose of being able to work with the users after they had spent the night in the shelter. Each class lasted an hour, since the room, tables and chairs, needed to be arranged, which is an organizational metacognitive strategy as there needs to be a positive environment for better learning conditions (Oxford, 1990). Each lesson plan for this study comprises 50 minutes (see Appendix A).

Each lesson started by applying the entrance questionnaire, which was read out loud and participants completed at the same time. This activity lasted five minutes. Following this, the warm-up activity was executed to break the ice and so that participants could feel more comfortable in the classroom. After that, the English lesson started when the researcher/teacher elicited participants to discuss the importance of the content and how they could use it in real life. The second step was writing the goal of that session's content on the whiteboard. Then, a short explanation of the content and the activities was provided. This first step pertains to the use of the setting goals and objectives metacognitive strategy. And

the initial discussion to the use of the identifying the purpose of a language task metacognitive strategy, as well. These sections were all performed in Spanish. Next, the researcher presented the new vocabulary, writing the words on the board one by one, asking participants if they knew the meaning and translating and explaining in Spanish, as needed. As each word is presented, pronunciation modeling was done, and participants were asked to repeat, following the Audio-lingual drill exposed in the lesson plan (see Appendix A). This activity is based on the Audio-lingual Method, learned by the researcher while working at Intensa Language Institute. Participants were asked to first pay attention and listen, so they could later repeat. This was done to use the metacognitive strategies of Paying Attention and Delaying speech production to focus on listening. Once the vocabulary was presented, the practice activity was executed, and the lesson ended with the assigned evaluation. In the three first sessions, participants completed evaluation worksheets. In overall, the researcher combined strategies from different language learning approaches. More specifically, the use of drill exercises from the Audio-lingual Method, and class discussion of new vocabulary for real meaning, from the communicative approach, were both used for lesson planning.

Once the English content lesson was over, the participants would complete the exit questionnaire and the session would be concluded. The researcher completed the participants observation report throughout the class and finished completing it at the end of the lesson. The next sections elaborate on why and how these instruments collected the information needed for this study.

3.6 Data collection instruments

This study uses four main instruments to collect data on the participant's state of mind and performance during the conversational course. The instruments to be used are: individual interview, entrance/exit questionnaire, participant observation reports and evaluations. These instruments are highly recommended to measure motivation variables like experience, performance, and memory (Touré-Tillery and Fishbach, 2014).

3.6.1 Individual interviews

An individual interview is a strong and very popular tool for a qualitative study (DiCicco-Bloom and Crabtree, 2006). Mack, Woodson, Macqueen & Namey (2005) highly recommend the use of Individual interviews to collect participant's histories and perspectives on the topics explored. There are four types of interviews: structured, unstructured, semi-structured, and individual in-depth (DiCicco-Bloom and Crabtree, 2006; Brikci & Green, 2007). According to Brikci & Green (2007), an interview is commonly used in qualitative studies because it is an instrument that can be reproduced, is systematic, credible, and transparent. The data collected in an interview is considered to be trustworthy due to its reliability and validity characteristics (Brikci & Green, 2007). The information is provided directly from the participants to help build a profile of the sample of the population that attends the shelter. This study will use an interview that combines the characteristics of a structured interview to execute an entrance Individual interview (see Appendix B). The interview is structured because it contains eight specific questions to obtain data such as: their names (although they will not be revealed in this study), their age, their academic skills (whether they can read and/or write), their academic level (primary, secondary and other higher studies), and to list out previous work experience. It is also an in-depth interview as the interview includes an open-ended question which pertain

to broad topics (Brikci & Green, 2007). The question asks them why they consider learning English is important. The interviews will be done by the researcher before the first class, on the selection date, on May 24th, 2018. The interview will be applied individually to each participant only once, with a duration of 10 minutes.

3.6.2 Entrance/exit questionnaire

Even though the main focus of this study is qualitative, as it intends to explore a topic, the researcher opted to use certain instruments that pertain to a quantitative research, since motivation seems to be a complex topic which is hard to measure (McCord and Matusovich, 2013). This study uses a questionnaire (see Appendix C) with a five-point Likert Scale that presents positive agreements combined with frequency (no, few times, not sure, sometimes, yes). It has two parts: entrance questionnaire, one to be completed at the beginning of the lesson, and the exit questionnaire, completed at the end of the lesson. Questionnaires have been widely used to assess motivation and self-regulation in learning environments (McCord and Matusovich, 2013). These questionnaires contain a set of affirmations that were adapted from the “Self-Regulation Questionnaire” (CASAA, 2018), to measure metacognition strategies, and from the “Intrinsic Motivation Inventory” (Choi, Mogami and Medalia, 2009). The results of these two questionnaires can help provide a better idea of the initial and the final states of the participants in terms of their motivation and metacognitive awareness. Also, one can determine if there is a change in the different results and trends of the answers as classes progress.

3.6.3 Participant observation reports

This study includes one observation of participants in order to obtain information about their behavior related to attendance, participation, and self-awareness during the lessons. A participant observation is an appropriate instrument to collect data “on naturally occurring behaviors in their usual contexts” (Mack, Woodsong, Macqueen & Namey, 2005). Observation can also be used to evaluate how participants performed during the lesson regarding their oral skills. This study uses a structured observation report based (see Appendix E) on a rubric that seeks to collect data on oral skills, metacognition and motivation, establishing a score of engagement. The rubric is divided into three sections: 1) oral skills, taking into account participants physical response to the activities, including their repetition and eye contact (Hadjuk, 2009); 2) motivation, monitoring participants attendance, outside chatting (distractors) and willingness to correct pronunciation errors (Touré-Tillery and Fishbach, 2014); and, 3) metacognition, which monitored willingness to participate in goal discussion and interest in asking questions. The rubric consists of four possible scores: no engagement, low-medium engagement, medium-high engagement, full engagement. Each section will be scored according to the fulfilled criteria described above. By using these engagement scores, results can help explore and determine the learning process and motivational state of the participants during the lessons and compare their results at the beginning and end of the sessions.

3.6.4 Evaluations

As it is commonly applied in language learning lessons, a short evaluation will be performed at the end of the three lessons. This activity lasts five minutes. These short evaluations are worksheets (see Appendix D) that contain either a list of words or images that will be studied

during the class. The participants will be asked to circle the words or images that the teacher mentions orally. This evaluation pertains to retention and identification of learned content to evaluate listening skills. Also, it pertains to memory accessibility, which is a sign of motivation (Touré-Tillery and Fishbach, 2014).

3.7 Collection data process and data analysis

In this study, the researcher will collect data to measure and analyze motivation in indigent participants of a conversational English course using metacognitive strategies. Next, the researcher expands on how each instrument achieves its purpose to collect data and how it will be analyzed. The instruments will be validated at the Centro Dormitorio de la Municipalidad de San José, between May 24th, 2018 and June 3rd, 2018.

The first instrument, the individual interviews, will be performed at the beginning of the study. It serves as confirmation of consent to participate in this study and provides their data. This interview seeks to obtain data on each participant to establish a set of characteristics and prove how each homeless person has very different singularities. Also, the interview includes an open-ended question which is: “Why do you think is important to learn English?” The idea is to explore the participants perspectives towards the English language and also their motivation to participate in the class. This instrument allows to expose the participants’ current profile and individual characteristics.

The second instrument, the questionnaires, presents a set of affirmations to which the participants have to choose an option from the five-point Likert scale. The affirmations seek to determine the participants’ initial and final motivational state and their use of self-regulation/metacognition strategies. The entrance questionnaire will be asked at the beginning

of the lesson, and the exit questionnaire at the end of the lesson. Each complete questionnaire will be applied every class, to seek trends and changes in participants answers. This instrument combines motivation and metacognition relevant topics.

The third instrument, the participant observation report, is structured in 3 parts: oral skills, motivation and metacognition. The rubrics allows the researcher to establish engagement scores according to the observable behavior. In order to measure motivation, Touré-Tilley and Fishbach (2014), recommend observing experience, choice, and rate response, among others. These variables are collected through the observation report as several behaviors are noted, such as: attendance, participation, inquiries, willingness to stay focused and avoid distractions, and so forth. These scores will be analyzed to compare initial and final results and seek trends. This instrument combines oral skills with motivation and metacognition as relevant topics.

The fourth instrument will be applied at the end of the English conversational class, during the first three sessions. The evaluations seek to confirm participants recalling of the studied content for listening skill purposes, but also for memory accessibility, as a trade of motivation. This instrument combines oral skills with motivation as relevant topics.

The researcher will apply all four instruments in order to obtain data on the participant's motivational state and oral performance during the English lesson. After the instruments have been applied, the researcher will provide the results, trends, strategies, and recommendations to follow.

Chapter IV

Data Analysis

This chapter exposes and analyzes the results collected with the application of the instruments mentioned in the previous chapter. The instruments were implemented at the Centro Dormitorio de la Municipalidad de San José to five participants of different academic level that volunteered to participate in five sessions of conversational English using metacognitive strategies with the intention to stimulate their motivation. Once the four previously explained instruments were applied, different data was collected to analyze and correlate it to this study's categories. As Ferrance (2000) argues, in action research data interpretation is used to identify major topics; and, when it is not quantifiable, it can be approached holistically, relating it to those relevant themes. This study approaches data analyzes with an action research methodology since it is that of the exploration of a specific theme in the classroom environment with a particular setting, focusing on a specific matter, which is motivation.

The researcher applied four instruments to gather such data. The first instrument is an individual interview, following an in-depth framework, which is commonly used in qualitative research (Brikci & Green, 2007). The second set of instruments applied were two questionnaires, which are commonly used to collect data on motivational state by exploring the participant's experience (Touré-Tillery and Fishbach, 2014). In individual teacher research, such as this study, the researcher is able to collect data by observing student participation (Ferrance, 2000). This was achieved through the completion of a participants observation report in each session. The last instrument was a more traditional one related to

the achievement of oral skills practice: evaluations. Evaluations collected data on memory accessibility, performance, and persistence, which are variables related to motivation (Touré-Tillery and Fishbach, 2014).

Through the revelation of these results and its reflection to interconnect with this study's categories and instruments, the research intends to provide enough information and background to be able to make objective conclusions of the study's explorations. These instruments results' and analysis are further commented on in the next sections.

4.1 Analysis and interpretation of the results

This section exposes each of the instruments used and its results, which are described thoroughly, for qualitative purpose. Some of these results are exposed in graphs and charts that enable the reader to observe from visual aids the experience that took place in the classroom throughout the sessions. This can be appreciated by trends that will be described, explained and correlated to each category of this study as follows.

4.1.1 Individual interview

The researcher considered important to use an individual interview before the first English class was delivered to have a better idea of their academic profiles and to help describe their characteristics in detail. The individual interview (see Appendix B) was applied on May 24th, 2018, after the selection process was done. The five subjects that volunteered were gathered in the multi-purpose room to better explain the process to follow and to ask for their consent. They were also explained that some information would be collected, on their academic skills, by using an individual interview format. Once they agreed, the individual interview was applied to each subject individually, and it lasted less than 10 minutes each. For time and

data collection purposes, the researcher asked the questions orally and completed the interview forms for them. The individual interview was created in Spanish for the students to understand better and feel comfortable with.

The individual interview consists of eight structured questions, two that allow listing items and then one additional open-ended question, pertaining their perspective of the English language. The first question asked their name. This question was added for data organizational purposes and will not be taken into account to expose the results since the researcher will refer to subjects and number (i.e., subject 3) and the names will remain anonymous. The second question asks their age, which is also another piece of data that will not be included in the exposition of results as this study worked with five participants only, and this variable is not relevant for the purpose of this study. This first two questions were added with the intention of personalizing the interview and make the participants feel comfortable with the next questions.

The next questions of the interview belong to the structured section since it presents six specific questions that seek to collect data on the participant's academic skills and work experience. The first structured question asks them whether they can read or not (answer yes/no), the second question asks whether they can write or not (answer yes/no), the third question asks them whether they received primary school education or not (answer yes/no), and up to which grade. The fourth question asks whether they received secondary school education or not (answer yes/no), and the last grade completed. The fifth question asks them to list any other educational preparation they received. The sixth question asks them to list their previous job experience by mentioning the positions they have worked at. The last question of the interview belongs to an in-depth interview since it is an open-ended question that pertains to a broad topic (Brikci & Green, 2007) The question asks them why they consider learning English is

important. The answers to each question and their results are described and analyzed in the next paragraphs, in terms of this study's objectives.

The first question of the structured section of the individual interview asked the participants whether they could read or not. The results showed all five subjects answered positively ('Yes') to the question, meaning 100% of the participants could read. The researcher included this question since this study intends to identify the educational state of the participants, whether they are illiterate or not. Also, for execution purposes of this study, the researcher needed to find out if the participants needed assistance to read and complete the next instruments, entrance/exit questionnaire. Hence, the relevance of asking this question.

The second question of the structured section of the individual interview asked the participants whether they could write or not. The results showed all five subjects answered positively ('Yes') to the question, meaning 100% of the participants could write. The researcher included this question since this study intends to identify the educational state of the participants, whether they are illiterate or not. This question is not directly involved in the use of this study's instruments, since participants were not asked to write. Still, to explore and describe the participant's profiles, this question helps gather information of their academic characteristics.

The third question of the structured section of the individual interview asked the participants whether they had attended primary school or not, and if the answer was 'Yes', the next field asked for the last grade they had completed. The results showed all five subjects answered positively ('Yes') to the question, meaning 100% of the participants attended primary School. Also, the results recorded in the interviews show that all participants completed their

primary school studies since they all answered '6th grade' as the final completed grade, meaning 100% of the participants have up to 6th grade of primary school completed. The researcher included this question since this study intends to identify the educational state of the participants, whether they attended any formal educational institution as it is well-known that completing primary school studies leads to the next level: secondary school. Therefore, this question allows to explore and describe the participant's profiles, to gather information of their academic background. This background can also be associated to the participants' motivational state (Touré-Tillery and Fishbach, 2014). and their oral skills performance in the classroom (Rahimirad, 2014), as will be later explained in the last section of this chapter.

The fourth question of the structured section of the individual interview asked the participants whether they had attended secondary school or not, and if the answer was 'Yes', the next field asked for the last year they completed. The results showed four subjects answered positively ('Yes') to the question, meaning 80% of the participants attended secondary school. Only one participant answered 'No', which means that 20% of the participants did not attend secondary school. Also, the results recorded in the interviews show that not all participants completed their secondary school studies since the answers varied. From the 80% that attended secondary school, 50% (two students) answered they completed up to 9th year of high school, the other 50% answered they fully completed high school. One participant completed it up to 11th year, and the other one up to 12th year, in a technical institution. The researcher included this question since this study intends to identify the educational background of the participants. It is well-known that completing high-school studies and obtaining the national baccalaureate helps progress in more academic growth or to obtain a job. Therefore, this question allows to explore and describe the participants

profiles and gather information of their academic background. This background can also be associated to the participants' motivational state (Touré-Tillery and Fishbach, 2014). and their oral skills performance in the classroom, as well (Rahimirad, 2014).

The fifth question of the structured section of the individual interview asked the participants whether they had received any other academic preparation, at public or private institutions, or nothing further. The results showed three subjects had received other education outside of the formal government institutions, meaning 60% of the participants continued to pursue further academic preparation once they completed their high school studies. Two participants did not mention any answers for this question, which means that 40% of the participants did not receive any further education preparation outside of school. The answers of the three participants that completed this question can be seen in the next graph.

4.1.1.1 Individual interview: educational preparation outside of school system

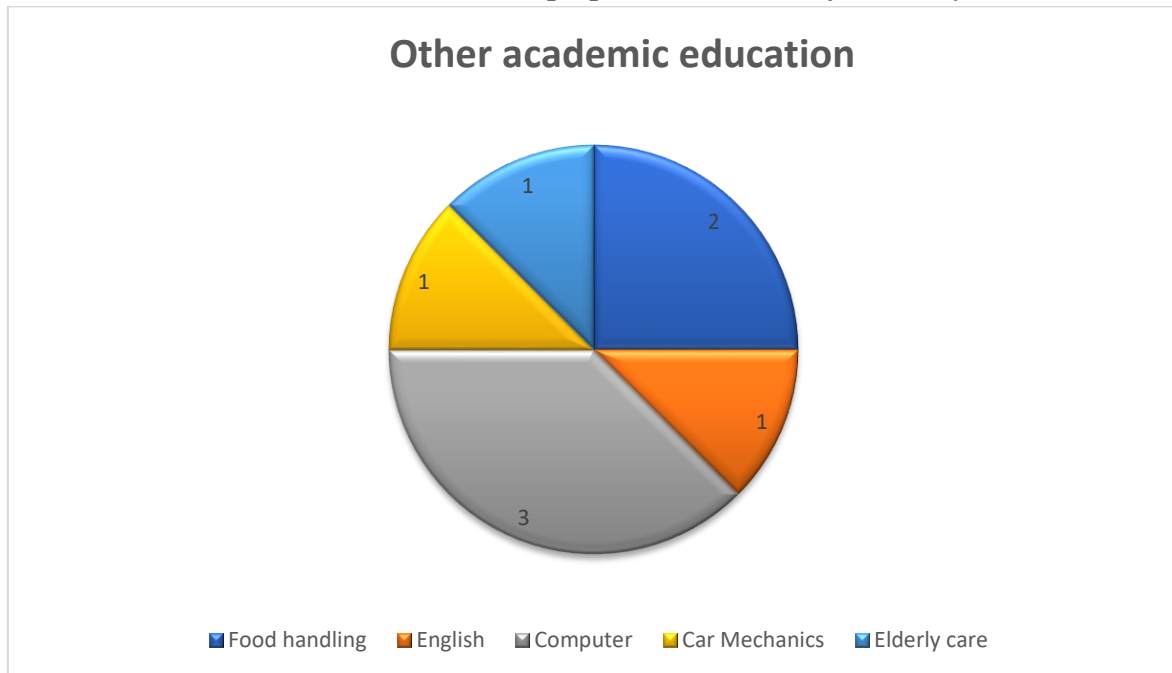


Figure 1: Shows participants frequency of repeated answers regarding further academic education received after high school

Population: 3 students

Source: Researcher's own creation

The graph above displays the answers of three participants only. The pie chart shows the answers given by the participants and how frequent they overlapped and answered the same. As it can be observed, the answer that was most repeated was computer studies, as all three participants mentioned it, which means 60% of all the participants have had some computer studies education. The next option that shows most frequency is food handling training, which was mentioned twice. Finally, there are three options that were mentioned once only: car mechanics, elderly care and English. These results show that participants have had varied academic and craft education, other than high school. The researcher included this question since this study intends to identify the educational background of the participants. This

question allows to explore and describe the participants profiles and gather information of their academic and professional background. This background can also be associated to the participants' motivational state (Touré-Tillery and Fishbach, 2014).

The sixth question of the structured section of the individual interview asked the participants about their previous job experience by mentioning their positions. The results showed all five subjects have had previous jobs, meaning 100% of the participants have worked before and have job experience. This can be of positive impact in the participants motivational state (Cherry, 2018) as it compels them to return to that experience and to achieve that, they first need to set goals which is a metacognitive strategy (Oxford, 1990) practiced in this study.

4.1.1.2 Individual interview: jobs mentioned as work experience



Figure 2: Shows participants' answers regarding their previous work experience

Population: 5 students

Source: Researcher's own creation

The graph above displays the answers of all five participants. The pie chart shows the answers given by the participants and how frequently they overlapped and answered the same. As it can be observed, the answer that was most repeated was 'Sales', as four participants mentioned it, which means 80% of the participants have worked as sellers in stores. The next option that shows most frequency is 'Construction', which was mentioned twice. Finally, there are five options that were mentioned once only: 'Mechanic', 'Elderly care', 'Packing', 'Security Guard' and 'Cook'. These results show that participants have had varied job experience and some options seem to be more available for homeless people in San José, as most have worked as sellers in stores and commercial businesses. The researcher included this question since this study intends to identify the work background of the participants. This question allows to explore and describe the participants profiles and gather information of their job experience. This background can also be associated to the participants' motivational state (Touré-Tillery and Fishbach, 2014).

The seventh and last question of the individual interview pertains to the in-depth section, since it asked the participants: "Why do you think learning English is important?". The researcher included this question to correlate it with the participants' extrinsic motivation and also because one of the objectives of this study is to identify the need for learning English in this classroom environment. The answers given by the participants were quite positive in terms of their perspective towards the language. Unsurprisingly, they have been mentioned in this study's review of literature as the main topics. Hence, the researcher has grouped their answers against the purposes of English exposed in this study to seek for overlapping answers in the set of categories. The results of their answers and this grouping can be viewed in the next table.

4.1.1.3 Individual interview: reasons mentioned for the importance of learning English grouped against this study's focus of English purpose

Reasons mentioned by participants	English purpose subtopic
To improve my lifestyle	Rehabilitation
For job opportunities	Work Tool
Computers and English to develop ourselves better	
Necessary for most jobs	
Personal growth	Motivation
To improve my lifestyle	
Computers and English to develop ourselves better	
There are many foreigners in Costa Rica	Tourism
English is the most used language	
To improve communication	Oral Skills
English is the most used language	

Table 1: Shows participants' answers regarding their perspective towards learning the English language grouped with this study's focus points on English

Population: 5 students

Source: Researcher's own creation

This table shows the answers given by the participants and how they can be grouped into the subtopics discussed in this study. English is being proposed to be used with the intentions the participants mention. The first column lists down the answers given by the participants (these answers have been translated by the researcher using her notes taken during the interview). The answers repeat themselves sometimes since the researcher infers there are overlapping topics being mentioned. The second column lists the topics discussed in this study, as categories, and different purposes of the English language. As it was expected, English is perceived for work purposes primarily, as one can see there are four answers that fit this category. Tourism and oral skills are also two topics mentioned, as there are two answers that fit each category, as well. Rehabilitation is one topic that can be inferred with the response: "To improve my lifestyle." Motivation can also be detected in the participants' answers at least three times. As one can infer by observation of language used in the answers, the participants are aware of the use of the English language in today's world and its importance to get a job to achieve their rehabilitation (Canadian Observatory on Homelessness, 2017).

The individual interview instrument helped build a profile of the participants and to expose information on people in homeless condition. It confirms how each homeless person has a varied profile according to his/her academic level and work experience (Rojas, 2006), and, it refutes general preconceptions that homeless people are illiterate. The interview also provided data on what can be perceived as a high motivated attitude towards learning English language.

4.1.2 Entrance/ exit questionnaire

Since motivation seems to be a complex topic which is hard to define, let alone to measure (McCord and Matusovich, 2013), this study used a questionnaire to attempt to measure participants' current motivational state and awareness of metacognition. The questionnaires (see Appendix C) presented a five-point Likert scale that ranked positive agreements against frequency (no, few times, not sure, sometimes, yes). There were two questionnaires applied, the entrance questionnaire, completed at the beginning of the lesson, and the exit Questionnaire, completed at the end of the lesson. These questionnaires contain a set of affirmations that were adapted from the "Self-Regulation Questionnaire" (CASAA, 2018), to measure metacognition strategies, and from the "Intrinsic Motivation Inventory" (Choi, Mogami and Medalia, 2009). Each questionnaire was timed to last up to five minutes. Since affirmations were selected by the researcher to cover both metacognition and motivation, the results will be analyzed based on the total score of the whole questionnaire. For the purpose of this study, each questionnaire has a maximum score of 60 points. The entrance and exit questionnaires' results of each session will be tallied against each other, using each subject's individual answers.

For purposes of this study, statements one and two from the entrance questionnaire will not be taken into account. Statement two is posed in a negative way, invalidating its affirmative purpose. To be able to more easily compare scores, both questionnaires need to have 12 results each. These results are discussed in the next figures.

4.1.2.1 Entrance/exit questionnaire: session 1

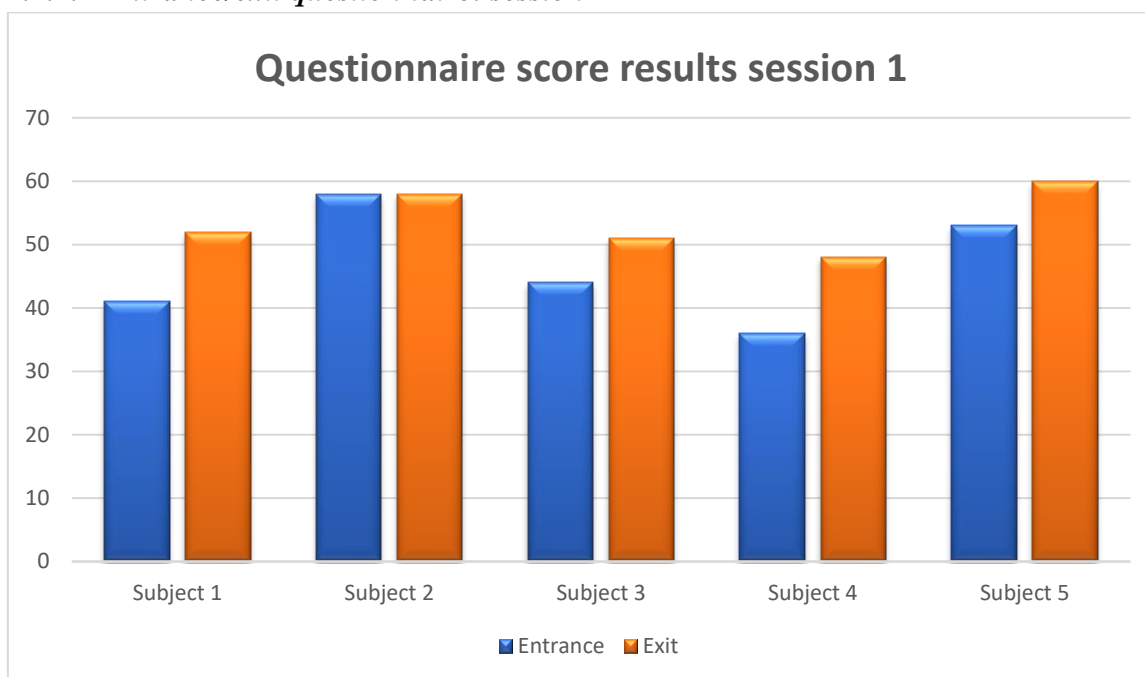


Figure 3: Shows participants' scores in entrance and exit questionnaires in Session 1

Population: 5 students

Source: Researcher's own creation

This chart shows the results and comparison of both questionnaires applied per participant in session 1. The first bar shows the results of the entrance questionnaire score. The second bar shows the results of the exit questionnaire score. Each set corresponds to each subject in the session. The chart serves to point out the increment or decrease trend from the entrance and exit questionnaires in general. As one can observe, it is constant that the exit questionnaire score was higher than the entrance questionnaire score in almost every subject. Subject 2 results were the same in both questionnaires. Subject 1 and Subject 4 results show the most dramatic change with an increase of more than 10 points. Overall, this shows an increment in the participants' motivation and metacognition awareness from the start to the end of the

lesson. This result can describe a stimulation in the participants' motivational state by the end of the lesson.

4.1.2.2 Entrance/exit questionnaire: session 2

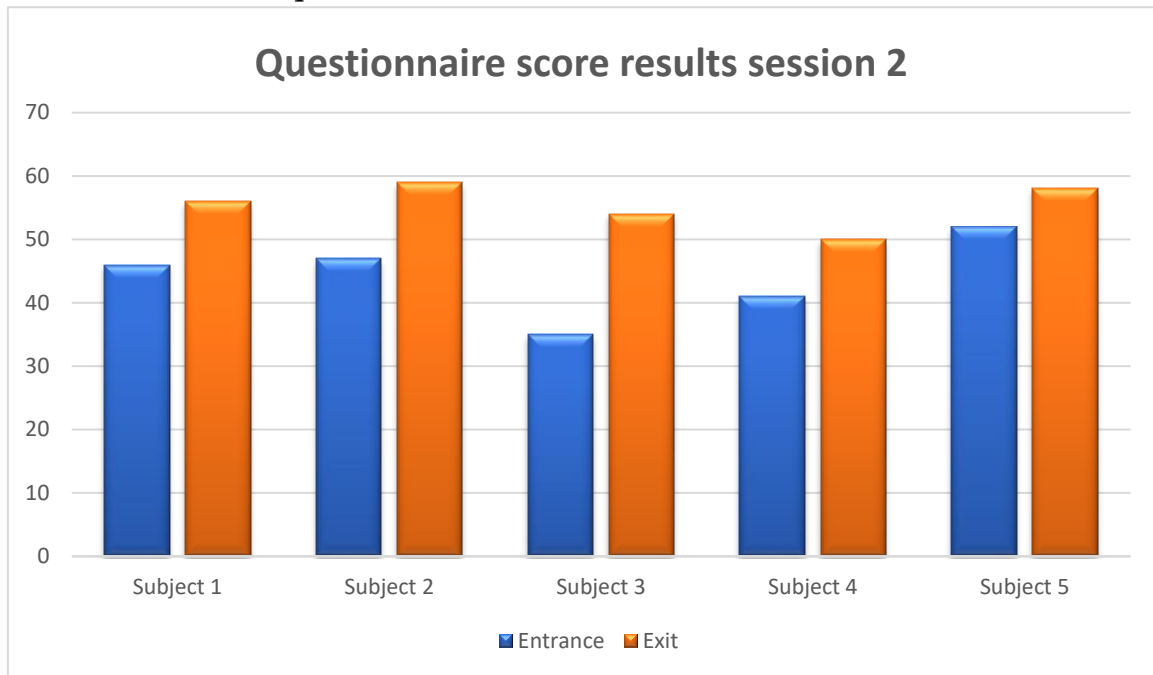


Figure 4: Shows participants' scores in entrance and exit questionnaires in session 2

Population: 5 students

Source: Researcher's own creation

This chart shows the results and comparison of both questionnaires applied per participant in session 2. The first bar shows the results of the entrance questionnaire score. The second bar shows the results of the exit questionnaire score. Each set corresponds to each subject in the session. As one can observe, it is constant that the exit questionnaire score was higher than the entrance questionnaire score in every subject. Subject 2 and Subject 3 results show the most dramatic change with an increase of more than 10 points. Overall, this shows an

increment in the participants' motivation and metacognition awareness from the start to the end of the lesson.

4.1.2.3 Entrance/exit questionnaire: session 3

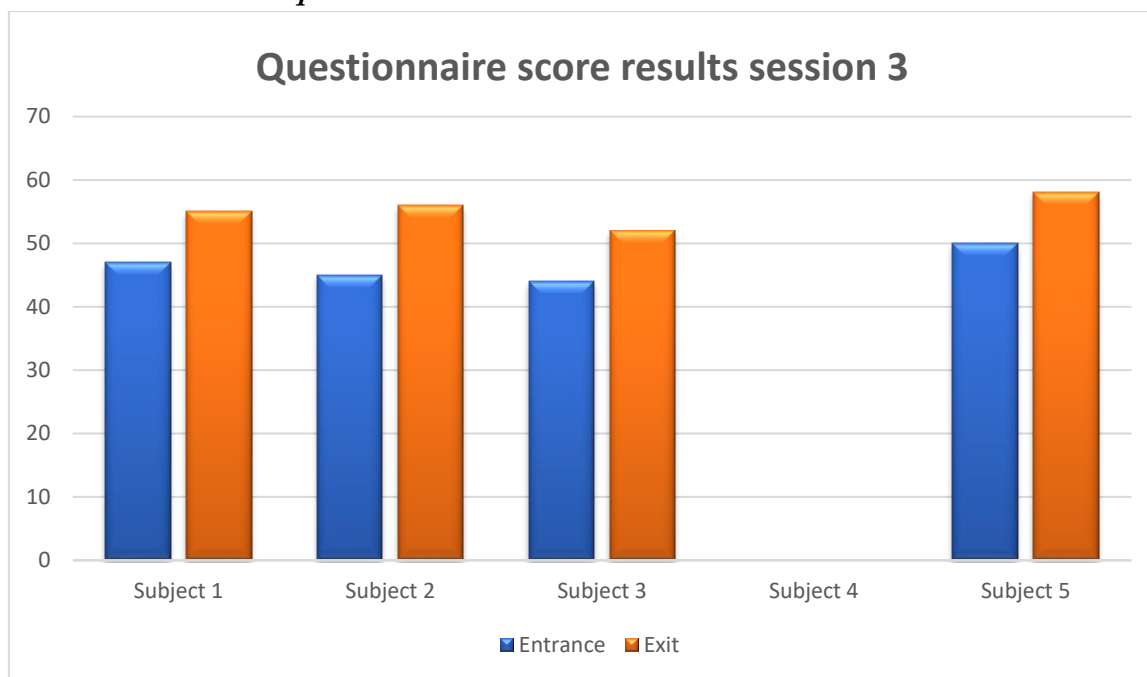


Figure 5: Shows participants' scores in entrance and exit questionnaires in session 3

Population: 5 students

Source: Researcher's own creation

This chart shows the results and comparison of both questionnaires applied per participant in session 3. The first bar shows the results of the entrance questionnaire score. The second bar shows the results of the exit questionnaire score. Each set corresponds to each subject in the session. The chart serves to point out the increment or decrease trend from the entrance and exit questionnaires in general. As one can observe, it is constant that the exit questionnaire score was higher than the entrance questionnaire score in almost every subject. Subject 2 results show the most dramatic change with an increase of more than 10 points. Overall, this

shows an increment in the participants' motivation and metacognition awareness from the start to the end of the lesson. Subject 4 results are 0 because she was absent this day.

4.1.2.4 Entrance/exit questionnaire: session 4

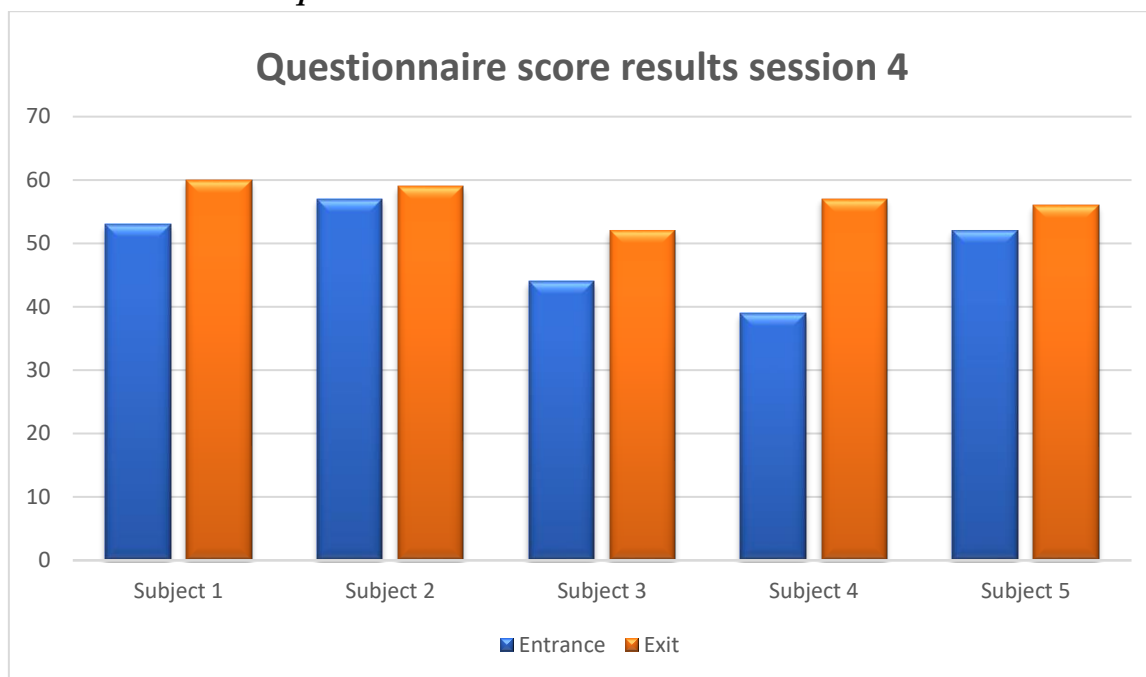


Figure 6: Shows participants' scores in entrance and exit questionnaires in session 4

Population: 5 students

Source: Researcher's own creation

This chart shows the results and comparison of both questionnaires applied per participant in session 1. The first bar shows the results of the entrance questionnaire score. The second bar shows the results of the exit questionnaire score. Each set corresponds to each subject in the session. The chart serves to point out the increment or decrease trend from the entrance and exit questionnaires in general. As one can observe, it is constant that the exit questionnaire score was higher than the entrance questionnaire score in almost every subject. Subject 4 results show the most dramatic change with an increase of 18 points. Overall, this chart

shows an increment in the participants' motivation and metacognition awareness from the start to the end of the lesson.

4.1.2.5 Entrance/exit questionnaire: session 5

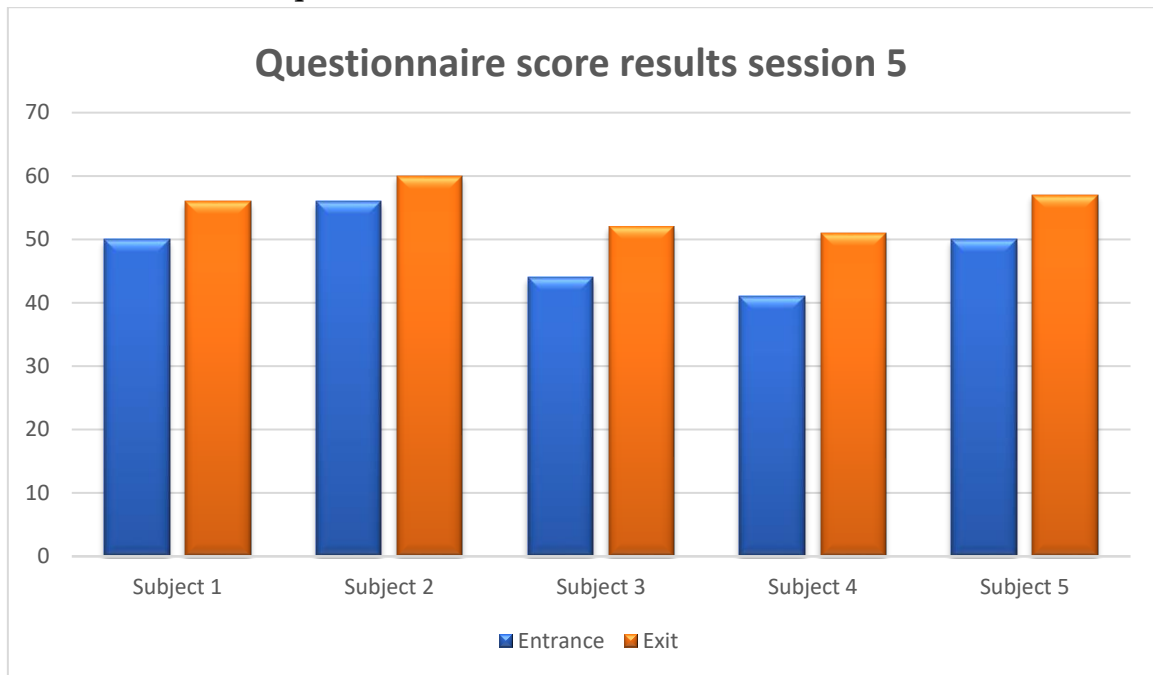


Figure 7: Shows participants' scores in entrance and exit questionnaires in session 5

Population: 5 students

Source: Researcher's own creation

This chart shows the results and comparison of both questionnaires applied per participant in session 5. The first bar shows the results of the entrance questionnaire score. The second bar shows the results of the exit questionnaire score. Each set corresponds to each subject in the session. The chart serves to point out the increment or decrease trend from the entrance and exit questionnaires in general. As one can observe, it is constant that the exit questionnaire score was higher than the entrance questionnaire score in almost every subject. Subject 4 results show the most dramatic change with an increase of 10 points. Overall, this chart

shows an increment in the participants' motivation and metacognition awareness from the start to the end of the lesson.

It can be concluded that the general trend shown in these charts agrees with an increase in the scores of the exit questionnaire results, compared to the scores of the entrance questionnaire. Since this is not a quantitative study, the researcher will omit any specific numeric analysis. In general, the results were very similar in every session in the sense that no dramatic difference could be observed between sessions. The comparison of these two questionnaires confirms a change in the initial and the final states of the participants in terms of their motivation and metacognitive awareness.

4.1.3 Participant observation report

The researcher also applied a third instrument which was an observation to have a better perspective of participants observable behavior (Ferrance, 2000). This structured observation report was created with a rubric that collected data on oral skills, metacognition and motivation according to some established criteria. The rubric is divided into three sections: 1) oral skills, taking into account participants physical response to the activities, including their repetition and eye contact; 2) motivation, monitoring participants attendance, outside chatting and correction to pronunciation errors; and, 3) metacognition, which monitored willingness to participate in goal discussion and interest in asking questions. The rubric consists of four possible scores for each section: no engagement, low-medium engagement, medium-high engagement, full engagement (see Appendix E for more detail on criteria). Each section will be given a final engagement score according to the fulfilled criteria described in each section below. By using this engagement score, results can help explore and determine the learning

process and motivational state of the participants during the lessons and compare their results with the first and last of the sessions. The next graphs can provide a visual aid of the trend of the engagement scores obtained throughout the sessions for each section.

4.1.3.1 Participant observation report: oral skills

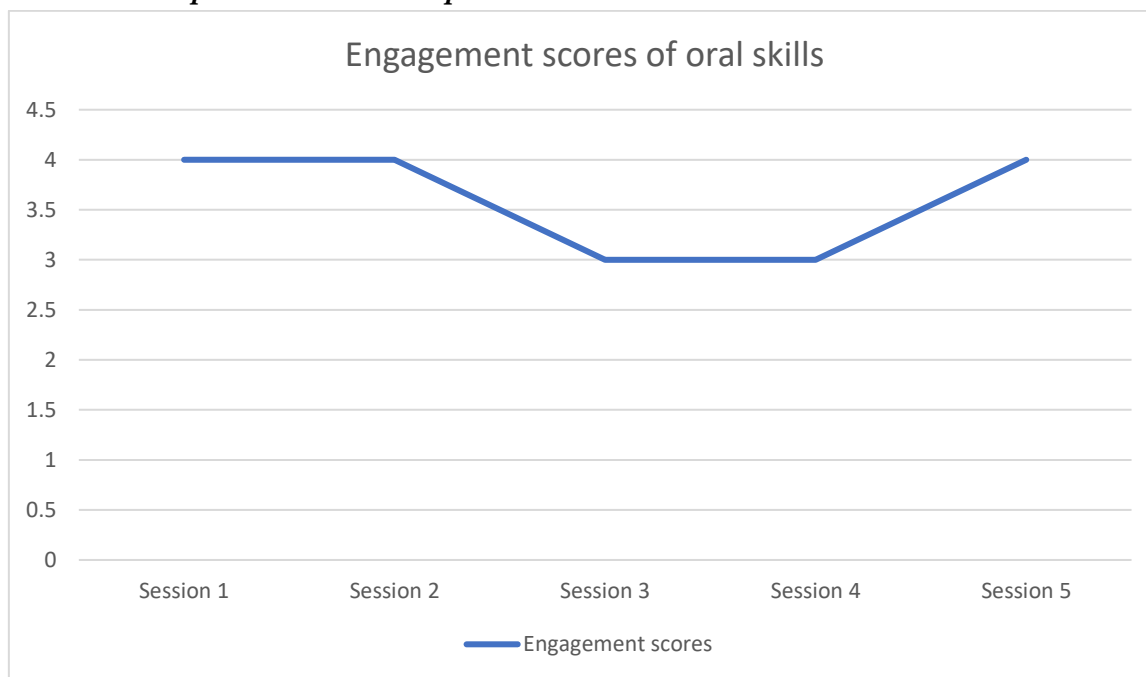


Figure 8: Shows results of the oral skill section engagement score from the participant observation report

Population: 5 participants

Source: Researcher's own creation

This chart displays the results of the oral skills engagement results throughout the five sessions. The line shows the first two sessions scored 4 – full engagement. The criteria for this score was: all participants make eye contact, all participants pay attention to instructions, all students participate in repetition (Hadjuk, 2009). Session 3 scored 3 – medium-high engagement. The criteria for this score was: 3-4 participants make eye contact, 3-4 participants pay attention to

instructions, 3-4 students participate in repetition. This score results occurred because Subject 3 did not show up to the session that day. Session 4 also scored 3 because this day one subject was very distracted and did not participate as often as in the other sessions. The trend then picks up and increases again in the last session to obtain a score of 4 -full engagement. This last increase can be a possible result of the participant's motivation and overall engagement by the end of the study.

4.1.3.2 Participant observation report: motivation

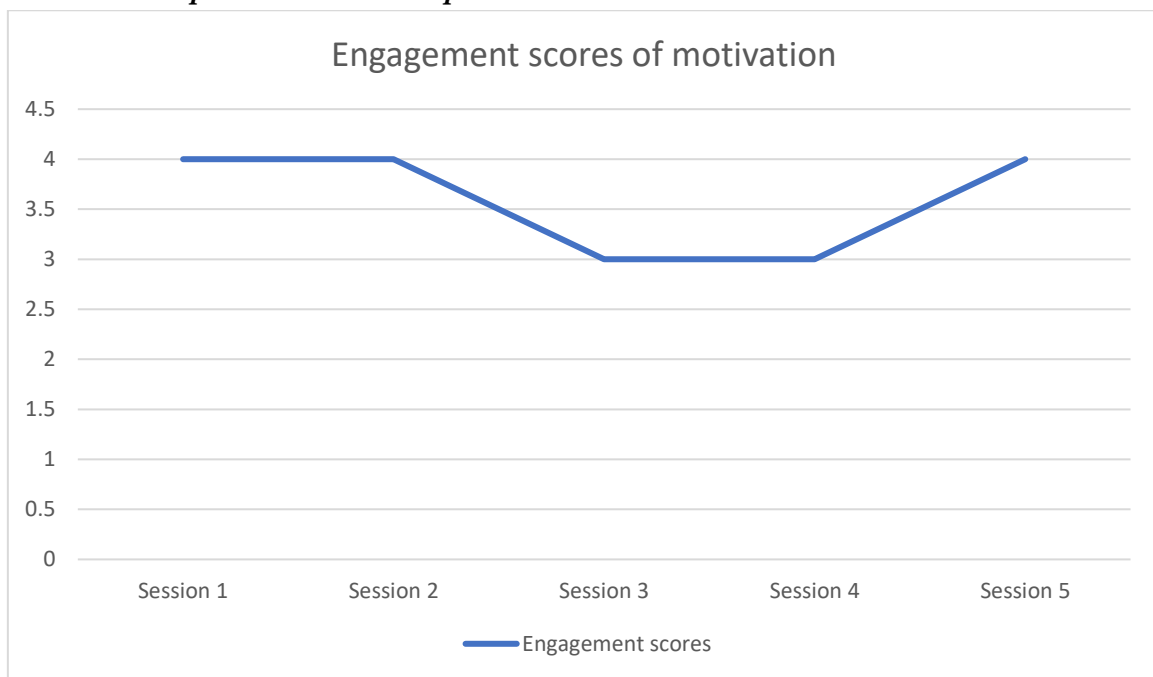


Figure 9: Shows results of the Motivation section Engagement Score from the Participant Observation report

Population: 5 participants

Source: Researcher's own creation

This chart displays the results of the motivation engagement results throughout the five sessions. The line shows the first two sessions scored 4 – full engagement. The criteria for this

score was: all participants show up, all participants repeat corrections and there is no outside chatting (distractors) (Touré-Tillery and Fishbach, 2014). Session 3 scored 3 – medium-high engagement. The criteria for this score was: 3-4 participants show up, 3-4 participants repeat corrections, there is little outside chatting. This score results occurred because Subject 3 did not show up to the session that day. Session 4 also scored 3 because this day Subject 4 was very distracted and did not participate as often as in the other sessions. The trend then picks up and increases again in the last session to obtain a score of 4 -full engagement. This last increase can be a possible result of the participants motivation and overall engagement by the end of the study.

4.1.3.3 Participant observation report: metacognition

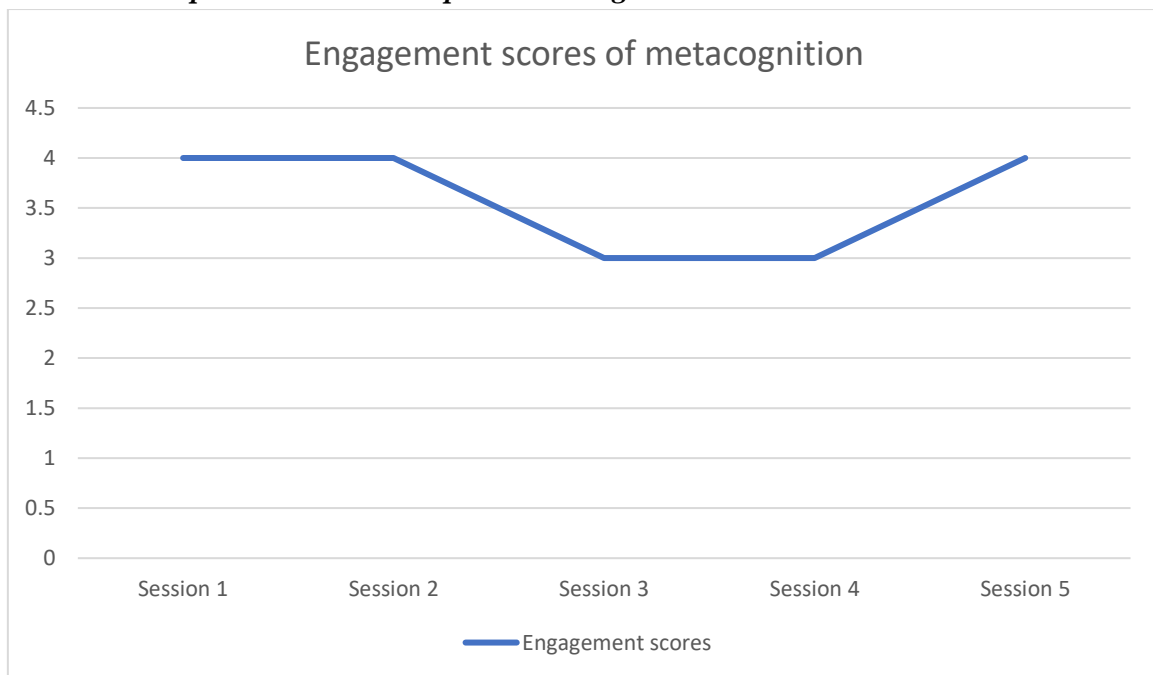


Figure 10: Shows results of the metacognition section engagement score from the participant observation report

Population: 5 participants

Source: Researcher's own creation

This chart displays the results of the metacognition engagement results throughout the five sessions. The line shows the first two sessions scored 4 – full engagement. The criteria for this score was: all participants discuss goals and four or more questions are asked. This criteria sought to observe participants' interest in discussing goals and asking questions as metacognitive strategies (Oxford, 1990). Session 3 scored 3 – medium-high engagement. The criteria for this score was: 3-4 participants discuss goals and 2-3 questions are asked. This score results occurred because Subject 3 did not show up to the session that day. Session 4 also scored 3 because this day one subject was very distracted and did not participate as often as in the other sessions. The trend then picks up and increases again in the last session to obtain a score of 4 -full engagement. This last increase can be a possible result of the participants motivation and overall engagement by the end of the study.

The trend in all three charts is the same as the reasons that affected the scores were the same events, previously explained. The researcher infers the increase in the last session could have happened due to motivational stimulation through the use of metacognitive strategies in the classroom (Lai, 2011).

4.1.4 Evaluations

The last instrument applied in this study were three short evaluations, executed at the end of the first three sessions. It is a common practice to apply final evaluations in language learning lessons (Oxford, 1990) This activity lasted five minutes. These short evaluations are worksheets (see Appendix D) that contain either a list of words or images that will be studied

during the class. The participants were asked to circle the words or images that the teacher mentioned orally. The results show the rate of accuracy with which participants answered the evaluations, with an overall 67% accuracy for the total of the results. This evaluation pertains to retention and identification of learned content to evaluate listening skills. Also, it pertains to memory accessibility, which is a sign of motivation (Touré-Tillery and Fishbach, 2014). The results were tallied in the table below.

4.1.4.1 Evaluations: Accuracy rate results

	Session 1	Session 2	Session 3
Subject 1	6/6	6/6	4/5
Subject 2	6/6	6/6	5/5
Subject 3	6/6	6/6	5/5
Subject 4	5/6	4/6	0
Subject 5	6/6	6/6	4/5

Table 2: Shows participants' results of evaluations carried on in three sessions

Population: 5 students

Source: Researcher's own creation

The table shows that most subjects answered correctly to most of the evaluations carried on. There are more completely accurate responses (no errors) than inaccurate. The inaccurate responses are colored in red. As one can see, Subject 3 answered inaccurately in the first two

sessions and also has no score in the last session because she did not show up. The other two inaccurate responses correspond to Subject 1 and Subject 5 on Session 3, which can be inferred as the content being more challenging for the subjects since 50% of that day's participants responded inaccurately. In general, accurate responses indicate good performance and motivational state (Touré-Tillery and Fishbach, 2014).

4.2 Triangulation of data analysis

The next section shows the possible correlation between the data of the instruments presented in the previous sections. This correlation will be done using the categories exposed in Chapter 3, the theory behind those categories and the instruments that expose data about them.

4.2.1 Triangulation of indigence

As Rojas (2006) and Loria (2007) expose, the profile of a homeless person can be varied, even though they commonly share several traits as living in the streets, consuming substances and incurring into activity and behaviors that show low motivation traits, like relapsing into drug use and failing to change detrimental behaviors. For this reason, this study attempted to collect data on the homeless participants to build a profile to better understand the population. To accomplish this, the researcher applied, as an instrument, an individual interview which helped explore the topic of indigence in San José, along with their academic skills and motivation towards English language learning.

Motivation is also the motor behind education, which is essential in the rehabilitation of indigence (Rodríguez, Jourón and Fernández, 2001). To measure motivation, the researcher

applied several instruments that cross-reference its results to confirm the association of the traits found. These instruments were the entrance and exit questionnaire, which measured motivation self-assessments; the participant observation report, that also measured motivation using the rubric to score engagement; and, the evaluations performed at the end of the sessions, which observed memory accessibility and accuracy for performance.

4.2.2 Triangulation of oral skills

Using simple utterances in an English conversational classroom based on the Audio-lingual method and focusing on listening and speaking only English served its specific purpose to achieve more than just language repetition. The first instrument used in this study to assess the participants' oral skills was the participant observation report. It displayed results regarding the participants oral skills engagement, by observing students' behavior, such as non-verbal indicators (eye contact, nodding when following speaker, watching the speaker), can help determine their listening skills (Hadjuk, 2009). The second instrument that also measured participants' oral skills performance were the evaluations applied at the end of the sessions. These evaluations measured retention and identification of learned content to evaluate listening skills. Also, it pertains to memory accessibility, which is a trait of motivation (Touré-Tillery and Fishbach, 2014). In a third instrument, data exposed in the individual interview also revealed information about the participants academic level, which directly affects the performance of the participants oral skills, as reading was involved in the activities.

4.2.3 Triangulation of metacognitive strategies

Oxford (1990) defines metacognitive strategies as a set of techniques that can be used with direct learning strategies (memory, cognitive and comprehension strategies) to bring about a more integral approach to foreign language learning. Lai (2011) also argues that these strategies can be used to stimulate motivation in the classroom. The awareness of use of these strategies was measured with an entrance questionnaire and an exit questionnaire. The questionnaires contain questions that pertain directly to the use of metacognitive strategies. The observation report also includes a section destined to the observation of the use and approach to metacognitive strategies in the classroom to measure participants' engagement in them.

4.2.3 Triangulation of motivation

Motivation is the ultimate topic this study focuses on. As it has been exposed before, measuring this social construct is complex (McCord and Matusovich, 2013), that is why several instruments were used with the expectation to obtain data that can correlate. These instruments were the entrance and exit questionnaire, which measured motivation self-assessments, the participant observation report, that also measured motivation using the rubric to score engagement; and, the evaluations performed at the end of the sessions, which observed memory accessibility and accuracy for performance. A fourth instrument can be argued since the individual interview also displays the motivational perspective towards English language learning.

The next chapter exposes the final conclusions on these findings.

Chapter V

Conclusions and Recommendations

This chapter provides the final statements on the investigation and how the instruments that were applied helped obtain the set and objectives when measuring motivation and metacognitive strategies used to teach English as a foreign language to a group of homeless users of the Centro Dormitorio de la Municipalidad de San José. The next sections elaborate on the conclusions inferred by the researcher as data results and triangulation was done. Furthermore, the research question will be answered by correlating how motivation was stimulated through the use of metacognitive strategies in an English conversational classroom with participants in condition of indigency.

5.1 Conclusions

In the next sections the researcher will elaborate on how each objective was achieved. To come to these conclusions the researcher cross-referenced the instruments applied in this study. The instruments considered are the individual interview, entrance/ exit questionnaires, participant observation report, and the evaluations. The researcher also included the methodology, description of the population, and other relevant information into consideration to infer the following conclusions. The results and cross referencing of instruments with the theoretical background can describe how each objective was accomplished.

5.1.1 To identify the educational and emotional current state towards the English language of a group of five indigent people in Centro dormitorio de la municipalidad de San José

It is important to know the profiles of the participants of a study. This is essential in any action research investigation that seeks to address a specific matter in a classroom. To help build such profile the researcher created an individual interview instrument that consisted of eight structured questions, and one additional open-ended question, pertaining their perspective of the English language. The first two questions of the structured interview allowed to determine whether or not the participants were illiterate. All participants had the skills of reading and writing. The next three questions pertained to their academic level. The results showed that all participants had attended primary school. The results showed that not all participants attended secondary school. Also, the participants answers displayed different characteristics, in other academic preparation and work experience, that make up the profiles of a person in indigency. The individual interview instrument helped build a profile of the participants in homeless condition. It confirms how each homeless person has a varied profile according to his/her academic level and work experience (Rojas, 2006),

To identify their emotional state, the researcher used the instruments that would help measure motivation in the participants. To measure motivation, the researcher used an entrance and exit questionnaire, which measured motivation self-assessments; the participant observation report, that also measured motivation using the rubric to score engagement; and, the evaluations performed at the end of the sessions, which observed memory accessibility and accuracy for performance. This also helped identify the participants' initial and final state during the sessions, and from the first to the last session.

5.1.2 To expose information of the situation of homeless people that attend the Centro Dormitorio de la Municipalidad de San José

As mentioned in the previous section, the individual interview and the combination of the entrance and exit questionnaires, the participant observation and the evaluations allowed to measure motivation to build a profile of the participants of the study to expose information of the situation of the users of the Centro Dormitorio de la Municipalidad de San José. Since this investigation has an action research and qualitative approach, the completion of this objective is done in an explorative manner. In this sense, this objective has been easily achieved by the sole fact of working with the same users that attend the shelter and presenting data on their profiles and performance. The information obtained can be leveraged for future studies.

5.1.3 To identify the need for foreign language learning in the chosen population

To achieve these objective, the researcher included an open-ended question in the individual interview to collect the participants perspectives on the importance of the English language in today's world. This objective emphasizes on the English teaching approach of this study. The results obtained displayed a positive attitude towards the English language. The answers the participants gave could easily be grouped into the different topics that the study has been interconnecting throughout this investigation (see Table 1). Therefore, the researcher showed a direct association between the purpose of this study and the expectations of the participants. It is evident by the participants answers that there is a need to teach English as a foreign language in this type of institution.

5.1.4. To design an ESP language course based on metacognitive strategies to teach English as a foreign language to the chosen population

To achieve this study's main objective, English was the vehicle used to apply metacognitive strategies and teach a conversational course, focusing on oral skills only. This study's intention was to apply the use of metacognitive strategies, with a holistic approach to language learning (Oxford, 1990), since these are learning strategies that are currently being propelled in English curricula, like that of the Ministerio de Educación Pública. The lesson was also based in the Audio-lingual method, that allowed students to actively participate in listening and speaking without necessarily being familiar with the content or even the language itself. The researcher also took into consideration the general background of the homeless population when creating the lesson, in order to use content that was relevant and engaging for them.

The application of the lesson plans along with the metacognitive strategies were successful in the senses that all students seemed involved and interested in the lesson content. This was observed in the results of the participant observation report that showed a trend increasing their oral skills performance from session 3 to session 4 (see Figure 8). The participants oral skills performance was also assessed by using the evaluations at the end of the three first sessions, which displayed accuracy and rate response as variables that could reflect students' listening skills during those lessons. The results of these evaluations were also very positive, since there are 10 complete accurate responses out of 15, meaning there was a 67% overall accuracy displayed from the participants. This objective was achieved and executed during each session delivered for this study.

5.1.5 To apply metacognitive strategies to improve motivation in the learning process of a foreign language and use as catalysts to ignite insight practice

Referencing what was exposed in the previous objective, this study focused on using metacognitive strategies as a way to learn a foreign language, but also because the researcher expected to affect more than just the participants' cognitive state. The use of metacognitive strategies in the conversational English classroom was also applied to further affect the participants' motivational state (Lai, 2011). By using various specific strategies: Setting goals and objectives, Identifying the purpose of a language task, Paying Attention, and Delaying speech production to focus on listening, the researcher hoped to be able to stimulate motivation and also to promote the awareness of such techniques. These strategies were easily implemented throughout the lesson plans in each session delivered in this study.

5.1.6 To determine the potential insight gained using metacognitive strategies in specific every-day situations

Based on the previous objective, this objective was also achieved by using metacognitive strategies in the lesson plans of the English conversation class delivered for this study. The awareness of use of these strategies was measured with an entrance questionnaire and an exit questionnaire. The questionnaires contained affirmations that pertain directly to the use of metacognitive strategies, such as: I set myself objectives/goals, I accomplish my objectives, I learn from past errors, I think twice before acting, I think I can change, I learned something in today's activities, among others. These affirmations were adapted from adapted from the "Self-Regulation Questionnaire" (CASAA, 2018). The results of these questionnaires show a constant increase in the scores between the entrance and exit results of each session. It can be inferred there was an improved perspective and better awareness towards these strategies by the end of each session since scores were higher, with a considerable difference in almost every instance. There was only one instance in which the score remained the same, but it was

never decreased. The participant observation report also includes a section destined to the observation of the use and approach to metacognitive strategies in the classroom to measure participants' engagement in them. The results showed a trend increasing their metacognition awareness from Session 3 to Session 4, going from a score 3 to a score 4 of engagement (see Figure 10).

5.1.7 To evaluate the results of the implementation of metacognitive strategies when teaching English as a foreign language

Using the previous objectives accomplishment as reference, this objective was also achieved since there were instruments that focused to evaluate and measure the participants awareness of metacognitive strategies during the English conversational class. The two main instruments that allowed to measure metacognitive strategies awareness were the entrance questionnaire and an exit questionnaire and the participant observation report. As discussed in the previous objective, both instruments displayed an increase of the final scores inferring a better awareness of the strategies. The results of these questionnaires show a constant increase in the scores between the Entrance and Exit results of each session. It can be concluded there was an improved perspective and better awareness towards these strategies by the end of each session since scores were higher, with a considerable difference almost every instance. The results of the participant observation report also showed a trend increasing their metacognition awareness from Session 3 to Session 4, going from a score 3 to a score 4 of engagement (see Figure 10).

5.1.8 To measure the motivation acquired through the foreign language basic conversational course during the second quarter of 2018

This was the ultimate goal of this study, as its explorative character hopes to describe motivation measures and how it could have been affected by the use of metacognitive strategies. The instruments used to measure motivation were: entrance and exit questionnaires, which measured motivation self-assessments, the participant observation report, that also measured motivation using the rubric to score engagement; and, the evaluations performed at the end of the sessions, which observed memory accessibility and accuracy for performance. The fourth instrument was the individual interview, since it also helped display the motivational perspective towards English language learning with the last question.

The results of the questionnaires allowed to conclude that the general trend shown in the charts (Figures 3 to 7) agrees with an increase in the scores of the exit questionnaire results, compared to the entrance questionnaire score. These questionnaires included affirmations that allowed to perceive the motivation state of the participants. Some affirmations were: I like to learn new things, I'm interested in new languages, I want to learn English, I want to participate in today's activity, Today's class was entertaining, I would like to repeat this activity, I felt comfortable during the activity, among others. These affirmations were adapted from the "Intrinsic Motivation Inventory" (Choi, Mogami and Medalia, 2009). The results always showed an increase in the scores rate.

The participant observation report also displayed information on the motivational state of the participants, since one section focused on their observable behavior. The results of the participant observation report also showed a trend increasing their motivation behavior from session 3 to session 4, going from a score 3 to a score 4 of engagement (see Figure 9). The answers of the last question in the individual interview also allowed the researcher to have a

better idea of the participants' general perspective towards learning English. All answers were easily grouped by this study's topics (see Table 1).

The evaluations performed at the end of the sessions also allowed to measure a trait of motivation. The results show the rate of accuracy with which participants answered the evaluations, with an overall 67% accuracy for the total of the results. As a motivation variable, these results display the trait of memory accessibility (Touré-Tillery and Fishbach, 2014), with each accurate answer the participants display knowledge and interest in showing the acquired knowledge.

5.2 Restatement of research question

As stated in Chapter 1, this study intended to explore to what extent motivation could be measured as it was stimulated by applying the use of metacognitive strategies to learn the basic conversational skills, listening, and speaking English as a foreign language in a group of indigent people in Centro Dormitorio de la Municipalidad de San José during the second quarter of 2018. The applied instruments, class tasks, and activities in the lesson plans, along with the environment circumstances, the description of the population and institution, and the theory presented were all combined to help achieve answer the question.

The researcher felt paramount to focus this study on a vulnerable population, hence the choice of the institution and population. The description of the institution and the population set this study under different circumstances, other than public and private English teaching environments, as homelessness is the most serious and dramatic expression of the phenomenon of social exclusion (Rodríguez, Jourón and Fernández, 2001). This study helped put in evidence data on the participants' profile and their situation at the Centro Dormitorio

de la Municipalidad de San José. To contribute somehow with a moment of learning and stimulation, the researcher created an English conversational course, that focused on using listening and speaking, as main skills, to be delivered at the homeless shelter. These skills were put into by using the Audio-lingual Method (Bailey, 2005). Following language learning scholar's advice, the researcher used metacognitive strategies to enhance the learning process (Oxford, 1990) and to stimulate motivation in the participants (Lai, 2011). The strategies were applied in the lesson plans of the conversation course, which focused on content that was possibly relevant to the participants (giving directions, numbers and color, opposites, and so forth). At the same time, the researcher applied four instruments that allowed her to collect data on all main topics and infer conclusions on the findings, as exposed above.

The researcher was able to carry out the planned activities and execute all instruments without inconveniences. The participants showed an overall positive motivational state and engaged at most times during the sessions. The results confirm these observations, as most trends and scores showed increments with time progression and repetition of activities. With data cross-referencing, the researcher concludes the research question was successfully answered and explorative data was provided for further studies.

5.3 Recommendations

After completing this investigation, the researcher can provide recommendations to future action research investigations performed by teachers or professionals of the education, psychology, human resources industries, among others. This study's conclusions based on the data collected confirm that using metacognitive strategies can affect students' motivation

in the classroom. As such, the researcher highly recommends the use of metacognitive strategies in any learning environment, as they promote the students' involvement in acknowledging the importance of what is being learned, and to actively monitor the learning process. These actions proved to be stimulating to the motivational state, as well.

Other recommendations are based on the methodological approach of this study. For instance, working with a larger population would have provided more data to effectively confirm the speculations made in this study. It was one of this study's limitations, as the shelter allowed the researcher to work with five participants only, due to their rotating circumstances. The researcher would have also extended the time of the lesson and the number of sessions, to be able to apply more activities for practice purpose, and even to assess language skills as they build-up. This was also a limitation imposed by the shelter's conditions.

By using a holistic approach, teachers can make participants part of the learning process to effectively engage them in class activities, as the researcher learned. Using relevant content, discussing its importance, and bringing awareness to the learning process were stimulating activities for the students as they were motivated and participated actively.

Appendixes

Appendix A

LESSON PLAN #1

Institution: Centro Dormitorio de la Municipalidad de San José

Teacher: Karolina Zamora Peralta

Topic: Giving Directions

Time: 50 minutes

Grade / Level: Multiple

Objectives	Activities	Procedures	Materials	Time	Evaluation
1. To engage with participants and help diminish fear factor	Warm-up Group dynamic: Introduce yourself	Ask ss to introduce themselves and share something about their likes/interests	Oral skills (in Spanish)	15 min	n/a
2. To report new vocabulary	Audio-lingual drill	1. Write goal on board: Giving directions, and explain what will be covered in lesson 2. Words will be first said out loud and have ss repeat 2-3 times. Model pronunciation.	Whiteboard Markers Content: New vocabulary: go, straight, turn, right,	30 min	Have ss give directions of another place they choose

<p>3.To recall new vocabulary</p>	<p>Evaluation worksheet:</p>	<p>3. Draw compass on board and start with cardinal points (N, S, E, W).</p> <p>4. Continue with rest of vocabulary and write it on the board for visual reference</p> <p>5. Give examples of vocabulary used together with real references (hospital, parks)</p> <p>Example: Go 3 blocks straight, turn right, go one block</p> <p>6. Ask if there are any questions for comprehension</p> <p>1. Explain worksheet before handing it out.</p> <p>2. Tell ss there is a list of words which contains words practiced in class and others that were not. They must circle the words studied in class today.</p>	<p>left, blocks, streets, north, south, east, west</p> <p>worksheet</p>	<p>5 min</p>	
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LESSON PLAN #2

Institution: Centro Dormitorio de la Municipalidad de San José

Teacher: Karolina Zamora Peralta

Topic: Colors and Numbers

Time: 50 minutes

Grade / Level: Multiple

Objectives	Activities	Procedures	Materials	Time	Evaluation
1. To share personal information and socialize	Warm-up Group dynamic: Call my bluff	1. Each S will say two truths about themselves and one lie, tell them not to say them in order 2. Model with example (I like to swim, I play soccer and I love to read. Playing soccer is the lie) 3. Once S shares, ask ss to raise their hand if they think the first thing is the lie, the second or the third. S will reveal their lies.	Oral skills (in Spanish) ball	15 min	n/a
2. To report new vocabulary	Audio-lingual drill	1. Write goal on board: colors and numbers, and explain what will be covered in lesson	whiteboard markers	30 min	Write numbers on

3.To recall new vocabulary	Evaluation worksheets:	<p>2. Words will be first said out loud and have ss repeat 2-3 times</p> <p>3. Write vocabulary on board for visual reference, use different color markers</p> <p>4. Group technique: they all repeat words after teacher, 2-3 times, then teacher points to different colors/numbers and ss say them out loud.</p> <p>1. Explain worksheet before handing it out.</p> <p>2. Tell ss there is a list of numbers in different colors. They must circle the numbers the teacher says out-loud.</p>	<p>Content:</p> <p>New vocabulary:</p> <p>Colors: black, white, blue, green, red, yellow, orange, purple, pink</p> <p>Numbers: 1 thru 10, teens, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</p> <p>worksheet</p>	5 min	whiteboard and have ss identify them
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LESSON PLAN #3

Institution: Centro Dormitorio de la Municipalidad de San José

Teacher: Karolina Zamora Peralta

Topic: Opposites

Time: 50 minutes

Grade / Level: Multiple

Objectives	Activities	Procedures	Materials	Time	Evaluation
1.To engage with participants and help diminish fear factor	Warm-up Group dynamic: What's in the bag? (outside touching)	1.Put several objects inside a fabric bag. 2. Give the bag to each ss and have them touch it from outside to guess what is inside (10-30'' depending on number of ss in class). 3. Write down answers on board. 4. Once they all guess, show what is inside and compare with their answers.	Fabric bag random objects: sharpener, lipstick, keys, etc.	15 min	n/a
2.To report new vocabulary	Audio-lingual drill	1. Write goal on board: opposites and explain what will be covered in lesson	whiteboard markers new vocabulary:	30 min	

3.To recall new vocabulary	Evaluation worksheet:	<p>2. Words will be first said out loud and have ss repeat 2-3 times</p> <p>3. Write vocabulary on board for visual reference and explain meaning</p> <p>4. Hand out worksheet with circles.</p> <p>5. Draw circles on whiteboard to work along with the ss.</p> <p>6. Work with each word pair at a time, and have them draw different objects to exemplify opposites word pair.</p> <p>1. Explain worksheet before handing it out.</p> <p>2. Tell ss there is a list of words which contains words practiced in class and others that were not. They must circle the words studied in class today.</p>	<p>empty/full, in/out, big/small, right/left, top/bottom, on/off, hot/cold, day/night</p> <p>worksheet</p>	5 min	
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LESSON PLAN #4

Institution: Centro Dormitorio de la Municipalidad de San José

Teacher: Karolina Zamora Peralta

Topic: Transportation Time: 50 minutes

Grade / Level: Multiple

Objectives	Activities	Procedures	Materials	Time	Evaluation
1. To engage with participants and help diminish fear factor	Warm-up Group dynamic: Lining up	1. Ask ss to stand up and tell them they will line up and order themselves according to different criteria WITHOUT SPEAKING . 2. They can do it in ascendant or descendent order. 3. Criteria: Birth month, youngest to oldest, number of siblings, number of letters in their names, shortest to tallest, youngest to oldest	Oral skills (in Spanish)	15 min	n/a
	Audio-lingual drill	1. Write goal on board: transportation and explain what will be covered in lesson	whiteboard markers	30 min	Have ss say them individually

<p>2. To report new vocabulary</p>		<p>2. Words will be first said out loud and have ss repeat 2-3 times</p> <p>3. Write vocabulary on board for visual reference and explain meaning</p> <p>4. Group-group technique: divide group in two, group 1 says question and group 2 answers</p> <p>5. Cue questions and answers, guiding the ss</p> <p>-Example: point to “How do you move around?” question so Group 1 repeats. Then, point to answer (on foot), so Group 2 repeats, and so on. Then switch groups so both groups get to do questions and answers.</p>	<p>Content:</p> <p>New vocabulary: bus, car, train, plane, motorbike, bicycle, taxi, on foot</p> <p>How do you move around? On foot, by bus, by car, by plane</p>		
<p>3.To recall and practice new vocabulary</p>	<p>Evaluation pair work</p>	<p>1. Have volunteers work in pairs in front of the class (at least two pairs).</p>		<p>5 min</p>	

LESSON PLAN #5

Institution: Centro Dormitorio de la Municipalidad de San José

Teacher: Karolina Zamora Peralta

Topic: Who are you? Time: 50 minutes

Grade / Level: Multiple

Objectives	Activities	Procedures	Materials	Time	Evaluation
1. To engage with participants and help diminish fear factor	Warm-up Group dynamic: Your world	1. Draw a circle on the board and ask ss what they think that is. Tell them is your world. 2. Add 2-3 words and have ss speculate what you mean with these. Tell them your story. 3. Hand out sheets of paper with circle and have them write or draw 2-3 things each 4. They stand up and share their drawings/words for others to speculate	White sheets of paper with circle Crayons/pencils	15 min	n/a

<p>2. To report new vocabulary</p>	<p>Audio-lingual drill</p>	<p>1. Write goal on board: Who are you? and explain what will be covered in lesson</p> <p>2. Words will be first said out loud and have ss repeat 2-3 times</p> <p>3. Write vocabulary on board for visual reference and explain meaning</p> <p>4. Group-group technique: divide group in two, Group 1 says question and Group 2 answers</p> <p>5. Cue questions and answers, guiding the ss</p> <p>-Example: point to “Who are you? question so Group 1 repeats. Then, point to answer (man), so Group 2 repeats, and so on. Then switch groups so both groups get to do questions and answers.</p>	<p>whiteboard</p> <p>markers</p> <p>new vocabulary:</p> <p>I am... (name).</p> <p>I am = I'm</p> <p>I'm from</p> <p>(CR/Nicaragua/San José)</p> <p>I'm a man/woman.</p> <p>I'm a father/mother.</p> <p>I'm a husband/wife.</p> <p>I'm a (singer/artist, dreamer, happy, sad, tired, sleepy, hungry, excited...)</p>	<p>30 min</p>	<p>Have ss say them individually</p>
<p>3.To recall new vocabulary</p>	<p>Pair work</p>	<p>1. Have volunteers work in pairs</p>		<p>5 min</p>	

Appendix B**Entrevista individual**

Nombre: _____

Edad: _____

Lee: si no Escribe: si no Escuela: si no Grado: _____Colegio: si no Grado: _____Otros:
_____Trabajos:

_____Notas:

Appendix C

A. Cuestionario de entrada

	No	Pocas veces	No sé	A veces	Sí
1. Me siento tranquilo y positivo.	1	2	3	4	5
2. Me siento preocupado y negativo.	1	2	3	4	5
3. Me gusta aprender cosas nuevas.	1	2	3	4	5
4. Me interesan otros idiomas.	1	2	3	4	5
5. Quiero aprender Inglés.	1	2	3	4	5
6. Quiero participar en la clase de hoy.	1	2	3	4	5
7. Me pongo objetivos/metras.	1	2	3	4	5
8. Cumpló mis objetivos/metras.	1	2	3	4	5
9. Creo que actúo similar a los demás.	1	2	3	4	5
10. Creo que actúo distinto a los demás.	1	2	3	4	5
11. Aprendo de errores pasados.	1	2	3	4	5
12. Pienso dos veces antes de actuar.	1	2	3	4	5
13. Tomo decisiones con facilidad.	1	2	3	4	5
14. Creo que puedo cambiar.	1	2	3	4	5

B. Cuestionario de salida

	No	Pocas veces	No sé	A veces	Sí
1. La actividad de hoy fue entretenida.	1	2	3	4	5
2. Me siento bien conmigo mismo.	1	2	3	4	5
3. Hice mi mejor esfuerzo.	1	2	3	4	5
4. Me sentí cómodo durante la actividad.	1	2	3	4	5
5. Creo que actué por decisión propia.	1	2	3	4	5
6. Creo que esta actividad tiene valor.	1	2	3	4	5
7. Me gustaría repetir esta actividad.	1	2	3	4	5
8. Cumplí los objetivos/metras.	1	2	3	4	5
9. Creo que actué similar a los demás.	1	2	3	4	5
10. Creo que actué distinto a los demás.	1	2	3	4	5
11. Corregí mis errores.	1	2	3	4	5
12. Aprendí algo hoy en la actividad.	1	2	3	4	5

Appendix D

1. GO
2. COME
3. CAR
4. TURN
5. OPEN
6. LEFT
7. OFF
8. RIGHT
9. STOP
10. STRAIGHT
11. SQUARE
12. BLOCK

1. 3 6 16 7

2. 20 22 20 12

3. 14 40 44 14

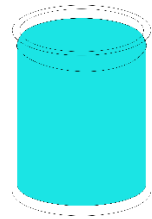
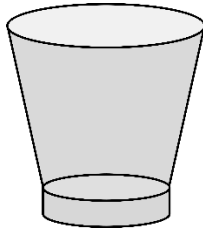
4. 15 50 15 55

5. 13 30 33 30

1.



2.



3.



4.



5.



Appendix E

Observation report

Centro Dormitorio de la Municipalidad de San José

Date and time: _____

Score	1 – No engagement	2 – Low-medium engagement	3- Medium-high engagement	4 – Full engagement
Oral Skills	One or no participants make eye contact One or no participants pay attention to instructions One or no students participate in repetition	2-3 participants make eye contact 2-3 participants pay attention to instructions 2-3 students participate in repetition	3-4 participants make eye contact 3-4 participants pay attention to instructions 3-4 students participate in repetition	All participants make eye contact All participants pay attention to instructions All students participate in repetition
Motivation	1-2 participants show up One or no participants repeat corrections There is constant outside chatting	2-3 participants show up 2-3 participants repeat corrections There is some outside chatting	3-4 participants show up 3-4 participants repeat corrections There is little outside chatting	All participants show up All participants repeat corrections There is no outside chatting
Meta-cognition	No desire to discuss goals No questions asked	2-3 participants discuss goals 1-2 questions asked	3-4 participants discuss goals 2-3 questions asked	All participants discuss goals 4+ questions asked

Observations

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