

UNIVERSIDAD HISPANOAMERICANA

School of English teaching

Thesis to opt for the academic degree in English teaching

IMPLEMENTATION OF OUTDOOR ACTIVITIES TO TEACH NEW VOCABULARY
IN THE ENGLISH LANGUAGE IN HERNAN LOPEZ HERNANDEZ HIGH SCHOOL
IN BARVA HEREDIA 2017

Author:

Esteban Miguel Campos Ramírez

June, 2017

TABLE OF CONTENTS

Table of Contents.....	3
Graph index	5
CHAPTER I PROBLEM STATEMENT.....	6
1.1 Problem Statement.....	7
1.1.1 Problem Background.....	7
1.1.2 Problematization.....	9
1.1.3 Justification.....	11
1.2 Problem Formulation.....	13
1.3 Objectives	13
1.3.1 General Objectives.....	13
1.3.2 Specific Objectives.....	13
1.4.1 Scope.....	14
1.4.2 Limitations.....	14
CHAPTER II THEORETICAL FRAMEWORK.....	15
2.1 Review of the School Hernán López Hernández.....	16
2.2 Theoretical-Conceptual Framework.....	18
2.2.1 Issues with Vocabulary.....	18
2.2.2 Teaching Models.....	23
2.2.3 Activities Used in Class.....	26
2.2.4 Motivation and Influence in Meaningful Learning.....	29
2.2.5 Implementing Outdoor Activities in Class.....	32
2.2.6 Mnemonics in Education.....	36
2.2.7 Context in the Learning Process.....	38
2.2.8 Practicing with Peers.....	41
2.2.9 Management for Outdoor Class.....	45
2.2.10 The Teacher's Role in the Learning Process.....	47
2.2.11 The Communicative Approach in Teaching English as a Foreign Language.....	50
2.2.12 Holistic Approach to Teaching.....	53
2.2.13 School Desertion.....	57
2.2.14 Changing Education Approach.....	61

CHAPTER III METHODOLOGICAL FRAMEWORK.....	72
3.1 Type of Research.....	73
3.1.1 Purpose.....	73
3.1.2 Time Scope.....	73
3.1.3 Research Framework.....	73
3.1.4 Condition in which the Research is Carried Out.....	73
3.1.5 Character of the Research.....	74
3.1.6 Nature of the Research.....	74
3.2 Research Subjects and Sources.....	74
3.2.1 Sampling.....	76
3.3 Techniques and Tools for Collecting information.....	77
CHAPTER IV DATA ANALYSIS AND INTERPRETATION.....	78
4.1 Current Situation Diagnosis.....	79
4.1.1 Situation Diagnosis.....	79
4.1.2 Data Description.....	80
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS.....	101
5.1 Conclusions.....	102
5.2 Recommendations.....	103
CHAPTER VI PROPOSAL.....	104
6.1 Proposed Outdoor Activities 105.....	105
6.1.1 Objective for the proposal.....	105
6.1.2 Proposed Activities.....	105
BIBLIOGRAPHY.....	110
APPENDIX.....	115

Graph Index:

Graph 1: Are you motivated to come to the English class?.....	80
Graph 2: Do you like English?.....	82
Graph 3: Are you interested in learning English?.....	84
Graph 4: How often does the teacher use different types of activities to teach in class?.....	85
Graph 5: Do you feel the teacher helps you with topics you do not understand?.....	87
Graph 6: Do you understand the topics that are explained in the English class?.....	89
Graph 7: Do you practice English with your classmates?.....	91
Graph 8: Do you feel there is good communication in class between you and the teacher?.....	93
Graph 9: Have you ever experienced a class outside the classroom?.....	95
Graph 10: Does the teacher use different types of material to teach?.....	97

CHAPTER I
PROBLEM STATEMENT

1.1 Problem Statement:

1.1.1 Problem Background:

The English language has been present for over a hundred years in the Costa Rican education system, it is undoubtedly a skill that, in recent years due to globalization, the influence of other societies, the country's economic activities, among other factors, is fundamental for a student's formation process, as well as the future development of the student in the country's society.

Costa Rica's work market is increasingly selective and demanding with the desired profile for hiring; today there is a large presence of transnational companies in the country, as well as national companies that seek to expand their market abroad; as English is the universal language, it is of paramount importance that the future professionals possess at least basic knowledge in this language.

In addition, it is not only beneficial in the academic and work environment to handle a second language, but also, it carries a series of benefits at a cognitive level such as the prevention of mental illnesses, like Alzheimer's, memory enlargement and mental agility.

Although most students in the public education system receive at least five years of English lessons, most students have a very low level of language skills, limited vocabulary, and an inability to produce and express ideas in it. The "Costa Rica multilingue" foundation has found out through research that 57% of the high school

students in the country has beginner's English level, this is concerning because most of these students have taken English classes for at least six years during elementary and middle school.

The lack of vocabulary in students in the English language is a problem throughout the country; even though the educational system contemplates the development of vocabulary. The teacher should include in his planning activities that generate interest in the students and can create significant learning in them, understandable and of value, as well as reinforcement activities, a good practice is to review the new terms and take away from the previous day class.

In recent years, most of the lessons taught in the classrooms have been under a behavioral model, today students have different learning needs that must be supplied for their success; the teaching model must change, students must actively participate in building their learning and use all available resources to facilitate the process. Exploring the different teaching approaches to deliver lessons and adapting them to the student's needs. Every group is different an approach that proved useful for a specific group might not be for another.

Delivering a quality English class involves many factors such as planning, finding material, adapting that material, handling the class and knowing the students. Most importantly the teachers need to care for the students and for the lesson they are delivering, it would appear that the interest standards to deliver quality classes have been lowered in the recent years, with teachers now using the same plan over and over with no variety of activities.

1.1.2 Problematization:

The situation with the low performance of students in the language and in the management of vocabulary causes complications, such as the inability to express oneself in the English language, in breach of the objectives of the country's public education program, even though the Ministry of Education has come up with new proposals to address this before.

A student who does not handle a second language such as English is limited in many ways in the future such as, employment options, work remuneration would also be affected and in some cases, it can lead to unemployment. In the last years many professionals in different applications, have been unemployed because they do not know a second language. The more developed the skills of the individuals of a society, the more competitive that society is, with competency comes opportunities, new investments, businesses offers.

One of the principles of the Ministry of Public Education of Costa Rica is to form citizens who contribute to society, not having the approval of the secondary school, the contribution is compromised. In an academic and work market increasingly demanding and competitive, better opportunities can be available to the most prepared.

The issues with student's vocabulary could be related to the activities that teachers use to teach new vocabulary to their students, the activities used should be of interest to the students and also they need to see some value in them, then what

kind of strategies are teachers applying to teach new vocabulary to students in English?

Motivation in students is a factor to be taken into account in order to internalize the new vocabulary exposed in class, a student who has a low level of motivation cannot achieve the goal of managing new concepts, the instructor would have to first work on the student's motivation to generate interest, how could the student be motivated to learn new vocabulary or improve it in the language?

Taking into account that motivation is a factor that can affect learning in students, the teacher must also constantly seek ways to motivate them to facilitate the process of learning new vocabulary, how motivation in students influence learning new vocabulary?

Another factor to consider is the role of the context where the new vocabulary is practiced, it may be that the process of assimilating new vocabulary is of less difficulty if it is practiced in the context where it could eventually be used, does the context where the new vocabulary is practiced affects the internalization of it?

When practicing with their peers, students can have an interaction similar to reality and learning would not only be linked to a meaning in their mother tongue, but also to a specific situation or memory, what can result for students to practice new vocabulary with their peers?

1.1.3 Justification:

The problem investigated in this research corresponds to a topic currently treated by professionals in the English teaching field; the academic journals portal of the University of Costa Rica, in the section of education magazine presents the article Teaching English in high school: An Innovative proposal by Zayra Elisa Carvajal-Portuguez:

(<http://www.revistas.ucr.ac.cr/index.php/educacion/article/view/12927/12254> 2013):

This article develops an innovative proposal for the teaching of English in high school, specifically in the operative curriculum; that is, the curriculum that is carried out between the teacher and his students in the classroom. This proposal aims to achieve the objectives that have been entrusted to educational institutions, which have been given the power to train, train, evaluate and prepare secondary school students, in order for students to learn the English language and later, can communicate through this. (p.1)

This proposal addresses the inability of students to express themselves in the English language in high school from the curriculum of the Ministry of Public Education and the planning used by the teachers to impart their lessons as one of the many solutions proposed to solve the problem.

The Ministry of Education has also treated the same situation, this being a matter of proportional importance, I recently presented new English study programs, citing the official communication on the Ministry of Education website:

([Http://www.mep.go.cr/noticias/mep-presenta-nuevos-programas-estudio-ingles](http://www.mep.go.cr/noticias/mep-presenta-nuevos-programas-estudio-ingles) 2016):

“The programs were developed to provide students with an up-to-date English curriculum that reflects the 21st century knowledge, skills and abilities to successfully communicate in different real-life contexts and situations.” (p.1)

Recognizing the need for a change to improve student's oral skills, the Ministry has updated its language education program. In addition to changing the program, the Ministry of Education also launches a new tool to help students develop their ability to express themselves in the language called "educ@tico", where students can play audio and video in English to acquire new vocabulary and reinforce topics already studied in classes.

The implementation of activities outside the classroom for the acquisition of new vocabulary and reinforcement in the language is a cutting-edge strategy, involving students in the context where the language would be used in a day-to-day situation, the student can relate the terms not only to its meaning, but also to a specific experience, a new approach.

This research is presented as a contribution, a different approach to teach, reinforce and practice of vocabulary in the English language that allows easier assimilation and a tool to reduce the level of Krashens affective filter in students.

This research impacts the school where it is being held, students will have a new perception about language learning, will be able to visualize the value of the same.

The teacher has the possibility of including techniques of this type to their planning with the rest of their students.

1.2 Problem formulation:

This research aims to find out if activities outside the classroom improve the level of student's vocabulary, because students have a low level of vocabulary in the English language even though they receive lessons for years.

1.3 Objectives:

1.3.1 General objectives:

- To analyze the students learning process of new vocabulary in English.
- To propose activities outside the classroom to teach new vocabulary in English.

1.3.2 Specific objectives:

- To evaluate the techniques and activities used by teachers to teach new vocabulary.
- To discover the level of student's motivation towards English.
- To recognize challenges in the students process of learning new vocabulary in English.
- To identify benefits of implementing outdoor activities to teach new vocabulary in English.

1.4 Scope and limitations:

1.4.1 Scope:

- This research is expected to test activities outside the classroom for acquiring new vocabulary in the English language as a viable approach for language educators in general.
- Improve the process of learning new vocabulary in English, so students can use the language as a tool for their professional and academic development in the future.

1.4.2 Limitations:

The following limitations have been identified for the research: availability of teachers and students of the institution to develop activities and collect information, as well as processing the corresponding permits to enter the institution.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Review of the school Hernán López Hernández:

The Hernán López Hernández School is an educational institution supported by the Costa Rican Ministry of Public Education, where students have the opportunity to finish high school and obtain their high school diploma. Certain requirements have to be met to enter, for example: completed elementary school, to be fifteen years old or older, to present original and copy of the identity card and diploma of conclusion of I and II cycles of basic general education.

The institution belongs to the program of the MEP called "Yo me apunto con la educación". It is presented as a timely and integral strategy to keep students and reintegrate them into the Costa Rican public education system, facilitating the necessary conditions for success and encouraging in the country education and citizen responsibility.

The administration of the institution is characterized by registering their progress and providing educational opportunities, addressing the challenges, innovating and improving the quality of educational services received by the students. Large part of the students of the institution are deserters of some other modality of public education reason why part of the mission of the school is to reintegrate these students and to facilitate their success.

The main objective of the program and the institution is to implement a timely and comprehensive strategy so that the students remain or are reintegrated into the Costa Rican public education system, granting them the necessary conditions for

educational success and encouraging the country to value education as a citizen responsibility.

The institution's mission is to provide an excellent quality educational and technological service focused on high school education for a population that requires their degree to developing themselves, with the purpose of promoting its moral and ethical values.

The institution intends as part of its vision to be an academic alternative directed at the adolescent population, which integrates processes of pedagogical mediation in the classroom, at a distance and in a virtual environment, and promotes an integral modern formation of people with high ethical and moral values, conscious of the national reality, of the future challenges and of their life project.

The greatest challenges the institution faces are to arouse student's interest in studying and to make them constant in it, to reintegrate them into the educational system, to be successful and achieve their goal of obtaining their high school degree.

Many of these students are limited by several factors and this is where teachers must take up the challenge as well and plan their lessons in ways that are beneficial to the student, teachers must actually assume the role of facilitators in the learning process.

Preparing the students for the future, broadening their possibilities for a better job, better pay and better life are also objectives for the school, as well as contributing to their development socially and personally speaking.

2.2 Theoretical-Conceptual Framework:

2.2.1 Issues with vocabulary:

In Costa Rica, the teaching of English has been very important in the last century, the language has had a notable impact in the country, economically and culturally, even from the nineteenth century the government had determined the teaching of this language was going to be of paramount relevance for the countries development.

The author Edwin Marin Arroyo from Instituto Tecnológico de Costa Rica has published an article in the institutions magazine named “Chronology of English teaching in Costa Rica during the twentieth century”

(<http://revistas.tec.ac.cr/index.php/comunicacion/article/viewFile/809/723> 2012). In this article he explains the economic situation of the country at the end of the nineteenth century and beginnings of the twentieth:

"By the end of the nineteenth century, governments definitely recognize that the teaching of this foreign language will play a significant role in the economic development of the country. This can be affirmed because, for those years, as Quesada (1993) comments, the British controlled 50% or more of the coffee harvests that Costa Rica exported. That is to say, the interference of two Anglo-English nations, England and the United States, had very particular connotations, because both directly influenced the economic development of Costa Rica. Thus, in the last years of the nineteenth and early twentieth centuries, we find the presence of some English and North American companies, among them the following can be noted (Quesada, 1993):

Arbuthnot Lothan & Co.; William Le Lacheur & Son; Rosins Bros & Co.; Fruhling & Goschen; John K. Gilliat & Co.; Otis Mo. Alister & Co.; Ellinger & Bros.; W.R. Grace & Co. and Castle Bros. & Co. "(p.4-5)

Even today there is still a considerable presence of foreign investment from North American companies in Costa Rica, with some companies reporting numbers of thousands of employees. This evidences the importance of the language in the country. The response from the government has been to include language lessons in public education.

The students normally receive English lessons throughout elementary school, middle school and high school and the program from the Ministry of Education includes the four skills listening, speaking, reading and writing however when a student is required to produce, whether it is speaking or writing, he can have trouble doing so.

Some of the issues when producing sentences or speaking in English are missing words, repeated use of the same words, among others. Zayra Elisa Carvajal-Portuguez from the Ministry of Public Education wrote on her article "English Teaching at Secondary Education: An Innovative Proposal" (<http://www.revistas.ucr.ac.cr/index.php/educacion/article/view/12927/12254> 2013)

"However, not only age is relevant when learning a language, because for Harmer (2011) "[...] the student is an individual with different experiences, both inside and outside the classroom. The comments that are made about boys and girls, adolescents and adults are only generalizations. Much also depends

on the individual differences of the learners and the motivation with which they have to learn "p.37." (p.4)

With this, the author points out a fact, which is that learning is not a generalized process, there are variables to be considered when teaching such as differences and motivation. So the issues related to vocabulary in students could be related to the approach the teachers are taking to deliver lessons or motivation itself.

The De Anza College from California has published an article titled "ESL Students and Vocabulary Problems" (www.deanza.edu/studentuccess/tutorial/pdf/ESLandVocabulary.pdf 2013) where they have identified several issues with vocabulary:

"Tutoring students this quarter has taught me many things I hadn't previously realized. I saw students who struggled with translation problems, memorization, and even culture barriers that impacted their ability to speak and write English correctly. From personal experience with my own individual tutees, I found that the greatest problem among them all was their ability to remember key vocabulary words in English. Most of my students had a firm grasp on the English language and could speak it fairly fluently, but they struggled when they were assigned to respond to an article, read a novel, or write their own essay." (p.1)

Issues with language handling are common among students, one of the most notable area of improvement is vocabulary, and students have issues learning new words, remembering them, using them in speech or when writing.

Quoting again the same article, De Anza College from California article titled “ESL Students and Vocabulary Problems”

(www.deanza.edu/studentssuccess/tutorial/pdf/ESLandVocabulary.pdf 2013):

“The vocabulary that students encounter frequently prevents them from understanding reading material and test questions. Although recognizing contextual clues and utilizing a dictionary or translator are always very helpful and appealing options to students, they are frequently very tedious and time consuming, which can also impact a student’s level of understanding if their time is limited. In her study, Rita decided that the best course of action would be to have assigned hour-long periods each day that were focused on direct study of vocabulary. Each session typically utilized a variety of different vocabulary strategies, such as flash cards, word games, and the study of word roots. The study and memorization of prefixes and suffixes was the main focus of the session whereas the games and flash cards provided secondary backup.” (p.1)

The issue with vocabulary is known to teachers and they are approaching it in different ways, for example this teacher is dedicating specific periods of time to work directly on vocabulary. The teacher tried to use activities focused on vocabulary only, reinforcing with games and flash cards. It is important to realize that the issue is there and that teachers must address it in whichever way is possible to.

The author Ana Solano Campos from the Emory University of Georgia has written an article titled “Teaching and Learning English in Costa Rica: A Critical Approach”

(<https://dialnet.unirioja.es/descarga/articulo/5476145.pdf> 2013), where she talks about the particular focus that has been used in Costa Rica to teach English:

“English teaching programs, particularly in foreign language contexts focus on linguistic and methodological aspects rather than on ideological ones, in spite of their importance to examine the political nature of teaching and learning English because it connects language classrooms to larger social dynamics. Critical applied linguistics is an approach that addresses “questions of power, difference, access, and domination,” and how they are produced. This article explores the social, national, and global forces that shape English language teaching in Costa Rica.” (p.1)

It is clear, in the paragraph that the focus used to deliver English classes in Costa Rica is being questioned. Generally, the teachers focus on the methodological aspects, the structure of the language and sentences without involving the context of the language. The author also mentions an irrefutable thought in her text:

“By emphasizing the methodological and linguistic aspects of language learning and teaching, but neglecting the ideological ones, English programs around the world have, albeit unintentionally, perpetuated myths about the “neutrality” of the English teaching and learning endeavor, about the primacy of the English language, and about the historical and geopolitical context of English. However, Graddol reminds us that the spread of English is the result of “the colonial expansion of Britain,” and of the political, economic, and cultural influence of the United States. As a colonial language, English has been associated with high socioeconomic status and placed at the top of

language hierarchies, becoming a valued commodity. As the language of commerce, travel, research, higher education, and technology, “English is widely regarded as a gateway to wealth for national economies, organizations, and individuals.” Thus, nations endorsing neoliberal values have equated the English proficiency of their citizens with desirable competitiveness in the global market.” (p.2)

Undoubtedly, what is exposed in the paragraph is the reality for Costa Rica’s socioeconomics. The knowledge of English is a gateway to access higher education, better position in society and with it, wealth. English proficiency and global competitiveness are definitively factors that make Costa Rica appealing to foreign investors who decide to start business with the country, the benefits are clear; the importance of language teaching must not be minimalized.

2.2.2 Teaching Models:

Within the educational field there are different models of learning that can be used to impart lessons, also called approaches, they are methodologies to facilitate the learning process. Joyce, B and Weil, M (http://www.unizar.es/cce/atencion_diversidad/Didactica/Modelos%20de%20ense%C3%B1anza.pdf 1985), defined what is a teaching model and its description is accepted today: "A teaching model is a structured plan that can be used to set up a curriculum, to design teaching materials and to guide teaching in the classroom" (p.2).

There are different models of learning, Costa Rica's public education is based on a behavioral profile and this is a pedagogical application based on the studies of B.F Skinner (1936) and Ivan Pavlov (1897):

“It proposes that the fundamental basis of any teaching-learning process is represented by a conditioned reflex, that is, by the associated relation that exists between the response and the stimulus that causes it. Behaviorism is generally considered as a clinical orientation that is enriched with other conceptions.”

The object of study of this model is behavior. This model is characterized by the teacher being the center of the learning process, is based on the measurement of values or devalues of the student, so it takes into account more individual than collective aspects, the competency in this model essentially describes what a student can do and what he cannot do. Learning assessments are constant and are generally written tests where memorization plays an important role. The knowledge assessed must be measurable.

The student is expected to be a good receiver of content and that his only pretension is to learn what it is taught. Learning is considered a stable change in student's behavior, always measurable and observable.

The Costa Rican model of learning has many aspects of this model. Normally the classrooms have a whiteboard, teacher's desk and desks where students receive the knowledge imparted. Students are expected to maintain a correct behavior, with

operant conditioning mechanisms for their adaptation and periodically quantified assessments.

Luis Manuel Castro in his article “curricular approach focused on the person” published in the academic journals portal of the University of Costa Rica (<http://revistas.ucr.ac.cr/index.php/educacion/article/view/524/553> 2008) presents the curricular model used in Costa Rica as follows:

The different approaches and curricular models, with similarities and differences between one author and another, have been very focused on emphasizing the contents, as a consequence in the person who has to transmit them in this case the teacher, leaving relegated the protagonism of the student. The contents are provided as results, with static and permanent character where the evaluation measures the degree of capacity in the reproduction of the information, the master class is the almost exclusive method. (p.3)

This is a short description of the educational process that is lived in the country, where instead of developing the skills of students and work on motivation and interests are things that do not play a very important role.

On the other hand, the constructivist theory proposed by Lev Vygotsky, tries that the student has an active participation in its learning, that they can solve situations or problems, either with previous owned knowledge or with new knowledge that they discover and integrate. The role of the teacher in this model is that of facilitator, who must provide the student with the necessary tools to achieve their purposes.

In this approach social interaction is of paramount importance, the adults or more advanced pairs should help in the learning process to facilitate the mastery and internalization of the new knowledge. In the book *Developmental Psychology*, this process is defined as "Zone of proximal development" (2009) "Zone of proximal development: it is the difference between what the student can do for himself and what he can do with help" (p.37).

Under this concept, the author develops a methodology known as "scaffolding" which is defined as (2009) "It is the temporary support given by parents, teachers or others provide the individual when performing a task until he can do it alone (p.38) "

This methodology of teaching is extremely useful, the more involved the student is in discovering and learning new knowledge, the easier it is for them, even more in learning a second language. There is not a specific teaching model that can be used which would be regarded as the best, every model has their benefits and flaws, the important thing is to know how to use them and apply to the class the most fitting one.

2.2.3 Activities used in class:

The use of different types of activities for language teaching is a must, with every passing year the resources available to both teachers and students evolve. These days' students do not need to go to the library out of town to read a book in English and interact with the language, they simply use google on their mobile device, computer at home, listen to music and even chat with people from all over the world, they are in serious contact with the language. William Charpentier Jimenez writes an entry in the magazine portal of Universidad de Costa Rica "Costa Rican Teachers'

Use of ICTs in the English Language Class"

(www.revistas.ucr.ac.cr/index.php/rlm/article/download/13955/13261 2013):

“The Ministry of Education has not only cared about general education or merely teaching reading and writing, but it has made an important effort to guarantee a good basis on computer skills and the incorporation of English as a second language (p. 2-3). These two fields became mandatory in all public schools between 1994 and 1998 (p. 6). Therefore, guaranteeing technological resources and proper training has become a national priority.” (p.2)

The resources are available for both teachers and students, the activities used should be appealing to students. The teacher would ideally have to immerse himself into the student’s context, know the students, what they like, the things that they use, to leverage this in class activities resulting in interesting and motivating ways to develop the class.

Professor Luz Maria de los Dolores Cueva Zepeda conducted a research for the University of Guadalajara, Mexico titled “Motivating students to learn”

(http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1013&context=ipp_collecti on 2008), the author applied activities in class allowing students to be active participants in their language learning process. The initial approach taken by the teacher is as follows:

“When students began to do translations of different topics one student asked me why I thought that English was important to learn and why I liked English and the culture. I responded by suggesting that students could be more

acquainted with American customs thus learn more about the lives of their relatives who live there. Students selected the topic of American Customs and we began working on it. I began the classes by talking with the students and figuring out what they would like to work on.” (p.5-6)

The teacher clearly contextualized herself, many of the students have relatives in the United States, and they discussed what the students wanted to work on. Cleverly enough, the teacher discovered the student’s interests and leveraged them to deliver class.

“I initiated brainstorming sessions, and individual discussions with each student in order to decide or figure out how the students and I could work in the class in this topic and engage everyone who wanted to work on it. This helped me to prepare myself and bring library materials like books, magazines and photographs in order to help students do their research. I talked with some of the professors whose students could also consult and ask questions to about American Customs.” (p.6)

There are techniques to be used to obtain information from the students; the teacher is using brainstorming sessions and informal interviews to receive the student’s feedback. This could be extra work for the teacher, but it surely ends up in success for the students.

Communication and interaction are essential to successful learning for the students, the students naturally speak in class, and they should be given spaces

where they can talk freely to their classmates. Teachers instead of trying to repress them can leverage natural behaviors.

It is important to comprehend that there are different ways of learning, students learn in different ways, some might be better with visual things like flashcards or videos, others might prefer reading or listening resources. With a student group as large as the ones the teachers are assigned in Costa Rica, it can prove challenging to keep all the students engaged, so the teacher has got to alternate between activities, exploiting as many resources as are available.

2.2.4 Motivation and Influence in Meaningful Learning:

Motivation plays an important part in the success of the student learning process. Ginneth Pizarro Chacon and Daniel Josephy cite psychologist Howard Gardner in his book "Second Language Attrition: The Role of Motivation and Use" (1987) in his text "The effect of the filter Affective in the learning of a second language "(2011) defines motivation as" the effort that a person uses to learn the language, the desire that this entails and the satisfaction that it experiences during that activity "(p.211) It is easier for a student to achieve meaningful learning if he is interested or motivated by the subject.

The Ministry of Public Education of Costa Rica always includes time for activities that raise the motivation of students in their programs. It is the job of the teacher to ensure that their students can see the value of the knowledge they are receiving and always look for new ways to maintain that motivation during the school year.

Normally in a classroom in Costa Rica a teacher can take charge of up to forty students at the same time, which requires good group management skills. The psychologist James Asher has developed an approach known as Total Physical Response, in this process the new language is learned through a code process, the teacher guides the lesson by dictating instructions and the students respond physically to them.

This approach is closely related to activities outside the classroom for learning new vocabulary, the teacher is free to carry out the lesson, as it seems most convenient to the group, giving instructions or leaving the interaction completely free to students.

Some examples of possible outdoor activities could be: the teacher covers in class a subject like the colors, obtaining of personal information, writing essays or instructions for some procedure. The students, under the guidance of the teacher, then leave the classroom and take advantage of the space, use it to carry out their activity, such as interviewing another teacher with simple personal questions, another student, observes and composes the download process from a truck supplier to the local cafeteria, among others.

Students could also assimilate knowledge through a process of mnemonics, where they relate the unknown concept to an event or mental image. Generally, mnemonics is used to improve memory; however, being this a human brain capacity could be used for educational purposes.

The author Paulo Freire writes about how the traditional pedagogy and develops the term “banking model” where the student is treated as if it was empty and needs to be filled with knowledge, Freire (1970):

“Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits, which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits.” (p.70)

This is the classic education in Costa Rica and perhaps no motivation is one of the reasons for school desertion. Dora Herrera and Willy Lens have published an article in the psychology magazine from the University of Viña del Mar titled “Educational intervention to reduce desertion and increase motivation in public high schools in San Jose Costa Rica” (<http://sitios.uvm.cl/revistapsicologia/revista-detalle.php/3/15/contenido/intervencion-educativa-para-reducir-la-desercion-e-incrementar-la-motivacion-en-colegios-publicos-de-san-jose-de-costa-rica> 2012), they expose motivation as an important aspect for students continuity in school:

“In the study described in this article, it has been intervened from a psycho-educational perspective and through a systematic annual follow-up (from the ninth to the tenth year). It has been possible to observe the effects of a methodical proposal aimed at constructing a new psycho-educational profile that reinforces realistic life plans, raises Motivation, and improves Learning Strategies and reoriented Behavioral Regulators.” (p.2)

It is evident that the traditional education model is not as efficient as it once was to educate students, new approaches and involving the student in the learning process have resulted in positive outcomes. Involving the student in the selection of activities and interests also create a sense of compromise in them.

Motivation is not something that affects students also, the teacher himself must be motivated. The students feel the teacher's encouragement towards the class, if the teacher is not motivated or is not committed to them, the students are not going to be either.

2.2.5 Implementing outdoor activities in class:

The methodology of teaching outside the classroom is relatively new, several institutions around the world already implement this type of education and are seeing positive results in students of all ages. Normally classes are composed of twenty to twenty-five students.

It is intended that there is a variety of ages in the group, this favors both older and younger students, older people raise their self-esteem and confidence by being able to collaborate with minors and it helps minors to have models, to face new challenges that help generate more learning.

Much of the meaningful learning is generated through lived experiences and social interaction, when working activities in groups with different students and different ages, each student has different ways of addressing the problems presented and discuss solutions.

There are a lot of materials that can be used to develop outdoor activities, some institutions prefer that the materials come from nature like fruits, branches or plants leaves; you can also use elaborated materials such as books, paintings, or puppets. Often excursions take place outside the environment, such as museums or libraries.

The University of Tennessee has published an article about using the environment to teach named "Outdoor Classroom"

(<http://fsc.fernbank.edu/PDF/Outdoor%20Classroom.pdf> 2006), in this text, the benefits from this approach are explained:

"An outdoor classroom provides an opportunity to experience natural and human-created characteristics of the environment in a natural setting. It is a tool that allows educators to take a hands-on approach and move their educational curriculum outdoors. Outside every school building exists a blossoming world of "natural studies" with all types of structures that can do a better job of teaching than video tapes and computers, as children often learn best by doing." (p.1)

The teachers generate meaningful learning in the students through experiences, the interaction between the student and the environment is fundamental in this approach, natural resources are leveraged to facilitate the students learning process.

In Costa Rica, the institutions have some structures that can be used for these activities such as the cafeteria, gym, offices and green areas in some cases. By practicing the language outdoors, students interact with each other, in a scenario where the language could eventually be used, which gives students a real sense of

learning, an approach where not only the academic field develops, but also the social skills of the student.

For other professionals, outdoor activities are only multi-disciplinary learning reinforcement, as Bert Murphy points out in his article "Evaluation of Outdoor Education" (2013):

“For many educators, outdoor education is a fairly diffuse term - it is not a discipline in itself or on the curriculum. It is, rather, an aid to reinforce learning in other disciplines such as science, mathematics or geography” (p.1).

These types of activities could be used sparingly; classroom time is also valuable in developing content. They are activities that require a lot of planning and attention, initially they could be implemented progressively to reinforce subjects and practice, in this way the teacher can evaluate the behavior of the students during the same to adapt the activities to their needs and conditions.

The use of outdoor activities in the context of Costa Rica's education is proposed in combination of classroom work, the curricula and institutions are not designed to develop a full class outdoors; however outdoor activities are an excellent asset to motivate the students, reinforce covered topics and help internalize new concepts.

Not only is the academic aspect of the students benefited from outdoor activities, but also their life skills, Beth McLeod and Sandy Allen Craig conducted a research in a private school in Melbourne, Australia titled: “An evaluation of an experiential learning and outdoor education school program on the life effectiveness skills of middle school boys”

(http://www.latrobe.edu.au/education/downloads/2004_conference_mcLeod.pdf 2001). They describe the use of outdoor activities as it follows:

“Davidson (2001) also found it to be potentially valuable as a holistic and life-long form of activity that enhances the capacity to enjoy and engage in life. Other authors (Hattie et al., 1997) concluded that such programs have a major impact on the lives of participants, which appear to have a lasting effect with the major benefits of adventure programs being reasonably consistent. Based on such substantial evidence and support (Gray, 1999; Davidson, 2001; Gray & Perusco, 1993), schools have been developing comprehensive Outdoor Education programs to address the issue of boys’ education and adolescent development.” (p.3)

The use of outdoor activities contributes to the student’s social skills, life engagement and development. During the activity, the student interacts with other students, the environment where it is being developed and it helps control the students stress level and resistance to learning.

The students develop life skills when engaged in outdoor activities such as time management, social competence, task leadership, motivation, emotional control, initiative and self-confidence. The class can be divided in groups to work on an assignment provided by the teacher; each student assumes a role in the group to carry the task on.

In their research, Beth McLeod and Sandy Allen Craig expose the results they obtained from using outdoor activities in class:

(http://www.latrobe.edu.au/education/downloads/2004_conference_mcLeod.pdf 2001).

"One hundred and four boys were tested over a ten-month period during which time they participated in a variety of programs. Boys had to complete at least one Outdoor Education trip, but no more than two. Results showed the life effectiveness skills of the boys increased after each aspect of the program, with a significant difference found between the life effectiveness skills of the boys who participated in two Outdoor Education programs compared to only one." (p.1)

The students who participated twice in outdoor activities showed more progress in life skills than the students who participated only once. The improvements from utilizing outdoor activities is clear, there is better response from the students, they learn more and feel accomplished.

2.2.6 Mnemonics in education:

Mnemonics is a memory technique highly used in education, it helps in memory retention. With mnemonics, the information received is associated with something meaningful, which allows the brain to retain it better. The advantage of mnemonics is that they can be used in many different ways, audible, visual or kinesthetic.

As explained by Jeffrey P. Bakken from Illinois State University and Cynthia G. Simpson from Sam Houston State University in their article "Mnemonic Strategies: Success for the Young-Adult Learner"

(<http://www.hraljournal.com/Page/9%20Cynthia%20G.%20Simpson.pdf> 2011):

“Mnemonic strategies are systematic procedures for enhancing the memory and making information more meaningful. Their particular use is in developing better ways to encode information so that it will be much easier to retrieve and remember the information. Although there many different retrieval strategies that can be implemented to attempt to retrieve forgotten information, research has demonstrated that the way information is initially encoded facilitates memory and the recall of this information better.” (p.1)

The human mind tends to remember relatable information, meaning information that can be related to a feeling, a physical sensation, a humorous situation or a place. Mnemonics are a great asset to education leveraging the functionality of the human brain.

Some examples of mnemonics used in education are songs for children like “head shoulders knees and toes”, where children learn the name of body parts by singing and touching the body part corresponding to the name. In language learning, words of the native language that sound similar to the second language can be used as a connection mnemonics.

By using outdoor activities, the students are able to relate the acquired knowledge to the experience they lived, a specific situation during the activity or even a personal experience. The key for the teacher is to find the way to make new information relevant for the students, early engagement with them, brainstorming and interviews are required to identify their interests and plan the activities accordingly.

Referring to Jeffrey P. Bakken from Illinois State University and Cynthia G. Simpson from Sam Houston State University in their article “Mnemonic Strategies: Success for the Young-Adult Learner”

(<http://www.hraljournal.com/Page/9%20Cynthia%20G.%20Simpson.pdf> 2011):

“These strategies work with all kinds of students and it can be applied to any type of content. Although mnemonic strategies can be very beneficial, it is important to choose the correct method or it will not benefit the learner.” (p.7)

Mnemonics are versatile, even though they can be applied to any topic the appropriate method has to be chosen for it to result in positive outcomes. As explained above there are multiple techniques, audible, visual or physical; it depends on the student’s strengths and likes.

2.2.7 Context in the learning process:

Context is often something that is not discussed, but does play an important part in the students learning process. Normally the student’s previous knowledge is composed of their surroundings, personal likes, what they do on their free time, the environment at home and the parent’s profession; and physical surroundings such as the place where they live and the type of business around town. For example in Costa Rica, the context is not the same for students who live in San Jose and those who live in San Carlos or Guanacaste.

The Open University of the Netherlands has published a research titled “On the changing nature of learning context: Anticipating the virtual extensions of the world”

where they explain the importance of context in learning:

(http://www.ifets.info/journals/14_2/17.pdf 2011)

“Today, it is widely accepted by teachers and researchers that learning becomes more effective and meaningful when it takes place within an appropriate context that displays real world attributes. Topical pedagogies like ProblemBased Learning (Barrows & Tamblyn, 1980), Action Learning (McGill & Beaty, 1995), Situated Cognition (Brown, Collins & Duguid, 1989; Lave & Wenger, 1991), and Experiential Learning (Kolb, 1984) all stress the importance of context for learning. Such context enables learners to directly link concepts with their real world counterparts and put knowledge into action.”
(p.1)

Involving the context and displaying real world situations generates meaningful learning in the students because they can see what they are learning is valuable, there is a reason and purpose to what they are being taught. Students need to interact with the new knowledge they need to feel challenged to ensure their commitment to the class. Quoting again “On the changing nature of learning context: Anticipating the virtual extensions of the world”:

“Dynamic memory theory (Schank & Cleary, 1995) stresses the importance of the extra linguistic information that is implicitly carried by the context and that provokes subconscious learning. Also, the more general model of competence-based learning that is highly topical today supports this, since it deals with the combined application of knowledge, skills, and attitudes within real world contexts (Westera et al, 1999; Westera, 2001).” (p.1)

There is even evidence that the students subconsciously learn information carried by the context, the context is another tool the teacher needs to manipulate and utilize for the success of his or her class. Exposure to knowledge is of vital importance especially in language learning.

Joseph Collentine from the University of Northern Arizona and Barbara F. Freed from Carnegie Mellon University have published a research titled "Learning Context and its Effects on Second Language Acquisition"

(http://www2.nau.edu/~jgc/research/ssl_a_intro/collentine_freed_ssla_2004.pdf 2004)

where they talk about the context in language learning "Thirty years ago, Dell Hymes (1972) observed that knowing what goes on outside the school setting is necessary to understanding what goes on inside."(p.1).

The relevance of the context in learning is a new concept to consider, context is constantly changing and so must the teacher to capture the student's attention.

"The employment of (and so the nature of) a context-sensitive theory of SLA is potentially controversial given that relevant theories force the researcher to consider linguistic knowledge as an extension of (rather than existing independently of) culture and experiences (Atkinson, 2002)" (p.3)

There is not one-way to learn a second language, it should be viewed as a group of elements, a cultural process and lived experiences, just like when learning the first language. The teachers as experts in the language have to work on providing students the appropriate scenarios to interact and develop knowledge.

2.2.8 Practicing with peers:

Peer assistance or practice techniques used in class are highly beneficial since the students often feel confident with their equals, they are not afraid of making mistakes, it is a great opportunity to correct and learn, develop social skills and also leverage the knowledge the other students have.

The teacher needs to know his students, their strengths and areas of improvement in order to take full advantage of peer and group activities. The teacher can pair the students strategically, so a student who is having difficulties with one of the topics covered in class is paired with one of the students who understands the topic very well.

Pair and group activities could also be used to enhance the students social interaction skills, the United States National center for Technology Innovation and Center for Implementing Technology in Education (CITEd) has published an article in their website titled “Practicing Social Skills: How to Teach Your Student Social Interactions” (<http://www.ldonline.org/article/21025/> 2016) in which they explain the benefits of these activities:

“While many students — both those with and without disabilities — may struggle with reading nonverbal cues and engaging in social interactions, certain individuals are more likely than their peers to have difficulty with these interactions (Canney and Byrne, 2006; DeGeorge, 1998; Elksnin and Elksnin, 2000; Fussell, Macias and Saylor, 2005; Parsons, Leonard and Mitchell, 2006):

- Students at risk for school failure;
- Students with Fetal Alcohol Spectrum Disorders (FASD);
- Students with learning disabilities (LD), particularly those with nonverbal learning disabilities (NLD or NVLD); and
- Students with Attention Deficit Hyperactivity Disorder (ADHD).

The ability to navigate everyday social interactions can frequently present significant challenges for these students. While there are differences in the way, these difficulties present themselves; most students who struggle with social interactions will exhibit difficulties in similar situations. For example, students with learning disabilities may interact frequently with peers on an informal level, but may have less experience and competence when it comes to engaging in more formal interactions (Schumaker and Deshler, 1995).” (p.1)

Nowadays in Costa Rica education, teachers are in charge of very large groups of students and some of these students may have specific needs for learning. Some of the students maybe be affected by the disabilities or disorders mentioned above, this is when different approaches for activities would be useful for a resourceful teacher.

When talking about social development of the students, there is always the informal interaction the students have outside the classroom, during the break or outside school hours, however they might have issues with formal interaction during class for example when organizing the group to carry on an assignment, to express their ideas or thoughts about a topic. Working together helps, even unconsciously, to develop these skills.

At a higher education level, peer practicing is extremely beneficial in terms of presenting skills. At a college level, students will constantly be presenting in front of the class, of professors and depending on the degree they are trying to obtain, of a university jury. This is when all the practice done in class is useful.

The Center for Effective Collaboration and Practice has published an informational document for teacher resources and parents titled “Classwide Peer Tutoring” (<http://cecp.air.org/familybriefs/docs/PeerTutoring.pdf> 1998) where they expose some of the scenarios where these activities can be used:

“DO YOU HEAR THINGS LIKE THIS FROM TEACHERS?

Malia has trouble finishing her work by herself. She will play with her pencil or get out of her seat to talk with other students when they are working on assignments.

Quinn is smart and likes to finish his work quickly. Because he works quickly, he often makes mistakes. He gets angry when I show him his mistakes and tells me he is not going to fix them.

Latoya takes a long time to read and has trouble understanding what she reads. She understands better when she reads with a friend.

I care about what each student needs and I want to work one-on-one with each student. But I have many students in my classroom. This makes it hard to give each student enough time.” (p.1)

These scenarios could easily emerge in class to a teacher. This is when the teacher needs to start thinking about his approach to the class and what he could do to overcome these challenges and peer tutoring could be one of the resources he could implement to address this. Quoting again “Classwide Peer Tutoring”:

“WHY DOES CLASSWIDE PEER TUTORING WORK?”

Classwide Peer Tutoring helps teachers make sure that students have:

- Someone to sit next to them and personally explain the work in a way that is just right for them—not too slow and not too fast.
- More opportunities to talk about what they are learning, to practice what they are learning, to read aloud, and to write.
- More opportunities to ask questions when they are confused, without fear of being embarrassed in front of the whole class.
- Someone who can tell them right away whether their answers are right or wrong.
- Someone to help and encourage them to finish assignments.” (p.1)

The benefits from peer tutoring make sense, by having someone who works with them, an equal, the student won't feel the pressure and stress if they need to ask something they don't understand, they have the chance of feeling supported. Again, the teacher strategically selecting the student's tutors can help students who are not finishing assignments or are easily distracted.

There are a lot of studies about team teaching, it is one of the most discussed techniques used by teachers all over the world. They tend to be so flexible, they can

be adapted to any curriculum or any group if applied properly. Author John Casey In his book "Interdisciplinary Approach - Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies"

(<http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai> 2009) talks about the usage of team teaching in an interdisciplinary class approach:

"Often the definition of interdisciplinary integrates team-teaching as a technique in which teachers from multiple disciplines work with each other to design a curriculum, instruct the class, and grade teams of students for time periods that can possibly extend to more than one year." (p.2)

In this approach, team teaching techniques are not only applied to the students, but also to the teachers, they develop a curriculum together and deliver the class together working on different subjects simultaneously.

2.2.9 Management for Outdoor Class:

One of the most important aspects of outdoor teaching is class management. For the learning experience to be successful and meaningful, the teacher needs to handle the students well and establish rules and limits.

The Evergreen foundation of Toronto School District has published a guide for class management in outdoor teaching strategies titled "Classroom Management Outdoor Teaching Strategies"

(http://en.beststart.org/sites/en.beststart.org/files/u4/B2_Classroom_Management.pdf 2013) where they suggest management aspects for outdoor teaching:

"Suggestions to Teachers:

- To build a cooperative mind-set, brainstorm a list of "ground rules" for the outdoor classroom. These can be posted on a wall in the classroom (with explanations) and a shorter version can be typed and put into a page protector or laminated and kept on an additional clipboard.
- Anticipate issues and concerns Address any fears of being outside • School grounds may often be better used as a site for direct experience rather than a site for direct instruction.
- Practice, practice, practice. Choose short excursions with a single focus to practice behavior expectations (e.g., we are going to look for five examples of weathering). Students will learn quickly that the outdoors is simply an extension of your classroom.
- Keep students accountable to the expectations. Explain to students that they need to help each other stay on task. Attach a class list to your clipboard and track their behavior using whatever system you use indoors.
- Get help. Invite community workers, parents and specialists to join in your activities and work with the students. Outline ways they can help, and when they should call upon you for assistance.” (p.1)

Involving the students in rule creation in cooperation makes them feel committed to behave accordingly since they proposed them initially. Full control of the environment would be very difficult to obtain, however the teacher can foresee certain things which could be a potential concerns for the students, like allergies or other conditions that need to be taken into account when planning the activity.

School settings can also be leveraged; it might prove complicated for a teacher in Costa Rica to take the students outside the school for an activity, this doesn't mean that outdoor activities should be excluded; the school surroundings can be used for a direct experience for the students.

Communication is key for success when developing activities outside the classroom, the teacher needs to talk to the students and clearly explain what the goal of the activity is, what is expected of them and what are they going to do when outside.

Not all of the activities have to be led by the teacher alone, parents and community workers can help in the activity development. The teacher can invite a guest to the class, maybe a parent to talk about what they do and possibly show them around at work.

2.2.10 The teacher's role in the learning process:

The teacher or facilitator of a class faces many challenges; all aspects of the class have to be managed such as the group itself, activities and the learning. The teacher is the expert in the subject and as such, he must create the scenarios and set-ups where the students can discover knowledge on their own.

Interaction is of paramount importance for meaningful learning, interaction between the teacher and the students and students with students. The teacher needs to keep a student emphasis and engagement when planning and developing the lesson; the student's cognitive development is what the teacher should aim for, creating conflict for them, challenging situations.

The Southwest Educational Development Laboratory of Austin Texas has published an article titled “The Changing Role of the Teacher” (<http://www.sedl.org/pubs/teaching99/changingrole.pdf> 2000) they explain the role of the teacher in it:

“Teachers are facing an avalanche of frequently disconnected calls to reform, to do things differently. The pressure to change practice may come from many sources at the same time: state adoption of new student assessments, school participation in a reform program, and advocacy of new teaching strategies by a workshop presenter or professional organization. ” (p.4)

Classrooms, students and teachers change over time, this is a fact. The teacher needs to adapt himself to the changes; this is another challenge that they face in their profession; however, the student must remain as the primary focus of the teacher.

The teacher is not also a teacher to the students, but also a role model. Students can either look up to that person who is interacting with them every day or engage in conflict with him. The students are growing in all aspects; the teacher has a certain degree of responsibility in the development of the students.

The Ministry of Education of Guyana has published in its website an article titled “Roles of a Teacher in the Classroom” (<http://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom> 2015) where they explain the role of the teacher as it follows:

“Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.” (p.1)

The teachers figure is of somewhat public nature, the parents in town know who the teacher is, and the students spend a lot of time with them. It is only normal that as human beings the teacher and the students develop a relationship, this has to be approached carefully; the teacher must always be a figure of respect for the students and not a negative reinforcement.

The Centre for Medical Education and Teaching has published a guide titled “The good teacher is more than a lecturer - The twelve roles of the teacher” (<http://lcead.nutes.ufrj.br/constructore/objetos/teacher.pdf> 2000), they talk about the model role of the teacher:

“The importance of the teacher as a role model is well documented. Walton (1985) concluded “Sociological research has demonstrated the extent to which an important component of learning derives from the example given in their own person by teachers, who significantly influence medical students in many respects, such as in their choice of future career, their professional attitudes, and the importance they assign to different subjects” (p50). The General Medical Council (1999) in the UK acknowledges that “the example of the

teacher is the most powerful influence upon the standards of conduct and practice of every trainee, whether medical students or junior doctor.” (p.9)

This information refers to medical students; however, it can be applied to a student of any kind. The influence the teacher has on the students is undeniable, if the teacher does not show interest in the class or on the topics he is teaching neither will the students.

One of the main objectives of public education in Costa Rica by the Ministry of Education is to raise responsible citizen who contribute to society. This cannot be achieved only by teaching school subjects, students learn how to behave in society by looking up to their parents, teachers and people around them, raising responsible citizens is not a one-person job.

The teacher must be a guide in the students learning process, an enabler of opportunities and allow the students to discover their strengths and weaknesses provide them with tools that empowers them to build their strengths and overcome their weaknesses.

2.2.11 The Communicative Approach in Teaching English as a Foreign Language:

The Communicative Approach is a language teaching approach that is based on interaction; the students learn the language by communicating with real meaning. It is proposed under this approach that when students are involved in real communication their natural strategies for language acquisition are used.

Outdoor activities could be linked to the Communicative Approach in class because as the approach explains, the students learn the target language by communicating with real meaning, the scenarios that the teacher can set for them to develop outside the class is real; real life situations they could potentially live at some point in their future lives.

Authors Saeed Ahmad and Congman Rao from the Northeast Normal University of China have published a case study titled “Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan”

(http://www.ugr.es/~portalin/articulos/PL_numero20/12%20%20Saeed.pdf 2013)

where they explain the importance of being able to communicate in English:

“The worldwide increasing demand for good communication in the English language has increased significantly the responsibility of the English language teacher. The application of Communicative Language Teaching (CLT) has faced problems and resistance in the English as a Foreign Language (EFL) context (Ellis, 1996; Li, 1998; Liao, 2000). A positive relationship between communicative competence and language learning strategies has been reported.” (p.2)

In the modern world, being able to communicate in English is of paramount importance, English teachers are already being attributed with the increased responsibility of developing communicative skills in the students. The responsibility of the student being able to obtain a good job and develop himself academically speaking relies somewhat in the teacher, which is why the teachers must always be looking at new ways to teach, more appealing and more effective.

Quoting again authors Saeed Ahmad and Congman Rao from the Northeast Normal University of China on their case study titled “Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan” (http://www.ugr.es/~portalin/articulos/PL_numero20/12%20%20Saeed.pdf 2013):

“The study showed that, if provided with suitable conditions, a better classroom environment with audio/visual aids like computer, multimedia, OHP, etc., a well-trained and active teacher with a good command of English using communicative approach to facilitate his/her purpose of teaching can produce better results than teaching through traditional methods. It proves the fact that the CLT approach is more suitable for teaching English as a foreign language than the traditional methods.” (p.8)

These authors applied the communicative approach to their classes, enhancing the classroom and leveraging audiovisual aids were able to obtain positive results from their students. This result only proves that the traditional methods, which were once effective, are no longer the most appropriate approach to teaching towards the increasing demands of today’s expectation.

Author John T. Roberts from the University of Essex, England, has written an article titled “The Communicative Approach to Language Teaching: The King is dead! Long live the King!” (revistas.um.es/ijes/article/download/48031/46011 2004) where he talks about the teaching of the English language:

"Language learning has concentrated much more on the use of language to report and describe than on doing things through language ... The thesis of this paper is that what people want to do through language is more important than mastery of language as an unapplied system." (p.7)

When reflecting on this paragraph, it is clear that with time, the concept of language learning has evolved. The student needs to feel empowered to make decisions on how they want to learn, what they want to learn and why they want to learn the language; it is the teacher's responsibility to create scenarios where they can discover knowledge.

2.2.12 Holistic Approach to Teaching:

Nowadays in education, the terms cross curricular and interdisciplinary are widely discussed. A lot of authors and education entities are conducting studies and explaining these terms as an integral approach to teaching, meaning the students can learn different disciplines in a more fulfilling and natural way.

The UNESCO has published an article titled "Interdisciplinary in General Education" (http://www.unesco.org/education/pdf/31_14.pdf 1986), in this article they talk about the conception of the individual in the following way:

"The way in which the individual is regarded nowadays is more closely related to an interdisciplinary approach to problems and their solution. In the past, individuals - with the exception of a few privileged persons - were regarded as occupying a narrow and confined-place in the social fabric. A limited view of problems, just enough to enable them to perform their work, was sufficient,

and to broaden their horizon or to relate the problems arising to other factors - especially social factors - was considered inappropriate.” (p.7)

This exposes how the individual was conceived in the past, people had very monotonous roles in their jobs and life was so as well, the knowledge people had about social issues and how to approach them was limited. Today we talk about an integral individual or integral development of the student. The same article also elaborates more on the evolution of the individual:

“Today, on the contrary, most people have adopted an ideal of the individual as a person fully integrated in his social and cultural environment. This integration requires not only a responsiveness to contemporary problems but also the ability to relate social, economic and political factors, to perceive the interactions between technical, economic and social factors, to relate science and ethics, and to use this overall knowledge of the environment and its problems so as to play a part in the development of the community.

This integral view of the individual is all the more normal and necessary in view of the fact that the media disseminate a tremendous quantity of information which the citizen must be able to understand, evaluate and use in establishing his frames of reference and in participating in social life.” (p.7/8)

Social skills, ethics, economics, problem involvement and comprehension are abilities that all citizen should possess right now, a cross curricular or integral education approach enables these competencies for the students. They might be studying an interesting topic in science class or a specific social situation, which can

be used in language classes as well, such as the English class. Things like writing about their opinion, expressing their position about a matter are activities that could be applied when thinking of cross curricular approaches.

Author John Casey has written a book titled "Interdisciplinary Approach - Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies" (<http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai> 2009), where he explains also some of the concerns or challenges of working with interdisciplinary approaches:

"It has now become debated as to whether an interdisciplinary approach is the best course for a curriculum. Though it has many advantages such as, expanding student understanding and achievement between all disciplines or enhancing communication skills, it also has disadvantages, such as integration confusion and time consuming curriculum preparation." (p.2)

It is clear that there are many challenges when preparing a class with an interdisciplinary approach, the commitment of doing something like this in a class is not to be taken lightly, it takes a lot of planning to do, knowing the students, knowing the other teachers and what they are developing for their class, as well as knowledge in other areas for the teacher that is going to be applying this in his class.

In some scenarios, it may seem like having two teachers of each subject working together could possibly be the best way to develop an activity like this, however it can be deceitful, as John Casey explains:

“Though it seems like a great idea, having more than one instructor can create problems in the sharing of responsibilities. In the book, *Innovations in Interdisciplinary Teaching*, Donald Richards is quoted as arguing "team-taught courses that lay a claim to interdisciplinary often fail to achieve their objectives precisely because the individual members of the instructional team themselves never really begin to understand their common concerns in a fashion that may properly be called interdisciplinary" (2002, p. 16). Richards concludes that “team teaching is a poor vehicle for interdisciplinary undergraduate education” (Haynes, 2002, p.16). Julie Klein warns that team teaching can be associated with problems such as "lack of 'sufficient time for collaboration work'", "lack of training in group dynamics", "overlapping roles", "territorial and status conflicts", and "inadequate funding" (Haynes, 2002, p.18)" (p.2/3)

Just as good as it may look it is also complex, planning and preparation are key for the success of this approach. The responsibilities, the roles, time distribution should be allocated beforehand. Overall, an approach like this could certainly be beneficial for the students, they are already developing social skills in class so this would only take advantage of that, the presence of two teachers in class would make class management simpler as well.

Resources are available for teachers to diversify their classes, the students themselves are indirectly telling teachers what their needs are and the way they want to learn. The commitment and responsibility of helping the students develop and grow is, whether they are aware of it or not, on the teachers, these are the social contributors of the future.

2.2.13 School Desertion:

School desertion is one of the main issues of Costa Rica's public education; the corresponding authorities are constantly researching about this phenomenon to understand the causes, consequences and prevent desertion from occurring. There are many official documents from the Ministry of Education available that analyze this issue, for example authors Wendy Jimenez and Marcelo Gaete from the department of studies and educative investigation have published a report titled "School Desertion in High School teaching in Costa Rica 2009-2010" (<http://www.mep.go.cr/sites/default/files/DesercionSecundaria.pdf> 2010), they explain the issue and the purpose of the study as it follows:

"The problem of desertion or dropping out of the Costa Rican educational system is a matter of concern for the national authorities of both the Ministry of Public Education (MEP) and other institutions, due to the effects that this phenomenon may have on the configuration of situations of poverty for these populations. For this reason, the Ministry of Education has considered it necessary to develop a study that helps in the understanding and qualitative and quantitative explanation of this problem and that provides effective inputs for political decision-making aimed at minimizing and significantly reducing it.

The following document presents the final report of the investigation for the determination of the factors that allow the understanding and explanation of this pernicious educational phenomenon of national development." (p.6)

Efforts like this from the Ministry have revealed the many factors that help understanding the problem better. The role of the family, the economic situation and the institution itself are among the most relevant elements in school desertion. In the study mentioned before, "School Desertion in High School teaching in Costa Rica 2009-2010" (<http://www.mep.go.cr/sites/default/files/DesercionSecundaria.pdf> 2010) the authors mention some of the reasons for desertion:

"Hernández (2002) organizes the factors found in three orders: students own factors, family factors, and educational system factors (pp. 39-43). Among the first ones, we can mention the following: "Tension that produced written tests. Lack of study techniques. Preference for watching TV and other games. Little interest in the study. Problems of Academic Performance "(p.39), among the latter are mentioned" Little support from the family to carry out own activities from the school. Little help from other family members to perform school duties. The noise and problems in the house did not allow him to concentrate on the study "(p. 42) and between the third ones were indicated in the study:" They were excessive the academic load. Little student dominance in basic subjects seen in previous years. The curriculum is full of subjects. The number of exams to evaluate the subjects. He did not like the methodology used for the Development of lessons "(p.43)." (P.29)

Support from the institution is not always present for students, it has been mentioned before in this research, that the practices to teach the language in public school is still the same used many years before. Motivation can highly be linked to the activities used in class and the way the teacher delivers the lesson and interacts

with the students. Authors Kaylene C. Williams from the California State University and Caroline C. Williams from the University of Wisconsin have presented a research on higher education titled "Five key ingredients for improving student motivation" (<http://www.aabri.com/manuscripts/11834.pdf> 2015) where they talk about motivating students in class:

"Conscious of small details: Barbara McCombs states, "Almost everything (teachers) do in the classroom has a motivational influence on students - either positive or negative." This includes the way information is presented, the kinds of activities that teachers use, the ways teachers interact with students, the amount of Research in Higher Education Journal Five key ingredients, choice and control given to students, and opportunities for students to work alone or in groups. Students react to who teachers are, what they do, and how comfortable they feel in the classroom. (Olson, 1997) Consequently, small details do make all the difference. Greet each student at the door by his or her first name. Make eye contact and smile. Actively listen to each student. Avoid giving advice. Be genuine. Be clear in approval and disapproval. Let students know you do not carry a grudge. Avoid sarcasm and criticism. Talk to students about negative concerns privately as not to embarrass them in front of others. Walk around the room and give the students an occasional pat on the back or catch their eyes or give them an okay sign as appropriate. (Olson, 1997) Also, use stories, personal examples, and language that engage the students and create rapport." (p.7-8)

As they explain, almost everything the teacher does in class has motivational influence on the students. This is the reason why the teacher must always try to find different ways of conveying the information to the class, students, just like any other person in any kind of context, is going to get bored of the same things done on a daily basis.

Motivation plays a very important role in school desertion; a student that is not motivated to come to class, to learn is not going to do so. In addition, if the student is not motivated academic results are probably going to be impacted negatively, leading to making decisions such as leaving school to get a job. The Educational Testing Service organization has published an article in the “R&D Connections” magazine titled “Dropping Out of High School: Prevalence, Risk Factors, and Remediation Strategies” (https://www.ets.org/Media/Research/pdf/RD_Connections18.pdf 2012), they mention motivation among the reasons for school dropout:

"Other predictors of dropping out of high school may be characterized as psychosocial factors, or factors related to personality and motivation. For example, it is possible to use the extent to which students — and their parents and teachers — actively engage in the educational process to predict how likely the students are to graduate. Engagement is multifaceted and includes the level of identification with the school and the development of positive relationships with peers and teachers. Forty-seven percent of participants in the Bridge land et al. (2006) focus-group study said that they did not find school interesting, and that this was a factor in their decision to drop out. Such lack of engagement may not be limited to the students. Many of them doubted

that their teachers were interested in school or student learning, and felt that they were more concerned with completing their workday than teaching class."

(p.5)

As explained above, the teacher-student relationship is paramount for motivation and success; they need to feel that the teacher actually cares for the education process. Almost half of the students used for the research for this article stated they did not find school interesting, making it a major factor when deciding to drop out of school, clearly a sense of purpose is needed; they need to understand why they are going to school and what is in it for them, make it appealing.

It is not only the students who need to be engaged and motivated, this applies for teachers and parents. In some cases, the parents are unaware of their children academic performance; students need supervision and guidance at home and at school. Hosting parent meetings to discuss performance issues and other situations that might emerge in the process is a good practice when advocating for the students success.

2.2.14 Changing Education Approach:

The world is constantly changing and people are constantly changing as well, people who are students, teachers and parents change over time, too. Therefore, in an environment where the social, cultural and economic elements are constantly changing education must also renew itself.

Author Sir Ken Robison elaborated in this topic in his article “Changing Education Paradigms Changing Education Paradigms” (<http://www.learninginstitute.co.uk/wp-content/uploads/2016/07/rsa-lecture-ken-robinson-transcript.pdf> 2008), he says:

"Every country on earth at the moment is reforming public education. There are two reasons for this. The first of them is economic. People are trying to work out how do we educate our children to take their place in the economies of the 21st century? How do we do that given that we cannot anticipate what the economy will look like at the end of next week, as the recent turmoil is demonstrated. How do we do that?

The second is cultural. Every country on earth is trying to figure out how do we educate our children so they have a sense of cultural identity so that we can pass on the cultural genes of our communities while being part of the process of globalization? How do we square that circle?

The problem is they are trying to meet the future by doing what they did in the past. And on the way they're alienating millions of kids who don't see any purpose in going to school. When we went to school we were kept there with a story, which is if you work hard, and did well and got a college degree you would have a job. Our kids do not believe that. And they're right not to, by the way. You are better having a degree than not, but it is not a guarantee anymore. And particularly not if the route to it marginalizes most of the things that you think are important about yourself. "(p.2)

As mentioned before in this research, the students must feel there is a purpose for education and more importantly the benefits of receiving an education. The same reason people were motivated for ten or twenty years ago is not going to motivate today's students and as the author describes, having a degree is no longer guarantee of getting a job.

Education as a whole is what should be promoted on students, the possibilities that a person who has studied are wider than those of someone who has not gone through an education process, globalization is a fact and is something the students can leverage to learn and succeed in their academic and career endeavors.

There is not only one solution to the challenges and issues of a society, but education is one of the many aspects, which can result in improvement in the social and economic elements. The UNESCO has published an article titled "Using curriculum differentiation to respond to students' diversity" (<http://unesdoc.unesco.org/images/0013/001365/136583e.pdf> 2004), where they talk about the challenges and inclusion of society:

"One of the most urgent challenges facing the world today is the growing number of persons who are excluded from meaningful participation in the economic, social, political and cultural life of their communities. Such a society is neither efficient nor safe. Education is seen as key to enhancing people's capabilities and widening their choices in order to enjoy the freedoms that make life meaningful and worthwhile. Firstly, the skills provided by basic education, such as being able to read and write, are valuable in their own right. Secondly, education can ameliorate other more negative features of life. For

example, free and compulsory primary education reduces child labor. Thirdly, education has a powerful role in empowering those who suffer from social and economic devaluation. Universal education, attained by all, has a unique and fundamental impact in addressing social and economic barriers within a society and is therefore central to realizing human freedoms." (p.5)

It is a fact well known that the more integrated the society is, the better the conditions for all of its integrands, so empowering people through education plays a very important role in the development of the society itself, enhancing peoples abilities and possibilities.

Sometimes the importance of education is neglected, teachers and parents do not encourage the students to study and do not explain the achievements they can accomplish should they receive higher education. Freedom is a concept mentioned in the quote above, most would agree freedom is one of the most important things a person should have, but how free can an individual be if all possibilities are unknown to him before making a decision?

Author Gary B. Hirsch, consultant and creator of learning environments of Wayland, Massachusetts has written a text titled "A Model of Educational Innovation" (<http://www.systemdynamics.org/conferences/1998/PROCEED/00055.PDF> 1998) where he explains his thoughts on innovation and education:

"It is difficult to implement innovations in schools. Everyone favors innovation, but focuses on different things depending on what they believe is the "magic bullet" for improving schools. Discussions of innovation are often confused

because people lump together many different types of innovations including new curricula and methods of teaching, ways of evaluating students, and methods of managing schools. Even though a number of innovations are being considered or implemented at the same time, they are often treated in isolation from each other as well as from what is already going on in the school.

Different kinds of innovations compete with each other for resources with the frequent result that none really gets the resources and attention it needs to be successfully implemented. Rather than replacing the existing curricula and systems, innovations are often added to what is already in place. As a result, innovations in schools often create “pushback” in the form of resistance from overworked teachers and students. Teachers may feel that innovations are attempts to “fix something that is not broken” and represent change for change’s sake. Their fears are often confirmed when widely touted innovations are replaced by the next fad a few years later. “(p.1)

Innovating or changing education is a process that comprehends every element of the education practice, such as student evaluation, managing schools and delivering classes. Implementing new way of conducting the stages of the learning process might strike as overwhelming to some people, including teachers.

In a system like the one Costa Rica has, new and innovative teaching techniques should be implemented gradually, as people have been under the same methodology for some time now. This means change may appear as complicated and often as the author describes, received under a fix something that is not broken perception.

Due to the urgent nature for the need to education, organizations like UNICEF have also conducted research and analyzed innovation in education, they have published a research titled "DEMAND FOR EDUCATION INNOVATION: Adolescent and youth perspectives on education quality in the CEECIS Region"

(https://www.unicef.org/ceecis/UNICEF_Youth_Study_Regional_web_FINALDec14.pdf 2012) where they discuss the current situation:

"About 12 million adolescents and youth remain without access to education in the CEECIS Region. Urgent attention is needed to improve equity and quality of education for adolescents and youth. In the CEECIS Region, enrolment rates drop significantly after primary school, especially among marginalized communities. All equity gaps in education in the region widen after primary school. Enrolment gaps between genders appear at the start of the lower secondary cycle; and enrolment gaps among minority ethnic groups, between urban and rural students, and between rich and poor increase after primary school. Thus, children who are marginalized in primary school become even more marginalized from the education system when they reach adolescence, largely because of the distinct challenges faced by adolescents." (p.6)

The lack of innovation is driving students to desert from school, although not as dramatic as the situation in the CEECIS Region, there are still some gaps that need to be addressed in Costa Rica's public education system. The marginalization of students for economic factors is still happening; the quality of the education they receive is different.

Students in rural areas commonly face more challenges than the ones living in urban areas. The resources are limited and in some extreme cases, they do not even have a proper school to attend. Desertion is also more likely to happen during high school cycle.

In some other countries, innovation methods have already been implemented, but they have failed, authors David K. Cohen and Deborah Loewenberg Ball from the schools of education and public policy, respectively, at the University of Michigan have written a text on this matter titled "EDUCATIONAL INNOVATION AND THE PROBLEM OF SCALE"

(<http://sii.soe.umich.edu/newsite/documents/CohenBallScalePaper.pdf> 2006), they explain the failure as it follows:

"Innovations fail because they were badly designed. For some researchers, this means that innovations fit poorly with practice. Others argue that they do not make room for practitioners to adapt them to practice. Still others argue that the key design flaw in innovations is that they do not make room for teachers to learn how to use them. In these lines of work, innovations are the villains and schools are the victims, for the problems arise in the poor design of innovations.

In a second sort of work, schools are the villains and innovations the victims. Researchers argue that innovations fail because schools and school systems offer few or no incentives to change practice that educators resist change, or that schools are so rigidly organized that they leave no room for innovation, or

that schools are institutionalized organizations that effectively buffer the technical core from environmental pressures.

In a third way of framing the issues, researchers claim that few innovations succeed because few were robust treatments that addressed problems that seriously concerned practitioners. When robust designs that addressed serious problems of practice were tried, they reached scale.

In a fourth set of views, the problems of innovation center in environments. One argument focuses on the complexity and fragmentation of educational environments, which promote openness to proposals for change at the same time as they inhibit consistency of adoption and implementation among units and over time. Another argument holds that the openness of U.S. educational environments enables the emergence of many educational innovations at all levels, but the school improvement industry tends to inhibit the growth, maturation, and institutionalization of organizations that develop and sponsor innovations." (p.4)

In order to apply a new methodology there needs to be some research involved prior to the implementation, it is not guaranteed that a method that worked in another country to raise motivation and reduce desertion is going to work in Costa Rica for example. And of course, once implemented the institution must support both the teachers and the students and provide the necessary resources.

It is a scientific fact that people are not going to do something willingly if there is no motivation to do so, resistance to change is a natural response if this is not foreseen from the beginning of the implementation and the strategy is not focused on addressing this, the implementation is most likely going to fail.

The skills needed in today's changing world are different and so consist in another reason for innovating the teaching methods and learning process, authors Anusca Ferrari, Romina Cachia and Yves Punie from the Europe Member States have published an article titled "Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching" (http://ftp.jrc.es/EURdoc/JRC52374_TN.pdf 2009)

"Especially in times of economic crisis, skills need to be improved in order to enhance employability and, as a consequence, economic growth. Transversal skills, such as problem-solving, self-management or analytical skills are the backbone of new skills for new jobs (EC,2008d). Political, business and social leaders will therefore have to commit to creating an innovative Europe, as there is an urgent need for a paradigm change (Aho, 2006). The provision of new basic skills has been identified as a priority from pre-school age to postretirement (EC, 2001, 2002). In the framework of lifelong learning, eight key competences have been identified as being particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. These are:

- Communication in the mother tongue
- Communication in foreign languages

- Mathematical competence and basic competences in science and technology
- Digital competence
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression
- Learning to learn” (p.10)

One of the many purposes of the education process is for students to be able to obtain a job in the future, and so the skills employers are looking for in applicants or the skills needed to develop successful business in the world are not the same anymore. Problem solving, self-management and analytical skills are aptitudes that must be strengthened in the education process. Authors Kieron Kirkland and Dan Sutch from the Futurelab organization have written a text titled “Overcoming the barriers to educational innovation” (<https://www.nfer.ac.uk/publications/FUTL61/FUTL61.pdf> 2009) where they elaborate on the skill development portion of education:

"There will be no single educational response that will prepare learners or educational institutions for all potential future developments. Rather than creating a template of 'a school for the future', then, to which all other schools might aspire, the education system needs to commit to creating a diverse ecology of educational institutions and practices. Only such diversity will ensure that, whatever changes come about, we have already begun to respond and prepare for them.

Such diversity will emerge only if educators, researchers and communities are empowered to develop localized or novel responses to socio-technical change – including developing new approaches to curriculum, to assessment, to the workforce and governance, as well as to pedagogy.

This implies a new role for education policy, namely that it should be committed to promoting, encouraging, archiving and sharing the development of widely diverse educational responses in order to ensure that there is diversity in the system to allow adaptation whatever changes emerge, rather than seeking out and disseminating universal and uniform solutions." (p.7)

The future is uncertain, as mentioned on the quote above, there is no single educational program, institution or teacher that can prepare students for all potential developments; however, they can provide the students with tools which they can use throughout their lives to make decisions and guide themselves through life.

The entities involved in the education process must all commit to promote and encourage the students to learn life skills, use new techniques and adapt their teaching approach to benefit of the learners

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Type of research:

3.1.1 Purpose:

The present research is a mixed research; it involves collecting, analyzing, and integrating quantitative and qualitative research in a single study, which aims to generate new knowledge in the area of pedagogical activities for the teaching of new vocabulary in the English language as well as its application in the classroom.

3.1.2 Time Scope:

This is a cross-sectional research that analyzes the phenomenon of vocabulary management by students of the English language in recent years, with a focus on the causes and possible solutions to it.

3.1.3 Research framework:

The following is the framework where the research is carried out:

- **Mega:** All the student population of the Lyceum Hernán López Hernández.
- **Macro:** All fourth years of high school.
- **Micro:** The group of students or section that will work from high school.

3.1.4 Condition in which the investigation is carried out:

The research condition is the field; the researcher is responsible for collecting information that does not exist on the problem through fieldwork with research tools for first-hand information and consult different texts to build the Second-hand information.

3.1.5 Character of the investigation:

This research is causal and descriptive, seeks to know the causes that result in this problem and describe the current situation about it.

3.1.6 Nature of research:

The nature of this research is qualitative, observations are made on the learning process of the students and the methodology used by the teacher to impart the new knowledge to the students, information about the students and their perception of the learning process is collected.

3.2 Research subjects and sources:

The subjects and sources of this investigation are the following:

- **Subjects:** The subjects of this research are the students of the high school, ages between 15 and 35 years old in some cases, some work during the course of the day and are parents, the reason for which this student population was selected is because being people who have dependents need to complete their studies to help their families, apart from that, they are active parts of the process of teaching new vocabulary in the language. Also part of the subjects are the teachers of the language of the institution, to identify the activities used to teach new vocabulary, professional people in the field of education between the ages of 25 and 55 years old.

- **Sources:** Some sources consulted for the research are:
 - **Psychology of development from childhood to adolescence:** This is a book published by McGraw Hill publishing house where many issues are involved in the development and learning of children and adolescents and how they transcend the stimuli received from early age to adulthood.
 - **Portal of academic journals UCR:** The portal of academic journals of the University of Costa Rica is an essential source to consult about basically, any problems in the country. It contains information and analysis of all the current problems of the country in terms of education, more specifically learning English in Costa Rica.
 - **Mnemonic Strategies: Success for the Young-Adult Learner:** A text written by Jeffrey P. Bakken, Interim Associate Dean for Research, Graduate Studies, and International Education, College of Education from the Illinois State University, USA and Cynthia G. Simpson, Associate Professor of Education from Sam Houston State University, USA, about the use of mnemonics in teaching and education.
 - **Teaching Models:** A text written by Prof. Cristian Hernández Vergara, from the Universidad Metropolitana de Ciencias de la Educación, Chile, about the different teaching models and its appliances in the classroom.

Classification of information:

- **Primary information:** Information collected from students and teachers, also collected and interpreted information from texts.
- **Secondary information:** The texts consulted for the research are investigations, books, articles and magazines that are based on the findings of different authors.
- **Minor sources:** For the research, consulted texts refer to the problematic of current way trying to look for a solution for the same one.
- **Sources:** Psychological texts that have been present for many years but still influence research and advances, such as the theory of operant and classical conditioning, TESOL and Second Language Attrition: The Role of Motivation and Use.

3.2.1 Sampling:

The sampling used for this research is probabilistic sampling by trial, a sample of students who have difficulties in learning new vocabulary in the English language are searched and who require due to different social factors to obtain the knowledge as they are for example students who are parents, who must support their families, with more knowledge of the English language and with the academic degree they wish to obtain, will have a better chance of providing for them.

3.3 Techniques and tools for collecting information:

A questionnaire is applied to obtain semi-structured information from the students and teachers perspective, this helps to understand if there is any degree of difficulty in learning new vocabulary in the students and know the position of the teachers towards outdoor activities and the method that they use to teach.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Current Situation Diagnosis:

4.1.1 Situation Diagnosis:

After applying the questionnaires to both the students and the teachers, several things are clear. The students understand the importance of the English language and are somewhat motivated to learn it; however, the teacher is not taking advantage of this and is not motivating them further.

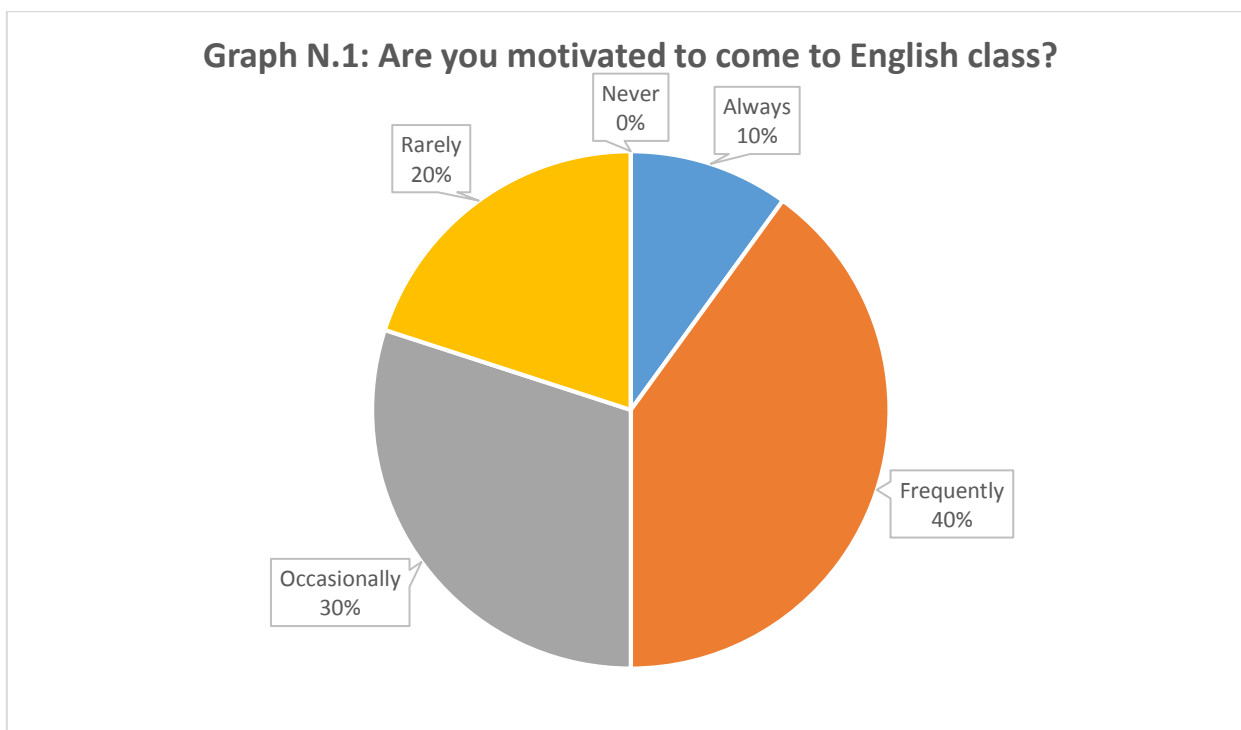
The facilitator is also not using different ways to teach, when asking the teachers what they think of outdoor activities they seem to think it is a good way to teach, but they worry about the responsibilities and complications implementing them bring.

Most of the students also do not feel the teacher is helping them to understand the topics they are having issues with, this could be because the teacher continues to use the same teaching ways without improving them or trying something different.

The students also have not experienced a class where they go outside the classroom, neither have they seen different materials used in class. The communication between the students and the teacher is not the best as well; the teacher should work on improving the communication and be more approachable for the students.

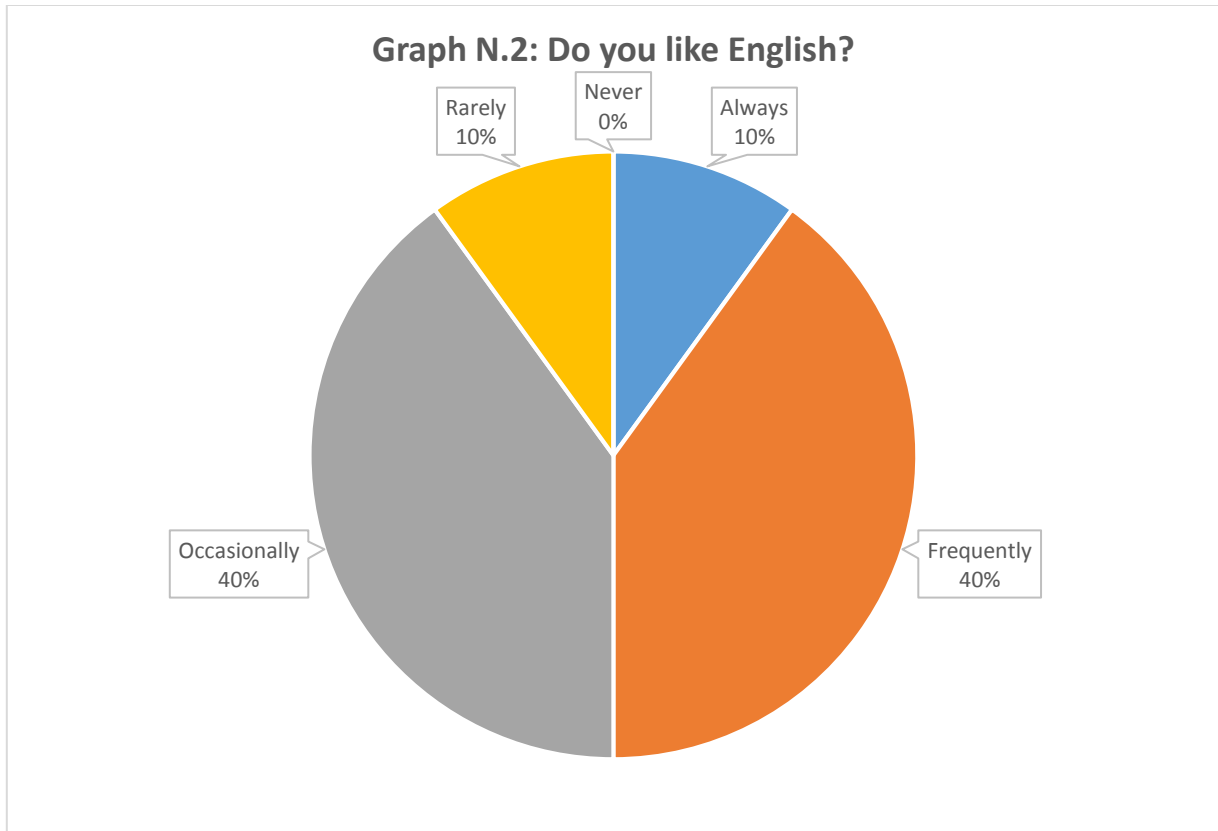
Change is necessary for new discoveries, implementing new strategies and approaches allows the education professionals to find strengths in the students and exploit them as well as weaknesses that the teacher can help overcome.

4.1.2 Data Description:



Graph number one shows that 40% of the students who took the questionnaire are frequently motivated to come to the English class, 30% are occasionally motivated to come to the English class. This represents most of the students' motivation could be raised. As stated in chapter two of the research, motivation plays an important part in the success of the student. Dora Herrera and Willy Lens have published an article in the psychology magazine from the University of Viña del Mar titled "Educational intervention to reduce desertion and increase motivation in public high schools in San Jose Costa Rica" (<http://sitios.uvm.cl/revistapsicologia/revista-detalle.php/3/15/contenido/intervencion-educativa-para-reducir-la-desercion-e-incrementar-la-motivacion-en-colegios-publicos-de-san-jose-de-costa-rica> 2012), they expose motivation as an important aspect for students continuity in school:

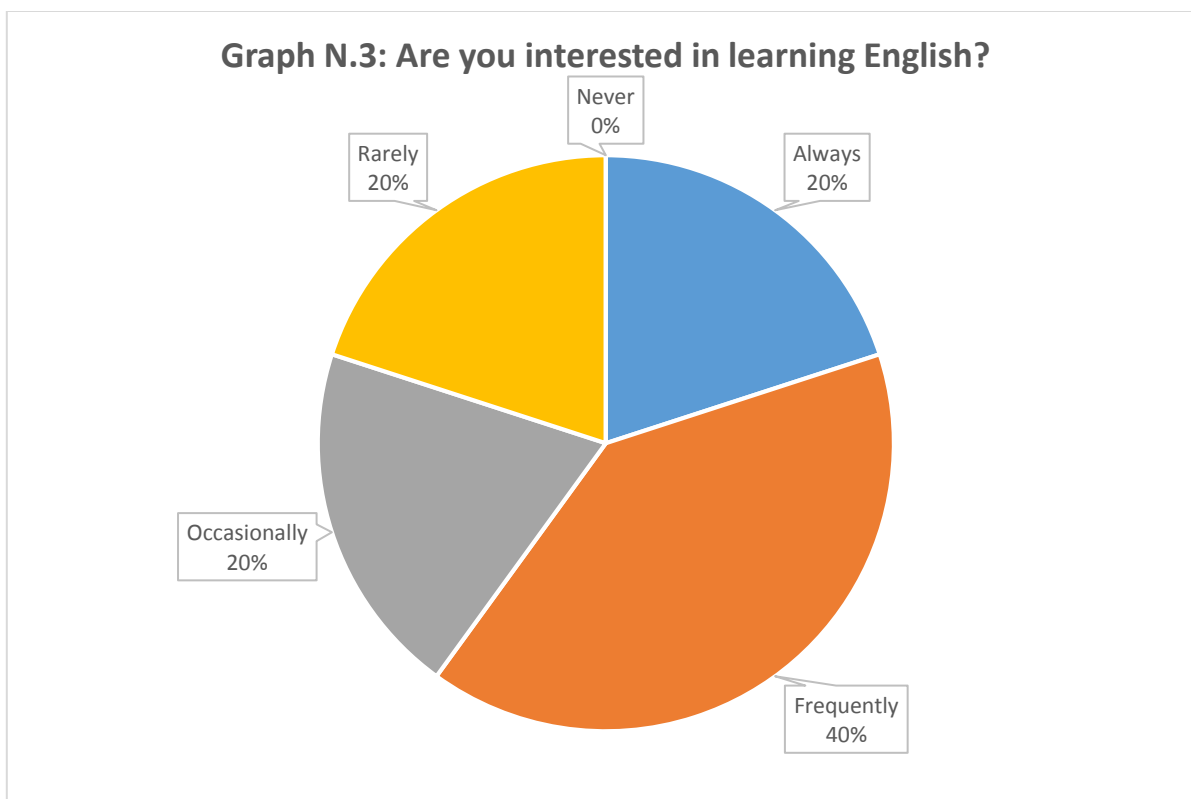
“In the study described in this article, it has been intervened from a psycho-educational perspective and through a systematic annual follow-up (from the ninth to the tenth year). It has been possible to observe the effects of a methodical proposal aimed at constructing a new psycho-educational profile that reinforces realistic life plans, raises Motivation, and improves Learning Strategies and reoriented Behavioral Regulators.” (p.2)



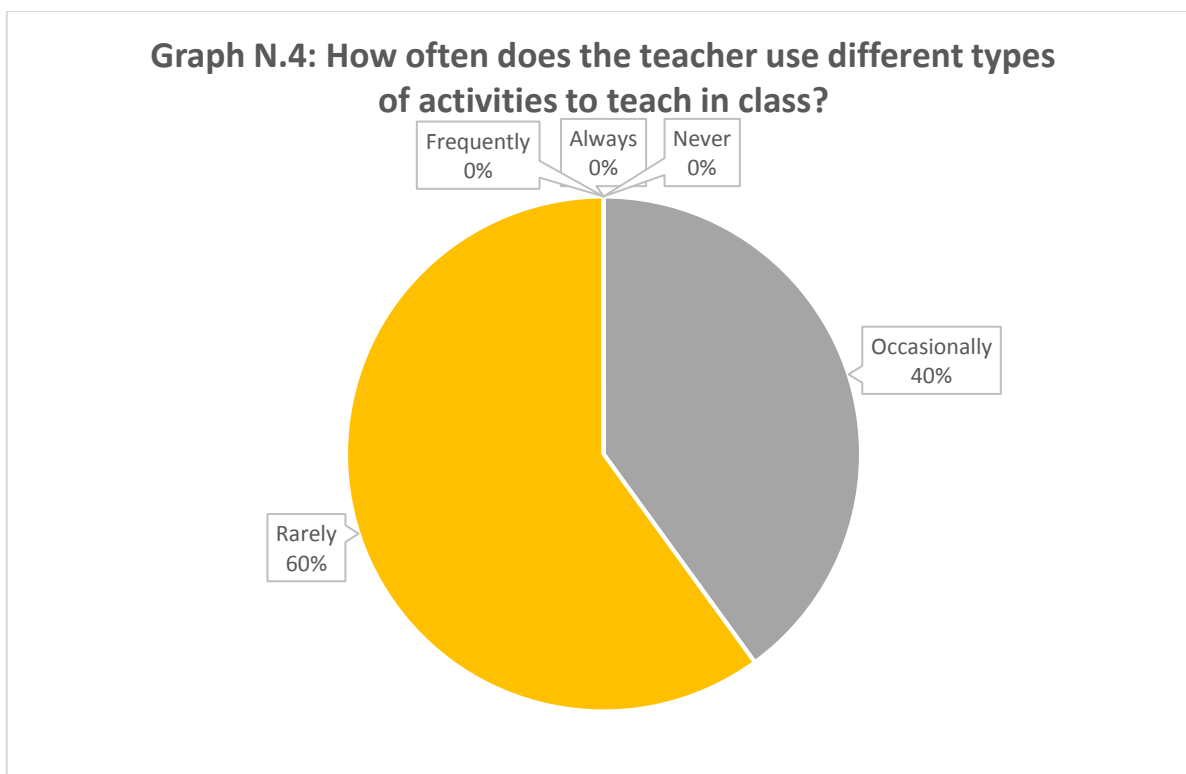
Graph number two shows that 40% of the students frequently like English, while another 40% occasionally likes it. The teacher motivating them to learn English could leverage this. Not generating interest in the students for the language turns the learning process into the “banking model” where the student is treated as if it was empty and needs to be filled with knowledge, Freire (1970):

“Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and makes deposits, which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits.” (p.70)

No interest leads to low motivation, low performance and is one of the reasons for school desertion.



Graph number three shows that 40% of the students are frequently interested in learning English. This means the students are aware of the importance of the language; the teacher needs only to engage the students in ways they can easily learn. Ginneth Pizarro Chacon and Daniel Josephy cite psychologist Howard Gardner in his book "Second Language Attrition: The Role of Motivation and Use" (1987) in his text "The effect of the filter Affective in the learning of a second language "(2011) defines motivation as" the effort that a person uses to learn the language, the desire that this entails and the satisfaction that it experiences during that activity "(p.211) It is easier for a student to achieve meaningful learning if he is interested or motivated by the subject.



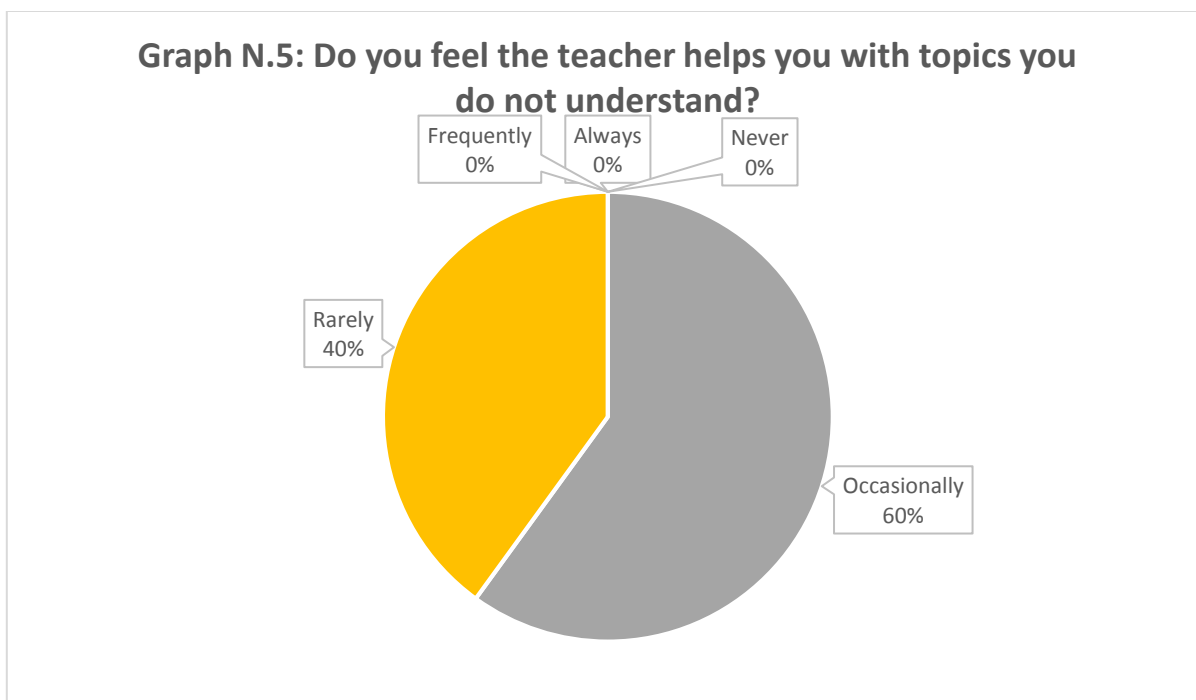
Graph number four shows that 60% of the students answered that the teacher rarely uses different types of activities to teach in class. Using different activities to teach in class raises interest and motivation in students and consequently, they will learn more. William Charpentier Jimenez writes an entry in the magazine portal of Universidad de Costa Rica "Costa Rican Teachers' Use of ICTs in the English Language Class"

(www.revistas.ucr.ac.cr/index.php/rlm/article/download/13955/13261 2013):

"The Ministry of Education has not only cared about general education or merely teaching reading and writing, but it has made an important effort to guarantee a good basis on computer skills and the incorporation of English as a second language (p. 2-3). These two fields became mandatory in all public

schools between 1994 and 1998 (p. 6). Therefore, guaranteeing technological resources and proper training has become a national priority.” (p.2)

The resources are available for both teachers and students, the activities used should be appealing to students. The teacher would ideally have to immerse himself into the student's context, know the students, what they like, the things that they use, to leverage this in class activities resulting in interesting and motivating ways to develop the class.

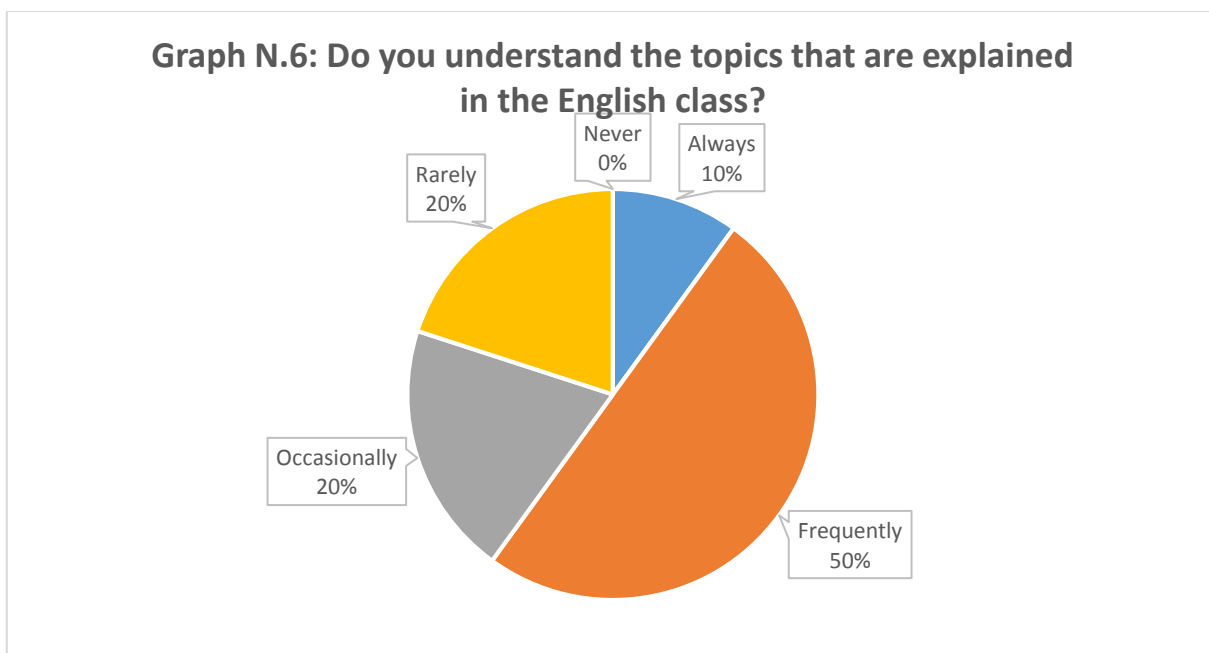


Graph number five shows that 60% of the students occasionally feel the teacher helps them with topics, they do not understand. The teacher should always make sure the students understood what has been explained in class. The Ministry of Education of Guyana has published in its website an article titled “Roles of a Teacher in the Classroom” (<http://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom> 2015) where they explain the role of the teacher as it follows:

“Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are

typically highly respected by people in the community and therefore become a role model to students and parents.” (p.1)

Interaction between the students and the teacher is essential for a successful learning experience; the teacher must ensure by all means, the students understand what is being covered in class.



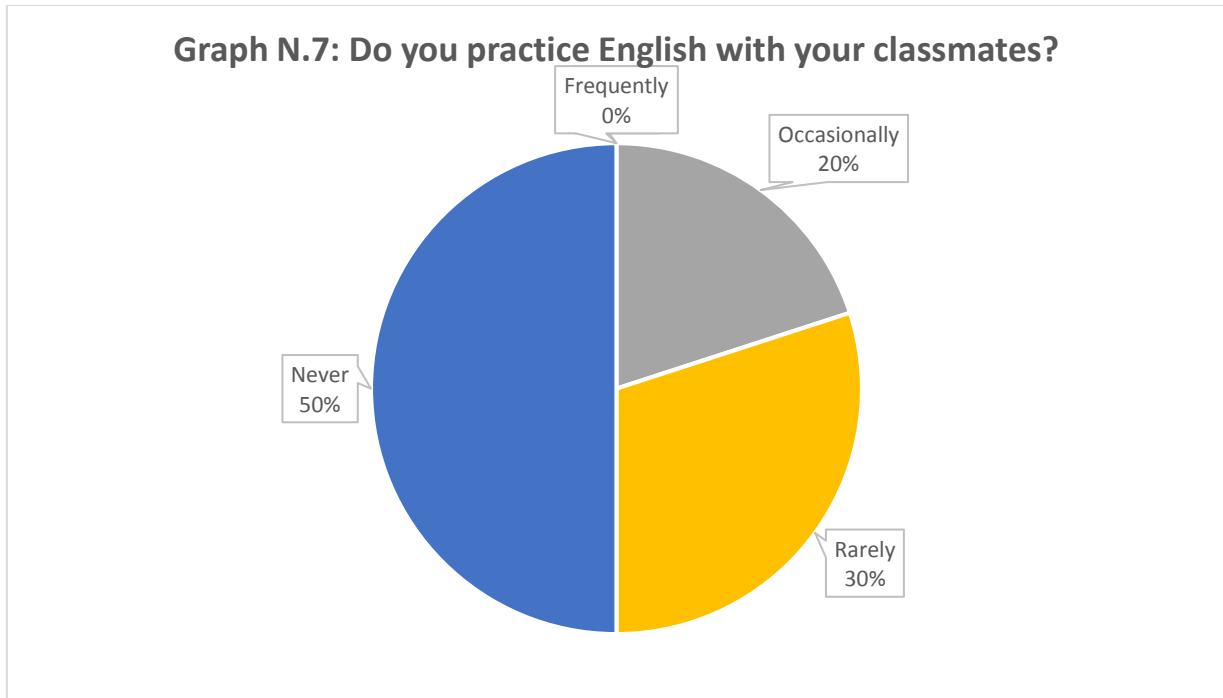
Graph number six shows that 50% of the students frequently understand the topics that are explained in the English class, with some effort from the teacher on improving his classes and utilizing new activities the students understanding percentage would be increased. The De Anza College from California article titled “ESL Students and Vocabulary Problems”

(www.deanza.edu/studentssuccess/tutorial/pdf/ESLandVocabulary.pdf 2013):

“The vocabulary that students encounter frequently prevents them from understanding reading material and test questions. Although recognizing contextual clues and utilizing a dictionary or translator are always very helpful and appealing options to students, they are frequently very tedious and time consuming, which can also impact a student’s level of understanding if their time is limited. In her study, Rita decided that the best course of action would be to have assigned hour-long periods each day that were focused on direct

study of vocabulary. Each session typically utilized a variety of different vocabulary strategies, such as flash cards, word games, and the study of word roots. The study and memorization of prefixes and suffixes was the main focus of the session whereas the games and flash cards provided secondary backup.” (p.1)

The teacher can implement reinforcement activities to evaluate new content and to make sure the students understand what is covered in the lesson.

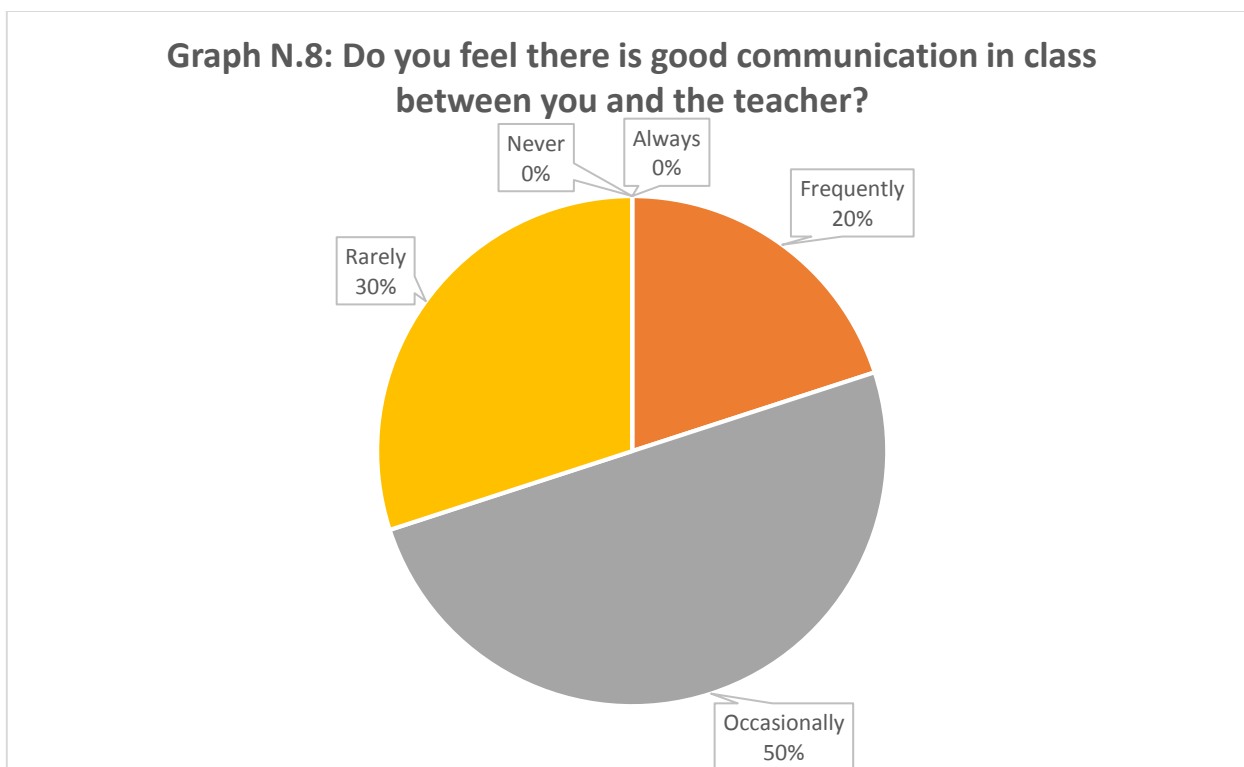


Graph number seven shows that 50% of the students never practice English with their classmates. Peer practicing is a proven successful way of teaching and practicing English; the teacher could use this in class. The United States National center for Technology Innovation and Center for Implementing Technology in Education (CITEd) has published an article in their website titled “Practicing Social Skills: How to Teach Your Student Social Interactions” (<http://www.ldonline.org/article/21025/> 2016) in which they explain the benefits of these activities:

“While many students — both those with and without disabilities — may struggle with reading nonverbal cues and engaging in social interactions, certain individuals are more likely than their peers to have difficulty with these interactions”

Peer assistance or practice techniques used in class are highly beneficial since the students often feel confident with their equals, they are not afraid of making

mistakes, it is a great opportunity to correct and learn, develop social skills and also leverage the knowledge the other students have.



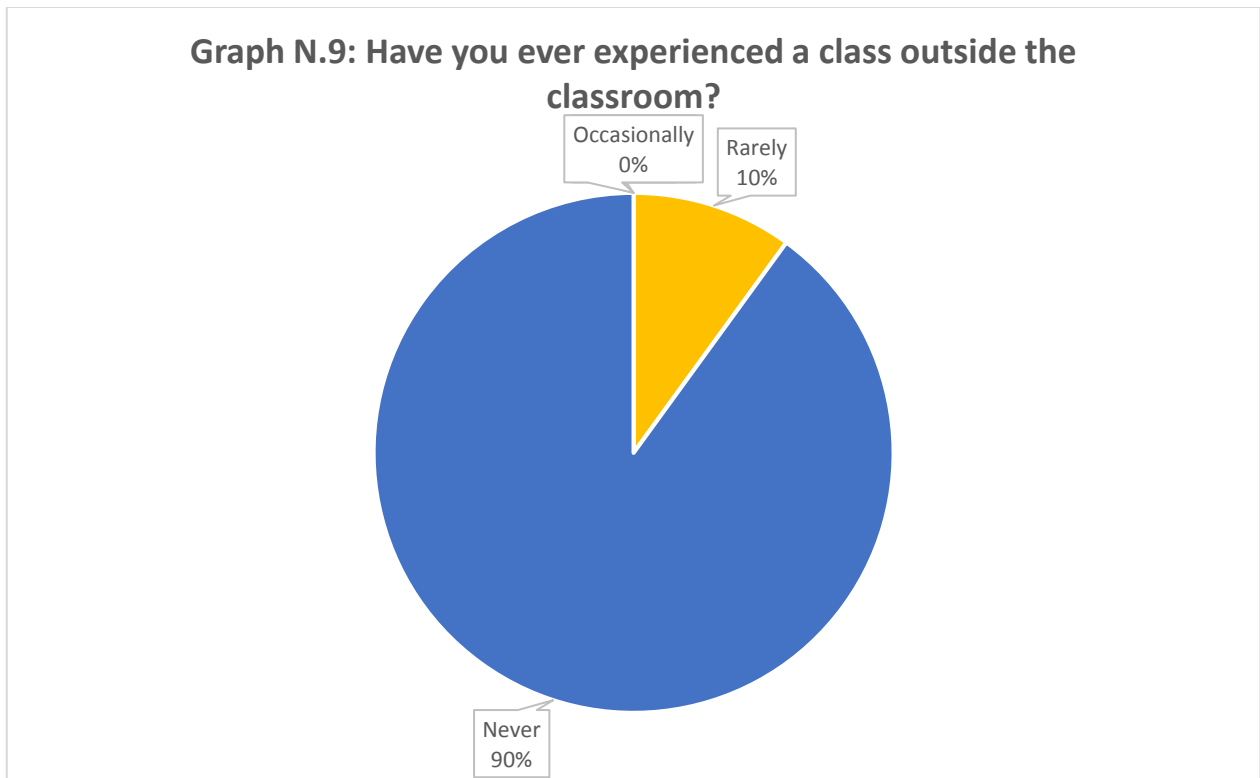
Graph number eight shows that 50% of the students occasionally feel there is good communication in class between them and the teacher. The teacher needs to make sure he is communicating with the students and that they are understanding the lesson. Saeed Ahmad and Congman Rao from the Northeast Normal University of China on their case study titled “Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan”

(http://www.ugr.es/~portalin/articulos/PL_numero20/12%20%20Saeed.pdf 2013):

“The study showed that, if provided with suitable conditions, a better classroom environment with audio/visual aids like computer, multimedia, OHP, etc., a well-trained and active teacher with a good command of English using communicative approach to facilitate his/her purpose of teaching can produce better results than teaching through traditional methods. It proves the fact that

the CLT approach is more suitable for teaching English as a foreign language than the traditional methods.” (p.8)

Good communication between the teacher and the students is of paramount importance as discovered with the communicative approach; the students learn the language by communicating with real meaning.



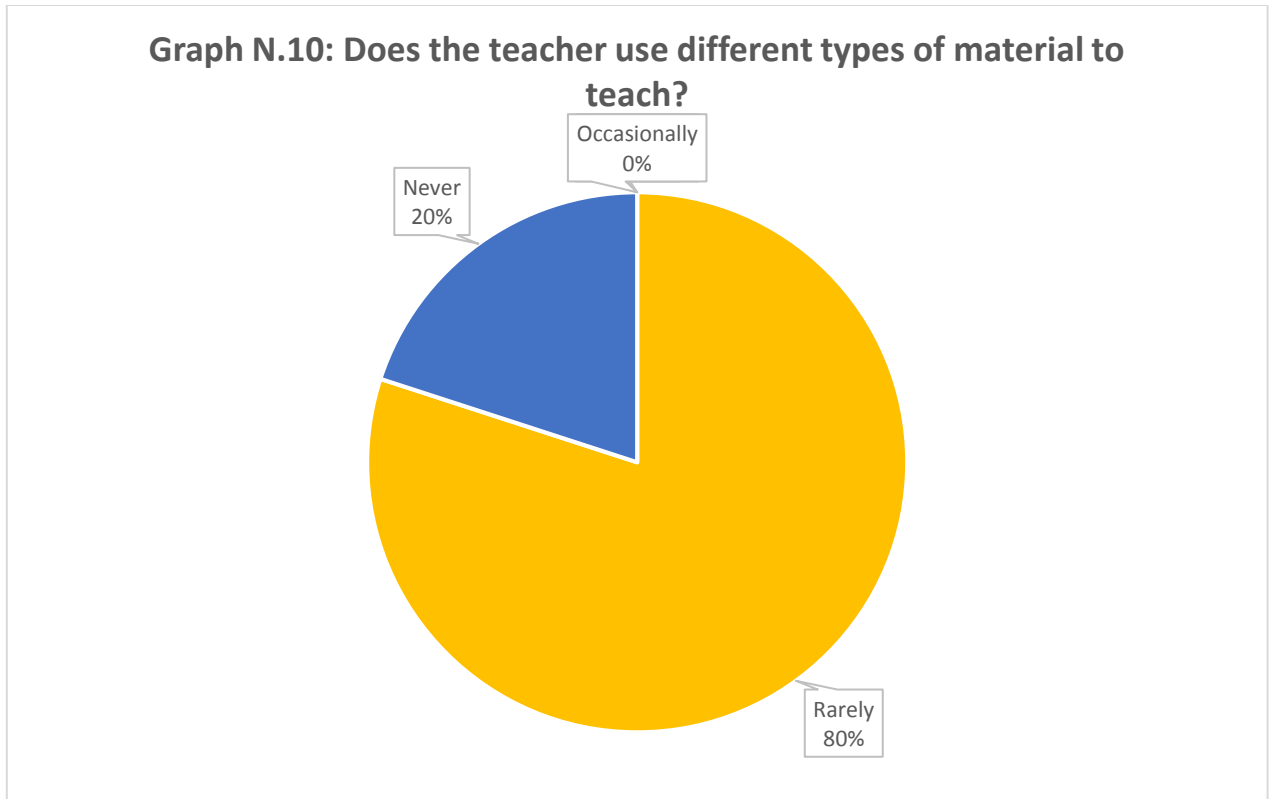
Graph number nine shows that 90% of the students have never experienced a class outside the classroom. Not only outside the classroom but any kind of different activities must be used in class, the students are always receiving lessons under the traditional behavioral methodology. Beth McLeod and Sandy Allen Craig expose the results they obtained from using outdoor activities in class:

http://www.latrobe.edu.au/education/downloads/2004_conference_mcLeod.pdf
[2001](#)).

"One hundred and four boys were tested over a ten-month period during which time they participated in a variety of programs. Boys had to complete at least one Outdoor Education trip, but no more than two. Results showed the life effectiveness skills of the boys increased after each aspect of the program, with a significant difference found between the life effectiveness skills of the

boys who participated in two Outdoor Education programs compared to only one." (p.1)

Students who participated twice in outdoor activities showed more progress in life skills than the students who participated only once. The improvements from utilizing outdoor activities is clear, there is better response from the students, they learn more and feel accomplished.



Graph number ten shows that 80% answered rarely when asked if the teacher uses different types of material to teach. Every student learns in different ways, the material and resources the teachers have, need to be exploited for a successful learning experience, as evidenced by Luz Maria de los Dolores Cueva Zepeda who conducted a research for the University of Guadalajara, Mexico titled “Motivating students to learn”

(http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1013&context=ipp_collecti on 2008):

“I initiated brainstorming sessions, and individual discussions with each student in order to decide or figure out how the students and I could work in the class in this topic and engage everyone who wanted to work on it. This

helped me to prepare myself and bring library materials like books, magazines and photographs in order to help students do their research. I talked with some of the professors whose students could also consult and ask questions to about American Customs.” (p.6)

Teachers Questionnaire Answers:

Teacher 1:

Dear teacher, thank you for answering this questionnaire. It is part of a research to get the Licenciatura degree in English teaching, it is anonymous.

1- What kind of method do you use to teach English in your class?

The traditional ones.

2- What do you think of using outdoor activities to teach English?

They must be an excellent option for the students if properly planned.

3- Do you use outdoor activities to teach new topics to your students?

No, the groups in public schools are generally too big and handling a group like this outside the classroom can be very complicated, aside from the responsibility and risk it brings.

4- Do you think students learn in an easier way using outdoor activities than indoor activities?

Of course, the classroom becomes a stressful place for them, like a lockup. So taking them outside the classroom might motivate them to acquire more knowledge.

5- Do you think students like outdoor activities?

Yes, they would step out of the monotony. Children generally like activities outside the classroom.

Teacher 2:

Dear teacher, thank you for answering this questionnaire. It is part of a research to get the licentiate degree in English teaching, it is anonymous.

1- What kind of method do you use to teach English in your class?

The regular methods, guided by the recommended exercises book.

2- What do you think of using outdoor activities to teach English?

I am not very aware of how to use outdoor activities in class, thinking about it, they can be useful to engage the students.

3- Do you use outdoor activities to teach new topics to your students?

No, the group is too big and I would probably lose control of the group.

4- Do you think students learn in an easier way using outdoor activities than indoor activities?

Maybe yes, but the implications of using outdoor activities are too many.

5- Do you think students like outdoor activities?

Yes, they would probably like them.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions:

- English teachers are still using the same behavioral activities to teach new vocabulary in English.
- Teachers are not considering the students' needs, likes or interests when planning the class; they just execute what is on the MEP program.
- The students are somewhat motivated to learn English; they are interested in it and see the value of learning the language.
- Teachers consider activities outside the classroom could be beneficial for the students but they do not include them because they complicate the lesson.
- The teacher is not using different activities to teach in class, the students would benefit from different types of activities.
- The teachers are not confirming the students are understanding or learning in class, they just deliver the lesson.
- The student's motivation could easily be raised with some effort from the teacher; they are interested in the English language.
- Outdoor activities would possibly have a positive impact in this particular group of students considering the level of interest in the learning the language.
- The students begin the lesson paying attention to the class; however, they get bored throughout it and start playing, talking and using their cellphone.
- The teachers are aware that sitting in a classroom for long periods is not good for the students; however, they are resistant of new activities because the groups are too big and difficult to handle.

5.2 Recommendations:

- It is recommended to the teachers to plan the lessons considering the student's needs, likes and interests as well as the level and age.
- It is recommended to the teachers to include different types of activities in their plan such as outdoor activities.
- It is recommended to the Ministry of Public Education to encourage the teachers and school principals to promote teaching in different ways taking advantage of the resources that are available.
- It is recommended to the school principal to enable the teachers to develop their class outside the classroom and help the teachers making resources available for this.
- It is recommended to the teachers to care for the students learning process and make sure they are understanding what is being covered.
- It is recommended to the teacher to be a role model for the students, become a figure of respect and discourage all negative attitudes.
- It is recommended to the Ministry of Education to invest in the schools infrastructure, build green areas or make resources available to teachers to develop a lesson outside the classroom.
- It is recommended to the students to express their interest in the topics they want to learn and the ways they would like to learn from the teacher.
- It is recommended to the teacher to dedicate time in class to know his or her students, to pay attention to their likes and interests.

CHAPTER VI

PROPOSAL

6.1 Proposed Outdoor Activities:

6.1.1 Objective for the proposal:

- To propose a list of low budget options of outdoor activities for teachers to reinforce vocabulary in class.

6.1.2 Proposed Activities:

Activity	Development	Budget and Materials needed
Outdoor tasks	Take a regular assignment in class such as reading a text or a writing assignment and take it outside the classroom, a change of scenery is always beneficial for the student, raises motivation and lowers the affective filter.	No budget or materials needed.
Scavenger hunt	Classic scavenger hunts can be economical and fun for the students, send the students out to find things related to a topic covered	Some budget is required for this activity to purchase the items the teacher wants the students to look for.

	<p>in class, excellent for teaching new vocabulary.</p> <p>The teacher writes a list of items he wishes the students to find (stones, dirt, leaves, plastic fork, and napkin) and then come back to class with the items.</p>	
Blind Directions	<p>Practice directions and new vocabulary by pairing students and blindfolding one of them, the other student needs to guide him through the school by giving him directions in English. Also in pairs, one of the students describes an item and the other student needs to guess what the item is, once he knows what it is he needs</p>	<p>Some budget is required to purchase the blindfold and perhaps the items to be described as well.</p>

	to go get the item.	
Jump the word	For younger energetic students, the teacher can bring a jump rope to class and let the student's jump the rope while singing a song with new vocabulary, the teacher can listen to pronunciation issues and address them after the activity.	Some budget is required to buy the jumping rope.
Trip to the cafeteria	Take the students to the school cafeteria and ask them to describe the process of buying an item in the cafeteria, practice questions they may ask the seller, name their favorite products in English and answer how much are the items. Role-plays can take place in this scenario,	Some budget is required to purchase some of the products offered in the cafeteria for the students, this is optional.

	<p>where one of the students would play the seller and another wants to buy something.</p>	
<p>Picture the story</p>	<p>Nowadays most students own a cellphone; the teacher could use this to practice in class. The teacher asks the students to go outside and take a picture of something related to one of the topics covered in class, for example a hill, a car, the grass, a tree then come back to class and tell a history using the picture they took.</p>	<p>No budget is required, as students would be using their own mobile devices.</p>
<p>Drama queen</p>	<p>Using short pieces of theater plays, the teacher divides the students in groups. Then, ask them to</p>	<p>Some budget is required to bring clothing or items related to the plays for the students, this is optional.</p>

	dramatize the play they got and choose a place in the school they feel would be appropriate for their play.	
Step the number/color/shape	Practice colors, numbers or shapes by drawing them on the floor, make sure they are big. Then, the teacher calls a number and the students need to step on that number, groups can also be created so one group calls the numbers and the other steps on them.	Low budget is required to purchase color chalk to draw the numbers, color or shapes on the floor.

BIBLIOGRAPHY

Bakken, J. Simpson, C. (2011). *Mnemonic Strategies: Success for the Young-Adult Learner*. United States of America. Illinois State University, Sam Houston State University.

Ahmad, S. Rao, C. (2013) *Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan*. China. Northeast Normal University of China.

Westera, W. (2011). *On the Changing Nature of Learning Context: Anticipating the Virtual Extensions of the World*. The Netherlands. Open University of the Netherlands.

d'Hainaut, L. (1986). *Interdisciplinarity in General Education*. France. UNESCO.

Marin Arroyo, E. (2012). *Cronology of English teaching in Costa Rica during the XX century*. Costa Rica. Instituto Tecnológico Costarricense.

Mills, J. McKnight, M. (1988). *Developments in Business Simulation & Experiential Exercises, Volume 15, 1988 TWO EXERCISES FOR TEACHING ABOUT MOTIVATION*. United States of America. University of Oklahoma, Northern Arizona University.

McLeod, B. Craig, A. (2004). *An evaluation of an Experiential Learning and Outdoor Education school program on the Life Effectiveness skills of middle school boys*. Australia. Australian Catholic University.

Charpentier, W. (2013). *Costa Rican Teachers' Use of ICTs in the English Language Class*. Costa Rica. Universidad de Costa Rica.

Roberts, J. (2004). *The Communicative Approach to Language Teaching: The King is dead! Long live the King!*. England. University of Essex.

Freire, P. (2005). *PEDAGOGY of the OPPRESSED*. United States of America. The Continuum International Publishing Group Inc.

Hernandez Herrero, A. (2008). *Electronic magazine: "Investigative News in Education"*. Costa Rica. Universidad de Costa Rica.

Inwood, H. (2013). *Classroom Management: Outdoor Teaching Strategies*. Canada. Ontario Institute for Studies in Education.

Collentine, J. Freed, B. (2004). *LEARNING CONTEXT AND ITS EFFECTS ON SECOND LANGUAGE ACQUISITION*. United States of America. Northern Arizona University, Carnegie Mellon University.

Jimenez Castro, L. (2008). *Person-centered curricular approach*. Costa Rica. Universidad de Costa Rica.

Montero, R. Quesada, J. Salas, J. (2011). *Social factors in the learning of a second language: the UCR case in the pacific*. Costa Rica. Universidad de Costa Rica.

Jones, C. (2009). *Interdisciplinary Approach - Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies*. United States of America. College of DuPage.

Hernandez Vergara, C. (2012). *Teaching Models*. Chile. Universidad Metropolitana de Ciencias de la Educación.

Kimbro, C. (2006). Developing an outdoor classroom to provide education naturally. United States of America. University of Tennessee.

DuPaul, G. (1998). CLASSWIDE PEER TUTORING. United States of America. The Center for Effective Collaboration and Practice

Gary B. Hirsch. (1998). A Model of Educational Innovation. United States of America. Consultant and Creator of Learning Environments, Wayland, Massachusetts.

Williams Kaylene C., Williams Caroline C. (2015). Five key ingredients for improving student motivation. United States of America. California State University, University of Wisconsin.

UNESCO. (2004). using curriculum differentiation to respond to students' diversity. France. UNESCO.

Cohen, David K. Loewenberg Ball, Deborah. (2006). EDUCATIONAL INNOVATION AND THE PROBLEM OF SCALE. United States of America. University of Michigan.

Jimenez, Wendy. Gaete, Marcelo. (2010). Informe de investigación

Abandono (deserción) escolar en la enseñanza secundaria en Costa Rica, 2009-2010. Costa Rica. Ministerio de Educación Pública.

Solano Campos, Ana. (2012). Teaching and Learning English in Costa Rica: A Critical Approach. United States of America. Emory University.

Kirkland, Kieron. Sutch, Dan. (2009). Overcoming the barriers to educational innovation. United Kingdom. futurelab.

Educational Testing Service. (2012). Dropping Out of High School: Prevalence, Risk Factors, and Remediation Strategies. United States of America. Educational Testing Service.

Robinson, Ken. (2008). Changing Education Paradigms. United Kingdom. RSGlobal.

UNICEF. (2011). Demand for Education Innovation: Adolescent and youth perspectives on education quality in the CEECIS Region. United States of America. UNICEF.

APPENDIX

Questionnaire applied to the students:

Dear students, I would appreciate if you could answer this questionnaire designed to obtain my Licenciatura degree in English Teaching. It is anonymous. Thank you.

1- Are you motivated to come to the English class?

A) Always **B)** Frequently **C)** Occasionally **D)** Rarely **E)** Never

2- Do you like English?

A) Always **B)** Frequently **C)** Occasionally **D)** Rarely **E)** Never

3- Are you interested in learning English?

A) Always **B)** Frequently **C)** Occasionally **D)** Rarely **E)** Never

4- How often does the teacher use different types of activities to teach in class?

A) Always **B)** Frequently **C)** Occasionally **D)** Rarely **E)** Never

5- Do you feel the teacher helps you with topics you do not understand?

A) Always **B)** Frequently **C)** Occasionally **D)** Rarely **E)** Never

6- Do you understand the topics that are explained in the English class?

A) Always **B)** Frequently **C)** Occasionally **D)** Rarely **E)** Never

7- Do you practice English with your classmates?

A) Always **B)** Frequently **C)** Occasionally **D)** Rarely **E)** Never

8- Do you feel there is good communication in class between you and the teacher?

A) Always B) Frequently C) Occasionally D) Rarely E) Never

9- Have you ever experienced a class outside the classroom?

A) Always B) Frequently C) Occasionally D) Rarely E) Never

10- Does the teacher use different types of material to teach?

A) Always B) Frequently C) Occasionally D) Rarely E) Never

Questionnaire applied to the teachers:

Dear teacher, thank you for answering this questionnaire. It is part of a research to get the Licenciatura degree in English teaching, it is anonymous.

1- What kind of method do you use to teach English in your class?

2- What do you think of using outdoor activities to teach English?

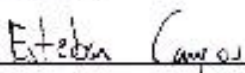
3- Do you use outdoor activities to teach new topics to your students?

4- Do you think students learn in an easier way using outdoor activities than indoor activities?

5- Do you think students like outdoor activities?

DECLARACIÓN JURADA

Yo Esteban Miguel Campos Ramírez, mayor de edad, portador de la cédula de identidad número 4-0215-0650 egresado de la carrera de enseñanza del inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en enseñanza del inglés, juro solemnemente que mi trabajo de investigación titulado: IMPLEMENTATION OF OUTDOOR ACTIVITIES TO TEACH NEW VOCABULARY IN THE ENGLISH LANGUAGE IN HERNAN LOPEZ HERNANDEZ HIGH SCHOOL IN BARVA HEREDIA 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los diez días del mes de abril del año dos mil diecisiete.



Firma del estudiante

Cédula: 4-0215-0650

CARTA DEL TUTOR

Tibás, 22 de de abril, 2017

Destinatario: MA. Diego Torres M

Carrera: Licenciatura en Enseñanza del inglés

Universidad Hispanoamericana

Estimado señor:

El estudiante, **Esteban Miguel Campos Ramirez**, cédula de identidad número 402150650, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **IMPLEMENTATION OF OUTDOOR ACTIVITIES TO TEACH NEW VOCABULARY IN THE ENGLISH LANGUAGE IN HERNAN LOPEZ HERNANDEZ HIGH SCHOOL IN BARVA HEREDIA 2017**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés.

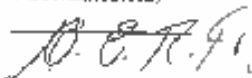
He verificado que se han incluido las observaciones y he hecho las correcciones indicadas, durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

Los resultados obtenidos por el postulante implican la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL	100%	100

Por consiguiente, se avala el traslado de la tesis al proceso de lectura.

Atentamente,



Marta Eugenia Rojas Fernández
Cédula Identidad 1 330 145
Carné Colegio Profesional 75188

Heredia, 6 de junio del 2017

Señores

Registro

Universidad Hispanoamericana

Estimados señores:

El estudiante Esteban Miguel Campos Ramírez, cedula de identidad número 4-0215-0650 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado *implementation of outdoor activities to teach new vocabulary in the English language in Hernan Lopez Hernandez High School in Barva Heredia 2017*, el cual ha elaborado para optar por el grado de licenciatura en la enseñanza del inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente, lo relativo a la coherencia entre el marco teórico y el análisis de datos; la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública posterior a la revisión del Filólogo establecida.

Atentamente,



Argénis Ordoñez Garmendia

Ced,1 1209 0162

Carnet Colegio Profesional : 42759



San José, 15 de junio de 2017

Señores
Departamento de Registro
Universidad Hispanoamericana
Presente


Estimados señores:

El estudiante Esteban Miguel Campos Ramírez, cédula de identidad número 402150650, me ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado **IMPLEMENTATION OF OUTDOOR ACTIVITIES TO TEACH NEW VOCABULARY IN THE ENGLISH LANGUAGE, IN HERNAN LOPEZ HERNANDEZ HIGH SCHOOL, IN BARVA, HEREDIA, 2017**, el cual ha elaborado para optar por el grado de Licenciatura.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito, y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,


Lic. Carlos E. Muñoz G.
Cédula Identidad N. 40930725
Carné Colegio de Licenciados y Profesores Número 00589

CARTA DEL TUTOR

Tibás, 22 de de abril, 2017

Destinatario: MA. Diego Torres M

Carrera: Licenciatura en Enseñanza del Inglés

Universidad Hispanoamericana

Estimado señor:

El estudiante, Esteban Miguel Campos Ramírez, cédula de identidad número 402150650, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *IMPLEMENTATION OF OUTDOOR ACTIVITIES TO TEACH NEW VOCABULARY IN THE ENGLISH LANGUAGE IN HERNAN LOPEZ HERNANDEZ HIGH SCHOOL IN BARVA HEREDIA 2017*, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés.

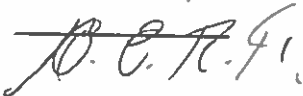
He verificado que se han incluido las observaciones y he hecho las correcciones indicadas, durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

Los resultados obtenidos por el postulante implican la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL	100%	100

Por consiguiente, se avala el traslado de la tesis al proceso de lectura.

Atentamente,



Marta Eugenia Rojas Fernández
Cédula identidad 1 330 145
Carné Colegio Profesional 75188

San José, 15 de junio de 2017

Señores
Departamento de Registro
Universidad Hispanoamericana
Presente

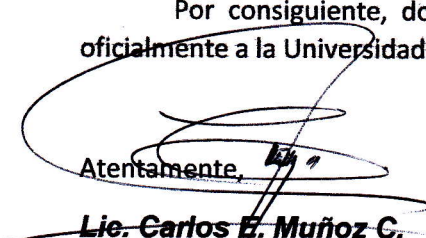
Estimados señores:

El estudiante Esteban Miguel Campos Ramírez, cédula de identidad número 402150650, me ha presentado, para efectos de corrección de estilo, el trabajo de investigación denominado **IMPLEMENTATION OF OUTDOOR ACTIVITIES TO TEACH NEW VOCABULARY IN THE ENGLISH LANGUAGE, IN HERNAN LOPEZ HERNANDEZ HIGH SCHOOL, IN BARVA, HEREDIA, 2017**, el cual ha elaborado para optar por el grado de Licenciatura.

He revisado, de acuerdo con los lineamientos de la corrección de estilo señalados por la Universidad, los aspectos de estructura gramatical, acentuación, ortografía, puntuación y los vicios de dicción, que se trasladan al escrito, y he verificado que se han realizado todas las correcciones indicadas en el documento.

Por consiguiente, doy fe de que este trabajo se encuentra listo para ser presentado oficialmente a la Universidad.

Atentamente,


Lic. Carlos E. Muñoz C.
Cédula identidad N. 400930725
Carné Colegio de Licenciados y Profesores Número 00689

Heredia, 6 de junio del 2017

Señores

Registro

Universidad Hispanoamericana

Estimados señores:

El estudiante Esteban Miguel Campos Ramírez, cedula de identidad número 4-0215-0650 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado *implementation of outdoor activities to teach new vocabulary in the English language in Hernan Lopez Hernandez High School in Barva Heredia 2017*, el cual ha elaborado para optar por el grado de licenciatura en la enseñanza del inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente, lo relativo a la coherencia entre el marco teórico y el análisis de datos; la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública posterior a la revisión del Filólogo establecida.

Atentamente,



Argénis Ordoñez Garmendia

Ced,1 1209 0162

Carnet Colegio Profesional : 42759

DECLARACIÓN JURADA

Yo Esteban Miguel Campos Ramírez, mayor de edad, portador de la cédula de identidad número 4-0215-0650 egresado de la carrera de enseñanza del inglés de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en enseñanza del inglés, juro solemnemente que mi trabajo de investigación titulado: IMPLEMENTATION OF OUTDOOR ACTIVITIES TO TEACH NEW VOCABULARY IN THE ENGLISH LANGUAGE IN HERNAN LOPEZ HERNANDEZ HIGH SCHOOL IN BARVA HEREDIA 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los diez días del mes de abril del año dos mil diecisiete.

Esteban Campos

Firma del estudiante

Cédula: 4-0215-0650