



FACULTY OF EDUCATION
ENGLISH LANGUAGE SCHOOL

Thesis Submitted to Obtain the Licentiate Degree in
English Teaching for the I and II Cycles of “Educación
General Básica”

“THE EFFECTIVENESS OF GROUP TECHNIQUES
FOR INCREASING ENGLISH VOCABULARY IN
FIFTH GRADE AT CRISTÓBAL COLÓN
ELEMENTARY SCHOOL DURING THE FIRST
QUARTER OF 2017”

AUTHOR
RÓGER VARGAS ALFARO

HEREDIA, COSTA RICA
2017

CARTA DEL TUTOR

Heredia, jueves 25 de mayo de 2017

M.Sc. Karla Avalos
Escuela de Educación
Universidad Hispanoamericana

Estimada señora:

El estudiante Roger Vargas Alfaro, cédula de identidad número 2 – 612 – 855, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **“THE EFFECTIVENESS OF GROUP TECHNIQUES FOR INCREASING ENGLISH VOCABULARY IN FIFTH GRADE AT CRISTOBAL COLON ELEMENTARY SCHOOL DURING THE FIRST QUATER 2017”**, el cual ha elaborado para optar por el grado académico de licenciatura.

En mi calidad de tutor, he verificado que se han 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.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINALIDAD DEL TEMA	10%	5%
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		95

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,


M.Ps Orietta Cognuck Morales
Ced. 1 – 1119 – 0634
Carné 063892

CARTA DEL LECTOR

San José, 26 de agosto de 2017

*Departamento de Registro
Carrera de Enseñanza del Inglés
Universidad Hispanoamericana*

Estimados señores

El estudiante Roger Vargas Alfaro, cédula de identidad número 2-612-855, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"THE EFFECTIVENESS OF GROUP TECHNIQUES FOR INCREASING ENGLISH VOCABULARY IN FIFTH GRADE AT CRISTOBAL COLON ELEMENTARY SCHOOL DURING THE FIRST QUARTER OF 2017"**, el cual ha elaborado para optar por el grado académico de Licenciatura en Enseñanza del Inglés

En mi calidad de lector, he revisado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

En virtud de la segunda revisión hecha, hechas las correcciones, se avala el traslado al proceso de revisión filológica y defensa.

Atentamente,



Lic. Ronald Lobo Vargas
1-965-160

Heredia, 17 de octubre de 2017

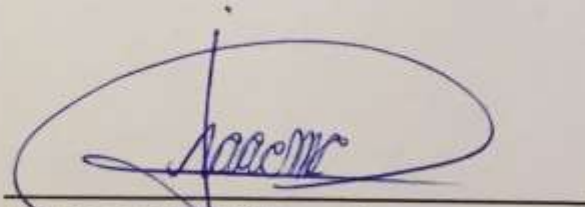
Señores,
Universidad Hispanoamericana
Sede Heredia

Estimados señores,

Por este medio hago constar que he revisado y realizado las correcciones respectivas en cuanto a la estructura gramatical, ortografía, puntuación y redacción del trabajo realizado por el estudiante Róger Vargas Alfaro, titulado "***The Effectiveness of Group Techniques for Increasing English Vocabulary in Fifth Grade at Cristóbal Colón School during the First Quarter of 2017***", con el cuál se aspira al grado de Licenciatura en la Enseñanza del Inglés con Énfasis en I y II ciclos de la Educación General Básica.

Por lo anterior puedo dar fe que, una vez el estudiante habiendo realizado las correcciones, el trabajo se encuentra listo para su respectiva defensa,

Atentamente,



Lic. Isaac Mora Chavarría.

isaac.mora@uh.ac.cr

Cel: 8816-8012

DECLARACIÓN JURADA

Yo, Róger Jesús Vargas Alfaro, mayor de edad, portador de la cédula de identidad número 2-612-855 egresado de la carrera de Enseñanza del Inglés para I & II Ciclos de la Educación General Básica 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 para I & II Ciclos de la Educación General Básica juro solemnemente que mi trabajo de investigación titulado: "The Effectiveness of Group Techniques for Increasing English Vocabulary in Fifth Grade at Cristobal Colon Elementary School During the First Quarter of 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 Heredia, a los veinte días del mes de octubre del año dos mil diecisiete.


Firma del estudiante
2-612-855

Index

—Chapter I—

1.1 Background of the Problem-----	2
1.2 Problem Statement-----	5
1.3 Justification-----	8
1.4 Problem formulation -----	11
1.5 General Objective -----	12
1.6 Specific Objectives -----	13
1.7 Scope and Limitations-----	14

—Chapter II—

2.1 Institution's Historical Context -----	17
2.2 Curricular Adaptations -----	19
2.3 Student Motivation -----	23
2.4 Teaching - Learning Process-----	27
2.5 Group Techniques -----	30
2.6 Methodologies for Teaching Vocabulary -----	40

— Chapter III—

3.1 Purpose of the Investigation -----	44
3.2 Scope of Research -----	45
3.3 Framework for Research -----	46
3.4 Condition of the Research -----	47
3.5 Character of the Investigation-----	48
3.6 Nature of the Research-----	50
3.7 Subjects and Sources of Information -----	51
3.8 Sampling -----	53
3.9 Data Collection Techniques and Tools -----	54
3.10 Description of the Process-----	61

— Chapter IV—

4.1 Analysis of the Results -----	65
4.2 Strange Variables that Appeared During the Investigative Process -----	108

— Chapter V—

5.1 Conclusions -----	111
5.2 Recommendations-----	113

Index for Charts and Graphics

Chart # 1: Group's Grade Average -----	105
Chart # 2: Group's Grade Average -----	106
Graphic # 1: Are you male or female? -----	65
Graphic # 2: What is your age? -----	66
Graphic # 3: Where do you live? -----	67
Graphic # 4: What do you do in your free time? -----	68
Graphic # 5: Do you practice any sport? -----	69
Graphic # 6: What sport do you practice? -----	70
Graphic # 7: How often do you practice this sport? -----	71
Graphic # 8: Describe your personality -----	72
Graphic # 9: Who do you live with? -----	73
Graphic # 10: Who do you live with? (Single parent fams) --	74
Graphic # 11: How would you describe your relationship with the other members of the household? -----	75
Graphic # 12: Do you like English language? -----	76
Graphic # 13: Why do you like English language? -----	77
Graphic # 14: What makes you not like English language? -	78
Graphic # 15: Are you male or female? -----	79
Graphic # 16: What is your age? -----	80
Graphic # 17: Select the type of shift you currently have ----	81
Graphic # 18: What is your highest academic degree? -----	82
Graphic # 19: How many hours do you teach per week? ----	83
Graphic # 20: How many hours do you spend per week planning your lessons? -----	84
Graphic # 21: How many hours do you spend per week completing administrative tasks? -----	85
Graphic # 22: How long have you been teaching for? -----	86
Graphic # 23: How long have you been teaching in this school? -----	87
Graphic # 24: How often do you present new topics to the class? -----	88
Graphic # 25: How often do you explain the learning objectives? -----	89
Graphic # 26: How often do you review the homework students complete? -----	90
Graphic # 27: How often do students work as a group to find a solution to a problem? -----	91
Graphic # 28: How often do you adapt the daily in-class work for students with different needs? -----	92
Graphic # 29: Correct responses by word -----	93
Graphic # 30: Group's Grade Distribution -----	94
Graphic # 31: Total amount of points obtained -----	95

Graphic # 32: Correct responses by word -----	96
Graphic # 33: Group's Grade Distribution -----	98
Graphic # 34: Total amount of points obtained -----	99
Graphic # 35: Student's Opinion Towards the use of Group Techniques -----	100
Graphic # 36: Do you Consider the Applied Techniques Useful for Learning Vocabulary? -----	101
Graphic # 37: What is the technique that you liked the most? -----	102
Graphic # 38: How efficient are these techniques for learning vocabulary? -----	103
Graphic # 39: Would you like your professor to continue to use these techniques in class? -----	104

Prologue

The present research develops the theme of how the lack of vocabulary limits the students in both their development and participation in the language class. It is developed in 5 chapters.

In its first chapter, the document covers the problem statement, the formulation of the problem, the objectives of the research, as well as the scope and limitations the developed theme presents.

Chapter two develops the theoretical framework, which explains concepts, the historical context, the theoretical - conceptual framework and the development of all the topics that lead to a better understanding of this research.

Chapter three is more focused on the type of research, the subjects and sources of information to be used; the selection of the population, as well as the instruments of data collection to be used.

Chapter four is called “Analysis of the Information”. In this chapter, the investigator presents the different graphics, charts, and related analysis that are derived from both the information obtained in the field work and the different tools for gathering information about the subjects of study.

Chapter number five is called “Conclusions and Recommendations”. This chapter contrasts the results obtained from students and field work with the different objectives proposed at the beginning of the investigation. It allows researchers to determine how true or false a hypothesis is as being able to compare it to the reality observed.

Chapter I

Problem Statement

1.1 Background of the Problem

English language teaching in Costa Rica has been developed due to its presence in the country's work opportunities, whose economy moved from agriculture as the main form of subsistence and employment creation; to an economy based on products (goods) and services.

Within the last twelve years; Costa Rica has experienced an increase in the development of the so-called "Call Centers", mainly oriented to meet the needs of a market whose native language is English. Moreover, the overall expectation of that market is that the person who provides assistance is able to communicate appropriately in the language. Therefore, the profile of the job candidate requires him / her to be highly proficient in the language.

In general, transnational companies work under the policy of "outsourcing" where they try to reduce costs by moving operations from the country where the company originated or where their headquarters are located, to territories outside their borders or even to pay for a third party company who completes the various duties required on behalf of the main employer.

As Costa Rica provides employers the benefit of the "free zones" (territories where companies pay less or lower tax percentages), the country has obtained various benefits from the arrival of transnational corporations that are generally

oriented to serve the American markets, where the end user / final customer speaks English.

Due to the interest of foreign companies who work through the outsourcing modality as well as the increase of job opportunities for Costa Rican citizens, the importance of including English proficiency in the body of knowledges considered "valuable" for the profile of the country's "human resource" which the Republic of Costa Rica aspires to retain and attract transnational corporations with.

One of the essential parts of mastering a language, especially the requirements of such transnational companies, is to be able to have fluency and handling in diverse subjects, mainly associated with the day to day reality of the North American citizen; not the reality of the Costa Rican. This requires that the non-native English-speaking citizen has a broad and extensive vocabulary. Enough to allow the Costa Rican human resource to succeed within the different fields where it is required to develop. Such fluency seems to be related to the amount of vocabulary the individual possesses.

Thus; the fact that students do not possess such wealth and rather have a limited vocabulary restricts the individual's opportunity to be able to communicate in the language. It restricts the opportunity both to express itself fully as well as to be attentive to the bad or null interpretation of the message that

is offered, deriving in problems that come to challenge what the educational authorities of the Costa Rican republic strive to achieve.

In various educational contexts in the country, teachers, students and educational authorities mention that limitations regarding vocabulary represent a current problem in the educational reality of the country in the different provinces of the national territory. Both students and teachers recognize the need of a broader amount of vocabulary for a better language management.

1.2 Problem Statement

The vocabulary limitation in students can come to generate different problems which derive into others that are more and more relevant. In several occasions, when a more comprehensive study is done about the reasons why students do not like English language classes, it is often heard in different contexts and educational realities, the lack of understanding as one of the main triggers.

Many students confess that they understand the grammatical structures; that they are aware of the elements they have to use but they do not possess the necessary (or enough) vocabulary for them to be able to develop a dialogue, a paragraph or a dramatization. Students emphasize that the lack of vocabulary requires them to take more time to complete the proposed or requested tasks in the English class. Even depending on their age or cognitive level, the student might argue that it is not feasible, or even impossible to learn “so much vocabulary in such a short time”. Considering that this lack of vocabulary limits the students’ opportunity to express themselves; at the same time, if they hear someone speaking in English, there is a high opportunity for a lack of understanding of the message that is being transmitted to them. This thought exposes the possibility that the students’ lack of vocabulary could compromise the comprehension of the message given by the professor at school, as well as the understanding of an instruction provided to successfully develop the different educational activities that take place in the classroom. One of the main questions

in this thinking would be: How does the lack of vocabulary influence the student's lack of understanding in the English class?

It is possible to think about the opportunity that a student who, being unable to participate actively, failing to answer correctly, or not being able to correctly follow an instruction due to lack of understanding, could become ridiculed by a group of students or even the professor; leading to an exclusion or even abuses by his / her peers. More in deep, considering the reality of students facing adolescence, where group acceptance becomes crucial to their emotional well-being, it is important to ask how much the “not being good in a subject” could activate the idea or impression in the student of not being accepted by his group; more so, when he is "humiliated" by his teacher. Another question would be: How does the lack of vocabulary influence the student's performance in the subject?

On the other hand, lack of understanding in a subject makes the class uncomfortable, or displeasing to the student. Many students confess that the more they understand the subject, the more motivated they are to continue with the classes and learn more. Even the degree of understanding that students have in a subject, often leads that they determine it as their preferred subject. It is important to interrogate on how the students' lack of understanding can have an effect on their motivation. Moreover, if there is an opportunity that the lack of vocabulary, being the root cause for student's lack of understanding of class activities, may develop an affectation for the student in his / her motivational part. One of the

questions that becomes relevant in this thought would be: How does the lack of vocabulary (which prevents students to express clearly in the language as well as to clearly understand the subject matter) influences their motivation (or lack of motivation) towards the class, the subject, and classroom activities?

Finally, theories about human motivation such as those of Abraham Maslow, Frederick Herzberg, Clayton Adelfer or David McClelland support the importance / role that motivation has towards boosting students to acquire the knowledge exposed in the different subjects. Several ideas have developed on how to motivate students, and even activities to develop. However, along with motivation, it has always been exposed about the affectations that the lack of motivation causes in the students in regards to learning. A discouraged student could easily be thought as a person who is usually more tempted to leave their studies and look for some other field or opportunity that motivates them more. Besides, there have been examples of students who have had uncomfortable experiences in a particular subject because they do not understand it or "because they do not like it". This phenomenon suggests that there is a possibility that one, or the addition of these experiences could constitute the "last drop" for the student. As a result of all this, many times students leave the school or institution where they study. Based on these ideas, the following question should be considered: How does the lack of vocabulary influence student dropout?

1.3 Justification

The main reason for developing this research is the intention to determine how does the use of group techniques in the educational context contribute or even solve the need to generate or increase lexical richness in students. Normally, when beginning college or university degrees, students complain of not having enough vocabulary, not even the necessary for the tasks that are requested. This argument is also acknowledged many times by the professor or instructor because the lack of vocabulary may limit the way in which classroom activities are developed: from "simple" curricular adaptations to significant adjustments to the way the class is structured.

The main topic of study was chosen because of its great presence as a limiting factor in the educational task of the language, making it an issue of real presence in the current educational situation of the country. Clear examples of this are the "foreign language classes" given in the native language and the various examples at high school and university levels where the student postpones language subjects until there is no "escape." The Costa Rican reality presents several individuals who have not obtained their high school diploma because they have not approved the test of foreign language. In the Costa Rican reality, both the French and the English language are handled, but in order to generate a viable investigation, only the English language will be studied as an object of study.

Another reason why this research topic is chosen is because of the different consequences that many students present are related to the limitations of the lack of vocabulary. Examples of these are: the lack of understanding, the low levels of performance, and the demotivation that generates the student not being able to understand the subject correctly. In addition, the possible student desertion that can occur due to this lack of motivation.

One of the main motivations of this research is the ability to provide, in an innovative way, an example of how group techniques favor the development of vocabulary in students. The educational context that is used is with children, in which an additional effort on the part of educators is required, as the knowledge students acquire in this period of learning becomes the basis for future knowledge they will obtain. Another important aspect to consider is that a student is more likely to generate good academic practices when these are fostered in early stages of life. Several students at a higher level complain that they were ridiculed because of their poor performance, even by their teachers, who instead of looking for a different way, more aligned to their educational needs, simply thought that the student was deficient; what then collaborated to promote students' drop out of school. This is a reality in Costa Rica's educational system, and is easily reflected through the so called "ninis": people who do not study nor work, and do not generate any benefit to the human capital of Costa Rica and the society.

In addition, this research seeks to provide a practical example of possible future research that pursues ways to improve vocabulary in students. Examples of this, could be those who want to investigate in more detail the influence that group techniques can have to generate or improve vocabulary in students, and the benefits that this would bring in their school performance and motivation (as well as in the different points previously discussed). Benefits for both the student and the educator.

At a more general level, this research seeks to benefit the students of the Cristóbal Colón School to attempt improving their abilities in the language; mainly at a vocabulary level and thus, to encourage students to have the opportunity to have a bigger amount of vocabulary that allows them to manage better in the English class.

1.4 Problem formulation

In the “Background of the Problem” section it is exposed how a high level of vocabulary in students fulfills an important part of a language domain. Mastering the vocabulary of a language represents the knowing the nouns, adjectives, adverbs, verbs and the different elements of the sentence that the student needs to be able to communicate in an appropriate manner both logically and structurally.

As stated in the “Problematizing of the Problem” section, the lack of vocabulary can lead to deeper / more important problems if the required changes are not made in a fast way. In an attempt to solve or minimize the impact of this problem, the following research question is posed: How does the use of group techniques help increasing the vocabulary amount of vocabulary in the students of the section 5-2 of the Cristóbal Colón Elementary School?

1.5 General Objective

1. To study how the use of group techniques favors the increase in the students' amount of vocabulary to reduce the level of impact and / or consequences that can be derived from a poor vocabulary management.

1.6 Specific Objectives

1. To identify how the lack of vocabulary influences the student's lack of understanding in English subject.
2. To determine how lack of vocabulary influences students' performance.
3. To define how the lack of vocabulary influences the motivation of the students.
4. To evaluate how the lack of vocabulary influences student dropout.

1.7 Scope and Limitations

1.7.1 Scope

This research is designed to show in an objective way how the use of group techniques favors in the development or improvement of the amount of vocabulary that students possess in the English language. This research will provide concrete results that allow other researchers to make decisions based on more recent studies; therefore, closer to the reality that future researchers would be experiencing.

This research aims to be a practical example that students of the Universidad Hispanoamericana can use when they want to formulate their ideas, contrast techniques with those they would use, and even take examples of how to develop techniques or investigations with similar objectives or themes.

1.7.2 Limitations

Research is carried out in a specific geographic-social context, and since all groups of people behave differently; it is likely that certain techniques or results achieved will not be the same for other social contexts and realities.

As the academic period is only as its first trimester, it is very possible that the group (members, number of participants, and even professor) that is being used to conduct this research may change and may be modified.

There was a change of the principal for this institution which limited (or even eliminated) the opportunity to use him as a source of information. Not only he may not have yet developed the expertise of the reality of the institution but also, the principal must get accustomed to all his new duties, work group, and people in charge resulting on a tight schedule.

Chapter II

Theoretical Frame

2.1 Institution's Historical Context

There was a recent change of the principal of this institution which limited the opportunity of collecting more up-to-date information. As a result, the information in use is the information collected from a blog about Cristóbal Colón Elementary School posted on Saturday, June 16th, 2007 by former principal “Msc. Gabriela Campos A”. Cristóbal Colón Elementary School is located in Los Angeles, Santo Domingo, Heredia. 125 meters East from the soccer field. The school was founded on January 23rd, 1889 under the name “San Miguel Norte”. It was not considered to be of any benefit by the members of the community of that time; however, it opened the gate for students who belonged to the community to access formal education.

Based on this report, as of 2009, there were a total of six administrative assistants plus the principal of the institution. There was a total of sixteen professors as well as a total of three hundred students registered in the institution. According to Professor María José Barquero Artavia, there are now eight administrative assistants plus the principal of the institution (Allan Espinoza Ramírez). There is a total of twenty-three professors, and a total of three hundred thirty-nine students. The institution develops courses of Spanish, Science, Social Studies, Math, English language, religion, agriculture, among others.

According to the mentioned blog, the school is composed of four pavilions. The North Pavilion, including the integrated class, principal's office, and three classrooms. The South Pavilion, including five classrooms, restrooms for both women and men, and a small storage room. The East pavilion, including two pre-school classrooms with their own restroom, and the school's dining room. The Central Pavilion is the main porch which is covered with a cement floor and has a roof. Finally, The West Pavilion which includes the Computer Room and the teachers' room. Besides, there is a small garden created by the students themselves.

2.2 Curricular Adaptations

According to bulletin 02-14 from the Institutional Planning Division of the Statistical Analysis Department of the Costa Rica's Ministry of Public Education published in July 2014, the curricular adaptations are adjustments in the educational offer that are made to attend the needs and individual characteristics of students who require it. This article states that since the decade of 1970s, the country has been struggling to develop special education, but it was not until the 1990s that it really began to be applied. Two important facts are mentioned, such as the participation of Costa Rica in the World Conference on Special Educational Needs organized by UNESCO in 1994 and the enactment of Law 7600 on Equal Opportunities for Persons with Disabilities in 1996.

Meeting the special educational needs is an effort to eliminate the rigorous way in which traditional education was based, since if the student could not complete the, sometimes very complicated, school tasks in a way that was considered "normal" (appropriate according to the Teaching), this student was deeply or frequently ridiculed and even physically abused by his teacher.

It is important to consider that different thinkers (Aesop, among others) even from ancient times have used animal analogies to try to explain how a person has abilities that allow him / her to perform more properly and even with advantage in

certain situations or fields, while the mentioned animal (person) may have disadvantages or even absolute limitations in other fields or situations. This applies completely to the educational field as well. Many times, in traditional education students were made to believe that they did not serve or did not have the intelligence or "what is necessary" to be able to develop professionally and academically. When thinking about this, it is regrettable to consider the lost opportunity of having more scientists, doctors, engineers or artists who did not develop because of the lack of support from their educators and the non-use of the tools known today as curricular adaptations.

2.2.1 Types of Adjustments

This bulletin Defines three main types of curricular adaptations:

A. Adaptations of Access

This source mentions the organizational support of space and organizational climate of the classroom, support with materials and technological devices as an example. It can be added that access adaptations have to do with the construction of ramps in buildings, use larger letters in texts, exams or practices. The use of tools such as hearing aids, typewriters or even radio recorders for people with low mobility or problems with listening and speaking. Among the adaptations of access are also all which are related to the infrastructure, being that the furniture itself should allow spaces for people with wheelchairs, crutches or canes that make use

of the facilities. Left-handed desks, larger tables. Among others, you can also consider using the Braille system, magnifying glasses, and table lamps.

B. Non-significant Adjustments

The second type is the non-significant adaptations which include modifications in regards to activities, methodology, and evaluation. Examples of non-significant curricular adaptations may be: allowing the use of tables and formulas, to divide the subject into two or more short tests, to give scores for correctly performed steps, to give additional time to complete the exercises, allow the student to obtain the class material in photocopies, to give works or additional tasks in subjects that have greater difficulty, among others.

C. Significant Accommodations

The last type of adaptation that is mentioned is the significant adjustments. These constitute curricular adaptations that do modify objectives and contents that could be considered as basic or essential in the different subjects. Providing examples of this style is a little more difficult as such adaptations require an analysis from different instances of the Ministry of Public Education; therefore, such analysis only occur in more reserved cases.

2.3 Student Motivation

The motivation is the set of reasons or justifications that an individual has to carry out actions (and maintain a firm behavior) that allow him / her to achieve or fulfill the proposed objectives (Pérez and Merino, 2008). In the case of education, motivation is important for the student to feel at ease in the classes regardless of the topic, the presence or absence of their peers or friends. Far from what his / her immediate social group can think, a motivated student is eager to learn in class, to participate. It is completely involved, he / she puts his / her concentration and all his / her senses to work around the proposed class objectives; a student who is comfortable with the subject. On the other hand, the student who is not motivated is exposed to the criticism of his / her immediate social group, could be manipulated or pressured by biases that suggest that the subject is ugly, uncomfortable or unusable. An unmotivated student usually considers that any relation with the subject is unnecessary or unpleasant to his / her liking; therefore, the teacher is annoying, it is the teacher who does not get along with him / her or; as some say, the subject or teacher they do not like is the foreign language. As society promotes negative behaviors such as the use of illicit tools, individuals perceive that drug sales, abuse of sexuality, or other conditions make it easier to acquire money, convenience, or benefits that, in the long run, with education and effort are obtained.

Even when psychology explains about the importance of student motivation in order to achieve the objectives proposed in class, many teachers ignore the need

of motivating the student. It seems that many teachers seek only to use the benefits or personal convenience (salary, schedules, vacation periods, among other benefits) of the profession, and leave aside the vocation and seek nothing more than filling spaces. They do not have that disposition to try to improve, to try to develop a better job. It seems that some teachers have no real motivation; and therefore, cannot pass on what they do not have to their students. Especially, when thinking about the importance of leading by example rather than words. When confronted, these individuals respond that they do not have enough time to work on the motivation of their students; that it is not up to them or that it is parents' work. Unfortunately, more and more students do not have support from their families.

Motivation in a student promotes respect for his / her teacher, his / her peers, for the class content and activities. It is even self-respecting in terms of the difficulties, limitations, and disadvantages the student encounters in relation to the subject, to certain subjects or activities in which he / she normally does not perform in the desired or expected way. Motivation promotes in the student the additional search for knowledge; and the use of tools such as the internet which provides an unlimited resource of knowledge that the student can access. The motivated student usually likes to learn and expand the knowledge about the topic of motivation or interest.

Because of the important benefits of student motivation, a teacher should be trained in regards to tools, activities, and procedures that help cultivate and increase

student motivation both as individuals as well as for the group as a whole in order to attempt that they can feel respected, free and happy within a group whose members share that same feeling.

2.3.1 Types of Motivation

There are two types of motivation that, for the purposes of this research, will be more aligned to the educational area: Intrinsic motivation and extrinsic motivation.

A. Intrinsic Motivation

Intrinsic motivation is the student's motivation within himself in terms of his / her personal or professional goals and in terms of his / her likes and dislikes. Intrinsic motivation allows the student himself / herself, mainly for his / her pleasure or extent of attraction towards the subject, to find the pleasure and satisfaction in learning about the subject. This motivation is what makes the student search for himself / herself to expand the knowledge about the subject, to expand the subjects seen in classes, to seek broader and more concrete and specific answers even than those of his / her academic level. Even if the teacher is not to his / her liking, even when the students does not count with the support of his / her social group and even when he / she has all the limitations possible, this motivation allows the student to develop that "thirst" of knowledge. That he / she feels happiness to know the subject; that he has the desire to get ahead, even to have the hope to excel in it.

B. Extrinsic Motivation

The extrinsic motivation on its part is the one that the student receives or has from external agents such as obtaining a prize. It occurs mainly when the parent asks for a child's grade or result, and promises to give a certain gift or benefit for the achievement of those goals. Within this type of motivation, it is also the removal of responsibilities, obligations or guidelines that the student has within their social or family group. In the same way, there is the extrinsic negative-cut motivation, which is when the student would not receive any benefit or gift if he / she obtains the results. However, failing to meet these objectives will trigger a series of negative consequences for him / her: physical penalties, punishments of different types (outings, time for recreational activities that the child likes) and even in the options where the student is charged some type of fine or "amount of investment made" previously. Extrinsic motivation is not as "powerful" as intrinsic motivation because extrinsic motivation leads the student to only do what is required to, what is asked for. The student does not seek to go beyond, does not seek to develop his skills and know the subject widely, does not seek excellence or excel; unlike the intrinsic motivation in which the student loves that knowledge, strives to learn more and more, in the best way, more widely. That motivation in which the student loves what he / she does.

2.4 Teaching - Learning Process

Learning is defined as the change in behavior that an individual makes. Since the teaching-learning process is defined as the distance traveled between the original situation of conduct and the condition reached by the individual once the change has already been generated (Martinez and Sanchez, s.f.). This "distance" includes all the educational activity in which the teacher functions as an essential element, since it is he / she (with the advice from the educational authorities of the institution where he / she carries out his / her educational work) who chooses the methodology to use, the activities to be developed in class, and even the ways in which the information will be presented to the students. Because not all human beings learn in the same way, it is important that the teacher is informed enough to be able to understand (and take advantage of) the importance of the different tools and methodologies he / she could use in class; especially, as the same tool or activity can generate a different effect in a second or third group where it is applied.

Sometimes a teacher tries hard and strives to perform an activity that he / she considers important or attractive, and this activity is merely rejected by the students. On the other hand, there are tools that the teacher may not consider attractive, or are not determined to be very relevant in the educational process. However, students generate a lot of enthusiasm and a high level of satisfaction towards it.

It is important to emphasize that this type of tools help the motivation that students can feel towards the subject and the development of the pedagogical activities in the classroom. If a student is not really motivated towards a subject, all these series of tools and techniques can even lead to change the student's mind towards the subject because once the student is motivated, it tends to be easier for the student to pay attention. These activities could promote students to even review the information at home or outside the classroom; allowing them to participate more and more actively in the educational process. Therefore, the correct techniques for the different scenarios could help to change the perspective the student has towards the subject and even the teacher. For this reason, it is of high importance that the teacher and the educational authorities can make correct decisions in terms of the strategies, techniques, and methodologies to be used in the classroom with the intention of reaching the proposed objectives.

When a teacher has worked with a group of students for a certain period of time (especially teachers who receive a group of first grade students and lead them through their learning process through the sixth grade), this person knows them thoroughly, knows how they act, knows their tastes, the preferences they have for the type of activities to be developed, as well as those that are not to their liking. A teacher who has worked with a group of students for some time knows who the group's negative and positive leaders are. He / she has a real knowledge of the limits that can be set to that group and use all this knowledge for his / her benefit and that of his / her students, being able to likely make the best educative decisions. As using

the right techniques and tools can help motivate and elevate the student's credibility in the subject, not using the right tools can work to the detriment of those goals being that the student rather loses credibility and even gets demotivated.

That is why it is recommended for the teacher who starts with a group of students to make a diagnosis where the student is asked to provide information on the topics and techniques that are to his / her liking, as well as those in which they feel less at ease; information related to their general skills and social activities, and information about their educational and personal habits. It is important that this person, as far as possible, also consult with people who have previously worked with the group in order to seek guidance regarding leaders, how the group works and behavior in general. On the other hand, information must be collected regarding the infrastructure and educational environment in which activities are to be carried out, the limitations in terms of environment, space, and even the number of students and collaborators that will be required for certain activities. It is also important to gather information in terms of the didactic and technological resources that the professor has available. Once this information has been collected, it can be used in favor of the teaching-learning process and thus try to determine which tools or techniques would work best, or at least help to make students feel more at ease.

2.5 Group Techniques

According to Chicaiza (2012), group techniques comprise all those educational resources that the teacher use in the classroom and the permanent incorporation of appropriate activities according to the needs.

Traditional education established knowledge as an act of the student by itself. The student received information from “the person who knows” (his / her teacher) but was not given the opportunity to have his /her own criteria. The student was not allowed to make a critical analysis of what was said, and was forced to receive the information and memorize it since he / she had no knowledge, and “the one who knew” was the only one who was allowed to speak about the subject. All the student had to do was to memorize. The more the student memorized compared to the rest of the class, he / she was considered a better or even more intelligent student. There was no opportunity to take opinion from a partner because the person was a “being without knowledge”, without clarity of thought. The human being was seen similar to a sheep grazing from side to side, like an animal that lacked intelligence; and therefore, who had only to be guided by the path of knowledge (the right path). Any attempt to provide information or criticism could be interpreted as an offense to the teacher. It is necessary to emphasize that in traditional education, during long time, teachers had power over the students to the point that they had the authority to physically assault, humiliate and ridicule them, even without having any type of retaliation or inconvenience.

For a human being, to be in the world is to be among human beings, to live in society. The most natural thing for human beings is to live as a society, it is their nature (Vianney, 2010). Some authors have talked about the human being's need to interact with other human beings to achieve an adequate integral development, and this belief started to be applied in the 1930's to formal education when they began to promote educational methods in which the student was increasingly placed as an element of the educational set, since the student had the opportunity to contribute, ask questions, give suggestions, and also criticize the different theories and information that was offered. Educational methods in which it was highly believed that there was no “absolute knowledge” and knowledge would be built deeper and better as more students contributed to it. As part of the tools developed from these new educational methods, group techniques emerge to provide the opportunity for all students to become involved in the educational process and build a more appropriate, deep and solid knowledge towards the subject being studied.

Individuals and groups are all different. The same group, with the same members, will hardly behave the same in different periods of time since it is usually, through the lived experiences, that the human being modifies his / her behavior and changes habits and customs of the day-to-day. As the possibility that one or more of a group's members change at the same time is always present, the possibility that the group could change its dynamics is also easily present. Especially, when among the students that change this type of behavior, there are also part of the leaders of

the group. Usually, how a group relates or develops has to do (or has a strong relationship) to what extent its leaders relate to (and their degree of commitment towards) the group.

In the educational task, it is common to hear a teacher or group of teachers giving bad references of a particular group. It often happens that a group that is called "terrible" is defended by another teacher as his favorite, highlighting a behavior contrary to the one(s) others criticize. Since each group behaves differently, it is important to identify the characteristics that make the group unique, to identify positive and negative leaders, and to study the variables or factors that affect the group psychologically and emotionally; as well as to search, to the extent it is possible, the different things that activate the motivational aspects of the group. And following this premise, it is possible to think that not every group technique works the same or even is as (or at all) effective for all groups. Since groups normally do not behave the same in different periods of time, it is not very feasible to think that the same technique in the same group of individuals has the same results in different periods of time. So what seems to be more intelligent for a person who is going to work with a group, is to be able to complete a diagnosis of it. Once this diagnosis is completed, decisions could be made in terms of which group techniques might probably yield better results.

2.5.1 Criteria for Selecting Group Techniques

2.5.1.1 Based on the Objectives

An important way for selecting the group techniques to be used in the classroom or discipline in which they are required depends directly on the different objectives the professor requires or simply wants to achieve through their use. It is really important to consider this aspect because group techniques are really useful and effective when they are chosen appropriately. It is also important to analyze as much as possible the different conditions and context in which group techniques will be developed. Based on this analysis, the professor will be able to determine the best alternatives for the specific topic or moment.

2.5.1.2 Based on the Resources

Whenever a professor is going to work in a class or specific project it is necessary as much as possible to make an analysis of the different strengths (advantages), weaknesses, opportunities, and threats (also known as a SWOT analysis). SWOT analyses are really important because one of the biggest threats and limitations in the different research projects is the economical resources. As mentioned previously, almost nothing may be achieved if the group technique used is not the appropriate one. On the other hand, the resources towards space must be considered. If the strategy to develop requires a wide space and the classroom is too

narrow, is more likely to occur that the results obtained through its development may not be the expected ones. It is also appropriate to emphasize the necessity of considering the resource defined as “time”. If a method requires a lot of time and the professor does not have it, there is a high possibility he/she is unable to finish the exercise, and at the end, it was only lost time.

2.5.1.3 Based in the Context

Once again is emphasized the context in which a strategy and the learning process are developed. This occurs because the context defines a lot of the different things related to the apprentice’s behaviors, beliefs, way of life, and culture. Although the professor must have a neutral attitude towards the cultural and ideological differences of the people he/she can be related to, he/she is not exempted of being careful with the tactics or tools he/she selects when giving classes or developing a specific topic. It must be also taken into account the level of knowledge an individual or group of individuals has compared to the required knowledge for the appropriate development of the group technique he/she selected in order to avoid the group can underestimate the usage or effectiveness of it.

It is important to understand that group techniques are used as a tool to help and impulse the learners towards acquiring new knowledge. Using an approach without considering the context, in which it is developed, will normally result in frustrating the students and may even result in the reversion of the concepts already

learned by the undergraduates. In a way of presenting an example, an alternative like “The Clinic” is not useful when working with illiterate people. Based on the different principles mentioned, the investigator emphasizes the importance of bearing in mind the social, economic and physical contexts when selecting the group technique to be utilized.

2.5.1.4 Based in the Subject

It is important to take in consideration the subject in which the group is or will be working in order to determine the most appropriate practice to utilize. This is important because, as it has been mentioned before, group techniques are really useful and effective as long as they are utilized in the appropriate way. Therefore, whenever a group technique will be developed, the coordinator (professor) has the obligation of asking himself/herself several questions with the intention of evaluating the systems or systems to be utilized in order to obtain the majority of possible benefits. It must be emphasized that these series of questions must look for the individuals’ benefit in the learning process. It is also important to take into account that if a group technique is going to be used in subjects related to industrial or plastic arts not all the students will have the opportunity of participating. The non-participation of one or more apprentices who wanted to take part in a group technique may create frustration on them, as well as false interpretations of favoritism or even exclusion towards one or some of them.

2.5.1.5 Based on the Amount of Students

The amount of scholars in a group has to be taken into account and related with the amount of undergraduates required for the appropriate development of a specific group technique. This happens because there are procedures which will require more apprentices than the ones the professor has available or vice versa. Another aspect to take into account is that there are methods which will provide better results or can only be developed when working with smaller groups. Maybe the main problem is that if by one or other reason the group is too big, the usage of the selected group technique may be hindered. Based on these two examples, the investigator of this thesis emphasizes the importance of selecting the group technique based on the amount of learners a group has.

In a document taken from the Bibliotic Repository of The Luis Amigó University Foundation in Colombia with the title “Técnicas para Dinamizar los Procesos Grupales”, 8 criteria are provided for the selection of group techniques: the objectives pursued, maturity and training of the group, size of the group, ages of the members, physical and mental conditions of the participants, physical environment, materials available and, overall training of the professor / coordinator (document does not refer author and date of publication).

It is important to determine what are the objectives proposed in the program of the course, and the day in which the activity takes place. If an activity has a goal

that we could consider crucial in terms of content and academic richness, it is worth considering giving enough time to this activity since it is handled as an investment rather than a waste of time. Likewise, if an activity does not enrich the academic level or the function it has is not that crucial to the course, having clear objectives allows us to determine how much time we can invest and if necessary, be able to evaluate the use of another technique instead.

It is important to clarify that when working with groups of people many emotions are interrelated; and many times, the goals and objectives of the activity may be far from academic objectives but are used more socially to release tensions in the group, which, even when they require more class time, could at multiple times be considered a valuable investment. A group previously trained to develop group activities will allow in a greater probability an environment that facilitates the development of activities of this nature. When the group has previously been involved in working in groups in other subjects, it is very probable that they have an ease and even a predisposition to generate specific groups... When a teacher asks the students to group or to join in pairs, it seems be considered as a loss of time itself. Being that by the time the groups are made, the professor loses valuable “class time”. This predisposition in students or even to have a kind of group organization prevents loss of time in terms of when the students make groups. Likewise, as when the group already has some time working together; with appropriate limits, that students have confidence, know each other, and have worked together, gives

important advantages to the professor compared to a group where its members do not know each other and have not worked together previously.

Students usually like to interact with each other, looking for similar likes and related behaviors; in a group where their members do not know each other students are more likely to be caught under situations where the class / working time is wasted because their members focused on getting to know each other better and talked about other topics not exactly related to the work they are doing. When a group has sufficient maturity this type of waste is prevented.

The size of the group is definitely an aspect to consider when choosing a group technique because many techniques require a lot of time per member. If you think of a group of 15 people or more giving each of them just 5 minutes to participate, the activity will exceed one hour out of the given time; if the activity being used is not as valuable and enriching for the proposed objectives, it is likely that this type of technique is not the most appropriate. Mainly, in institutions where the number of foreign language lessons are very limited. On the other hand, if an activity requires many members so that it could be performed properly, it is good to consider whether the group is large enough to meet the needs of that activity.

Factors such as age of the participants allow one to imagine how an activity can be valuable to one group of students while for another group it could be identified as obsolete, meaningless or "ridiculous". In contrast, there is an

opportunity for an activity to be too complex for the students' cognitive level. Likewise, factors such as the physical conditions of the participants and the infrastructure in which the activities are carried out, the materials used and the overall training of the professor / coordinator can compromise or favor the development of the selected techniques, as well as the achievement of proposed objectives for the activity.

2.6 Methodologies for Teaching Vocabulary

There are several methodologies which have been used throughout the years in order to make students learn new vocabulary and expand their knowledge. The following are a group of these methodologies.

2.6.1 Grammar-Translation Approach:

The Grammar-Translation Approach is a method of language teaching in which the second language is taught in the learners' mother tongue and there is minimum or null use of the target language. According to what Dr. Jill Kerper Mora (Associate Professor at Emerita School of Teacher Education in San Diego State University) describes in her "Cross-cultural Language & Academic Development Website", the vocabulary is taught in big lists of words and some of the times, the apprentices are asked to translate non-sense sentences to the target language or vice versa. Little or no attention is placed to pronunciation because there is no real-oral production

2.6.2 The Keyword Method:

According to Ph.D. Fiona McPherson from the Capital Research Ltd. located in Wellington, New Zealand, the Keyword Method has two stages. The first one is "linking the foreign word with an English word (keyword) that sounds like

some part of the foreign word”. For this stage, Ph.D.Fiona McPherson places the example of the Spanish word “carta” which she links with the English word “cart”. The second stage is “linking the keyword with the English meaning of the foreign word by forming an interactive image”. For this stage, the example provided by Ph.D.Fiona McPherson is the image of a letter inside a cart. Based of the principles of this methodology, it is easier for the undergraduates to learn new vocabulary through its usage because they will remember the word’s meaning by looking to the image used to join the keyword with its definition.

2.6.3 English for Specific Purposes (ESP):

Ph.D. Chris Wright states in the article “The Benefits of ESP” referenced in the first chapter of this thesis project, that “ESP is, basically, language learning which has its focus on all aspects of language pertaining to a particular field of human activity”. Based on this quote, the objective of ESP is to teach the scholar the vocabulary and structures of the language he/she will require to learn in order to successfully complete a task. In this type of methodology for learning vocabulary, the students participate in role plays of different situations of life where they will require using the language. This “situations of life” or “topics”, as Wright defines them, may vary depending on the individual’s context, age, sex, level and knowledge.

2.6.4 Scaffolding

According with the Colorín Colorado website for the Washington's Educational Telecommunications Association, scaffolding is an alternative for learning vocabulary where the professor provides special support to the scholars while they are learning new vocabulary. Among this special support, it is recommended to use a wall where the new vocabulary is shown to the undergraduates and reviewed every day. Another recommendation for providing support to the apprentices is the usage of pictures and photographs containing the new vocabulary in order to help learners compare and relate the oral production to the written production of the vocabulary.

2.6.5 Other Ideas:

Other recommendations are given by the Washington's Educational Telecommunications Association. Among these, they list:

- o “Labeling the classroom objects both in English and the native language”
- o “Planning activities that include new vocabulary”
- o “Reading texts where new vocabulary can be found and discuss it”
- o “Teaching the students how to use the dictionary”

Chapter III

Type of Investigation

3.1 Purpose of the Investigation

The research has a mixed purpose because it combines both theoretical research and applied communication. In the theoretical part, it refers to the idea the research is oriented to the search of new knowledge in the given reality. Through this knowledge, the investigator seeks to know, evaluate and even analyze the situation presented in the classroom with the group being investigated, thus allowing the investigator to reflect on which theories or models are the most appropriate for the achievement of the proposed objectives. Resulting in the opportunity to generate new knowledge in order to obtain a specific case that would allow the formation of educational tools or models to be used in the future. With the characteristics that describe an applied purpose of the investigation, we can denote that the investigation has an immediate practical aim since the laws, methodologies and models proposed by the Ministry of Public Education of Costa Rica are put into practice (applied).

One of the main purposes of this research is to evaluate the level of vocabulary students have; this immediately corresponds to applied research. In addition, it is sought to somehow solve, or at least improve, the vocabulary domain using the proposed models.

3.2 Scope of Research

This research has a transverse temporal scope mainly, since it is completed to analyze the phenomenon of study at the given moment; a study of behavior is not made over the period of the years, nor an analysis of the behavior or realities that previous groups have had is sought. Rather, it focuses on analyzing the behavior of the phenomenon at this time, its implications for the particular group and the institution as such. Even if the research provides a concrete proof of reality, it does not pretend to say that in the short or long term other groups will have the same characteristics or reality.

3.3 Framework for Research

The research's framework refers to the population or universe that is to be used as an object of study in a research. For this research, in a "Mega" framework the investigator would use the entire student population in the school. Including all levels, and probably, consulting all administrative and teaching staff. At a Macro level, an entire academic grade would be chosen at school. Being that all the students who belong to the fourth, second or third grade of the school would be taken.

Due to the time that is granted for the research to be performed, the framework should be in a "micro" set. Being that it is completed only in a sample of the whole population. More specifically, not in an academic group but rather to a class within that group. For this investigation, students of the 5-2 class from Cristóbal Colón Elementary will be investigated.

3.4 Condition of the Research

The condition of the research is merely a field investigation, since first-hand information must be collected through surveys and questionnaires, observation and other techniques that require the researcher to be directly involved with the object of study. Such information does not exist and cannot be obtained in any other way if it is not by really entering the reality and interacting with the objects of the investigation in the natural context where the problem occurs. Contrary to laboratory research where data already exists, where there is already extensive knowledge of the information and more, where the reality is controlled.

3.5 Character of the Investigation

The nature of the research can be divided into two main types and two secondary types. One of the main ones is the exploratory nature of the research. This character is justified as this work has not been done, neither with the population nor in the reality and institution in which the students are developed. New information is sought to be able to see and evaluate the problem presented in a more concrete way. Information should be built through techniques such as questionnaires, surveys and observation in order to explain and understand a little better the reality in which students live; in other words, the reality in which the problem develops.

The second main character is the analytic. In this research the investigator wants to study the reality of students and be able to contrast it against their reality once the different techniques to be developed are applied. Therefore, the investigator wants to contrast the students' reality when no technique (other than the regular techniques used by the teacher) was applied. It seeks to examine the effect of the techniques being used at this time; and on the other hand, examine what difference or benefit can be gained by using the techniques to be developed in this research. It seeks to evaluate the results, compare the two realities, examine which benefit or what the added value is, and the level at which these techniques become an investment and not only, a waste of time in the classroom.

At a secondary level, this research could be taken as descriptive as it seeks to relate what is happening in the group and in the reality. Therefore, the investigator tries to describe the reality so that he could try to determine what would be the most appropriate techniques to use and be able to use justified judgments for the tools that are used. In the same way, it can be said that this research has a causal character since there is a problem, it is identified and it the investigator pursues to know the causes, factors or elements that cause the problem. Probably, the level of decision of the researcher is limited because a person is not allowed to make changes in strategies or educational models proposed by educational authorities, but to some extent seeks to provide a concrete example that serves as a comparison and reference for researchers or educators who find a similar reality. And based on this, these people can take suggestions and ideas that allow them to obtain a solution or enhance the impact that the problem generates in their realities.

3.6 Nature of the Research

The nature of the research is quantitative in terms of what the methodological approach is concerned. The epistemological approach is inclined to positivism, since it aims to collect, analyze and project numerical data on the variables investigated using statistics. It seeks to use at all times the bases of the scientific method limiting the opportunity of biases, perceptions or appreciations merely on the part of the researcher.

3.7 Subjects and Sources of Information

3.7.1 Subjects

Among the subjects to be consulted, one of the most important is the English teacher. Because it is the person who spends the most time with the group, who knows best; And therefore, who, having already worked with the group, can be very useful when it comes to finding positive and negative leaders within the group. As well as the search for group and individual adaptations, if required. Another individual to consult would be of the research group. First, to gather information regarding the techniques, tools and methodology that the professor use to develop his / her lessons. Also, to look for a general reference of the knowledge that the group has and thus to be able to also find those who have more ease and greater difficulty in the language. Gathering this information will allow the investigator to establish which students require more help than others, and who can serve as mentor or help for those students.

If the institution has an English coordinator, it is likely that this person will be used as a source of information in terms of the performance and development of the group investigated, and of the previous teachers the group has had as well as any reference of the methodologies and techniques used by them.

3.7.2 Sources

On the side of the sources of information, the investigation takes references of texts that are considered important or of help to be able to understand with greater foundation and in a deeper way the object and problem of study. It refers to sources of research that provide a light or "clarity" to the researcher, and anyone who uses the collected information, regarding the research topic.

Among the most important sources of information, the investigation takes the investigator's personal experiences which were developed during the investigation process, taking into account the results obtained from the different questionnaires and techniques developed through it. All these, to be considered as the investigation's primary sources of information.

The investigator consulted secondary sources of information related to the use of group techniques in disciplines and sciences. These sources explained the results and benefits obtained through their use. This consultation was completed with the intention of widening the concepts and overall knowledge the investigator had about group techniques as a tool for learning and the benefits obtained from them to students and the learning process in general.

3.8 Sampling

The sampling of this research is of a non-probabilistic cut called "by Judgment" as lack of vocabulary, low class performance; and even the demotivation present in students are used as selection criteria. In addition, the sampling could also be defined as a "by reference" sampling as the investigator mainly used the reference from the professor and academic authorities to determine which of the groups (class) is more aligned with the investigation; therefore, the class which would benefit the most from this project.

3.9 Data Collection Techniques and Tools

Within the set of techniques to be used is the survey. For this technique, instruments such as questionnaires will be used. Surveys will be conducted to take information from students at a personal level and others are merely at the academic level. Another survey to be done is to the teacher and coordinators regarding the group, as an option to collect information in academic terms and group coexistence, both internally and with the other groups in the school. Finally, once all fieldwork has been completed, a satisfaction survey will be conducted for students who participated in the school activities process.

Another of the information collection techniques that are intended to be used is observation. This observation is done through instruments such as checklists, and it is planned to perform both students in their educational endeavor ("other" subjects) and in English classes properly. It is intended to make observations specifically to the teacher in order to collect information regarding the techniques, methodologies and instruments that are used with the students.

Finally, it pursues the use of the so-called group techniques; mainly thinking of instruments such as brainstorming where is good to involve the school authorities and the English teacher to take suggestions to try to determine what tools, methodologies or techniques are most appropriate for the group. It is important to emphasize that both the teacher and the academic authorities that know the students

better; and therefore, who can give key information on what may be most likely attractive, effective or even "easy" for students.

3.9.1 Pre-Techniques Test

The “Pre-Techniques Test” was presented to the group on Monday, April 3rd, 2017. The “Pre-Techniques Test” is composed by twenty pictures divided in categories: diseases, symptoms and organs. Students are given twenty spaces to complete with the names of the noun which is represented in the picture. The pictures presented in the “Pre-Techniques Test” were: Dengue, Aids, Cancer, Chicken Pox, Flu, Cough, Cramps, Diarrhea, Headache, Runny Nose, Sore Throat, Rash, Vomit, Heart, Brain, Intestines, Kidneys, Liver, Lungs, and Stomach.

3.9.2 Group’s Diagnosis Questionnaire

At the very beginning, the investigator applied what was named as the “Group’s Diagnosis Questionnaire”. This questionnaire was more an interview than a questionnaire. It is given the name of questionnaire because it was a not a person-to-person interview.

The “Group’s Diagnosis Questionnaire” was designed with a total of five questions about the methodology and the different techniques that were used. In this

questionnaire, the scholars were asked to answer four “closed – ended questions” and one “open – ended question”.

3.9.3 Post-Techniques Test

The “Post-Techniques Test”, as its name indicates, is the final test designed and applied to the scholars to demonstrate that they were able to learn the vocabulary developed through the use of the group techniques. The “Post-Techniques Test” presents twenty pictures where the undergraduates were given twenty spaces to write the name of the different definitions taught to them.

The twenty definitions evaluated through the “Post-Techniques Test” are: Dengue, Aids, Cancer, Chicken Pox, Flu, Cough, Cramps, Diarrhea, Headache, Runny Nose, Sore Throat, Rash, Vomit, Heart, Brain, Intestines, Kidneys, Liver, Lungs, and Stomach.

3.9.4 Post-Technique Questionnaire

The “Post-Technique Questionnaire” was given for the learners to complete the week immediately after the “Post-Techniques Test” was developed (Tuesday, May 22nd, 2017). In this “Post-Technique Questionnaire”, the students were asked five different questions. The first question was an open-ended question where the scholars were asked to give a general opinion about what they think of the different group techniques applied in class within the last weeks. The second question was a

closed-ended question where the undergraduates were asked if they considered that the use of group techniques helped them learn the words in an easier way. The apprentices were given the option of selecting “yes” or “no” as the answer. The third question was a close-ended question where students were asked which was the activity they would select as a favorite. The fourth question was a close-ended question where scholars were asked if they would like the professor to continue using group techniques in class. In this question, the undergraduates were given the option of selecting “yes” or “no” as the answer. The fifth and last question was a closed-ended question where the students were asked to rate the use of group techniques as a “very good”, “good”, “regular”, “bad”, or “very bad” resource to teach vocabulary.

3.9.5 Teachers’ Questionnaire

This questionnaire was completed by both teachers of English language of Cristóbal Colón Elementary School. The first question was “Are you male or female?” The second question teachers were asked “What is your age?” The question was given with possible responses accommodated in age ranges (less than twenty-five, from twenty-five to twenty-nine, from thirty to thirty-nine, from forty to forty-nine, and from fifty to fifty-nine). Fifty percent of the professors mentioned they were in range “from thirty to thirty-nine” years old while the remaining fifty percent of the teachers mentioned that they are in the range “from forty to forty-nine” years of age.

In the third question, English language teachers were requested to select the type of shift they currently have. The question was given with three possible responses: Full shift, Part time (fifty to ninety percent of a full shift), and Part time (less than fifty percent of a full shift). The fourth question asked teachers “What is your highest academic degree?” The question was given with four possible responses: Under Bachelor degree, Bachelor degree, “Licenciatura” degree and Master’s degree. Question number five was segmented in three minor questions, the first of these asked English language professors how many hours they teach on a weekly basis. The second of these asked English language professors how many hours they spend planning on a weekly basis. The third of these asked English language professors how many hours they spend completing administrative tasks every week.

Question number six of the Teachers’ Questionnaire asked English language professors how long have they been teaching for in an attempt to get an idea of the level of expertise these professors have. Question number seven asked English language professors how long have they been teaching for in Cristóbal Colón Elementary School. The question gave the options “first year”, “one to two years”, “three to five years”, “six to ten years” and “over ten years”. Question number eight was divided in five minor questions. In the first segment, English language professors of Cristóbal Colón Elementary School were asked how often they present new topics to the class. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”,

the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. In the second segment, English language professors of Cristóbal Colón Elementary School were asked how often they explain the learning objectives to the class. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. The third segment, asked professors how often they review the homework students complete. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. In the fourth segment, English language professors were asked how students work as a group to find a solution to a problem. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. In the fifth segment, English language professors were asked how often they adapt the in-class work for students with different needs. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the

time”, third option was “approximately fifty percent of the time” and the last option was “almost always”.

3.9.6 Investigator’s Observation

The investigator developed the role of a guide for the apprentices who participated to learn the new vocabulary. He also participated as a witness in the development of the different group techniques and the overall learning process. Therefore, maybe one of the most important resources for collecting information was the investigator’s observation of the process and its appropriate development.

3.10 Description of the Process

The very first step the investigator completed was the “Pre-Techniques Test” (refer to section 3.9.1 of this document). The “Pre-Techniques Test” was applied to the group on Monday, April 3rd, 2017. Students left for a one-week vacation period that same week. Therefore, the following session; Monday, April 17th, 2017, the investigator applied the “Group’s Diagnosis Questionnaire” (refer to section 3.9.2 of this document). The following day; Tuesday, April 18th, 2017, the researcher started to apply the group techniques. In this week, the investigator developed a presentation with flashcards, and taught students the words: Dengue, Aids, Cancer, and Chicken Pox. Pictures (drawings) that represented these concepts were utilized to illustrate them better, so it could be easier for the undergraduates to remember the definitions. On week number two of the investigation; Tuesday, April 25th, 2017, the investigator used “The Hangman”. This technique was used with the intention of practicing the words that were previously given, and introduce the words: Flu, Cough, Cramps, and Diarrhea. On week number three of the application of the group techniques; Tuesday, May 2nd, 2017, students were requested to dramatize the symptoms: Headache, Runny Nose, Sore Throat, and Rash. On this week, the investigator established the differences between the words rainy and runny, and the difference between words rash and rush. In addition, students were also presented to different definitions associated with the word ache such as: stomachache and backache (compared to headache). On week number four of the application of group techniques; Tuesday, May 9th, 2017, a crossword puzzle

was used as to review some of the concepts introduced previously as part of the investigation process as well as to introduce concepts: Vomit, Heart, Brain, and Intestines. Finally, on week number five; Tuesday, May 16th, 2017, students were given the definitions for Kidneys, Liver, Lungs, and Stomach. Once the definitions were reviewed, the investigator used a series of questions asking students to identify how often they would do activities that will help or affect these organs as well as reviewing how each of the activities could create an impact to the digestive system. The activity was named “How often do you?” At the end of every session, the investigator reviewed all the definitions seen as of that date with the students to ensure that any person who was absent on one of the previous sessions was able to stay up-to-date with the new vocabulary. Once all techniques were developed and students were already given all definitions, the researcher applied the “Post-Techniques Test” (refer to section 3.9.3 of this document) on Thursday, May 18th, 2017. As a closure to the investigation process, the researcher had students complete the “Post-Technique Questionnaire” (refer to section 3.9.4 of this document) on Monday, May 22nd, 2017 to obtain information about their opinion towards the group techniques used and the overall investigation process. All the participants of this research project were present; therefore, all of them completed the Post-Techniques Test on that date.

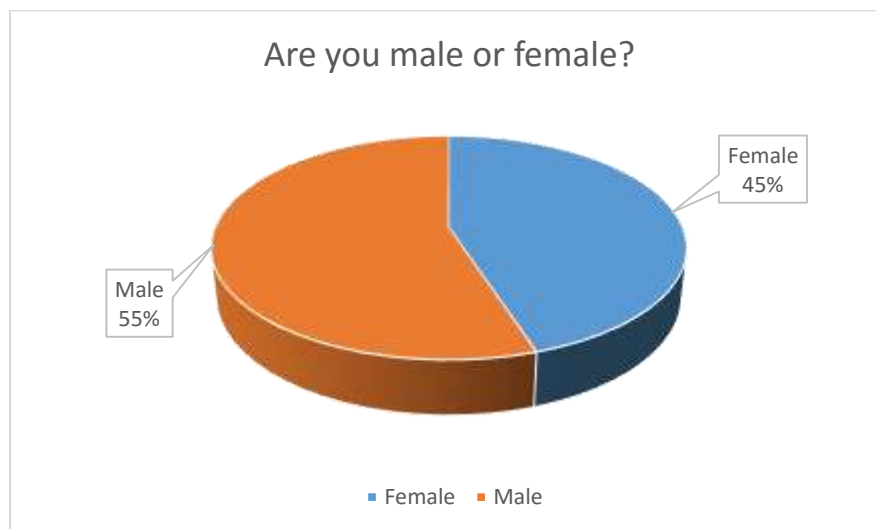
With this last step, the investigation was concluded and the investigator started to tabulate the results and information collected through the different

instruments described under the section 3.9 of this document (Techniques and Instruments for Collecting Information).

Chapter IV

Analysis of the Information

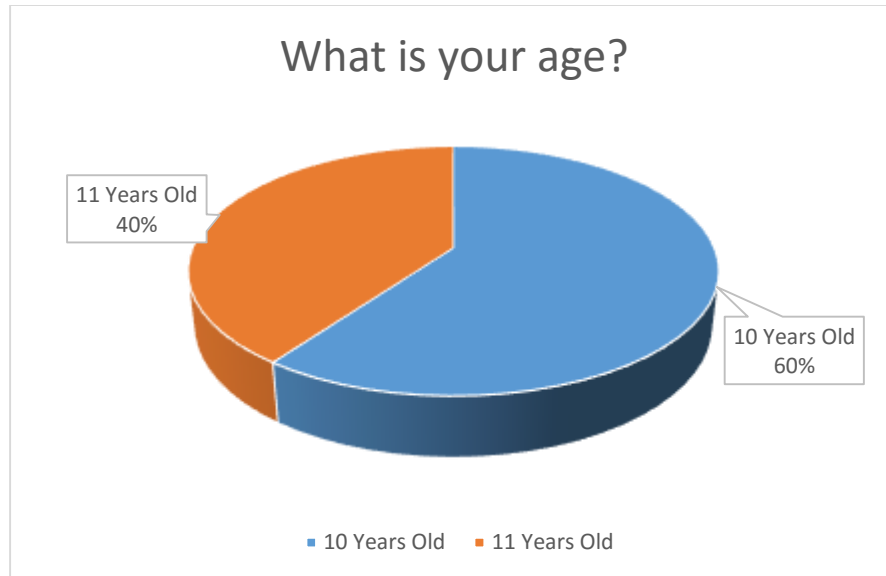
4.1 Analysis of the Results



Graphic # 1: Are you male or female?

Source: Group's Diagnosis Questionnaire

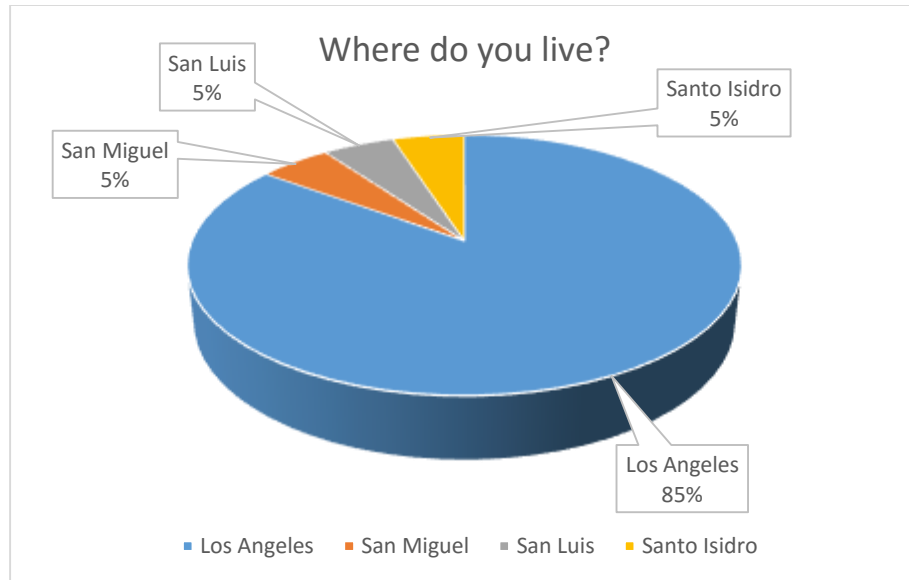
Question number one of the Group's Diagnosis Questionnaire asked students whether they were female or male. Graphic number one was designed with the results obtained from this questionnaire. According to the results obtained from the students who participated in it, fifty five percent of the students in the group are male while forty five percent of them are female. The researcher of this project considers important taking into account the gender of the majority of the students in the class; especially, in all matters related to selecting the activities and the day-to-day examples that will be used during the process. Moreover, when the majority of students in the class are male, as they tend to put more pressure in the overall development of the class than women's usually do.



Graphic # 2: What is your age?

Source: Group’s Diagnosis Questionnaire

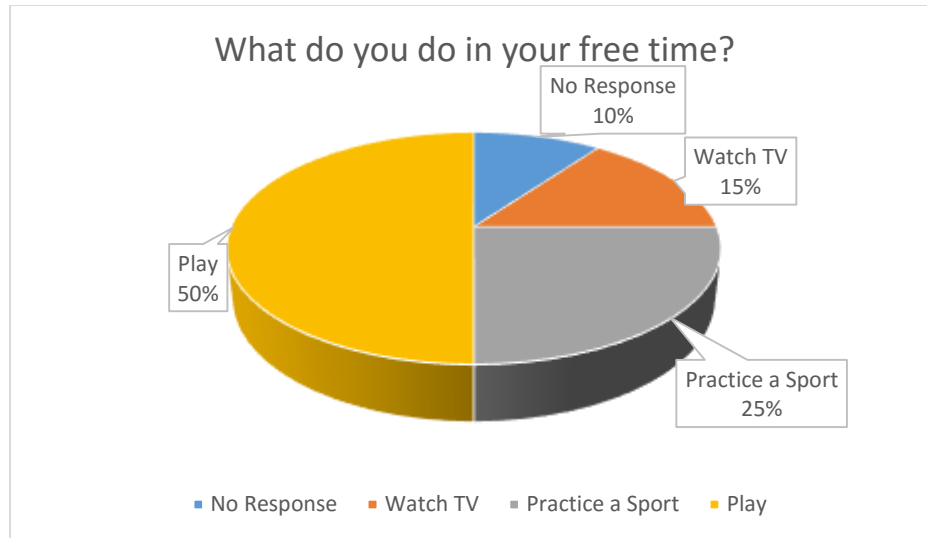
Question number two of the Group’s Diagnosis Questionnaire asked students “what is your age”; Graphic number two was created with the answers obtained in this questionnaire. The main purpose of asking this question consisted on being able to determine the ranges of age within the group as well as to determine its members’. According to information obtained, forty percent of the students are eleven years old while sixty of the students are ten years old. Based on the responses from this questionnaire, it could be suggested that the age of the students in the class is very similar as both segments of the class are in a similar cognitive and development phases.



Graphic # 3: Where do you live?

Source: Group’s Diagnosis Questionnaire

Question number three of the Group’s Diagnosis Questionnaire is intended to determine the place where students live. The question they were asked was “where do you live”. Scholars who participated mentioned that five percent of them live in San Miguel de Santo Domingo, another five percent live in San Luis de Santo Domingo. Five percent of them are living in San Isidro San Isidro, and eighty five percent of the students of the class live in Los Angeles; in other words, they live close to their school. This could become especially useful when in case of emergency or when the student requires any additional support from home.



Graphic # 4: What do you do in your free time?

Source: Group’s Diagnosis Questionnaire

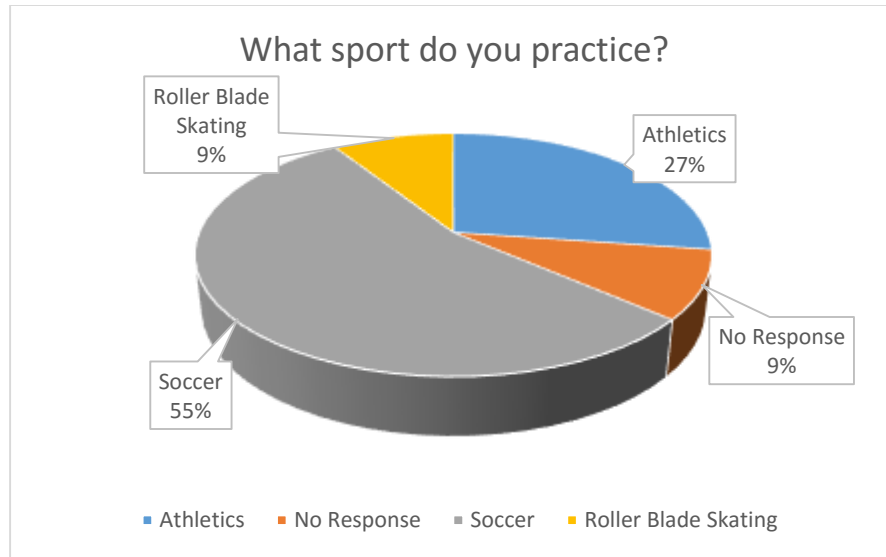
Question number four of the Group’s Diagnosis Questionnaire asked students “What do you do in your free time?” Graphic four was created with the answers obtained from this questionnaire where students were given the opportunity to tell what they do when they are not at school. Based on the results, fifty percent of the class play when they are not at school, twenty-five percent suggested that they practice a sport, fifteen percent of them mention that they watch television, and a ten percent of them did not respond to the question.



Graphic # 5: Do you practice any sport?

Source: Group's Diagnosis Questionnaire

Graphic number five was developed with the results of question number 5 of the Group Diagnostics Questionnaire. The question was “Do you practice any sport?” The intention of this question was to determine the level of physical activity in the students of the class. The results showed that forty five percent of the students do not practice any sport while fifty five percent of the students in the class do practice a sport. As physical activity and physical well-being is an important matter nowadays in schools and workplaces overall, knowing about the students’ level of physical activity is important, as is considered as such for all relevant aspects of development.



Graphic # 6: What sport do you practice?

Source: Group’s Diagnosis Questionnaire

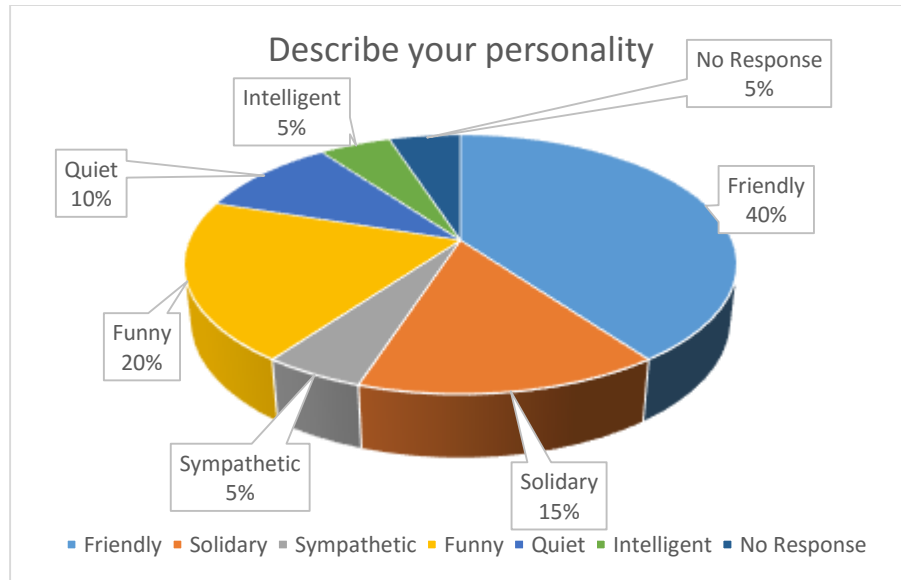
Graphic number six was developed with the responses obtained from those who gave a positive answer to question number five of the Group’s Diagnostics Questionnaire. The question was “Do you practice any sport? (Which?)”. Students were requested to answer what sport they regularly practice. Graphic number 6 is designed based on the results for this question where fifty five percent of the students who answered mentioned that they play soccer, nine percent of the students mentioned they practice rollerblade skating, twenty seven percent of the students mentioned that they practice athletics, and nine percent of the students did not provide a response. Due to cultural reasons mainly, the most practiced sport of those who practice one in the class is soccer.



Graphic # 7: How often do you practice this sport?

Source: Group's Diagnosis Questionnaire

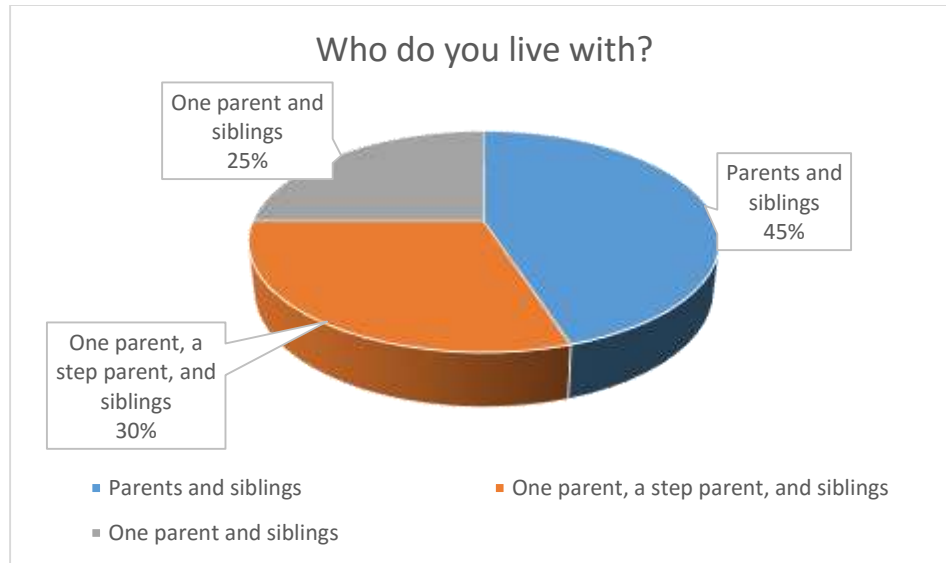
Question number seven of Group's Diagnosis Questionnaire asked students how often they practice the sport they stated to practice. This question was answered by the people who gave a positive response on question number five of this questionnaire. According to the responses obtained, graphic number seven suggests that eighteen percent of the students who mentioned they practice a sport do it in a few occasions, another eighteen percent of the students suggested that they practice this sport sometimes, and sixty four percent of the students who answered this question suggested that they would practice this sport almost always. Based on these results, students who claimed to practice a sport seem to be active.



Graphic # 8: Describe your personality

Source: Group’s Diagnosis Questionnaire

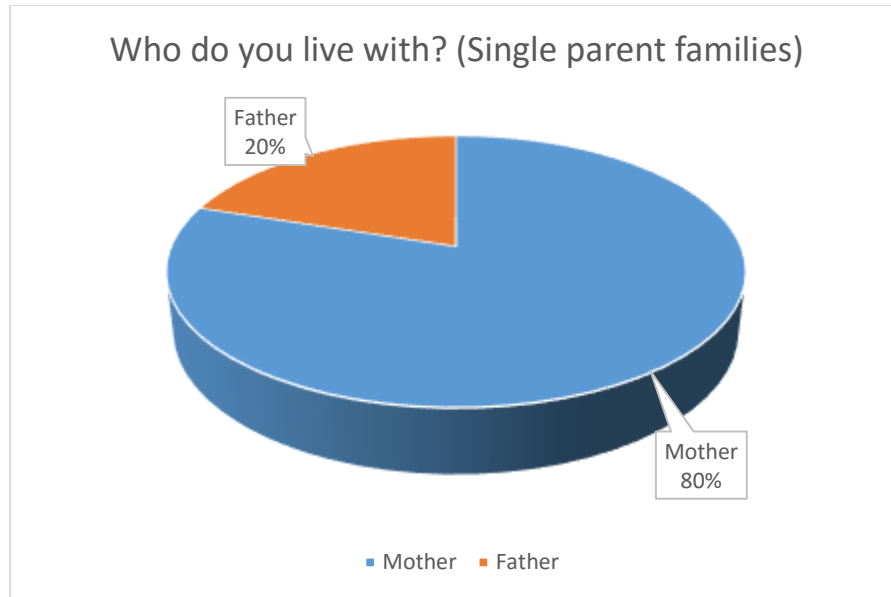
Graphic number eight was developed with the results of item number eight of the Group Diagnostics Questionnaire. The requested action was for students to describe their personality. The intention of this question was to determine to get an overall picture of what students in the class think / tell about themselves. According to students’ responses, ten percent of the students answer that they were quiet. Fifty-five percent of the students mentioned they are intelligent, twenty percent of the students mentioned they are funny, five percent of the students said they are sympathetic, fifteen percent of the students mentioned they are solidary, forty percent of the students mentioned that they are friendly, and the remaining five percent of the students did not give a response.



Graphic # 9: Who do you live with?

Source: Group’s Diagnosis Questionnaire

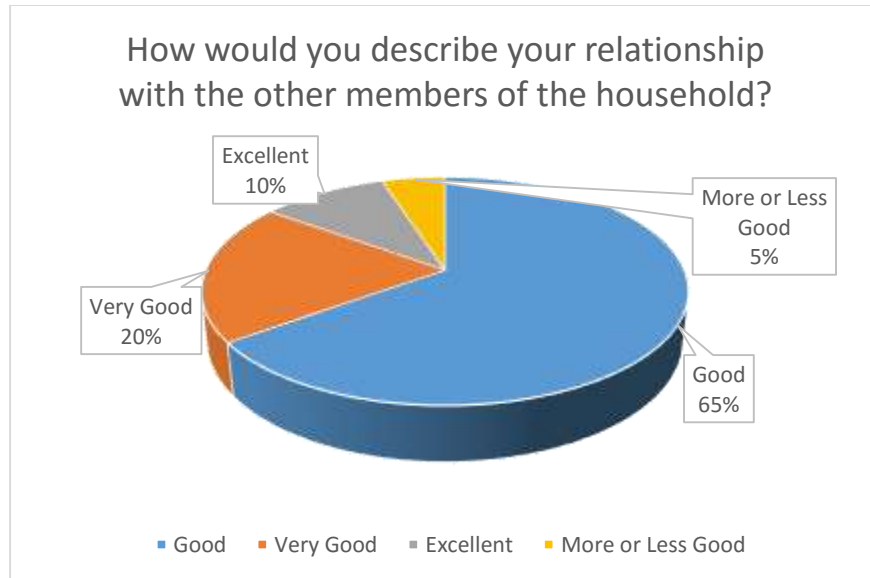
Graphic number nine was developed with the results of question number nine of the Group Diagnostics Questionnaire. The question was “who do you live with?” The intention of this question was to understand or know who students in this class living with. Besides, as societies overall have changed enormously during the last decades, this question will also be used to provide the researcher an idea how families are being structured nowadays. According to the results obtained from this questionnaire, twenty five percent of the students mentioned they live with one parent and their siblings, thirty percent of the students mentioned that they live with one parent, a step parent and their siblings. The remaining forty five percent of the students mentioned that they live with their two parents and their siblings.



Graphic # 10: Who do you live with? (Single parent families)

Source: Group's Diagnosis Questionnaire

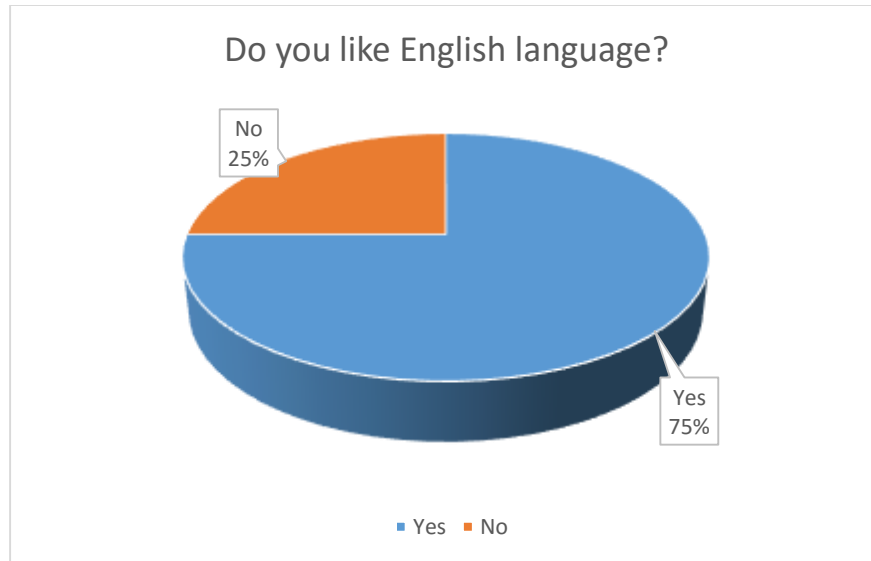
Graphic number ten was designed with the results of question number nine of the Group Diagnostics Questionnaire. The question was “who do you live with?” However, the results were filtered to determine what biological parent students live with. According to students’ responses, from all the single-parent families, eighty percent of the students live with their mother while twenty percent of the students who indicated they live with only one of their parents is living with their father. This questionnaire did not go deeper as to indicate the reasons or background for these results.



Graphic # 11: How would you describe your relationship with the other members of the household?

Source: Group’s Diagnosis Questionnaire

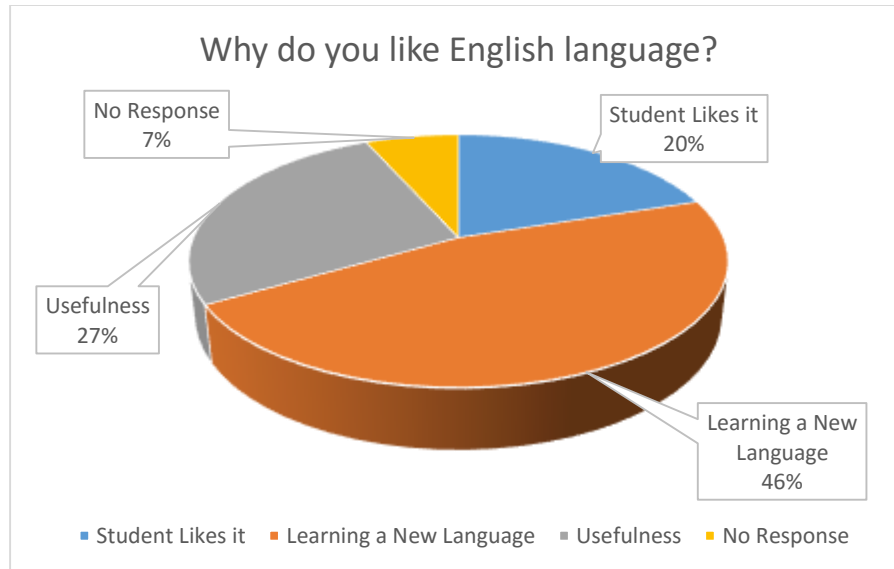
Graphic number eleven is designed with the answers to the question “how would you describe your relationship with the other members of the household?” This question was part of the Group Diagnosis Questionnaire and according to the results, twenty percent of the students mentioned that they have a very good relationship, sixty five percent of the students mentioned that they have a good relationship with their members of the household. Ten percent of the students mentioned they have an excellent relationship with the members of the household, while five percent mentioned a more-or-less good relationship. The researcher of this investigation indicates considers it is good that almost all of the students in the class have a good-to-an-excellent relationship with the family members or people who live in their household.



Graphic # 12: Do you like English language?

Source: Group’s Diagnosis Questionnaire

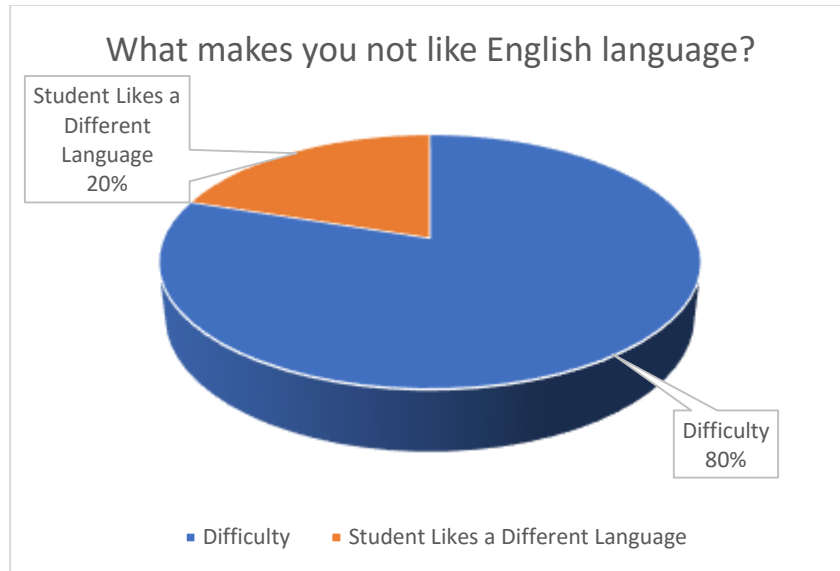
Graphic number 12 was created with the results obtained from the question “Do you like English language?” This question is part of the Group Diagnosis Questionnaire and according to the results of pain twenty five percent of the students in the class mentioned that they do not like English language. On the other hand, seventy five percent of the students in the class mentioned they do like the language. Determining this information is considered critical by the researcher as he can rely on the idea that the majority of the students like the language.



Graphic # 13: Why do you like English language?

Source: Group’s Diagnosis Questionnaire

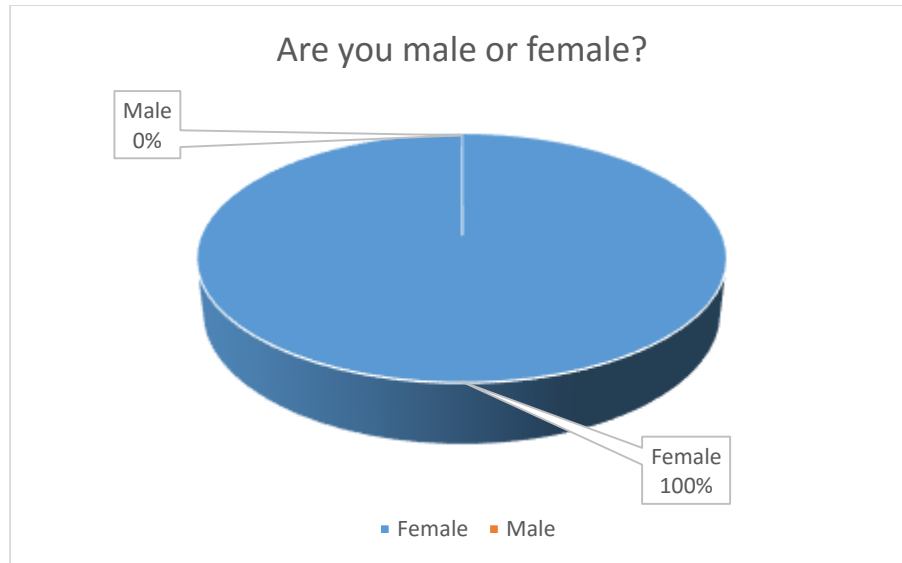
Graphic number thirteen was developed with the results obtained from a question that was only asked to those students who gave a positive response to the question “Do you like English language?”. This new question was “Why do you like English language?” To this question, twenty seven percent of the students who responded mentioned that they like English language due to today’s usefulness in the work environment, forty six percent suggested that they like it due to their interest / will of learning a new language, twenty percent of them suggested that they like it because they have always liked the language (no special details given) and seven percent of the students gave no response.



Graphic # 14: What makes you not like English language?

Source: Group's Diagnosis Questionnaire

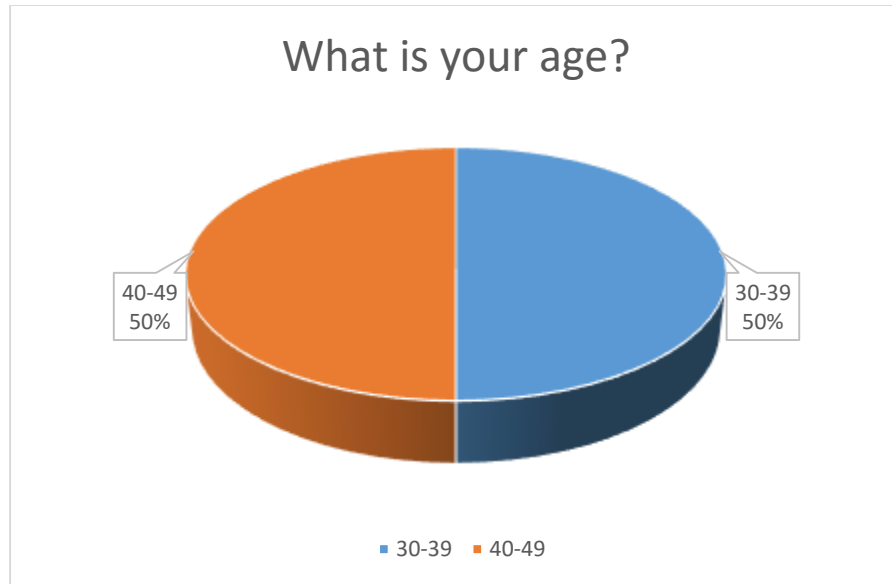
Graphic number fourteen was created to generate a contrast for those students who do not like English language. They were asked the reason why they do not like the language. According to the responses obtained, twenty percent of the students mentioned that they like a different language more than what they like English. The remaining eighty percent of the students who answered this question mentioned that they do not like English due to its difficulty; at least the difficulty that they find towards the language.



Graphic # 15: Are you male or female?

Source: Teachers' Questionnaire

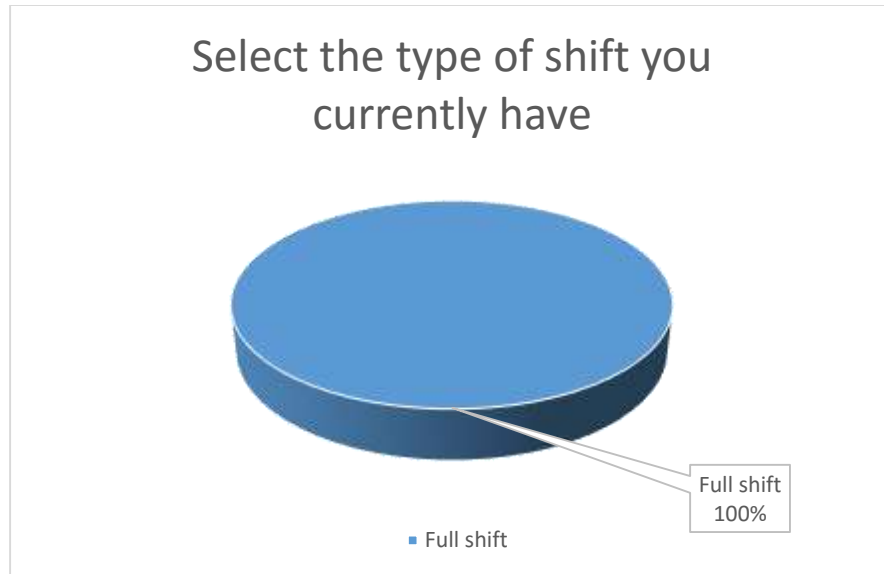
Graphic number fifteen was generated with the responses obtained to the first item in the Teacher's Questionnaire. This questionnaire was completed by both teachers of English language of Cristóbal Colón Elementary School. The question was "Are you male or female?" According to the results given by both teachers, it could be defined that one hundred percent of the English language teachers of the school are female. No positive response was given to the other options "male".



Graphic # 16: What is your age?

Source: Teachers' Questionnaire

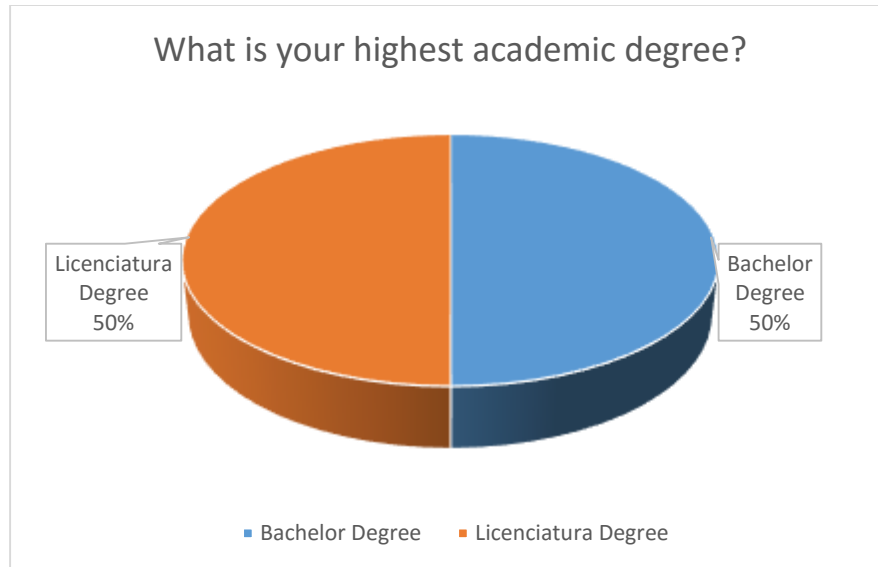
Graphic number sixteen was generated based on the results obtained from the second question from Teachers' Questionnaire. English language teachers were asked "What is your age?" The question was given with possible responses accommodated in age ranges (less than twenty-five, from twenty-five to twenty-nine, from thirty to thirty-nine, from forty to forty-nine, and from fifty to fifty-nine). Fifty percent of the professors mentioned they were in range "from thirty to thirty-nine" years old while the remaining fifty percent of the teachers mentioned that they are in the range "from forty to forty-nine" years of age.



Graphic # 17: Select the type of shift you currently have

Source: Teachers' Questionnaire

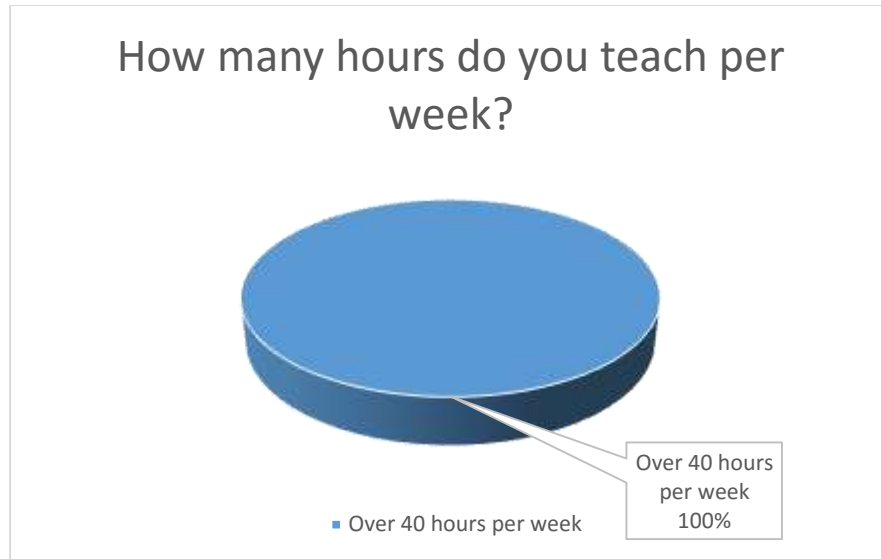
Graphic number seventeen was created with the results obtained from the third question from Teachers' Questionnaire. English language teachers were requested to select the type of shift they currently have. The question was given with three possible responses: Full shift, Part time (fifty to ninety percent of a full shift), and Part time (less than fifty percent of a full shift). Based on the answers given, both teachers indicated they have a full shift. Therefore, it can be suggested that one hundred percent of the English language teachers in Cristóbal Colón Elementary School are participating full shift.



Graphic # 18: What is your highest academic degree?

Source: Teachers' Questionnaire

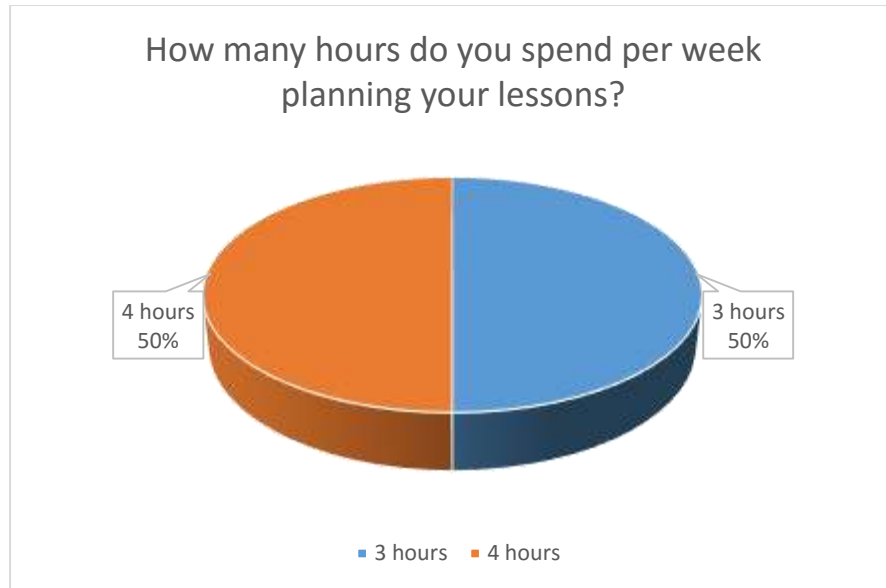
Graphic number eighteen was created with the results obtained from the fourth question from Teachers' Questionnaire. English language teachers were asked: "What is your highest academic degree?" The question was given with four possible responses: Under Bachelor degree, Bachelor degree, "Licenciatura" degree and Master's degree. According to the results obtained from both English language teachers, fifty percent of them have a Bachelor's degree while the remaining fifty percent have a "Licenciatura" degree. The researcher of this investigation considers important that students have well-trained professors; therefore, the answers to this question are also consider as critical.



Graphic # 19: How many hours do you teach per week?

Source: Teachers' Questionnaire

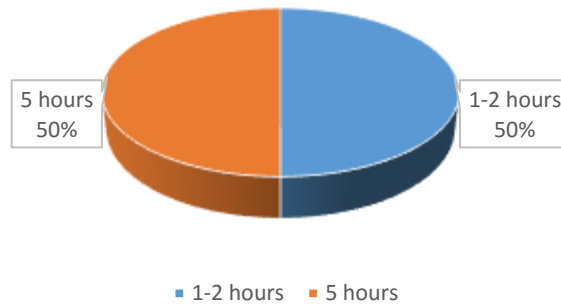
Question number five of the Teachers' Questionnaire was segmented in three minor questions, the first of these asked English language professors how many hours they teach on a weekly basis. According to the responses obtained by both professors, it could be stated that one hundred percent of English-language professors of Cristóbal Colón Elementary school teach over forty hours per week. The researcher of this investigation considers that the more practice the professor has, the more expertise he / she acquires; therefore, it is convenient for both students and teachers that English language professors complete a full shift.



***Graphic # 20: How many hours do you spend per week planning your lessons?
Source: Teachers' Questionnaire***

Question number five of the Teachers' Questionnaire was segmented in three minor questions, the second of these asked English language professors how many hours they spend planning on a weekly basis. According to the answers obtained from both teachers, it could be suggested that fifty percent of the professors spend four hours per week preparing the class' planning. On the other hand, the remaining fifty percent stated that they spend three hours per week. It is important that professors have the ease to improvise; however, it is more likely probable that a class goes well and time is not wasted when it has been planned ahead of time, compared to those who are given based on whatever comes, whatever happens.

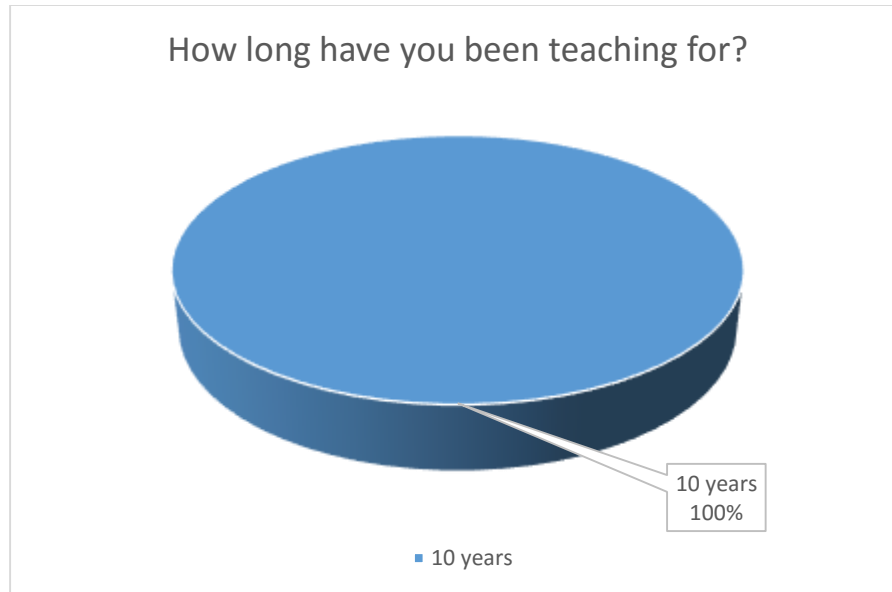
How many hours do you spend per week completing administrative tasks?



Graphic # 21: How many hours do you spend per week completing administrative tasks?

Source: Teachers' Questionnaire

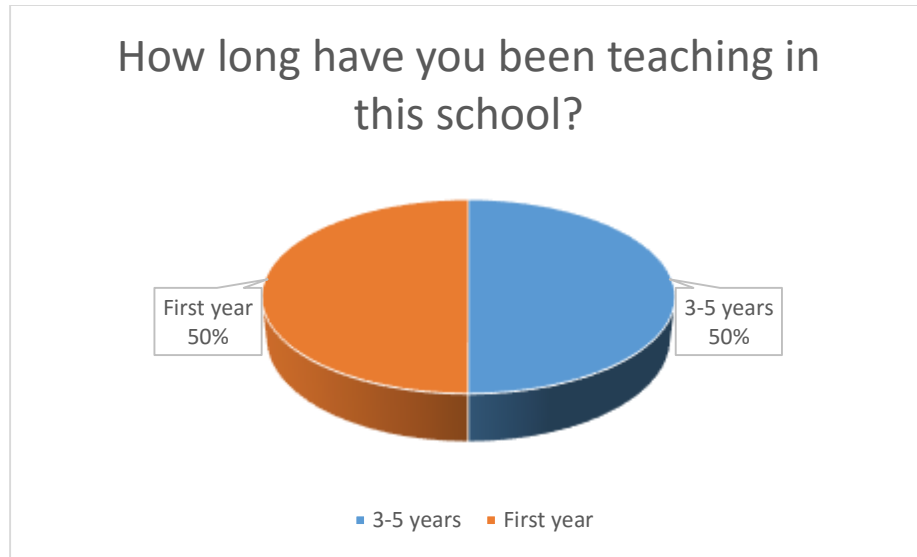
Question number five of the Teachers' Questionnaire was segmented in three minor questions, the third of these asked English language professors how many hours they spend completing administrative tasks every week. Graphic number twenty-one was designed with the responses obtained from English language professors of Cristóbal Colón Elementary School. According to the information given, fifty percent of the professors spend approximately five hours on administrative tasks every week. On the other hand, the remaining fifty percent indicated that they spend between one and two hours per week. Even when students do not take into account all the work that is done in administrative tasks, it is important that professors understand these responsibilities are for the overall well-being of the students, professors, and the institution.



Graphic # 22: How long have you been teaching for?

Source: Teachers' Questionnaire

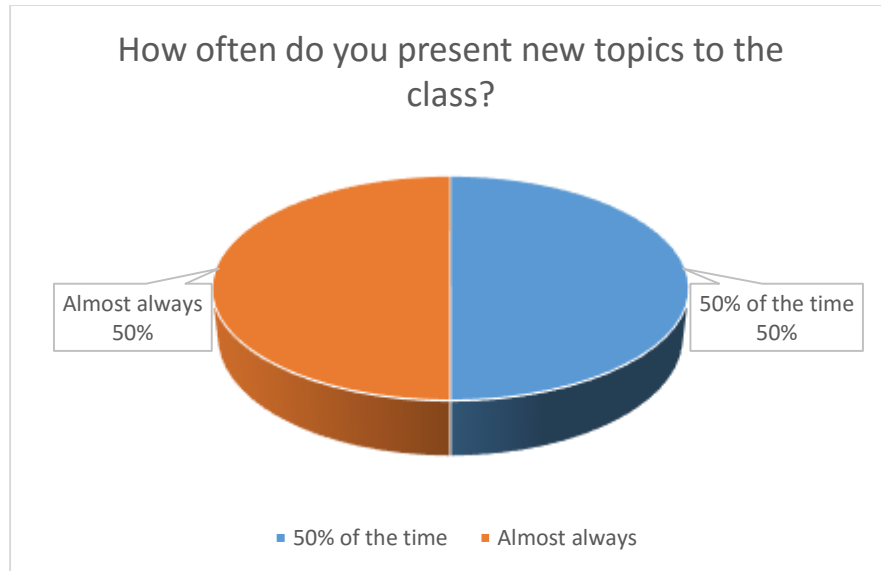
Question number six of the Teachers' Questionnaire asked English language professors how long have they been teaching for in an attempt to get an idea of the level of expertise these professors have. Graphic number twenty-two was created with the responses given by both professors. Based on these, it could be stated that one hundred percent of the English language professors of Cristóbal Colón Elementary School have been teaching for over ten years. As stated previously, it is beneficial for both professors and students that professors have a high level of expertise. The researcher of this investigation considers that the expertise of both teachers will be very beneficial.



Graphic # 23: How long have you been teaching in this school?

Source: Teachers' Questionnaire

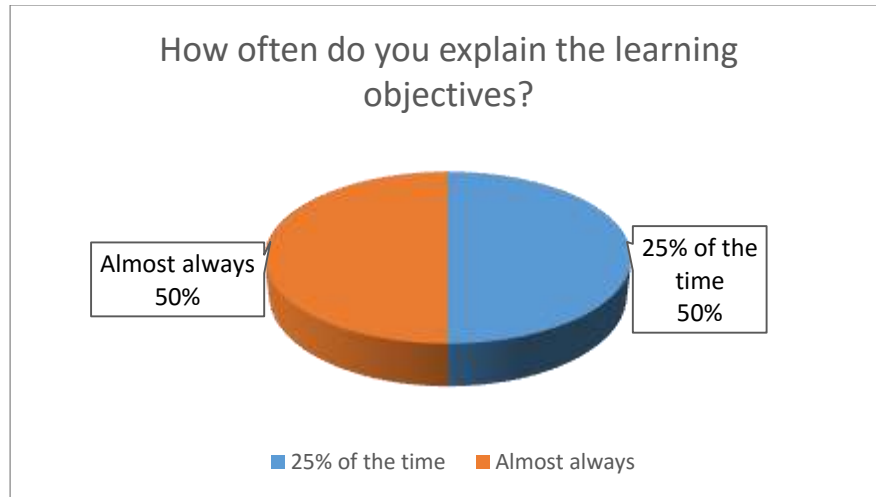
Question number seven of the Teachers' Questionnaire asked English language professors how long have they been teaching for in Cristóbal Colón Elementary School. The question gave the options “first year”, “one to two years”, “three to five years”, “six to ten years” and “over ten years”. Graphic number twenty-three was developed based on the responses given by both professors. According to the information obtained, fifty percent of the English language professors are working in this school for their first year. On the other hand, the remaining fifty percent has been teaching in this school for a period of three to five years.



Graphic # 24: How often do you present new topics to the class?

Source: Teachers’ Questionnaire

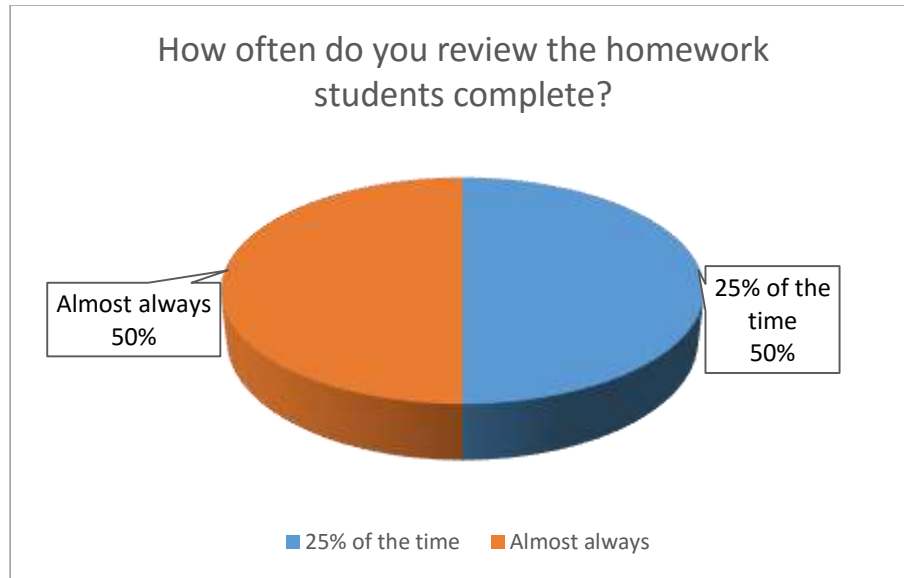
Question number eight of the Teachers’ Questionnaire was divided in five minor questions. In the first segment, English language professors of Cristóbal Colón Elementary School were asked how often they present new topics to the class. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. Graphic number twenty-four was designed with the responses obtained from both professors. According to their responses, fifty percent of the professors mentioned they “almost always” present new topics to the class while the remaining fifty percent of them mentioned that they do it “approximately fifty percent” of the time.



Graphic # 25: How often do you explain the learning objectives?

Source: Teachers’ Questionnaire

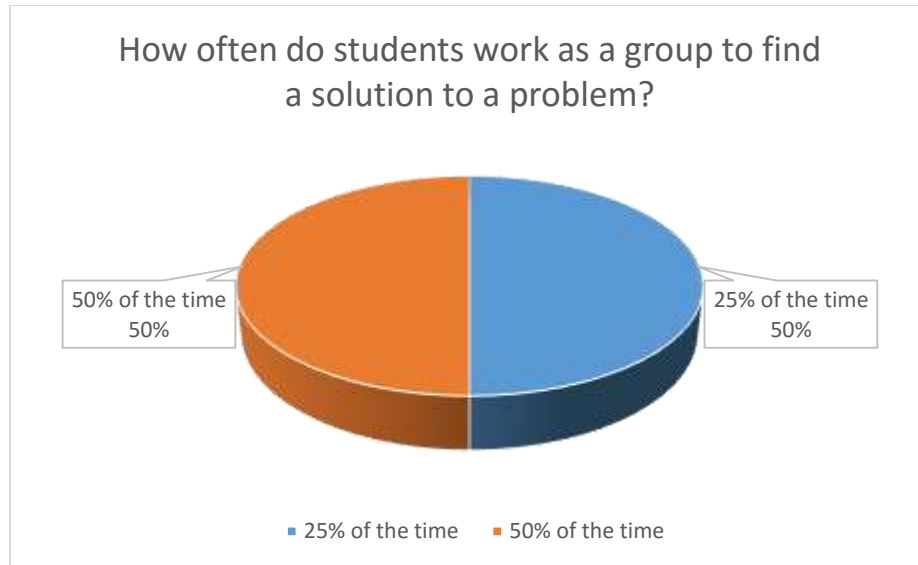
Question number eight of the Teachers’ Questionnaire was divided in five minor questions. In the second segment, English language professors of Cristóbal Colón Elementary School were asked how often they explain the learning objectives to the class. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. Graphic number twenty-five was designed with the responses obtained from both professors. According to their responses, fifty percent of the professors mentioned they “almost always” explain the learning objectives to the class while the remaining fifty percent of them mentioned that they do it “approximately twenty-five percent of the time”.



Graphic # 26: How often do you review the homework students complete?

Source: Teachers' Questionnaire

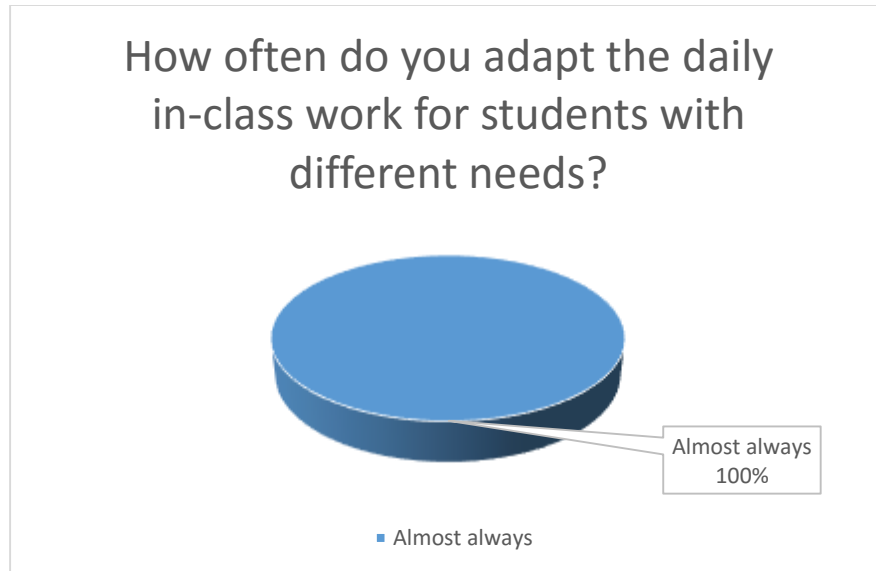
Question number eight of the Teachers' Questionnaire was divided in five minor questions. In the third segment, English language professors of Cristóbal Colón Elementary School were asked how often they review the homework students complete. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. Graphic number twenty-six was designed with the responses obtained from both professors. According to their responses, fifty percent of the professors mentioned that they do it “almost always”. On the other hand, the remaining fifty percent said they review homework approximately twenty-five percent of the time.



Graphic # 27: How often do students work as a group to find a solution to a problem?

Source: Teachers' Questionnaire

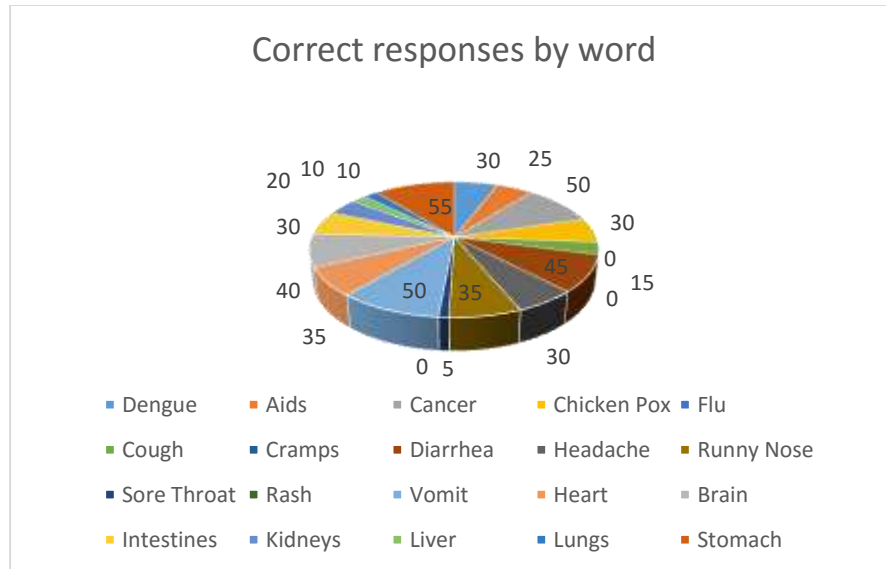
Question number eight of the Teachers' Questionnaire was divided in five minor questions. In the fourth segment, English language professors of Cristóbal Colón Elementary School were asked how students work as a group to find a solution to a problem. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost Never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. According to their responses, fifty percent of the professors mentioned that students will work in groups fifty percent of the time while the remaining fifty percent mentioned that students work in groups approximately twenty five percent of the time.



Graphic # 28: How often do you adapt the daily in-class work for students with different needs?

Source: Teachers' Questionnaire

Question number eight of the Teachers' Questionnaire was divided in five minor questions. In the fifth segment, English language professors of Cristóbal Colón Elementary School were asked how often they adapt the in-class work for students with different needs. The question was a closed-ended question where they were given four possible responses: The first one was “never or almost never”, the second one was “approximately twenty-five percent of the time”, third option was “approximately fifty percent of the time” and the last option was “almost always”. According to their responses, one hundred percent of the professors mentioned that they “almost always” need to do these adaptations as students have different learning speeds and abilities.

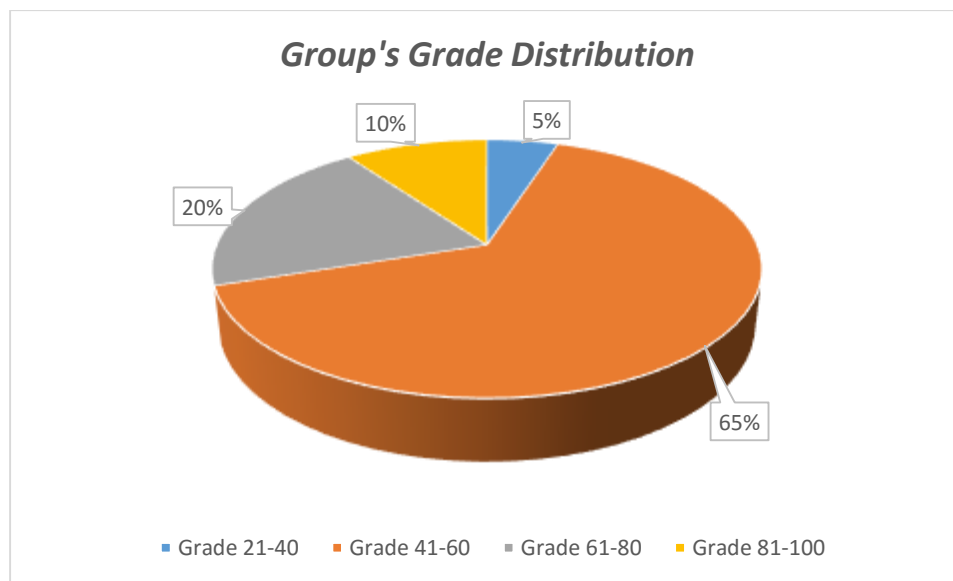


Graphic # 29: Correct responses by word

Source: Pre-Techniques Test

Graphic number twenty-nine reflects the distribution of correct answers filtered by every word of the vocabulary that is going to be studied with the group techniques to be applied during the investigation. Based on this graphic, it can be seen that the word / Definition “Sore Throat” was responded correctly by five percent of the students. Words “Liver” and “Lungs” were responded correctly by ten percent of the students. The word “Cough” was responded correctly by fifteen percent of the students. The word “Kidneys” was responded correctly by twenty percent of the students. The word “AIDS” was responded correctly by twenty-five percent of the students. The words “Dengue”, “Chicken Pox”, “Headache”, and “Intestines” were responded correctly by thirty percent of the students. The words “Runny Nose” and “Heart” were responded correctly by thirty-five percent of the students. The word “Brain” was responded correctly by forty percent of the

students. The word “Diarrhea” was responded correctly by forty-five percent of the students. The words “Cancer and Vomit” were responded correctly by fifty percent of the students. “Stomach” was responded correctly by fifty-five percent of the students. Words “Rash”, “Cramps”, and “Flu” were not responded correctly by any of the students.

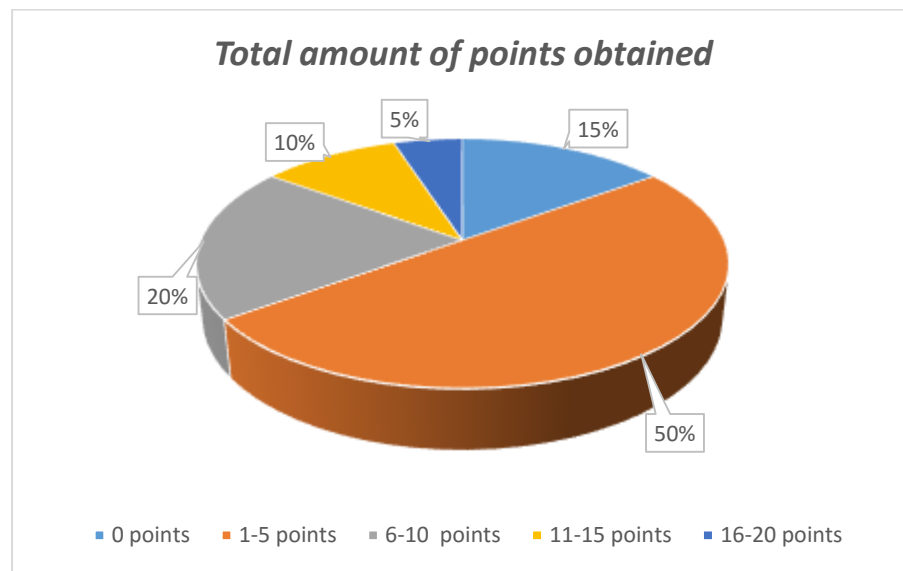


Graphic # 30: Group's Grade Distribution

Source: Pre-Techniques Test

Graphic number thirty evidences the results obtained by the students who participated in this investigative process distributed in four different grade ranges separated by twenty points each. This graphic is developed with the intention of determining the results obtained based only, or mainly, in the grades obtained by the students before the group techniques are applied. The graphic indicates that

sixty percent of the students got a grade defined as “from zero to twenty”. Ten percent of the students got a grade “from twenty-one to forty”. Twenty percent of the students got a grade “from forty-one to sixty” while the remaining ten percent of the class got a grade in the range “from sixty-one to eighty”.

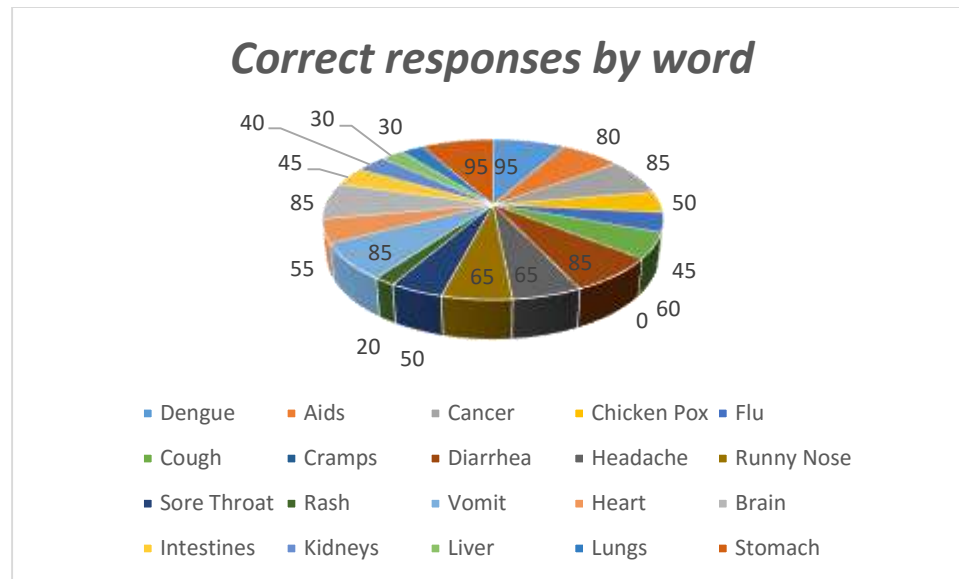


Graphic # 31: Total amount of points obtained

Source: Pre-Techniques Test

Graphic number thirty-one is used to present the results in terms of correct responses (points) obtained by the students who participated in the Pre-Techniques Test. The maximum possible amount of points is twenty where none of the scholars was able to reach it. This graphic was developed with the intention of comparing the amount of correct responses. Fifteen percent of the students got no points as they did not give any correct response. Fifty percent of the students got within one

and five points. Twenty percent got six to ten points. Ten percent of the students got eleven to fifteen points and the remaining five percent got sixteen to twenty points.

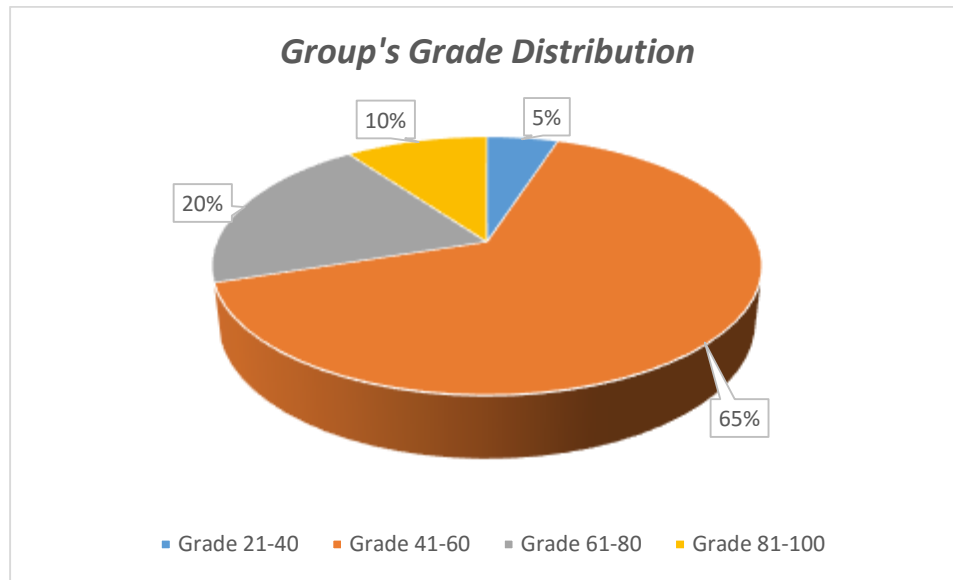


Graphic # 32: Correct responses by word

Source: Post-Techniques Test

Graphic number thirty-two reflects the distribution of correct answers filtered by every word of the vocabulary after the different group techniques were applied to the group. The results show that the word “rash” was responded correctly by twenty percent of the students. Words “Liver” and “Lungs” were responded correctly by thirty percent of the students. The word “Kidneys” was responded correctly by forty percent of the students. The words “Intestines” “Flu” were responded correctly by forty-five percent of the students. The words / definitions

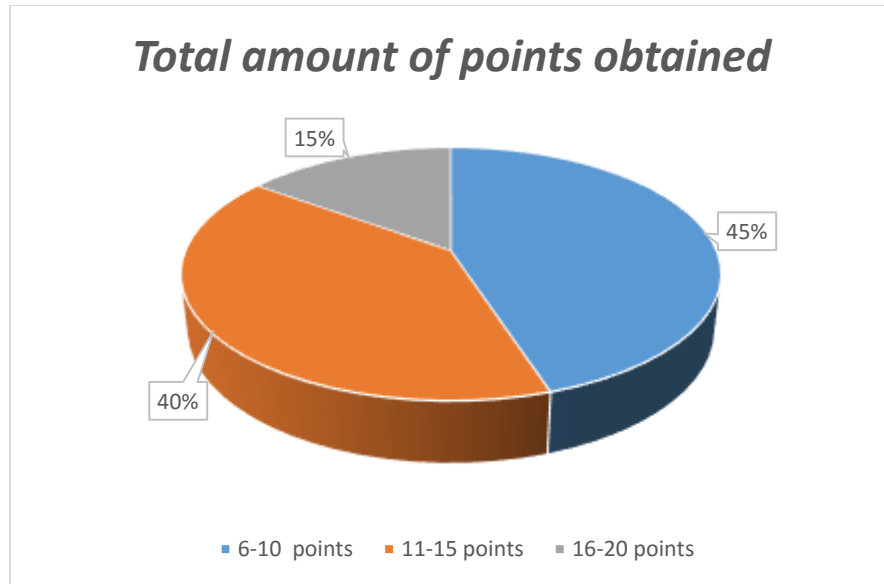
“Chicken Pox” and “Sore Throat” were responded correctly by fifty percent of the students. The word “Heart” was responded correctly by fifty-five percent of the students. The word “Cough” was responded correctly by sixty percent of the students. The words “Headache”, and “Runny Nose” were responded correctly by sixty five percent of the students. The word “AIDS” was responded correctly by eighty percent of the students. The words “Cancer”, “Diarrhea”, “Vomit”, and “Brain” were responded correctly by eighty-five percent of the students. Both “Dengue” and “Stomach” were responded correctly by ninety-five percent of the students. In the Post-Techniques Test, the word “Cramps” was not responded correctly by any of the students.



Graphic # 33: Group's Grade Distribution

Source: Post-Techniques Test

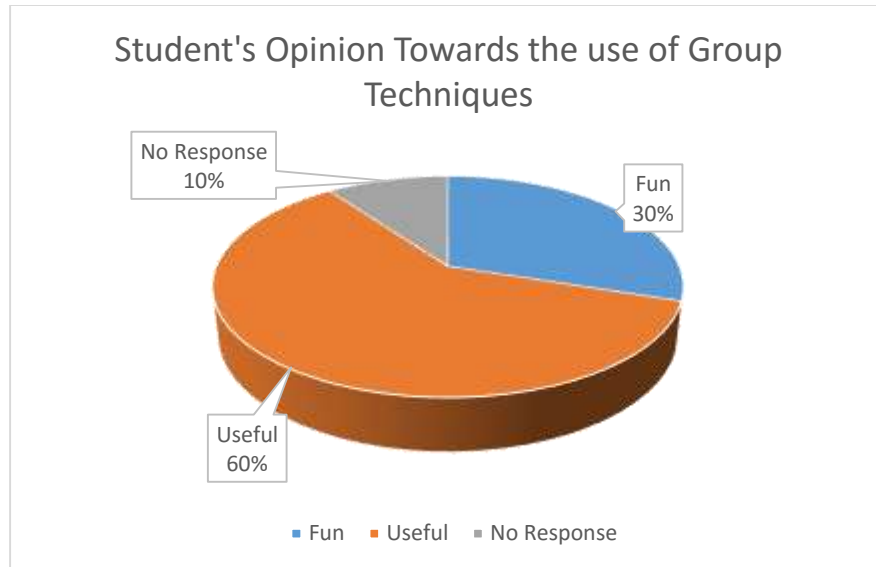
Graphic number thirty-three evidences the results obtained by the students who participated in this investigative process distributed in six different grade ranges separated by twenty points each. This graphic is developed to create a contrast between these grades and those obtained by students on the Pre-Techniques Test. The graphic indicates that five percent of the students got a grade “from twenty-one to forty”. Sixty-five percent of the students got a grade “from forty-one to sixty”. Twenty percent of the class got a grade in the range “from sixty-one to eighty” while the remaining ten percent got a grade in the range “from eighty to one-hundred”.



Graphic # 34: Total amount of points obtained

Source: Post-Techniques Test

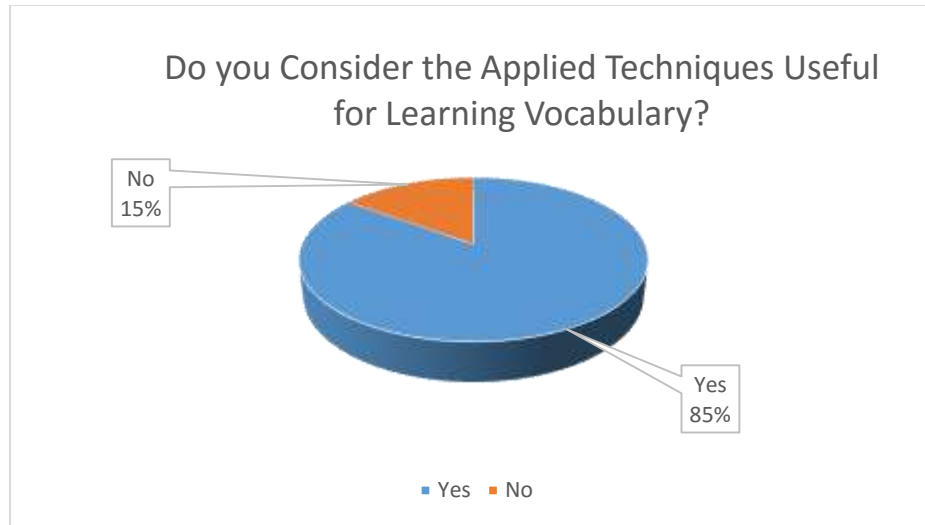
Graphic number thirty-four is used to present the results in terms of correct responses (points) obtained by the students who participated in the Post-Techniques Test. The maximum possible amount of points is twenty where none of the students was able to reach them. This graphic was developed with the intention of comparing the amount of correct responses of the Post-Techniques Test with those of the Pre-Techniques Test. According to this graphic, forty-five percent of the students got within six to ten points. Forty percent of the students got within eleven and fifteen points while the remaining fifteen percent got within sixteen and twenty points.



Graphic # 35: Student's Opinion Towards the use of Group Techniques

Source: Post-Technique Questionnaire

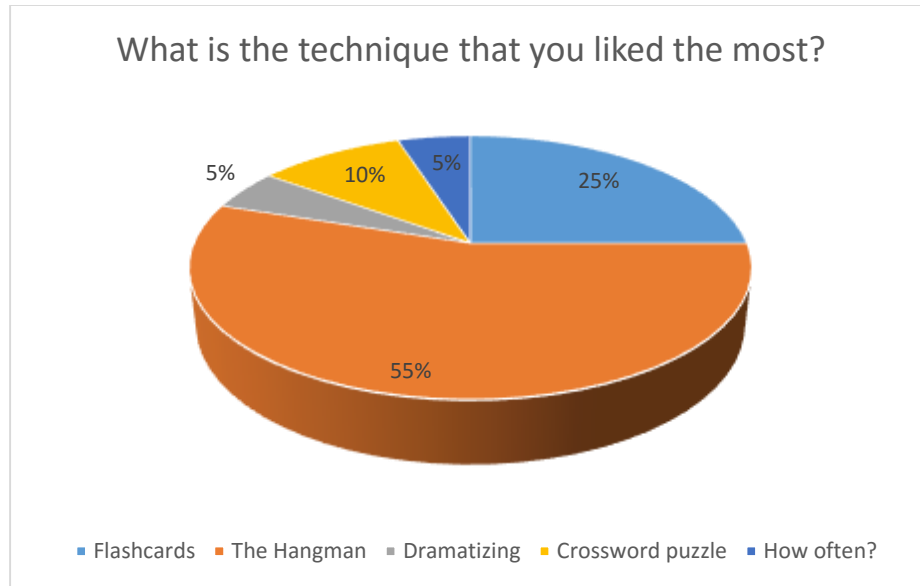
After the scholars received the results for the “Post-Technique Test”, they were given a questionnaire where they were asked, among others, for their opinion about the use of group techniques. This questionnaire was defined as “Post-Technique Questionnaire”. As shown in Graphic thirty-five, sixty percent of the students indicated that group techniques are useful, thirty percent mentioned they considered these tools as fun ways of learning and a ten percent of the groups did not respond. This graphic suggests that most of the students have a positive attitude towards the use of these techniques which could be considered as very convenient.



Graphic # 36: Do you Consider the Applied Techniques Useful for Learning Vocabulary?

Source: Post-Technique Questionnaire

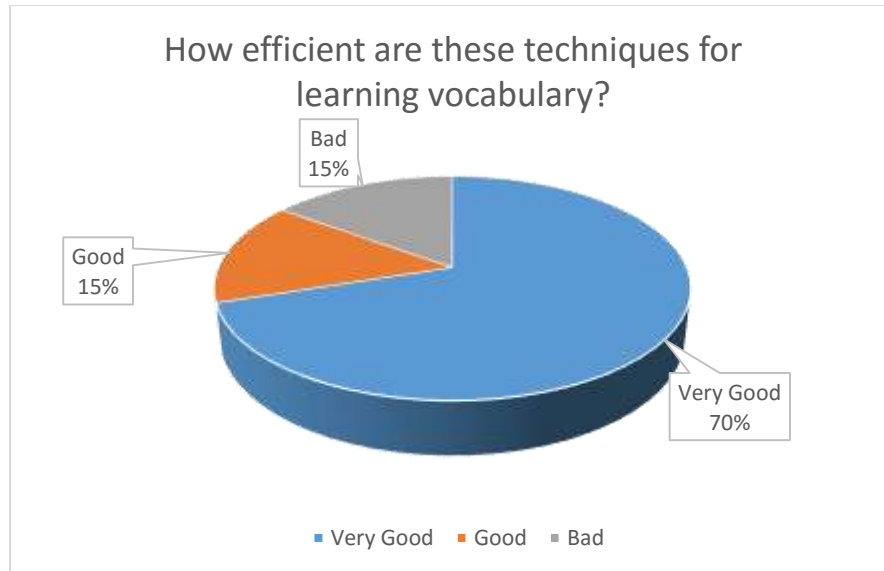
After the scholars received the results for the “Post-Technique Test”, they were given what was defined as the “Post-Technique Questionnaire”. In question number two of this questionnaire, students were asked if they consider these techniques useful for learning vocabulary in an easier way. As shown in Graphic thirty-six, eight-five percent of the students indicated that group techniques are useful while the remaining fifteen percent indicated they are not. The researcher of this investigation estimates it is beneficial for both students and professors that most of the students consider these techniques are useful for learning vocabulary.



Graphic # 37: What is the technique that you liked the most?

Source: Post-Technique Questionnaire

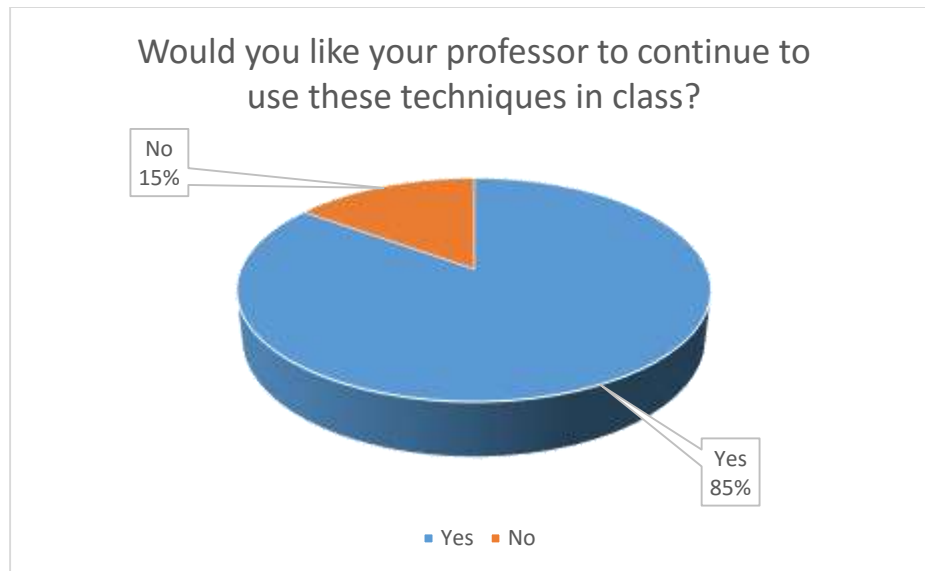
After the scholars received the results for the “Post-Technique Test”, they were given what was defined as the “Post-Technique Questionnaire”. In question number three of this questionnaire students were asked what technique they liked the most. According to the results presented in graphic number thirty-seven, twenty-five percent of the students selected “Flashcards” as the technique that they liked the most. Fifty-five percent of the students selected “The Hangman”, five percent of the students selected “Dramatizing”. Ten percent of the students selected “Crossword Puzzle” while the remaining five percent selected “How Often” as the technique they liked the most.



Graphic # 38: How efficient are these techniques for learning vocabulary?

Source: Post-Technique Questionnaire

After the scholars received the results for the “Post-Technique Test”, they were given what was defined as the “Post-Technique Questionnaire”. In question number four of this questionnaire, students were given a statement to complete on how efficient they considered the techniques used are for learning vocabulary. This was a closed ended question that gave students five possible responses: the first one “Very Good”, second one “Good”, third one “Regular”, fourth one “Bad”, and fifth one, “Very Bad”. According to the results presented in graphic number thirty-eight, seventy percent of the students mentioned that these techniques were very efficient, fifteen percent of the students think that these techniques are “Good” while the remaining fifteen percent stated they are “Bad”.



Graphic # 39: Would you like your professor to continue to use these techniques in class?

Source: Post-Technique Questionnaire

After the scholars received the results for the “Post-Technique Test”, they were given what was defined as the “Post-Technique Questionnaire”. In question number five of this questionnaire, students were asked if they would like their professor to continue using group techniques in class. As shown in Graphic thirty-nine, eight-five percent of the students indicated that they would like for these techniques to be used in their regular class while the remaining fifteen percent indicated they do not. The researcher of this investigation deems important that professors of English at this elementary school consider students’ opinion towards these techniques and take advantage of all classroom opportunities in which they could be used.

Group's Grade Distribution	
Student 1	15
Student 2	15
Student 3	15
Student 4	20
Student 5	80
Student 6	30
Student 7	10
Student 8	60
Student 9	65
Student 10	0
Student 11	5
Student 12	0
Student 13	50
Student 14	10
Student 15	15
Student 16	15
Student 17	40
Student 18	50
Student 19	0
Student 20	20

Chart # 1: Group's Grade Average

Source: "Pre-Techniques Test"

Chart number one was designed with the intention of presenting the grades achieved by the scholars who participated in this research project. They were identified as students one and all the way through student twenty. Based on the information presented on chart number one, students ten, twelve, and nineteen obtained grade zero on the test. Student eleven got grade five. Students seven and fourteen got grade ten. Students fifteen and sixteen got a grade fifteen. Students number four obtained grade 20. Student six obtained grade thirty. Student seventeen

got grade forty. Students thirteen and eighteen obtained grade fifty. Student eight got grade sixty and student five got grade eighty. The average grade for the group in the pre-techniques test was: 25,75.

Group's Grade Distribution	
Student 1	45
Student 2	50
Student 3	45
Student 4	55
Student 5	85
Student 6	45
Student 7	50
Student 8	60
Student 9	65
Student 10	50
Student 11	40
Student 12	45
Student 13	50
Student 14	60
Student 15	55
Student 16	90
Student 17	65
Student 18	80
Student 19	60
Student 20	70

Chart # 2: Group's Grade Average

Source: "Post-Techniques Test"

Chart number two was designed with the intention of presenting the grades achieved by the scholars who participated in this research project in the post-techniques test. Based on the information presented on chart number two, students

two, seven, ten and thirteen obtained a grade fifty. Students four and fifteen got a fifty-five. Student eight, fourteen, and nineteen got a sixty. Student nine and seventeen got a sixty-five. Student twenty got a seventy. Student eighteen got an eighty. Student five got an eighty-five, and student sixteen got a ninety. The average grade for the group in the post-techniques test was: 58,25.

4.2 Strange Variables that Appeared During the Investigative Process

4.2.1 Students' Absenteeism

Now and then, student absenteeism was present during the investigation process. Sometimes, activities may need to be adapted because of the number of students present on a certain date compared to the total amount of students of the group. Besides, it may happen that a student who has more difficulty in the language misses an important class. Therefore, student absenteeism is a variable that must be mentioned.

4.2.2 Students' lack of Commitment towards Learning the Vocabulary

Throughout this investigative process, the investigator was able to realize that some of the apprentices were not really studying nor practicing the vocabulary when they were not at school. In more than one occasion, when reviewing the words already seen through the techniques developed in class, the learners demonstrated their ignorance of one or some of the different definitions that were already discussed and seen by the group as of that date.

4.2.3. Extra-Curricular Activities

Different learning sessions during the investigation process were not completed as a result of activities that are requested directly from the ministry of Public Education for schools (and professors) to complete. These activities are normally oriented for the whole school which prevents the opportunity of flexibility. Sometimes these activities fall under the same schedule that was originally planned for review, practice or even introduction of a topic; requiring for adaptation or omission of activities.

Chapter V

Conclusions and Recommendations

5.1 Conclusions

Conclusion Number One:

The first specific objective of this thesis is to identify how the deficiency in vocabulary influences the student's lack of understanding in English subject. To attempt giving an appropriate response to this task, an investigation was completed with students from fifth grade at room 5-2 in Cristóbal Colón Elementary School during the first quarter of 2017. Throughout the investigative process, both students and professors have expressed how the lack of vocabulary can interfere with the student's understanding of the activities and examples developed in class. According to the information obtained from chart # 1: Group's Grade Average, the average grade for the group in the pre-techniques test was: 25,75. On the other hand, and based on Chart # 2: Group's Grade Average, the average grade for the group in the post-techniques test was: 58,25. These results suggest that group techniques do allow students to increase their vocabulary and level of understanding (language management).

Conclusion Number Two:

The second specific objective of this thesis is to identify how the deficiency in vocabulary influences students' performance. Throughout the investigative process, both students and professors have expressed how the lack of vocabulary can interfere with the student's overall performance. According to

the information obtained from Graphic # 32: Correct responses by word, which is the summary of responses given by students to the Post-Techniques Test, ninety-five percent of the definitions evaluated increased the percentage of correct responses compared to the information seen in Graphic # 29: Correct responses by word, developed with the results gotten by the students in the Pre-Techniques Test. These results suggest that group techniques allow students to improve their performance and grades in the subject.

Conclusion Number Three:

The third specific objective of this thesis is to identify how the deficiency in vocabulary influences the motivation of the students. Throughout the investigative process, both students and professors have expressed how the lack of vocabulary and its impact on students' performance can lead to a decrease of the students' motivation towards the subject and the activities developed in class. According to the information obtained from Graphic # 37: What is the technique that you liked the most? all techniques were selected at least once. These results suggest that students will likely prefer the use of group techniques while also being able to increase their motivation. This statement could also be supported with the information obtained in Graphic # 39: Would you like your professor to continue to use these techniques in class? As a vast majority (eighty-five percent) of the students indicated they would like their professor to continue use group techniques in class.

5.2 Recommendations

Based on the experience acquired throughout this research project and the application of the different group techniques in the attempt of increasing English vocabulary in the students of fifth grade at Cristóbal Colón Elementary School during the first quarter of 2017, the investigator recommends their use as a valuable tool when the professor(s) is interested in increasing English vocabulary in the individuals he/she oversees. This happens as he was able to increase the results obtained by the scholars by over two hundred and twenty-six percent.

On the other hand, several educators indicate undergraduates' motivation is very important in order to achieve better results in the learning process. Because of this, group techniques are recommended as a successful alternative for increasing the apprentices' performance in an easier and more attractive way which might lead to the improvement / development of learner's motivation, with the advantage that they can be utilized in every type of class or course, and more especially, in those courses or classes strictly related to students learning new vocabulary such as languages and/or any other type of course that has to do with science, medicine, mechanics, and others.

Appendixes

Name: _____

Date: _____

Pre-techniques test

Diseases

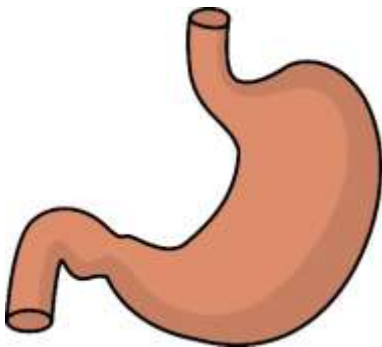
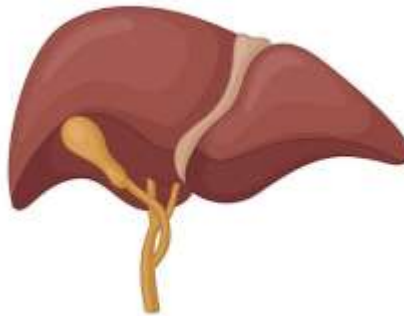
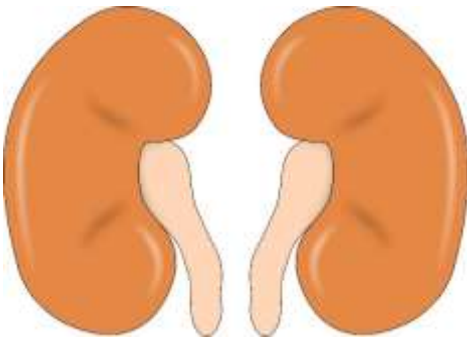
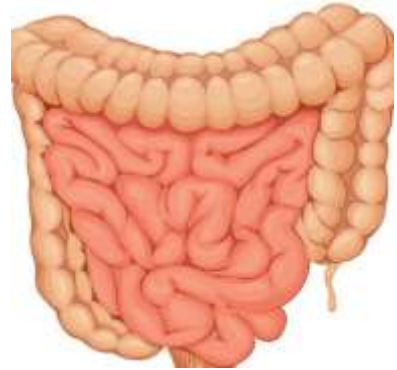
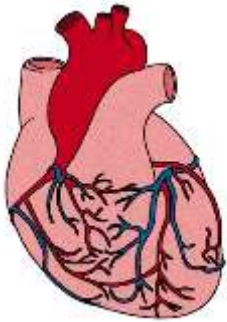


Symptoms





Organs



Acerca de su persona

¿Es usted hombre o mujer?

¿Qué edad tiene usted?

¿Dónde vive usted?

¿Qué hace usted cuando no se encuentra en clases?

¿Practica usted algún deporte? ¿Cuál? (Si su respuesta es no, favor omitir siguientes dos preguntas)

¿Cuál deporte practica usted?

¿Qué tan a menudo practica usted este deporte o pasatiempo?

Describa su forma de ser.

¿Con quién vive usted en casa?

¿Cómo se lleva usted con los miembros de su familia?

¿Le gusta a usted el idioma inglés?

___ Sí ___ No

¿Qué considera que hace que le guste o no le guste el idioma inglés?

Name: _____

Date: _____

Post-techniques test

Diseases

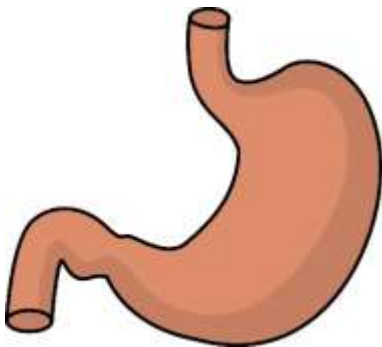
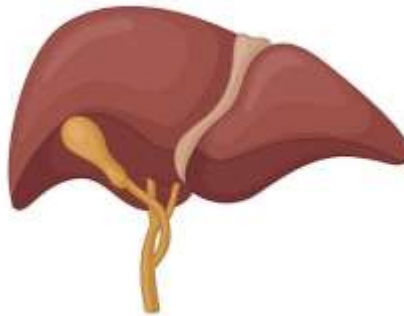
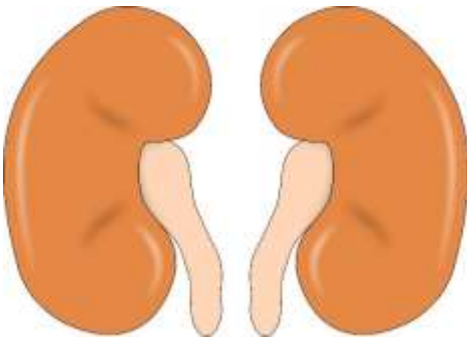
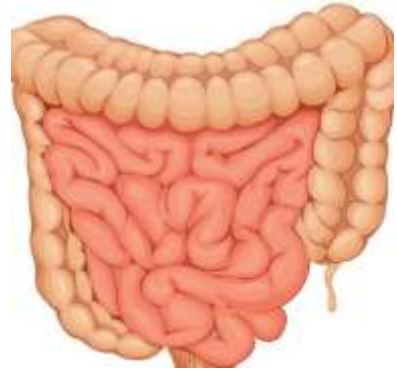
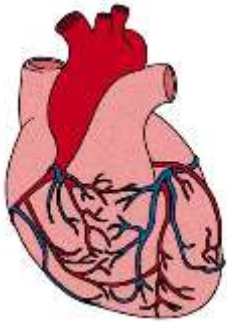


Symptoms





Organs



Cuestionario Post-Aplicación de las Técnicas Grupales (Post-Technique Questionnaire)

¿Qué piensa usted acerca del uso de las técnicas grupales empleadas en las últimas semanas?

¿Considera las técnicas grupales utilizadas son útiles para ayudarle a aprender el vocabulario más fácilmente?

_____ Sí _____ No

¿Cuál fue la técnica que más le gustó?

_____ Pancartas _____ Ahorcado _____ Dramatización
_____ Sopa de Letras _____ ¿Qué tan a menudo?

¿Le gustaría a usted que se continúe utilizando este tipo de técnicas regularmente?

_____ Sí _____ No

Considero que las técnicas grupales son un instrumento _____ para enseñar vocabulario

___ Muy Bueno ___ Bueno ___ Regular ___ Malo ___ Muy Malo

Teachers' Questionnaire

1. ¿Cuál es su género?

_____ Mujer _____ hombre

2. ¿Cuál es su edad?

_____ Menos de 25 _____ 25-29 _____ 30-39 _____ 40-49 _____ 50-59

3. ¿Cuál es su situación laboral como profesor?

_____ 1 Tiempo completo

_____ 2 Tiempo parcial (50-90% de horas de tiempo completo)

_____ 3 Tiempo parcial (menos del 50% de las horas a tiempo completo)

4. ¿Cuál es el nivel más alto de educación formal que usted ha completado?

_____ 1 Por debajo de Bachillerato Universitario

_____ 2 Bachillerato Universitario

_____ 3. Licenciatura Universitaria

_____ 4. Maestría Universitaria

5. En una semana escolar típica, estime el número de horas que pasa en:

A) Enseñanza de los estudiantes en la escuela (clase entera, en grupos o individualmente)

B) Planificar o preparar lecciones en la escuela o fuera de la escuela (incluyendo revisar el trabajo de los estudiantes) _____

C) Deberes administrativos ya sea en la escuela o fuera de la escuela (incluyendo deberes administrativos, papeleo y otros deberes de oficina que usted emprende en su trabajo

como maestro) _____

D) Otro (especifique): _____

6. ¿Cuánto tiempo lleva usted trabajando como profesor?

Este es mi:

_____ Primer año _____ 1-2 años _____ 3-5 años _____ 6-10 años _____ +10 años

7. ¿Cuánto tiempo lleva trabajando como maestra en la Escuela Cristóbal Colón?

_____ Primer año _____ 1-2 años _____ 3-5 años _____ 6-10 años _____ +10 años

8. ¿Con qué frecuencia ocurre cada una de las siguientes actividades en esta clase a lo largo de el año escolar?

A) Presento nuevos temas a la clase

- _____ Nunca o casi nunca
- _____ En aproximadamente un cuarto de las lecciones.
- _____ En aproximadamente la mitad de las lecciones.
- _____ En casi todas las lecciones.

B) Expongo explícitamente los objetivos de aprendizaje.

- _____ Nunca o casi nunca
- _____ En aproximadamente un cuarto de las lecciones.
- _____ En aproximadamente la mitad de las lecciones.
- _____ En casi todas las lecciones.

C) Repasar con los estudiantes la tarea que han preparado.

- _____ Nunca o casi nunca
- _____ En aproximadamente un cuarto de las lecciones.
- _____ En aproximadamente la mitad de las lecciones.
- _____ En casi todas las lecciones.

D) Los estudiantes trabajan en grupos pequeños para brindar soluciones conjuntas a un problema

- _____ Nunca o casi nunca
- _____ En aproximadamente un cuarto de las lecciones.
- _____ En aproximadamente la mitad de las lecciones.
- _____ En casi todas las lecciones.

E) Doy trabajo diferente a los estudiantes que tienen dificultades para aprender y / o para aquellos que pueden avanzar más rápido.

- _____ Nunca o casi nunca
- _____ En aproximadamente un cuarto de las lecciones.
- _____ En aproximadamente la mitad de las lecciones.
- _____ En casi todas las lecciones.

Bibliography

Chicaiza, M. (2012). Técnicas Grupales de Aprendizaje en el Aula y su Incidencia en el Proceso de Enseñanza-Aprendizaje. Collected on November 4th, 2016. 7pm: <http://repositorio.uta.edu.ec/jspui/handle/123456789/2973>

Fundación Universitaria Luis Amigó, Colombia (s.f). Técnicas para Dinamizar los Procesos Grupales. Collected on November 4th, 2016. 7pm: <http://virtual.funlam.edu.co/repositorio/sites/default/files/repositorioarchivos/2010/03/Unidad3.363.pdf>

Martínez, E., Sánchez, S. (s.f). El proceso de enseñanza-aprendizaje. Collected on November 4th, 2016. 7pm: http://www.uhu.es/cine.educacion/didactica/0014procesoaprendizaje.htm#El_proceso_de_enseñanza-aprendizaje

Ministerio de Educación Pública. La Atención de las necesidades educativas especiales en Costa Rica: información básica en torno a las adecuaciones curriculares y de acceso. Costa Rica. Ministerio de Educación Pública. - 1a. ed. - San José, C.R.: Imprenta Nacional, 2005. ISBN 9977-58-260-2 1. Educación especial - Costa Rica. 2. Necesidades educativas. 3. Adecuación curricular. I. Título. Collected on November 1st, 2016. 6pm: http://repositorio.uned.ac.cr/multimedias/curr_prog_edu_esp/textos/6.%20Anexo%202%20Adecuaciones%20Curriculares%20y%20de%20Acceso.pdf

Ministerio de Educación Pública. (2014) Adecuaciones Curriculares en Educación Tradicional, Curso lectivo 2013. Collected on November 1st, 2016. 6pm: http://www.mep.go.cr/indicadores_edu/BOLETINES/02_14.pdf

Pérez, J., Merino, M. (2008). Definicion.de: Definición de motivación. Collected on November 3rd, 2016. 6pm: <http://definicion.de/motivacion/#ixzz4PQDV9tDq>

Soriano, M. (2001). La Motivación, Pilar Básico de Todo Tipo de Esfuerzo. Universidad de Zaragoza. España. Collected on November 3rd, 2016. 6pm: <https://dialnet.unirioja.es/descarga/articulo/209932.pdf>

UNED (s.f) Currículo y Programación en Educación Especial. Collected on November 3rd, 2016. 8pm: http://repositorio.uned.ac.cr/multimedias/curr_prog_edu_esp/paginas/02%20AC%20a.html

Vianney, A. El Hombre un Ser Social. Revista Unimar, Número 56, Diciembre de 2010, 47-51. ISSN 0120-4327. ISSN -E 2216-0116. Collected on November 5th, 2016. 9pm: <http://www.umariana.edu.co/RevistaUnimar/publicaciones/RevistaUnimar56.html#/48/zoomed>