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**IMPLEMENT OF LAPBOOKING TECHNIQUES TO IMPROVE STUDENTS  
VOCABULARY WITH SEVENTH GRADERS AT JICARAL TECHNICAL HIGH  
SCHOOL. PENINSULAR REGIONAL OFFICE OF EDUCATION 2020**

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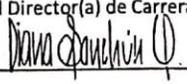
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#### **iv. Abstract**

The learning of vocabulary is an important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication. Vocabulary is considered as central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne & Blachowicz, 2008). Through this action research, the author summarizes the related research that focus on finding obtain from a group of seventh grade students of Jicaral Technical High School , English teachers and the Peninsular Regional English advisor on the importance of vocabulary, and explains how the Implementation of Lapbooking Techniques help to Improve Students Vocabulary in seventh graders at Jicaral Technical High School.



#### **iv. Resumen Ejecutivo**

Aprender vocabulario es un aspecto importante en el aprendizaje de un idioma extranjero. El significado de nuevas palabras es frecuentemente enfatizadas ya sea en libros o en la comunicación verbal. El vocabulario es considerado central en la enseñanza del lenguaje es de gran importancia para el estudiante. El vocabulario es básico en el aprendizaje de un idioma extranjero. Pocas investigaciones indican que la enseñanza del vocabulario puede ser considerado una problemática, así como algunos profesores no están seguros sobre cual es la mejor forma de enseñarlo.

Mediante esta investigación el autor resume los datos obtenidos de un grupo de 10 estudiantes de sétimo año del CTP Jicaral, así como 10 profesores de inglés y el Asesor de Inglés de la Dirección Regional Peninsular sobre la importancia del vocabulario y se explica como la implementación de la técnica de lapbooking ayuda a mejorar el vocabulario de los estudiantes de sétimo año del CTP de Jicaral.

## **v. Acknowledgement**

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*Katty Rojas Fonseca*

## **vi. Dedicatory**

This action research is dedicated to all my students, the currently and all that one day called me teacher. I was the one who was learning. Thank you! I also dedicate this work to my parents who first taught me the value of education and critical thought. I am extremely grateful for their love, prayers and caring.

*Katty Rojas Fonseca*

## vii. Table of Contents

i. Cover page.....	i
ii. Jury’s approval sheet .....	iii
iii. Sworn Declaration .....	iv
iv. Abstract.....	iv
v. Acknowledgement.....	v
vi. Dedicatory.....	vi
vii. Table of Contents.....	viii
viii. List of Tables.....	xi
ix. List of graphs.....	xii
<b>CHAPTER 1 .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>2</b>
<b>1.2 Rationale .....</b>	<b>4</b>
<b>1.3 The Purpose.....</b>	<b>5</b>
<b>1.3.1 General Objective .....</b>	<b>6</b>
<b>1.3.2 Specific Objectives .....</b>	<b>6</b>
<b>1.4 Research Questions.....</b>	<b>7</b>
<b>1.5 Hypothesis.....</b>	<b>8</b>
<b>CHAPTER 2 .....</b>	<b>9</b>
<b>LITERATURE REVIEW .....</b>	<b>9</b>
<b>2.1 Theoretical Framework.....</b>	<b>10</b>
<b>2.1. What is Vocabulary? .....</b>	<b>10</b>
<b>2.1.2 How we teach Vocabulary?.....</b>	<b>12</b>
<b>2.1.3 The Specific of Early School Age.....</b>	<b>12</b>
<b>2.2 Teachers Handmade Materials.....</b>	<b>14</b>
<b>2.2.1 Advantages of Handmade Materials.....</b>	<b>15</b>
<b>2.2.2 Disadvantages of Handmade Materials.....</b>	<b>16</b>
<b>2.3 Lapbooking as an Effective Technic Tool in Teaching English.....</b>	<b>17</b>
<b>2.3.1 What is Lapbooking.....</b>	<b>17</b>
<b>2.3.2 The use of Lapbooking and the impact in Practical Teaching.....</b>	<b>17</b>

2.3.3 Teaching Vocabulary Through Lapbooks.....	18
2.3.4 Procedures using lapbooking to teach Vocabulary.....	18
2.3.5 Lapbooking advantages and Disadvantages.....	19
<b>CHAPTER 3 .....</b>	<b>21</b>
<b>DESIGN AND METHOD .....</b>	<b>21</b>
3.1 Research method.....	22
3.2 Type of approach: Mixed research .....	23
3.3 The context .....	24
3.3.1 Description of the chosen setting .....	24
3.3.2 Participants (Population) .....	25
3.4 Data Collection Procedures and Tools of Initial Research .....	25
3.4.1 Procedures of Initial Research.....	26
3.4.2 Instruments.....	26
3.4.2.1 Questionnaire .....	27
3.5 Action Plan Proposal .....	28
<b>CHAPTER 4.....</b>	<b>46</b>
4.1 Data Analysis.....	47
4.2 Survey Finding.....	48
4.2.1 Students Diagnostic.....	48
4.2.2 Survey responses by Teacher.....	51
4.2.3 Survey responses by English Regional Advisor.....	56
<b>CHAPTER 5 .....</b>	<b>59</b>
<b>Reflexion.....</b>	<b>60</b>
<b>CHAPTER 6.....</b>	<b>61</b>
<b>Conclusion.....</b>	<b>61</b>
<b>CHAPTER 7 .....</b>	<b>64</b>
<b>Recomendation.....</b>	<b>64</b>
7.1 Recomendation for Collegues.....	65
7.2 Recomendation for Students.....	66
7.3 Recomendation for Principal or advisor.....	66

**References.....67**  
**Bibliography.....68**  
**Annexes.....75**

**viii. List of Tables**

<b>Table 1.</b> Kind of materials students could use to elaborate materials to improve the English.....	<b>49</b>
<b>Table 2.</b> Kind of supporting Material would you make to elaborate during the English class.....	<b>50</b>
<b>Table 3.</b> Strategy use for the students to learn new vocabulary in English.....	<b>51</b>
<b>Table 4.</b> Which strategies students use to improve their vocabulary.....	<b>52</b>

**ix. List of graphs**

<b>Graph 1</b> Pedagogical practice include handcraft activities as tool to improve vocabulary.....	53
<b>Graph 2</b> Do you know what is lapbooking?.....	54
<b>Graph 3.</b> Have you ever includethis Techniquein assessment strategies of your pedagogical plan.....	55
<b>Graph 4.</b> Have you ever used this technique to improve your students vocabulary?.....	56

# **CHAPTER 1**

## **INTRODUCTION**

## Introduction

In Costa Rica, English is the first foreign language which is taught formally from the elementary school to the university level. Nowadays, English is taught in kindergarten and play groups; it means children are introduced to English earlier. It is hoped that they will learn English more naturally as they learn their mother tongue. Beside, according to the Government Educational Policy "Towards the 21st Century" mention in the Ingles III Cycle program in order to help the students face life and work situations which require an average command of English, with the desire that this preparation will allow them to participate actively into the challenges of the global economy for the benefit of the country.

The purposes of English language teaching in our educational system is supported in the large number of individuals who speak English either as their first or as a second or foreign language justifies the fact that English is considered a universal language. Likewise, within the scientific, technological and humanistic spheres, English is a fundamental linguistic tool. Consequently, teaching English in our school system responds to basic needs, first, to offer students a second language which can enable them to communicate within a broader social economic context in and outside Costa Rica. And second, to give students a tool to directly access scientific, technological and humanistic information and, in this way expand their knowledge of the world.

Conjointly, when learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Vocabulary that has been considered as the head of language is not always considered as valued when English is taught in school or other formal class.

Vocabulary acquisition plays an important role in mastering a language. A learner with insufficient vocabulary size will not perform well in every aspect of language itself. Yang (1997) pointed out that many college students still encountered difficulties in reading their English textbooks. The main reason for those college students who cannot read

comprehensively is their limited vocabulary size. Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

With the recognition of the importance of vocabulary, many techniques and approaches to teaching and learning vocabulary have emerged, and lapbooking is just one of those techniques. In order to achieve an excellent input to teach students, Lap-booking is an amazing tool that is implemented teacher-created material that has a potential to become a powerful strategy for teaching foreign languages and other subjects of the curriculum in the common educational system. Lapbook may serve as a motivational teachers' aid arousing attention while incorporating various types of learners into a lesson.

The remainder of the paper is organized as follows 7 chapters: section I outlines the action research, section II describe the literature review , section III refer to design and method, the results of the action researcher are presented in section IV, section V analyses the reflections of the work and section VI and VII summarizes the results of this work and draws conclusion and recommendations.

## 1.2 Rationale

vocabulary is a vital aspect in language, because it appears in every skill of language listening, speaking, reading and writing skill. Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea. Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they are communicating to people can write and translate the meaning of words when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin,1995). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. Additionally, in one's native language or a second language, the acquisition of new vocabulary is a continuous process. Many methods can help one acquire new vocabulary.

As a result of this weakness, the implementations of the use of lapbooks allow students to take a break from traditional learning practices. They are a welcome change to the daily rhythm of a lesson in that they open up opportunities to introduce important factors to modern day learning.

Firstly, students are more involved in the learning process, feel more motivated to study and automatically build their own study methods. Lapbooks create co-operation and inclusion within the class, which is geared towards a cooperative learning approach.

Secondly, lapbooks are essential to learning in that they help students remember and review information more easily and personalize learning. Studies show that when students are given hands-on activities to learn while they study, they will retain more information.

A lapbook is the perfect tool to demonstrate mastery of material, it is not only flexible because students can choose and add as much material as they want, but material can be stored to show objectives that were met in class.

But, What lapbook is? A lapbook is simply a file folder that contains a variety of "mini books," foldables, and other material that cover detailed information about a central topic. It is an example of an interactive visual organizer where students can research and record, summarize, illustrate and present what they have learnt about a particular topic or unit of work. A lapbook is a scaffolding tool that helps guide and shape students' thinking and communication skills. What is included in a lapbook is up to the teacher and learners.

### **1.3 The Purpose**

This research paper intends to develop vocabulary proficiency through the implementation of lapbooking in the English classroom with 7th grade students at Jicaral Technical High School, as well as to identify the benefits of using group work activities in the ESL classroom and determine the effectiveness of lapbooking strategy implementation to develop vocabulary ability in the English classroom as well as to analyze the students' perception regarding team work activities to enhance oral performance.

Big part of the learning process depends on the activities that the language teacher prepares for the lesson. If the activities are enjoyable and stimulating enough, children will subconsciously gain a good relationship to the language (Reilly&Ward, 1997).

### **1.3.1 General Objective**

- Implementation of Lapbooking Techniques to Improve Students Vocabulary with Seventh Graders at Jicaral Technical High School. Peninsular Regional Office of Education 2020

### **1.3.2 Specific Objectives**

- To diagnose the level of vocabulary of seventh grade students of Jicaral Technical High School.
- To apply lapbooking strategies to boost the vocabulary in seventh grade students.
- To asses how lapbooking strategies enhance the student´s vocabulary at Jicaral High School

#### **1.4 Research Questions**

- What are the benefits of using lapbooking activities in the ESL classroom?
- How does the use of lapbooking improve vocabulary competences?
- How can I use lapbooking to improve speaking proficiency with seventh grade students?
- Can lapbooking strategy solve the gap existing on students related to oral performance skills?
- How to implement the best lapbooking strategies to boost vocabulary abilities?
- To what extent lap booking provide a meaningful learning?

## 1.5 Hypothesis

The word hypothesis is made up of two Greek roots which would roughly mean some sort of "sub-statements" if they are sense translated in English. Technically speaking, it is the presumptive statement of a proposition, which the investigation seeks to prove. At start an investigation the hypothesis is a stimulus to critical thoughts which offers insights into the confusion of any phenomenon. At the end it comes to prominence as the proposition to be accepted or rejected in the light of the finding. The word hypothesis consists of two words: Hypo + Thesis, where "Hypo" means tentative or subject to the verification and "Thesis" means statement about solution of a problem.

The one that has more logical strength is given by George Mouly who defines it as *"hypothesis as an assumption or proposition whose testability is to be tested on the basis of the computability of its implication with empirical evidence with previous knowledge"*

Regarding to this action research I consider that students from 7<sup>th</sup> level who attend in English classes at the Jicaral Technical High School are going to have a better performance in their vocabulary and pronunciation skills by using the lapbook techniques rather than students from other groups.

# **CHAPTER 2**

## **LITERATURE REVIEW**

In this section, there will be an analysis of the multiple authors that will provide theoretical support to the topic developed in this pedagogical project. In the first instance, the reader will find basic information about the area where this action research will be carried out. Afterward, this chapter consists predominantly in pedagogical explorations about the importance of speaking English in Costa Rica and specific strategies, procedures, and wonderful benefits according to Lapbooking Technique to improve the students' vocabulary performance.

## **2.1 Theoretical Framework**

### **2.1. What is Vocabulary?**

Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases

Academic comprehension improves when students know the meaning of words. Words are the building blocks of communication. When students have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing. Current models of reading in the English for Academic Purposes ESL classroom consider vocabulary knowledge an important source of variation in reading comprehension, because it affects higher level language processes such as grammatical processing, construction of schemata and text models (Adams and Collins, 1977 as cited in Zimmerman, 2007). Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies which are the objectives of this action research .

### 2.1.1 How We Learn Vocabulary

“The limits of my language are the limits of my mind. All I know is what I have words for” (Ludwig Wittgenstein, ) Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Knowing a word is not an all or nothing situation; it is a complex concept. According to Dale (1989, as cited in Taylor, 1990) the extent of knowledge a person has about individual words can range from a little to a lot and it also includes qualitative connotations about words. Knowing a word implies knowing many things about the word: its literal meaning, its various connotations, its spelling, derivations, collocations, frequency, pronunciation, the sort of syntactic constructions into which it enters, the morphological options it offers and a rich variety of semantic associates such as synonyms, antonyms, homonyms (Nagy and Scott, 2000, as cited in Taylor, 1990). Nevertheless, The most important task in language learning, in my opinion, is the acquisition of vocabulary. If we have enough words, we can make sense of what we're reading or listening to and we can somehow express ourselves. Vocabulary is much more important than grammar. The grammar you acquire gradually as you become familiar with the language, with the words, but, first of all you need words. There are different suggestions to learn vocabulary effectively some of them are, learn the words that are important to the subjects you are studying, learn the words that you read or hear again and again, learn the words that you know you will often want to use yourself and do not learn words that are rare or not useful.

### **2.1.2 How we teach vocabulary?**

Teaching vocabulary can feel daunting. The struggles associated with vocabulary practices in the classroom make it challenging for students to learn and teachers to, well, teach. Teachers may have a hard time handpicking the 10-20 words every week that their students will learn. Which words are the most important? What about the students who learn and read at different levels? From a student's perspective, it becomes difficult (and, for many, uninteresting) to simply memorize words and terms that they have no prior connections to. Vocabulary instruction doesn't have to be boring! As a matter of fact some techniques used to teach students vocabulary are by reading vocabulary lists, flash carding, keeping handwritten lists, these kinds of things. The other is to learn through a lot of exposure. Now, the strategy that you adopt will depend on your personal preference and also, in my view, how much time you have.

### **2.1.3 The Specifics of Early School Age.**

According to Rubin, Chamot, Harris, and Anderson (2007), if vocabulary learning strategies are effectively done, it can increase students' motivation for learning and it can improve their performance. There are some reasons that make vocabulary important to be learned. First, it will be hard for the learners if they must study English with limited words in their mind. Thus, learning vocabulary can help the learners to enrich their words in English. If they know those words, they can express their thought through English but if they do not know words in English they cannot. On the other hand, write, read, speak anything in English.

Second, it is impossible to teach spelling, pronunciation and grammar for the beginners if they do not know the words first. Those reasons make the writer can see how important to learn vocabulary for the EFL learners. Developing vocabulary will be great if it can be started from a young age. They are a great word learners. They have some special characteristics that can make them easier in learning vocabulary. Current research states that the brain undergoes two main periods of increased production of gray-matter: The first begins during fetal

development and lasts until around 18 months of age and the second occurs during early adolescence. Gray matter is responsible for the generation of nerve impulses (processing of the brain's information), while white matter is responsible for the transfer of brain information from one lobe to another and out to the spinal cord.

According to Magalhaes (2019) The part of the brain where humans store a second language varies according to the age they acquire it. A study conducted at the Memorial Sloan-Kettering Cancer Center in New York with the help of 12 bilingual volunteers revealed that children who learn a second language early on store it together with their native language, while in adult learners it is saved in a different area of the brain. This suggests that the brain accommodates languages separately at different points of the subject's lifespan, which means the structures involved in language acquisition and processing are not fixed, but change, undergoing cortical adaptation when a new language is added. Regarding to that, the frontal lobe houses the area of the brain where we process higher cortical functions like reasoning, problem solving, short term memory, planning and executing behavior, language, motor function, social mirroring, judgment, and impulse control. Until the frontal lobe has matured, other parts of the brain (temporal lobe, parietal lobe and the amygdala) are used for language development and decision making. Because of the involvement of other parts of the brain in these functions, adolescents tend to lack impulse control, demonstrate more irrational behaviors, and often make decisions based on their feelings rather than logical thought processing. All of these characteristics affect their ability to learn. The frontal lobe houses the area of the brain where we process higher cortical functions like reasoning, problem solving, short term memory, planning and executing behavior, language, motor function, social mirroring, judgment, and impulse control.

## 2.2 Teachers Handmade Materials

First at all is important know what is handmade material. Webster's Dictionary defines handmade as an item made by hand or by a hand process. It was first used in the early seventeenth century. Other definitions include the aspect of craftsmanship and imply that a handmade item is typically of higher quality than one mass produced by a machine. Therefore, Pinter (2006) suggests identifying gaps in the prepared materials and begin to adapt the materials or develop new ones to suit better individual needs of variety of classrooms. The irrelevance of topics for a specific age group in prepared materials, the unmet requirements of the content of the materials, non-attractiveness, perplexity and overall unfulfilled learning and motivational needs of each individual learner are reasons for a teacher to start developing their own materials (Hughes, 2006).

“Teachers will have to use their best judgment in deciding about the most suitable materials and techniques to fit their learners of different ages in different context” (Pinter, 2006, p.15). When creating new materials for a class, some features ought to be born in mind. The materials need to be intelligible and they should be promoting the objectives of a lesson rather than distracting from it (BJM, 2003). A variety among the types of developed materials as well as a diversity of implementation into a lesson need to occur as it contributes to a raise of motivation and hence promotes attention of learners (Pinter, 2006). Halliwell (1992) recommends the created materials, or at least their core ideas, to be reusable i.e. the topics and the materials may stay the same whereas the work with the material might differ. Overall, the appropriateness for a particular age group and special needs of a particular class taught need to be considered (Reilly&Ward, 1997). The teachers ought to be sentient to individual differences of very young and young learners. There is no doubt that today, English teachers have a lot of choices in terms of teaching materials. Choosing them we are to keep in mind that we should focus students' attention not only on vocabulary and grammar structures but prepare them for real communication where the knowledge of culture is sometimes crucial.( McKay, S. L. (2000). In other words, teaching English as an international language.

Arts and crafts can be a great way to include cross-curricular activities in the English language classroom. Students can incorporate drama skills using masks they have made for role plays, as a further matter; teamwork, class cohesion and sharing are promoted if students have to work together to complete an art project and that making something in class is a more creative and productive treat than video.

### **2.2.1 Advantages of Handmade Materials**

**Relevance:** Materials can be produced that are directly relevant to students' and institutional needs and that reflect local content, issues, and concerns. Develop materials can help to improve capability among staff, giving them a greater understanding of the characteristics of effective materials.

Previous research has documented how the use of handmade materials is an important tool for learning. Regarding to reputation, institutionally prepared materials may enhance the reputation of the institution by demonstrating its commitment to providing materials specifically for its students. Concerning to social and/or emotional benefits of art and craft: Encourages self-expression: Engaging in a creative pursuit like arts and crafts gives a child the opportunity to express his feelings in a meaningful, tangible and positive way. He also derives satisfaction from making something on his own. Helps in socializing: Being together with other children in an arts class gives a child the opportunity to interact and socialize with those sharing similar interests. And when parents show an interest in doing the activity with their child, it strengthens the parent-child bond as well. Boosts self-esteem: Arts and crafts-related activities instill a sense of pride and achievement in a child, which helps in boosting his self-esteem.

Additionally, Some cognitive benefits of art and craft are: Enhances innovation and creative ability: The opportunity to create whatever a child wants to encourages innovation.

And the ability to think and solve problems she might face while making something enhances creativity. Sharpens decision-making skills: Facing and solving artistic challenges will help a child learn to make effective and correct decisions. This helps to develop a problem-solving attitude, which will also help him in other endeavors of his life. Improves visual-learning and memory: Through arts and crafts, a child not only learns about new shapes and colors, but also becomes aware of different patterns and figures. Activities such as jewelry making or sculpting even requires visualizing and memorizing complex designs in the mind. Graves(2000) also suggests that the material should scaffold learners' confidence and enable students to develop social awareness via variation of roles and grouping when using the material. According to him, the material should allow students to analyze, discover and solve problems so that they may be engaged in the learning process. Furthermore, a balance of exercises that target specific language skills and develop new language based on a student's current knowledge should be supported.

### **2.2.2 Disadvantages of Handmade Materials**

The process of new teaching materials development may be overwhelming and confusing when one does not have guidelines how to do it. Predominantly, it is crucial to be cognizant about the fact, that by a material a teacher cannot target everything. Thus, making choices happens to be a crucial part of the materials development (Graves, 2000). Number of factors need to be taken into account and on their basis, choices about the form and the content of a new material need to be made (Schreiner, 2017). Some factors that has to be in count are: Cost: Quality materials take time to produce and adequate staff time as well as resources need to be allocated.

**Quality:** Teacher-made materials will not normally have the same standard of design and production as commercial materials and hence may not present the same image as commercial materials.

**Training:** To prepare teachers for materials writing projects, adequate training is necessary. Materials writing is a specialized skill and not all teachers area capable of writing good materials.

## **2.3 Lapbooking As An Effective Technic Tool in Teaching English**

A teaching aid is a tool used by the teacher as a facilitator to the process of teaching and learning inside the classroom. It is one of the means by which we, as teachers bring life into the theoretical texts by bringing environment inside the classroom indirectly.

The many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Also, learning materials are important because they can significantly increase student achievement by supporting student learning.

### **2.3.1 What is Lapbooking?**

Lapbook is an interactive tool utilized to reinforce and review lessons (HomeSchoolShare, 2017). The creative aid may be described as something between a tridimensional book and an exercise book which compiles variety of activities through which a content of a lesson may be introduced, practiced and consolidated (Němečková, 2017). Lapbooks are more than just notebooks with collections of worksheets, they are diagrams, minute books, and other paper manipulatives customized to emphasize the subject of the lapbook.

### **2.3.2 The Use of Lapbooking And The Impact in Practical Teaching**

According to Schreiner (2017), any tool utilized to convey information or examine understanding is a teaching material e.g. course books, worksheets, videos, quizzes, portfolios and other activities. Nevertheless, not all the prepared tools are convenient for all the types of learners and teachers. For instance, course books, one of the most common type of materials used in the educational system available to all teachers, do certainly possess attractive features yet they are all restrictive in some ways (Pinter, 2006).

### **2.3.3 Teaching Vocabulary Through Lapbooks**

Many forms and functions of a Lapbook may be found. The tool may serve as a learner's portfolio of pieces of accomplished work, a scrapbook, a collection of information about a specific topic, a creative art tool for a hands-on approach to learning or when modified, as an interactive course book that helps a teacher to teach and a pupil to learn (Lapbooking – Hands of a Child, 2013). Lapbook may contain jigsaws, didactic games, worksheets, coloring pictures, fine art of learners, instructions for an activity and collected material bearing learned information (Němečková, 2017). Any topic may be taught through the tool, both on a onetime basis or on a long-term basis. Nevertheless, the goals of a Lapbook ought to be set before preparing one so that the employment is effective. Similarly, when creating the teaching material, a purpose needs to be borne in mind is how is the Lapbook going to be used (Hudcová, 2006).

### **2.3.4. Procedures Using Lapbooking to Teach Vocabulary**

Lapbook is mostly created by learners themselves yet modified versions of it might be created by a teacher. An advantage of the didactic aid is its creativity interconnected with its changeability. Lapbook can start with a paper folder and may be broaden to any size and thickness. When utilizing the material for children, the corpus as well as particular activities are prepared by a teacher so that the learners merely cut and stick them into the main folder and consequently may start accomplishing the tasks. Older learners are capable of finding, collecting and creating tasks and materials for the Lapbook themselves and hence the teacher merely needs to establish particular goals and objectives (Němečková, 2017).

### 2.3.5 Lapbooking Advantages and Disadvantages

Language learning process as well as the overall development of a child is positively impacted by a usage of Lapbook. “Lapbook can help to develop everything that we need to develop when teaching – memory, cooperation among students as well as individual learning, information processing, grammar, conversation, creativity, motoric skills...” (Němečková, 2017). It serves as a motivational tool as it engages students with all eight intelligences: VerbalLinguistic intelligence, Logical-Mathematical intelligence, Visual-Spatial intelligence, Musical intelligence, Bodily-Kinesthetic intelligence, Naturalistic intelligence, Interpersonal intelligence, and Intrapersonal intelligence (Gardner, 1999). Besides, when well prepared, Lapbook interconnects a variety of subjects which helps children to prepare for a real life. Another great advantage of the Lapbook may be seen when used as a portfolio since it may be considered as a unique way of treatment of assessment. “Portfolios link teaching and assessment very clearly since they offer concrete evidence of what a learner can do. This method of assessment can also motivate learners by getting them to focus on what they are good at and develop ownership of the learning process, thus promoting learner independence” (Pinter, 2006, p.137). The assessment by the tools is both effective for the teachers and pleasant for the learners consequently supporting a better learning environment (Pinter, 2006). In addition, Lapbook provides teachers an easy and creative way to assign homework (Montessoridoma, 2013). Lastly, there are some practical advantages of a Lapbook. The aids are in most cases easy to store (Lapbooking – In the Hands of a Child, 2013), cheap to create – merely office supplies e.g. paper, glue, scissors are required for the creation, compact – convey many information at small space and most importantly do not lose their attractiveness as they are easily remade and reused.

However, some disadvantages of the teaching material arise. The development of the material is time demanding, the teacher needs to plan each step and – especially when teaching very young and young learners – he or she ought to prepare scaffolding materials for the children to be able to work with Lapbook. Němečková (2017) claims that it is better to choose a less extensive topic for the book since the utilization of the Lapbook itself in a class may be time consuming, too. To summarize, Lapbook is a great educational tool through which many skills are developed. It is suitable for all age groups and all types of learners. When used with children,

a second language acquisition is supported. Nevertheless, both preparation and work with it in a lesson may be time consuming and therefore the goals and objectives of each Lapbook ought to be well planned and prepared.

# **CHAPTER 3**

## **DESIGN AND METHOD**

### 3.1 Research method

According to Joyce P(2020), “In schools, action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently”

As a current teacher, the researcher develops this investigation in order to examine and try to enhance students vocabulary implementing the lapbooking techniques to improve with seventh graders at Jicaral Technical High School. Peninsular Regional Office of Education; starting by identifying a problem and trying to find a solution for it. So, it is not only researching from literature and opinions but putting it in practice to find out whether the expected results are given. Additionally, there are various steps involved in action research. They basically involve the identification of the problem, determining the needs or methods of data collection, collection and analysis of data, creation of an action plan, description of the use of the findings, and finally, report as well as the future plan.

As Ferrance (2000) states, “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.” (p. 1). For that reason, action Research is important in education because, it improves processes of learning and teaching as well as enhancing teacher's abilities. It contributes knowledge development, practical improvement, and policy information. Therefore, educators can use those research findings to improve their competences and teaching and learning process. Action research helps the teacher to turn from the traditional methods of teaching to those methods that are modern and effective hence ensuring the satisfaction of the needs of their students.

### **3.2 Type of approach: Mixed research**

According to John W Creswell (2009) "Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This plan involves several decisions, and they need not be taken in the order in which they make sense to me and the order of their presentation" (P. 3 ) Furthermore, is important to mention that there are three different research designs: qualitative, quantitative, and mixed methods. A quantitative investigation "uses the data collection to test hypothesis based on the numerical measurement and statistical analysis to establish patterns of behavior and test theories (Hernandez Sampiere,R,Fernández Collado,C.&Baptista lucio,P.,2010,p.4). A Qualitative research according to John W Creswell (2009) "is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. data typically collected in the participant's setting. data analysis inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data".(pag 4)

Moreover, Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. It also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark. 2007). According to that, this action research is settled on a mixed method research; it will use qualitative and quantitative facts.

### **3.3 The context**

Context is described by the (<http://literarydevices.net/metaphor>) “as the background, environment, setting, framework, or surroundings of events or occurrences”. In this case, the action research is developed in the largest peninsula in the country, the Nicoya Peninsula sits just south of the Northern Pacific coast of Costa Rica, across the Golfo de Nicoya from Puntarenas. The Jicaral Technical High School, is located in Jicaral, one of the community for Lepanto, the 4<sup>th</sup> district of the canton of Puntarenas. With and population of five hundred students and approximately eighty teachers is one of the most consolidated high schools; funded in 1972.

#### **3.3.1 Description of the chosen setting**

Descriptively, Jicaral Technical High school, code 4208, circuit 04 of Peninsular Regional Office was founded in 1979. Currently, the infrastructure of this public institution has 28 academic classrooms and 55 professors. The facilities that we can find in the institution are the following: computers, printers, video beam, wireless internet connections, photocopiers, sound equipment. Jicaral Technical High School is located in the south part of Nicoya Peninsula. The school is situated in a relatively suburban part of the city where mostly lower-middle class working families lived. So, the students came from similar socio-economic backgrounds. The class sizes are approximately 30 students and the students had not taken any English courses apart from the classes at school; which include in Third Cycle 3 lesson per week of academic English and 6 lesson per week of English for communication. And in Diversified Education 5 lesson of English per week and 2 or 4 hours of English for communication according with their technical branch.

### **3.3.2 Participants (Population)**

“Subjects are all the individuals or corporative organizations that provide information”. (Barrantes, 1999, p.92). Subjects are people under study or the people whom in anyway provide reliable information for the investigation. For this research, the subjects include are five 7th grade classes in the school, which were being taught by the different English teacher. One hundred forty- three seventh grade students. In Costa Rica children take 6 years of primary education between the ages of 7 and 12 years old in both, public and private schools and they start learning English as a foreign language when they are at 1<sup>st</sup> grade. So the participants of this study had been learning English for six years before this study.

Otherwise, population is any set of people from which the sample is selected and to which the study results will generalized. “Population is a set of all cases under a series of specifications.” (Hernandez, et al., 2010, p174). In other words, population is a group of individual or items that is the main focus of a research. For the aim of this research, the subjects of the population on this Circuit 04 from Peninsular Regional Office are: 10 Seventh grade students from section 7-4, group A for Jicaral Technical High School. Distributed in 3 boys and 7 girls; all of them residents from rural area. Also 10 English teachers and the Regional Advisor

### **3.4 Data Collection Procedures and Tools of Initial Research**

Data collection is defined by Syed Muhammad by “The process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes”.

(p. 202) The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc. while methods vary by discipline the goal for all data collection is to capture quality evidence that then translate to rich data analysis and allows the building of a convincing and credible answer that have been postured.

### **3.4.1 Procedures of Initial Research**

“By carrying out action research, the teacher comes up with specific solutions to improving the teaching as well as ensuring the overall improvement in the performances of the students”( Joseph Mukoroli 2011 p41). During the experience as English teacher I observe that teacher has a challenge because the students have a deficit in second language vocabulary and teachers have a limited time. In this regard, it is important for teachers to develop creative methods to expose students to vocabulary in many ways that develop and reinforce word meaning throughout the school day as well as in and out of school settings. And his can be done by different way. The practical part of this action research is concerned with the use of a teaching material – Lapbook, it’s the implementation of lapbooking techniques to improve students vocabulary with seventh graders at Jicaral Technical High School. Peninsular Regional Office of Education.

### **3.4.2 Instruments**

All the investigation or research required a good information . regarding to that Sajjad Kabir allude “Data collection is one of the most important stages in conducting a research. You can have the best research design in the world but if you cannot collect the required data you will be not be able to complete your project” (p. 202). In this research were used primary data collection using qualitative and quantitative methods to provide validity and reliability to the project; for the first part include a questionnaires and the second part include an observation check list. (Annex)

### 3.4.2.1 Questionnaire

With regard to questionnaires, Cárdenas (2006) stated that questionnaires and interviews can be used to elicit many different kinds of data. We used questionnaires and an interview to inquire into people's knowledge, opinions, ideas and experiences. For that reason, I thought a questionnaire is a useful instrument for collecting data. The first instrument to collect data for this research was a questionnaire; which are divided in two parts. The first part is a close question as Saul McLeod (2018) concluded "Closed questions structure the answer by only allowing responses which fit into pre-decided categories. Data that can be placed into a category is called nominal data. The category can be restricted to as few as two options..... or include quite complex lists of alternatives from which the respondent can choose" (p.9). In this case, students answer three yes/no questions related with the lapbooking technique.

The second part of the questionnaire is an open question; McLeod Detailed as opened questions allow people to express what they think in their own words. Open-ended questions enable the respondent to answer in as much detail as they like in their own words. The open question include in the present research is related to a personal strategy to learn new vocabulary. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

### 3.4.2.2 Observation Check List

The British Council describe it like a list of things that an observer is going to look at when observing a class, use classroom activities and use TPR technique, teacher present to students some flash cards of action verbs, students look at the picture and say the meaning of the word. Then, teacher gives to students different cards with vocabulary related with parts of speech, nouns, animals, verbs, articles, dressing, everyday items, time & adverbs, pronouns, adjectives, wh- questions, family and people; students have to classify the vocabulary cards in

boxes label with each category. While each student performs the activities, teacher fill the check list with the information observed for each student.

### **3.5 Action Plan Proposal**

According to Creswell (2009), “Having an action plan is essential for accomplishing goals successfully and scientifically. It gives us a clear direction on what we need to do in order to accomplish certain purposes” (p.112). Nevertheless, Action Plan provides a specific direction when the researcher feels confused or overwhelmed about the implementation of the education project; giving an extraordinary result based on the procedures and development strategies for this technique under exploration. By using the new planning designed by the MEP, commonly called “Action Oriented Approach”, it is necessary for the researchers to appreciate the goals and the specific aims to implement the teaching method for this study.

Teacher: Katty Rojas Fonseca

Modality: Technological Education

Level: Seventh Grade / Conversational English

Time: 4 hours

Target Content #4: Compare Customs in Celebrations and Holidays.

From June 22<sup>nd</sup> to June 26<sup>th</sup>, 2020

WEEK #1

LINGUISTIC ACHIEVEMENT	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING:</b></p> <ul style="list-style-type: none"> <li>•Getting specific details from short descriptions.</li> </ul> <p>1-The student gets specific details from short listened descriptions.</p> <ul style="list-style-type: none"> <li>•Interpreting main points and supporting details.</li> </ul> <p><b>SPEAKING:</b></p>	<p><b>LANGUAGE CONTENT:</b></p> <ul style="list-style-type: none"> <li>- Vegetables, fruits, canned food, and others.</li> <li>- Clear, sunny, rainy, and others.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>•Comparing differences among celebrations.</li> </ul>	<p><b>Routine:</b> Checking attendance</p> <p><b>Warm up: Broken phone:</b> teacher and students make a circle, teacher say a phrase to one student and he/she has to pass the message to the next student...the last one has to say the phrase aloud to determine if is the same phrase that the teacher says at the beginning.</p> <p><b>Procedures</b></p> <p>1- Using realia (Calendar), the teacher introduces the class. She asks the students the following question:</p> <p><b>Q1 When is your birthday?</b></p> <p>-Then, using the calendar she models the answer:</p> <p><b>-My birthday is on _____, while she shows each month of the year.</b></p> <p>-Sts practice pronunciation.</p>	<ul style="list-style-type: none"> <li>•Show respect for other cultures, customs and events.</li> <li>•Love for our own cultural manifestations and customs.</li> </ul> <p><b>CULTURE:</b></p> <ul style="list-style-type: none"> <li>-Differences and similarities of celebrations and events in Costa Rica and other countries.</li> </ul>	<p>Share understanding of cultural differences and values.</p>

<p>•Talking about activities and preferences.</p> <p>•Describing details.</p>		<p>-Sts answer one by one when is his/her birthday.</p> <p><b>Q2- How do you celebrate your birthday?</b></p> <p><b>-Sts brainstorm.</b></p> <p>-Using flash cards the teacher introduces the new vocabulary.</p> <p>(Pictures are presented in singular and plural)</p> <p style="text-align: center;"><b>Vocabulary</b></p> <table border="0" style="width: 100%;"> <tr> <td>Party</td> <td>Can't have</td> </tr> <tr> <td>Inside</td> <td>Today</td> </tr> <tr> <td>Outside</td> <td>Tomorrow</td> </tr> <tr> <td>Cloudy</td> <td>Cake</td> </tr> <tr> <td>Rainy</td> <td>Guests</td> </tr> <tr> <td>Windy</td> <td>Presents / Gifts</td> </tr> <tr> <td>Cold</td> <td>Candles</td> </tr> <tr> <td>Friends</td> <td>Food</td> </tr> </table> <p style="text-align: center;"><b>Grammar</b></p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b>There is</b></td> <td style="text-align: center;"><b>There are</b></td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Singular</td> <td style="text-align: center;">Plural</td> </tr> </table> <p>Example: There is a cake. / There are friends.</p> <p>-Sts watch a video <a href="https://youtu.be/myuRAnSkcUo">https://youtu.be/myuRAnSkcUo</a></p> <p>-Sts brainstorm about it.</p>	Party	Can't have	Inside	Today	Outside	Tomorrow	Cloudy	Cake	Rainy	Guests	Windy	Presents / Gifts	Cold	Candles	Friends	Food	<b>There is</b>	<b>There are</b>			Singular	Plural	<p>•Understanding of different cultures and their food.</p>
Party	Can't have																								
Inside	Today																								
Outside	Tomorrow																								
Cloudy	Cake																								
Rainy	Guests																								
Windy	Presents / Gifts																								
Cold	Candles																								
Friends	Food																								
<b>There is</b>	<b>There are</b>																								
																									
Singular	Plural																								



Teacher: Katty Rojas Fonseca

Modality: Technological Education

Level: Seventh Grade / Conversational English

Time: 4 hours

Target Content #4: Compare Customs in Celebrations and Holidays.

From July 13<sup>th</sup> to July 17<sup>th</sup>, 2020

Week #2

LINGUISTIC ACHIEVEMENT	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING:	<p><b>LANGUAGE CONTENT:</b></p> <p>--Valentines, Day, Independence Day, Mothers, and others.</p> <p><b>FUNCTIONS</b></p> <p>•Comparing differences among celebrations.</p>	<p><b>Routine:</b> Checking attendance</p> <p><b>Warm up:</b> Teacher and students play the boardgame “hang man”</p> <p><b>Holidays &amp; Celebrations</b></p> <p><b>Procedures</b></p> <p>-Teacher introduces the topic by pasting a picture of a <b>Holiday</b> and a <b>Celebration</b></p>  <p>-Teacher asks the students to brainstorm about them. Then, she explains the difference between a holiday and a celebration.</p>	<p>•Show respect for other cultures, customs and events.</p> <p>•Love for our own cultural manifestations and customs.</p> <p><b>CULTURE:</b></p> <p>-Differences and similarities of celebrations and events in Costa Rica and other countries.</p> <p>-Different types of food, clothing and</p>	Share understanding of cultural differences and values.

<p>•Getting specific details from short descriptions.</p> <p>The student gets specific details from short listened descriptions.</p> <p>•Interpreting main points and supporting details.</p> <p><b>SPEAKING:</b></p> <p>•Talking about activities and preferences.</p> <p>•Describing details.</p>		<p>-Students are divided in groups. Then, teacher asks for a volunteer.</p> <p>Teacher shows a picture of a holiday or a celebration and he/she performs the mimic. The group who guess gets a point.</p> <p>(While the activity is developed teacher pastes on the board the pictures)</p> <p>-Sts classify the pictures used in the previous activity in holyday or celebration</p> <p>-Students write on their notebooks the different holidays and celebrations.</p> <p>-Teacher asks the sts the following question:</p> <p><b>Q1 When do we celebrate _____ ?</b></p> <p><b>It is on _____</b></p> <p>-Teacher models the answer.</p> <p>-Students make a circle. Teacher throws a ball to a secret student. After that, the student who catches the ball has to make a question using the previous structure learnt and throw the ball to another student who is going to answers the question. (Students use the pictures from the last activity).</p> <p><b>Q2 What is your favorite holiday?</b></p> <p>Teacher models the answer and encourages the students to do the same.</p>	<p>weather in holidays around the world.</p>	<p>•Identification of specific details in listening.</p>
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<p><b>WRITING:</b></p> <p>*Expressing personal opinions about preferences and customs.</p>		<p>-Students write sentences about their favorite holiday or celebration.</p> <p style="text-align: center;"><b>Lapbooking Project</b></p> <p>Teacher motivate to students to use their imagination and creativity to create their own lapbook related with the developed topic during the lesson. Also teacher gives to students some resources like temple and folders. Each project has to be presented orally at the end of the lessons.</p>	<p>Presentation of oral reports about a favorite celebration.</p> <p>Expressions of points of view in a written and an oral way.</p>
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Teacher: Katty Rojas Fonseca

Modality: Technological Education

Level: Seventh Grade / Conversational English

Time: 4 hours

Target Content #4: Compare Customs in Celebrations and Holidays.

From July 20<sup>th</sup> to July 24<sup>th</sup>, 2020

Week #3

LINGUISTIC ACHIEVEMENT	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING:</b></p> <ul style="list-style-type: none"> <li>•Getting specific details from short descriptions.</li> </ul>	<p><b>LANGUAGE CONTENT:</b></p> <ul style="list-style-type: none"> <li>- Shopping list: staples / groceries, and others.</li> <li>- Vegetables, fruits, canned food, and others.</li> <li>- table manners.</li> </ul> <p><b>FUNCTIONS</b></p> <ul style="list-style-type: none"> <li>•Describe customs, food and garments worn in special celebrations.</li> </ul>	<p><b>Routines:</b> Checking attendance</p> <p>Warm up: teacher and students play the game “who Im I”</p> <p><b>Procedures</b></p> <p>Teacher introduces the unit making a review on colors.</p> <p>-She pastes on the board circles of different colors.</p> <p>- Then, she encourages the Students to say a fruit or vegetable of each color</p> <p>-Sts brainstorm about their favorite fruit or vegetable.</p> <p>-Sts watch a Video</p>	<ul style="list-style-type: none"> <li>•Show tolerance for differences and similarities.</li> <li>•Love for our own cultural manifestations and customs.</li> <li>*Respect for rights and duties in a democratic society for peace.</li> <li>*Show concern for taking care of the social and natural environments that surround us.</li> </ul> <p><b>CULTURE:</b></p> <p>-Different types of food, clothing and</p>	<ul style="list-style-type: none"> <li>•Identification of specific details in listening.</li> </ul>

<p>The student gets specific details from short listened descriptions.</p> <p><b>SPEAKING:</b></p> <ul style="list-style-type: none"> <li>•Talking about activities and preferences.</li> </ul> <p><b>READING</b></p> <p>*Understanding simple vocabulary in known contexts.</p> <p><b>WRITING:</b></p> <p>*Expressing personal opinions about preferences and customs.</p>		<p><a href="http://youtu.be/S2hXN7mHYk">http://youtu.be/S2hXN7mHYk</a></p> <p>-Teacher introduce the new vocabulary (adjectives used to describe food) Sweet, sour- healthy- round- long oval</p> <p>-Teacher help Students to describe his/her favorite fruit or vegetable:</p> <p>My favorite fruit is _____ it is _____.</p> <p>-Teacher hands out the Sts a copy to complete a listening exercise about description of fruits and vegetables.</p> <p><b>LAPBOOKING PROJECT.</b></p> <p>Teacher motivate to students to use their imagination and creativity to create their own lapbook related with the developed topic during the lesson. Also teacher gives to students some resources like temple and folders. Each project has to be presented orally at the end of the lessons.</p>	<p>weather in holidays around the world.</p>	<ul style="list-style-type: none"> <li>•Identification of specific details in listening.</li> </ul> <p>Presentation of oral reports about a favorite celebration.</p> <p>Expressions of points of view in a written and an oral way</p>
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**Teacher: Katty Rojas Fonseca**

**Modality: Technological Education**

**Level: Seventh Grade / Conversational English**

**Time: 4 hours**

**Target Content #4: Compare Customs in Celebrations and Holidays.**

**From July 27<sup>th</sup> to July 31<sup>th</sup>, 2020**

**Week #4**

LINGUISTIC ACHIEVEMENT	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
LISTENING:	<p><b>LANGUAGE CONTENT:</b></p> <ul style="list-style-type: none"> <li>- Clear, sunny, rainy, and others.</li> <li>- Dry and rainy Season</li> <li>-Hat, gloves, sweater, scarf and others.</li> <li>-What are you wearing?</li> <li>-I will go.../I am going to...</li> <li>-I would like to..</li> <li>-I prefer to...</li> <li>-Comparative-superlative.</li> </ul>	<p><b>Routine:</b> Checking attendance</p> <p><b>Warm Up:</b> Teacher write out some actions - and put them in a bag. Split the class into two teams. Bring one student from each team to the front of the class and one of them choose an action from the bag. Have both students mime the action to their team. The first team to shout the correct answer wins a point. Repeat this until all students have mimed at least one action.</p> <p style="text-align: center;"><b>Procedures</b></p> <p>Teacher motivate students to start with a new topic listening a tongue twister "whether the weather." <a href="https://learnenglishkids.britishcouncil.org/tongue-twisters/whether-the-weather">https://learnenglishkids.britishcouncil.org/tongue-twisters/whether-the-weather</a></p> <p>Students listen and repeat the tongue twister as faster as their can...</p>	<ul style="list-style-type: none"> <li>•Show tolerance for differences and similarities.</li> <li>*Show concern for taking care of the social and natural environments that surround us.</li> </ul> <p><b>CULTURE:</b></p> <ul style="list-style-type: none"> <li>-Different types of food, clothing and weather in holidays</li> </ul>	

<p>The student gets specific details from short listened descriptions.</p> <p>•Interpreting main points and supporting details.</p> <p><b>SPEAKING:</b></p> <p>•Talking about activities and preferences.</p> <p>•Describing details.</p> <p>Talking about activities and preferences.</p> <p>Describing details.</p> <p>Talking about activities and preferences.</p>	<p><b>FUNCTIONS</b></p> <p>•Comparing differences among celebrations.</p> <p>•Describe customs, food and garments worn in special celebrations.</p>	<p>Teacher ask Sts How is the weather like?</p> <p>What's the weather usually like in your country?</p> <p>What's your favorite type of weather?</p> <p>Sts watch a video about the forecast</p> <p><a href="https://www.youtube.com/watch?v=z8VkgKgVhys">https://www.youtube.com/watch?v=z8VkgKgVhys</a></p> <p>Teacher ask to Sts which words related to Sts they can hear.</p> <p>The, Teacher paste on the board some pictures of weather conditions : Cold, hot, warm, cloudy, foggy, sunny, rainy, snowy, windy, stormy.</p> <p>Teacher ask How is the weather today?</p> <p>Today is _____ for that I wear _____</p> <p>Sts watch a video about different kind of clothes vocabulary.</p> <p><a href="https://youtu.be/Q_EwuVHDb5U">https://youtu.be/Q_EwuVHDb5U</a></p> <p>Sts make a Brainstorm about the different kind of cloth they are listening on the video.</p> <p>Teacher shows to Sts a picture of an article of cloth and say it is a _____. I can wear a _____ in a sunny day.</p> <p>Teacher pass to Sts a box with pictures of clothes items, they have to take two of them and say the name of the article and when can/should be use it; and finally paste it under the weather condition that are on the board.</p>	<p>around the world.</p>	<p>•Identification of specific details in listening.</p> <p>Presentation of oral reports about a favorite weather condition</p> <p>•Identification of specific details in listening.</p> <p>•Selection of clothing for special weather condition.</p> <p>Production of short dialogues or passages.</p>
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<p><b>READING</b></p> <p>*Understanding simple vocabulary in known contexts.</p> <p><b>WRITING:</b></p> <p>*Expressing personal opinions about preferences and customs.</p>		<p>Sts are divided in two sub -groups. Each group make a short description of kind of cloth a person can/should wear according to the weather condition.</p> <p>Then, each group share the information with their classmates.</p> <p style="text-align: center;"><b>Lapbooking Project</b></p> <p>Teacher motivate to students to use their imagination and creativity to create their own lapbook related with the developed topic during the lesson. Also teacher gives to students some resources like temple and folders. Each project has to be presented orally at the end of the lessons.</p>		<p>Expressions of points of view in a written and an oral way.</p> <p>Production of short dialogues or passages.</p> <p>Expressions of points of view in a written and an oral way.</p>
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Teacher: Katty Rojas Fonseca

Modality: Technological Education

Level: Seventh Grade / Conversational English

Time: 4 hours

Target Content #4: Compare Customs in Celebrations and Holidays.

From : August 3<sup>rd</sup> to August 7<sup>th</sup>, 2020

Week #5

LINGUISTIC ACHIEVEMENT	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING:</b></p> <p>The student gets specific details from short listened descriptions.</p>	<p><b>LANGUAGE CONTENT:</b></p> <ul style="list-style-type: none"> <li>- Shopping list: staples / groceries, and others.</li> <li>- Vegetables, fruits, canned food, and others.</li> <li>- table manners.</li> <li>--Valentines, Day, Hero Day, Mothers, and others.</li> <li>- Clear, sunny, rainy, and others.</li> </ul>	<p><b>Routine:</b> Checking attendance</p> <p><b>Warm up:</b> Crossword board: Teacher write on the board the word “shopping”. The group is slip in two teams. Each team has a marker, the group #1 write on the board a word related with shopping, using the last letter of the word written by the teacher on the board. The group #2 has to make the same with the word written by group #1.</p> <p style="text-align: center;"><b>Procedures</b></p> <p>Use brainstorming technique, teacher ask students to say which are the most common groceries that they or their families buy.</p> <p>Then students listening an audio and complete an exercise putting in order the grocery list that they hear.</p> <p><a href="https://www.passporttoenglish.com/Intermediate-English/Lesson7/Listening.html">https://www.passporttoenglish.com/Intermediate-English/Lesson7/Listening.html</a></p> <p><b>milk</b>                      <b>Orange juice</b></p> <p><b>meat</b>                      <b>eggs</b></p>	<ul style="list-style-type: none"> <li>•Show respect for other cultures, customs and events.</li> <li>•Show tolerance for differences and similarities.</li> <li>*Show concern for taking care of the social and natural environments that surround us.</li> </ul> <p><b>CULTURE:</b></p> <p>-Differences and</p>	<ul style="list-style-type: none"> <li>•Understanding of different cultures and their food.</li> <li>•Identification of specific details in listening.</li> </ul>

<p>•Interpreting main points and supporting details.</p> <p><b>SPEAKING:</b></p> <p>•Talking about activities and preferences.</p> <p><b>READING</b></p> <p>*Understanding simple vocabulary in known contexts.</p> <p><b>WRITING:</b></p> <p>*Expressing personal opinions about preferences and customs.</p>	<p>- Dry and rainy Season</p> <p>-Hat, gloves, sweater, scarf and others.</p> <p>-What are you wearing?</p> <p>-I will go.../I am going to...</p> <p>-I would like to..</p> <p>-I prefer to...</p> <p>-Comparative-superlative.</p> <p><b>FUNCTIONS</b></p> <p>•Comparing differences among celebrations.</p> <p>•Describe customs, food and garments worn in special celebrations.</p>	<p><b>bread</b>                      <b>lettuce</b></p> <p><b>pasta</b>                      <b>tomatoes</b></p> <p><b>Spaghetti sauce</b>      <b>carrots</b></p> <hr/> <p>Teacher introduce shopping vocabulary using images. Students listen and repeat the words :</p> <p>Word List</p> <p><input type="checkbox"/> cashier   <input type="checkbox"/> gift   <input type="checkbox"/> trolley   <input type="checkbox"/> basket</p> <p><input type="checkbox"/> cash      <input type="checkbox"/> credit card      <input type="checkbox"/> sale</p> <p><input type="checkbox"/> scale   <input type="checkbox"/> shop                      <input type="checkbox"/></p> <p>customer</p> <p><input type="checkbox"/> bag      <input type="checkbox"/> salesperson      <input type="checkbox"/> lift</p> <p><input type="checkbox"/> changing room                      <input type="checkbox"/> price</p> <p><input type="checkbox"/> wallet</p> <p>Teacher and students play with a “shopping fidget spinner”. Each student take a turn to use the shopping spinner, the student have to say the correct name of the shopping image and say a sentences with that word.</p> <p>Teacher gives students a copy of a reading about “Going Shopping” teacher and students read the text.</p> <p>_students solve a true/false exercise with the teacher guide</p> <p>Students answer some wh-questions about the reading.</p>	<p>similarities of celebrations and events in Costa Rica and other countries.</p> <p>•Identification of specific details in listening.</p> <p>Production of short dialogues or passages.</p> <p>Expressions of points of view in a written and an oral way.</p> <p>Expressions of points of view in a written and an oral way.</p>
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		<p style="text-align: center;"><b>Lapbooking Project</b></p> <hr/> <p>Teacher motivate to students to use their imagination and creativity to create their own lapbook related with the developed topic during the lesson. Also teacher gives to students some resources like temple and folders. Each project has to be presented orally at the end of the lessons.</p>		
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**MINISTRY OF PUBLIC EDUCATION  
JICARAL TECHNICAL HIGH SCHOOL  
TECHNICAL DEPARTMENT  
SCHOOL YEAR 2020**



**Teacher: Katty Rojas Fonseca**  
**Modality: Technological Education**  
**Level: Seventh Grade / Conversational English**  
**Time: 4 hours**  
**Target Content #4: Compare Customs in Celebrations and Holidays.**  
**From : August 10<sup>rd</sup> to August 14<sup>th</sup>, 2020**

**Week #6**

LINGUISTIC ACHIEVEMENT	CONTENT (FUNCTIONS AND LANGUAGE)	PROCEDURES	VALUES AND ATTITUDES	EVALUATION OF LEARNING OUTCOMES
<p><b>LISTENING:</b></p> <p>-The student gets specific details from short listened descriptions.</p>	<p><b>LANGUAGE CONTENT:</b></p> <p>- Vegetables, fruits, canned food, and others.</p> <p>- table manners.</p> <p><b>FUNCTIONS</b></p> <p>•Describe customs, food and garments worn in special celebrations.</p>	<p><b>Routine:</b> Checking attendance</p> <p><b>Warm Up:</b> Students make a circle, teacher is going to give commands they have to follow the, the first time follow what teacher say, the second time make the contrary. Example jump in/out, left/right</p> <p><b>Procedures</b></p> <p>Teacher present a power point image of some fruits and vegetal and ask student the name of them in the target language.</p> <p>Then teacher ask the to mention the name of fruits or</p>	<p>•Show respect for other cultures, customs and events.</p> <p>•Show tolerance for differences and similarities.</p> <p>*Show concern for taking care of the social and natural environmen</p>	<p>•Understanding of different cultures and their food.</p>

<p>•Getting specific details from short descriptions.</p> <p>•Interpreting main points and supporting details.</p> <p><b>SPEAKING:</b></p> <p>•Describing details.</p> <p><b>READING</b></p> <p>*Understanding simple vocabulary in known contexts.</p>		<p>vegetables they know, like a brainstorm.</p> <p>Students listen a “veggie and fruits” song. Then, teacher shows them the lyric of the song (displaying the image on the board) ; students have to listen the song and try to fill the gaps using markers correctly.</p> <p><a href="https://www.youtube.com/watch?v=ccJhdL1FOmw">https://www.youtube.com/watch?v=ccJhdL1FOmw</a></p> <p>Students watch and listen the video again to review the answer</p> <p>Teacher explain the different adjectives use to describe fruits and vegetables according with the taste, texture an way to be consumed (Annex #1)</p> <p>The group is divided in two sub groups. Teacher chose one student per group he/she is going to be the guide. The partner make a line. The student guide has to read a sentence with fruit or vegetable description, if the member of the group guess the name of fruit or vegetable the group get a point. The winner group is the first to guess all the descriptions. (Annex #2)</p>	<p>ts that surround us.</p> <p><b>CULTURE:</b></p> <p>-Different types of food, clothing and weather in holidays around the world.</p>	<p>•Identification of specific details in listening.</p> <p>Identification of specific details in listening.</p> <p>Presentation of oral reports about a favorite celebration.</p> <p>Expressions of points of view in a written and an oral way.</p>
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<p><b>WRITING:</b></p> <p>*Expressing personal opinions about preferences and customs</p>		<p>Teacher gives to students a copy of description food. They have to read the description, write the name and match with the picture.(Annex #3)</p> <p><b>LAPBOOKING PROJECT.</b></p> <p>Teacher motivate to students to use their imagination and creativity to create their own lapbook related with the developed topic during the lesson. Also teacher gives to students some resources like temple and folders. Each project has to be presented orally at the end of the lessons.</p>	<p>Production of short dialogue or passages.</p>
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# **CHAPTER 4**

## **FINDINGS**

#### 4.1 Data Analysis

Current Action Research is an overview of the implement of lapbooking techniques to improve students vocabulary with seventh graders at Jicaral technical high school. peninsular regional office of education. The purpose of researching this specific topic can be realized through the analysis of the data collected, so that in order to begin this process it was first needed to reduce the data into a format that can be easily analyze considering that the process of data analysis in action research is not a small task as Mills (2007) states “data analysis is undertaken when researches want to summarize and represent data that has been collected in dependable, accurate, reliable, correct, and “right” manner. With the intention of achieving the respective analysis of this paper, instruments of investigation such as survey were applied to English teachers of the institution as well the English Advisor of Peninsular Regional Office.

According to Harmer (2007) “the acquisition-versus-learning debate may seem to be relatively recent argument, yet for as long as languages have been taught people argued about the best way of doing it, and how to help students to learn more effectively”. (p. 48). Considering his statement, in English classroom is very important teacher takes into consideration different strategies, procedures and techniques to provide learners a range of better and vary stages to improve and help them go beyond in the language process. Besides, taking into account learners’ target language skills which can vary between those ones from a higher level whereas those ones with lower level skills, for both cases teacher must contemplate what was and is included in classrooms and what teaching materials use. Due to this, it is considered the fact that high school students, for example, seem to use more strategies for vocabulary learning than for any other aspect of language, which makes very important the application of a vary set of activities in classroom with the intention of caught learners’ attention according to questionnaire answered by teachers from CTP Jicaral.

Regarding to that, Hoque (2018) argued that information “can be memorized in many different ways and using specific techniques (mnemonics, rote learning, visualization, and so on) in order to learn long lists of numbers, playing cards in a deck, dates, names and any amount of other things.” (p.2). By reason of this, lapbooking as a tool to provide meaningful vocabulary can facilitate both vocabulary and language learning process by enhancing real aspects where students need to create strategies in order to take an active role that moves them from an imaginary reality into a real given moment. In addition, through the use of lapbooking, students have the opportunity to acquire better the language in a more relaxed and fun way, enjoying the linguistic process and making it more meaningful for them.

## **4.2 Survey Findings**

For the purpose of this study, I carried out three different surveys. The first one was for 10 seventh grade students of Jicaral Technical High School, the second one for 10 English teachers and the last one for the English Peninsular Regional Advisor. The aim was to investigate in case of students, the best way that they internalize the knowledge, how they feel when make handmade materials that can help them to improve your English skills. In case of the English teacher, the purpose was known the perspective they have of lapbooking technique, which strategies they commonly use to teach vocabulary and the aptitude to use the lapbooking technique in their lessons. Finally, was important to realize the English Regional Advisor perspective related with the use of the lapbooking technique as a tool to improve the students vocabulary in the region.

### **4.2.1 Students Diagnostic Test**

According to the diagnostic test applied to students, they give important input to our research. 10 students completed the diagnostic test 7 girls and 3 boys. According with students answers, most of them learn vocabulary easier observing and creating. 9 of them mention that they learn easily making, 3 students also say that observing is a way to learn easily and just one student say that talking is the way that learn vocabulary easily

When ask about if they like to develop handcraft project in the class, just one student say no. The other 9, say yes. Same occurred when ask about if they know what

craft is. One student say no, and the rest of the students say yes. In reference if they like to make materials that can help to learn vocabulary during the English lesson, 8 students say yes, and 2 of them say no.

Then, the students answer on the diagnostic test some open questions, one of them is associated with the kind of material that could use to make handcraft projects that help them to improve the English knowledge .

**Table N° 1**

**Which kind of materials could you use to make handcraft projects that help you to improve your English knowledge?**

<b>Kind of materials students could use to elaborate material to improve the English</b>	<b>Estudiantes</b>
Flash cards	1
Cardboards	2
Paper, scissor, glue	4
Dictionary	1
Recycle	1
Word games	1
<b>Total</b>	<b>10</b>

Source: Questionnaire applied to Student seventh grade CTP Jicaral , 2020

The diagnostic test result, showed that the most attractive supporting material that students would like to elaborate during the English class is the one that include cards, illustrations, words, figures and the use of paper.

Table N° 2

**Which kind of supporting material would you like to elaborate during the English lesson?**

<b>Which kind of supporting material would you like to elaborate during the English lesson?</b>	
	<b>Number of students</b>
Flash cards	3
Illustrations	3
Draws	1
Figures	1
Dialogue	1
Use of the whiteboard	1
<b>Total</b>	<b>10</b>

Source: Questionnaire applied to Student seventh grade CTP Jicaral , 2020.

The table 3 illustrate the result of diagnostic test about the different strategies used by the students to learn new vocabulary in the target language.

Table N° 3

## Which strategy do you use to learn new vocabulary in English ?

<b>Strategy use for the students to learn new vocabulary in English</b>	
	Number of Students
Translating	1
Reading	3
Talking	1
Memorization	1
Listening to music	3
<b>Total</b>	<b>10</b>

Source: Questionnaire applied to Student seventh grade CTP Jicaral , 2020

On the other hand, in the 21<sup>st</sup> century classroom, teachers are facilitators of student learning and creator of productive classroom environments, in which students can develop the skills they might need at present or in future, for that reason is very important know the position of teacher about the use of different strategies to improve the vocabulary in their students; and particularly their point of view about the use of lapbooking technique to improve the students vocabulary in seventh graders.

#### 4.2.2 Survey Response by Teachers

They are a total of 10 English teacher who participate in the survey; which 7 are female and 3 male, the year of experience are among 5 to 21years of experience. 9 of them has MT6 qualification of professional category.

The classroom teacher have a wider variety of methodological options to choose. They can choose methods and materials according to the needs of learners, the preferences of teachers, and the constraints of the school or educational setting. Related with the

question about the strategies they use to improve the students vocabulary their answers are varied.

**Table 4**

**Which strategies do you use to improve your student´s vocabulary?**

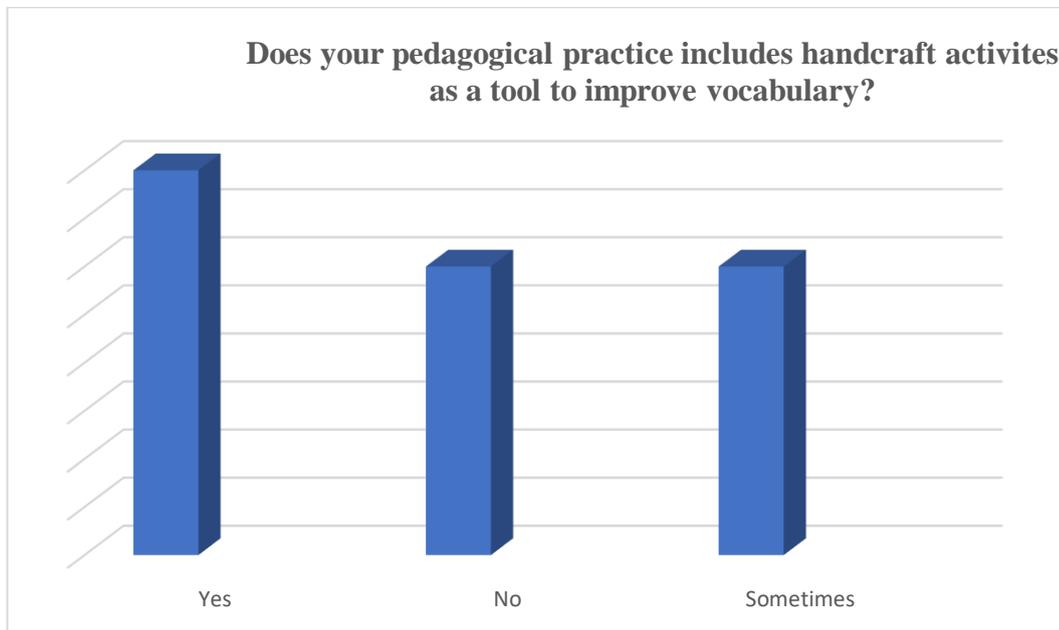
Which strategies do you use to improve your student´s vocabulary?	
	<i>Students Number</i>
Games	1
Reading	1
Crossword	1
Flash Cards	3
video	1
pictionary	2
Lapbook	1
<b>Total</b>	<b>10</b>

Source: Questionnaire applied to English Teachers , 2020.

In this action research, we talk about the importance or relevance of handcraft activities to develop the students creativity, spontaneity and trustfulness; however the teachers answers to the question Does your pedagogical practice includes handcraft activities as a tool to improve vocabulary? shown that is something relegated.

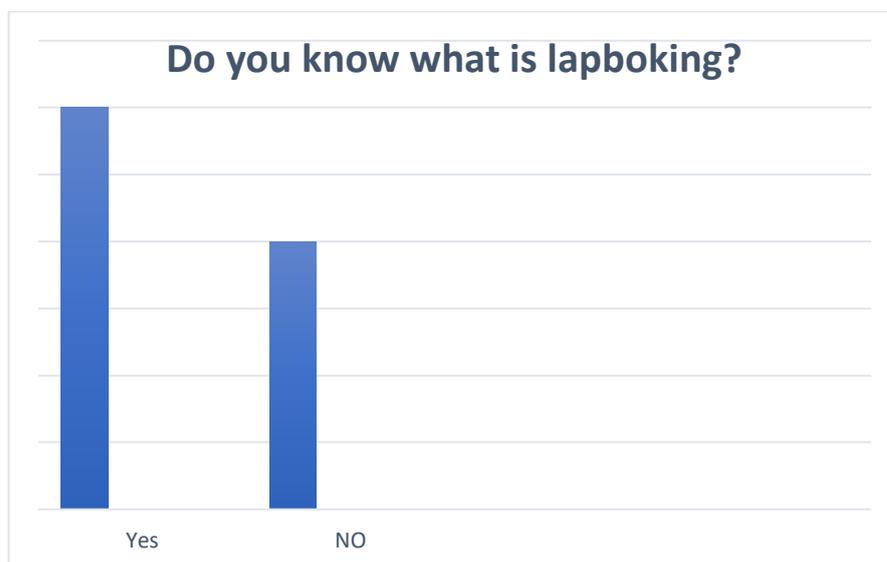
**Graph 1.**

**Does your pedagogical practice include handcraft activities as a tool to improve vocabulary?**



Source: Questionnaire applied to English Teachers , 2020.

A teaching technique is a procedure use to accomplish a specific task; is a teacher's particular or personal style. In this case the majority of the teacher mentioned known what the lapbooking technique is.

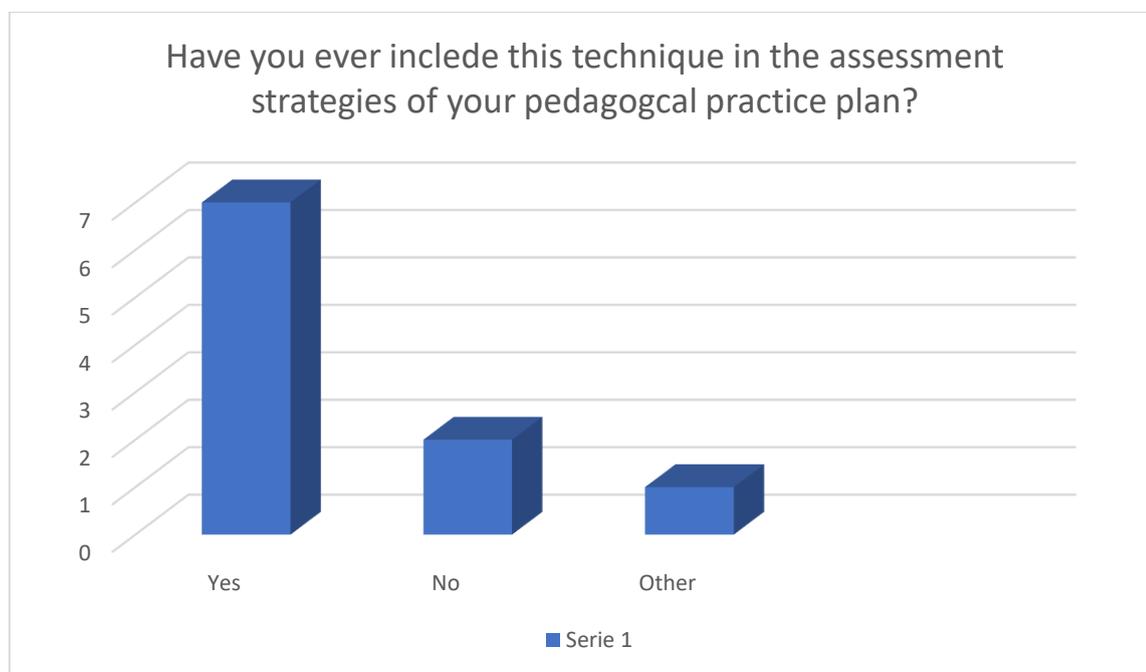
**Graph N° 2****Do you know what is lapbooking?**

Source: Questionnaire applied to English Teachers , 2020.

Methods, strategies and technique, appear to be based on very different views of what language is and how a language is learned. The teacher decide which one choose to give the students the best option to acquire the target language in the best way.

**Graph N° 3**

**Have you ever include this technique in the assessment strategies of your pedagogical practice plan?**

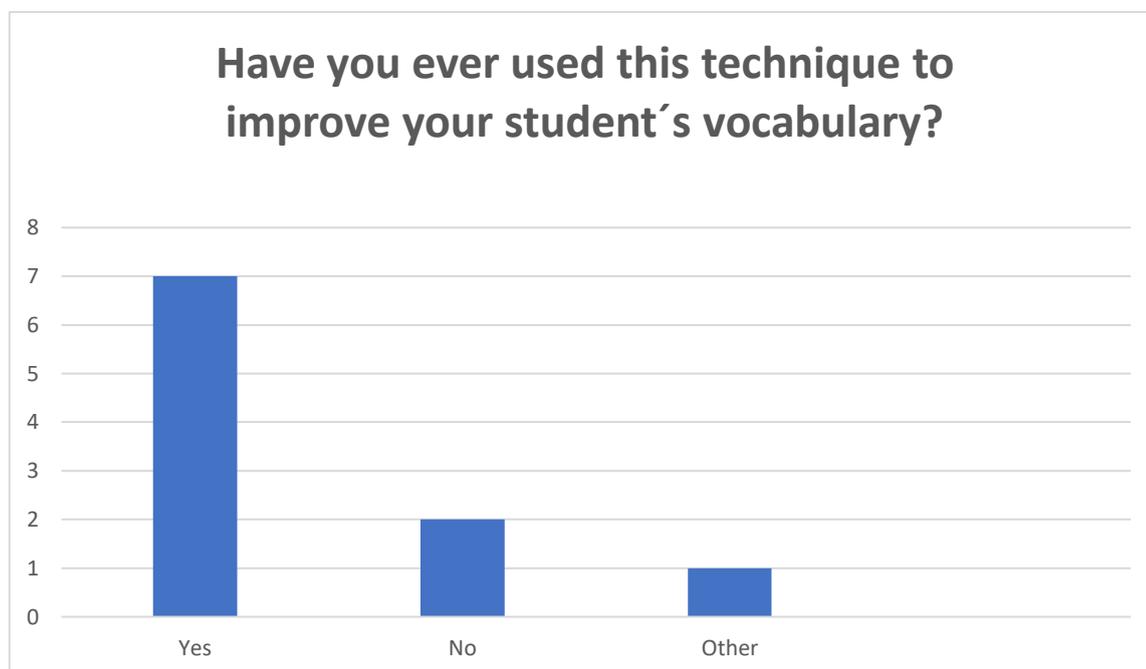


Source: Questionnaire applied to English Teachers, 2020.

A teacher has to decide on a method to be used in a classroom which he/she thinks suitable for his or her class. Therefore, it is important to know different kinds of methods and techniques of teaching for a teacher to choose from. Regarding to the action research the answer of the teacher about the use of lapbooking technique to improve the student vocabulary makes evident that is a technique little used.

### Graph N° 4

**Have you ever used this technique to improve your student's vocabulary?**



Source: Questionnaire applied to English Teachers , 2020.

#### 4.2.3 Survey Response by English Peninsular Regional Advisor

The last one survey was applied to the MEP English Regional Advisor from Peninsular Regional Office, 2020. Who has 24 years of experience working at MEP and 5 year in the current position; Also has in charge 4 circuit and in circuit 04 in which is include the CTP Jicaral, he has in charge 15 English teachers. The main purpose of this survey is to know his perception about “To implement of lapbooking techniques to improve students vocabulary with seventh graders at Jicaral technical high school. Peninsular Regional Office of Education”. The information collected in this investigation will be preserved confidentially.

#### 1. Which strategies would you use to improve student's vocabulary?

Incidental vocabulary learning activities in which learning happens accidentally

Regarding to the English Advisor words according to the first question, is important recognize the important of improvisation in the process of acquired a second language.

## **2. Which strategies do you consider useful to improve students vocabulary?**

Intentional vocabulary learning in which teachers lead students to learn the new vocabulary

Concluding with his answer, when intentional teaching is put in practice, students are invited to share their interest, ideas, identify opportunities to become involve in play and build their own learning. Teacher recognize that student´s learning occurs in social contexts and make deliberate, well-planned decision to support learning through student´s social interactions with a range of partners.

## **3. What is your opinion about the lapbooking technique?**

Its works as long as teachers let student build their own knowledge!

Research suggest that students connect knowledge most effectively in active social classrooms, where they negotiate understanding through interaction and varied approaches.

## **4. Would you recommend this technique to improve students vocabulary?**

Yes, it is useful if it´s used correctly

Explaining the previous question from another standards, lapbooking is a pedagogical technique that has specific purposes to take into account during the teaching

process. Complementing this aspect, if the teachers want to use this procedure in their English classes, they must know how to apply it, putting into practice the criteria for selecting a specific material according learners' proficiency level. In addition, it is important to take into consideration the fact that not just handmade can improve students' skills in the classroom, there are different options to look for an explicit procedure according to the students' needs which a true committed teachers must improve on.

# **CHAPTER 5**

# **REFLECTIONS**

## **5.1 Reflections**

During this research I discovered new insights, challenges and possible solutions to the problems experienced by the ESL teacher in the English for academic purposes classroom.

Firstly, most English Language Learners have a deficit in second language vocabulary and teachers have a limited time for direct instruction. In this regard, it is important for teachers to develop creative methods to expose students to vocabulary in many ways that develop and reinforce word meaning throughout the school day as well as in and out-of school settings. This can be done by using technology, additional reading texts, games and handcraft words for students that provide incentives for students to listen for new words or previously taught words outside the vocabulary lesson.

Secondly, some English second language teachers have a difficulty in choosing new techniques to developing vocabulary and promoting speaking skills. Students need sufficient vocabulary to read effectively, as well as to communicate orally.

# **CHAPTER 6**

# **CONCLUSIONS**

**6.1** The results yielded by our action research lead us to conclude that teaching vocabulary through lapbooking technique results in a better learning of the words than presenting them using classical techniques and enhance retention of new vocabulary items. Based on our results, this research has suggested that it would be advisable to teach vocabulary through lapbooking even in primary in English classes. In fact, the experimental group was expected to score higher level of vocabulary learning than the rest of the groups in the same level. Before the study, most of them had never experienced a vocabulary learning technique like that. So maybe they needed some more time to adapt the new technique to their own learning habits. It is believed that if they had more time, they would get used to learn the new words through their lapbooks and get higher level of vocabulary input than the other groups.

Vocabulary plays an important role in communication as well as the other components of language. In our opinion the lack of needed vocabulary is one of the most common causes of students' inability to express themselves in English classes in Jicaral Technical Hight School. Students cannot use English outside the classroom in real life situations in spite of studying English for years. Also, they have serious problems in finding suitable collocates of words mostly because of the differences between the word order in Spanish and English.

**6.2** We believe that this study may be helpful for teachers and students in terms of becoming familiarized with a comparatively new technique which will be helpful in their vocabulary development. Nist and Simpson cited in Muraroli (2011) states that knowing the definition of a word is important and may be sufficient in many situations, but it is just a beginning point. According to them a memorized definition is often the tip of the iceberg, the part mistakenly believed to be the total iceberg because it is so visible and obvious. Beneath the surface of the water is a much larger mass of ice which is far more important. Their explanation about knowing the definition of a word which we think one of the classical vocabulary teaching techniques supports our

assumption that classical vocabulary teaching techniques do not contribute to the development and retention of new vocabulary items.

Herrel. A.L. (2004). supports our idea by stating that even though memorizing terms with their respective translations is quick and preferred by learners, it is superficial and does not let students use the needed vocabulary correctly in context.

**6.3** The first ascertainment is that when work with the Lapbook begins, the attention of the learners grows. The second one denotes that there is a variety of activities provided by the Lapbook which contributes to high attention ratio during them. Even though some activities may not be suitable for particular learners, others have the potential to draw back the pupils' attention. All in all, it may be concluded that the usage of Lapbook has a positive impact on the attention of a pupil during an English lesson

To sum up; the results aim of our experimental study has supported our hypothesis that learning vocabulary through lapbooking is an effective technique which positively contributes to the development of vocabulary learning, retention of vocabulary and appropriate use of it to improve the oral proficiency . And the positive effect also include social, cultural, intrapersonal and interpersonal aspects.

**6.4** The research shows that a Lapbook is suitable for incorporation of all Gardner's eight intelligences. The particular teaching aid created for the purpose of the research promotes mainly the Verbal-Linguistic, Bodily-Kinesthetic and Visual-Spatial intelligences, yet does not provide sufficient support for the Logical-Mathematical smart pupils. Nevertheless, a Lapbook can be arranged according to the teacher's needs and hence is suitable for any intelligence.

On the other hand, the COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools and universities. Most of the governments around the world have temporarily closed educational institutions in an attempt to contain the spread of COVID-19. In the case of our country, the central Government decided to close the Public Educational System since March 16<sup>th</sup> ; and put in practice a distance learning process; for that reason, was impossible continue the process of presential lessons for the student population chosen for this research. Also is important to say that when schools are closed, many children and youth miss out of on social contact that is essential to learning and development. Nevertheless, in spite of its limitations, it is hoped that the total outcome of this study could be a starting point for more thorough investigations on teaching vocabulary through lapbooking technique in English lessons.

# **CHAPTER 7**

## **Recommendations**

In the past there was a period of time when vocabulary was neglected. With the current trends vocabulary began to gain importance. So students should be aware of the different vocabulary learning strategies. The traditional memorization techniques, preparing bilingual word lists or other classical vocabulary learning techniques should be given up since they create a kind of unwillingness on the part of the students. Teachers should be familiarized with the current vocabulary teaching techniques and apply them in the class.

Since collocational vocabulary learning is a kind of widely-accepted modern technique, it can be used in the classroom safely even in the primary school language classes

Based on our results of students, English teachers and Regional office Advisor survey, we might suggest that English teachers should keep in mind the fact that students have to be aware of what “knowing a word” means. They should know that just knowing the definition or mother tongue equivalent of a word does not mean that they know that word. For using a word in a context, they should know the collocations of that word. Students should be encouraged to develop a system of vocabulary learning which will lead them to be independent vocabulary learners.

### **7.1 Recommendations for colleagues**

Our study aims to show that teaching vocabulary through lapbooking technique improved the vocabulary learning more than classical techniques. Therefore, teachers of English could be encouraged to spare some more classroom time for this type of training in their classes and to assign more importance to the application of certain learning strategies in vocabulary development in order to make vocabulary learning process more effective and more meaningful for the students. Also we might say that teachers should not stick to certain vocabulary teaching techniques and activities. They should be open to innovations in the field and encourage students to develop strategies for handling new vocabulary. They should tolerate any type of prejudgments towards vocabulary learning and try to make the students like vocabulary learning and vocabulary studies. English teachers should constantly remember that their students have not yet developed their English language proficiency to a level where they can understand all the oral and written information they encounter in English for academic purposes classroom, hence the importance of effective vocabulary teaching strategies. For further researcher, it

could suggest that lapbooking technique can be used in other achievement such as writing skill to get more attention of students with fun way.

### **7.2 Recommendation for students**

Considering the results obtained in this study and discussions in the previous chapter, lapbooking technique could improve the vocabulary of students and it more effective and easy media that can brought in the class or we can use this media to get the students know about things around them. Also is very important that the students pay attention to the teacher instructions, work in order and cleaning, feel themselves comfortable, motivated, and creative, to put in practice the technique learned.

### **7.3 Recommendation for principal or advisors.**

The results of the research lead to a conclusion that it is beneficial for teachers to use Lapbook in real-life teaching. However, they need to bear in mind that the development of the teaching material requires good preparation which may be time consuming. Good time management is also needed when using it with students. Besides, a Lapbook may be an amazing source of knowledge endorsing creativity of both the teacher and the students.

For that reason is necessary their help and coordination for obtain the didactic resources for supply the students need as well as teacher's time to develop their lessons without the pressure for obtain a numerical grade or complete the schedule for a content.

To summarize, the teaching material Lapbook has a great potential to be used in real lessons in the Jicaral Technical High School as it both supports the attention of the students and incorporates various types of learners into the learning environment. It is also easily adjustable for any subject and age group, from which the teachers may greatly benefit. A suggestion to other researchers in the field is to study with a wider group of students in a longer time period. Because extended exposure to the lapbooking technique is an important factor. It is believed that longer time period will help a lot to have a better result especially for the younger learners.

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# Annexes

**UNIVERSIDAD LATINA DE COSTA RICA  
SEDE SANTA CRUZ  
DEPARTAMENTO DE INGLÉS  
LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

**CLASSROOM OBSERVATION CHECKLIST**

**Researcher name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Class Observed** \_\_\_\_\_ **Time** \_\_\_\_\_

**Instructions: Teacher** Identifies the students' progress using the following evaluation scale:

Many	Some	Few	Not at all
------	------	-----	------------

How many students recognized ...?				
GENERAL VOCABULARY	M	S	F	NAT
PARTS OF SPEECH				
NOUNS				
VERBS				
ARTICLES				
DRESSING				
PRONOUNS				
ADJECTIVES				
W QUESTIONS				

**Observations or comments:**



Entrevista para estudiantes
<p>1. Genero</p> <hr/> <p>* Male</p>
<p>2. ¿De qué manera se le facilita aprender vocabulario en inglés ?</p> <hr/> <p>* Haciendo</p>
<p>3. ¿Le gusta desarrollar proyectos manuales o artesanales en el aula?</p> <hr/> <p>* Si</p>
<p>4. ¿Sabe que es una artesanía o manualidad?</p> <hr/> <p>* Si</p>
<p>5. ¿Te gustaría elaborar materiales que te ayude aprender vocabulario durante la lección de inglés?</p> <hr/> <p>* Si</p>
<p>6. ¿Qué tipo de materiales utilizaría para elaborar un proyecto manual que le ayude a mejorar su inglés ?</p> <hr/> <p>Diccionario</p>
<p>7. ¿Qué tipo de material le gustaría elaborar durante el desarrollo de la clase de inglés?</p> <hr/> <p>Diálogo</p>
<p>8. ¿Qué estrategia utiliza para aprender vocabulario en inglés?</p> <hr/> <p>Traductor</p>
<p>Powered by 'SurveyHeart.com'</p>



Teacher's Survey
1. Gender
* Female
2. Years of experience at MEP
5 years
3. Professional Category
MT6
4. Which strategies do you use to improve your student's vocabulary?
Repetition of new vocabulary through flashcards
5. Does your Pedagogical Practice Plan include handycraft activities as a tool to improve Vocabulary ??
No.
6. Do you know what is lapbooking?
* Yes
7. Have you ever included this technique in the assessment strategies of your Pedagogical Practice Plan?
* No * Because of time, I've used it only for the mini-project (others)
8. Have you ever used this technique to improve your student's vocabulary?
* No

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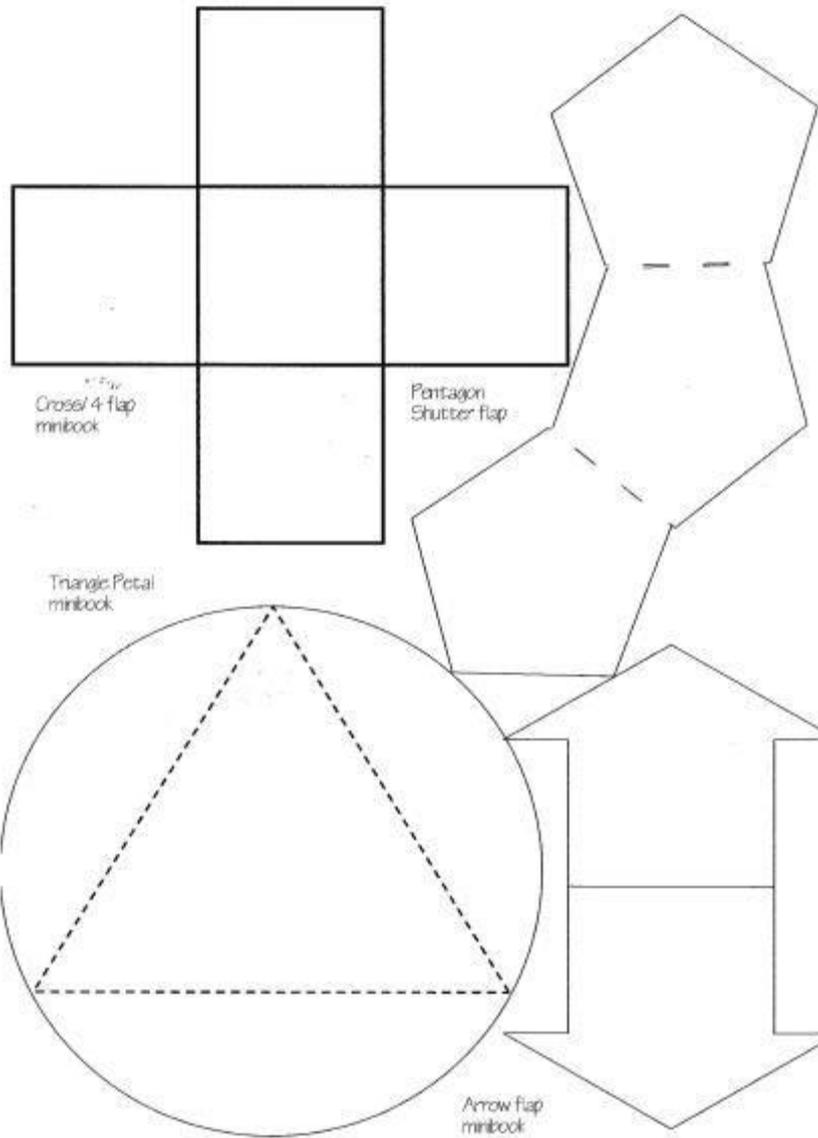
Teacher's Survey
<p>1. Gender</p> <hr/> <p>* Male</p>
<p>2. Years of experience at MEP</p> <hr/> <p>17</p>
<p>3. Professional Category</p> <hr/> <p>MT6</p>
<p>4. Which strategies do you use to improve your student's vocabulary?</p> <hr/> <p>Videos, flashcards, copies</p>
<p>5. Does your Pedagogical Practice Plan include handlycraft activities as a tool to improve Vocabulary ??</p> <hr/> <p>No</p>
<p>6. Do you know what is lapbooking?</p> <hr/> <p>* Yes</p>
<p>7. Have you ever included this technique in the assessment strategies of your Pedagogical Practice Plan?</p> <hr/> <p>* No</p>
<p>8. Have you ever used this technique to improve your student's vocabulary?</p> <hr/> <p>* No</p>
<p>Powered by 'SurveyHeart.com'</p>



English Advisor Survey
<p>1. Years of experience at MEP</p> <hr/> <p>24</p>
<p>2. Years of experience at your current position</p> <hr/> <p>5</p>
<p>3. Regional Office. In charge</p> <hr/> <p>DRE Peninsular</p>
<p>4. How many circuits do you have in charge?</p> <hr/> <p>4</p>
<p>5. How many teachers do you have in charge at 04 CIRCUIT?</p> <hr/> <p>15</p>
<p>6. Which strategies would you use to improve student's vocabulary?</p> <hr/> <p>Incidental vocabulary learning activities in which learning happens accidentally.</p>
<p>7. Which strategies do you consider useful to improve students Vocabulary?</p> <hr/> <p>Intentional vocabulary learning in which teachers lead students to learn the new vocabulary.</p>
<p>8. What is your opinion about the lapbooking technique?</p> <hr/> <p>It works as long as teachers let students build their own knowledge!</p>
<p>9. Would you recommend this technique to improve students Vocabulary?</p> <hr/> <p>Yes, it's useful if it's used correctly!</p>
<p>Powered by 'SurveyHeart.com'</p>

### Lapbooking Templates

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