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FACULTY OF EDUCATION

**THESIS SUBMITTED TO OBTAIN THE
LICENCIATE DEGREE IN ENGLISH TEACHING**

THE ACTION-ORIENTED APPROACH ON LISTENING AND SPEAKING SKILLS PERFORMANCE
WHEN USING TECHNOLOGICAL RESOURCES AS A LEARNING COMPLEMENT AT 8TH GRADE
STUDENTS OF LICEO DE MIRAMAR, 1ST SEMESTER, 2021.

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

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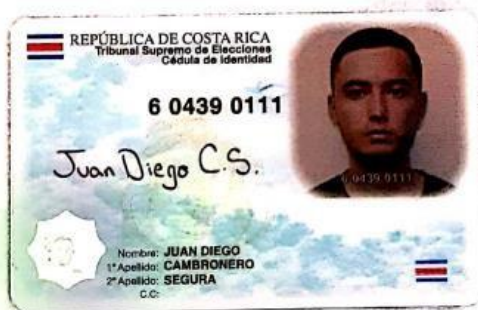
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DEDICATORY

I would like to dedicate this project first to my parents, Katty Segura Meléndez and Teodoro Cambronero Villalobos, who have been very supportive since my beginnings in my university career in 2016. I have had good and bad moments, but it is always my family who is there giving everything to support me, so the result of this humble work is dedicated to them.

With the same attitude, I would like to dedicate the success of this research to God, for always allowing me to be healthy and striving to face adversities and limitations that often happen in life. And finally, a special dedication to myself, because I know I will never forget the effort and dedication I put into the development of this document, and tomorrow it will serve as a support to work as a true professional.

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ABBREVIATIONS

- **A.O.A:** *Action-Oriented Approach*
- **C.A:** *Communicative Approach*
- **M.E.P:** *Ministerio de Educación Pública*
- **C.E.F.R:** *Common European Framework of References for Language Teaching*
- **ESL:** *English as Second Language*

RESUMEN

Este estudio analiza diferentes factores de la enseñanza y aprendizaje del lenguaje inglés dentro de una representativa muestra de población educativa en el Liceo de Miramar. Los diferentes factores investigados son el Enfoque Orientado a la Acción (Action-Oriented Approach), la adquisición de inglés por medio del desarrollo de las habilidades de producción oral (Speaking) y comprensión de escucha (Listening), y el uso de recursos tecnológicos como complemento educativo.

En el primer capítulo se presenta el problema de estudio con su respectiva pregunta de investigación. Ambos ligados a lo que se quiere lograr mediante la implementación de una propuesta educativa que intensifique la interacción con el lenguaje inglés y sus contextos (Cultura, actitudes, comportamientos, personas, etc.) También, se presentan los alcances and las limitaciones del desarrollo de este trabajo de investigación. Limitaciones que dejaron como consecuencia la no aplicación de la propuesta educativa por razones sanitarias debido a la pandemia del COVID-19 en el mundo.

Por medio del capítulo dos, el investigador plantea los fundamentos teóricos necesarios para el efectivo conocimiento y manejo del tema de estudio. Previo a esto, se describe en contexto histórico de la institución y el pueblo en donde se trabaja esta investigación. En el proceso de este capítulo, se describen distintas implicaciones del estudio, como el origen del enfoque estudiado, las características que lo conforman, y razones específicas de selección de áreas a investigar. Como, por ejemplo: el porqué de la selección de solo dos habilidades comunicativas en lugar de las otras.

Mediante el capítulo tres, el investigador muestra la metodología de investigación aplicada a este estudio, todas sus características y métodos de recolección

de datos para la aplicación de instrumentos para medir y evaluar a la población estudiantil investigada.

Tras una favorable aplicación de instrumentos evaluativos, el investigador recolecta la información necesaria para analizar los comportamientos de los estudiantes y del docente cuando se aplica el enfoque de estudio y su efectividad en los estudiantes. Todo esto es mostrado en el capítulo cuatro de este documento mediante el análisis de datos tanto cuantitativos como cualitativos.

En el capítulo cinco, el investigador ya ha finalizado el análisis de datos y propone una serie de conclusiones y recomendaciones de acuerdo con lo estudiado en el capítulo cuatro. Las conclusiones dejan como resultado que la interacción con el idioma extranjero mejora el rendimiento de aprendizaje de los estudiantes hacia esta área. Y algunas de las recomendaciones van dirigidas a la mejora de métodos de enseñanza y futuras aplicaciones de estudios similares a este proyecto.

Finalmente, en el capítulo seis, el investigador desarrolla la propuesta educativa en base al objetivo específico tres, que trata de la implementación de la tecnología en favor de la interacción por parte del estudiante hacia el idioma extranjero. Es un mini proyecto interesante, con fines en pro de la educación en general y con una visión de mejorar las funciones de los profesores como mediadores de contenido gracias a los recursos tecnológicos.

ABSTRACT

This study analyzes different factors of the teaching and learning process of the English language within a representative sample of the educational population at Liceo de Miramar. The different factors investigated are the Action-Oriented Approach, the acquisition of English through the development of oral production (Speaking) and listening comprehension skills (Listening), and the use of technological resources as an educational complement.

In the first chapter, the problem of study is presented with its respective research question. Both linked to what the researcher wants to achieve through the implementation of an educational proposal that intensifies the interaction with the English language and its contexts (Culture, attitudes, behaviors, people, etc.) Also, the scope and limitations of the development of this research project is presented in this segment. About the limitations that consequently left the non-application of the educational proposal for the restrictions due to the COVID-19 pandemic in the world.

Through chapter two, the researcher proposes the theoretical foundations necessary for the effective knowledge and management of the subject of study. Before this, it is described the historical context of the institution and the town where this research is applied. In the process of this chapter, different implications of the study are described, such as the origin of the approach studied, the characteristics that make it up, and specific reasons for the selection of areas to be investigated. Like, for example: the reason for the selection of only two communication skills instead of the others.

Through chapter three, the researcher demonstrates the research methodology applied to this study, all its characteristics and methods to collect data for the application of instruments to measure and evaluate the investigated student population.

After a favorable application of evaluative instruments, the researcher collects the necessary information to analyze the behaviors of the students and the teacher when applying the study approach and its effectiveness in the students. All this is shown in chapter four of this document by analyzing both quantitative and qualitative data.

In chapter five, the researcher has already completed the data analysis and proposes a series of conclusions and recommendations based on the studied results in chapter four. The conclusions leave as a result that interaction with the foreign language improves the learning performance of students towards this area. And some of the recommendations are aimed at improving teaching methods and future applications of similar projects.

Finally, in chapter six, the researcher develops the educational proposal based on specific objective three, which deals with the implementation of technology in favor of interaction by the student towards the foreign language. It is an interesting mini project, with purposes in favor of education in general and with a vision of improving the functions of teachers as content mediators thanks to technological resources.

CHAPTER I: RESEARCH PROBLEM

1.1 Problem Approach

Teaching and learning process in terms of education has evolved to an innovative way to experience it. In Costa Rica, the educational institutions managed by the Ministry of Public Education (M.E.P) have given a special priority to English subject because of its importance in future expectation about jobs and careers. Even M.E.P has published the objective for the coming years of having bilingual students since preschool and, in agreement with Costa Rica's government, M.E.P is going to work harder to have high school students who efficiently talk, understand, and write in English before starting their college experiences. This educative project has been established from 2019 to 2040, and it pretends that our future society will be hundred percent bilingual. (Cerdas, 2020)

As well as Education, everything around people is changing. Technological tools are improving the way a person lives in the world. Now, the Education is being benefited by these changes. The use of computers facilitates teachers' job and even students' development when studying, smart televisions in classrooms work as innovative ways to learn, and of course internet helps education in some important things.

1.1.1 Background of the problem

In this section, some important aspects of the research are developed to establish a context of study. Some previous documents and research help this study to clarify why it is important to research about it; also, they provide a direction that probably unify some gaps in the study and justify the need for conducting this topic to research.

The basis of this study works on the main concept of the Action-Oriented Approach (A.O.A) and its implications or effects into the educational field. It is not that easy to control or measure if every teacher in the country or in the world works according to this specific approach; at least in Costa Rica, the Ministry of Public

Education (M.E.P) has established the A.O.A as the main approach for education instead of the communicative approach which was the last approach applied in the country, at least for EFL and ESL subjects. So, this background context helps the research to have previous knowledge about what the researcher is studying and what different results could come from other perspectives, maybe the same results, or maybe not.

The other important aspect to consider for the background information is the knowledge about the linguistic skills by both teachers and students, and how this field has been studied in the last decade. This previous knowledge brings support to this research's theory in which the researcher studies the behavior of some students at a specific institution and how the teacher handles the language, the approach (A.O.A), and different situations in the classroom.

Finally, some findings about the technological resources and their influence in education is another important aspect to support the background of this research.

Thanks to other documents like thesis, books, and articles, the development of the section is elaborated by demonstrating some results about the topics and conclusion from other studies which can aim this research to a better and efficient goal.

Action-Oriented Approach

As it was mentioned in some previous paragraphs, in the language teaching is difficult to evaluate the success, and according to Delibas and Gunday (2016) "we might classify learners as adequate or inadequate language user." (p.2). Based on this statement, the acquisition or learning of a language should not have a specific grade or number to evaluate the knowledge, it is just a matter of usage, a person can use a language appropriately or not.

Besides the teaching process, in which every language learner is involved, Delibas and Gunday (2016) mentioned that “language has the cultural, social, and linguistic features in addition to reception and producing skills”.(p.2) That means that the Action-Oriented Approach goes beyond just teaching or learning the language, it also implies knowing about the language. All the cultural and social aspects around the target language will influence the teaching and learning process for the teachers and learners.

It is also important to set up the role of the most important participants when applying the A.O.A in the classroom, and Delibas and Gunday (2016) clearly explained this situation in the following paragraph:

In this approach in which knowledge and skill blended. The learner cannot longer be called only the constructor of knowledge but can also be called as the one who can put together new information with existing and can carry acquired knowledge to future learning process. Teachers are the facilitators and guides that guide the learning process, from the need, take an active role with the learners in the learning process and their task is to facilitate the acquisition of real or near-real learning environments for the acquisitions of language skills. (p.147)

As a conclusion of the study by Delibas and Gunday (2016), they establish that the learning process which includes the social matters and the use of the language rather than only grammar are efficiently exponents of an appropriate Action-Oriented Approach. (p.151) Also, they mentioned that it should not be forgotten that this approach is based on tasks (Delibas & Gunday, 2016, p.151). In a teaching and learning process of a language, the teacher is a mediator between the previous knowledge a learner could have and the

new information he/she can acquire, the teacher provides the tasks for the learner to be involved into the simulation of a real-life situation and be prepared for a future and real challenge.

In the document by Gonzales (2017) for Universidad de Costa Rica, there is a brief explanation of what the Action-Oriented Approach is; in this case, he decided to call it as “Task-Based Approach”, which is other way to identify this important approach in some documents. Gonzales (2017) mentions that the “Task-Based Instruction (TBI), focuses on the use of authentic language and on asking students to conduct meaningful tasks using the target language...” (p.17) This means that the learning process of a second or foreign language should be emphasized on putting students to face real-life situations like: calling a doctor, customer service, or even shopping at the store.

As a conclusion for his study, Gonzales (2017) stated that “the Task-Based Approach does foster the acquisition of ESP skills, as it uses tasks that are closely related to real-work scenarios which students could possibly face in the future after they graduate from High School” (p.67).

Jorge Andrés Gonzales Porras, the author of the last-mentioned study, emphasized his research on the implementation of the Task-Based Approach (Action-Oriented Approach) in the teaching of English for specific purposes (ESP) at the CTP Atenas 2016-2017. It is important to highlight that the programs of English for Specific Purposes prepare students as technical learners to work right after they graduate from high school. So, the implementation of this approach should be a must and well applied by teachers.

Linguistic Skills, Listening and Speaking

The general information about all the linguistic skills is too broad, delimitating the study to just researching about Listening and Speaking skills in the teaching and learning

process of English brings the responsibility to clarify why only those skills. The general explanation is stated in theoretical framework, but in this section, there are some implications from a supporting document by other author of why to choose listening and speaking to delimitate this research.

Douglas Brown, in his book "Teaching by Principles" explained considerable topics related to teaching, for this research many of those topics are too relevant in terms of literary content. In contrast, the background of this research takes only few of those topics to emphasize why Listening and Speaking skills above the others.

As English teachers understand, the interaction in the English classroom is necessary to achieve some or all the objectives from the syllabus. And Brown (2000) defined interaction as "...the heart of communication; it is what communication is all about" (p.165) and mentioned some examples that are quite normal in the current society: sending messages and all the process it inquires (receiving the information, interpretation, and response).

So far, Brown is clear about the first aspect a teacher should motivate in his/her classroom, the interaction would help the teaching/learning process, and if a current teacher analyzes this information very well, he/she can make a relation between the main concept of interaction and the previous information about the Action-Oriented Approach, those meanings and its purposes go hand by hand with the purpose of this research.

Have you heard about the phrase "Listen and think before act"? Brown (2000) mentioned the listening skill as "a major component in language learning and teaching first hit the spotlight in the late 1970s with James Asher's (1977) work on Total Physical Response" Also, Brown (2000) mentioned that "In TPR the role of comprehension was given prominence as learners were given great quantities of language to listen to before they were encourage to respond orally." (p.247). By this theory, Douglas Brown defended

the idea that a well-prepared process of interaction with the language could make the learning process of the target language richer.

Also, Brown specifies that the Natural Approach works almost in the same pattern with the TPR, which suggests a particular “silent period” in which students are allowed to listen all the material or information before the difficult task of speaking. (Brown, 2000)

In brief, the Listening and Speaking skills go hand by hand with the purposes of a communicative classroom and a good communicative society. Brown D. (2000) mentioned that “ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession.” (p.267). According to the previous statement, Brown wanted to defend the idea that teaching English is not just a matter of the construction of phrases or grammar rules, it is a process of interaction between the comprehension of what the learner receives and what the learner produces.

Also, emphasizing the topic of interaction of aspects for a communicative purpose, Brown (2000) also mentioned that “in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral productions on the part of students.” (p.267). This means that even the material used by the teacher is in written form, it comes from a certain oral production by someone in somewhere. So, the listening and speaking aspects are the core of all the process of English learning

Since some years ago, technological advances have been improving the way human beings live. The most known benefit from technology in life is that it makes everything easier. Does it apply for every single field? At least for education, it has been proved that some exercises and tasks

made to the students have better results when technology is the main tool of development. For this, R. Raja & P. C. Nagasubramani (2018) mentioned some important statements about this findings and its implications into the educational field, they said “it was revealed that the use of modern equipment technology and tools, the learning and interactivity of students increases”, it is important to mention the interaction as one of the important benefits from the application of technology in education, remember the interaction was mentioned in the previous background topics as one of the most important reasons why to research the listening and speaking skills instead of the others. These authors are supporting the theory that technology could also improve students’ performance in the interactive area.

What is the reason of bringing technological complement to the educative field? Does it make it faster, or not? R. Raja & P. C. Nagasubramani (2018) also explains how the technology works when a learner uses it to know something new, they say that “the transfer of knowledge becomes very easy and convenient, as well as effective. What this means is, that our minds now tend to work faster when assisted with the use of modern technology”. Based on this statement, the application of the instruments of evaluation to collect data for the research will be based on some observations to the students working on the English class but trying to use technology as a tool to learn by the Action-Oriented Approach, which is going to be managed by the teachers and somehow guided by the researcher.

1.1.2 Problematization

Nowadays, the communicative skills in High School students seem to be poor. Through different meetings during the semester with the teacher in charge of the groups, the researcher noted that students do not want to get involved into the learning environment and a new language is not an important topic for them.

Eight grade students should have a basic level of English according to the Common European Framework of Reference for languages. This information is going to be expressed in a specific fragment of this written document. The reality is that most part students do not demonstrate they have the required level for their stage.

So, the challenge for this research project is to implement the Action-Oriented Approach hand by hand with technological resources to enhance that students' part which motivates them to achieve specific skills to get the established goals of the subject.

The researcher specifies the topic and the goal of the procedures to the Listening and Speaking communicative skills because they are thought to be the most important areas in the English Learning process based on the Action Oriented Approach direction.

1.1.3 *Justification of the Problem*

The necessity for this study in the educational system of Costa Rica is to clarify the idea of applying the appropriate approach for the English teaching and learning process, because it is not only the matter how a student operates the knowledge of the new language, but also the way the teacher guides that process to the application of the target language. What the Action-Oriented Approach wants is that the teachers know how to bring the knowledge of the new language in real life simulations for students to apply the target language and interact with the society in a different idiom.

At a national level, the country has the expectation of having a bilingual society in some years (as previously cited). So, the necessity of the educational system to improve the levels of English in the school population is too important. Through the application of the approach defended in this study, there are some possibilities to improve the English level of students, at least in High School.

At a regional level, it is important that the educational circuits prepare teachers with the new approach, and with such content as in this document, it would be easier to

clarify the necessity for the students to interact with the target language and the appropriate way to handle it. The regional level should include the preparation at the Universities, future teachers should be updated with the new approaches, methods, and strategies for a good and productive teaching development.

That teaching development in the institutions should be measured by the authorities, teachers must comply with the standards of the teaching method and approach to get the expected results in the school population. So, the guidelines presented in this research could be a guide for the institutions to assess the development of the teachers.

Besides the necessity of the country and the system to improve the English level through this topic, the need of the researcher to study this topic is not only for college purposes but to learn more about the educational process in general and the approach applied in the system of public education in Costa Rica.

Unfortunately, if students' English level is low and the results of the educational process are not the best or even within a regular rate, that is not only students' responsibility. So, maybe the reason for the low level of English in this institution is not only the non-expectation by the students, but the lack of an appropriate approach for the teaching and learning process. It is usual to identify that in some cases teachers implement an old fashion approach for their lesson's development, for example: the implementation of the grammatical approach, in which the student learns from structural patterns of grammar and not enough oral interaction. Thanks to this research, the approach which possibly solves this situation is going to be explained in the following pages.

There are some themes that justify the problem in terms of convenience; the study of this problem's resolution could be useful for future investigations about a similar topic because it is a very wanted topic for thesis projects.

About social relevance over the population, the results from this research problem could be academically beneficial since students will be better prepared to face real life situation once they graduate. The results will give ideas for the methodological utility and practical implications; so that besides the necessity to solve this problem in this specific high school, there could be other communities that present similar problems. So, the results and evaluations from this research are going to be useful for that. These bring the document to a theoretical value, which in terms of theory, this research problem would clarify some doubts of many future researchers; and, as a methodological utility, to solve this problem the researcher must develop different instruments to work with this kind of population. These instruments could be new and innovative tools for different teachers who probably look for information in this document.

1.2 Formulation of the Problem

Once a phenomenon gets into investigation, a real problem should be stated by the researcher. In this case, the situation to be solved requires a question to analyze which is going to be stated later.

The reality of the educational field in our country induces teachers to look for new methods of teaching which is, in fact, one important advice for planning a lesson no matter the subject. So, wondering about Action-Oriented Approach and its implications on specific communicative skills leads our research to the following question:

How does the Action-Oriented Approach and the use of technological resources as a learning complement can improve the listening and speaking skills performance in 8th grade students of Liceo de Miramar, 1st semester, 2021?

1.3 General and Specific Objectives

1.3.1 General Objective

- ❖ To analyze the implications and opportunities of the Action-Oriented Approach on listening and speaking skills' performance using technological resources as a learning complement with 8th grade students in Liceo de Miramar, during the first semester, 2021.

1.3.2 Specific Objectives

- ✓ To describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application at Liceo de Miramar during the 1st semester, 2021.
- ✓ To explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus while an established period with 8th grade students in Liceo de Miramar at the 1st semester, 2021.
- ✓ To organize a project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions with 8th grade students in Liceo de Miramar during the 1st semester, 2021.

1.4 Scope and Limitations

1.4.1 Scope

This research project involves the population of Liceo de Miramar, specifically 8th grade students of English classes. The students' age range are from fourteen to fifteen years old. Also, this document and project involves the professor's job, some procedures she develops in regular classes as observations for theoretical framework.

What the research is going to reach is an appropriate approach to teach English at high school level. Since the education in Costa Rica has changed its approach from communicative approach to the Action-Oriented one, the characteristics in the classroom

environment has also changed, and the research tries to get the goal of the Action-Oriented approach and the usage teachers and students give to it.

The important information to clarify the different goals for this research is gathered through some instruments to evaluate and assess the population and based on the experience of the regular teacher in charge of the students.

All 8th grade students of Liceo de Miramar are taken into account for the purpose of this research, they are supervised by a teacher, who is also an important character in the evaluation of this project, and of course the theoretical value of the study is a goal that the researcher considers more valuable than the practice due to the significance of what the Action-Oriented is, wants, and requires.

Liceo de Miramar has been implementing what MEP named BI (Bachillerato Internacional), it motivates students to prepare better and harder to study abroad. This process requires a commitment since the first years in High School to adapt students into the English language environment. And the goal of this research for its own is to let teachers and students know the direction in which they should focus.

The research begins in January 2021. Because of the main limitation (Covid-19) the study could not be applied as ordinary studies are expected to be developed; however, it is developed by virtual instruments and tools to assess the process in an appropriate way. Finally, the study finishes in the last weeks of July.

1.4.2 Limitations

One of the main limitations in this research is the difficulty to cover important areas related to the main topic. For example: At the time of discussing about the Action-Oriented Approach and its nature, the way the target language culture infers in the performance of acquiring or learning a language brings the research or the theoretical framework to mention two different approaches, the Pragmatism and Total Physical

Response Approach. If the investigation would get into those broad topics, the direction of the research could change significantly. Even if it would bring the reader a richer material to analyze, the sense of focus on the Action-Oriented Approach nature would be lost. Because the amount of theory necessary to develop and analyze those approaches are too broad, those areas of study were not completely developed in the theoretical framework. However, there was as brief description of their relation to the Action-Oriented approach, which is just a historical change among approaches in the educational field.

An important limitation for the collection of data is that the different instruments are not applied as the researcher expected. Due to the pandemic Covid-19, students are sent to study at home. Consequently, the instruments to collect information from students and the teacher in charge of them is delivered and developed by virtual tools (As google forms). However, the veracity and the reliability of the gotten information is trusty.

The sample size is other aspect to consider. The researcher would like to have a bigger sample to have more accurate and detailed data, for example: The whole population from Liceo de Miramar. Even if the sample presented in this study works appropriately because of its dimension, the recommendation is to work with a bigger sample in certain population to have a very precise rate of results.

The main limitation (previously mentioned) the researcher experiences in this process of study is the restriction of getting closer to the population because of the virus. There is no other better way to study behaviors, approaches and attitudes than being there with your objects of study. However, the effort of having all data from different sources was difficult but at the end of the research the result is efficient to what the researcher needs.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter contains all the relevant information for the specific study, a broad range of areas could be covered in this part of the document. However, the author emphasizes the direction of the data to a very concrete and simple explanation of the topics.

As it was exposed in the first chapter, the author is working based on three important environments which are the specific objectives: The role of the students and the teacher within the Action-Oriented process on listening and speaking skills, the process of listening and speaking skills' acquisition according to M.E.P syllabus, and a possible project using the technology to implement the Action-Oriented Approach into the class development and all the implications it brings.

“The action-oriented on listening and speaking skills' performance”, with this theme, the reader is able to know that this research involves factor A and B, which are Action-Oriented Approach as factor A and Listening and Speaking skills as factor B. During the theoretical framework, the reader may find different directions or indicators that would aim the research to its goal. For example: The role of Action-Oriented Approach (A.O.A) into the educational field, the process of English acquisition through listening and speaking skills performance, technological resources as an educative complement for an optional virtual education, and students' development by learning through A.O.A and technological resources.

In terms of Action-Oriented Approach, the document establishes the content in order to get point by point the general objective. For this subtopic, the author develops and shows a variety of important information about the A.O.A; the origin of the approach and its objectives. This approach is not only applied in Costa Rica's education, so the information got from international sources could be a benefit for the perception of the topic,

because experts in the country could have a different way to apply and perceive the approach in contrast with international instructions.

Besides an international view of the approach, the research clarifies how the approaches have evolved from communicative approach to the action-oriented one, at least in the system for education in Costa Rica. So, getting into the area of the Ministry of Public Education (M.E.P), the research presents what this institution wants for the English subject and the approach applied for it.

Then, covering the other subtopics, the researcher finds very important the matter of clarifying what English acquisition is, the process of acquiring a language, which is very important and contains numerous theories that have evolved over time, and the communicative skills. After that, it is explained why the emphasis of this research is on listening and speaking skills and some fundamental theories that the researcher considers relevant for deciding to work just on those skills.

Other important subject is how a teacher can measure the student's development and the function of the Action-Oriented on Listening and Speaking skills performance. Up to here, in terms of theory, the topic is already developed. But the researcher includes complements to his research to make it richer for its application. For example: the technological resources, its benefits to education and a logical counterpart, the emerging of virtual education, and what M.E.P wants for education regarding technology.

Also, motivation is a clear aspect to take into account when working with students. As teachers apply a specific approach to teach English or any other subject, they have to be clear that the application of the approach can be successful or not depending on the students' motivation. So, at the end of this chapter, the researcher develops a brief explanation of how the Action-Oriented Approach motivates students to improve their learning experiences.

2.1 Historical Context

2.1.1 *Background of the organization and community*

Liceo de Miramar was the author's high school; it is a pleasure to comment about this institution as one of the most recognizable in the town. Also, the fact of working on a thesis based on the educative population from the high school makes the process funnier, more interesting, and brings nostalgias to the author's experience.

Making emphasis on the historical context, the author presents a brief historical review developed by the administration of Liceo de Miramar for its 40th anniversary in 2011. They used as main source for the background: Castro, Gerardo (1980), who develops a great study of the institution and Miramar history.

Liceo de Miramar is located in the first district of Montes de Oro in Puntarenas province and its location is very strategic because it allows the attention to the students from other near places, even from Puntarenas's downtown. (Castro, 1980).

Castro makes emphasis that the location of the institution is strategically important not only for Miramar people, but also for those who live near. According to the author's experience, it is usual to see and have classmates from Barranca, El Roble, or some other places. Sometimes, it is just parent's decision for better educative environment what influence the decision of sending their adolescents to Liceo de Miramar instead of other high schools.

Castro (1980) also mentioned that Liceo de Miramar began to work at March 1st of 1971 in the Jose María Zeledón Brenes primary school building with a total of 154 students taught by a group of professors from Liceo José Martí, and managed by the professor Mesías Espinoza Porras, they worked as volunteers, and during some days while the Ministry (M.E.P) established the personnel managed by the principal Carlos Luis Méndez Arias.

1971 was the beginning of a great amount of history for this institution, there was not a proper building, but Miramar's society is characterized by their humble and generous attitude, so José María Zeledón Brenes school's doors were opened to receive a few but significant quantity of students happy and motivated to have the opportunity to study in their own city. Before that year, people had to travel to Esparza if they want to attend to High School education. That period finished, and Liceo de Miramar began to increase its history.

The time for a new building arrived, there were difficulties at the time of asking for help to build the Liceo de Miramar, and according to Castro (1980), in 1973 the first classrooms began to be built with the help of M.O.P.T (Ministerio de Obras Públicas y Transporte) and the community. It has been told that the first attendance to the new building of Liceo de Miramar was around four hundred people. Also, this magazine narrates different achievements in different years of the High School history:

1976: Free transportation due to the increase of the population.

1988: Beginning of Technology education.

1989: The scholar dining room is built.

1995: The library is built.

1999: The gym is improved.

2006: The High School is integrated to "Programa de Innovación Educativa" which let the institution have high technology (at that time) to improve the educational experience.

2008: Internet access.

2010: The beginning of the new laboratory for computing by Omar Dengo foundation.

2011: Inauguration of the Laboratory.

During these years, the High School has been improving not only its building but also its personnel and group of workers, which have left a legacy in this great institution.

An important part of these background is the city. Morera (1996) wrote for magazine dedicated to the 25th Anniversary of the High School that the actual name of Miramar comes by Francisco de Paula Amador, who someday visited the place and saw the wonderful sights to Nicoya's gulf from the hills. And in 1897, by a government agreement, "Miramar" began to be the official name for the place.

As it is explained, the origin of Miramar's name is because of its amazing views to Puntarenas province and Nicoya's gulf. The name "Los quemados" also has its story, but this one is known of every citizen from Miramar. It's been told that there are two theories for that name. the first one is because of the color of Miramar mountains, it looks like burned, so that people at that age decided to take that name. The other theory is that hunters used to burn the hills at summer to have their resources for winter, so, both stories agree that yes, mounts looked like burned, or they were actually burned. It is not confirmed what really happened but people from Miramar take those stories as their origins.

Morera (1996) also mentioned that in 1915, in the government of Alfredo Gonzales Flores, according to the law N° 42, Montes de Oro was created and adopted the title of village. At that time, Miramar did not count as city until 1965, Morera wrote about this that in 1965 the government of Francisco Orlich Bolmarcich, according to the law N° 3615 delivered the category of City to the Miramar community. Today, Miramar is still called as a village, but it is a city. After those achievements, big government companies put their sight in the city, of course their services so far were extremely necessary, for example: Banco Nacional de Costa Rica, Clinic by Caja del Seguro Social and nursing home.

To conclude this historical context, there are two good phrases told by important characters of Miramar society. At first, MSc. Lisbeth Fernandez Chaves, principal of Liceo

de Miramar mentioned in the magazine for the 50th Anniversary of the High School that Parents and educators face daily situations that they do not always know how to solve: failure, school, depression, peer pressure, drugs, pornography, technology addiction, among others. The task is not easy today. Raising children in the 21st century forces us to throw away structures and recipes in terms of education. What worked 40, 30 and even 20 years ago no longer works. Today's education requires more than theory. It requires a life dedicated to our children and students where the most important thing is not that they obtain a degree, but that they acquire weapons that allow future citizens to be good people. Human beings full of love and respect for life, where values are the basis of their living.

The previous text calls for conscience about the way adults, parents and teachers work with children, adolescents, and students. It also emphasized that education is changing not matter the context, everyday teachers and parents should update methodologies for raising children and create better citizens. Also, she told an important characteristic of the Action-Oriented Approach, which was not the approach applied in those days: "acquire weapons that allow future citizens to be good people". Not only good people are what the world needs, but prepared citizens to face everyday situations with intelligence and wisdom.

Finally, Morera (1996) wrote about Miramar people at the magazine for the 25th Anniversary of Liceo de Miramar and she said it should be noted that the "Oromontanos", a name for the natives of the canton, are hard-working, peaceful, sincere people, very attached to their customs and possessing a very deep feeling of friendship that they offer to those who come to that land.

That is a good description of what "Oromonanos" are for this province of Puntarenas. Also, it is enough and good background to start with relevant information for

this study, which is developed in this High School and in this city for a person who tries every day to become in a good example from both places and this society.

2.2 Theoretical Context / Conceptual

Over the years, Education has been evolving from theoretical approaches to a more active and innovative approaches. In this chapter, the author of this research demonstrates the change in education from the old fashion approach to a new one. Every concept, theory, and characteristic are presented in this part of the document as evidence to find the goal of this study. This explanation not only emphasizes the change from the old approach to the new one, but the necessity for the scholar population to evolve into a new vision and version of what the teaching and learning process should be.

2.2.1 *The role of the Action-Oriented Approach into the Educational Field*

As the future of a teaching generation, colleges have been implementing new methodologies to teach future teachers how to teach. Some years ago, the Action-Oriented Approach (A.O.A) emerged, and it is sure that every single University in the country (Costa Rica) had to make changes in their methods for teaching. If the author could present a brief definition of his perspective for A.O.A it would be: An approach that leads to education and students to prepare their capabilities for surviving in real life. Also, as other example, now in Universities' field, some courses on the English Teaching career at Universidad Hispanoamericana implements planning, evaluation and didactic trainings or simulations to face future teachers to the possible reality in which they will be working in some years. That is a clear example of the Action-Oriented Approach in college, and a good way to implement this approach in the future with high school students. Now, this part of the chapter brings the topic into a more professional view about itself.

2.2.1.1 Action-Oriented Approach and its origin.

The beginning of the Action-Oriented approach took place at the Council of Europe for adult language learning in that continent. (Acar, 2019).

For a better understanding of what the Action-Oriented approach wanted for education, Acar A. (2019) mentioned that it “was innovative since it didn’t consider the aim of language learning as learning of grammar but rather as a means of communication” (p.1). It means that language used to be applied just as schematic set of rules and processes to just speak a language, but this new approach leads the process to a more communicative and social direction.

As important information about the origin of the A.O.A, the great theory of pragmatism comes into discussion, and it is important to know how this theory is related to the new basis of the Action-Oriented Approach.

Based on the Pragmatism Theory, Dewey mentioned by Acar (2019) explained that it is important to consider the following information:

“...also known as experimentalism. The word pragmatism comes from the Greek word ‘pragma’, which means action or work which is related to practicability.

“According to pragmatism, the theory and practice of education is based on two main principles,,: (i) Education should have a social function, and (ii) Education should provide real-life experience to the child.” (p.2)

As Dewey mentioned, the social function of education and the real-life experience of the child is logically adapted to the first definition by the author about what the Action-Oriented Approach is. Also, Acar A. explains in his document the concrete origin of the Action-Oriented Approach when the Common European Framework of

References for languages adopted this approach as the main strategy to teach the language around the world.

Acar (2019) explained the context of the Action-Oriented Approach beginning into the CEFR:

With the recent changes in political, social and economic domains in European integration process up to 2000s, the needs of European language learners also changed from merely communicating with each other to live and work together with foreigners in their home or target culture. This paradigm of change was reflected in the Common European Framework of Reference for Languages (CEFR) by the adoption of the action-oriented approach. (p.2)

As previously cited; once the society needed a new tool to survive in life, the education came into action. A new approach should emerge to change the view and the goal of education. And the idea of the Action-Oriented Approach got into the field as it was explained before. Also, the CEFR mentioned by Acar (2019) explains:

“the approach adopted here, generally speaking, is an action-oriented one in for as it views users and learners of a language primarily as social agents, i.e. members of society who have tasks (not exclusively language- related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action” (CEFR, p.9).

The explanation given by the CEFR emphasizes the reality of the society in the world. People have tasks, jobs, and responsibilities to accomplish, and this is not entirely

related to the language, it is real life. This approach not only applies its characteristics, rules, and dispositions to a second language learning education, it also contributes to benefits education and society in general; from rising your children to educate a whole generation of students.

Once the CEFR began to view the learners as social learners and their processes of learning what based on tasks rather than just communicating, different researchers, teachers, syllabus designers and curriculum developers decided to incorporate the Task-Based Approach (also called Action-Oriented Approach) guideline into their educational system as the main approach for teaching a second or target language. (Acar, 2019)

In Costa Rica, it is very common to see the name “Task-Based Approach” in different documents like syllabus, planning or any other research. As the systems of public education in many countries adopted the Action-Oriented Approach within their methodologies and goals for the proper education, they also adopted a similar name (Task-Based) to make more authentic, but the goal is clear and the development of the approach into the education is established as the same.

2.2.1.2 Characteristics of the Action-Oriented Approach and its objective.

It is important to clarify specific characteristics of the Action-Oriented Approach, its goal, and the participants’ roles in education (students and teachers). Since students are viewed as social agents and their learning would be based on tasks and doing, the role of the teachers would possibly be the mediator between the content and the practice and the one in charge of adapting different scenarios for students to handle their abilities and face real life simulations. Of course, the development just described will be better explained in the following pages.

Related to the pragmatism theory exposed by Dewey, the action-oriented approach draws much on Dewey's notion of education conceived as learning by experience or learning by doing. (Acar, 2019). That means that the learner is most exposed to learn something when he or she interacts with the environment, in terms of learning a second language (English), the learner probably will not learn as fast as the system expects, but better if he/she interacts extremely close to the target culture. Actually, Divsar and Tahriri (2009) mentioned "that every step of language learning involves the target-language culture. Language and culture are bound and inextricably tied together" (p.109). So, it is fact that the process of acquiring and learning a language is better with the interaction to the target language culture. However, what is the role of the Action-Oriented Approach into this?

The answer is simple, the CEFR (Common European Framework of References for Languages) wants for the Action-Oriented Approach that learners face the real-world situations within their learning process, so far it is well managed. Once the role of the teacher comes into action, the situations could vary into an efficient teaching/learning process or not. The role of the teacher into this approach is not only to adapt the class to the real situations outside the classroom (simulations), but also to involve the students into the target language culture.

Brown (1986), mentioned by Divsar and Tahriri (2009), in terms of learning a second language through the target culture, suggested that "the success of second language learning depends largely on the synchronization of linguistic and cultural development..." (p.109). That statement brings the research to an intrinsic goal: Interaction. Later in the document, the interaction will be a relevant conclusion for this topic goal. Through some subtopics, characteristics about the approach, different techniques, and scenarios (like in the Ministry of Public Education, MEP), the interaction will be shown

as the main strategy for a common purpose from the Action-Oriented Approach and processes of learning the language by listening and speaking skills.

Acar (2019) pointed out a very important characteristic of the Action-Oriented Approach:

The action-oriented approach, basing its theoretical background on this type of learning by doing or learning from experience, thus, goes beyond a single goal of teaching languages but embraces a more ambitious educational goal, that of educating democratic citizens in schools viewed as mini-societies. (p.4)

This means that through this approach, the education in general takes advantage of the benefits it brings. The approach contributes a sense of independence since it treats students as social agents and responsible of their own learning, it also increases the improvement of an encouraged personality in students once they take risks while interacting with the language and contents of the class.

For this, Deveci and Nunn (2018), mentioned by Acar (2019), clarifies that “the intrinsic motivation created by their own choice of topics likely provides them with greater engagement in the target language”. (p.4). Up to here, the main characteristic of the Action-Oriented Approach would be the interaction it brings between the content, the student, and the real-life situation students may face in the future. Also, the cultural adaptation the teacher could create for students to get involved in the target idiom and encourage themselves to participate in the whole process.

2.2.1.3 From Communicative Approach to Action-Oriented Approach

In some courses for English teaching career that prepare future teachers in terms of planning and didactic methodologies, there has been an emphasis to learn about the

change from one approach to the other. The Action-Oriented Approach leads the learning of a foreign language to prepare students to face real-life situations.

Acar also mentioned in his study the following information about the communicative approach which says that “The Council of Europe aimed to develop in students’ communicative competence, which will enable the learners to move internationally across Europe mainly as a tourist and to communicate with foreigners.” (Acar, 2019). So far, the Communicative Approach is aimed to positive purpose, English should open doors for people’s entertainment and people would enjoy that. Acar also mentioned that “It basically aimed to prepare a learner to use English as a visitor or a short-term resident in the foreign language environment”. So, the idea of the communicative approach and its purpose is that learners interact with the foreign language as temporal users when they travel to the target language country or handling some hobbies. In contrast, the aim of the Action-Oriented approach is more functional and attached to the reality of surviving in life.

Considering the previous information, the researcher adapts it to a classroom environment with the following question: How does the Action-oriented Approach visualizes the classroom? Acar (2019) makes a specific example of that:

Thus, the classroom in the action-oriented approach is viewed as a mini-society where the students are social actors who not only exchange information as required by the communicative approach in an intercultural environment but also act with each other, which Puren (2002b, 2008e, 2014a) defines as co-action in a co-cultural environment. (p.130)

The classroom is a very important factor in the process of the A.O.A because it is the center of training students to face the reality. What does Common European Framework of References for Languages (C.E.F.R) say about the Action-Oriented Approach?

The C.E.F.R (2000) explains:

The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. We speak of 'tasks' in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent. (p.9)

That is a brief explanation of the complete process of the Action-Oriented approach into the classroom. Also, it is easy to identify the word "task" instead of "activity", that is because tasks are more related to something people usually do in their daily routine or life, something necessary for their performance as social independent agents.

The Common European Framework of References (2000) also defines itself as follows:

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (p.1)

The C.E.F.R is in charge of developing all the basis for planning educational syllabus, and it is used as a model for teaching planning in Costa Rica. In this country, the Ministry of Public Education (M.E.P) bases language learning syllabus on these instructions by the European Framework. So, the next part of this chapter presents what M.E.P wants for English teaching and Learning process and the desired results according to C.E.F.R.

Explained this, the Ministry of Public Education (2016) describes the reasons for this approach reform in some main concerns: The first one is that “learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners.” (p.12). As M.E.P mentioned, students around the country need a new and updated format to adapt and prepare them for new competences in real life, and that is what the researcher has been explaining during the first part of this document: The Action-Oriented Approach prepares students to face real-life situations.

The second reason of this reform according to the Ministry of Public Education (2016) is that “learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction.” (p.12). Based on the last citation, the most quantity of students are not reaching the expected level and the reason of this unachieved goal is because the

assessment in the classroom and the testing contexts are not aligned to what the curriculum requires. (M.E.P, 2016)

The last reason is that for people to communicate in a global context and to face the challenges of a globalized world, they need to acquire a variety of competences (M.E.P, 2016). About this, Purpura (as mentioned in M.E.P, 2016) summarized:

Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190). (p.12)

In the last citation, Purpura describes exactly what the Action-Oriented Approach wants for an appropriate preparation of students in the 21st century. And as mentioned before, also the government of Costa Rica wants a future bilingual society in some years.

While the world and society evolve, their challenges tend to become even harder to what the population see nowadays; Culture, customs, and traditions will be changing with the pass of years, and as it was mentioned some paragraphs before, the language is significantly attached to the culture, so that the change in the culture will also affect the language. For this, Purpura (as mentioned in M.E.P, 2016) adds that “To succeed in this

environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2.” (p.12). As a conclusion of this, the learning society should be adapted to the challenges of the 21st century citizenship and stimulate all the competences they need for those challenges also in the second language. And of course, the acquisition and improvement of the previous competences is a continuous process that goes beyond the school. (Piccardo, 2014).

When the discussion about the movement from the communicative approach to the Action-Oriented comes into context, there is a confusion of thinking that the Communicative Approach failure in some aspects, but this is not the situation. Actually, the Communicative Approach emerged from the update of previous approaches like the Grammar-Translation Method and the Audio-Lingual Method, which both consist of memorization patterns and established sets of rules. (Piccardo, 2014)

As it was mentioned, the goal of the Communicative Approach was efficient according to Piccardo (2014), who explains that “Communicative competence emphasizes that language is communication first and foremost, and the goal is precisely to prepare learners to be able to communicate.” (p.9). The Approach is good, and its goal is very important because the communication in the second language will never be a failure for learners, no matter the approach they used to learn it and the way they apply the language.

Now, the change from one to the other is clearer, the Communicative Approach wants learners to be able to communicate, and it also brings real-life scenarios to train students as well as the Action-Oriented and its goal is the communicative skill. On the other hand, the Action-Oriented goal is the task, and the benefit from that task. The learning is built around action. For a better understanding of this, Piccardo (2014)

summarizes that “we do not read in order to read, nor do we speak in order to speak. In real life, we read or speak as a means of achieving a specific goal other than (or in addition to) a language goal.” (p.18).

In the National Syllabus for third cycle, the Ministry of Public Education designed a chart for comparing the actions from the Communicative Approach (CA) to the Action-Oriented Approach (AOA): in the CA, actions focus on the objectives and as means. Actions are limited to receive and reproduce information (acts of speech). On the other hand, in AOA, actions are meant to be for further actions, broader social repetitive acts (scenarios) for treatment of information. Other example from that chart is: in CA, actions are finished completely at the end of the tasks, and in AOA, actions are open-ended. They cover more ample periods of time to develop lifelong skills or can be retaken later on. (M.E.P, 2016)

Those were just examples of how the Ministry of Public Education has been implementing the change or movement from one approach to the other. So far, this changing process is clearer and has more sense at the time of analyzing the syllabus, because it is evident that lessons should be emphasized on something the students learn for their daily life situations, and not just for a test.

2.2.1.4 Desired results at English students by Ministry of Public Education

The Ministry of Public Education has established goals in terms of the English level of students and even for teachers. This expected English levels in students are considered to be high by some part of the population, some think students are not prepared to finish high school at B2 level (C.E.F.R level), but M.E.P keeps pushing teachers to improve their English level to get better from students.

M.E.P (2016) explains the required levels students should acquire in their different stages of the scholar period:

Aligning the band descriptors of the CEFR into the new curriculum and extending them to reflect the Costa Rican context. In this respect, the A2 band was established as an exit requirement for primary school learners and B1 or B2 for high school students, depending on the study plans of the respective curriculum (e.g., number of English lessons per week, and/or organization of groups. (p. 5)

Explained this, it is also important to clarify the characteristics of the C.E.F.R bands or levels just for better understanding of the abilities a student should have according to M.E.P for each stage. According to M.E.P (2016), for the A2 band, the C.E.F.R establishes students “Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).” (p.24). As cited, the information a student can handle or understand in this level is too familiar and very specific. Most of the time, students understand words and phrases, but they cannot create those phrases by their own.

In comparison, students in B1 level according to M.E.P (2016) “Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.” (p.24). This specifies that B1 users have more confidence to deal with the target language than A2 users. In other words, the learner can describe events, feelings, opinions, make plans, decisions and briefly give reasons and explanations. (M.E.P, 2016).

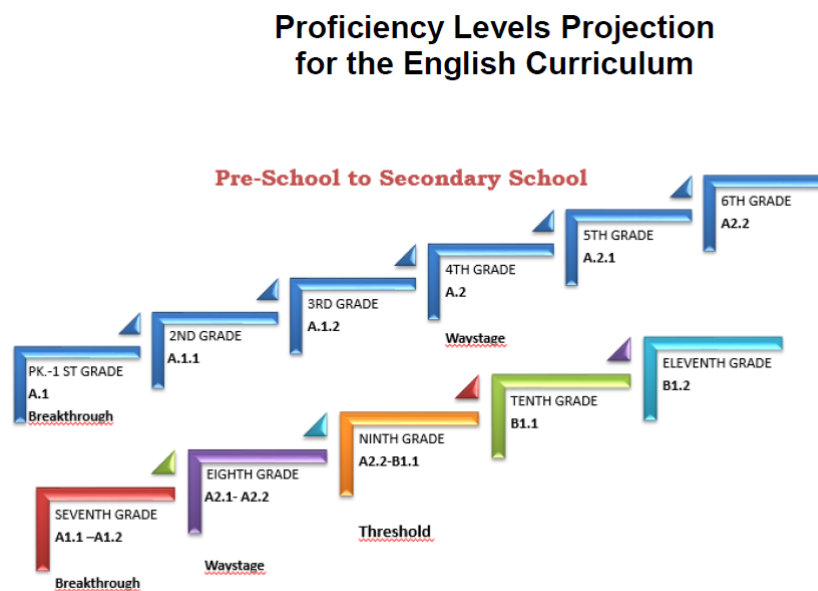
The highest level for students to reach in High School is B2, which according to M.E.P (2016) the user “Can understand the main idea of complex text on both concrete and abstract topics, including technical discussion in his/her field of specialization.” (p.24).

In this stage, the users have more confidence in their knowledge and skills, they can give different opinions about complex topics with fluency and spontaneity. (M.E.P, 2016).

This English learning process in Costa Rica is viewed as a scaffolding procedure. In the following figure, there is a graphical representation of the proficiency levels projection for the English Curriculum in Costa Rica's education:

Figure 1

Scaffolding process of the Proficiency Levels Projections for the English Curriculum established by M.E.P.



Note. M.E.P describes a scaffolding Process for students to achieve in terms of their level of English in the Public Education in Costa Rica. Taken from M.E.P (2016).

The objective of this process is to let students grow with the pass of the years. Unfortunately, the results are not the expected, and students are not reaching the level they must be at in their respective stage. (M.E.P, 2016).

2.2.2 *The process of English Acquisition through Listening and Speaking skills performance.*

There is a significant difference between acquiring and learning a language. Since acquiring is a natural process, learning is mediated by contents and procedures. In the following pages, there is a broad explanation for the difference between these processes, their main concepts, and main theories. Also, it is very important to clarify why the author selected the listening and speaking skills for the purpose of this research over Reading and Writing. Therefore, the description of the communicative skills and their implications in the topic are too relevant for the goal of this theoretical framework.

As it has been mentioned during this part of the research, the result from this investigation is interaction. From this section, readers can identify how the different topics of study in the research are related to the interaction as a whole process. Both the acquiring and the learning process are attached to the interaction a learner experiences with the language context, which includes culture, customs, attitudes, and more.

As an anticipated example: while in the acquiring process the learner interacts with the language as a necessity to communicate, in the learning process the learner studies the language to have enough skills to communicate through scenarios adapted by a teacher whose responsibility, in this case, it is to let students interact with the target language as if they have the necessity to communicate in English to survive in life.

2.2.2.1 What is Learning and Acquisition of a Second Language?

Through the years, the process of learning a second language has been changing, as well as education in general. There are a lot of theories and methods for the teaching and learning process. But what is the idea of acquiring a second language (specifically English)? And what is the process of acquiring a language? What do experts

say about it? And what is the main difference or contrast between these processes. In this subtopic, there is a whole review of these aspects.

Learning a language implies that people must know the meaning and function of new words and sounds. It is too different to say that learners must master a language. Because, when a learner mastered a language, he or she is able to identify different and minimum parts of a single word. What do people know when they know a word? Over history, linguists found that a word is not only an arbitrary pairing of sound and meaning, it requires a whole structure that consequently create the whole language. (Akmajian, 2010)

Morphology deals with all these structures and information that people can find when they know a word; morphological structures also implies that a word contains: phonological and phonetic information, syntax, semantics, and more...

Wagner (2020) explains the main function of phonology and phonetics in terms of how both sciences work in the language, she states that "Whereas phonetics is the study of sounds and is concerned with the production, audition and perception of of [sic] speech sounds (called phones), phonology describes the way sounds function within a given language and operates at the level of sound systems and abstract sound units." (par.1). In other words, phonetics applies the new knowledge of production of sounds and hearing into pronunciation matters. Its objective is that the learner identifies the minimum part of a words and reproduces it appropriately. On the other hand, phonology oversees a broader study of the language itself, its structure, patterns, and rules established by the specific language for its application.

About syntax, Wagner (2020) explains that it "refers to word order and depends on lexical categories (parts of speech.)" (par.1). Syntax is what a regular learner would know as basic grammar; the order of words into the sentence, its structure, and the function the writer gives to each specific word is a specific order. So, the study of these

two branches is evidence of the learning process. Why? Because, in the acquisition of a language process, people receive all this information and knowledge by nature, even if they do not know how it works, they apply everything appropriately.

This information brings the following question into the study: Can people get into the learning process about their mother language? And the answer is simple: yes. In any language, since primary, people learn how to apply the language they acquired since they were born. Students learn about rules, structures, and more. So, even though people acquire a language, they must learn about it to master their own language.

What about the acquisition of the language? Cambridge Dictionary (2020) defines acquisition as “The process of getting something”. This concept seems to be simple, but it tends to confuse people with the learning concept. As it was explained before, the acquisition process is a natural adaptation to the idiom, and as native speakers can learn about their mother language, second language learners can acquire the language thanks to the appropriate exposition to the target language culture. However, as Pollock, Chun and Kim (2008) cited by Divsar and Tahriri (2009) stated that “due to cultural barriers, new challenges face educators on how effectively they can teach a course to EFL students with different values and beliefs.” (p.109) So, teachers’ responsibility is that they must apply an appropriate method, approach and different strategies to make students feel like if they are in the target culture.

The goal of this procedure and the Action-Oriented Approach’s aim is to develop the learning process more like a process of acquiring the language by nature. And the most effective tool for this acquisition is the interaction by learners to the target language context (culture, attitudes, customs, etc.) Interaction has a specific instinct: surviving or adapting to survive (in communicative context). But that instinct should be situated into the learning process (study of the language). Because even the study of the language is too

important, the need to communicate to get something outside the classroom should be the main initiative to learn the target language. Consequently, both learning and acquisition are not the same but can work together for the same. And there it is where the teaching should apply the appropriate approach to transform the classroom into a scenario in which learners feel they are outside working, interacting, communicating, or just living.

2.2.2.2 Communicative Skills.

English is now considered a global language. Every country in the world is now implementing new strategies of education to become their society into a bilingual one. As teachers know, there are important areas to stimulate when learning a language and a correct stimulation of the communicative skills helps to improve this competence. It is called a competence because since the Action-Oriented wants students prepared for real-life challenges, people must struggle in society to get what they need with the abilities they learnt.

The meaning of “Communicative Competence” changed the way English language were to be taught and used for students to communicate inside and outside the classroom (Hinkel, 2010). Which means that students can apply the knowledge they get from the classroom into the social context outside the school as well as in the teaching space. For this, Hymes (1971; 1972), cited by Hinkel (2010), “emphasized the key role of the social context in communication and the centrality of the socio-linguistic norms of appropriateness in speech communities and their cultures.” (p.7) In other words, social contexts, and cultures (classrooms’ outsides) are positive complements for the English teaching approach, and of course, just as a confirmation, the interaction is a mediator and an effective tool to incorporate the social context into the English teaching and learning process.

Reading, writing, listening, and speaking; these are the four communicative skills that all people know when interacting with not only the English subject, but learning in general. Canale and Swain (1980) developed a framework for language competences in which the learners needed to achieve: communicative competence, grammatical competence, and sociolinguistic competence (Hinkel, 2010). As communicative competence they measured the development of all communicative skills; for the grammatical competence they assessed the Reading and Writing skills. Finally, for sociolinguistic competence they observed the Listening and the Speaking performance.

As a result of this evaluation, Hinkel (2010) mentioned that “Canale's and Swain's empirical findings demonstrated convincingly that practicing a range of language skills simultaneously and in the context of communication allowed learners to attain levels of grammatical competence like those achieved by students who concentrated on audiolingual structural patterns. In addition, however, the communicative competence of the learners who practiced their skills in interaction, measured in terms of language fluency, comprehensibility, and effort, substantively exceeded that of learners without comparable practice.” (p.8). The interaction with the target language creates a sense of confidence in the learner, and such confidence makes learners to apply they knowledge in an appropriate way. So, all the communicative skills, even in grammatical competence, depend on the level of confidence learners have thanks to the interaction teachers adapt to their learning environment.

However, the topic of this research deals with only listening and speaking skills, which brings the reader to wonder why it is necessary to focus the research only on these skills and not on the others.

2.2.2.3 Reasons to focus the research only on listening and speaking skills.

The purpose of English teaching is to improve the communicative skills in general. But this project emphasizes the study only on two of the communicative skills: listening and speaking. Through some theories and supported by some authors, the researcher describes the reason why listening and speaking performance in students should be the main concern when learning a language, and how the other skills (reading and writing) and their didactic material are intrinsically related to the listening and speaking development. In other words, the reading and writing productions have future results in speaking productions, and that speaking performance is learnt from an effective teaching of listening comprehension.

To understand the correct meaning of the skills, Brown (2000) defined listening comprehension as:

...the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. (p.249)

Through the last citation, there is an emphasis to visualize the listening development as an interactive process. As the researcher has been explaining through the document, the Action-Oriented Approach has different characteristics, but one of the most important is the interaction learners should have with the target language to reach the goal of this specific approach and, at the same time, to rehearse the specific communicative skill appropriately.

Brown (2000) gave a brief explanation of the interaction role in the learning process through listening and speaking skills:

It should be clear from the foregoing that listening comprehension is an interactive process. After the initial reception of sound, we human beings perform at least seven other major operations on that set of sound waves. In conversational settings, of course, further interaction takes place immediately after the listening stage as the hearer becomes speaker in a response of some kind. All of these processes are important for you to keep in mind as you teach. They are all relevant to a learner's purpose for listening, to performance factors that may cause difficulty in processing speech, to overall principles of effective listening techniques, and to the choices you make of what techniques to use and when to use them in your classroom. (p.250)

As Brown explained, this interactive process has different roles. The roles of receiving sounds, the context and a spoken response are those that make this process effective. Also, Listening and Speaking should be seen as the same skill, because listening brings the learner the necessity to speak.

For most people, Speaking is the most important skill for conversation because even people do not understand what they listen, they can communicate and try to say what was not understood. The main objective in language-teaching is dedicated to the instruction in mastering English conversation and it implies the incorporation of speaking teaching techniques within teaching of listening comprehension. (Brown, 2000)

Related to the idea of viewing Listening and Speaking skills as the same skill, Brown (2000) supported the idea that English lessons should be emphasized in these two skills according to its purpose:

From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. And, in the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students. (p.267)

As Brown cited, listening and speaking skills are essentially important in terms of conversational aspects, which is the main purpose of English lessons. Besides that, to handle conversation is very useful in a foreign country where English is the predominant idiom. So, the purpose of the Action-Oriented Approach is working efficiently when using listening and speaking skills reinforcement as a priority for conversational objectives (as implemented in this research) and, of course, to face and socialize with real-life situations.

Therefore, as Brown mentioned, the most part of written material used by teachers and learners in the classroom makes them to interact orally with the content, which brings the learner from the reading comprehension and written production to spoken production as well as developing listening comprehension exercises.

There are some rules learners should know about the interaction process, they must know that being effective in the listening skill will benefit their performance in the speaking skill as well as from speaking to listening. For this, Brown (2000) explained:

So, to learn to listen is also to learn to respond and to continue a chain of listening and responding. Classroom techniques that include listening component must at some point include instruction in the two-way nature of listening. Students need to understand that good listeners (in conversation) are good responders. They know to negotiate meaning (to give feedback, to ask for clarification, to maintain a topic) so that the process of comprehending can be complete rather than being aborted by insufficient interaction. (p.254)

The appropriate interaction in a conversation is essential for the fluency of the skills. Confidence makes the interaction to be more positive and it makes the spoken production better when the communicator needs to express something orally. Other aspects can influence the interactive environment, like the technology, which is something used by everyone nowadays and allows people to interact with others in real time.

2.2.3 Technological Resources as a Learning complement

Nowadays, society depends closely to the use of technology in many fields. Besides the virtual lessons, education is now implementing the use of technological resources for learning purposes, and one of the best benefits from the application of these tools is the interaction the learner could have with the class content.

The technological resources or tools should be seen as facilitators and even motivators for students to perform their learning process in a more interactive procedure. Ahmadi (2018) mentioned that “one of the important elements for learning is the method

that instructors use in their classes to facilitate language learning process.” (p.116) These methods involve the appropriate approach, in this case the Action-Oriented Approach, specific strategies and tools that help the teacher adapt the classroom environment to a real-life context.

Usually, the adaptation to the technological input by students is simpler than by adults. So, according to Harmer (2007) and Genç İter (2015), mentioned by Ahmadi (2018), “teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning.” (p.116). By encouraging students to adapt themselves to the technological tools for educative purposes is also an aim from the Action-Oriented Approach to the education, because nowadays, the minimum knowledge in technology is almost a requirement to hire people in any job.

The technological use should be intrinsically related to the Educative curriculum because it also affects students’ knowledge development. For this, Ahmadi (2018) stated:

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers’ profession through which they can use it to facilitate learners’ learning. When we talk about technology in teaching and learning, the word ‘integration’ is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. (p.116)

Integrating technology into the learning curriculum should not be seen only as support but as a new content to be learnt. This idea is not going to be performed in this research because it goes out of what the investigation looks from the technological use in

education. However, it is important to clarify that the use of technology, independently to its functions in the English learning process, should be applied in Schools as a new innovative subject in which teachers prepare students to have the enough computing knowledge.

In terms of English teaching and learning process, the benefit of the technological use is related to the application of the Action-Oriented Approach, which brings students to apply listening and speaking skills to achieve the purpose, interaction again.

For this, Bransford, Brown, and Cooking (2000), cited by Ahmadi (2018), mentioned how the use of computer technology can improve the experience of language learning:

The application of computer technology enables teachers and learners to make local and global societies that connect them with the people and expand opportunities for their learning. They continued that the positive effect of computer technology does not come automatically; it depends on how teachers use it in their language classrooms. (p.118)

The previous statement explained how the technology in education is closely related to the purpose of the Action-Oriented Approach, not only in terms of preparing people to face real-life situations but on the interaction, students may have with the target language culture, society, and even native speakers. Interaction is the key to understand this topic, and through the Action-Oriented Approach, the listening and speaking skills and now supported by using technology, that interaction must be richer for students to have more confidence at the time of applying the knowledge they have, and of course, it also

depends on the students' cognitive level, their English level as well, and the teacher control on the subject.

Technology has changed the methodology of many teachers. What teachers did ten, fifteen, or twenty years ago is now consider an old fashion framework and a traditional lesson. Arifah (2014), cited by Ahmadi (2018), explained how the traditional method should be changed due to the innovation of technological resources:

In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. These [sic] method must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts. (p.118)

Besides the use of multimedia offers different printed material for reading lectures and practice writing, it also brings a deeper experience for listening practices, which let students to analyze the native speaker accent rather than just the teacher's accent. This is other relevant example of the interaction students could have thanks to the technology while learning English: if students listen and pay attention to specific details in the native's accent and they get interested in that aspect, there is an assurance that they are going to learn it. Most of the time, students make jokes about the native accent,

because of course it is not usual for them, that situation makes the topic interesting, and it makes the learning process an unforgettable experience.

An important aspect to consider about the technology is the motivation by both students and teachers. Since learners become more autonomous, teachers feel they have the responsibility to stimulate them to act and think independently. (Ahmadi, 2018). Therefore, Lee (2001), mentioned by Ahmadi (2018), stated that “The application of Computer Assisted Language Learning (CALL) changes learners’ learning attitudes and enhances their self-confidence”. (p.119) This statement supports what the researcher mentioned some paragraphs before, the appropriate interaction stimulate confidence at the time learners apply their knowledge.

Finally, Costley (2014) and Tutkun (2011), mentioned by Ahmadi (2018), describe some important benefits of the Information and Communication Technologies (ICTs) on education:

Information and communication technologies (ICTs) have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase. (p.119)

Analyzing the previous citation and all the information covered in the chapter, the conclusion of the topic arrives to the idea that technology has changed the learning process from a teacher centered education to a learner centered one. Besides the technological improvements, the Action-Oriented Approach also views the learner

centered method as the appropriate to achieve communicative goals, since it wants students to be creators of their own knowledge.

It does not mean that students are going to learn alone with no supervision. It means they are going to work independently through different scenarios simulating real-life contexts made and mediated by the teacher. Of course, it is teachers' responsibility to evaluate the use of all contents, resources, and practices of their explanations to achieve the communicative goal in an effective way.

Finally, the listening and speaking skills can increase through different ways of interaction with the target language and technology can be the tool that helps this process of interaction richer since it offers to both learners and teachers the enough information and material to stimulate the language and of course, as mentioned before, the interaction students and teachers could have with native speakers of the target language no matter the distance and cultural barriers.

CHAPTER III: METHODOLOGICAL FRAMEWORK

In this chapter, the author develops the methodological part of the research. While in the previous chapter the author emphasized the study into a more theoretical application, which lets the reader to understand main concepts, characteristics, and theories about the topic, in this section, the reader can analyze how the research and its goal is developed by the author into the studied population.

At first, the author specifies the type of investigation, which determines whether the research is theoretical or applied. Also, within this subtopic, the temporal dimension establishes the time of the study's application in which the phenomenon is being studied. The framework is also mentioned in this section as the explanation of how the research is in terms of size and range of the study and why is that range established. Also, the nature is very important because the author sets the way in which the document analyzes and expresses the data recovered from the study. And finally, the type of character describes the purpose of the investigation, and the way new information is given to the reader.

Then, it is important to clarify the subjects and sources of information, which are divided in: first, second and third hand sources. Also, the researcher specifies the study sample selection in which the population and the specific sample are described to let the reader know more about the quantity and quality of the objects of the study.

The techniques and instruments to collect data are described in brief to visualize how the instruments are built and how it reflects the reality of the observed population. In terms of the operationalization of variables, the author presents the general and specific objectives for this research, then each variable from each objective. Also, a conceptual, operative, and instrumental definition. As an annex, the operationalization chart is added.

3.1 Type of Investigation

3.1.1 Purpose (Applied)

It is important to describe all the characteristics of every research project. Ariñez (2018) explains the purpose of a research as follows: “the purpose of the research is based on the contributions that is going to give, this could be production or creation of knowledge in the studied field”. (p.26) It means that the purpose should have a positive goal for the population to be studied, or at least, a recommendation to solve or handle the research problem, which is the current problem of the population in the study.

The purpose of this research is completely applied because the author tries to solve a common problem in the society to be studied. For this, Barrantes (2013), mentioned by Ariñez (2018), explains that “the applied investigation has the finality of solving practical problems, to transform the condition of an issue that has been worrying us.” (p.27). This means, that thanks to the information gathered by this document, the problem of the study may change considerable in a positive way through recommendations, planning, guidelines, manuals, among other methods that help to solve the concrete problem that happens in this specific population.

3.1.2 Temporal Dimension (Transversal)

In this area, the research project is limited in terms of the time of application. The temporal dimension establishes the investigation of an attitude or topic progress during a specific period. Transversal and Longitudinal dimension are the two temporal contexts in which research can be developed. In this case, the research is established by a Transversal dimension because it analyzes and comprehend in depth the topic, this means in detail, more than just analyze the behavior of the topic in long term. (Ariñez, 2018)

On the other hand, Ariñez (2018) explains the longitudinal dimension as follows:

The longitudinal research analyzes the researched topic in different moments through the time; this with the purpose of identifying and comparing the different behaviors of the topic through time. Seen this way the longitudinal research time is the main variable. It is the variable that explains, because the hypothesis of the topics and the facts investigated can be explained and understood by considering the influence of time and the historical changes. (p.28)

The longitudinal research is appropriate to study the specific behaviors in long-term processes in which the researcher needs to see the historical progress of certain phenomena presented in the population. This dimension is not the applied in this research since this study is aimed to describe a specific approach and create recommendations to improve the English level of students by using it in an appropriate way according to the supporting theory in the theoretical framework.

3.1.3 Framework (Micro)

This section is completely related to the size or range of the research, it is divided in three parts: Mega, macro and micro framework. Ariñez (2018) mentions that “this means the magnitude and extension of the organization, areas, subject matter that is meant to be investigated. This refers to how much the research will cover, which depends on the existence of economic resources, time, number of researchers and the amount of knowledge of the subject matter.” (p.28) In this case, this research project has a micro framework because it studies a specific grade from an entire High School, and according to the last citation, the sample selection is due to the existence resources by the researcher to develop this study.

Related to this area, Ariñez (2018) mentioned that “If the research is very broad the research is going to be less depth and more superficial, and this is inconvenient for the research itself.” (p.30). So, the recommendation is to delimit and precise the investigation as much as possible following the rule: the longer it is the less range, on the other hand then less range the best amplitude. (Ariñez, 2018)

3.1.4 Nature (*Mixed, qualitative predominant*)

In terms of nature, the research could be ordered in different kinds of collecting information or data in quantitative, qualitative, or mix. For the quantitative nature, the instruments for collecting data will gather “hard data”, which is concrete numbers or statistical percentages. Ariñez (2018) mentioned that “the most important aspect for this type of research is to be able of recollecting data that allows to measure, calculations, formulas, and every kind of mathematical operations and statistical.” (p.30) Also, Hernandez (2014), mentioned by Ariñez (2018), explains that the quantitative research “uses the gathering of data to prove the hypothesis based on numerical basis and statistical analysis, in order to stablish guidelines of behavior and to prove the hypothesis.” (p.30)

In terms of the qualitative nature, Ariñez (2018) specified that “In the qualitative research was is gathered and analyzed are opinions, behaviors, points of view, attitudes, assessments, value judgment, among other aspects of the investigated topic.” (p.31) Also, Hernandez (2014), mentioned by Ariñez (2018), specified that “every person, group, or social system has a unique way to see the world and understand situations and events, which is constructed through experience and through research, we most try to understand their context.” (p.32) This means that qualitative research tries to get into a deeper context than just numbers or quantities of objects of study, it describes the situation, the

phenomenon to be studied and how the collected data prove that the problem is real and delivers recommend for a possible solution.

The way qualitative data is gathered could be from interviews, group discussions, contextualized questionnaires, interactions with the community, and analysis of speeches. (Ariñez, 2018)

The mixed model is a combination of both qualitative and quantitative nature. When research applies both natures, one has predominance on the other, and the other works just as a support. In this case, this research is mixed, qualitative predominant because even the collected data expresses some numbers and statistical information, the result from the instrument is qualitative since it describes the attitudes and behaviors of the population in the study, it is not measured with a specific grade but assessed through the theory already presented in the theoretical framework.

3.1.5 Character (*Analytical-interpretative and Retrospective*)

The character of the research is the way the researcher finds the information and how this information is delivered. There are different characters even for the same research: exploratory, descriptive, analytical-interpretative, cause, correlational, retrospective, futurology, among others. (Ariñez, 2018)

In this case, the researcher applied Analytical-interpretative and Retrospective characters to define the research process. For an analytical and interpretative character, the research studies the reasons and circumstances that bring the problem into our population. (Ariñez, 2018) For example: according to the collected data, the movement from the Communicative Approach to the Action-Oriented Approach in the teaching method affected students' expectation about learning English so that they are not well motivated in the classroom.

The author also applied a retrospective character, which is applied to study popular topics supported by secondary sources already used. For this, Ariñez (2018) mentioned that “This type of research it is not historical, on the other hand is a study based on information that already exists, because it is already produced so that the purpose of the research is to recollect, group, categorized, and analyze.” (p.36) For example: in this research, theories, characteristics, and different theoretical material in the second chapter help the researcher to categorize the information from the instruments to collect data, and the results are analyzed in a qualitative way supported by the theory already mentioned.

3.2 Subjects and Sources of Information

3.2.1 *Units of analysis (objects or subjects of study)*

In this part of the document, the researcher specifies the population to be studied. There are two forms to categorize the individuals in this part of a research project: the universe and the sample.

According to Ariñez (2018) the universe is explained as “The elements of the universe or set of individuals in which are measure or study the variables or topics of interest of the research” (p.37). Ariñez tries to justify that all the population around the study is considered as universe, but it is not necessary to be involve all that population into the study. That is why the sample selection exists.

For this, Ariñez (2018) describes the sample in the following paragraph:

The sample is according to the total of individuals by which the practical research was made, the ones were not part of the study are not taken into account, because they did not want or would not be able to give information or the data is not enough; even though when they were filled. (p.37)

It is important to specify the inclusion and exclusion criteria, which let students to choose if they participate or not, or if they are considered when collecting the information or not because of specific issues. About this, for the implementation of instruments to collect data, all the 8th grade population of Liceo de Miramar were covered, both genders and of course in English lessons.

The universe of this research is all the students of Liceo de Miramar because even though they are not directly involved into the assessment and the research, the results from this project can benefit the whole population in the high school in the future. However, the specific population directly affected by the research are all the 8th grade students of the institution, which are the sample of this project, and the ones that provide the information through the instruments to collect data. Also, it is important to explain that the results from these instruments are just a representative finding for a possible universe status related to the same phenomenon.

In the following pages, through the sample selection, there is a better explanation of what is the universe and sample selection, the exclusion and inclusion criteria and their reasons.

3.2.2 Firsthand sources

Table 1

Firsthand sources used in the research process

Author or authors	University or Organization	Country	Year
Mohammad Reza Ahmadi	Guilan University	Iran	2018
Council of Europe / C.E.F.R.	Common European Framework of References for Languages	England	2001

Delibas, M. & Gunday, R.	Ondokuz Mayıs University	Turkey	2016
Rojas, Alberto.	Universidad Hispanoamericana	Costa Rica	2019
Vásquez, L. & Gonzáles, J.	Universidad de Costa Rica	Costa Rica	2017

Source: Developed by Juan Diego Cambronero Segura (2021)

3.2.3 *Secondhand sources*

Table 2

Secondhand sources used in the research process

Author	Book Title	Year
Acar, A.	The Action-Oriented Approach: Integrating Democratic Citizenship Education into Language Teaching.	2019
Akmajian, A.	LINGUISTICS: An Introduction to Language and Communication.	2010
Brown, D.	TEACHING by PRINCIPLES an interactive Approach to Language Pedagogy.	2000
Yavaş, M.	Applied English Phonology	2020

Source: Developed by Juan Diego Cambronero Segura (2021)

3.2.4 *Third hand sources*

Table 3

Third hand sources used in the research process

Author	Article	Year
Ariñez, C.	GUIDE, FINAL GRADUATION WORKS, TESINS AND THESIS IN SOCIAL SCIENCES.	2018
Cerdas, D.	MEP pretende que en el 2040 todos los colegiales conversen, entiendan y escriban en inglés.	2020
Divsar, H. & Tahriri, A.	Investigating the effectiveness of an integrated approach to teaching literature in a EFK context.	2009
Hinkel, E.	Integrating the Four Skills: Current and Historical Perspectives.	2010
López Montero, R., & Salas Alvarado, J.	Improving English Oral and Public Speaking Skills in the Classroom.	2019
Ministerio de Educación Pública	Programas de Estudio de Inglés Tercer ciclo de la Educación General Básica y Educación Diversificada.	2016
Newman, J.	Technology's Influence on Education.	2012
Piccardo, E.	From Communicative to Action-oriented: a Research Pathways.	2014
Raja, R. & Nagasubramani, P. C.	Impact of modern technology in education.	2018

Source: Developed by Juan Diego Cambroner Segura (2021)

3.3 Sample Selection

3.3.1 *The population*

According to Ariñez (2018) the population “constitutes the total universe in which the research is made and can be shaped by communities, groups, people, situations, and

organizations” (p.40). In this case, the population of this research is the total number of students of Liceo de Miramar, that is the universe of the research even if the studied is based in a specific sample.

Also, Ariñez (2018) mentioned that “this implies that the population represents the hole of which the data is going to be gathered, however the management of the population can be complicated that is why is usual to work with a sample” (p.40). As explained before, the population is the whole scholar community of Liceo de Miramar. And the previous citation introduces what a sample is and why it is important to get a sample instead of a whole population.

3.3.2 Sample

The sample is a small part of the population to be studied. For this, Ariñez (2018) mentioned:

It is a representative subgroup of the population, identical in their extremes, the size does not imply that a research is better because is held with large groups, the quality of the research is determined by the characteristics of the sample this with the purpose of, do not have ambiguities and confusions. (p.41)

As it was mentioned, the representative part of a population works as a sample for research projects in general. The concept comes from statistics, which must make quantitative methodologies to get results without spending lots of resources studying the whole population or universe of study.

So, the sample for this research project is the 8th grade from Liceo de Miramar. In terms of the exclusion criteria, the researcher decided to work with this grade because of

their disposition to cooperate in the study, both teacher and students were opened to the idea to be the object of a research that possibly improve their learning quality.

3.3.3 Non-Probabilistic

The type of this sample is non-probabilistic because the researcher decides to exclude a significant part of the population to apply the evaluative instruments. According to Ariñez (2018) “this type of sample involves “typical” subjects, with the main purpose that they represent the studied population” (p.43). So, when the researcher decides to choose a specific grade instead of the whole population involved into the study is because of the academic purposes, curriculum and the disposition by students and the teacher to participate in the evaluative process.

3.4 Techniques And Instruments to Collect Data

The researcher created some instruments to collect important data for the conclusions of the investigation. Most of the instruments are questionnaires in which the student and the teacher can answer both yes/no questions and open questions in which they can express what they think about the topic asked.

In summary:

The first two instruments are related to the first specific objective which is to describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application.

Through this instrument (Questionnaire I), the researcher wants to know if students feel prepared to face the real-life situations outside the classroom, using their current level of English. There is also a questionnaire (Questionnaire II) for the teacher based on her job with the students, it tries to get information about how the teacher prepares her class to achieve Action-Oriented goals.

The researcher detailed the description of the instruments in the following paragraphs:

Instrument: Questionnaire I - II

Technique: Interview.

I – The first questionnaire is aimed to the learners to know if they feel prepared to face real-life situations and how they usually handle real-life simulations in the classroom thanks to the teacher’s mediation. This questionnaire contains “Yes/No” criteria.

II – The second questionnaire is aimed to the teacher, and it tries to gather some important information from the lesson’s planning by the teacher and how she works on the class adaptation to the real-life simulation to get the Action-Oriented goal.

This questionnaire contains open questions.

For the second specific objective, which is to explain the process of Listening and Speaking skills’ acquisition and the desired results according to M.E.P syllabus while a established period, the researcher designed two instruments, a questionnaire for students just to know how much they have learnt through Listening and Speaking assessment by the teacher and the skills they prefer when learning English. Also, this first instrument is designed as a support to the objective because it is not directly linked to it. The second instrument is aimed to the teacher, it consists of open questions in which the teacher expresses why her class is attached to what the M.E.P requires for the English teaching curriculum and the results she has gotten by implementing M.E.P’s instructions. Also, there are some questions about the process of Listening and Speaking exercises implementation in the lesson and how students react to these activities. The instruments for the second specific objective are detailed as follows:

Instrument: Questionnaire III - IV

Technique: Interview

I – Through this questionnaire, the researcher recovers students' personal interests when learning English, their favorite skills, and their weaknesses. It is about 10 behaviors in which students should analyze their position and express it with an "X" mark the one they consider the best description of themselves.

II – Through some open questions, this instrument gathers important information about the development and planning of the lesson. The teacher describes how her English lesson is linked to the instructions given by M.E.P and the results she has gotten from this methodology. Also, this instrument tries to know how the teacher works on the Listening and Speaking skills for students to improve their level of English.

The last instrument is aimed to the English teacher. It is related to the third specific objective: to organize a project utilizing the Technological Laboratory (Innovation Lab.) of the institution following Action-Oriented Approach instructions. This objective is the final proposal for this project, the researcher presents the proposal to the teacher, and she must create a broad appreciation from the proposal to know if she would apply it and how she would improve this initiative.

3.5 Operationalization of Variables

The chart for the operationalization of variables is presented in the following pages to demonstrate the process in which the researcher analyzes the different research variables, and the instruments applied to the studied population to prove the validity of the variable in the study of the research problem.

In this process you may identify the general objective of the research, its respective variable for each specific objective, the conceptual definition, which is the variable explanation for a better understanding. Finally, an instrumental definition which presents the instruments and techniques to gather information according to the studied variables and expected results, and an operational definition which describes the validity of

the variable, it means that in this chart's segment, the researcher explains how to measure the value of the information gathered.

The following chart is also added at the end of the document as the Annex A, in the respective annexes section.

Table 4

TITLE: THE ACTION-ORIENTED APPROACH ON LISTENING AND SPEAKING SKILLS PERFORMANCE WHEN USING TECHNOLOGICAL RESOURCES AS A LEARNING COMPLEMENT AT 8TH GRADE STUDENTS OF LICEO DE MIRAMAR, 1ST SEMESTER, 2021.

VARIABLES CHART

- ❖ **General Objective:** To analyze the implications and opportunities of the Action-Oriented Approach on listening and speaking skills' performance using technological resources as a learning complement with 8th grade students in Liceo de Miramar, during the first semester, 2021.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application at	The role of students and English teacher into the Action-Oriented	The participation of learners, and the teacher as a mediator, into the teaching and learning process under the	Instrument: Questionnaire I - II Technique: Interview. I – The first questionnaire is aimed to the learners to know if they feel prepared to face real-life situations and how they usually handle real-life simulations in the classroom thanks to the teacher's	In the Questionnaire I, the variable is valid through this instrument if 70% of students mark "Yes" in the 70% of the items. It means

<p>Liceo de Miramar during the 1st semester, 2021.</p>	<p>Approach application.</p>	<p>Action-Oriented Approach instruction.</p>	<p>mediation. This questionnaire contains “Yes/No” criteria. II – The second questionnaire is aimed to the teacher, and it tries to gather some important information from the lesson’s planning by the teacher and how she works on the class adaptation to the real-life simulation to get the Action-Oriented goal. This questionnaire contains open questions.</p>	<p>students know their role in their own learning process. In the Questionnaire II, the variable is valid according to how the teacher visualizes the Action-Oriented Approach in her classroom and how this approach directly affects her job development.</p>
<p>To explain the process of Listening and Speaking skills’ acquisition and the</p>	<p>The process of Listening and Speaking skills’ acquisition and</p>	<p>The progression students present for the English curriculum goals through the</p>	<p>Instrument: Questionnaire III - IV Technique: Interview III – Through this questionnaire, the researcher recovers students’ personal interests when learning</p>	<p>In the Questionnaire III, the variable is valid through this instrument if the most percentage</p>

<p>desired results according to M.E.P syllabus while a established period with 8th grade students in Liceo de Miramar at the 1st semester, 2021.</p>	<p>the desired results according to M.E.P syllabus.</p>	<p>enhancement of Speaking and Listening skills performance.</p>	<p>English, their favorite skills, and their weaknesses. It is about 10 behaviors in which students should analyze their position and express it with an “X” mark the one they consider the best description of themselves. IV – Through some open questions, this instrument gathers important information about the development and planning of the lesson. The teacher describes how her English lesson is linked to the instructions given by M.E.P and the results she has gotten from this methodology.</p>	<p>of students’ answers is the option (3) in favor of the oral skills. It demonstrates the influence of the English learning process through the listening/speaking implementation. In the Questionnaire IV, the variable is valid according to how the teacher organizes her job based on what the institution (MEP) requires in terms of</p>
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				implementations and desired results.
To organize a project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions with 8th grade students in Liceo de Miramar during the 1st semester, 2021.	A project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions.	Following the objective of the Action-Oriented Approach and its instructions, students can use the technological laboratory (Innovation Lab.) to interact with the English language learning process in a more innovative way.	Instrument: Questionnaire V Technique: Interview V - Through this short questionnaire, and after reading the researcher's proposal, the English teacher expresses a broad appreciation from the proposal, and she is asked to clarify if she would apply this project with their students, and how she would possibly improve this initiative.	In the Questionnaire V, the variable is valid through deep analysis of the different appreciations about the proposal, and the recommendations to improve the project.

Source: Developed by Juan Diego Cambronero Segura (2021)

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the researcher presents the different instruments used to gather relevant information about the studied population. It is important to clarify that every instrument is linked to the respective specific objectives.

In this case, the first and second objectives have two instruments to measure their respective variables, and specifically in the second objective, the first instrument (Questionnaire III) is designed as a support to the objective because it was not aimed to respond to the variable; however, as Ariñez (2018) mentioned: “It is very important to document every detail of the studied object and it really does not matter which instrument is used as soon as help to document the information.” So, the Questionnaire III helps the researcher to demonstrate students’ interests when they are learning English, which is very important no matter the phenomenon studied.

4.1 Instruments and collected data

The questionnaires applied to the students were developed by a total of forty (40) 8th grade students of Liceo de Miramar, this information is important to create the percentages for the graphics’ interpretation. Also, an important variable to consider is the gender among students. In concrete, there is a total of twenty-five (25) men and fifteen (15) women. This aspect is also described into the graphics development.

Each instrument contains a graphic per question, and it is divided on women and men answers to create an extra variable when interpreting all the gathered information. Each graphic is followed by an explanation of the data presented in the graphic thanks to the specific instrument, which is also presented before a brief description of itself.

4.1.1 Instruments to measure the Variable 1

The first specific objective is to describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application. And the purpose of the first instrument is to identify if the learners feel themselves as active

characters of their own learning. So, the design of the instrument consists of ten “Yes/No” items which bring the learners to answer if they feel identified with the specific behavior expressed in the item. The first instrument for the first specific objective is presented as follows:

Figure 2

Questionnaire I – For students

Questionnaire I – For Students
 Institution: Liceo de Miramar
 8th Grade
 Applied by: Juan Diego Cambroner Segura 604390111
 Gender: Male () Female ()

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.
 Objective: To describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application.

Instructions: With your teacher's help, answer the following questionnaire using an "x" mark to select if the situation describes you at the time of learning/using the English language or not.
 Read carefully.

Do the following situations describe you?

<p>1. When I am outside the English classroom, I remember everything I studied during the lesson... () Yes.. () No.</p> <p>2. When the teacher is explaining a new topic, I remember what she explained in the last class... () Yes.. () No.</p> <p>3. When I am studying a specific topic in the English lesson, I usually think it is going to help me in the future... () Yes.. () No.</p>	<p>4. When I watch movies in English, I usually recognize some expressions thanks to what I learnt in the English class... () Yes.. () No.</p> <p>5. When I am in the English class, I feel the teacher wants me to use English more than usual... () Yes.. () No.</p> <p>6. When I hear a phrase in English, I usually try to figure out its meaning instead of asking about it. () Yes.. () No.</p> <p>7. When I am interested in a new word in English, I try to use it in a sentence... () Yes.. () No.</p> <p>8. I consider I have an English level sufficient to handle a conversation... () Yes.. () No.</p> <p>9. I consider myself as the main responsible of my own learning with teacher's help... () Yes.. () No.</p> <p>10. I consider English classes are the perfect scenario to train my English abilities... () Yes.. () No.</p>
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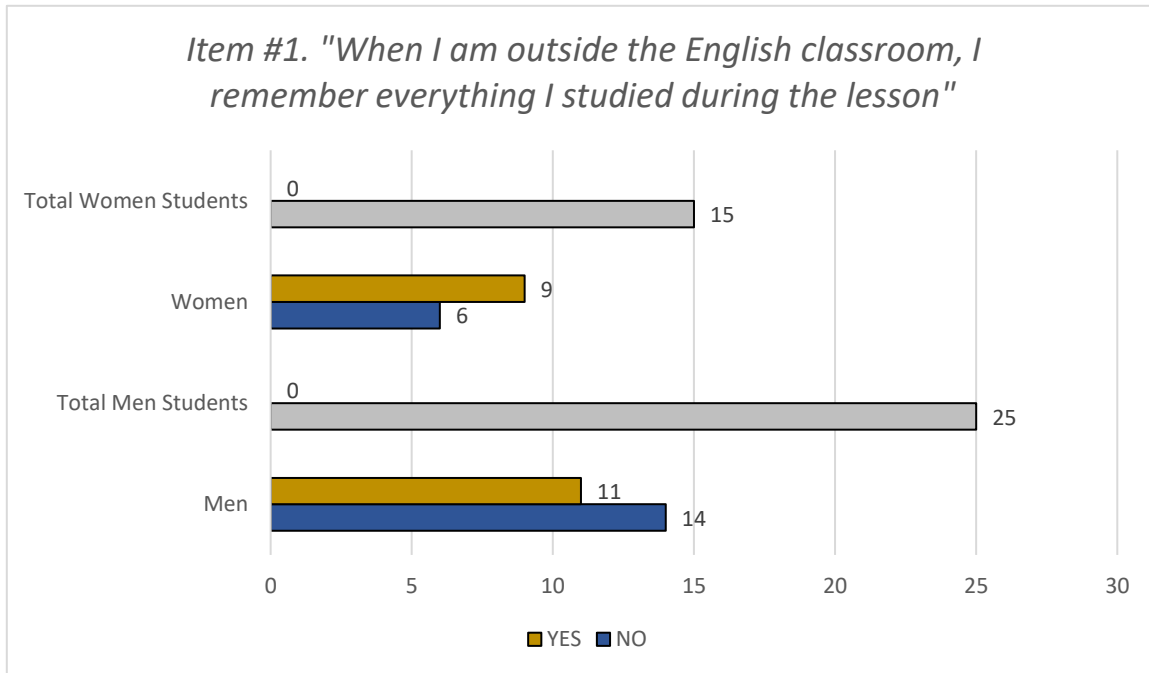
Note. The following instrument is also added as the Annex B in the respective annexes section.

By analyzing the previous instrument (Questionnaire I), it is important to clarify that each situation presented in the different items are adapted to the level of the students and their daily performance in the English class. This instrument is applied by the teacher in charge of students because of the Institution's restrictions. And the results gotten through this instrument are presented in the following pages.

The first graphic contains as a title the situation presented in each item, and its complements are the total number of students (Forty), the separated answers by men and women, and finally the respective number of “Yes/No” answers. The answers are expressed through the following horizontal bar graphics:

Figure 3

Item #1 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers.

According to the previous graphic, there is a notable difference between the answers provided by men and the ones provided by women. These differences between both genders are just described as an extra variable in this section, but the total of answers involving both women's and men's are the ones considered for the specific objective.

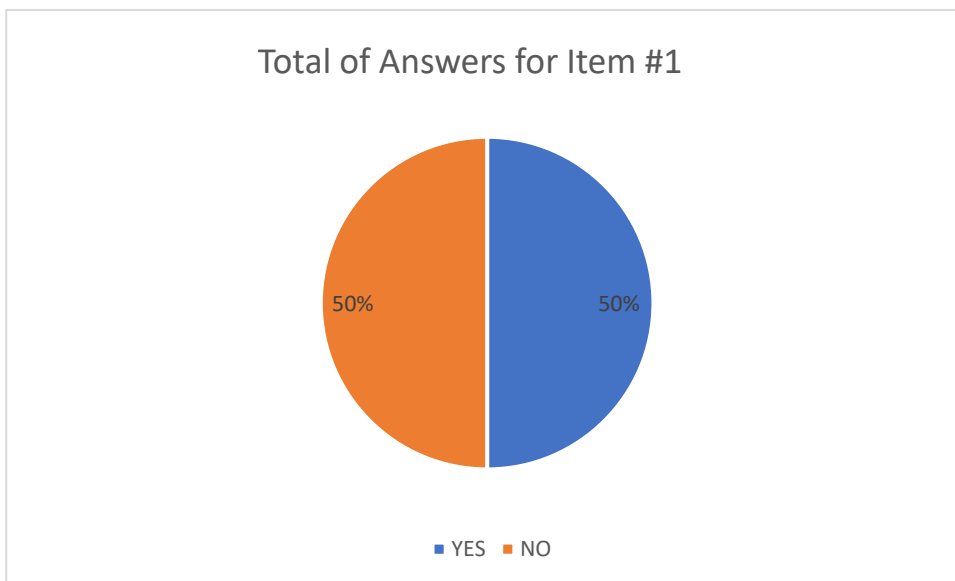
In numbers, from a total of fifteen (15) women answers, only nine (9) of them answered "Yes", the other six (6) answers were "No". In percentages, it is demonstrated that the 60% of students consider they remember the contents of the class even when they are outside the English classroom.

And from the total of twenty-five (25) men answers, only eleven (11) answers were “Yes”, and the other fourteen (14) answers were “No”. It means that only the 44% of men consider that even if they are outside the English classroom, they remember what they studied during the lesson. The other 56% percent is a worrying sign because expressing that most male students involved in this study do not present a significant interest of remembering important aspects of the English language taught in the English lesson. Of course, this is not a generalization because of the size of this sample, but it is an aspect to worry about.

The following circular chart demonstrates the total of answers considering both men and women’s participation all together in this item. It is expressed in percentage, but right before the chart, there is a brief description of its data.

Figure 4

Item #1 total answers from Questionnaire I – For students



Note. Data expressed on the general number of students’ answers.

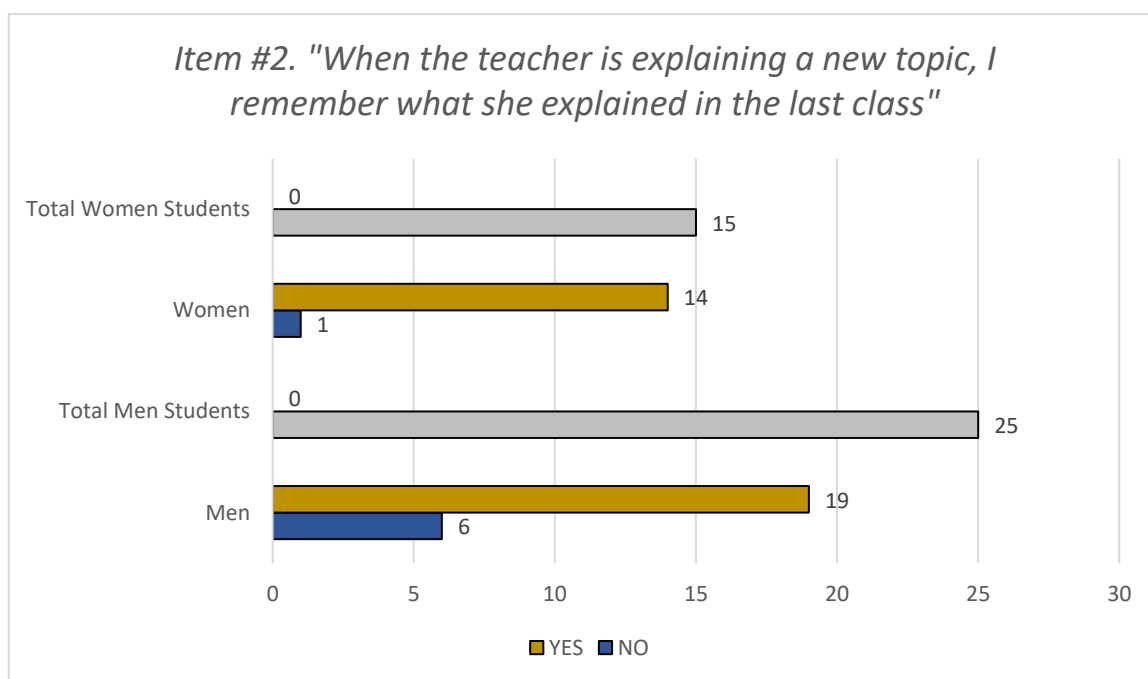
Through the last graphic, it is demonstrated that 50% of those forty (40) students answered “Yes” to the first item, and the other 50% answered “No”. In the

research context and visualizing this information for possible mega framework in the country, the half of students remember those topics taught in the class even when they are not in the English lesson, and at least so far, it is a positive sign that a representative part of the students cares about what they are learning in the English classroom, and this data is relevant for the conclusion of this instrument.

The second item for this instrument is also divided gender for future conclusions. Through this second item, the researcher identifies if learners relate previous knowledge to the new information the teacher delivers to them.

Figure 5

Item #2 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers.

Through the last graphic, it is demonstrated that from the fifteen (15) women answers, fourteen (14) on them were "Yes". The one (1) left answered "No". It means that the 93% of women remember the contents of the previous class when they are learning something new in the current English lesson.

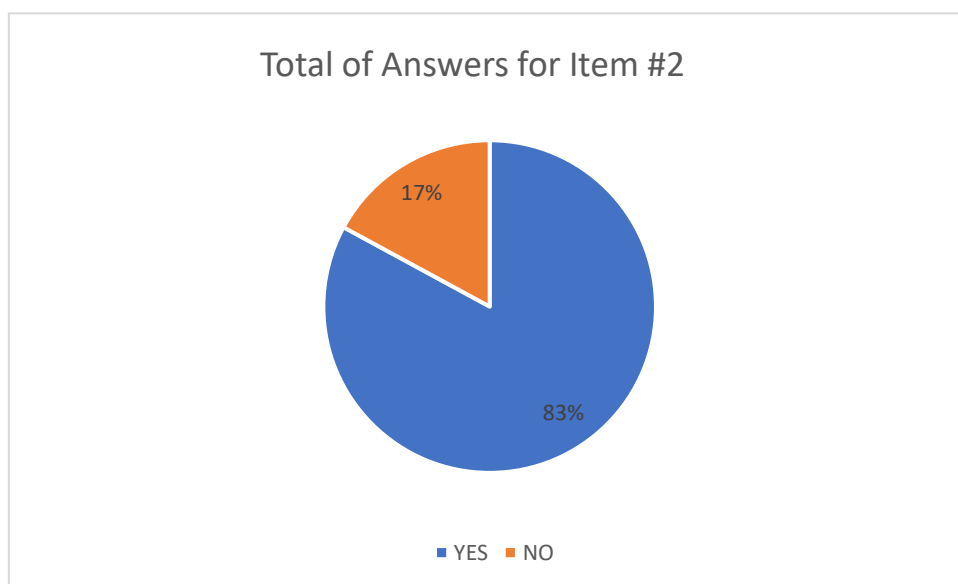
In terms of the answers provided by men, from the twenty-five (25) male students, nineteen (19) of them answered “Yes”, and six (6) answers were “No”. In other words, the 76% of male students remember the previous knowledge when the teacher is explaining a new topic.

In contrast with the first item, men increased their positive answer in this situation. This is positive for the research as well as for students because it means that the conclusions demonstrate a good performance from them in the English lessons.

Considering both genders' answers for this item, the following graphic expresses it in percentages:

Figure 6

Item #2 total answers from Questionnaire I – For students



Note. Data expressed on the general number of students' answers.

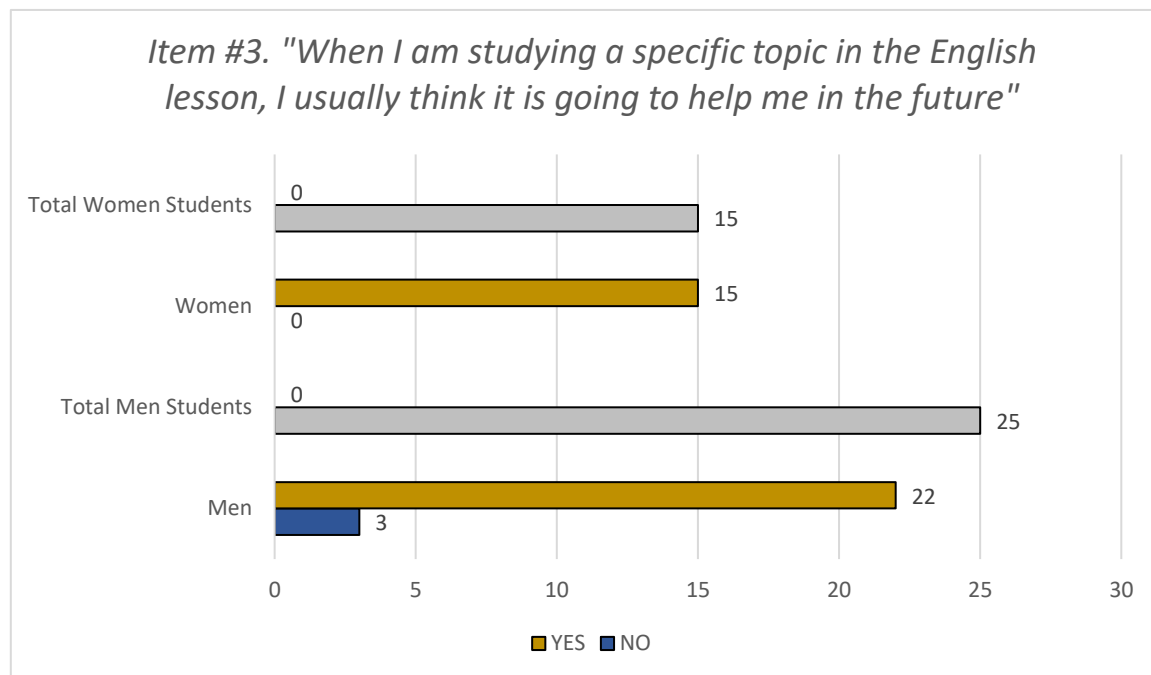
According to the last graphic, from forty (40) students, the total percentage of “Yes” answers in this item is 83%, which is thirty-two (32) people in concrete. The other 7 students represent the 17% of “No” answers left in this second item.

By analyzing this representative percentage, there is a positive portion of students who easily relate the new information to the previous knowledge seen in the previous English classes. However, there is a significant portion of students whose previous knowledge does not influence the learning of new information in the class.

The third item is aimed to a future expectation from learners by learning English language. This idea is related to an Action-Oriented goal because learners must consider this foreign language a tool to face their life in the future. The data recovered from this item is expressed through the following graphic:

Figure 7

Item #3 answers from Questionnaire I – For students



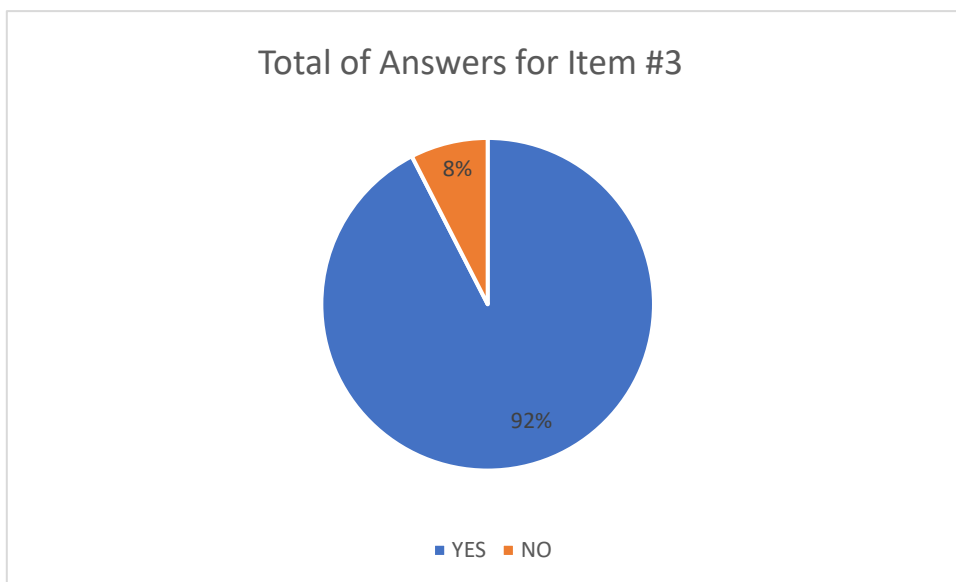
Note. Data expressed on the number of students' answers

The last graphic reveals a predominance of "yes" answers by both genders. With a 100%, all women answers are "yes", it means that the fifteen (15) female students consider English as a fundamental tool to face real-life situations as the 88% of male students.

In contrast, the 12% of male students answered “No” in this item. They consider English as no relevant for their future expectations.

Figure 8

Item #3 total answers from Questionnaire I – For students



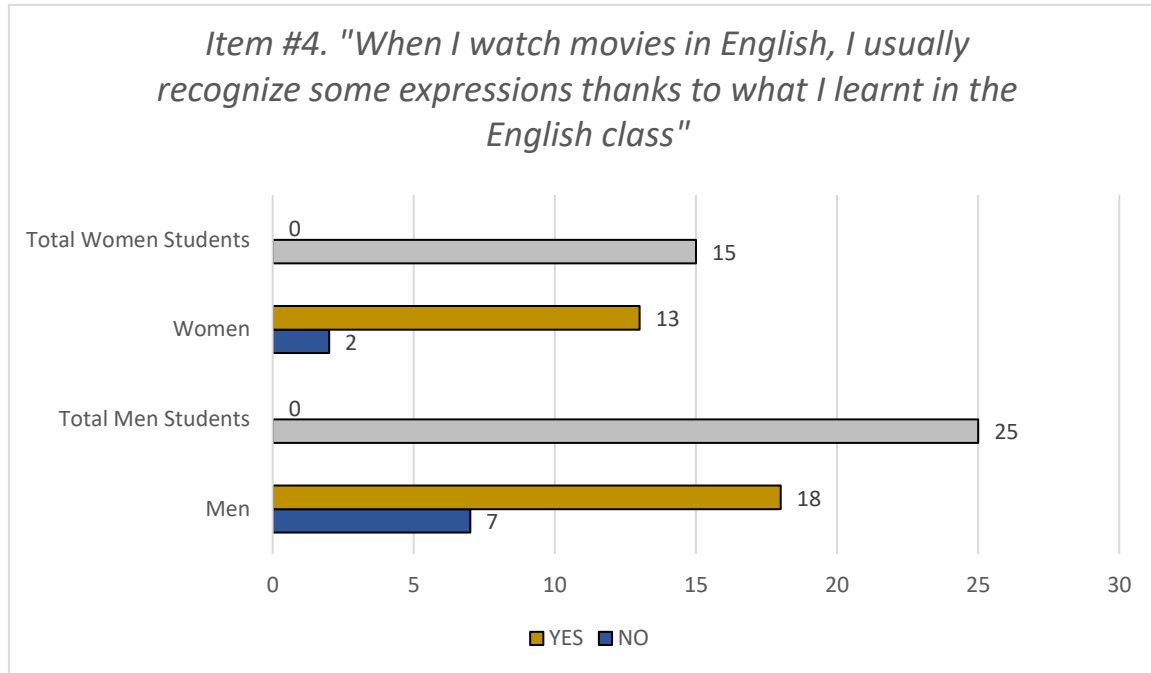
Note. Data expressed on the general number of students' answers

The general results between both genders' answers express that there is a positive future expectation from students for their lives. The 92% of students answer “Yes” in this item. It means that thirty-seven (37) students consider English as an important complement for their lives to succeed in the performance of their future jobs, responsibilities and even hobbies. The rest 8% represents three (3) people who are not expecting a positive benefit from learning English.

The fourth item is more related to students' hobbies, sometimes they are watching movies or listening to music in English language, it is normal that they wonder what certain lyrics' meaning is, but can they recognize expressions from movies or songs? The following graphic demonstrates it:

Figure 9

Item #4 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers

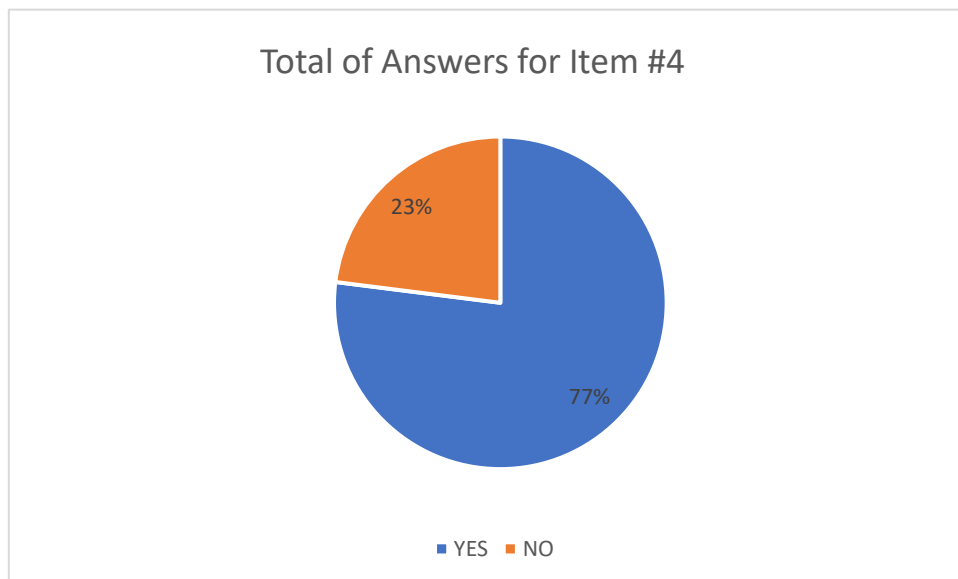
This graphic demonstrates that for the fifteen (15) females answers, thirteen (13) of them answered "yes", it means that the 86% of women usually remember contents studied in the class when they watch some movies in English. The other 14% represents two (2) women who consider not to understand English movies at all.

In comparison, a 72% of male answers were "yes", it means eighteen (18) men usually identify English expressions when they watch movies in this language. The rest 28%, which are seven (7) male students who do not consider themselves to be able of recognizing English phrases in movies.

In general, the total of answers is expressed in the following graphic:

Figure 10

Item #4 total answers from Questionnaire I – For students



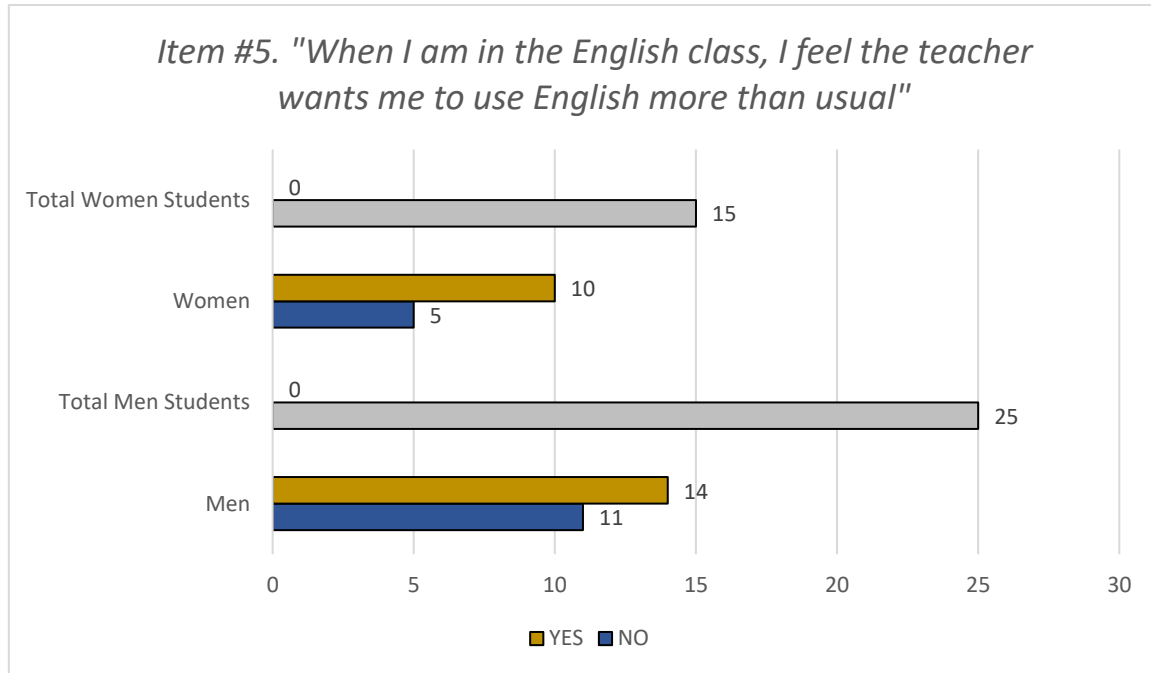
Note. Data expressed on the general number of students' answers

The last graphic expresses that a total of 77% of students think that they usually recognize English expressions learnt in the class when they are watching movies. It represents thirty-one (31) students' "yes" answers. The rest 23% of them, represents 9 students whose learning in the English class is not enough to identify some expressions when they are enjoying of a movie in English.

The next item is the #5, it is directly associated to the use of the English language by students. Through this instrument, the researcher wants to know if students are encouraged to increase the usage of this foreign language in their daily routines. For this, the following graphic expresses the gathered information:

Figure 11

Item #5 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers.

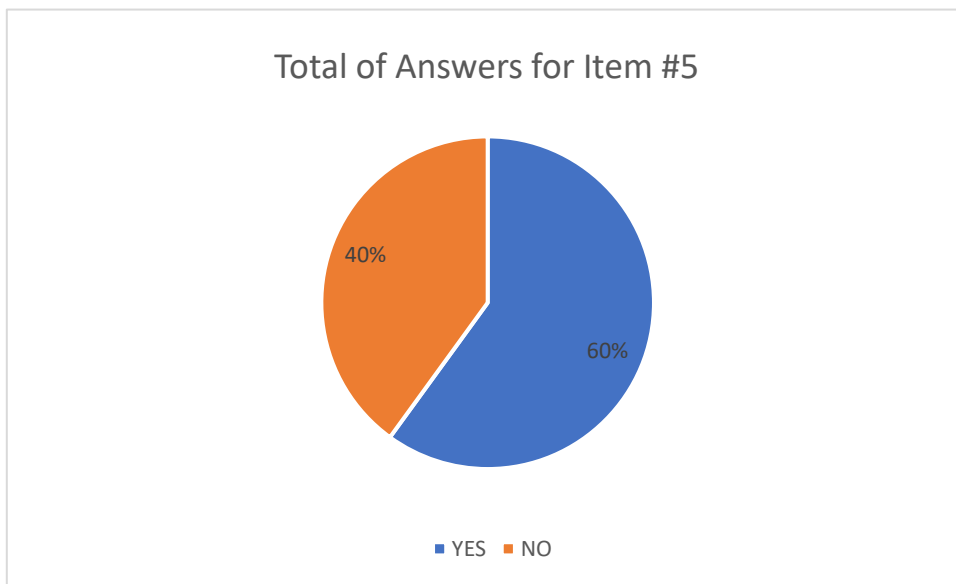
With the interpretation of the last data, it is demonstrated that from fifteen (15) women, only ten (10) female answers were "Yes", which represents the 66% of the sample studied who considers that they are motivated to continuously use English language more than usual. By "more than usual", it is understood that students can apply knew English knowledge in the English lesson as they use words like "hello", "bye", "thanks", etc.

In comparison, the percentage in male answers is too different. The 56% of men represents fourteen (14) students who thinks they are usually encouraged to use English language more than how they use to do it. The other 44% represents eleven (11) students who affirm that they do not use more words than what they have always known.

The total results of both women and men answers concludes the item into a positive score. The following graphic express the results:

Figure 12

Item #5 total answers from Questionnaire I – For students



Note. Data expressed on the general number of students' answers

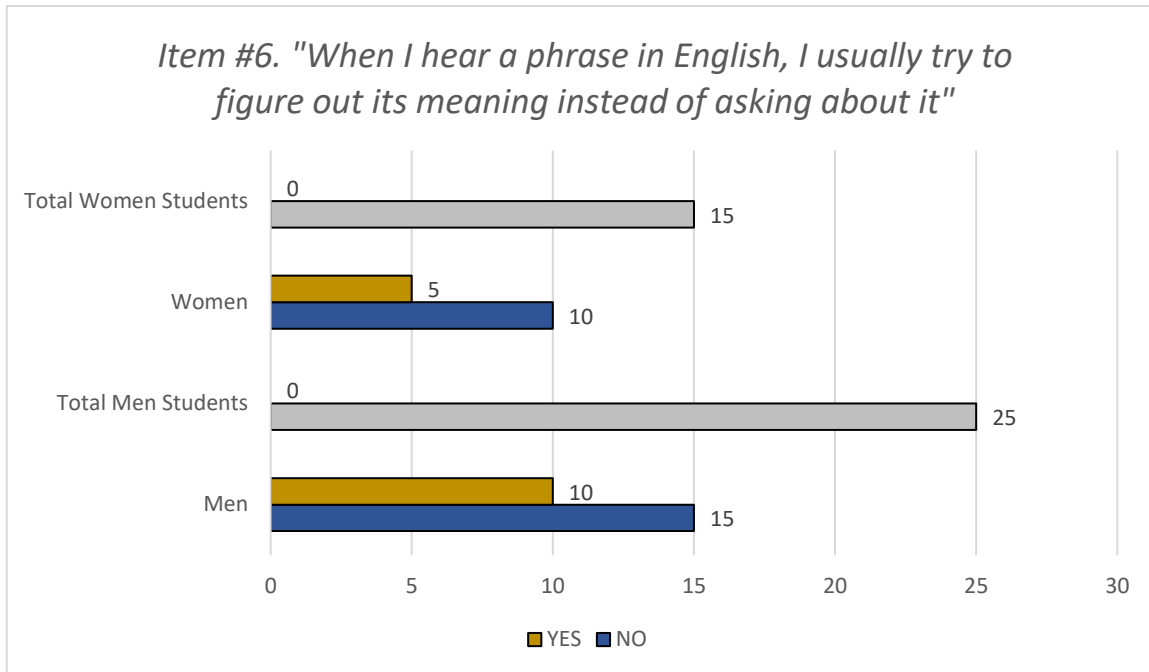
Even though the results did not reach the expected percentage, the result is positive for the qualitative conclusion. The 60% of "yes" answers represents twenty-four (24) students who feel encouraged to use new knowledge learnt in English with more frequency in the English classroom.

However, the negative result presents that a 40% of the sample indicates that they do not use to apply new words, expressions, and phrases in the English language when they are practicing in the classroom. And it represents a total of sixteen (16) students.

The item #6 is a common situation students could face when they are learning English, the following graphic contextualizes this information:

Figure 13

Item #6 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers.

The previous graphic demonstrates that there is a predominant attitude in both genders when they hear a phrase in English language. From fifteen (15) women, five (5) of them answer "yes" to this item. It means that only the 33,3% of women first try to figure out the meaning of an English phrase they heard instead of asking about it immediately. The rest 66,6% which represents ten (10) students, considers that it is necessary first to ask about the meaning of some phrase instead of figure out its meaning.

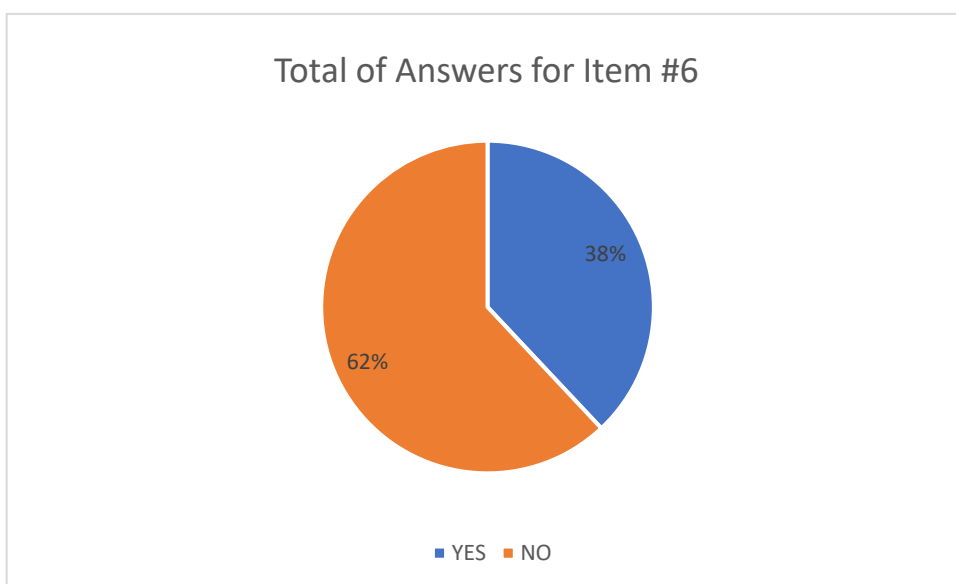
Male data demonstrates almost the same percentage. From a total of twenty-five (25) students, only the 40% of them answered "yes", it represents ten (10) students considering that it is necessary to try to figure the meaning of phrases they hear instead of immediately ask for it. The counterpart presents a 60% of students affirming

they first ask for the meaning instead of analyzing the meaning. That percentage represents fifteen (15) “No” answers.

The total score of results between both women and men answers indicates that there is a considerable difference in this item selection. The following graphic presents the results:

Figure 14

Item #6 total answers from Questionnaire I – For students



Note. Data expressed on the general number of students' answers.

There is big portion of the sample which answers that they do not try to figure out the meaning of English phrases they hear. In concrete, the 62% of students represents twenty-five (25) “No” answers for this item.

However, only the 38% of the answers were “Yes”. This percentage represents fifteen (15) students who consider it is necessary to encourage themselves to figure out the meaning of certain English phrases instead of immediately asking for it.

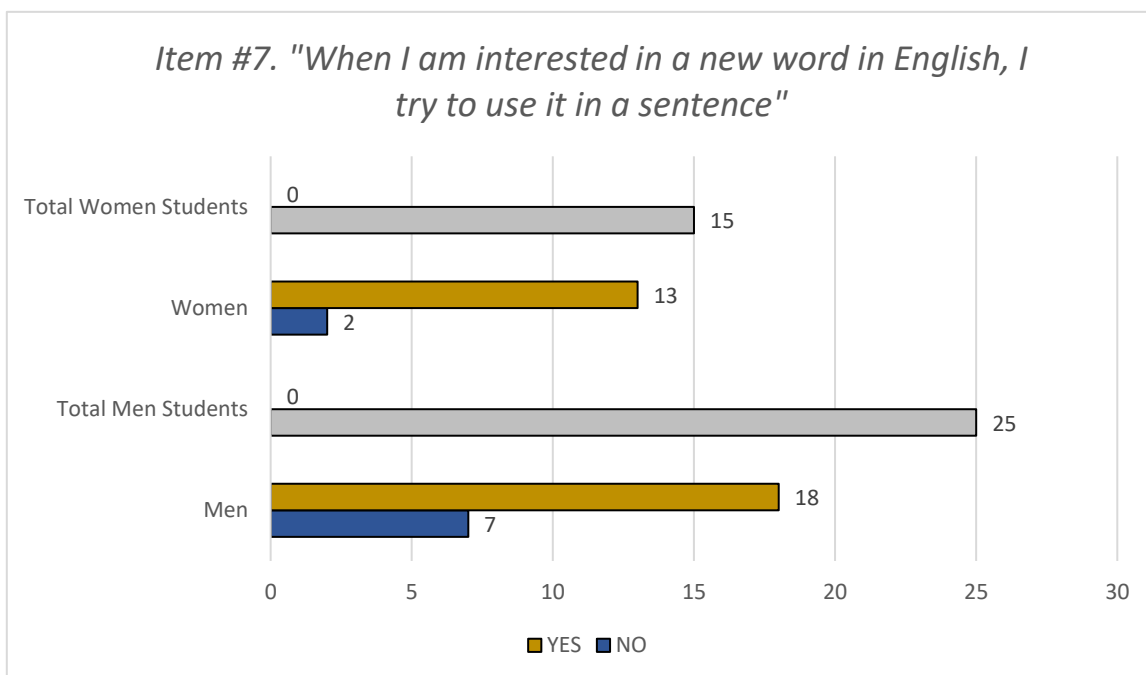
According to the last results, it is evident that a significant part of students in this population maybe is not interested on how to improve their English skills, the other

38% could be focused on how to enhance their skills and learn more about the language.

The item #7 depends on how students are prepared to build a sentence so that if they learn a new words, they can put it into practice by building a sentence with that new word. The following graphic presents their answers:

Figure 15

Item #7 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers.

The previous graphic indicates that there is a positive predominance among students to use their interests into the English practice. In concrete, from fifteen (15) women, thirteen (13) of them answered "Yes" in this item and it is the 86% female students who affirms that they use new words into phrases when they are interested in those new words. The other 14% constitutes 2 female students who do not even try it.

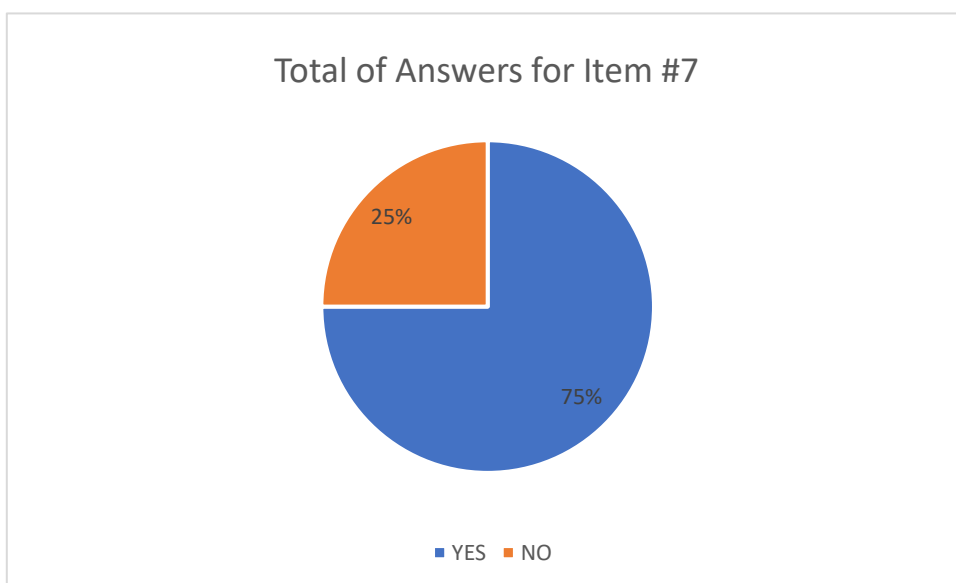
The results for men answers indicate that most men, specifically the 72%, that they try to build sentences with words they are interested in. This percentage

represents eighteen (18) students who answered “Yes” in this item. The rest 28% represents seven (7) students who indicate they do not try it.

In general, the results are too positive in numbers, and it is expressed as follows:

Figure 16

Item #7 total answers from Questionnaire I – For students



Note. Data expressed on the general number of students' answers

The total results express a predominance in students' decisions to improve their English skills, the 75% of the sample indicates that when they are interested in new words, they try to create sentences with these words. This percentage represents thirty (30) students who answered “Yes” for this item.

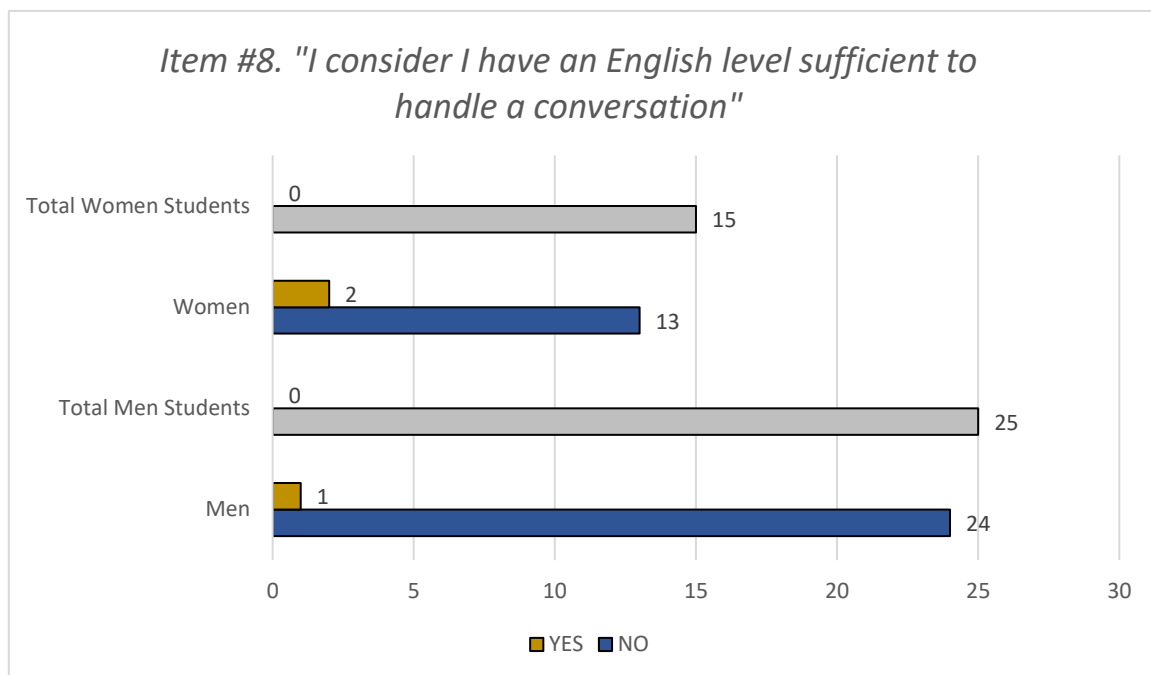
The rest 25% of “No” answers represent ten (10) students who consider they are not prepared to build a sentence even with words they know, or they are not interested in creating English sentences.

By analyzing these results, the concluding idea would be that most students want to improve the aspects they are interested in. It means that motivating students to learn English is the key to an efficient teaching/learning process.

Through the item #8, the researcher wants to know if students are aware of their own English level. The results from this item are presented through the following graphic:

Figure 17

Item #8 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers

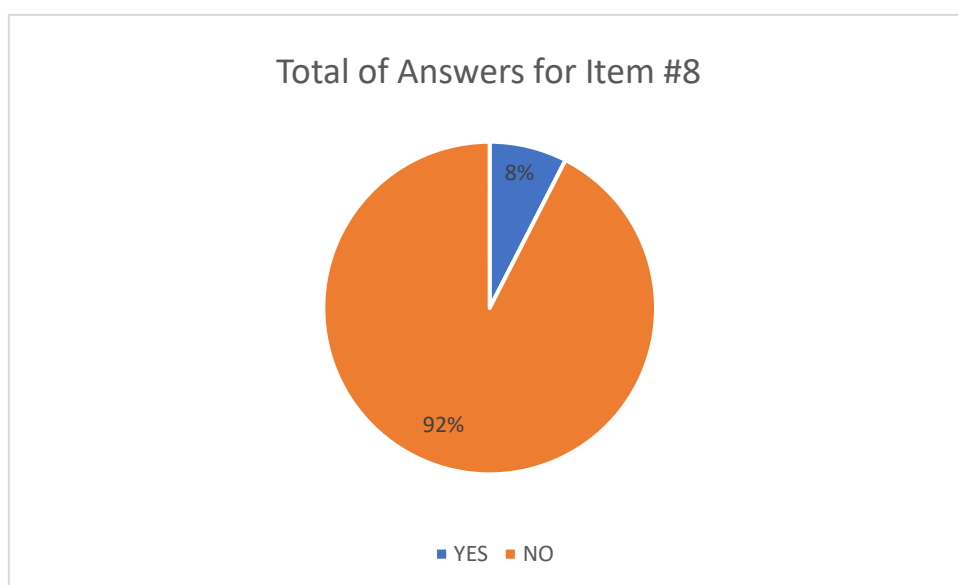
The last graphic reflects the reality of the public education in the country. From fifteen (15) women answers, only two (2) female students indicated they can handle a conversation in English language. It is only the 13% of the female students. The other 87% represents thirteen (13) students who clearly consider they have not the sufficient level to create a conversation in this foreign language.

Similarly, men result tend to express that only 4%, which represent just one (1) student, can handle a basic conversation in English. The other 96% of male students expressed they cannot handle an English conversation by their own.

In general, the results are not that positive. However, the gotten information from this item is the expected by the researcher. The following graphic demonstrates it:

Figure 18

Item #8 answers from Questionnaire I – For students



Note. Data expressed on the general number of students' answers

These results seem to be negative because of the reality of the public education in the country. However, as it was mentioned before, this result is what the researcher expected to gather. Because it expresses that something is not working properly in the English methodologies since M.E.P considers that 8th students must be between A1 and A2 English level according to the C.E.F.R scale.

Numbers does not lie. From a total of forty (40) students, only a 4% of them indicates that they can handle English conversations with no teacher mediation. That percentage represents three (3) students, and an important characteristic of them is

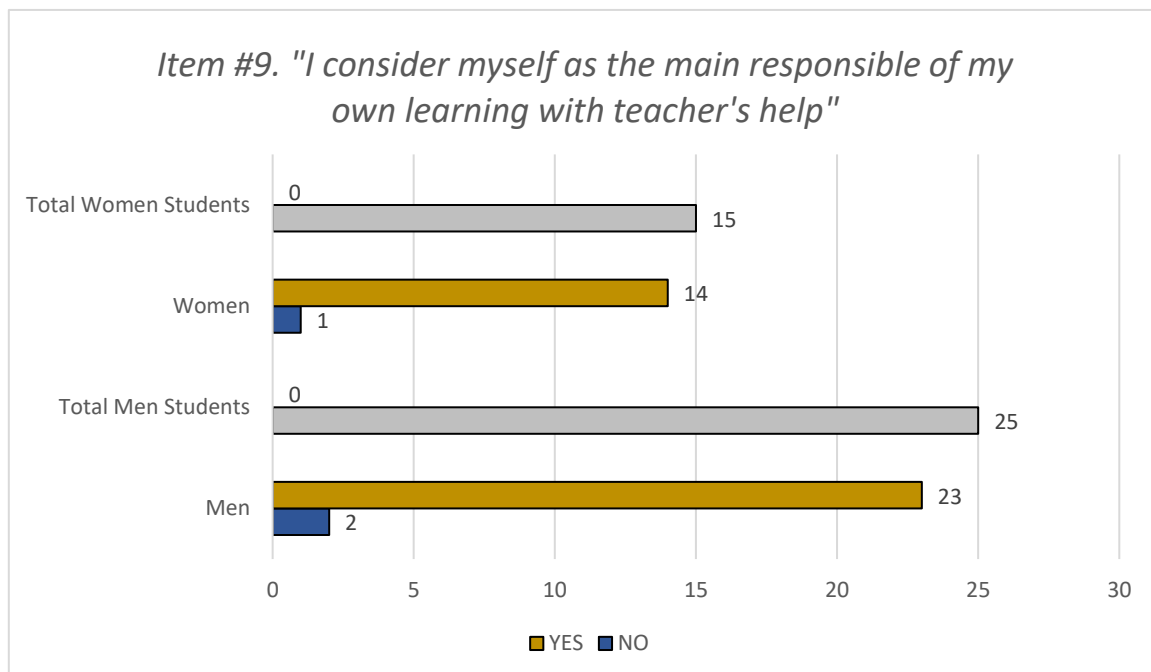
that they developed their primary education in a private school. The other 96% represents thirty-seven (37) students that can understand the sense and sequence of a conversation only with teacher's mediation.

In the chapter 2, the researcher specifies what M.E.P expects from 8th grade students. Sometimes, just as spectators, people consider there is no way in which a fourteen-year-old student can handle an English conversation. However, in other country, like European countries, it is common to see fourteen-year-old students who speak even three or four languages besides their mother tongue. Age is not an excuse for this statement.

Thanks to the item #9, the role of the student must be clarified. According to the Action-Oriented Approach, the teacher must stimulate in students a sense of independence when learning hand-by-hand with teacher's mediation. Also, the same approach visualizes learners as the ones responsible of their own knowledge. But are students aware of this? The following graphic demonstrates this situation:

Figure 19

Item #9 answers from Questionnaire I – For students



Note. Data expressed on the number of students' answers

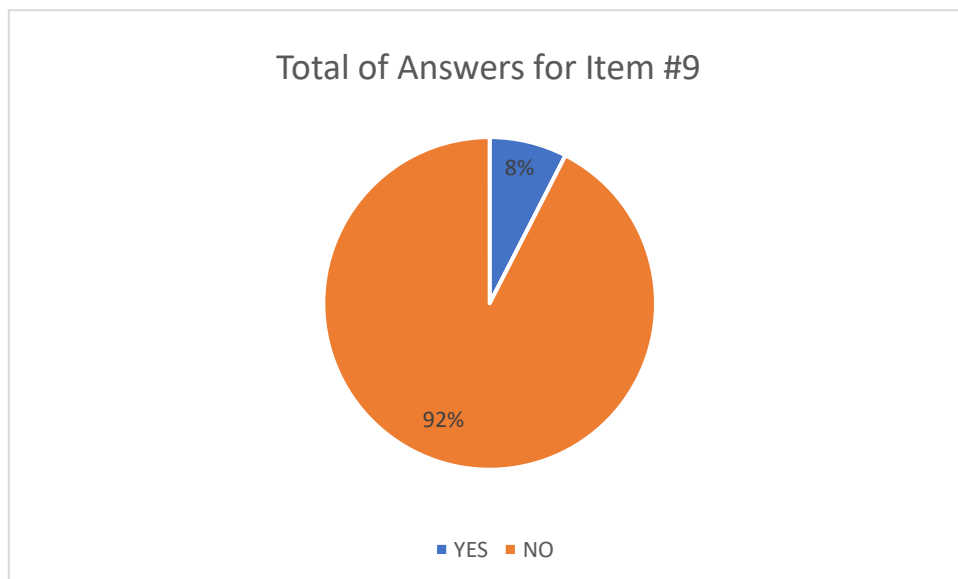
The last graphic demonstrates that there is positive critical thinking in students, at least that is an evidence of Action-Oriented Approach effects. The most part of students consider they are the responsible of their own learning taking advantage of the teacher's mediation. From fifteen (15) women, fourteen (14) of them answered "yes" in this item. It means that 93% of female students agree with the item and the other 7%, which represents just one (1) student, considers that if a student learns or not is teacher's responsibility.

The same happened with male results, the 92% of the answers were "Yes", so there are twenty-three (23) students considering the learning process as one of the responsibilities by the learner. The other 8% represents three (3) students who consider it is teachers' job make students learn everything, no matter what. They argued that teachers are paid for it, and they must accomplish that goal.

The total representation of both gender answers is presented in the following graphic:

Figure 20

Item #9 answers from Questionnaire I – For students



Note. Data expressed on the general number of students' answers

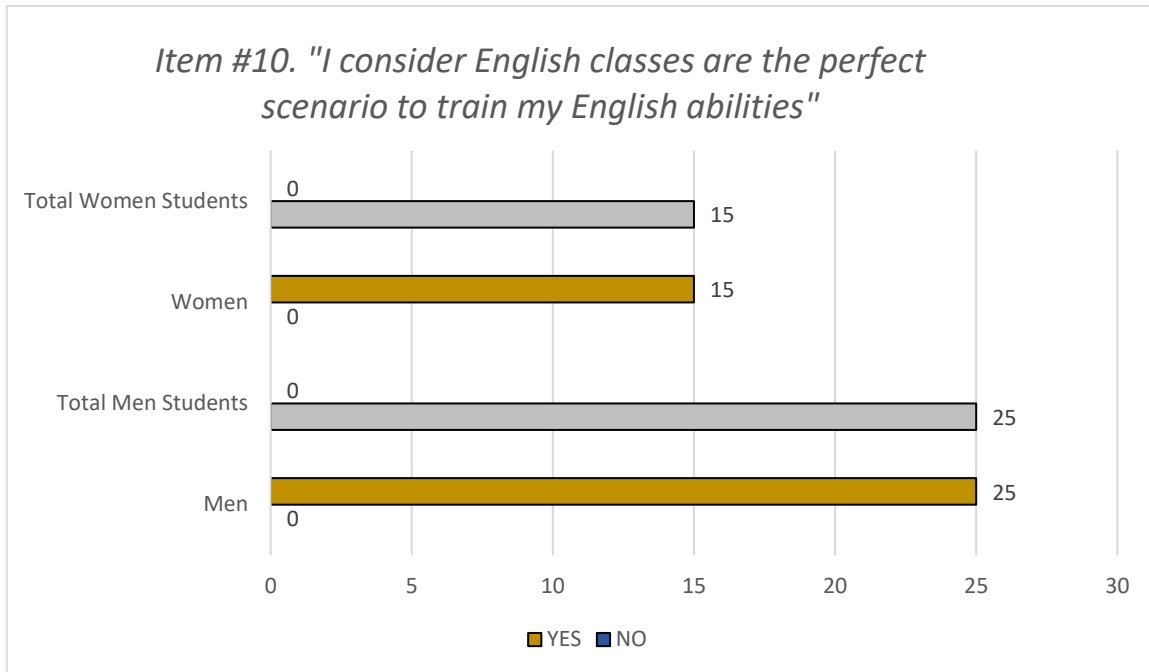
According to the total answer by all students, a 92% of them considers that their learning development depends not only on teachers' hands, but also on their own performance. That percentage represents thirty-seven (37) students who have an abstract idea of their role into the Action-Oriented Approach application. And even though it is not their responsibility to apply the approach in the classroom, their performance is evidence of Action-Oriented principles.

However, there is an 8% of "No" answers, and it represents only three (3) students who consider that the entire responsibility for the students' learning process goes directly to the teacher under the argument that teachers' job is to make students learn no matter what.

The item #10 tries to make students visualize the English classroom as a training field. They can realize how important is the English lesson and value all the effort by the teacher to make help them in the learning process. The following graphic describes this situation:

Figure 21

Item #10 answers from Questionnaire I – For students



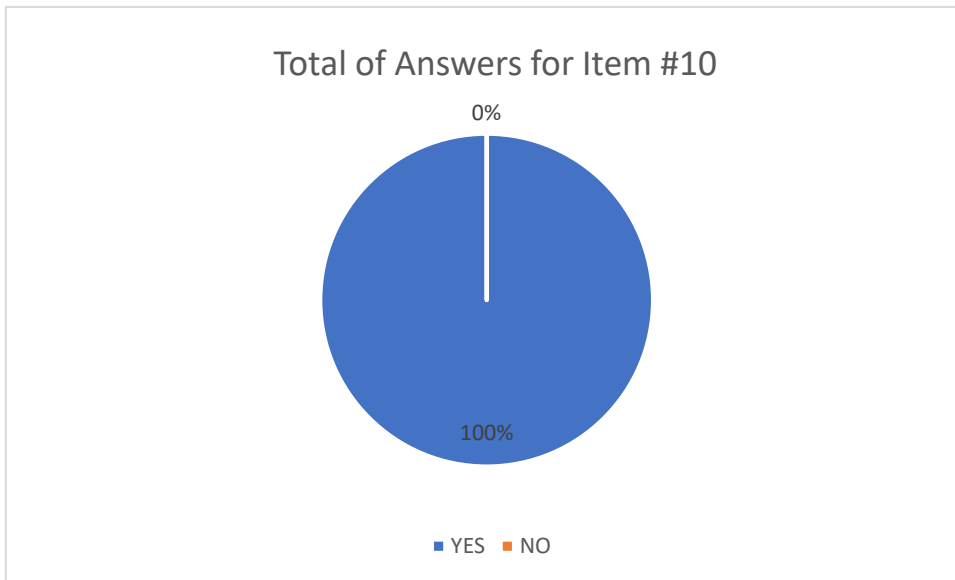
Note. Data expressed on the number of students' answers.

The last graphic for the last item collected positive data. From the fifteen (15) female students, the 100% answered "Yes". The same happened with Male students, which from twenty-five (25) students, a 100% of the answers were "Yes".

This means that the forty (40) students studied agreed that English classes is the perfect place where they can improve and increase their English level thanks to the teacher's job and the opportunities they have for an appropriate interaction with the language. This data is expressed in the following graphic:

Figure 22

Item #10 answers from Questionnaire I – For students



Note. Data expressed on the general number of students' answers.

As a conclusion for this first instrument, the variable "The role of students into the Action-Oriented Approach application" is valid since the results demonstrates that students reached and even exceeded the 70% of "yes" answers in the 70% items.

These results demonstrates that even though students are not theoretically prepared to explain the Action-Oriented Approach, their answers are evidence that they know their role into their own learning process, and the key for them to improve their English skills is a matter of working hard and interacting appropriately with the language. And an important aspect to consider through this instrument is a predominance of a more percentage of positive answers by women than the percentage of positive answers by men. By analyzing this last result, the extra variable (Gender differences) brings the conclusion that it is possible that women are more integrated into the Action-Oriented direction than men, it means female students are

conscious of how the English teaching/learning process is preparing them to face real life situations in their lives.

However, this result has a methodological counterpart. Since the sample is not that broad, the researcher cannot make such generalization. This variable result needs a deep study to verify who is more identified in the English learning process (women or men), and such study needs a bigger sample to create a representative generalization to affirm this new variable.

The second instrument is for the same specific objective. This time it is aimed to the teacher job through some open questions in which the teacher describes her personal view of the Action-Oriented Approach in her classroom. This questionnaire helps the research to verify if the teacher knows her role in the English Teaching process and if it is linked to what the Action-Oriented Approach requires. This second instrument is presented as follows:

Figure 23
Questionnaire II – For the Teacher

Questionnaire II – For the Teacher
Institution: Liceo de Miramar
8th Grade
Applied by: Juan Diego Cambrero Segura 604390111

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.
Objective: To describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application.

Instructions: Based on your experience at English teaching, answer the following questions.

1. What is your personal objective when you do your English lessons planning?

2. Do you consider your planning is well adapted to what the Action-Oriented Approach requires? Why?

3. The main objective of the Action-Oriented Approach is to prepare learners to face real-life situations outside the classroom in the English language. How do you adapt your lessons to the Action-Oriented goal?

4. What should be the teacher's role in the English class when the Action-Oriented Approach guides the teaching/learning process?

5. "The Action-Oriented Approach describes learners as social agents, and responsible of their own learning." How would you analyze the previous information?

6. Based on your experience, how do think the Action-Oriented Approach affects the English learning process?

7. Do you work on simulations of real-life situations with your students in the English class? If you do, please write an example.

If you consider it is necessary to add more commentaries about the topic, be free to do it.

Note. This instrument is also added as the Annex C in the respective annexes section.

To analyze the information recovered through this instrument, in different charts, the researcher presents the answer for every question followed by a brief interpretation of this answer based on the operational definition of the research's variable. As in the first instrument, the objective is to describe the role of the participants into the action-oriented application, this time it is the chance of the teacher's role. So, the following questions (already presented in the figure 23) can be analyzed as follows:

Table 5

Question 1. Questionnaire II – For the Teacher

Question	Answer
What is your personal objective when you do your English lessons planning?	For me, my planning reflects the way I want students to interact with the knowledge I have and the experience of learning a new language. It is not that easy as probably most people think because of lots of adversities, curricular accommodations, and personal issues, but my final goal when planning is obviously to comply with the institution's instructions and make my students feel involved into the English plan as a participant like me and not just a receiver of amounts of information.

Note. Data recovered from teacher's interview.

It is important that the teacher views the planning as a way to include students into the teaching process as active participants and not just as objects to collect information as in a traditional class. When students feel involved into this process, they mostly express motivation to learn something new, when the process of learning the English language tends to be repetitive and with lots of memory tricks instead of

understanding the material, students tend to be bored and not motivated to go ahead in the process.

Table 6

Question 2. Questionnaire II – For the Teacher

Question	Answer
Do you consider your planning is well adapted to what the Action-Oriented Approach requires? Why?	I consider my planning views the Action-Oriented approach as a model to transmit the English knowledge and experience to our students. In my case, I try to develop my planning in a way in which students feel comfortable to be themselves, to express what they think, and to act in a way they consider they are training for future situations in which they can apply the knowledge they are currently acquiring.

Note. Data recovered from teacher's interview.

The Action-Oriented Approach views learners as main responsible of their own learning, and based on the teacher's answer, she wants for her students a sense of independence and self-value enough to make them feel ready and prepared for any circumstances of real life they could face.

Table 7

Question 3. Questionnaire II – For the Teacher

Question	Answer
The main objective of the Action-Oriented Approach is to prepare learners to face real-life situations outside the classroom in the English	I always try to stimulate in my students a sense of independence when they are in my lesson, so when I set practices or mini projects in the class, the activities are like simulations of

language. How do you adapt your lessons to the Action-Oriented goal?	possible scenarios from the real life they can face outside the institution, and of course, scenarios where they can apply all the knowledge they have acquired through the English lessons. This view of the lesson development stimulates students to interact with the content and feel more comfortable at the time sharing their English knowledge.
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Note. Data recovered from teacher's interview.

The Action-Oriented Approach instruction is to stimulate the students' interaction with the content. Through different scenarios, the teacher can adapt the class to what the Action-Oriented Approach wants, like simulations of real-life experiences that students will possibly face when they are outside the school. Through these simulations, students feel more comfortable when sharing their thoughts and knowledge when interacting with their classmates.

Table 8

Question 4. Questionnaire II – For the Teacher

Question	Answer
What should be the teacher's role in the English class when the Action-Oriented Approach guides the teaching/learning process?	The teacher should be a mediator between students and the content. During Action-Oriented tasks, the teacher should be a facilitator of knowledge for students to implement it into the task. Also, the teacher should deliver of effective feedback for them to understand what they did wrong and correct mistakes.

Note. Data recovered from teacher's interview.

It is important to identify the role of the teacher no matter the approach applied in the planning and/or development of the lesson. The teacher is always a mediator between what he/she delivers and what students receive, and of course the feedback and the process to correct mistakes is very positive to improve the performance into the learning process.

Table 9

Question 5. Questionnaire II – For the Teacher

Question	Answer
<p>“The Action-Oriented Approach describes learners as social agents, and responsible of their own learning.” How would you analyze the previous information?</p>	<p>Even the student needs the teacher to complete an effective learning process, this phrase means that students should take advantage of their educative environment to apply the knowledge they are acquiring into their reality outside the school. It is a non-direct learning process in which the student is learning with not too much effort.</p>

Note. Data recovered from teacher’s interview.

It is a good analysis of the statement, in other words, the interaction students have with the content is what makes them learn. As it was express in the theory, the acquisition of new linguistic abilities depends on the interaction with the foreign language culture, attitudes, and customs. So, in English classes the teacher should emphasized the class to create an adaptation of the foreign language content to the lesson planning for students to practice in a more functional environment according to what the Action-Oriented Approach requires. And based on the teacher’s answer, the student learns once he/she is engaged to the process, it is an intrinsic motivation which stimulates in them a sense of independence and taking risks to achieve the goal: learning.

Table 10*Question 6. Questionnaire II – For the Teacher*

Question	Answer
Based on your experience, how do think the Action-Oriented Approach affects the English learning process?	It is important to clear up that this approach affects the learning process in a positive way. And I consider interaction as the main positive result from this approach in the English learning process. When I see my students interacting with each other in the classroom, I realize that the approach is making my job easier because I just need to motivate them to get involved in the different tasks for the same purpose, and once they are enjoying my class, they are intrinsically learning.

Note. Data recovered from teacher's interview.

Intrinsic learning is too positive for the purpose of the Action-Oriented Approach because it is a learning that students never forget and somehow it makes them apply the learnt knowledge in their reality with not too much effort because they already acquired certain abilities in the classroom. That happens thanks to the appropriate interaction learners have with the foreign language content in the English lesson, and of course, it must be mediated by the teacher to profit as much as they can from the resources of the class to achieve the goal in a proper way.

Table 11*Question 7. Questionnaire II – For the Teacher*

Question	Answer
Do you work on simulations of real-life situations with your students in the English class? If you do, please write an example.	An example of these simulations with eight grade is when we are working of describing places topic, using there is/are and in its interrogative way. Students know Miramar very well, so I organize them in couples to make a roleplay in which they have to simulate a conversation between a foreigner and a local neighbor using Is/Are there questions for locations of certain places, institutions, buildings, and more... the local neighbor gives the location to the foreigner as in real life using there is/are commands and different prepositions studied in the unit.

Note. Data recovered from teacher's interview.

The roleplay is the common strategy teachers use when they want students to apply this kind of content. Also, the topic is open for students to create different situations in which they enjoy acting like a normal person or creating funny situation within the role. Besides the appropriate use of commands to ask and answer, students are interacting with something they can face anytime they go outside their houses or school. It makes them feel prepare for such situations because they intrinsically remember they enjoyed it.

As a conclusion for the previous instrument, the variable concluded as valid since the perception by the teacher about the Action-Oriented Approach is linked to the authors perspective on the research objective. The social function of the last two instruments is too positive for the contrast the researcher wants to develop with the second and third instruments.

The following two instruments (Questionnaire III and IV) are for the second specific objective which is to explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus, and the contrast between these instruments is related to the first instrument from both objectives (the ones aimed to students). In the first instrument (Questionnaire I), students had to clarify their gender, the purpose of this clarification is the function, which is the extra variable already mentioned some pages before. Through this extra variable, the researcher wants to identify some differences between women and men perspectives about their social expectations.

In contrast with the questionnaire III, which is also aimed to students, the gender is not necessary to clarify because the instrument helps the researcher to find some practical results which are better to analyze in a general view that involves both genders as only one result; however, the thematic of analyzing every question in both questionnaires III and IV are the same as in the first two questionnaires. (Graphic per question/chart per answer).

4.1.2 Instruments to Measure the Variable 2

Figure 24

Questionnaire III – For students

Questionnaire III – For Students

Institution: Liceo de Miramar

8th Grade

Applied by: Juan Diego Cambrero Segura 604390111

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Objective: To explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus

Instructions: With your teacher's help, answer the following items. From 1 to 3, the scale describes how the behavior describes you, consider 1= It does not describe me at all, 2= It is not relevant to me, and 3= It perfectly describes me.

Read carefully.

1. When I am in English class, I prefer to listen to audios about the topic.

(1)----- (2)----- (3)

2. When I am in English class, I prefer to read the material about the topic.

(1)----- (2)----- (3)

3. When the teacher assigns an activity, I prefer to develop the activity orally.

(1)----- (2)----- (3)

4. When the teacher assigns an activity, I prefer to develop the activity in written form.

(1)----- (2)----- (3)

5. Listening and Speaking exercises motivate me to focus on the topic and learn about it.

(1)----- (2)----- (3)

6. Reading and Writing exercises make me feel comfortable while I am studying.

(1)----- (2)----- (3)

7. I would like to know the appropriate pronunciation for the English words I know.

(1)----- (2)----- (3)

8. I would like to read fluently and understand the meaning of a more variety of words.

(1)----- (2)----- (3)

9. I like to follow the teacher when she is reading a text.

(1)----- (2)----- (3)

10. I like to read the text by my own with no distractions.

(1)----- (2)----- (3)

Note. This instrument is also added as the Annex D in the respective annexes section.

This instrument is analyzed as the first instrument presented in this chapter, except for the gender variable because of the aspects already explained some paragraphs before. The thematic of the graphics is the same, a graphic per question presenting the answers in general of the forty interviewed students.

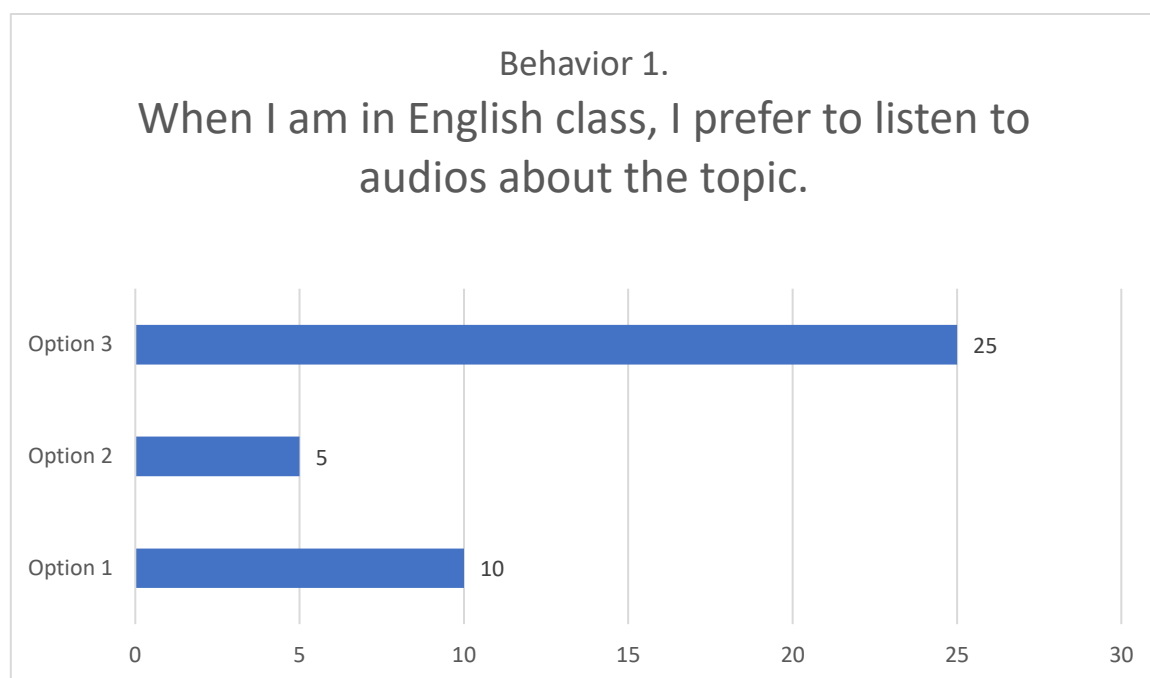
In summary, the objective of this instrument is to understand students' preferences and weaknesses when learning English in the class based on the second specific objective of the research: to explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus.

In a first draft, the researcher did not want to design this instrument because the nature of the specific objective was aimed only to the teacher. However, the idea of incorporating this questionnaire into the research is as a support to the data recovered through the other instruments and the results are too positive to understand what the learner prefers to learn English in an appropriate environment.

It is also important to clarify the criteria to understand these instruments, from 1 to 3, students must express with an “X” mark how much they identify themselves with the behavior, being 1= It does not describe me at all, 2= It is not relevant to me, and 3= It perfectly describes me. The previous criteria were explained in this paragraph because it is not presented within the graphics.

Figure 25

Item #1 answers from Questionnaire III – For students

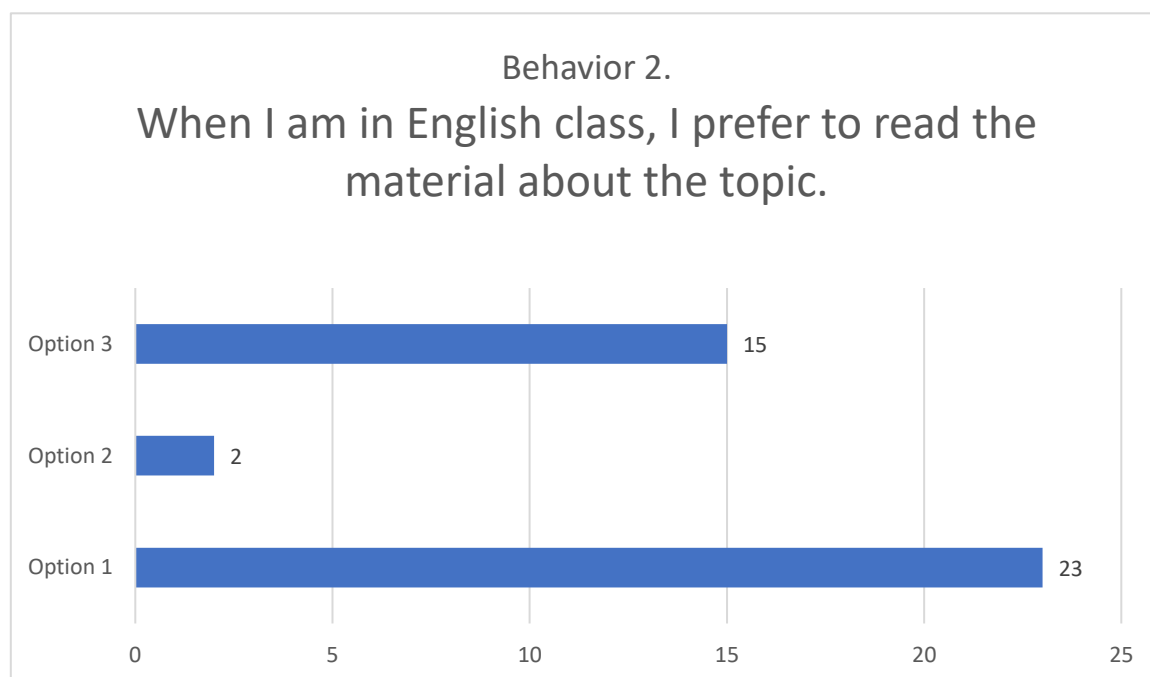


Note. Data expressed on the number of students' answers

Based on the previous graphic, twenty-five (25) students mark the third option expressing that the behavior perfectly describes them, it represents a 62.5% of students. Five (5) of them, represent the 12.5% of students, and they marked the option 2, which indicates that the behavior does not affect them when learning. The last ten (10) students represent a 25% of students who answered by the option 1 that the behavior does not describes them at all.

Figure 26

Item #2 answers from Questionnaire III – For students

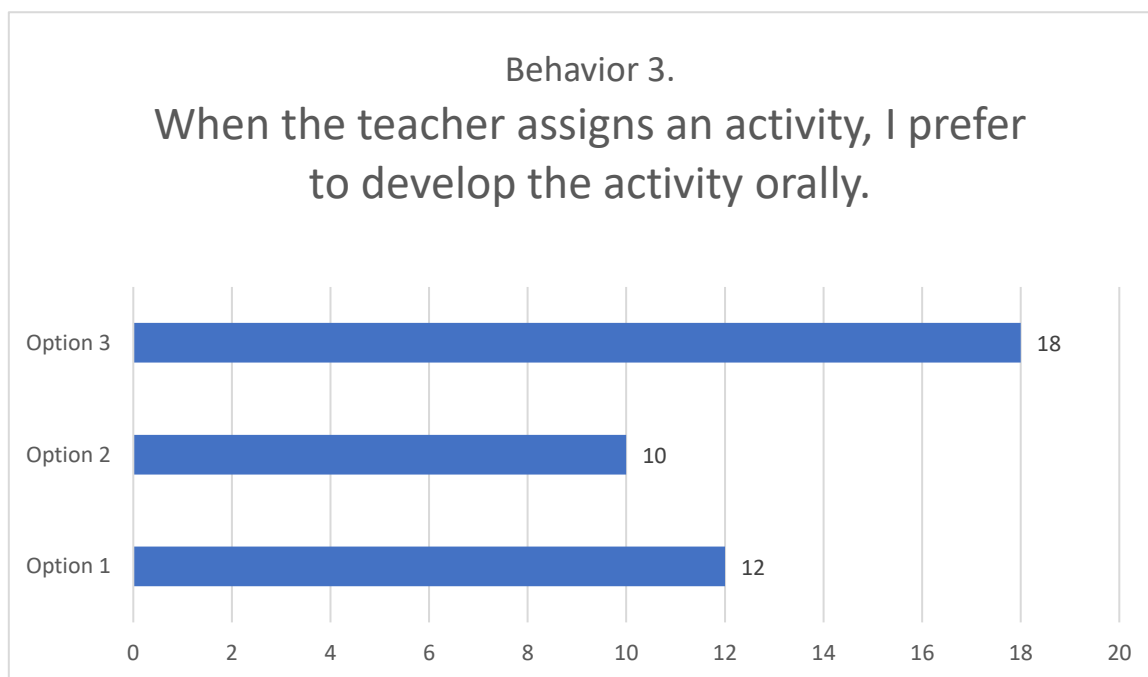


Note. Data expressed on the number of students' answers

The previous graphic expressed a comparison with the first item. In the first graphic, the most part of students expressed they prefer to listen audios about the topic and in this one the most part students expressed they do not prefer to read material about the topic. From forty (40) students, fifteen (15) of them indicate through the option 3, that the behavior perfectly describes them, they represent the 37.5% of interviewed students. Two (2) of them marked the option 2, indicating that the behavior is not relevant to them, they represent only the 5% of students. And the last 57.5% of the students indicates that the behavior does not describe them at all, that percentage represents 23 students.

Figure 27

Item #3 answers from Questionnaire III – For students

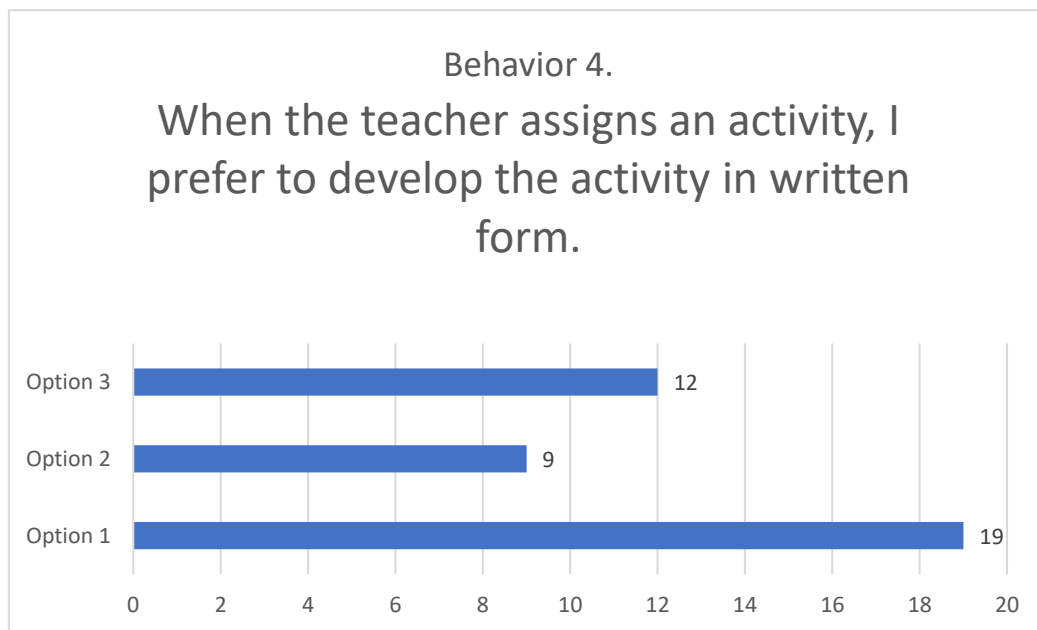


Note. Data expressed on the number of students' answers

In this item, eighteen (18) students indicated that the behavior perfectly describes them, they represent the 45% of students. Only ten (10) students marked the option 2, indicating by a 25% of students, that the behavior is not relevant to them. The last 12 people, represent a 30% of students who marked the option 1 indicating that the behavior does not represent them at all.

Figure 28

Item #4 answers from Questionnaire III – For students

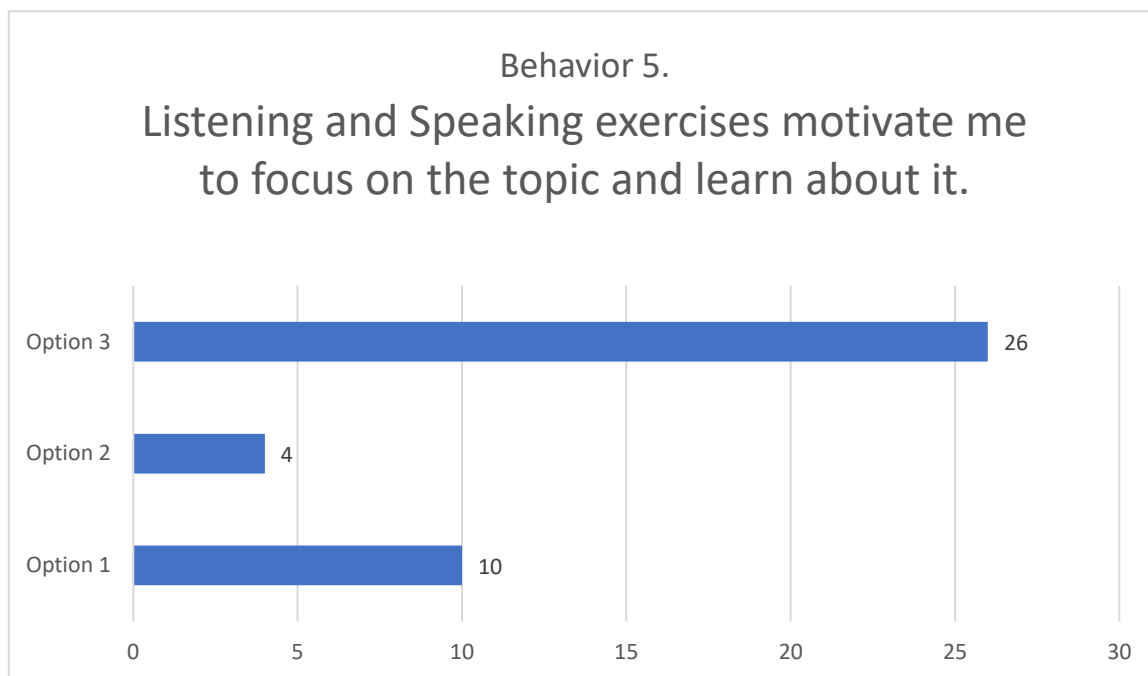


Note. Data expressed on the number of students' answers

This behavior expressed that twelve (12) students feel represented by it, being the 30% of students who marked the option 3. Nine (9) students indicated that this behavior is not relevant to them, they are represented by the 22.5% of the interviews. The last 47.5%, which represents nineteen (19) students indicates that the behavior does not describe them at all.

Figure 29

Item #5 answers from Questionnaire III – For students

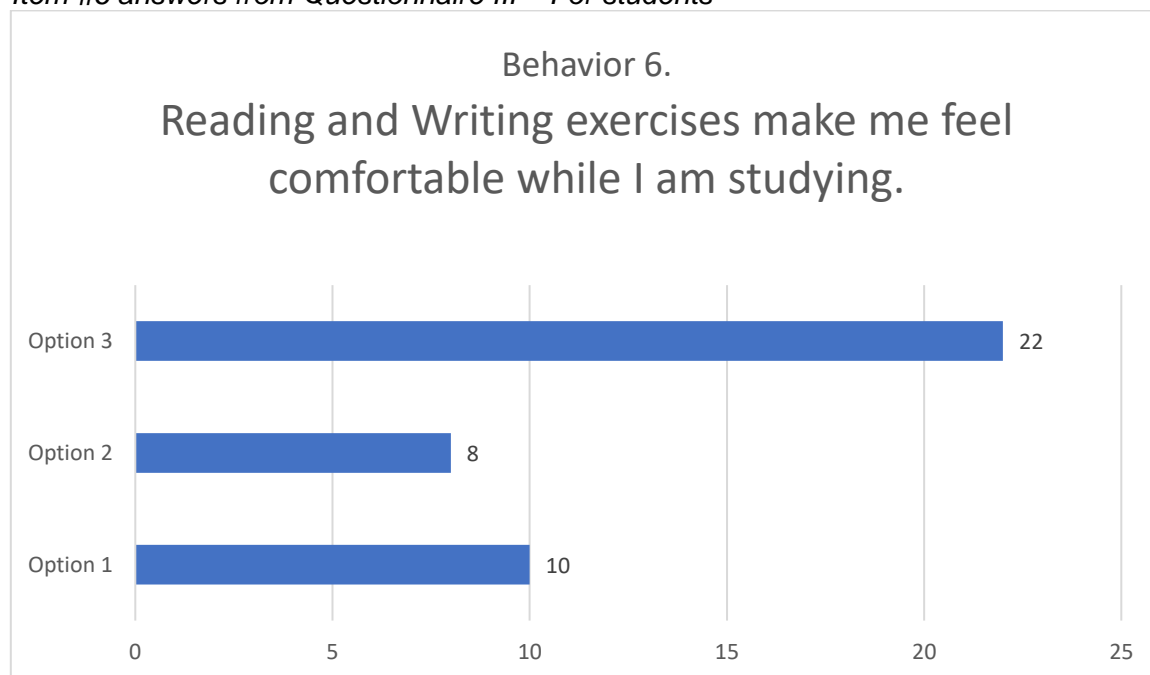


Note. Data expressed on the number of students' answers

In this item, twenty-six (26) students marked the option 3, it represents a 65% of students indicating that the behavior perfectly describes them. Only four (4) students, representing the 10% of the students, indicated that the behavior is not relevant to them through the option 2. The last 25% of students represents ten (10) learners who indicated that the behavior does not describe them at all.

Figure 30

Item #6 answers from Questionnaire III – For students

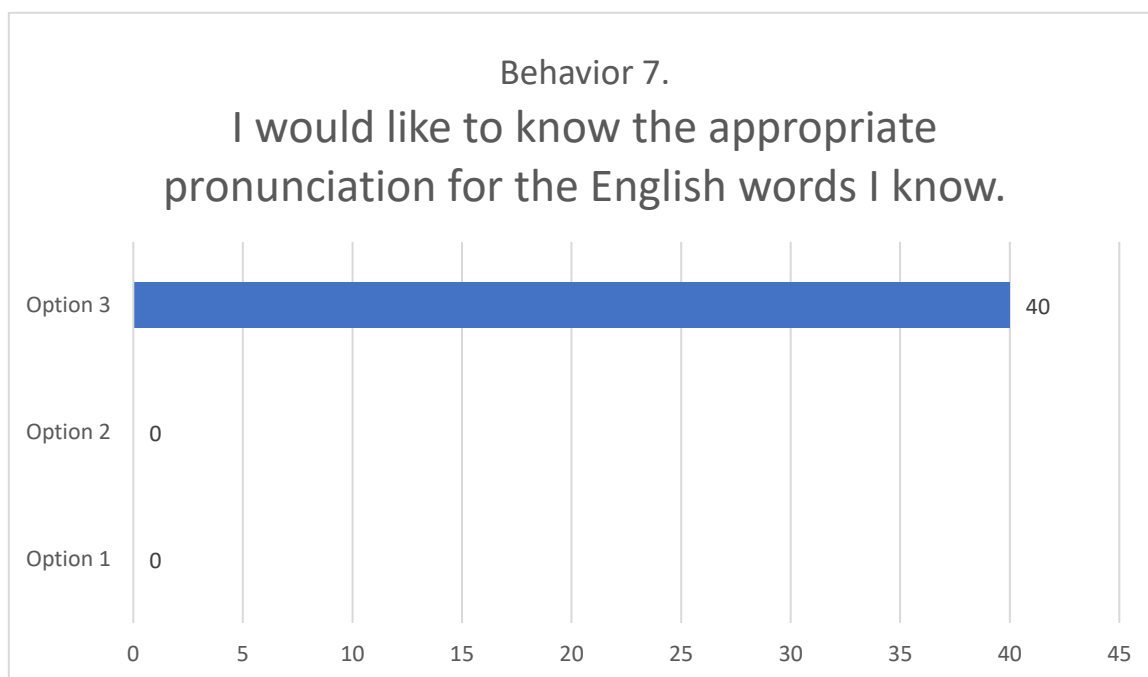


Note. Data expressed on the number of students' answers

The item 6 reflects that the 55% of students, which are twenty-two of them marked the option 3 indicating that the behavior perfectly describes them. Only eight (8) of them marked the option 2, represented by the 20% of students indicating that the behavior is not relevant to them. The last 25% of the students represents ten (10) students indicating that the behavior does not describe them at all.

Figure 31

Item #7 answers from Questionnaire III – For students



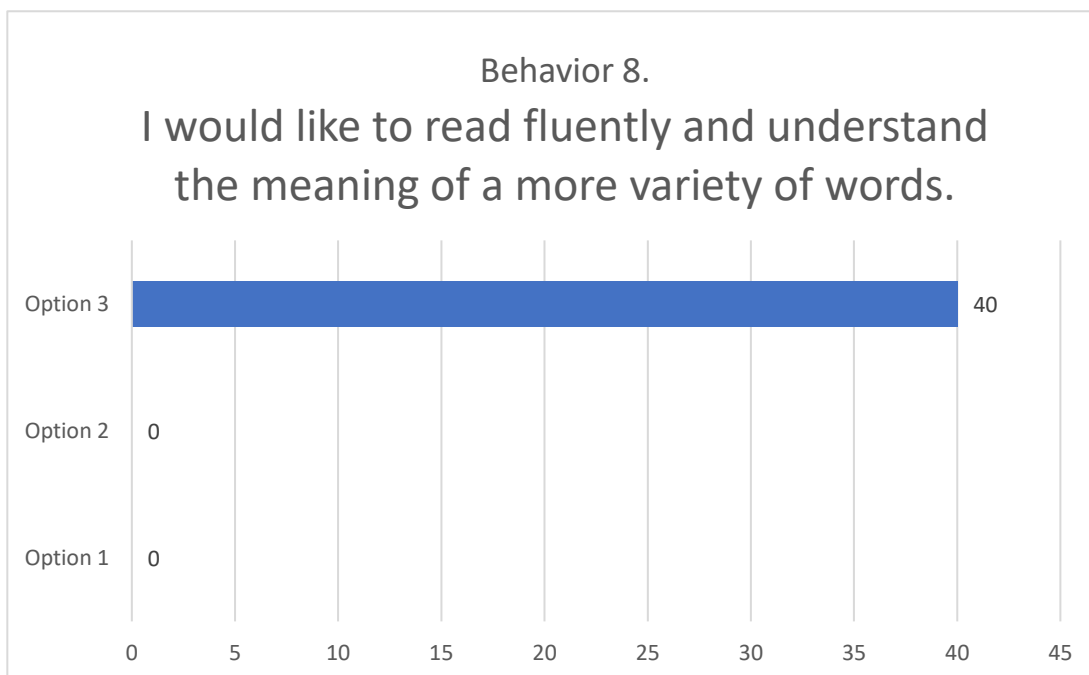
Note. Data expressed on the number of students' answers

The behavior 7 has a very positive result, the 100% percent of students marked the option 3, indicating that the forty (40) students feel perfectly described by the behavior.

In this item, students affirm that pronunciation is something they want to improve even they do not like to learn english as a priority. They consider that pronouncing appropriately brings confidence when they are in the english class.

Figure 32

Item #8 answers from Questionnaire III – For students

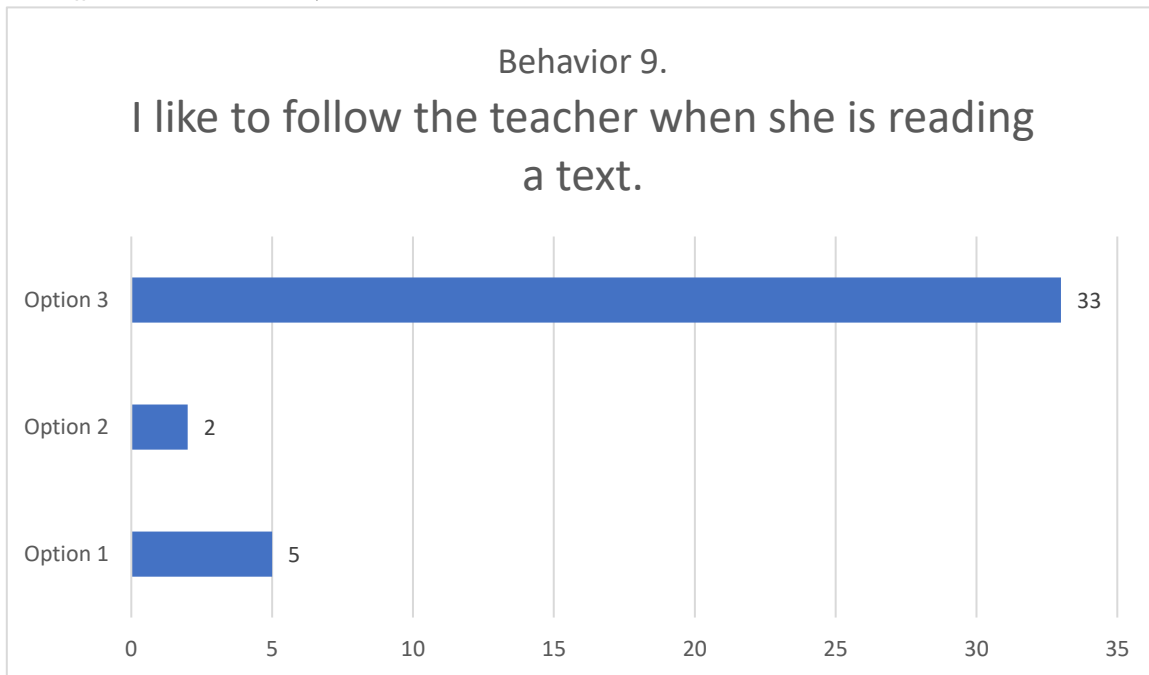


Note. Data expressed on the number of students' answers

In this item, the 100% of students marked the option 3. It means that the forty (40) students agree that the behavior perfectly describes them. In comparison with the previous item (item 7), in both items the results are the same, hundred percent of students who would like to pronounce better and read fluently which actually goes hand-by-hand. These results are too positive for future recommendations in this document, because it reflects a necessity in students to achieve better linguistic skills like pronunciation and fluency, which come from a good teaching method when applying listening and speaking skills in the classroom.

Figure 33

Item #9 answers from Questionnaire III – For students

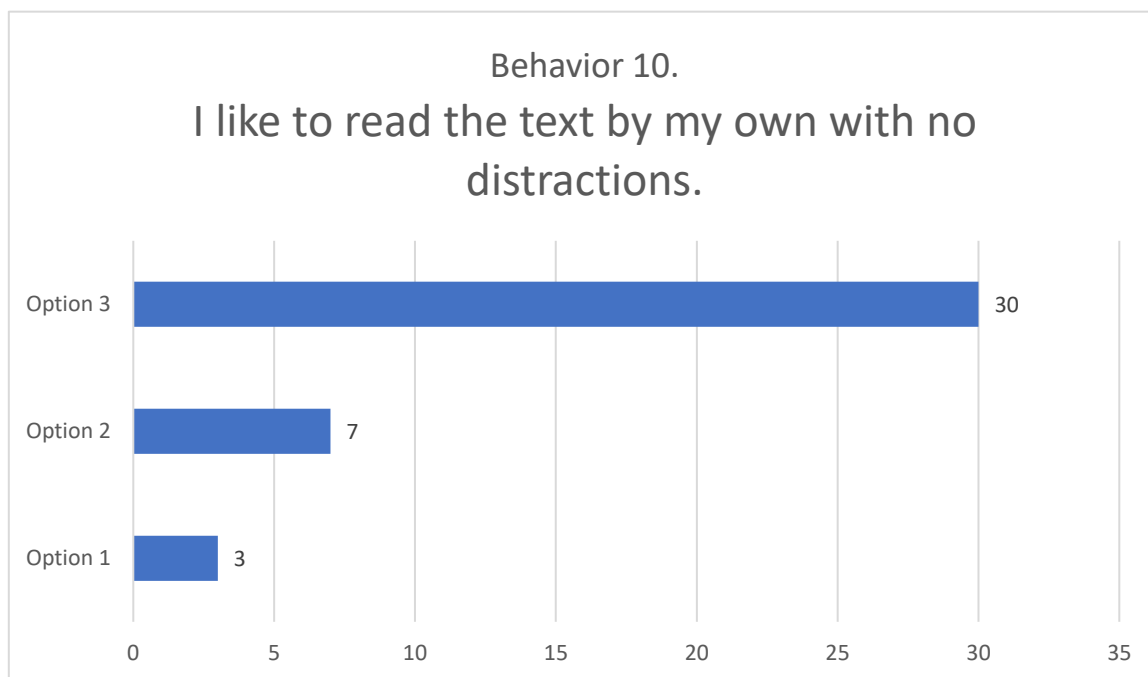


Note. Data expressed on the number of students' answers

In the item 9, the 82.5% of students marked the option 3, indicating that thirty-three (33) students feel perfectly described by the behavior. Only two (2) students, which represents 5% of them, marked the option 2, which affirms that the behavior is not relevant to them. The last 12.5% constitutes five (5) students who marked the option 1 indicating that the behavior does not described them at all. As a result, most students prefer to listen the reading before they read.

Figure 34

Item #10 answers from Questionnaire III – For students



Note. Data expressed on the number of students' answers

The last graphic expresses that the 75% of the students, which are thirty (30) of them, marked the option 3 in this item, indicating that the behavior perfectly describes them. Seven (7) of them, which represents the 17.5% of students indicated that the behavior is not relevant to them by marking the option 2. The last 7.5% of students, which are three (3) of them marked the option 1, indicating the the behavior does not describes them at all.

As a conclusion for the last instrument, the result indicates that most students prefer the listening exercise in the english, no matter if it is an audio prepared by the teacher, or the teacher reading certain text for them to follow her. It affirms that there is a positive tendency from students to have a better performance when they use linguistic abilities in the english class. And according to the variable for this instrument, it concluded as valid because the most part of students' answers were the option 3 for behaviors in favor of Listening and Speaking skills.

Finally, it is important to clarify that this instrument were not designed to measure which skill is better than the other. Its purpose is know students preferences when learning, and based on the results analysis, there are also positive numbers for reading and writing behaviors from students. It means that the learners are not affected in a negative way if certain skills are more emphasized in the english class instead of any of the others.

The next instrument is the Questionnaire IV, it contains seven open questions for the teacher to know and understand the perspective and experiences of the teacher when teaching english, specifically in the linguistic area of Listening and Speaking. The analysis of the Questionnaire IV is presented as follows:

Figure 35

Questionnaire IV – For the Teacher

Questionnaire IV – For the Teacher

Institution: Liceo de Miramar

Applied by: Juan Diego Cambronero Segura 604390111

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Objective: To explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus

Instructions: Based on your experience at English teaching, answer the following questions.

- | | |
|--|---|
| <p>1. What process do you consider your students prefer in your English lesson, Listening to Speak or Reading to Write? And why?</p> <p>_____</p> <p>_____</p> | <p>5. What do you think about the way M.E.P suggests planning English classes?</p> <p>_____</p> <p>_____</p> |
| <p>2. Imagine a unique communicative skill involving the four skills we usually know. How would you name it? And what would be a brief description for this skill.</p> <p>_____</p> <p>_____</p> | <p>6. M.E.P situates 6th grade students between the A1 and A2 English Level in the CEFR's scale. Do you think your students' English level reflect what M.E.P expects at this stage? And what is the reason?</p> <p>_____</p> <p>_____</p> |
| <p>3. Do you think there is a skill more important than any of the others? Why / why not?</p> <p>_____</p> <p>_____</p> | <p>7. The interaction with the target language culture is a key to a successful foreign language learning and a second language acquisition. How do you apply the last statement in your English lessons?</p> <p>_____</p> <p>_____</p> |
| <p>4. Which skill do you consider is the most difficult for your students? And why?</p> <p>_____</p> <p>_____</p> | |

Note. This instrument is also added as the Annex E in the respective annexes section.

This instrument is analyzed as the Questionnaire II, each question with its respective answer is presented in a chart. Then, the author's perspective about the answer is after the chart to complement the analysis. Also, as in the Questionnaire III,

this instrument responds to the second specific: to explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus.

Table 12

Question 1. Questionnaire IV – For the Teacher

Question	Answer
<p>What process do you consider your students prefer in your English lesson, Listening to Speak or Reading to Write? And why?</p>	<p>Usually, teachers tend to believe that students prefer the “Reading-Writing” process because they’re shy and feel more comfortable behind their notebooks, the reality is different if we as teachers emphasize our teaching method to a communicative goal. I consider the most part of my students prefers the Listening to speak process because I stimulates in them the necessity of oral communication.</p>

Note. Data recovered based on teacher’s interview.

The result from this question is very positive to the goal of the instrument, the necessity of oral communication is a very good stimulator to an efficient acquisition of linguistic abilities. As it was mentioned in the chapter 2, the acquisition of the linguistic abilities comes through a series of adaptations by the learner to survive in its environment, for example: a spanish speaker who moves to United States and does not know how to speak in english. The interaction with the target language culture, customs and people makes in the spanish speaker a acculturation which makes him to adapt to all the context around him, including language. So, it is important that teachers stimulates students to have a neccesity to acquire oral communication skills, as the teacher’s answer.

Table 13*Question 2. Questionnaire IV – For the Teacher*

Question	Answer
Imagine a unique communicative skill involving the four skills we usually know. How would you name it? And what would be a brief description for this skill.	Based on my answer in the previous question, I would name it “Communicative Skill” and it would be developed as the general English teaching process, and integrated development of each skill (the current skills we know) but emphasizing more in the oral communication based on the action oriented method for students to interact more with the target language.

Note. Data recovered based on teacher’s interview.

It is important that teachers handle the idea of the Action-Oriented Approach and its goal. It is also positive to this study that teachers agree that the oral communicative skills (Listening and Speaking) should be integrated in the learning process with certain priority over the other skills because of their importance in a social context (which is somehow an Action-Oriented goal).

Also, the teacher emphasises the idea of the interaction with the target language, which is something already cover in this research. The interaction with the general context around the target language is very positive to adapt the student knowledge to the foreign attributes (language, culture, attitudes, and more...)

Table 14*Question 3. Questionnaire IV – For the Teacher*

Question	Answer
Do you think there is a skill more important than any of the others? Why / why not?	I consider all the skills with the same importance because the goal is the same for any of the skills. However, as

	I mentioned in the last answer, MEP should guide students into an oral communication view when learning English instead of just reading and writing the whole class. (As in some cases).
--	--

Note. Data recovered based on teacher's interview

This variable about differences among the communicative skills is controversial in the field because many teacher can defend certain skills over any of the others. The important reality is that every skills has the same purpose for the learner: communication. The answer rescued the idea that there must an emphasis when teaching a language, at least the Action-Oriented Approach has the emphasis of the interaction with the content to constantly prepare students to face the reality of a social context. And as the teacher mentioned in some questions, the necessity of oral communication should be a great stimulation in students when learning this foreign language.

Table 15

Question 4. Questionnaire IV – For the Teacher

Question	Answer
Which skill do you consider is the most difficult for your students? And why?	They usually complain about writing, and I understand it tends to be tough for them to get involved into series of structures, rules and complements of the writing process at such a young age. It is also common to hear the comment "I understand English when hear or read" or "Speaking is easier than writing". I am sure those comments are because of the structured patterns of writing.

Note. Data recovered based on teacher's interview

As the teacher mentioned in her answer, students tend to prefer the oral activities over the written ones. The reason is that it is easier to imitate sounds they have heard than building a sentence with lots of grammatical rules.

At the end, this is also a positive result for the research. The interaction with the English context and content in the class makes students to feel comfortable when learning. Confidence is a key for an effective English learning process besides taking risks, and these two elements bring a good interaction between learners and English in general.

Table 16

Question 5. Questionnaire IV – For the Teacher

Question	Answer
What do you think about the way M.E.P suggests planning English classes?	I consider English planning for Costa Rican education is weak. MEP has very high standards to measure the English level of students with such weak planning. Of course, the educators mediate between their drafts of an English planning and what the class really is. For example, the syllabus for high school is developed through the implementation of the action oriented approach, but the resources and suggested activities are not even close to what students need in the class.

Note. Data recovered based on teacher's interview

The teacher expressed the reality of the most of the English classrooms in the country. Students are not getting the standards by M.E.P, and besides that, they are not helping educators to develop their roles in an efficient way. Through the document,

it was stated that Costa Rican government wants a biligual society in the coming twenty years, but they are not going to achieve this goal if the authorities does not change their perspective of learning a second language since primary school.

Table 17

Question 6. Questionnaire IV – For the Teacher

Question	Answer
<p>M.E.P situates 8th grade students between the A1 and A2 English Level in the CEFR's scale. Do you think your students' English level reflect what M.E.P expects at this stage? And what is the reason?</p>	<p>Absolutely no. Eight grade students do not come with the necessary knowledge to achieve the goals for these stages. Maybe the reason is that in our education, English is seen as the subject to learn some new words in other language. In primary, the educative instructions are not taking advantage of students learning at a very young age. They learnt faster than adults and are more open to get new information. So, it would be great to intensify the education model in primary school.</p>

Note. Data recovered based on teacher's interview

There are relevant studies affirming that children learn faster than adults, teacher's answer is very punctual on that idea. Intensified models of english teaching in primary school would possibly affect in a good way the performance of students at eight grade or any other level in high school or superior education.

That is part of what the teacher mentioned about M.E.P, they could improve the syllabus and programs for english teaching at primary to continuously improving the education in general as a scaffolding process of a better performance in both teaching and learning development.

Table 18

Question 7. Questionnaire IV – For the Teacher

Question	Answer
<p>The interaction with the target language culture is a key to a successful foreign language learning and a second language acquisition. How do you apply the last statement in your English lessons?</p>	<p>I love the English language culture that surrounds the Teaching and Learning process. In my class, there is a variety of content, I like to transmit to my students the marvelous world that the English language opens, so sometimes we watch videos (which is the best resource we have right now) about the touristic places around the native English countries for them to understand what they can enjoy if they put all their efforts on learning this beautiful language.</p>

Note. Data recovered based on teacher's interview

The question presented one of the most important aspect for the acquisition of a second language. The interaction between the learner and the content is an aspect that teachers should not avoid in their English lesson. If there is not such interaction, the process of learnin the new language becomes rutinary and repetitive for students. The english teacher must be creative to innovate they way he/she transmits knowledge to learners, and there must be an appropriate adaptation of that target language interaction to the students' english level.

As a conclusion for this instrument and based on the variable for this specific objective, the variable concluded as valid in certain aspects like the implementation of an Action-Oriented goal into the application of the communicative skills in general and the importance of every skill for the same purpose which is communication. Also, the

willing to improve the education from its roots to increase the level though the whole learning process in high school and superior education.

4.1.3 Instruments to Measure the Variable 3

Figure 36

Questionnaire V – For the Teacher

Questionnaire V – For the Teacher

Institution: Liceo de Miramar

Applied by: Juan Diego Cambroner Segura 604390111

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Objective: To organize a project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions.

Instructions: Read the proposal delivered by the researcher and answer the following questions.

1. What was your first appreciation from the proposal by the researcher?

2. Do you consider the proposal needs more aspects to improve its impact? Did you find weaknesses?

3. Would you like to implement this proposal with your students?

4. How would you work with your students in such a project like this proposal?

Note. This instrument is also added as the Annex F in the respective annexes section.

The last instrument responds to the third specific objective: to organize a project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions. With the previous objective, the researcher develops the proposal for this research, and the answers of each question from this instrument by the teacher are based on her perspective about the proposal by the researcher. Also, the analysis of this instrument is presented as follows:

Table 19*Question 1. Questionnaire V – For the Teacher*

Question	Answer
What was your first appreciation from the proposal by the researcher?	I consider it is a good project with good intensions in benefit to the students and the education in general. I consider the project has everything to become a model for future English planning in which technology helps us (teachers) to improve English learning experiences.

Note. Data recovered based on teacher's interview

The last answer brings positive conclusions to the research, even the proposal is not applied, it is gratifying that teachers accept projects like this and as the teacher mentioned, it could be the beginning of a new model for planning English lessons mediated by technological resources.

Table 20*Question 2. Questionnaire V – For the Teacher*

Question	Answer
Do you consider the proposal needs more aspects to improve its impact? Did you find weaknesses?	I consider this project is well adapted to what the scholar population needs right now, a little of more interaction and innovative ways to be in touch with the language. The only aspect I would change is the application period, I would like it to be longer or even permanent, but I understand it is a matter of a established period by the researcher.

Note. Data recovered based on teacher's interview

It would be too positive for the education that English teachers can implement procedures like the proposed by the researcher in their english lessons. However, as mentioned in one of the instruments, the syllabus is not directed and available to apply these initiatives.

Table 21

Question 3. Questionnaire V – For the Teacher

Question	Answer
Would you like to implement this proposal with your students?	Yes, if there is the minimum chance to apply this kind of material with students, I'm in! I would like students to listen to native speakers, how they express their ideas and thoughts. If the researcher applies this proposal next year, I want to participate. I'm sure student will feel more comfortable and even encouraged to work in the Lab, adolescents love technology and this is not going to be an exception.

The positive environment around this proposal makes an easier situation to analyze. This project creates a good expectation by the teacher and the research to apply it. There is a hope that students feel very motivated about this initiative and they join into the project, it is to benefit and increase their confidence in the English class.

Table 22

Question 4. Questionnaire V – For the Teacher

Question	Answer
How would you work with your students in such a project like this proposal?	I'm not that good with technology, I would need some help to use the Laboratory for a project like this. But definitely I would take advantage of

	every resource in there to make my students to interact closer with a real English context.
--	---

Note. Data recovered based on teacher's interview

This answer reflects the reality of some teachers nowadays, not all teachers have the enough technological knowledge to handle a project like this. The innovation laboratory offers a variety of technological resources which benefit the application of this proposal in a very efficient manner, and that is why there is a person in charge of the Laboratory who maintains the equipment and helps teachers to use it. However, even with this great resource, there are many teachers who do not use it at all.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In this chapter, there is a concise and precise conclusion for the general research based on the results already analyzed in the previous chapter and according to the investigation question and the general and specific objectives for the study.

The purpose of this segment is to find out and describe how positive this research was for the society involved into the study such as English teachers, English learners (students), and even future researchers about this topic or some similar. Besides there are some positive aspects, which are described in these conclusions, there are also some counterparts which are explained in the recommendations for future researchers of readers to avoid some limitations of applying a similar study like this one.

The conclusions are mentioned in the following structure: the researcher tries to answer the investigation question stated in the first chapter, then the conclusions make reference in answering the general and specific objectives and what was discovered by the different instruments to collect data. The most important findings though the instruments are presented in this chapter because the conclusion is a concise appreciation from the general result.

Through these conclusions, it is important to answer the investigation question to clarify if the general purpose of the research is done. The question is: how does the Action-Oriented Approach and the use of technological resources as a learning complement can improve the listening and speaking skills performance in 8th grade students of Liceo de Miramar, 1st semester, 2021?

There are two specific answers to break down the result of this question.

- The first reason is based on the chapter 2, the Theoretical Framework, in which the author demonstrates through some theory that technology increases the interactive process without a necessity to be close to the learning content (which nowadays

has helped students around the world). This aspect is about education in general, all its subjects, but in terms of English classes the interaction can be more positive because there can be a closer contact by students with the target language context through video chats with English native speakers. It is a good modality of English courses nowadays, and it is sure that it could bring better results to the education. However, it does not mean that there is no need of English teachers with the Spanish mother tongue, because English teachers are mediators in that student-content interaction process.

- To relate this argument to the Action-Oriented Approach, the interaction is a valuable key. As mentioned in the document, Action-Oriented Approach wants students to train in the classroom to face the real-life situations outside the school. Basically, taking risks when learning English is a way to interact with target language, and the technology helps teachers to perform this interaction in their teaching and learning process. Through oral interaction with English native speakers, learners acquire new knowledge and abilities in speaking and listening, which are not enhanced in a common and routinary English class reading and writing material.
- The second argument for this investigation questions is the approval by the English teacher in charge of the studied population to this research proposal arguing that the institution (High School and M.E.P) should create new programs to incorporate technological resources to the English teaching and learning process. She agrees that teaching English must be taught as a technical course to intensify the commitment by students to learn the target language.
- Related to the General Objective: to analyze the implications and opportunities of the Action-Oriented Approach on listening and speaking skills' performance using technological resources as a learning complement. The Action-Oriented Approach

opens room for a variety of resources to develop in the class, as simulations, adaptations of contents, roleplay activities and, as previously explained, the implementation of technology into the English learning process. Students have the great opportunity to interact with the language in simulated context of the real life and the implications relate to the listening and speaking skills performance since the common interaction in oral communication uses these skills for its development, obviously it does not mean that the English learning process should eliminate the learning of reading and writing skills. The four skills performance is an integrated process to achieve a common goal, which is communication.

Related to the specific objectives, each objective is answered by the appreciation and conclusion of each instrument to collect data. For the first specific objective: to describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application the findings concluded as follows:

- The results from the first instrument (Questionnaire I – For students) demonstrates that students are aware of their role into their own learning process. Even they do not know what the Action-Oriented approach is, they proved that they are conscious of their responsibility when learning English. For example: most of them answer that they consider themselves as the main responsible of their own learning with teacher's help. It basically expressed the purpose of the Action-Oriented Approach in the English class, a sense of independence when learning.
- The second instrument (Questionnaire II – For the teacher) for the same specific objective, this time aimed to the teacher, reflected thought its results that the teacher in charge of the groups is aware of her role into the Action-Oriented Approach context. For example, in the question: what should be the teacher's role in the English class when the Action-Oriented Approach guides the

teaching/learning process? Her answer demonstrated that she understands the requirements for an appropriate application of the Action-Oriented Approach in her class seeing the teacher as a mediator and trainer of students' English skills.

For the second Specific Objective: to explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus. The first instrument (Questionnaire III – For students) was aimed to know some students' preferences when learning. The context of this instrument is not designed for a dispute among the communicative skills. In the analysis of data, the researcher explained that there were positive results in favor of reading and writing skills as well.

- Through this instrument, the results reflected that there is a minimum tendency among students to prefer listening or speaking activities when learning instead of reading and writing activities. This factor is positive for the research because in this way, it is demonstrated that students like interact orally with the language, they like innovative methods for teaching instead of just reading and writing in the target language. This instrument is a complement to the objective because the variable is aimed directly to the teacher.
- The second instrument is aimed to the experience of the teacher on the different communicative skills with her students and some regulation by M.E.P in the field. The results gotten from this instrument demonstrated that the process of acquiring the listening and speaking skills is not well emphasized by M.E.P planning. And the teacher concluded that there should be an integrated development of each communicative skill but emphasizing the goal to an oral communication purpose. Also, an intensified curriculum to teach English in primary school would improve the base of the English development in the whole learning process.

Finally, the researcher created a mini project as the third specific objective in which students and teachers apply the Action-Oriented Approach instructions using technological resources. The third specific objective is: to organize a project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions. And through a small instrument (Questionnaire V), the researcher found the following conclusions:

- As the teacher expressed in the instrument, the necessity to implement the technology in the teaching and learning process is a must. The interaction with the foreign language is creative and students feel motivated and encouraged to succeed when they use technological resources.
- Thanks to the Technological Laboratory, students can reach a good interaction with English native speakers through video callings in which the native speaker shares some cultural knowledge about his culture, attitudes, customs, and more... The appreciation by the teacher was positive to this initiative and she hopes it can be developed as a permanent project in the High School and the education in the country.

5.2 Recommendations

In this part of the document, the researcher develops a breakdown of some specific actions and situations presented in the analysis results in order to correct deficiencies, limitations and gaps presented in this research for future similar investigations about the topics covered in this document.

- For future investigations about this topic, it is recommended to have a wider sample to guarantee better generalizations about the conclusions of the research.

- It is recommended for future research to change the purpose of the study (from applied to theoretical) for a deep inquiry of the subjects and to have a better knowledge of each subtopic on this field.
- It is also recommended to change the temporal dimension (From transversal to Longitudinal) of the research to develop a deeper analysis of the studied population, their attitudes, behaviors, and results from their development in the class.
- An important recommendation for future research about this topic is to change some objects of study, whether the communicative skills for others, or the approach used.
- Also, for future research, it is recommended to verify the access to the institution because of the nowadays restrictions for covid-19. It is possible that for a better interaction with the studied population the researcher should use technological resources to collect information from students or the topic in study.
- It is recommended for future studies on the educative field to develop proposal as a mini project which helps teachers to have a second choice to impart their English lesson in a new creative way.
- Finally, it is recommended that Universidad Hispanoamericana encourages and motivates its future professionals to inquire and research more about this topic, because at the end, this kind of topics make them learn a rich knowledge for their future professional lives. And, of course, this document is open to help others as a source of information.

CHAPTER VI: PROPOSAL

6.1 Name of the Proposal

The name of the proposal is “INNOVATION LAB FOR AN INTERACTIVE ENGLISH EXPERIENCE” and it tries to incorporate within its function and objectives the situations and implications found during the research under the name: THE ACTION-ORIENTED APPROACH ON LISTENING AND SPEAKING SKILLS PERFORMANCE WHEN USING TECHNOLOGICAL RESOURCES AS A LEARNING COMPLEMENT AT 8TH GRADE STUDENTS OF LICEO DE MIRAMAR, 1ST SEMESTER, 2021.

6.1 Description

This proposal consists of a mini project with eight grade students utilizing the Innovation Laboratory of Liceo de Miramar for an innovative and creative way to encourage students to interact with the English language in the class.

This project is about a week of English classes using the topics currently studied by eight grade students. This is an extra-curricular task which do not affect students and teachers regular schedule of classes, so this project is out of their studying and working hours.

Students are divided in four groups for a better management of people quantities per lesson, because it is a small room with the respective computer and technological resources for each student.

Lessons lasts around an hour with an English native speaker who interacts with students talking about the cultural topics they are currently studying. This way, students may feel how a person from the target language culture feels their customs, behaviors, attitudes, and more contents that students are studying with the English teacher in the regular English class. Everything is developed by using the technological resources that the institution offers.

For a better understanding of the topics to be developed in these lessons, the researcher presents the following table:

Table 23

List of topics to be developed per day during the application of this proposal.

Lessons	Topics...
Lesson 1	Welcome to my Town.
Lesson 2	A day in the life of my High School.
Lesson 3	Planning my Perfect Vacation.
Lesson 4	Let's Celebrate: Holidays with my Family.
Lesson 5	Beautiful Costa Rica (By students)

Note. Data recovered from M.E.P (2018)

As the previous table demonstrated, there is a topic per day in this project, in which students are going to interact with a native speaker of the target language about these topics. Each subject is from the syllabus for 8th grade delivered by M.E.P. And the researcher administers the planning for those lessons to impart the content in company of the English native speaker.

As expresses in the table, in the last lessons students are going to create the material to interact with the native speaker, this time about Costa Rica. As a manner to interchange cultural aspects with him. This way, students work to present their country to a foreigner as a manner to demonstrate pride for our culture as well.

6.2.1 Place to be developed

This proposal is developed in Puntarenas town, specifically at Miramar district. As mentioned in the chapter 2, Miramar is a small place but rich on natural resources, good people, and excellent students. The researcher considers Miramar as the benefit population for this project because it is his local city, and he wants the progress and the best education for his people.

6.2.2 Organization

Liceo de Miramar is the local High School, and it always provides availability to use its facilities to help graduated students in their college projects. So, the researcher, with the respective procedure requests the institution for their permission to use the Innovation Laboratory to develop this project. And of course, the answer was positive to this initiative, but with the condition of working with the company of the teacher in charge of students or the person in charge of the Laboratory.

6.2.3 Involved Population

The population considered for this project is eight grade generation of students from the next year (2022), it means the project will begin in March 2022. The reason to exclude the students from the present year is because they have continuous pauses in their scholar schedule that affected the application of this proposal. By applying this project with next year students, the contents of the English subject are fresher for them, it means students come from vacation motivated for what a new year offers. And it opens the possibility to create new conclusions about the content of this research.

6.3 General and Specific Objectives

6.3.1 Proposal General Objective

- To demonstrate the importance of interaction in the English learning process using Technological resources to stimulate students' interest on the subject.

6.3.2 Proposal Specific Objectives

- To design an innovative and creative class to reinforce the content of the English subject at the Innovation Laboratory with eight grade students of Liceo de Miramar, in March 2022.
- To identify the differences between a regular English class and the proposed project with eight grade students in terms of motivation, participation, and

performance by working at the Innovation Laboratory of Liceo de Miramar, in March 2022.

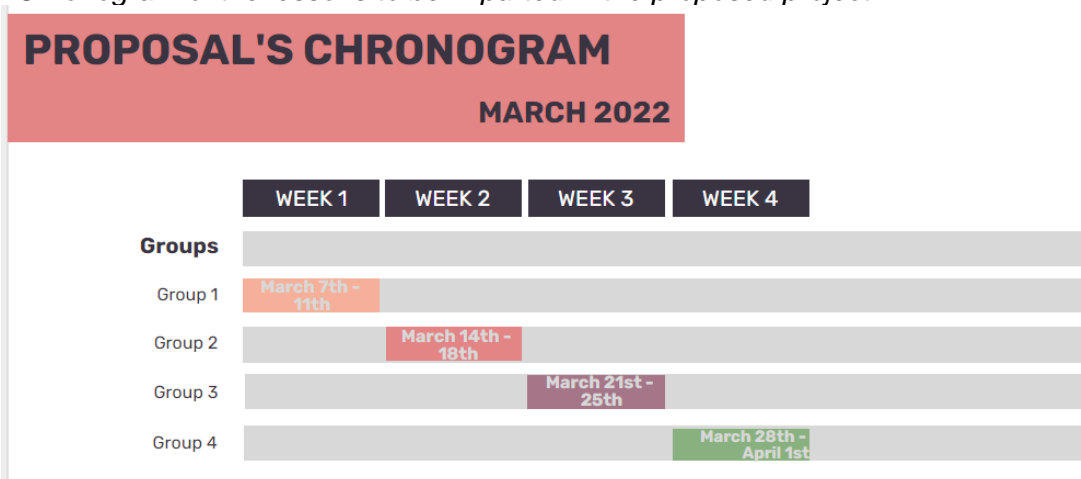
- To intervene the common English learning method with an intensified application of the Action-Oriented Approach on this proposal by letting students to interact personally with an English native speaker and the cultural context proposed by M.E.P in the syllabus for the English subject.

6.4 Chronogram of Activities

Basically, the activities to develop in these English lessons are as an English course totally apart to the English classes imparted by M.E.P but using its syllabus as a guide for planning. The project is designed to be developed in only a week per group, and an hour per day. The enrollment to these extra classes is available for four groups of ten students per group. And the chronogram of their participation in the project is presented as follows:

Figure 37

Chronogram of the lessons to be imparted in the proposed project.



Note. Gantt's graph about the chronogram of lessons proposed by the research to develop this proposal.

Through the previous graph, the researcher presents to the teacher in charge of the groups and to the institution the plan (at least of the calendar) for the proposal to develop. It is designed thinking that the researcher can develop the cultural content of a whole unit in just one week. This is a good opportunity for students to advance their knowledge and have prior knowledge once they attend to the regular English lesson.

6.5 Necessary Budget for its Implementation

There is no need to invest money in a project like this. The only effort to invest in this proposal is the willing to do things well, and of course the necessary knowledge to develop the respective planning of each lesson for the respective grade in an appropriate way.

Other aspect to invest in this proposal is free time for sure. Considering the personal schedule of the person who applies such projects, the implementation of the project can be shortened or lengthened.

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ANNEXES

Annex A

TITLE: THE ACTION-ORIENTED APPROACH ON LISTENING AND SPEAKING SKILLS PERFORMANCE WHEN USING TECHNOLOGICAL RESOURCES AS A LEARNING COMPLEMENT AT 8TH GRADE STUDENTS OF LICEO DE MIRAMAR, 1ST SEMESTER, 2021.

VARIABLES CHART

- ❖ **General Objective:** To analyze the implications and opportunities of the Action-Oriented Approach on listening and speaking skills' performance using technological resources as a learning complement with 8th grade students in Liceo de Miramar, during the first semester, 2021.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application at Liceo de Miramar	The role of students and English teacher into the Action-Oriented Approach application.	The participation of learners, and the teacher as a mediator, into the teaching and learning process under the Action-Oriented Approach instruction.	Instrument: Questionnaire I - II Technique: Interview. I – The first questionnaire is aimed to the learners to know if they feel prepared to face real-life situations and how they usually handle real-life simulations in the classroom thanks to the teacher's	In the Questionnaire I, the variable is valid through this instrument if 70% of students mark "Yes" in the 70% of the items. It means students know their role

<p>during the 1st semester, 2021.</p>			<p>mediation. This questionnaire contains “Yes/No” criteria. II – The second questionnaire is aimed to the teacher, and it tries to gather some important information from the lesson’s planning by the teacher and how she works on the class adaptation to the real-life simulation to get the Action-Oriented goal. This questionnaire contains open questions.</p>	<p>in their own learning process. In the Questionnaire II, the variable is valid according to how the teacher visualizes the Action-Oriented Approach in her classroom and how this approach directly affects her job development.</p>
<p>To explain the process of Listening and Speaking skills’ acquisition and the desired results</p>	<p>The process of Listening and Speaking skills’ acquisition and the desired</p>	<p>The progression students present for the English curriculum goals through the enhancement of</p>	<p>Instrument: Questionnaire III - IV Technique: Interview III – Through this questionnaire, the researcher recovers students’ personal interests when learning English, their favorite skills, and their weaknesses. It is about 10</p>	<p>In the Questionnaire III, the variable is valid through this instrument if the most percentage of students’ answers is</p>

<p>according to M.E.P syllabus while a established period with 8th grade students in Liceo de Miramar at the 1st semester, 2021.</p>	<p>results according to M.E.P syllabus.</p>	<p>Speaking and Listening skills performance.</p>	<p>behaviors in which students should analyze their position and express it with an “X” mark the one they consider the best description of themselves. IV – Through some open questions, this instrument gathers important information about the development and planning of the lesson. The teacher describes how her English lesson is linked to the instructions given by M.E.P and the results she has gotten from this methodology.</p>	<p>the option (3) in favor of the oral skills. It demonstrates the influence of the English learning process through the listening/speaking implementation. In the Questionnaire IV, the variable is valid according to how the teacher organizes her job based on what the institution (MEP) requires in terms of implementations and desired results.</p>
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<p>To organize a project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions with 8th grade students in Liceo de Miramar during the 1st semester, 2021.</p>	<p>A project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions.</p>	<p>Following the objective of the Action-Oriented Approach and its instructions, students can use the technological laboratory (Innovation Lab.) to interact with the English language learning process in a more innovative way.</p>	<p>Instrument: Questionnaire V Technique: Interview V - Through this short questionnaire, and after reading the researcher's proposal, the English teacher expresses a broad appreciation from the proposal, and she is asked to clarify if she would apply this project with their students, and how she would possibly improve this initiative.</p>	<p>In the Questionnaire V, the variable is valid through deep analysis of the different appreciations about the proposal, and the recommendations to improve the project.</p>
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Source: Developed by Juan Diego Cambronero Segura (2021)

Annex B**Questionnaire I – For Students****Institution:** *Liceo de Miramar***8th Grade****Applied by:** *Juan Diego Cambroner Segura 604390111***Gender:** Male () Female ()**Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.****Objective:** To describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application.**Instructions:** With your teacher's help, answer the following questionnaire using an "x" mark to select if the situation describes you at the time of learning/using the English language or not.**Read carefully.****Do the following situations describe you?**

1. When I am outside the English classroom, I remember everything I studied during the lesson...
() Yes.. () No.

2. When the teacher is explaining a new topic, I remember what she explained in the last class...
() Yes.. () No.

3. When I am studying a specific topic in the English lesson, I usually think it is going to help me in the future...
() Yes.. () No.

4. When I watch movies in English, I usually recognize some expressions thanks to what I learnt in the English class...
 Yes.. No.
5. When I am in the English class, I feel the teacher wants me to use English more than usual...
 Yes.. No.
6. When I hear a phrase in English, I usually try to figure out its meaning instead of asking about it.
 Yes.. No.
7. When I am interested in a new word in English, I try to use it in a sentence...
 Yes.. No.
8. I consider I have an English level sufficient to handle a conversation...
 Yes.. No.
9. I consider myself as the main responsible of my own learning with teacher's help...
 Yes.. No.
10. I consider English classes are the perfect scenario to train my English abilities... Yes.. No.

Annex C

Questionnaire II – For the Teacher

Institution: *Liceo de Miramar*

8th Grade

Applied by: *Juan Diego Cambronero Segura 604390111*

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Objective: To describe the actual role of the students and the English teacher of 8th grade into the Action-Oriented Approach application.

Instructions: Based on your experience at English teaching, answer the following questions.

1. What is your personal objective when you do your English lessons planning?

2. Do you consider your planning is well adapted to what the Action-Oriented Approach requires? Why?

3. The main objective of the Action-Oriented Approach is to prepare learners to face real-life situations outside the classroom in the English language. How do you adapt your lessons to the Action-Oriented goal?

4. What should be the teacher's role in the English class when the Action-Oriented Approach guides the teaching/learning process?

5. "The Action-Oriented Approach describes learners as social agents, and responsible of their own learning." How would you analyze the previous information?

6. Based on your experience, how do think the Action-Oriented Approach affects the English learning process?

7. Do you work on simulations of real-life situations with your students in the English class? If you do, please write an example.

If you consider it is necessary to add more commentaries about the topic, be free to do it.

Annex D

Questionnaire III – For Students

Institution: *Liceo de Miramar*

8th Grade

Applied by: *Juan Diego Cambronero Segura 604390111*

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Objective: To explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus

Instructions: With your teacher's help, answer the following items. From 1 to 3, the scale describes how the behavior describes you, consider 1= It does not describe me at all, 2= It is not relevant to me, and 3= It perfectly describes me.

Read carefully.

1. When I am in English class, I prefer to listen to audios about the topic.

(1)----- (2)----- (3)

2. When I am in English class, I prefer to read the material about the topic.

(1)----- (2)----- (3)

3. When the teacher assigns an activity, I prefer to develop the activity orally.

(1)----- (2)----- (3)

4. When the teacher assigns an activity, I prefer to develop the activity in written form.

(1)----- (2)----- (3)

5. Listening and Speaking exercises motivate me to focus on the topic and learn about it.

(1)----- (2)----- (3)

6. Reading and Writing exercises make me feel comfortable while I am studying.

(1)----- (2)----- (3)

7. I would like to know the appropriate pronunciation for the English words I know.

(1)----- (2)----- (3)

8. I would like to read fluently and understand the meaning of a more variety of words.

(1)----- (2)----- (3)

9. I like to follow the teacher when she is reading a text.

(1)----- (2)----- (3)

10. I like to read the text by my own with no distractions.

(1)----- (2)----- (3)

Annex E

Questionnaire IV – For the Teacher

Institution: *Liceo de Miramar*

Applied by: *Juan Diego Cambronero Segura 604390111*

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Objective: To explain the process of Listening and Speaking skills' acquisition and the desired results according to M.E.P syllabus

Instructions: Based on your experience at English teaching, answer the following questions.

1. What process do you consider your students prefer in your English lesson, Listening to Speak or Reading to Write? And why?

2. Imagine a unique communicative skill involving the four skills we usually know. How would you name it? And what would be a brief description for this skill.

3. Do you think there is a skill more important than any of the others? Why / why not?

4. Which skill do you consider is the most difficult for your students? And why?

5. What do you think about the way M.E.P suggests planning English classes?

6. M.E.P situates 8th grade students between the A1 and A2 English Level in the CEFR's scale. Do you think your students' English level reflect what M.E.P expects at this stage? And what is the reason?

7. The interaction with the target language culture is a key to a successful foreign language learning and a second language acquisition. How do you apply the last statement in your English lessons?

Annex F

Questionnaire V – For the Teacher

Institution: *Liceo de Miramar*

Applied by: *Juan Diego Cambronero Segura 604390111*

Instruments applied for evaluative purposes of a Thesis Project at Universidad Hispanoamericana.

Objective: To organize a project utilizing the Technological Laboratory of the institution following Action-Oriented Approach instructions.

Instructions: Read the proposal delivered by the researcher and answer the following questions.

1. What was your first appreciation from the proposal by the researcher?

2. Do you consider the proposal needs more aspects to improve its impact? Did you find weaknesses?

3. Would you like to implement this proposal with your students?

4. How would you work with your students in such a project like this proposal?
