

**UNIVERSIDAD HISPANOAMERICANA
FACULTY OF EDUCATION
THESIS PROJECT TO OPT FOR THE
LICENTIATE DEGREE IN ENGLISH
LANGUAGE TEACHING**

**ANALYSIS OF THE EFFECTIVENESS OF THE
ACTION ORIENTED APPROACH IN THE NEW
ENGLISH PROGRAM, PROPOSED BY THE
MINISTRY OF PUBLIC EDUCATION, TO BE
USED IN PUBLIC HIGH SCHOOL
INSTITUTIONS OF THE NORTHERN SAN
JOSÉ EDUCATIVE REGION BUREAU, IN THE
YEAR 2018**

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DECLARATION UNDER OATH

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LETTER FROM THE TUTOR

CARTA DEL TUTOR

San José, 18 de febrero del 2019

Mag. Diego Torres Moreno
Carrera de La Enseñanza del Inglés
Universidad Hispanoamericana

Estimado señor:

El estudiante Daniel Abraham Cadenas Bogantes, cédula de identidad número 1-1511-0785, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **ANALYSIS OF THE EFFECTIVENESS OF THE ACTION ORIENTED APPROACH IN THE NEW ENGLISH PROGRAM PROPOSED BY THE MINISTRY OF PUBLIC EDUCATION TO BE USED IN PUBLIC HIGH SCHOOL INSTITUTIONS OF THE NORTHERN SAN JOSÉ EDUCATIVE REGION BUREAU IN THE YEAR 2018**, el cual ha elaborado para optar por el grado académico de Licenciatura en La Enseñanza del inglés.

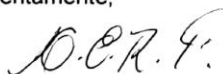
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M.Ed. Marta Eugenia Rojas Fernández
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LETTER FROM THE READER

CARTA DE LECTOR

San José, 6 de mayo, 2019

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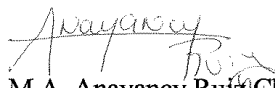
Estimado señor

El estudiante **Daniel Abraham Cadenas Bogantes**, cédula de identidad 1-1511-0785, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "**ANALYSIS OF THE EFFECTIVENESS OF THE ACTION ORIENTED APPROACH IN THE NEW ENGLISH PROGRAM PROPOSED BY THE MINISTRY OF PUBLIC EDUCATION TO BE USED IN PUBLIC HIGH SCHOOL INSTITUTIONS OF THE NORTHERN SAN JOSÉ EDUCATIVE REGION BUREAU IN THE YEAR 2018**", el cual ha elaborado para obtener su grado de Licenciatura.

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Atte.


M.A. Anayancy Ruiz Chaves.
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First, I want to thank God for giving me the strength and consistency to keep studying during this phase until the end. Secondly, I thank the people that I have met during this university stage because no matter who they are, they have been part in my formation process as an English teacher and my development as a human being.

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Finally, my tutor Marta Eugenia Rojas for all the great experiences, feedback, teachings, and knowledge shared with me during this process.

CHAPTER I
INTRODUCTION

1.1 PROBLEM STATEMENT

The first chapter explains the thesis' purpose. In the first place, it provides the reasoning behind the curricular changes made to the MEP's (*Ministerio de Educación Pública*, Ministry of Public Education) high school program, and information of the high school institutions where the examination is going to take place. It also explains how the researcher is going to work with one of the English Region Advisors who is part of the "Comisión Ampliada de Tercer Ciclo y Educación Diversificada", who participated in the writing of the M.E.P.'s New English Program, the Northern San José English Region Advisor, and the high school English teachers the Northern San José Region.

In addition, this section explains with several background and description details, when the idea of a New Program started and where it is going to begin. Moreover, this section of Chapter 1 provides some arguments that justify the writing of this thesis project, the formulation of the problem and the objectives of the research, which inform the main goals of the inquiry.

Finally, it includes the scopes and limitations of the research, which will mention the achievements and the difficulties that have been found during the process of thesis project.

1.1.1 Background and Description

The use and understanding of the English language, more than an option, is a necessity. Developing a good proficiency in the English Language is needed since communication is a basic need to express any point of view, to build relationships, to understand ideas, and to convey messages using the language as a means for interaction. English is considered a Lingua Franca, which means that it is the language used for common understanding of international communication. It is also the language for transmission of scientific and academic knowledge, and the main door to cutting- age technology (Ministerio de Educación Pública [M.E.P], 2016).

Giving students this opportunity to learn English opens doors that sooner than later will allow them to speak to other people worldwide. But, how is the language acquisition being perceived lately? According to the M.E.P., students from public educational systems are not reaching good results after eleven, or twelve years of education (depending on their study programs), and the M.E.P. attributes this to the fact that the M.E.P.'s current program does not specify how proficient students should be at the end of every year, or cycle; and the assessment is not systematically related to the program, it depends on the teachers' idea to evaluate (M.E.P., 2016).

For this reason, this new English Program has incorporated (among a lot of other things) the proficiency scale the TOEIC exam uses; with the criteria needed to evaluate whoever wants to do the TOEIC, according to the Common European Framework of Reference for languages (CEFR). As a matter of fact, for teachers to be considered to work at the M.E.P system, they should have done the exam (what the Program calls as TOEIC-MEP) and scored a minimum of a B2 level. A B2 level means to be an Independent User of the language. According to the Common

European Framework, a person who has a B2 level is able to understand complex texts in abstract, or concrete forms. In addition, the language user is able to express him, or herself with fluency and spontaneous ideas making natural language productions. Finally, explaining a viewpoint on a wide range of expression with proficiency, describes the level of expertise this language user has (CEFR, 2017).

However, there are several educators in the country who have gotten the lowest score (A1), but this situation is changing. At this moment, every 2 years English teachers have to take the exam in order to check how proficient they are with the language and see if they keep themselves updated.

On the other hand, teachers have to prepare students to do the TOEIC- Bridge test, so that they can reach a minimum of A2 in primary school and B1 or B2 at the end of high school.

Hence, there have been several needs to attain that have not been taken into consideration until now and those needs have detonated the initiative for a change in the English Teaching program for Costa Rica.

The M.E.P.'s new program explains that there are four main reasons that have started the reform of the curriculum and these are the following:

In the first place, some contents that were included have lost relevance, which is one of the reasons why an updated curriculum that can give the necessary knowledge, abilities and skills is required (M.E.P, 2016). Basically, the information that was being given was not useful. It used to be information that seven generations before, used to study and somehow, the information is obsolete at this point, because of all the changes in society, technology, and many other areas.

In the second place, another problem that has been happening is that after eleven, or twelve years of education, students are not reaching the expected proficiency levels in English. These deficiencies are attributed to the lack of specifications, regarding to the proficiency level students should be achieving by the end of each year or cycle; and that examinations and lesson planning are not systematically aligned with the MEP's curriculum (M.E.P., 2016).

In the third place, learners need to have several competences to communicate effectively. These competences are needed to make autonomous and proficient users of the language, and are not only related to the four skills, but are needed in social settings beyond school. These competences' objective is to allow learners to convey their thoughts effectively, so that they face the challenges of a globalized world and use technology as a means of communication (M.E.P., 2016).

Finally, the view of integrating a globalized world is important, but learners must have to understand that maintaining their identity is key to be part of a global society as it is mentioned in the M.E.P (2016), which states: "The view is in line with the concept of education for a new citizenship that maintains that 21st century learners must integrate proactively in a globalized world while strengthening their national and global identity" (p.14). It is important to prepare students to be part of a society where respect and tolerance function as its basis. Educating students to be aware of their cultural belonging, who defend principles such as freedom of expression and being against of all forms of discrimination, reflect behaviors that allow Costa Ricans to be part of a globalized society.

Besides, The Ministry of Public Education (M.E.P.) and El Comité de Comercio Exterior (COMEX) have realized these important aspects and one signal of it was in

the year 2008, when La Gaceta published in the Volume N°61 with the title “Costa Rica Multilingüe”, in which Costa Rica’s government declared English as an important aspect to consider for the development of the country; taking advantage of any opportunity brought from international countries owed to the integration of the country in a globalized world, using these conditions to improve the country’s competitiveness in productive sectors by developing linguistic competences (La Gaceta N° 61, 2008).

For these reasons, the Ministry of Public Education has decided to change the English program, along with its methodological approach, to get different results.

1.1.2 Problematization

As teachers of the English Language Teaching career, it is necessary for teachers to keep themselves updated with new information, so that they make use of this knowledge in different scenarios depending on the situation that every professional is going to face. Since there has been a proposal of changing the English program in the year 2016, educator must be ready to be trained with the new methodology's principles and foundations to be applied satisfactorily.

En 2016 el CSE (Consejo Superior de Educación) aprobó nuevos programas de estudio de inglés para primero, segundo y tercer ciclos de la EGB (Educación General Básica) y el Ciclo Diversificado, para comenzar a aplicarlos en primer grado y séptimo año en el curso lectivo de 2017 y en segundo grado y octavo año en 2018 y así gradualmente hasta completar todos los niveles en 2022. (Programa Estado de la Nación, 2017, p. 170) retrieved from (CSE, 2016).

With this new program, the M.E.P. is willing to innovate the English Public Education of Costa Rica, aiming to make students become bilingual. This new program possesses the characteristic of being a learner centered one. This means that the main idea is to give students the opportunity to make use of the language, through purposeful actions and not only accumulate knowledge from it.

Hence, in order to have a successful application of the new approach in the English Education of Costa Rica and reach the goals previously established, English teachers have to be well trained and they need to be knowledgeable regarding to this topic. For this reason, the Ministry of Public Education has implemented several

workshops that take place once a year with the help of English Region Advisors. The question is: “Are English teachers sufficiently prepared to teach according to these new requirements?”

Moreover, the CEFR provides a reference level of accomplishment for students’ performance as they progress in their education.

The main objective of the M.E.P.’s new program, according to the Common European Framework’s descriptors, is to make an improvement in the English Education. The result that the M.E.P. pursues is to upskill students, so that they become proficient enough to reach a minimum of an A2 level as an exit requirement for primary school. Then, after 5 or 6 years of study, high school learners should be able to get a B1 or a B2 level. This, with the aim of letting students do the TOEIC-Bridge test, so that students can obtain a diploma for their English Skills at the end of their academic progress (M.E.P., 2016).

This is an important element to mention because the previous program did not specify what was expected from students to achieve and to what level they should be reaching, when they finish their school process. So, demanding this from students and teachers is definitely going to be a breakthrough in the English education. Nevertheless, making this to happen is definitely going to be a challenge to overcome and of course, results are going to be shown as time goes by.

Therefore, to understand the relevance of this thesis, some aspects such as the application of the program, the effectiveness regarding to the lesson plan model, the appropriateness of different assessment principles, also the new applicability of

the Project Based Learning strategy (Integrated Mini- Project), likewise the importance of the resources provided by the M.E.P.'s Teacher's Guide document, and the mediation principals suggested by the program are being explained to comprehend what is the M.E.P aiming for.

In addition, explaining how far has the M.E.P. gone with the program implementation and know how proficiently teachers are applying it in classes, happens to be interesting, because this is going to show how meaningful this process has been until now for the English Teaching Education in Costa Rica.

1.1.3 Justification

This research is important because it explains how and why a new direction in the English Education has been taken. Using the Common European Framework of Reference for Languages as an important foundation of the program, the Action Oriented Approach as its new approach in use, and the explanation of several aspects that appear in the New English program, gives this project relevance for its examination and study.

According to the New English Program, some of the reasons that have inspired the change of the approach come from English teachers, Advisors, and even students, who acted as subjects of Informe de Diagnóstico de los Programas de Estudio de Inglés, 2015 (Ministerio de Education Pública, 2016, p.16), where they share their points of view about some educational needs that persist in the Educational System and those that they consider important to solve, so that English Lessons can improve in the country. The Ministerio de Educación Pública (2016) mention which are those needs as follows:

- Better articulation of learning objectives, contents and assessments across the cycles.
- More coherence among the curricular elements.
- Improved clarity of the learning objectives.
- More detailed specification of pedagogical mediation.
- The incorporation of Information and Communication Technologies in the learning environment.
- Reduction of the number of units in the curriculum.

- More learning resources for teachers and students.
- Reconceptualization of assessment practices in both classroom and national contexts.
- Alignment of assessments with learning, instruction, and the curriculum.
- Establishing explicit criteria (e.g, language content knowledge, pedagogical content knowledge, assessment literacy, and digital literacy) for hiring and retaining English language instructors.
- The English class primarily delivered in the target language.
- Strengthening communication and coordination with universities in relation to teacher formation and teacher training (p.16)

Evidently, these subjects (English teachers, Advisors, and Students) can see several deficiencies that the maximum authorities cannot and having this retrospective from the subjects, help the authorities to rethink the reconstruction of the New Program that is now being applied. To reach this end, there is a “Comisión ampliada de Tercer Ciclo y Educación Diversificada”, which is the group of English Region Advisors who work together in the creation of the New English Program, with the collaboration of a Peace Corp Volunteer (Karen Campbell), to attend all these requests in order to improve the results in the English Teaching process.

Consequently, recognizing the exposition of these reasons in the New English Syllabus gives an important support to this thesis project because the subjects that are part of the academic process, show their dissatisfaction and the lack of importance towards previous contents in the program; reinforcing the relevance of studying the paradigm shift that the M.E.P looks forward to reach. Hence, the fact

that this thesis project demonstrates what is really happening, through the opinion of two English Advisors and English teachers of the Northern San José Region, has great importance because it reveals if in the end, having a new curriculum was the limiting factor for the lack of proficiency in the English language, or not.

Along with the academic progress, there also exists the construction of a different human being. Students in this new approach are seen as active social agents who through the implementation of meaningful tasks become independent, critical thinkers, and cooperative, so that they can reach a level of responsibility for their own learning process. Moreover, UNESCO in the document “Education in a Multilingual World” argues that: “Learning another language opens up access to other value systems and ways of interpreting the world, encouraging inter-cultural understanding and helping reduce xenophobia” (p.17). Therefore, promoting opportunities to students for the development of social skills and the exercise of moral values, is one of many goals this program envisions to make; in order to succeed in the raise of a more educated and cultivated society, with cultural awareness.

Due to the innovation of this thesis topic, finding information regarding to it in universities in San José, is pointless; because there is not any in reference to it. Therefore, making this research is helpful for further inquiries in a matter of documentation that can be used to guide future teachers in their learning process. Consequently, preparing a project like this one is meaningful because the researcher is providing information that is not available to all people and can help others in further researches.

In addition, this project contains information that only the English Advisor of the “Comisión para Tercer Ciclo y Educación Diversificada” and the English Region Advisor of the Northern San José Region can provide, which makes it an attractive and interesting research for any student, or teachers to keep themselves up dated.

Another important aspect that makes this thesis relevant, is due to the change of the mediation strategies, lesson plans, and assessment principles. Starting to read this project to take a glance of what things teachers have to do and the actions that take place in a daily basis according to this New English Program, helps any reader, or student to understand what goals this program wants to reach in classes.

Also, reading answers from the English Advisor of “Comisión Ampliada para Tercer Ciclo y Educación Diversificada” and English Region Advisor, who are basically the representative authorities of the Ministry of Public Education, give reliability to this thesis project and a vision of what to expect from teachers to improve in the English Education.

Finally, the other side of the study shows the criterion from the English teachers that participate in the inquiry. This information demonstrates what is currently happening on a daily basis in high schools; showing if what they learned in the workshop has helped them, or if there is still something causing them problems to succeed in the incorporation of the New English Syllabus within the system.

1.2 PROBLEM FORMULATION

How English acquisition can be more effective due to the usage and implementation of the Action Oriented Approach on the process of teaching, in Public High School institutions of Northern San José Educative Region Bureau?

1.3 OBJECTIVES

1.3.1 General Objective:

To analyze the effectiveness of the Action Oriented Approach in the New English Programs proposed by the Ministry of Public Education to be used in public high school institutions of the Northern San José Educative Region Bureau.

1.3.2 Specific Objectives:

- To define the Action Oriented Approach as part of the New English Programs.
- To evaluate the lesson plan model promoted by the Action Oriented Approach in the New English Programs.
- To examine the most relevant and general mediation principles suggested by the Action Oriented Approach in the New English Programs.
- To describe the general assessment principles suggested by the Action Oriented Approach in the New English Programs.

1.4 SCOPES AND LIMITATIONS

1.4.1 Scopes of the Research

The research is going to be developed with English teachers that form part of public high school institutions of the Northern San José Region Bureau, the English Region Advisor who is the person in charge of training facilitators to execute the new program; giving them trainings and follow-up to understand this new approach, and one English Region Advisor who belong to the “Comisión ampliada de Tercer Ciclo y Educación Diversificada” which is the commission that elaborated the New English Syllabus. Since this thesis project is based on the new English Program, the first beneficiated one is the researcher in terms of knowledge of the program and the applicability that it has had, in the different Public Institutions of the Northern San José Region. This provides a real vision of how teachers’ experiences are in terms of using the program’s resources and applying what they learned in the trainings that National Advisors provide.

In second place, this project benefits the university in terms of information. It provides academic material necessary that allows criticism regarding to this topic and it is going to be the first research related to the new English Program, which determin be the beginning for further researches.

In third place, the goal is to provide valuable information that can be evaluated and studied further with the aim of improving and enhancing the approach’s application in school.

In fourth place, English advisors, schools from Northern Region Bureau, and high school teachers are beneficated as well. Having a retrospection of what was done in the year 2017 and 2018 will provide a wider vision of the application of this new teaching model, which will improve further teachers' performance.

1.4.2 Limitations of the Study

The first limitation this thesis has had is that since this is such a new topic of conversation, there is not a lot of theoretical information in Costa Rica to consult. Therefore, the only way to develop the analysis is to use information from other countries.

Another limitation this thesis had was due to the strike suffered in Costa Rica on September 10th of the year 2018. Because of that, applying more instruments to gather information was impossible for the following reasons:

First, when teachers came back to classes, students left all high schools of the country. The departure of students for their vacation time, has limited the gather of information in terms of having students as possible subjects of evaluation. Having their opinion regarding to this new program, lessons, and activities was important for the Methodological Framework formulation and Data Analysis of Chapter IV. Consequently, taking away students possible criterion regarding to this project was a decision that the researcher made.

Second, the researcher only had three days to apply a questionnaire to thirty English teachers of the Northern San José Region, one to the English Region Advisor of the Northern San José Region, and one to the English Advisor of the

“Comisión Ampliada para Tercer Ciclo y Educación Diversificada”. In sum, going to all the possible high schools and MEP’s Region offices in three days was a very difficult task to fulfill with the time at disposition.

In the third place, not all English teachers of high schools qualify with the requirements the researcher needs, in order to consider them as possible participants of the instrument application. For instance, there are some English teachers that went to the workshop the English Advisor prepared, but they do not work using the New English Syllabus, so it is pointless to work with them because they do not have any experience using the new program.

Finally, some high schools did not want to help the researcher in his endeavor to gather information. It is understandable because after the strike, there was a lot of accumulated work that needed to be done. In addition, the eleventh grade students’ graduation was going to be held on the last Friday, after the MEP send the notification to all teachers to come back to classes in the year 2018 (at the end of the month of October) and there were a lot of tasks that had to be done in all institutions.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT OF NORTHERN SAN JOSÉ EDUCATIVE REGION BUREAU

In the first part of this theoretical framework, what is going to be added is a brief description of the high school institutions where the researcher went to obtain the information from teachers. All these institutions belong to the Northern San José Educative Region Bureau and in all of them, the New English Program is being put in practice since the year 2017. The information this study includes is a brief description of their history, their mission, vision, and some other details that can help readers understand the context where the researcher went to.

2.1.3 History, Vision, and Mission of Northern San José Educative Region Bureau

History of the Northern San José Educative Region Bureau

For an unknown reason, the Northern San José Region Office do not have a historical back- up of how, why, and under what conditions the office was made, so unfortunately, it is not possible to add that information to the thesis project. What can be added is the vision, the mission, and what high schools the researcher visit to gather information for the research analysis in Chapter IV.

Vision of the Northern San José Educative Region Bureau

Consolidar durante los próximos cinco años, a la Dirección Regional de Educación de San José Norte, como modelo de excelencia en la gestión educativa y administrativa, a partir del enfoque del mejoramiento continuo en todos sus servicios (Northern San José Educative Region Bureau, 2018).

Mission of the Northern San José Educative Region Bureau

Somos una organización gubernamental responsable de implementar la política educativa vigente, mediante la prestación de servicios de calidad en procura del integral de la comunidad educativa (Northern San José Educative Region Bureau, 2018).

Northern San José Region High Schools the researcher visited

Circuit 01 Guadalupe

High School	Provincia	Cantón	Distrito
Liceo Napoleón Quesada	San José	Goicoechea	Guadalupe
Liceo Nocturno José J. Jiménez	San José	Goicoechea	Guadalupe

Circuit 02 Guadalupe

High School	Provincia	Cantón	Distrito
Liceo Virgen de la Medalla Milagrosa	San José	Goicoechea	Vista de Mar
Liceo Salvador Umaña	San José	Goicoechea	Ipís

Circuit 03 Montes de Oca

High School	Provincia	Cantón	Distrito
Liceo de Cedros	San José	Montes de Oca	Sabanilla
Liceo Vargas Calvo	San José	Montes de Oca	San Pedro
CINDEA Montes de Oca	San José	Montes de Oca	San Pedro

Circuit 04 Tibás

High School	Provincia	Cantón	Distrito
Liceo Mauro Fernández	San José	Tibás	San Juan de Tibás

UP José Rafael Araya	San José	Tibás	La Florida de Tibás
Liceo Nocturno Braulio Carrillo	San José	Tibás	San Juan de Tibás

Circuit 05 Moravia

High School	Provincia	Cantón	Distrito
CTP Abelardo Bonilla	San José	Moravia	Paracito
Liceo Hernán Zamora	San José	Vásquez de Coronado	Dulce Nombre
Liceo de Moravia	San José	Moravia	San Vicente de Moravia
Liceo Experimental Bilingüe La Trinidad de Moravia	San José	Moravia	La Trinidad de Moravia

Circuit 06 Coronado

High School	Provincia	Cantón	Distrito
Liceo San Antonio de Coronado	San José	Vásquez de Coronado	Patalillo
Liceo de Coronado	San José	Vásquez de Coronado	San Isidro

2.2 THEORETICAL CONTEXT

2.2.1 What is the Action Oriented Approach?

According to the Common European Framework (CEFR), the Action Oriented Approach focuses on allowing learners to use the English language to build their own knowledge through real life experiences. Teachers foster activities that allow students to recreate language/learning scenarios. In these scenarios, social actions of everyday life take place in order to develop real- world connections, integrating tasks as instruments for learning.

This New Syllabus supports the vision of using English for real life situations with a meaningful purpose. The CEFR (2017) says the following regarding to this approach:

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)

Teachers' goal in the Action Oriented Approach is to make students able to convey their messages using real language circumstances within a social context. By providing students with instruction, practice, and over all, opportunities to use the language, students should get more comfortable with these opportunities to produce their own thoughts as classes go by. During this process, teachers coach students and encourage them to become part of the development of the class. Educators function in the class as facilitators of knowledge, looking forward to create unrehearsed language communications.

As this approach suggests, students learn best from active uses of language and they benefit mostly from activities that provide meaningful communication.

In order to use this approach and let facilitators, readers, and other students understand this deeper, the M.E.P. has given a set of principles that the Action Oriented Approach must apply to create effective language lessons.

Basic Principals of the Action Oriented Approach

These principles establish what requires the Action Oriented Approach in the classroom to promote a better acquisition of the language. The role of English teachers in this case, changes from someone who not only shares information, but someone who monitors students' progress in many different ways.

For this reason, the M.E.P. (2016) has included in the New English Syllabus and the New Teachers' Guide document, a set of eight principles to follow, so that English lessons can become more significant, following the Approach's direction, and motivating students to participate.

1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
3. Enabling and communicative activities are task-based and real-life.
4. Learners use authentic materials as comprehensible input, as much as possible.
5. The (ICT) become an important tool to create meaningful learning experiences.
6. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.
7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication.

Teachers' Guide for the New English Curriculum, 2017, p.15.

Basically, the Action Oriented Approach focuses on the recreation of real life activities, or situations that allow learners to simulate the social actions of everyday life. For instance, a task that can be developed would be organizing a birthday party which requires appropriate language skills to do various activities: Preparing food, following a recipe, making invitations, making gifts, and more.

Providing tasks to develop lessons, prepare students for the Integrated Mini-Project strategy, going from smaller to bigger tasks. This fosters students' engagement in the class and educators delegate a certain level of responsibility on language learners' shoulders to make them become responsible for their own actions.

Role of Tasks

Using tasks as a means for class development is an important part for this English Teaching approach. Through this, teachers execute the aims that the English Syllabus establish. Tasks in the Action Oriented Approach aim to connect students to real life scenarios where skills and abilities must be put in practice. This new approach looks forward to switching the traditional ideas of learning and teaching in classes. Instead of using specific close- ended exercises, now the intention is to apply open- ended activities. This means that tasks work more than once in class and some of them can be in groups. According to the CEFR (2017), it defines tasks as “(...) any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved (...)” (p.10).

Therefore, in order to have tasks that match with the Action Oriented Approach, they must be authentic in terms of language use and there must be a sequential order to follow, so that students can follow a procedure to complete an activity; moreover, these tasks have to be open- ended and finally, they have to involve interaction among students, in order to have real and meaningful communication representing the outside world (Ejump17, 2016).

Using tasks in English lessons place students in everyday life circumstances that require team work and a proper problem solution. Tasks must engage students' knowledge of the language within a social context because according to what the Common European Framework says, actions must be carried out through a social context to give them a purposeful meaning (CEFR, 2017).

Using all the skills that a rehearsal requires for a task, serve as experience when a real life situation is presenting itself in front of students. Therefore, performing purposeful tasks that vary in nature and level of complexity, work as an opportunity for students to make use of their critical thinking development in a particular scenario. Since the purpose of these actions is to make more autonomous students, with enough abilities to carry out simple, or complex tasks in a social context, preparing students for in and outdoor classroom situations is a goal to reach, no matter what.

Furthermore, these tasks lead to the elaboration of a final project, which involves the group collaboration of students to take responsibility for their own learning, establish their own objectives, demonstrate what they learn, and thus finish the units of study. Some examples of these final products are: brochures, oral presentations related to a topic under study, understanding city maps, using bus schedules in a foreign country, and many more. This is what the M.E.P.'s program calls a "Project Based Learning" or "The Integrated Mini- Project".

Moreover, the Action Oriented Approach takes into consideration the importance of developing competences. These competences are seen to be in the same level of importance (general and specific ones are intertwined), not as previous

approaches which consider linguistic competences as the most important ones to develop. These competences vary from previous approaches used in the English Language Education of Costa Rica, and are going to be explained in the following section.

Competences

This New English Program has a division of two groups of competences. These are General and Specific competences. For the Action Oriented Approach, all competences are in the same level of importance. Previous approaches put the linguistic competence as the most important one. For instance, the Communicative Approach establishes the emphasis on language functions and two of its principles take into consideration the use of grammar and vocabulary, while using the target language as a means for communication.

In contrast, the MEP's new English Syllabus considers the development of General and Specific competences as a never-ending task for education. Integrating the development of Specific competences at the same time as General competences, is an idea that this syllabus establishes in order to maintain a certain balance throughout the learning cycle, between what can happen in class and real life contexts.

Actions have to be meaningful and must promote social exchanges among students. For this reason, integrating student's general competences in classes is important to enhance specific ones; leading to the completion of goals in the study program.

General Competences

For the General competences, the CEFR (2017) defines them as “(...) those not specific to language, but which are called upon for actions of all kinds, including language activities” (p.9). These General competences are knowledge, skills, and abilities that students learn not necessarily from institutional contexts, but they bring from their social environment (such as their neighborhood), and can help Language Learners develop the ones that are going to be worked out through the educational system (Specific competences). These General competences are Declarative Knowledge, Skills and know-how, Existential Knowledge, and Ability to learn. Some examples of General competences are related to areas such as attitude, confidence, empathy, motivation, location of countries, awareness of cultural customs, and many more.

These competences do not only relate to language uses; all kinds of competences can benefit students' progress in classes. The CEFR (2017) mentions that “all human competences contribute in one way or another to language user's ability to communicate (...)” (p.101). As students perform activities (tasks), they appeal to the implementation of General competences to improve their performances in specific ones. This with the aim of mastering progressively the language and fulfill the purpose of the unit of study.

For the Declarative Knowledge, the CEFR (2017) shows that it is the “knowledge of the world” (p.101). For better understanding of this general definition, Piccardo, E., Bercoud, M., Cignatta, T., Mentz, O. & Pamula, M., (2011), explains this arguing that Declarative Knowledge:

(...) embraces: knowledge of people, locations and characteristics of the country or countries in which the target language is spoken. Knowing of the society and a country cannot be acquired by users without developing sociocultural knowledge as well as intercultural awareness (p.35).

These items are important because they allow every learner of the target language, to adapt easily to the environment where he/she is in. The understanding of history, living conditions, religious rituals, or cultural beliefs, provide references for good human relations that permit appropriate interaction between learners and people who use the target language as their first language (L1).

In the second place, it is the Skills and Know- How. It refers to social and living skills that learners, as intermediaries of social cultures, have to perform according to any cultures' daily routines. These skills facilitate proper interaction between cultures with "cultural sensitivity" and if there occurs any cultural misunderstanding, learners might have the skills to overcome it (CEFR, 2017). In addition, these skills are developed through practice and repetition. Of course, there are mistakes expected from learners in the learning process, but through practice a continuous rehearsal of the same action, these are the kind of abilities that later on are considered as "automatic".

In the third place, the Existential Knowledge is based on attitudes, motivations, values, beliefs, and personality factors that can interfere in the communication process. This skill requires willingness to understand and respect different ways of acting and different points of view of different cultures. One learner's goal is to

develop a proper 'Intercultural Personality', which can beneficiate the ability to learn from a new language and culture (CEFR, 2017).

Finally, the Ability to learn is based on adapting and assimilating concepts that are observed in learning scenarios, to one's personal interpretation of situations and previous knowledge. In addition, people can learn through participation and develop their language skills by exposing themselves to the language. The Ability to learn requires several components which are: language and communication awareness, general phonetic awareness and skills, study skills, and heuristic skills (CEFR, p. 106- 107).

Specific Competences

On the other hand, Specific Competences are divided in three categories, which the syllabus also describes as Communicative Language Competences. These are Linguistic, Pragmatic and Sociolinguistic, and include the teaching and exercise of the four skills in the Linguistic one. These specific competences turn out to be the Three Main Pillars of Learning (Learn to know, learn to do, learn to be and live in community), and are going to be briefly described.


The M.E.P.'s syllabus states that the Linguistic Component (learn to know) is related to the "vocabulary (lexis), grammar (syntax), meaning (semantics), sounds (phonology), and sound- symbol relationship (orthography)" (M.E.P., 2016, p.55). In sum, this pillar gives importance to the development and understanding of grammatical skills and the ability to use these correctly; while they are integrated in the performance of tasks, activities, and practices during the lesson.

The following is the Pragmatic Component (learn to do). This component recognizes the importance of using the language correctly depending on social situations and the different meanings that people can express through language. For instance, if a person is being genuine when conveying a message, or being sarcastic while talking (MEP, 2016).

Finally, the Sociolinguistic Component (learn to be and live in community). Its importance relies on understanding where to apply certain dialect use. For instance, using colloquial language in a situation where politeness is required, is a clear example of the lack of understanding of politeness rules (MEP, 2016).

The following two schematic organization of the General and Specific competences shows how these are grouped and what areas want to be taught and covered with the New English syllabus.

Figure# 1: Schematic Organization of the General Competences

General Competences			
Declarative Knowledge	Skills and know-How	Existential knowledge 	Ability to Learn
Resulting from empirical and formal knowledge	Ability to carry out metacognitive procedures accompanied by forms and existential competence	Culture related factors (willingness to engage with other people in social interaction)	Language & Communication Awareness General Phonetic Awareness & Skills Study skills
Knowledge of the World Sociocultural Knowledge Intercultural Awareness	Practical Skills Intercultural Skills	Attitudes Motivations Values Beliefs Cognitive Styles Personality Factors Self-image	Heuristic Skills

Source: Ministerio de Educación Pública, 2016, p.25.

Figure# 2: Schematic Organization of Specific Competences

Specific competences		
Linguistic Competence	Sociolinguistic Competence	Pragmatic Competence
Lexical Grammatical Semantic Phonological Orthographic	Social Relations Politeness Conventions Expressions of Folk Wisdom Register Differences Dialect & Accent	Discourse Competence Functional Competence

Source: *Ministerio de Educación Pública, 2016, p.25.*

The Pedagogic Use of Technologies

Another element that is within the New Syllabus is the Pedagogic Use of Technologies. Using technology as a resource for English Teaching is a must in this technological era. Technology has an important role because for humans, communication is essential. Some reasons for its importance are: trading, commerce, business, entertainment, news reports, and it has been implemented to educational purposes as well.

The use of the Internet, for example, provides materials that are useful for lessons and the Information Communication Technologies (ICT's) happen to be important to prepare stimulating learning environments. Some examples of these materials are the ones given by the M.E.P.'s program.

Teachers can select from a group of options, materials to support their lessons' plan. These resources can be used in lessons by following links that the Teacher's

Guide Document provide. Some of them can be used for listening activities like overhearing conversations, songs, watching, and listening to selected TV material, visual aids, reading activities such as books, newspapers, reading information to fulfill a specific goal, novels, oral and written comprehension activities, and more. In addition, using the New Teachers' Guide help them in a matter of including class work materials such as work sheets, puzzles, crosswords, materials that provide communication scenarios, and web links. Giving real material to students enhance classes' meaningfulness and generate real interchange of ideas among learners.

Another tool that is taken into consideration is the use of mobile phones. Since mobile phones are used in a regular basis, giving them a relevant use for lessons maximize the exploitation of learning environments. For instance, a lot of working people benefit from using their cell phones in their jobs. So, teaching responsibility through this tool and making students aware of how to include cell phones in a real world situation, is effective for English learning purposes and make students feel happier in their learning process.

Taking advantage of technology as media is an intelligent idea for reaching educational goals. Supporting this technological movement might elicit interest among students and also motivate tutors to help students reach higher levels of proficiency with the elaboration of innovative classes.

Teachers' Role

For the Action Oriented Approach, teachers are key for the development of this methodology. They are the representation of the “final product” that students have to achieve. Students' vision of educators should be as role- models, who support their improvement in class. For that reason, facilitators have to be a positive influence in the English environment. They have to realize that their performance in the target language leads students' skill demonstrations too; hence, performing the “expert role” in the class is important for the students' further development. In the first place, they understand the language that is taught and have an approval of the TOEIC examination as a reference of their proficiency.

In the second place, teachers have an educational background that allow them to understand methodologies and other theories related to language or pedagogy. In addition, educators have received with the English Advisor of each Educative Region, workshops to learn, and improve their English Teaching skills related to the Action Oriented Approach, so that they become proficient enough to teach English according to this program.

In the third place, the teacher is a “facilitator and helps the learner to become autonomous” (M.E.P., 2016, p.30), while they supervise the actions that students perform, accomplishing the role of “monitor of the class. Moreover, teachers support creativity and constructive environments for learning, where students can support themselves and learn from collaboration.

In the fourth place, educators have to develop the appropriate English lessons for students and correctly prepare them to perform every English assessment. For

this reason, the MEP (2016) argues that facilitators: “designs effective lesson planning based on integrated communicative tasks and context to develop knowledge, skills, and attitudes for communication using English” (MEP, 2016, p.31). Teachers use rubrics with a set of indicators that they establish, to show what they want students to know at the end on the unit under study. These indicators need to assess students’ performances while using the language in their presentations or in their classwork. Furthermore, these indicators need to be focused on a language content and must be observable. For these reasons, students are evaluated through task performances, because in this way, facilitators watch the level of expertise that students acquire during the execution of exercises. The CEFR (2017) states that:

They are expected to monitor the progress of pupils/students and find ways of recognising, analysing and overcoming their learning problems, as well as developing their individual learning abilities. It is necessary for them to understand learning processes in their great variety, though this understanding may well be an unconscious product of experience rather than a clearly formulated product of theoretical reflection, which is the proper contribution to the partnership for learning to be made by educational researchers and teacher trainers (p.141).

The CEFR suggests that the real acquisition of the language happens when real experiences of communication are occurring within a social context. Providing understanding of what is being taught, applying what has been learned rather than pointing out every mistake, is what takes students to a higher level of proficiency and usage of the language.

Giving learners the opportunity to perform actions throughout lessons' progress, applying grammatical rules, and providing effective feedback, disinhibits students' participation, because the fear to failure lows down. Besides, providing effective feedback and coaching to students are two of the duties teachers have as role.

For this approach's interest, tutors share with students the responsibility of the progress that happens in classes. Both participate in the development of the lesson's objective, with the difference that educators assess, propose the different topics of the unit of study, and they are seen as a resource person where students can rely on (MEP, 2016).

Learners' Role

On the other hand, another group of participants in this process are the students that are being taught. They are seen as autonomous social agents that develop objectives cooperatively. To do this, students need to use all the linguistic competences that they have at their disposal (and learn them if they have not done so), in order to think and make appropriate choices that can help them get to a conflict resolution (Piccardo, 2014). They are the ones in charge of performing actions, activities, assessments, and should perform better and better through authentic usage of the language, as the learning period goes by.

Since the purpose of this approach is to integrate students' participation in classes, giving students a voice to share their ideas and concerns is extremely important for their formative progress.

The Communicative Approach had a great achievement when introducing the idea of focusing the teaching process on students, rather than only on teachers. Lessons are “learner- centered” and facilitators put students in communication scenarios using the target language. Here is where the implementation of authentic communication to reach a specific goal started to be set up. Providing authentic situations of language use and real world material so that students can improve in the classroom through speech acts, is a goal that the Communicative Approach seeks for.

However, it is more important for students to use the language in real life situations within a social context, rather than just improving in classes and getting good results in examinations. Getting good grades in school, does not mean “expertise” in any topic; but what demonstrates acquisition of knowledge, is when students show how proficiently they can perform with their assignments; especially if those tasks are done in groups.

Here is where the Action Oriented Approach raises the standard of educating people (students) in the English Language; because through the development of tasks, students become social agents that perform social actions, pursuing the activation of competences so that they can fulfill the learning goals of the lesson. The CEFR (2017) states that: “Each act of language use is set in the context of a particular situation within one of the *domains* (spheres of action or areas of concern) in which social life is organised” (p.45). The CEFR explains that speech acts without a social context to practice them, are meaningless and the Action Oriented Approach describes that language use has meaning, when it is used for achieving goals within a social context. In conclusion, when we talk, we do not speak, write, or read only to

show that we can perform those actions, we do it because we have an objective that we want to fulfill through using those skills and those goals require these abilities to reach them. They can either be making requests, looking for information, reading a book to study, and the options are endless.

Using all the resources that the M.E.P.'s program and New Teachers' Guide have prepared, provide opportunities for tutors to accomplish lesson's aims and students learning objectives.

For this new syllabus, students' performance, education, and skills development is a never ending task. According to the CEFR (2017), students can learn in several ways. These ways are the following:

- a) by direct exposure to authentic use of language in L2 (...);
- b) by direct exposure to specially selected (e.g. graded) spoken utterances and written texts in L2 ('intelligible input');
- c) by direct participation in authentic communicative interaction in L2, e.g. as a conversation partner with a competent interlocutor;
- d) by direct participation in specially devised and constructed tasks in L2 ('comprehensible output');
- e) autodidactically, by (guided) self-study, pursuing negotiated self-directed objectives and using available instructional media;
- f) by a combination of presentations, explanations, (drill) exercises and exploitation activities, but with L1 as the language of classroom management, explanation, etc.;
- g) by a combination of activities as in f), but using L2 only for *all* classroom purposes;

h) by some combination of the above activities, starting perhaps with f), but progressively reducing the use of L1 and including more tasks and authentic texts, spoken and written, and an increasing self-study component;

i) by combining the above with group and individual planning, implementation and evaluation of classroom activity with teacher support, negotiating interaction to satisfy different learner needs, etc.(p.143)

Exposing students to real circumstances where language can be used, assures real growth of students capabilities to express themselves. Committing mistakes is part of the process and considering them not as failure, but as a step for further better performances is what should be kept in mind.

Allowing communication scenarios to give support to classroom management, including facilitators and students interests and needs, is one the differences that this Syllabus has. In previous approaches, teachers used to determine the rules and conditions of the classroom. English lessons (and other subjects) place the lesson's direction on educators behind the desk becoming the active part of the learning process, while students work as passive actors.

Now, with this paradigm shift, both can share ideas and opinions to seek a better development of the lesson. These points at the end, are some of the guidelines that are going to support the settlement of the Action Oriented Approach.

2.2.2 Lesson Plan Model

It is important to mention that the M.E.P. includes the sample lesson plans in this New English Program and in the Teacher's Guide also. These sample Lesson Plans were a gift given by the Peace Corps Volunteers (Their names appear in the front page of the Teacher's Guide document).

In the first place, it is important to understand what a Lesson Plan is. According to Farrell, T. (2002) "Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson" (p.31). It is important for teachers to establish a lesson plan before going to teach in classes. Using a lesson plan provides structure to lessons and help facilitators in their time management. In addition, keeping these written "records" make evaluators feel more confident with their actions because planning offers control and exact cues for further follow up of contents.

The New Teachers' Guide establishes that, English units take six weeks to be developed and each of the six units that are going to be taught during the year, have four themes to be imparted. Lesson plans are done weekly based on scenarios that develop different domains related to themes of study (Teacher's Guide, 2017).

The way in which the lesson plan works is: in the first four weeks, facilitators have to provide the explanation of general contents that are going to be studied and the explanation of topics that appear in the unit under study; that is mentioned in the lesson plan sample as "themes". These themes include tutors' explanation, all practices, activities, tasks, and the subdivision of the group in small groups that are going to prepare in four weeks the Integrated Mini- Project. Then in the fifth week,

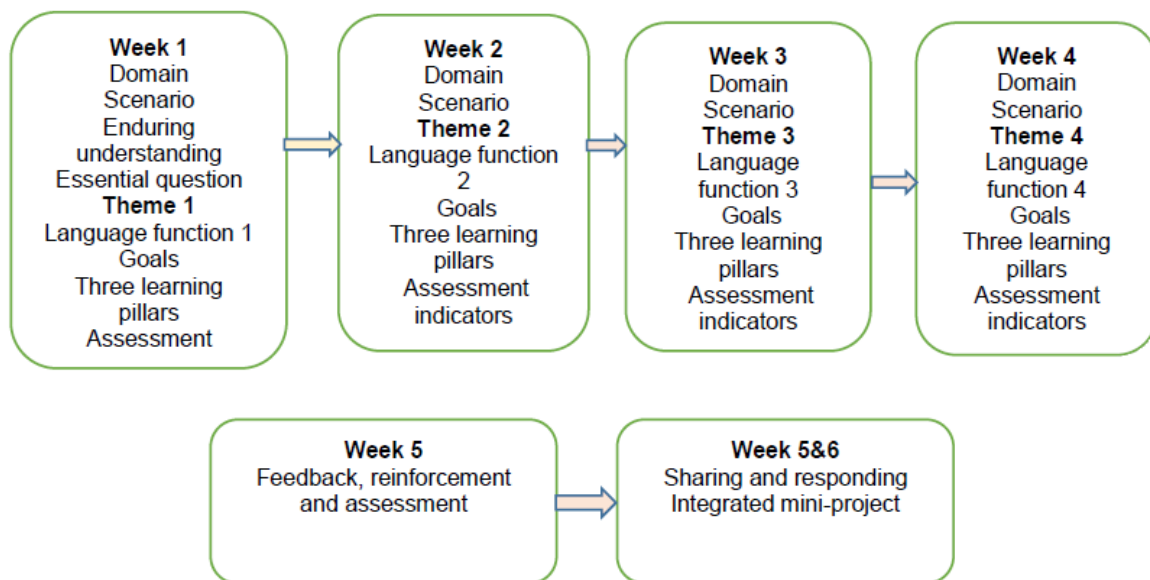
facilitators review, give extra work in case that students need any support, so that they can accomplish the goals that they have to accomplish.

Finally, in the sixth week happens what is called the “consolidation session”; where students share with the class what they have prepared to conclude the unit, showing what they understand from it.

Unit Sequence

To let tutors follow the teaching sequence that this program is promoting, there are several elements that English teachers have to consider in order to become successful in the execution of it. Since the program has so many elements, the M.E.P. includes them on the New Program and on teacher’s guide document as well. The following scheme shows the elements and the unit sequence that lessons and English units should follow, in order to accomplish the learning goals.

Figure# 3: Unit Sequence



Source: *Teacher’s Guide for the New English Curriculum, 2017, p.18.*

As can be seen, the scheme includes the elements that every week must contain and the order in which teachers should proceed to develop English lessons. Those elements are the following: Domains, scenarios, the Enduring Understanding, and Essential Question (which are the same for the whole unit), with the development of the four themes, that include the language functions referring to the oral and written communication skills, the goals of the unit, the Three Learning Pillars (which are the Communicative Competences), and the assessment indicators that educators use to find evidences of students' performance. It is important to mention that facilitators write and choose the set of indicators that they are going to use to evaluate students. The M.E.P. does not tell tutors which to use. The M.E.P. only provides teachers with workshops, written materials to train them, and let them know how to prepare their own rubrics.

Also, the syllabus includes a Self- Assessment review at the end of units, which is an important section that has been included as an innovative procedure to finish each study unit, but that is going to be explained thoroughly in the Assessment section of this same chapter.

Template Elements

In this section, there are attached two templates used for the preparation of the didactic planning, which include all the elements mentioned on the previous scheme. In addition, other elements like the students' level, the unit under study, the Linguistic Competences (Oral and Written Comprehension and Production), exemplify how the speaking skill is divided into Spoken Interaction and Production. All the activities, tasks, practices, explanations of topics in progress, are integrated to provide






understanding of how the didactic planning should look like in its most general aspects.

Moreover, the second template includes the Three Learning Pillars (Learn to know, do, be, and live in community), which integrate the use of grammar and sentences' structures, the integration of phonemes in lessons, and the vocabulary students should learn in the Unit.

The integration of language functions and discourse markers. This shows teachers how the information should be applied in the different scenarios using connecting words in sentences. Then, the incorporation of psycho- social and sociocultural spheres that promote interesting, stimulating, and collaborative use of skills, with the integration of positive values and beliefs. In addition, the order of the Mediation Strategies, where the warm-up, the task cycle, the inclusion of the oral and written comprehension and production of tasks, and the Integrated Min- Project are held.

Finally, in the last section the Assessment Strategies that facilitators consider pertinent to evaluate students' progress go here. Teachers in this part of the didactic planning can make use of students' reflection and permit them to self- assess themselves, assess their development in peer work, or group work. The following two tables show these elements, which are two samples of the template resources that the M.E.P. has given to tutors.

Figure# 4: Planning Template for Unit Development

Level:		Unit:	
Scenario:		Themes:	
Enduring understanding			
Essential Question:			
Linguistic Competencies		Goals	
Oral and Written Comprehension	 Listening	L.1.	
	 Reading	R.1.	
Oral and Written Production	 Spoken Interaction	SI.1	
	 Spoken Production	SP.1	
	 Writing	W.1.	

Source: Ministerio de Educación Pública, 2016, p.42

Figure# 5: Planning Template for Lesson Sequence

Learn to know	Learn to do	Learn to be and Live in Community	Suggested Mediation Strategies	Assessment Strategies
<u>Grammar & Sentence Frames</u>	<u>Functions</u>	<u>Psycho-social</u>	<u>Pre-teaching</u>	
<u>Phonemic Awareness/ Phonology</u>	<u>Discourse Markers</u>	<u>Sociocultural</u>	<u>Oral and Written Comprehension</u>	
<u>Vocabulary</u>			<u>Oral and Written Production</u>	
			<u>Integrated Mini Project</u>	

Source: Ministerio de Educación Pública, 2017, p.42.

For every single unit under study, facilitators teach grammatical structures and vocabulary; also teaching pronunciation through phonemes by segmentation of

words is allowed to get better oral expression results. This syllabus recognizes the importance of proper grammatical constructions, but not as the most important component like previous approaches did; because this syllabus promotes these skills through inductive teaching and experiential learning.

Using idioms and social language expressions are contemplated in the psychosocial and sociocultural sections of the plan, to make meaningful lessons and can be used by students in oral presentations when performing oral assignments.

Since the program is an action oriented one, the students' execution of tasks (while teachers provide support) play an important role in the lesson plan. Carrying out tasks through educators' supervision and providing effective feedback, should encourage students to become independent agents.

In consequence, in order to make that possible, the syllabus fosters the realization of tasks in pairs, small or big groups, so that the creation of meaningful cooperative scenarios, lead to autonomous and responsible students in the near future.

According to Teacher's Guide (2017), the application of these tasks must follow this sequence: "Language activities, Pre- Tasks, Tasks, Post- Tasks/ Assessment, and finally the Integrated Mini- Project" (p.26). These are going to be explained in the Mediation of Learning section.

In here, there are two elements that are important to take into consideration. In the first place there are scenarios and secondly there are domains.

For the first one, scenarios are settings where assessment, or language situations are held. The M.E.P.'s English Program (2016) defines them as:

A holistic setting within authentic situations or domains. It integrates tasks, activities, texts, and language data that encourage the combination of different aspects of competence in realistic language use (p. 41).

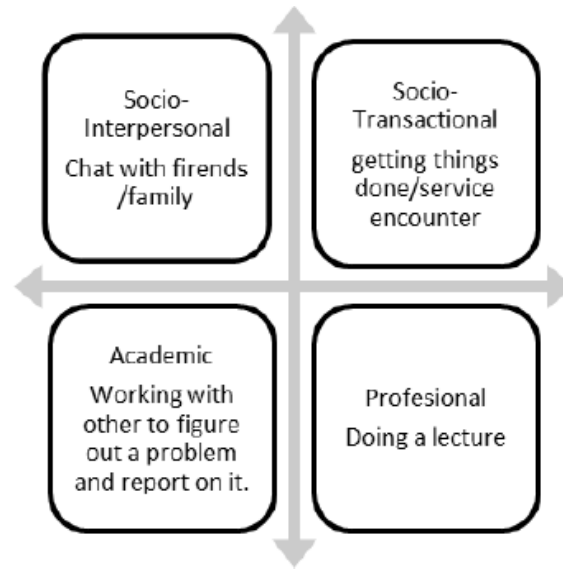
These scenarios are spaces for students to participate and provide the input that is needed to evaluate their performance. It is expected from them to use the target language and to work cooperatively to accomplish the objective of the task.

On the other hand, Domains are opportunities for English Language Learners to use the target language. These opportunities demand learners to apply coherently the use of certain competences, to complete activities that elicit the use of meaningful language interaction.

According to Purpura (2014), retrieved from the M.E.P.'s English program (2016), domains are "contexts or situations of target language use that provide authenticity to language tasks where learners will be likely to function linguistically" (p.41). In other words, domains are the "spheres" where the scenarios are going to be applied. For instance, if a role play is applied and students have to act in groups pretending to be a family, the domain (the sphere) where that action is being performed would be the Socio- Interpersonal, because this type of task is related to social interactions among people who know each other.

The following scheme define the four domains that the M.E.P. considers important for the development of lessons, classes, tasks, activities, and the orientation of Mini- Projects.

Figure# 6: Four Domains for English Education



Source: Teacher's Guide for the New English Curriculum, Ministerio de Educación, p. 18.

In order to have authentic language performances depending on the domain of interest, students have to use appropriate English skills and competences for their success in learning scenarios. Domains are important because they determine the direction that scenarios are going to take. This provides authenticity to tasks that teachers implement in classes and a real use for the contents imparted in lessons, instead of pointless activities with the aim of giving some support to what is taught.

Project Based Learning (Integrated- Mini Project)

The Integrated Mini- Project is a mediation strategy that is explained at the beginning of every unit under study. This Mini-Project's aim is to create cooperative and collaborative work in lessons that will lead to the elaboration of a final product. The creation of this product puts together students' participation, imagination, and creation of real material used in an everyday life scenario. Its creation require the execution of smaller tasks that introduce tools needed for the Mini-Projects'

construction. It is a valuable element included in the new lesson plan and will be fully explained in the Mediation of Learning section below.

Learning Resources

For this syllabus of interest, teachers were provided within the New Program's Booklet, an Exit Profile sheet for each learning cycle (First, Second, etc...) where there can be found the requirements students should have accomplished at the end of each cycle. Furthermore, the booklet includes all the units that are going to be studied during the year and all the elements (including suggested Mediation and Assessment Strategies) needed for the implementation of lessons. Consequently, the lesson plan for each unit is included, so that facilitators can follow a systematically pre-established sequence to progress during the year.

Moreover, along with the New English Program Booklet, there is another booklet that the M.E.P. has given to English educators. This Booklet is called the "New Teacher's Guide for the New English Curriculum". This document summarizes all the elements that are included in the New English Program and provides useful examples that English facilitators can use for teaching purposes. It includes YouTube video links, worksheets, puzzles, written and oral drills, dialogues, and many more tools to make English lessons more meaningful, stimulating, and attractive.

These resources must be real- world materials (City maps, Bus schedules, Voice Messages) that can be taken from any other source, or maybe handmade. These materials have to be relevant for different scenarios in use and appropriate to

students' needs and proficiency levels, so that the assessment can be as authentic as possible.

All these resources can be used in the elaboration of tasks, oral presentations, activities, and practices. These are given in the Sample Weekly Plans that perfectly fit with the order established, that the learning cycle describes in the MEP's Program.

After showing what the learning goals are, the essential question, and the enduring understanding, this Lesson sequence corresponds to: Warm-up, pre-teaching, practice, production, and consolidation. What teachers have to do is to choose which resource suits them best, include them in the session plan, and apply the tools selected.

2.2.3 Mediation of Learning

The Ministry of Public Education (M.E.P.), started the implementation of a New English Program, trainings for tutors, and the writing of a booklet to assist teachers while using this Action Oriented Approach. After several years of perceiving the same results with students and not getting better, the M.E.P. realizes that the English Education is getting stuck in the development of the foreign language; therefore, making changes in the English curriculum is a must.

This new English Program focuses on developing students' proficiency through actions that require social interactions among students. This is one of the reasons that gives a significant distinction to it.

One of the most important strategies that this program has is the development of tasks. These actions challenge students' abilities. They can go from simple actions such as asking a classmate for some materials, to more complex ones, like following instructions to get a final product.

Hence, facilitators have a very important role to execute, so that learners can perform successfully. They choose the level of complexity these tasks may have, how suitable they can be for the class goals, and how meaningful the task is for the learning process.

Choosing an approach that requires the integration of everyday life situations as mediation strategies, is a remarkable step to prepare learners to become autonomous users of the language. This is the logic that tasks have in this approach. Tasks do not have an end in themselves, they are the way how students perform social actions (Piccardo, 2014).

This is what happens to be the M.E.P.'s vision of the Education for 21st Century Learners; making students independent with the ability to use the language in the way they consider suitable and able to solve real life problems in collaboration with others. Inevitably, this change demands the usage of different tools, strategies, resources. It also requires teachers' disposition to learn and time to master the application of this New English Syllabus. Therefore, understanding what Mediation Principles and strategies the Action Oriented Approach suggests to perform, is the next topic that is going to be under explanation.

General Mediation Principles

The following list of principles, are the ones that lead the organization that English lessons must accomplish according to the Action Oriented Approach. Principles are the guidelines, or processes that lead how actions proceed. These can be related to any field, relating mathematic principles, norms of behavior, and in this instance, English Language Teaching procedures. According to the Merriam- Webster Dictionary (2018), a principle can be understood as "a comprehensive and fundamental law, doctrine, or assumption". In this case, these set of seventeen principles describe the guidelines that the Action Oriented Approach establishes in order to accomplish the goals that Lesson Plans look forward to achieve.

1. English teaching places priority on the fine-tuning of learners communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach level B1 or A2+ based on the descriptors of the CEFR.
2. Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
3. Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then, they share the learning goals, and essential question with the students for that day or week.

4. The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
5. Lessons follow this learning cycle: warm-up, pre-teaching, practice, production and consolidation using the task-cycle as a model.
6. The goal and expected outcome of the task is presented and explained to students for the productive stage.
7. Teacher makes sure that all learners understand task instructions.
8. Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
9. Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
10. The task could involve the integration of listening and speaking or reading and writing and are given to students individually, in pairs, or teams.
11. The students complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
12. Teacher monitors the learners' performance and encourages them when necessary.
13. Preparation time, clarification and wait time is given to the learners to prepare and answer questions when asked.
14. The students consciously assess their language performances (using rubrics, checklist and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to students' attention, and provide additional pedagogical resources to students who need more practice.
15. At the end of each unit the learners develop and present integrated mini-projects to demonstrate mastery of the unit goals.
16. The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The integrated mini-project is an opportunity for students to integrate these three learnings in a single task.
17. Teach and plan English lessons in English to engage learners socially and cognitively. (M.E.P., 2016, p.38-39)

These principles act as a "compass" which determine the procedures the English Language Teaching has in this New English Program. In addition, providing a logical sequence to follow, clarifying the actions tutors and pupils must perform, provides accuracy to both participants in the classroom, so that there are not doubts in their responsibilities and ways of act.

Mediation Strategies

As people begin to read, strategies cannot be explained as an isolated topic. This topic is linked to two other topics that together, when applied in the classroom, play an important role in the teaching and learning process. Strategies are linked with tasks and language activities.

In order to understand how strategies have a consecutive order of application and which are they, it is important to understand what a strategy for this approach is. The Common European Framework (2017) suggests that:

“Strategies are a means the language user exploits to mobilise and balance his or her resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose” (p.57).

Basically, strategies are the actions that happen in the classroom, which lead to the completion of the tasks that facilitators ask students to perform. Students make use of their Communicative Competences (Linguistic, Pragmatic, and Sociolinguistic) as a strategic way in order to fulfill these goals and get a specific outcome. This with the objective of making students become independent users of the language at some point in the learning process.

It is important to remember that this program looks forward to creating independent users of the language and the way to make students become proficient is to create situations where students use the language meaningfully. So, implementing tasks in the English class is a good way to combine students'

participation and cooperative group work. “Tasks are a key feature of the mediation of learning” (M.E.P., 2016, p.35).

Enrica Piccardo (2014) argues that “strategic learners” are those students who know how to use learning strategies to get good results, are aware of his/ her strengths and weaknesses, have the notion of where they are, and where they need to go. Finally, know how to adapt to different circumstances in order to accomplish the goals that tasks require.

Even though this is the “wished” scenario where every English teacher would like to be in, this cannot be reached unless educators establish the favorable conditions in the classroom, so that this can occur. In addition, facilitators have to make sure that students understand the tasks’ instructions, understand what tutors evaluate at that specific moment (indicators), and know how to apply strategies correctly. Therefore, the key role that educators play in the classroom, determines the independence, or autonomy learners can develop in the class. Once again, this is one reason of why teachers’ role, makes the difference in the application of this program. Although facilitators have this responsibility, language users are also responsible for their own success in classes. Learners build their knowledge through individual, or group activity; educators turn a side and put the lesson focus on students. So, both educators and language learners have an important role to play and need each other to make this approach work.

Furthermore, the strategies that the Ministry of the Public Education proposes in the syllabus are divided in two types: Strategies for Teaching the Linguistic Competence and Language Learning Strategies. The M.E.P.’s New English

Syllabus recognizes the Strategies for Teaching the Linguistic Competence, as the ways in which facilitators can teach the four skills.

Strategies for Teaching the Linguistic Competence

1. Listening:

The listening skill is the first skill that people develop in life. Babies learn to speak from receiving information and little by little, they make their own chunks in order to express their thoughts. The M.E.P.'s syllabus (2016) suggests that before applying listening activities, it is better to: "introducing key words to familiarize students with the listening text. Background knowledge on the topic can be used to provide contextualization and potentially better comprehension" (p.44). Before implementing activities or exercises, educators engage scholars' previous experiences using their background, and let them get comfortable with vocabulary and key words, so that students become aware of the materials that are going to be used. The M.E.P.'s Program suggests to providing students with listening opportunities and to implement texts as a tangible instrument to reinforce the usage of this skill. At the beginning it suggests to using conversations, interviews, and short messages. Once students have become more proficient, then they can go further and incorporate films, reports, TV shows, documentaries, and many more.

The syllabus proposes to incorporate nonverbal cues such as mimicking, use body language, and make eye contact. Then use verbal affirmations.

It is important to emphasis here that facilitators develop the learners' Linguistic competence (four skills) from Preschool, and finish when students get to high school. Regarding to this study, three techniques that the syllabus suggest to develop in high school are selective listening, extensive listening, and interactive performance.

2. Reading:

According to the M.E.P.'s program (2016), the reading skill "is the interaction between the reader and the text to construct implied or literal meaning" (p.46). It requires the exposure of readers to written texts of different genres, and for the purpose of this approach, to get used to different texts that are used in daily life such as brochures, newspapers, magazines, and many more.

In the same way, this program suggests to implement several reading techniques so that students can perform better. These are: perceptive, selective, interactive, and extensive reading. In addition, in the reading skill is where the "Phonemic Awareness Development" starts to be introduced, so that students develop the ability to interpret and recognize the sound of words.

The syllabus suggests that in secondary school, students continue to develop their reading skills through the implementation of, what the program defines, "comprehension strategies", and some of them are the following: anticipation, scanning, skimming, predicting, reading between the lines, making inferences, summarizing, and evaluating.

3. Speaking:

It is interesting to see that the speaking skill in this syllabus, is subdivided in two sections. The M.E.P's Syllabus mentions them as: spoken interaction, and spoken production. In the Spoken Interaction, there is one who listens and another who speaks. These are the roles that the participants of conversations in this skill have. The Syllabus mentions that language learners apply different socio- cognitive and collaborative strategies in the Spoken Interaction during interactive activities.

Some of them are: transactions, casual conversations, informal and formal discussions, debates, and interviews.

For the Spoken Production, the M.E.P.'s Program (2016) describes that it is "the production of an oral text received by an audience of one or more listeners" (P.48). In High School, oral performances are more complex and look forward to putting students in scenarios where they have to use the language as they would in real life. Some suggestions that the Syllabus gives to teachers, in order to engage students in the activation of the speaking skill are: through personal exchanges, role-plays, interviews, talk shows, and more.

Basically, what this skill pursues is to prepare students for any contact that they may have with an English speaking person, develop the ability to talk in the target language, and solve any situation that may happen conveying messages in the target language.

4. Writing as a process

Putting students to write texts require the development of certain skills that students can only get to master through time and practice. English tutors can develop several exercises before executing writing drills, so that learners get ready to start producing their own writing products. The M.E.P.'s New English Syllabus suggests to all of the levels to first start with Phonemic Awareness, before allowing students to produce their own written messages. Then, it proposes to spend some time in the "pre- writing phase", where teachers show how to execute the writing techniques through modelling, drilling, writing exercises, and do writing activities with the students. In addition, the M.E.P's New English Program (2016) recommends facilitators to "make sure that the writing activities emerge naturally from previous

reading, listening, or oral work” (p.51). But, in order to achieve this level of proficiency, students have to be in High School at this point, so that they apply more complex strategies, or techniques to make their own written products.

The M.E.P’s New English Program (2016) mentions that writing requires the following to be executed: “Brainstorming, Organization of information through graphic organizers and outlines, Drafting and revision, Editing and final copy” (p. 49-50).

In summary, the Writing Skill looks forward to preparing students to write their own texts, papers, or even e- mails. However, before doing some writing, exposing students to real life documentation that people use in everyday life, prepare language learners to understand what things they can produce, and how to produce them. The M.E.P.’s New Program (2016) argues, the “writing is closely connected to the reading” (p.50); consequently, using other skills to reinforce the Writing Skill, can enhance the production of students’ ideas on paper.

Language Learning Strategies

There are several situations that can influence students’ performances in and outside the classroom. Three examples of these can be their feelings, emotions, or how the context influences the behavior that students show at that particular moment. For this reason, the students who understand how to use different strategies to beneficiate themselves, are usually the ones who adapt easier to the environment and find a way to make it through the development of the class.

(Piccardo, Berchoud, Cignatta, Mentz & Pamula, 2011) argues that the usage of “Strategies can compensate for breakdowns or deficiencies in verbal communication.” (p.23).

Language Learners develop these strategies with time and practice until the implementation of them become automatic. Evidently, teachers' work is implicit because they are the ones in charge of guiding, and coaching students through the process of adapting themselves to this new information. The M.E.P.'s New English Program acknowledges the importance of facilitating students with different strategies that lead them to find their autonomy at the time of making use of the language. For this reason, the Syllabus includes a figure which shows Direct and Indirect strategies that can be useful for students to apply, whenever they need to produce their own output. (See Annex Number 2).

So, the description of the first subdivision of strategies is now going to be the starting point for the next coming section.

Language Activities

In order to engage the first students' participations in classes, the syllabus contemplates the activation of communicative language competences. These communicative language competences are performed through language activities that involve reception, interaction, and production in the target language in order to fulfill a task successfully (CEFR, 2017). To perform *reception* and *production* activities and make them become real in classes, these two elements require the presence of oral or written materials, which the M.E.P.'s syllabus acknowledges the use of texts. Another option that can fit in this recommendation could be the incorporation of dialogues, because they include both reception and production from students.

In the *receptive activities*, learners receive knowledge through activities that require reading, or listening for understanding. This can be found through the comprehension of sources to improve the learning (books, reports, notes, studies).

The *productive activities* have importance because this is how students demonstrate through the creation of final products, or through production skills (speaking and writing) how they understand the contents that they study in classes. This specifically work in academic and professional fields when presenting written reports, or when they give oral presentations (CEFR, 2017).

Finally, the *interaction* is where both concepts are intertwined, giving place to one speaker and one listener (at least) to convey their ideas. This production and reception of information, put into practice, is what can be understood as communication. This is what language activities look to get, meaningful communication acts of language performance.

The importance of written or oral activities, permit the inclusion of people, who for whatever reason, are unable to express themselves in one way or the other (CEFR, 2017).

Mediation Sequence

For this stage of the lesson plan (as can be seen in the Mediation Strategies template), teachers follow a sequenced procedure that integrate all the abilities and skills taught in the Three Pillars of Learning; always keeping in mind the Enduring Understanding and the Essential Question shared at the beginning of the Unit.

In the first place, the Pre- Teaching section. Facilitators make sure that students understand the details of the Unit that is about to begin, such as the weekly

goals, how their group is going to be subdivided (in pairs, groups of three, four people), and how they can incorporate all the resources at their disposition.

Then, educators proceed with warm-up activities. Engaging students' previous knowledge using fun activities to motivate them is a good way to start lessons. It is important to mention that the activation of prior knowledge is going to be determined by the Enduring Understanding and the Essential Question of the unit. Also, tutors explain to students what is going to be evaluated, studied, and rehearsed during the unit under study, and the set of indicators that they are going to use in the class, so that scholars are aware of what educators want them to produce and with what goal.

In the second place, here is when teachers start implementing the task cycle. By introducing it, teachers share with students the goals of the Unit. Teachers perform as role models for students and students make use of Oral and Written comprehension strategies. In here students recognize, work in their subdivided teams and share feedback among them, understand cues, signals, vocabulary words, and start with the preparation of tasks (Pre-Task Phase).

In the third place, the Oral and Written Production. In the Oral Production learners have to perform actions related to the Writing and Speaking Skills (Teachers must remember that the Speaking skills are divided in two sections which are: Spoken Interaction and Production). Students need to interact using the English Language, so that they organize ideas to execute their tasks, using all the resources they have and with facilitators' support.

In the Written Production, they analyze what they have produced, they edit and check their work, and finally tutors ask for their answers. This is the clarification part,

when teachers give students feedback related to the explanation of contents, pronunciation of phonemes, and so on.

The development of these tasks start and finish in the same lesson. The biggest task activity takes the whole unit to be done, revised, polished, and rehearsed until the presentation day comes. For visual purposes, the Mediation Sequence scheme is attached to provide full understanding of what should be happening in this section with the Four Skills.

Figure# 7: Integrated Sequence Procedures

Mediation Sequence			
Comprehension		Production	
Oral	Written	Oral	Written
<ul style="list-style-type: none"> • <i>Planning</i> <ul style="list-style-type: none"> ✓ pre-listening ✓ motivating ✓ contextualizing ✓ explaining task goal • <i>Listening for the first time</i> (general understanding); • <i>Pair/group feedback</i> • <i>Listening for the second time</i> (more detailed understanding) • <i>Self/co assessment.</i> 	<ul style="list-style-type: none"> • <i>Planning</i> <ul style="list-style-type: none"> ✓ pre-reading ✓ explaining task goal ✓ use typographical clues ✓ list difficulties/strategies to cope them • <i>Reading for the first time</i> • <i>Pair/group feedback</i> • <i>Reading for the second time, post-reading</i> (for reacting to the content or focusing on features /language forms) • <i>Self /co assessment).</i> 	<ul style="list-style-type: none"> • <i>Spoken interaction</i> <ul style="list-style-type: none"> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ interacting • <i>Spoken production</i> <ul style="list-style-type: none"> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ producing 	<ul style="list-style-type: none"> • <i>Pre-writing</i> • <i>Drafting</i> • <i>Revising</i> • <i>Editing</i> • <i>Publishing.</i>

Source: Teacher's Guide for the New English Curriculum, 2017, p.23.

The mediation processes used to assess students are mainly focused on students' development of competences. These competences are put in practice and

are included in classes through collaboration and cooperation of students. In order to be able to measure and observe these competences playing a role in the classroom, educators evaluate them through the execution of tasks that are going to lead to the most complex task of the syllabus, which is the Integrated Mini- Project.

Task Learning Cycle within the Project Based Learning (Mini Project)

The Mini- Project Strategy is developed during the six weeks that the unit under study takes to be finished, but the demonstration of the final product is in the consolidation session (6th week), where students have to demonstrate what they can do, what they have learned, and share with their classmates their final products. In order to elaborate the Mini Project, tasks have to be put in practice so that students understand what it takes to create the final product of a unit of study.

Tasks must be the recreation of social acts that happen in real life situations. They are purposeful actions that go from smaller/simple tasks, to bigger/ more complex ones. These “sub-tasks” are previous stages required to help learners understand what is needed to reach the final task (Integrated Mini- Project). Considering the essential question established at the beginning of the unit, it is a must to complete with the sixth week learning goal.

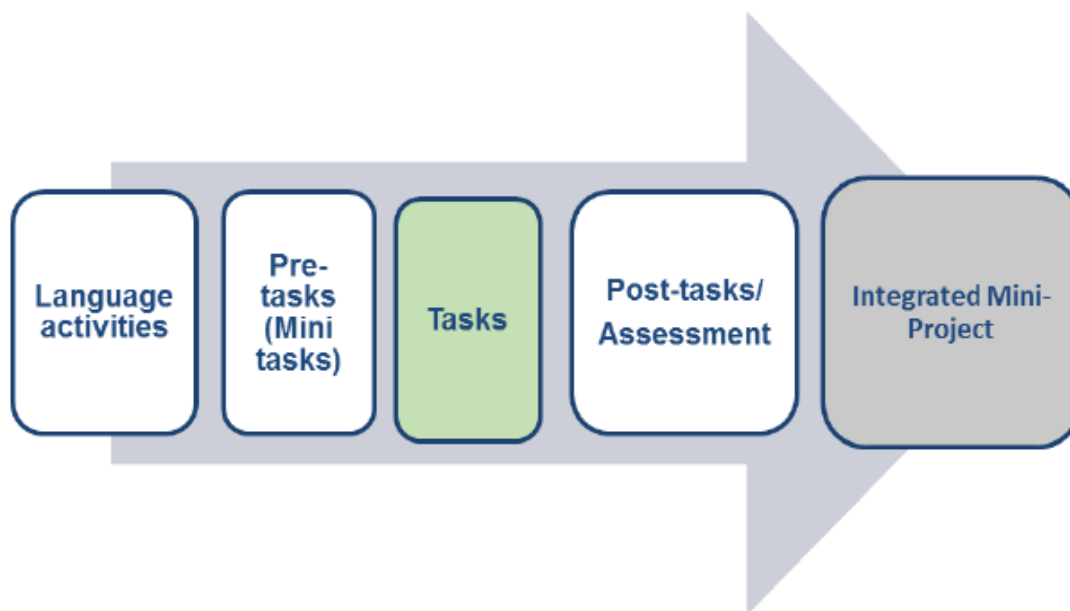
It is important to understand that when developing tasks, tutors can use whichever resource they have at their disposal, but this resource needs to fit with the specifications of the task in process. Also, they assess students’ Linguistic competences (the four skills), or integrate them in the task. Furthermore, since this approach seeks to promote collaboration, autonomy, and interaction among students, educators divide learners in small groups to work cooperatively.

When it comes to talk about the “Integrated Mini- Project”, it has to be understood that this is the most complex task to fulfill in the unit. In here, every single knowledge, skill, and ability put in practice during the class plays an important role for its development.

The intension of the Integrated Mini- Project is to integrate actions that happen in real life contexts, where the language is used meaningfully to communicate information, combined with activities that happen in the classroom. As a result of that, the formative development of students is going to grow in an autodidact form.

Definitely, developing this integrated project within lessons takes time and requires order when it is going to be put in practice. That is why the English Advisors have to perform workshops with facilitators, so that they can explain educators what is expected from them to do (Not only about the Integrated Mini- Project, but with other aspects of the syllabus). To develop this project, there is also a sequence provided in the New Teacher’s Guide document, where it can be found the subdivision of weeks that this Integrated Mini- Project takes to be completed. The following scheme shows the order of this sequence.

Figure# 8: Task Learning Cycle



Source: *Teacher's Guide for the New English Curriculum, 2017, p.23.*

There are 4 punctual phases to develop the Mini- Project:

The first phase is called *Participating/ Negotiating*. It can take the first or second week to finish this phase. In this stage facilitators divide the class in small groups depending on students' interests and ideas. They also let students discuss, make decisions, negotiate, and make brainstorming to get ready for further processes (New Teacher's Guide, 2017).

The second phase is called *Thinking/ Planning*. It takes place on weeks three or four. This part of the project allows students to plan, negotiate, and find information to support their work with resources. In addition, they divide their job sharing responsibility in order to accomplish the task (New Teacher's Guide, 2017).

The third stage receives the name of *Acting out/ Completing MP* (oral/written). The time that Teacher's Guide gives to this phase is in week 5. Its objective is to let


students finish their projects, check their oral and written work, and rehearse their presentation. (New Teacher's Guide, 2017).

And at last but not least, the fourth stage receives the name of *Responding and Sharing*. It takes place on week six, which happens to be the consolidation session. As the last week of the unit, students share with the class what they have created, answer any question that their classmates, or even their teachers have to ask them and present their project to show what they have understood during the lesson. (New Teacher's Guide, 2017).

During the whole process, teachers have to be checking students' performance using the pre- established indicators and rubrics to check them separately.

The following chart provided is an example of how a Mini- Project should look like, with its time distribution exemplified:

Figure# 9: Integrated Mini- Project Sample

<p style="text-align: center;">7th - Unit 3 – Example</p> <p style="text-align: center;">Promoting local tourism</p> <p>Integrated Mini-Project: Tourist Brochure to support local tourism</p> <p>Task description: You want to show the most important tourist attractions to support local tourism. Design a brochure to promote local touristic attractions. Keep in mind the following questions to guide your product: Is this an authentic communication action? Is it useful for everyday life?</p> <p>Phase 1: Participating to negotiate: (5 or 10 minutes in week 1 or 2) Choose your mini project and get in groups of 3-4 participants and negotiate in order to plan next phase.</p> <p>Phase 2: Thinking for planning: (5 or 10 minutes in week 2 or 3) Plan your brochure. Think what to do (the information you need to find, the time and organization of the the work (what to write and distribute what each member is going to do).</p> <p>Phase 3: Acting out to complete the MP –oral & written- (week 5) In your group, complete the brochure in class, rehearse and organize the presentation.</p> <p>Phase 4: Responding and sharing (week 6) Present creatively the brochure to the class, respond questions from the audience and using the instruments self or co assess it.</p>	
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Source: Teacher's Guide for the New English Curriculum, 2017, p.27.

The M.E.P. implements this Integrated Mini- Project as a learning strategy to promote: creativity, collaboration, demonstration of skills, and abilities. The authentic experience of elaboration of an end product as the conclusion of all the learning objectives established in the lesson plan, works well as a Self- Assessment task and it also demonstrates students' level of expertise of the Unit.

2.2.4 General Assessment Principles

In the first place, defining the concept that relies on assessment is important. This can help the reader understand its function, the way in which the Action Oriented Approach includes it, and it is an important element to excel in the target language. The CEFR (2017) defines it as follows: “Assessment is used in this chapter in the sense of the assessment of the proficiency of the language user” (p.177). In that simple way, assessment basically works as the form in which teachers interpret the learning, growth, and performance of the acquisition of communicative language competences. For the Action Oriented Approach is more important to evaluate what students “can do” with the language, rather than knowing “how much” knowledge they have about it (Piccardo et al, 2014).

About Assessment in the class, the CEFR explains that it is different from “evaluation”, because both concepts are not the same. Assessment is a narrower concept; actually, assessment is a kind of evaluation. The CEFR states that assessment goes specifically to test the proficiency that students can have in the language. Evaluation goes to topics such as teaching methods, pupils and educators’ satisfaction, analysis of the effectiveness of learning strategies, and more (CEFR, 2017).

On the other hand, there are some questions that the M.E.P.’s syllabus takes in consideration to develop a good assessment. These are: Why assessing learning? What to assess? And how to assess it?

The first question is answered as follows. Assessment has a purpose beyond the classroom setting:

“The purpose of assessment is to serve each learner’s learning and growth. To prevent student’s failure and allow timely intervention, assessment allows teachers to detect learning gaps, so that learners can receive the support needed to be successful” (New Teacher’s Guide, 2017, p.24).

Assessing students permit optimum corrections before learners get to a real life context and help them in terms of not making the same mistakes repetitively. When facilitators detect this “learning gaps”, upskilling students with guidance and support is not difficult, because “learning gaps” can be understood as “personal learning objectives” where students have to work on. Somehow, this feeds the vision of growth that the syllabus is promoting.

For the second question, knowing “what to assess” is key for the settlement of objectives and steps to follow. The MEP’s New English Program (2016) states that:

(...) assessment involves having clarity about knowledge, skills, abilities, and attitudes (learn to know, learn to do, learn to be and live in community) that learners have to develop as established in the curriculum goals or “can do performance descriptors”. This implies that assessment will mainly be performance- based (p.53).

The assessment should have purposeful authentic meaning in the classroom setting. The New English Program (2016), states that: “Assessment refers to all the strategies used to collect information on a learner’s knowledge, skills, and abilities, usually at the classroom level” (p.53). Hence, using domains and scenarios in lessons is what gives authenticity to the real acts put in practice. This is how teachers

assess students; through their “performance- based” demonstrations. Educators observe, take notes, analyze, and make conclusions on how much students learn from topics. In short, the importance of assessing students is to prove what they can produce; whereas previous approaches used to focus on, how much knowledge of the language students can retain and prove it accomplishing examination purposes.

Finally, the third question is “how to assess it?” This answer is related to the procedures and tools that facilitators have at their disposal to assess the performance of students. The New English Program (2016) defines how assessment is developed and this: “(...) is related to the techniques and instruments teachers design to collect accurate data on students’ performances” (p.54). The M.E.P. has provided educators these tools. There are tasks, language activities, also performing the Mini- Project (which is the most complex demonstration of mastery on the unit’s goals), then the implementation of holistic scales, rubrics, progress indicators, and checklists (MEP, 2016). In sum, these are most of the tools that M.E.P. suggests tutors to use that can allow interpretation, observation, and data collection to measure students’ learning process.

An interesting fact of this syllabus happens to be that both students and educators share responsibilities in terms of assessment. Tutors guide scholars towards learning situations. Consequently, students participate, develop activities, and perform tasks cooperatively. This is what demonstrates if students understand, or not the topics under study. In this process, students have to apply their previous and new knowledge and work together to finish every assignment successfully.

Whereas teachers, assess the competences that students use as resources to fulfill tasks.

Assessment Implications

In order to have effective assessments in classes, the CEFR considers three concepts that are needed for developing well-built assessment tools. These concepts are: Validity, Reliability, and Feasibility.

For Validity, it refers to the accuracy of measuring what it is supposed to be measured (Piccardo, 2011). The idea of a valid assessment is that any tool, or instrument used should assess what it is supposed to be assessing and nothing else.

In the second place, there is Reliability. Reliability is a more technical term. What this means, is that assessments applied to students, need to be consistent in their application; they should not vary from one student to the other, unless a student has some kind of adequacy. For example, the manufacturing process of cars should be consistent, in order to have reliable cars to drive (Piccardo, 2011). In the same way, these examinations done to students, should be equal for everyone.

The third concept is Feasibility. This concept is basically focused on practicality. There are too many time limitations, and educators have to assess many categories and criteria at the same time (CEFR, 2017). Facilitators have a lot of assessment procedures to do with an overwhelming new program, and the M.E.P. puts a lot of pressure on them. So, what this looks after is to have practical assessment instruments that teachers can use to help themselves in the teaching-learning process.

Having to assess lots of information at the same time is difficult for tutors, especially because this New English Program involves different competences, performances, and achievements that provide a lot of information. So, to developing the progress correctly, educators need to have useful tools to help themselves interpret learners' responses. Therefore, in order to assess students' tasks, teachers should consider these three specifications, so that they can create bias free instruments to evaluate their students' performances.

Assessment in the Classroom

Traditionally, assessment practices, projects, tasks, or activities have been done only in the classroom. These assessment instruments were used to give entertainment to classes, or to reinforce the objective under study. They never had a useful purpose beyond the classroom and used to finish when the class was over. These instruments' use last for a short period of time and are too limited in a matter of social exchanges. These assessments' aim are only to prove if students had understanding of class' contents, or not.

For the Action Oriented Approach, assessments are open- ended, which means that its purpose goes beyond the classroom context and can be retaken further in the unit. Assessment looks forward to creating scenarios, situations for social exchanges where general, and specific competences can be put into practice, so students can learn and make reflection.

This is the setting the Action Oriented Teaching is promoting. Considering learners interests, needs, and help teachers to provide opportunities where students work cooperatively (maybe in pairs, small or bigger groups). For this reason,

including instruments where students can work all these points, represent a great advance in the English Teaching; because more stimulating contexts create atmospheres where students can develop themselves better.

In addition, taking in consideration changing the traditional position of tables and chairs (in rows), and create more attractive classroom designs such as chairs in circles, or horseshoe positions, keep students expectant of something different. Mostly, if tutors do not change their classroom's layout regularly.

Classroom assessment should demonstrate (through student's constant performances of tasks and activities) the acquisition and development of learning goals. All task performances should go hand in hand with the application of contents, and illustrate how all the elements included in the didactic planning are being shown in classes.

Classroom assessment mirrors the learning goals, content of instruction and instructional practices, therefore, curriculum, teaching and assessment must be coherent for learning goals to be achieved and learner's communicative competence to be developed. (MEP, 2016, p.53).

Diagnostic, Summative, and Formative Assessment in the Classroom

In the classroom there are three types of assessment that teachers have to do. These are important because these are the three ways in which assessment is seen and executed from the beginning, to the end of the year.

These three elements respond to an interconnected way of observing and interpreting students' condition before learning during their learning process, and assessments in terms of scores.

The first one is Diagnostic Assessment. This one is an observation of the actual condition of students. Through this, teachers determine which are weaknesses and strengths that students have before the learning course continues. In this way, facilitators avoid drawbacks that could affect their students' learning process. "It identifies the starting line to develop the competency. It also identifies students' needs and areas of intervention" (MEP, 2016, p.54).

The second one is Formative Assessment. Students' formative process consist of monitoring students through the learning process. For this, there are instruments that educators can apply (such as quizzes) to check what areas are students struggling with that can determine further instruction. Moreover, this also allow students to self- monitor themselves, making them aware of their weak areas in the process. "It also evaluates students in progress of "forming" their competences and skills with the goal of helping them to continue that growth process" (MEP. 2016, p.54).

Lastly, the third one is Summative Assessment. Regularly, summative processes are held when units, or study topics are already taught. Teachers apply this kind of evaluation instruments to assess students' understanding of goals in terms of scores. (Numbered data). "It evaluates student learning at the end of an instructional unit by comparing it against a standard of benchmark" (MEP, 2016, p.55).

Assessing by Competences

According to what the M.E.P's New English Program, assessment techniques have to reflect students' actions within the classroom through tasks resolution, critical thinking, and cooperation among learners. The Action Oriented Approach suggests educators to grow autonomy in pupils, but it is important to understand that this requires teachers' monitoring of learners' performances and practice.

The M.E.P's New English Program (2016), considers five elements necessary to focus on in order to evaluate students' development of competences. They are the following below:

1. Selecting the goal(s) or can do statements and linguistic skills.
2. Determining the type of task the learner has to perform in real-life within the theme and scenario of the unit, e.g., introducing someone, greeting someone, giving personal information.
3. Selecting a task that will allow the learner to demonstrate what they can do.
4. Selecting the indicators and performance levels (criteria) that will be used to assess the performance of the learner during the task.

5. Informing in advance and discussing with students the criteria that will be used to assess the task so they know what is expected and can assess their own performance as well (p.55).

Before, tutors were the only ones in charge of the assessment process; however, in this new approach, students are seen as participants in the evaluation process, so that they become aware of their strengths, weaknesses, and provide their opinion to the way they act.

Now facilitators' task is to assess students using their actions as demonstrations of the application of the knowledge they have of the language. Instead of only testing how much knowledge they have of the language, educators look forward to finding how much of that knowledge scholars can apply in authentic language situations. Good assessment tools provide coherence and transparency to the evaluation process, and this is why the M.E.P. looks forward to providing teachers with these five requirements (Piccardo, E., 2014).

Learners' Self- Assessment

The students' self-assessment is a very interesting proposal that MEP wants to implement in the classroom context. As it has been said, this new English program seeks to make learner centered lessons, where students can participate more often. This New program looks forward to develop students' reflective and critical thinking abilities by giving them the chance to be autonomous, work cooperatively, interact with others, and together solve tasks. For this reason, giving learners the chance to assess their peers, or to self- assess themselves, is an opportunity to make use of reflection, and in the future, perform better not only in the classroom, but in any

context. Moreover, promoting this attitude of self- assessing one's performances, increases responsibility in the students' learning process, and hopefully, help others in their learning process as well.

While this process occurs, teachers' job is to observe, write notes if necessary, monitor and give students effective feedback. It is important for educators to support scholars while they are carrying out tasks, or any assignment, because what tutors should be aiming for, is to let them become autonomous agents. Although, educators must be less involved in students' advance progressively.

On the other hand, the New English Syllabus suggests that in order to collect this data from students, educators have to "provide rubrics for assessing students' task performance (...)" (MEP, 2016, p.37). These rubrics or also checklists, help facilitators not lose the information said and thus can provide better practices, or explanations later. Another use these tools can have is that students can assess themselves, or their classmates. Nonetheless, a couple of the interviewed instructors of this thesis project said that pupils are still too immature at their ages to assess themselves, or their classmates, so they prefer not to put in practice this option that M.E.P. is providing them.

In the New Teacher's Guide document, on the "Sample Weekly Plans" section, the MEP has already provided instructors within every sample plan, a Self-Assessment rubric. In order to help educators when they get to the end of every week or Unit. MEP includes: A "Reflective Teaching" section where facilitators can write observations about how things worked, if good or bad, and what is needed to improve. Then, the "Enduring Understanding Reflection", which reminds teachers

what is the lasting value of the lesson, or unit. Finally, the Self- Assessment rubric. The following example shows how MEP provided it for the Unit 2: Enjoying Life, third theme: Hanging out.

Figure# 10: Self- Assessment Sample in the New English Program

Learner Self-Assessment			
<i>I can...</i>	Yes	No	<i>In progress</i>
Say when I do not understand.			
Write information about myself in short sentences.			
Introduce myself.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Source: Teacher's Guide for the New English Curriculum, 2017, p.143.

Assessment provides feedback to the instructor. The more cues facilitators get from learners, the more accurate corrections, assignments, and further explanations are going to be.

Students can also play an important role in the assessment procedures. By sharing with scholars the responsibility in their evaluation, they become aware of their own strengths and weaknesses, which can help them solve their learning gaps eventually (Piccardo, 2014).

2.3 HYPOTHESIS

According to the theory, quantitative researches have a hypothesis, especially if its character is descriptive. A hypothesis looks forward to finding an explanation to a problem, and provide a possible solution to the research that is submitted under analysis. For Best, J., & Kahn, J. (2006) a hypothesis in a research:

(..) is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. For the hypothesis to be testable, the variables must be operationally defined. That is, the researcher specifies what operations were conducted, or tests used, to measure each variable. Thus, the hypothesis focuses the investigation on a definite target and determines what observations, or measures, are to be used (p.11).

Hernández, S. R., Fernández, C. C., Baptista, L.P. (2014) argues that three of the functions hypothesis have are: to give a guideline to the study that is being conducted, provide explanations to the phenomenon that is submitted under study, and finally prove or disapprove the hypothesis based on the evidence collected by instruments.

Through the application of instruments and the interpretation of results gotten, researchers conclude if their assumptions were right, or not. This gives relevance to the elaboration of a hypothesis within the thesis; because through it, further thesis projects are conducted based on the results obtained.

The hypothesis this thesis project looks forward to prove is the following:

The more knowledge the teacher has on the Action Oriented Approach, the better level of confidence teachers have with the New English Program.

This thesis project looks forward to verifying instructors' knowledge about the Action Oriented Approach, their knowledge in regards of the workshop, and the booklet delivered by the English Region Advisor.

For the reasons previously established, the hypothesis this inquiry has is going to have an approval, or rejection according to the results that the data gathering demonstrates. After the researcher purifies the information gathered through the application of the instrument, results demonstrate if the hypothesis is accepted or eliminated.

2.3.1 Variables, Definition

A variable is a fluctuant condition or phenomenon that can vary, and it is submitted under analysis. "Son las propiedades medidas y que forman parte de las hipótesis o que se pretenden describir" (Hernández et al, 2014, p.277).

Starting from that concept, what this section looks forward to do is to transform variables from their fluctuant condition, to a measurable condition to study them. So, in order to do that, they have to change and be put as indicators. Indicators are tools that demonstrate the achievement of an objective, goal, or progress that researchers study for a period of time. They can be either qualitative, or quantitative. All depends on the orientation of the research.

2.4 HYPOTHESIS OPERATIONALIZATION

The hypothesis operationalization divides the hypothesis in its most basic segments to treat them separately, so that they can guide readers to indicators, which are the most important thing. These indicators are the ones that allow people to measure variables (González, L., et al, 2016, p.29).

Hypothesis	Concepts	Variables	Indicators
The more knowledge the teacher has on the Action Oriented Approach,	<ul style="list-style-type: none"> • Knowledge • Teacher • Action Oriented Approach 	<ul style="list-style-type: none"> • Knowledge 	<ul style="list-style-type: none"> • Workshop • Booklet • Attendance to the workshop
the better level of confidence teachers have with the New English Program.	<ul style="list-style-type: none"> • Confidency • Teachers • New English Program 	<ul style="list-style-type: none"> • Confidency 	<ul style="list-style-type: none"> • Level of Confidency

CHAPTER III
METHODOLOGICAL FRAMEWORK

The following chapter as a Methodological Framework, presents the information based on theory and field observations done, to experience the reality of a situation where the researcher has no control on it. This thesis project explains the type of research chosen which is going to lead to the data gathering, and it also contains the purpose of the research. In the same way, this study explains the time delimitation it has, the reasons of choosing a specific scope of the research, the nature of the research, the subjects and sources of information, and the variables that appear in the project, product of the specific objectives written in Chapter one.

3.1 TYPE OF RESEARCH

3.1.1 Purpose of the Research

The purpose of this study is to describe the new teaching approach that the Ministry of Public Education (M.E.P.), is starting to implement in the Public Educational System, and determine if what the English Syllabus establishes is truly happening in the Northern San José region. For this reason, explaining its elements and methodological phases, lead to the theoretical understanding of the approach and what to expect from it.

This study is going to provide more information in relation to the Education field (specifically in English Teaching). This thesis project refers to a Theoretical Research, because it describes and explains teaching and learning procedures that appear in the New English program. The analysis of the Action Oriented Approach is a new topic that does not exist in the Hispanoamericana University, and it is not well developed in the Costa Rican country as a matter of having documentary

information to rely on. So, this research aims to provide more evidence of a reality that is happening at this moment, and could help to further other studies such as providing background information where other researchers can support their own inquiries.

3.1.2 Projects' Delimitation

The delimitation of the project that this thesis project has is a “Cross- sectional” one. The reason of choosing this type of delimitation is because “a cross- sectional study is one that produces a ‘snapshot’ of a population at a particular point in time” (Cohen et al, 2007, p. 213). Since this project describes an educational phenomenon that is happening at this specific moment in time, it fits best to use this delimitation for the project. Usually, the construction of these type of projects take less than five years of development. Different is the case of longitudinal ones, which take more extended periods to be accomplished.

3.1.3 The Scope of the Research

When talking about the extension of this project, what it is meant to be stated is how wide, or narrow an inquiry is. So, basically it develops the extension of the organization, areas, places, and subjects that are going to be investigated (Gonzalez, 2017).

This project has a “Macro” frame due to the fact that this research studies the new English Teaching approach that all the Educative Regions in Costa Rica apply, but in a single region (the Northern San José Region) of the Ministry of Public

Education. Otherwise, the study would have a “MEGA” frame, and it is difficult for the researcher to handle a thesis project of that magnitude.

3.1.4 Nature of the Research

The nature of this research corresponds to be quantitative, because the information this study gathers is quantifiable. Quantitative researches look forward to find data to make numerical measurements and uses statistical analysis to approve, or reject its hypothesis (Hernández, Fernández and Baptista, 2014). Therefore, the techniques and instruments used for the data gathering are through the usage of theoretical information. This to describe the situation that is happening in this particular moment with the application of the New English Program.

The procedure in which the researcher collects the data is through the application of an instrument, with the people that decide to participate in the inquiry. When all the information is obtained, the researcher proceeds to tabulate all in the information, interpret it, and then analyze it using graphs to show results.

In the next chapter, the thesis practitioner includes all the graphs with their analysis, and provides an interpretation of the results gotten. This makes the reading and understanding of results easier, leading to make conclusions and recommendations in the last chapter of the thesis project.

3.1.5 Character of the Research

An important aspect in a thesis project is to establish the type of research that is going to lead it. For this research project, the character chosen to be developed is a descriptive one. According to Best, J. and Kahn, J., (2006), a descriptive research is:

A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions (p.118).

In the case of the implementation of this new English program, there are several elements that are part of the exposed method, and they first need to be explained, so that the analysis carried out is understood.

The reason of choosing this kind of research is because the implementation of the new English program in the public education of Costa Rica, is an event that is happening now. For that reason, the researcher cannot modify or change this reality, but can describe the events, and the processes that (for this project's interest) are happening in the Public Institutions of the Northern San José Region.

3.2 SUBJECTS AND SOURCES OF INFORMATION

In reference of the subjects and sources of information, it can be said that these are all the participants, places, documents, and materials where the information is retrieved from. These elements are needed to give solid references to the research, and are used for the construction of the Theoretical Framework, the Methodological Framework, and for the instruments of evaluation. These are going to provide data for the thesis project and the analysis of results.

3.2.1 Units of Analysis

Subjects:

For the subjects of information, these are going to be the experts, professionals, or the people involved in the field where the analysis takes place.

For this research's interest, the people who can participate are the ones that promote the usage of the New English approach (English Advisors) and the ones who execute the approach (English teachers). It is important to mention that they have to be part of the M.E.P. system and educators have to teach seventh, or eighth grade, because these are the professionals who are applying the new approach in the educational system in the year two thousand eighteen.

Besides, these educators receive every year a workshop with the English Region Advisor. The Advisor prepares facilitators, so that they understand all the requirements, procedures, processes, and syllabus' aspects that have to be during a lesson according to the Action Oriented Approach.

Finally, the English Region Advisor gives an English syllabus to all instructors who attend to the workshop, so that they work in the session with all needed materials. The first English Advisor belongs to the “Comisión Ampliada de Tercer Ciclo y Educación Diversificada”, and works at the San José Central Office. On the other hand, the second English Advisor and the thirty English educators who are chosen for the analysis, belong to the Northern San José Educative Region Bureau.

Sources of Information:

About sources of information, these are all the documentary sources that need the thesis to build its foundations and give support to the researcher. In this section there can be found Primary, Secondary, and even Thirdly Sources of Data.

Since this is a new project, there is not much written documentation done at universities in Costa Rica, so what has been taken as the most important sources of information, are the MEP’s New Syllabus and the New Teacher’s Guide as well. Furthermore, there are other documents that improve the writing process of it. For example, The Common European Framework of Reference and Languages (CEFR) which happens to be the source of the new syllabus in application.

Moreover, two important documents from Dr. Enrica Piccardo give reliable bases to the research, which are described in the section below. All of these written documents play an important role for the elaboration of this thesis project because these give the researcher a trust- worthy support.

3.2.2 Primary Sources of Data

The Primary Sources of information are those where the first information productions are found. These documents are studies done by companies, or other thesis related to the topic under study. These primary sources of information can be documents, records, or written information that was retrieved from witnesses of an event (Best, J. & Kahn, J., 2006).

In this case, the first hand documentation used for the elaboration of this thesis are:

Council of Europe, France, *Common European Framework of References for Languages: Learning, Teaching, Assessment*, 2017.

Ministry of Public Education, Costa Rica, *Programas de Estudio de Inglés en Tercer Ciclo y Educación Diversificada*, 2016.

Ministry of Public Education, Costa Rica, *Teacher's Guide for the New English Curriculum*, 2017.

3.2.3 Secondary Sources of Data

About the Secondary Sources for data gathering, these are those that come from people who used the primary sources and create new data. Some examples of these can be books, or encyclopedias. According to Cohen, L., Manion, L., & Morrison, K., (2007), they state that secondary sources of information are:

“(...) those that do not bear a direct physical relationship to the event being studied. They are made up of data that cannot be described as original. A

secondary source would thus be one in which the person describing the event was not actually present but who obtained descriptions from another person or source (p. 194).

For this research, some of the most important secondary sources of information are two documents that were written by Dr. Enrica Piccardo, who is an expert in the Second/ Foreign Language Education, a specialist of the Common European Framework of Reference for Languages, and has an extensive international experience in teaching education.

Piccardo, E., Ontario, Canada, *From Communicative to Action- Oriented: A RESEARCH PATHWAY*, (2014).

Piccardo et al, Strasbourg, *Pathways through Assessing, Learning and Teaching in the CEFR*, (2011).

3.2.4 Thirdly Sources of Data

According to GUÍA, TRABAJOS FINALES DE GRADUACIÓN, TESINAS Y TESIS EN CIENCIAS SOCIALES (2017), documents that belong as thirdly sources of data are scientific magazines and articles that experts write in whatever area of interest. For this research, the ones that fit with this description are the two documents that Enrica Piccardo wrote in 2011 and 2014, which are the following:

Piccardo, E., Ontario, Canada, *From Communicative to Action- Oriented: A RESEARCH PATHWAY*, (2014).

Piccardo et al, Strasbourg, *Pathways through Assessing, Learning and Teaching in the CEFR*, (2011).

3.3. SAMPLING SELECTION

3.3.1 Population

In order to select a sample for any research, or apply any instrument to evaluate any phenomenon, it is mandatory to have a population where the researcher can select a group of people and make the examination.

Best, J. & Kahn, J., (2006) consider that the population is “(...) any group of individuals that has one or more characteristics in common and that are of interest to the researcher” (p.13). As matter of fact, for the researcher’s interest, the population that forms part of this thesis consist of: One English Advisor who belongs to the “Comisión Ampliada de Tercer Ciclo y Educación Diversificada”, because he/she participated in the creation of the New English Program for public high school institutions, the English Region Advisor of the Northern San José Educative Region Bureau, and English instructors of public high school institutions who belong to the same San José Region. These English educators must fit with the requirement of having gone to the workshop with the English Region Advisor. They all are selected because all of them share several conditions that fit with the interest of the researcher.

The population was determined to be such, because the relevance of this project is to find out how effectively the ones who promote the New English Syllabus (English Advisors) and the ones who execute the Syllabus (English facilitators)

perform their roles. This is of the researcher's interest, because their knowledge and confidence regarding to the Action Oriented Approach are going to determine the results gotten throughout the two years of application, providing important information that can also be used in further inquiries.

3.3.2 The Sample

Once the population has been selected, finding a sample to work with is not a problem. Best, J. & Kahn, J., (2006) define the sample as: "(...) a small proportion of the population that is selected for observation and analysis" (p.13). Basically, a sample is a small group that shares the same characteristics of the other subjects that are part of the population; however, working with the whole population represents an exhausting work for the researcher and requires a lot of resources.

Working with a sample provides representative results as if the sample was bigger. So, for this thesis project the specific method in use is inductive because the information that the instrument gathers looks forward to making generalizations, going from specific details to more general aspects.

Since this is a brand new thesis project, there is not enough theoretical material to rely on. For this reason, using an inductive method is the most accurate way to reach conclusions from the data collection done with the instrument. In general, depending on the size of the population and the examination that is going to be performed, the sample and the method is going to vary.

This project has a nonprobability sample since the only ones who can answer questions related to this project are specific subjects.

3.3.3 Nonprobability Research

This specific research has the quality of being a nonprobability one. The reason to this is because the samples that have been chosen to make the analysis, need to fit with several requirements that not everyone possess. Only these people in specific can answer the questions of the instrument according to the subject of discussion. As a result of this, a purposeful sampling has been done because: "(...) Purposeful sampling allows the researcher to select those participants who will provide the richest information, those who are the most interesting, and those who manifest the characteristics of most interest to the researcher" (Best, J., & Kahn, J., 2006, p.19).

Since this project focuses on the effectiveness this new teaching approach has, only English Advisors who relate to the new approach, and English teachers that work with it on a daily basis can answer questions meaningfully.

For this thesis project, there are three different samples. The first one consists of one English Advisor who belongs to the San José Central Region and is part of "Comisión Ampliada de Tercer Ciclo y Educación Diversificada", which wrote the New English Syllabus.

The second one is the English Region Advisor, and he is the person in charge of training English tutors of the Northern San José Region.

Finally, there are thirty English instructors who belong to public high schools, and integrate the Northern San José Educative Region Bureau. They need to have three requirements to fit appropriately:

In the first place, instructors must have attended one of the two workshops (at least) that the English Advisor delivers every year (two workshops so far), so that they know about the questions that are going to be asked.

In the second place, English educators must have the New English Syllabus to plan their lessons with it. Otherwise, it is difficult to ask tutors to be part of the sample if they do not have the Syllabus.

Finally, to be participants of this research, facilitators have to be working with the New Syllabus. Since the instrument that this thesis is going to use assess the effectiveness of it, working with the New English Syllabus is mandatory; otherwise, it would be pointless to ask them to participate if the subjects under analysis do not have a previous experience with it.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

Once there is a selected population, and a selected sample that fit with the aim of the researcher, choosing techniques and instruments to make the analysis of the phenomenon under study is the next step to follow. Choosing them strictly depends on the researcher's interest. These techniques and instruments chosen must gather the pertinent information, so that they can be relevant for the thesis project.

3.4.1 Technique in Use for the Data Gathering

For this thesis project, there is one technique to gather the corresponding data.

The Survey:

The technique to gather information this thesis project uses is the survey. There are many purposes to use a survey, but in the case of this research, this technique has several advantages that serve the researcher to obtain information. For instance, referring to its representativeness, surveys have the possibility to show results from a big population bias free. Another characteristic surveys have is that they are accurate in their results, meaning that they cannot change once participants have chosen their answer, which is precise for the for the data gathering. Best, J., & Kahn, J., (2006) suggests that:

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional (p.121).

Some of the advantages it offers definitely fit with the requirements the researcher needs to fulfill the goals this thesis has. Since there is not a lot of documentary information related to the topic of this thesis project, a good idea to get information about it is through using a survey with the pertinent people. Asking the responsible people of promoting the use of this New English Syllabus, and the ones who are putting it into practice is useful and highly representative of results.

In order to apply the survey, the instrument in use to gather the information is the questionnaire. Applying a questionnaire with different methods of information gathering within it, fits perfectly for the amount of time the edition and tabulation process require in order to deliver final results. The section below has the description of the questionnaire and the methods in use to gather data.

3.4.2 Instrument in Use for the Data Gathering

Questionnaire:

The instrument in use to gather information is the questionnaire. Questionnaires are a good form to gather information, especially if the researcher is going to have direct contact with the chosen sample. If there are misunderstandings with questions that are asked, the researcher can explain to the subject under study the meaning of any question and in that way, obtain the most accurate result.

The questionnaire is going to be *individual Self- Administered*. This means that the people who are part of the sample is going to fill it out on their own.

There are two types of questionnaires: The *closed form* and the *open form*. In this research, both ways of asking questions are included. In addition, *Likert scales* and *dichotomous scales* are used in order to delimitate advisors and tutors' answers in three, or five categories.

Best, J., & Kahn, J., (2006) define the *Open Form* in the following way: "The open- form, or unrestricted, questionnaire calls for a free response in the respondent's own words. (...) The open form probably provides for a greater depth of response" (p. 314). This form of asking questions is important because teachers and advisors have the opportunity to express themselves and share opinions; however, differently from qualitative researches, the importance of asking open questions in this thesis is that the questionnaire looks forward to finding patterns, and identify the frequency in which a statement is being said. In that way, the answers are going to be placed in categories and determine how many times these

answers are repeated, so that the information obtained lead to generalizations of the actions that happen on a regular basis in high schools.

This thesis project requires “Open Form Questions”, because the researcher is going to work with three types of samples (English Advisor of the Comisión Ampliada, English Region Advisor, and thirty English educators), and the results gathered are going to be remarkable and helpful to describe, in order to find patterns that repeat among them, leading to conclusions.

What this questionnaire looks forward to show and the whole thesis itself, is to verify both English advisors and the thirty English facilitators’ knowledge regarding to the Action Oriented Approach, and those results justify how far the implementation of the New English Syllabus has gotten. So, the questionnaire’s utility is to show if the syllabus is working correctly in all its most important aspects, or not. This instrument also asks educators to tell if the English Syllabus and the workshops imparted are well done, and if the information received from the workshop is meaningful and sufficient enough to be able to work under the Action Oriented Approach with the current conditions.

Now for the *Closed form* of questionnaires, Best, J., & Kahn, J., (2006) state that: “Questionnaires that call for short, check-mark responses are known as the *restricted*, or *closed-form*, type. Here mark a *yes* or *no*, write a short response, or check an item from a list of suggested responses” (p 313). The researcher selects this type of questions because it is easy to fill out for participants, the criteria selected allows participants to provide accurate answers, and it is assigned a certain numeric

value to answers, making the analysis and interpretation of results easier, because it consumes less time.

Two examples of the *closed form* of questions applied in the questionnaire are *Likert scales* and *dichotomous scales* as follows. For Likert scales, Best, J., & Kahn, J. (2006) suggests that:

The first step in constructing a Likert-type scale is to collect a number of statements about a subject. The correctness of the statements is not important as long as they express opinions held by a substantial number of people. It is important that they express definite favorableness or unfavorableness to a particular point of view and that the number of favorable and unfavorable statements is approximately equal.

After the statements have been gathered, a trial test should be administered to a number of subjects. Only those items that correlate with the total test should be retained. This testing for internal consistency will help to eliminate statements that are ambiguous or that are not of the same type as the rest of the scale (P.330).

As mentioned above, using closed questions permit the questionnaire to be accurate, which reduces the chance to get to misunderstandings from participants' answers. This can be done by letting participants know that they must choose one option from all the three, or five options that the questionnaire allows to choose, and one only. By selecting one answer, participants are able to express their degree of agreement, or disagreement with statements o situations. These scales are done in order to measure the level of frequency, probability, agreement, or importance an issue has.

The final example of *close questions* that the questionnaire uses is *dichotomous scales*. Cohen, L., Manion, L., & Morrison, K. (2007) argues that:

(...) It provides a clear, unequivocal response. Further, it is possible to code responses quickly, there being only two categories of response. A dichotomous

question is also useful as a funnelling or sorting device for subsequent questions, for example: 'If you answered "yes" to question X, please go to question Y; if you answered "no" to question X, please go to question Z' (...). Sudman and Bradburn (1982: 89) suggest that if dichotomous questions are being used, then it is desirable to use several to gain data on the same topic, in order to reduce the problems of respondents' 'guessing' answers (p. 323).

The practicality dichotomous scales offer to researchers in the data gathering process is phenomenal in terms of time management. In terms of information processing is useful and efficient because these type of questions only have 'yes' or 'no' answers, and only one of those can be selected per item. In the case of this instrument, marking with an ex 'X' the answer selected. Consequently, questions are precise in their results, and results are conclusive.

To conclude, it is expected from English facilitators and both English advisors to fill out all questions asked in the questionnaire, with the maximum qualification possible in every single item. This is because the New English Syllabus' phases must be happening during every single unit and lesson, and there cannot be a "no" as an option. With that being said, questionnaires are expected to show through their results, if what the program mentions that must be happening, is really happening, or not.

3.5 OPERATIONALIZATION OF VARIABLES

Before going with this, it is important to establish what a variable is. A variable is a fluctuant condition or phenomenon that varies, and it is submitted under analysis. Starting from that concept, what this section looks forward to do is to transform variables from their fluctuant condition, to a measureable condition where they can be studied.

Due to this fact, the operationalization of variables is developed in a structured order that is divided in three parts: Conceptual Definition, Operational Definition, and Instrumental Definition of variables.

The **Conceptual Definition** responds to be the definition that theory provides to the characteristics of an object or phenomenon. Most of the time this information can be found in the theoretical framework of the thesis (Gonzalez et al, 2017).

The **Operational Definition** is the one that describes the activities that the researcher does to collect information for the analysis (Barrantes, 2010).

And last but not least, The **Instrumental Definition** comes from each objective's variable, and it refers to the instruments used to measure the characteristics, or phenomena under study. (Barrantes, 2010).

In brief, based on what has been said, this starting section presents three definitions for each specific objective of the thesis.

3.5.1 Conceptual, Operational, and Instrumental Definition of Variables

3.5.1.1 Specific Objective: To define the Action Oriented Approach as part of the New English Program.

- **Variable:** the Action Oriented Approach, and the New English Program.
- **Conceptual Definition:** A very concise definition that the CEFR has established to this Approach is in the description below:

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 (CEFR, 2017, p.9).

- **Operational Definition:** This section has open questions. Also, dichotomous scales that consist of ‘yes’ or ‘no’, which for this instrument’s case, are going to be represented with an ‘X’. If the participant agrees with the criterion, he/she should write an ‘X’ inside the parenthesis. If the participant does not agree with the criterion, he/ she should not write anything.

Moreover, this section includes two types of Likert Scales. **The first Likert Scale** kind is ‘Totally Presented’ with a numeric value of 3, ‘Barely Presented’ with a numeric value of 2, and ‘Not Presented’ with a numeric value of 1.

The second Likert Scale has the following scale: ‘Highly Relevant’ that has a numeric value of 5. ‘Relevant’ has a numeric value of 4, ‘Barely Relevant’

has a numeric representation of 3, 'A Bit Relevant' with a numeric value of 2, and finally 'Not Relevant' with a numeric value of 1.

- **Instrumental Definition:** From Part I: Definition of the Action Oriented Approach, to Part VI: Teachers' and Learners' Role. From item #1, to item #35 of questionnaires applied to English Advisor of the "Comisión Ampliada", English Region Advisor, and English Teachers.

3.5.1.2 Specific Objective: To evaluate the lesson plan model promoted by the Action Oriented Approach in the New English Program.

- **Variable:** The lesson plan model promoted by the Action Oriented Approach in the New English program.
- **Conceptual Definition:** According to Farrell, T. (2002) "Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson" (p.31).
- **Operational Definition:** This section is put in question by using a Likert Scale with the following criteria: 'Not Satisfied' with a numeric value of 1, 'Barely Satisfied' with numeric value of 2, 'Fully Satisfied' with a numeric value of 3. Finally, to finish this section, there are asked three open questions
- **Instrumental Definition:** VII Part: Lesson Plan Model. From item #36 to item #39 of questionnaires applied to the English Advisor of "Comisión Ampliada", the English Region Advisor, and English Teachers.

3.5.1.3 Specific Objective: To examine the most relevant, and general mediation principles suggested by the Action Oriented Approach in the New English Program.

- **Variable:** Most relevant and general mediation principals in the New English program.
- **Conceptual Definition:** The mediation principles are in the MEP's New English Syllabus, as follows:
 1. English teaching places priority on the fine-tuning of learners communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach level B1 or A2+ based on the descriptors of the CEFR.
 2. Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
 3. Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then, they share the learning goals, and essential question with the students for that day or week.
 4. The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
 5. Lessons follow this learning cycle: warm-up, pre-teaching, practice, production and consolidation using the task-cycle as a model.
 6. The goal and expected outcome of the task is presented and explained to students for the productive stage.
 7. Teacher makes sure that all learners understand task instructions.
 8. Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
 9. Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
 10. The task could involve the integration of listening and speaking or reading and writing and are given to students individually, in pairs, or teams.
 11. The students complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
 12. Teacher monitors the learners' performance and encourages them when necessary.
 13. Preparation time, clarification and wait time is given to the learners to prepare and answer questions when asked.
 14. The students consciously assess their language performances (using rubrics, checklist and other technically designed instruments that are provided and

explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to students' attention, and provide additional pedagogical resources to students who need more practice.

15. At the end of each unit the learners develop and present integrated mini-projects to demonstrate mastery of the unit goals.
16. The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The integrated mini-project is an opportunity for students to integrate these three learnings in a single task.
17. Teach and plan English lessons in English to engage learners socially and cognitively. (M.E.P., 2016, p.38-39)

- **Operational Definition:** This section includes three different Likert Scales.

The first scale used is 'Fully Relevant' with a numeric value of 3, 'Barely Relevant' with a numeric value of 2, and 'Not Relevant' with a numeric value of 1.

The second one has a scale that goes as follows: 'Fully Satisfied' with a numeric value of 3, 'Barely Satisfied' with a numeric value of 2, and 'Not Satisfied' with a numeric value of 1.

The third one has the following scale: 'Highly Relevant' has a numeric value of 5. 'Relevant' has a numeric value of 4, 'Barely Relevant' has a numeric value of 3, 'A Bit Relevant' has a numeric value of 2, and finally 'Not Relevant' with a numeric value of 1.

And to finish, this section has two open questions.

- **Instrumental Definition:** VIII Part: Mediation of Learning. From item #40 of questionnaires, to item #60 of questionnaires applied to English Advisor of "Comisión Ampliada", English Region Advisor, and English Teachers.

3.5.1.4 Specific Objective: To describe the general assessment principles suggested by the Action Oriented Approach in the New English Programs.

- **Variable:** General Assessment principals in the New English program.
- **Conceptual Definition:** The CEFR (2017) defines it as follows: “Assessment is used in this chapter in the sense of the assessment of the proficiency of the language user” (p.177).
- **Operational Definition:** This section has a dichotomous scale that consist of ‘yes’ or ‘no’, which for this instrument’s case, the answer is going to be represented with an ‘X’. If the participant agrees with the criterion, he/ she should write an ‘X’ inside the parenthesis. If the participant does not agree with the criterion, he/ she should not write anything.

The first Likert Scale has a scale that goes as follows: ‘Fully Satisfied’ with a numeric value of 3, ‘Barely Satisfied’ with a numeric value of 2, and ‘Not Satisfied’ with a numeric value of 1.

The second Likert Scale corresponds to the following scale: ‘Highly Confident’ has a numeric value of 5. ‘Confident’ has a numeric value of 4, ‘Barely Confident’ has a numeric value of 3, ‘A Bit Confident’ has a numeric value of 2, and finally ‘Not Confident’ with a numeric value of 1.

Finally, this section has an open question to finish

- **Instrumental Definition:** Part IX: General Assessment Principles and Part X: Learner’s Self- Assessment. From item #61 of questionnaires, to item #68 of questionnaires applied to English Advisor of “Comisión Ampliada”, English Region Advisor, and English Teachers.

CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

Once the information is gathered through the use and application of the technique and instrument, it is necessary to demonstrate results that the researcher obtained from the participants of the sample. This is what gives importance to this section of the study. Describing the data, interpreting the results, and explaining them is the analysis this chapter is aiming to reach (Gonzalez et al, 2017).

It is necessary to be sure that the objectives of the research were fulfilled through the application of instruments; because obtaining accurate information is what is going to lead to the conclusions and recommendations for the next chapter.

In reference to this chapter, the participants are thirty English teachers from the Northern San José Educative Region, the English Region Advisor of the Northern San José Region, and one English Advisor who belongs to the “Comisión Ampliada para Tercer Ciclo y Educación Diversificada”. The importance that these answers bring to the research, lies on the fact that the inquiry seeks to analyze the effectiveness the New English Syllabus has had during these two years of incorporation to the MEP system. In order to do this, giving subjects the opportunity to share their opinions is important. It is significant to clarify that these answers do not seek by any chance to be compared, due to the fact that this thesis project has a descriptive character.

Furthermore, results gathered show if tutors' knowledge received in the workshop with the English Advisor and the New English Syllabus is enough for them to teach according to these New Syllabus' requirements. Therefore, analyzing, interpreting, and describing what these three groups of people have to say in regards to the New English Syllabus is interesting, and meaningful for this research.

In order to present results, graphs and tables show answers obtained through instruments' use. These answers correspond to the use of closed questions and are going to be presented using maximum, and minimum numbers to show the most relevant information, so that they can be placed in perspective and see results. For open questions, tables and texts appear in order to explain results. These answers respond to categories that answer the open questions asked in the questionnaire. This with the aim of organizing the ideas that participants shared in their answers.

4.1 QUESTIONNAIRE RESULTS FROM THE ENGLISH ADVISOR OF “COMISIÓN AMPLIADA DE TERCER CICLO Y EDUCACIÓN DIVERSIFICADA”

The first group of answers presented are going to be the ones obtained from the English Advisor who belongs to the “Comisión Ampliada de Tercer Ciclo y educación Diversificada”. These answers are important to read and understand, because those answers come from one of the advisors who wrote part of the new English syllabus. In addition, this advisor has the duty of teaching other region advisors of the country about the requirements, and specifications this new program has. So, the answers this Advisor has to give are meaningful and thought provoking, regarding to the results gotten after these past two years of implementation of the New English Syllabus in the country.

Table 1

Definition of the Action Oriented Approach according to the English “Comisión Ampliada” Advisor

Part I: How would you define what the Action Oriented Approach is?

Given Response	N° of Answers
Use of language focusing on communication to allow students to solve real life situations, taking in consideration socio- cultural aspects.	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

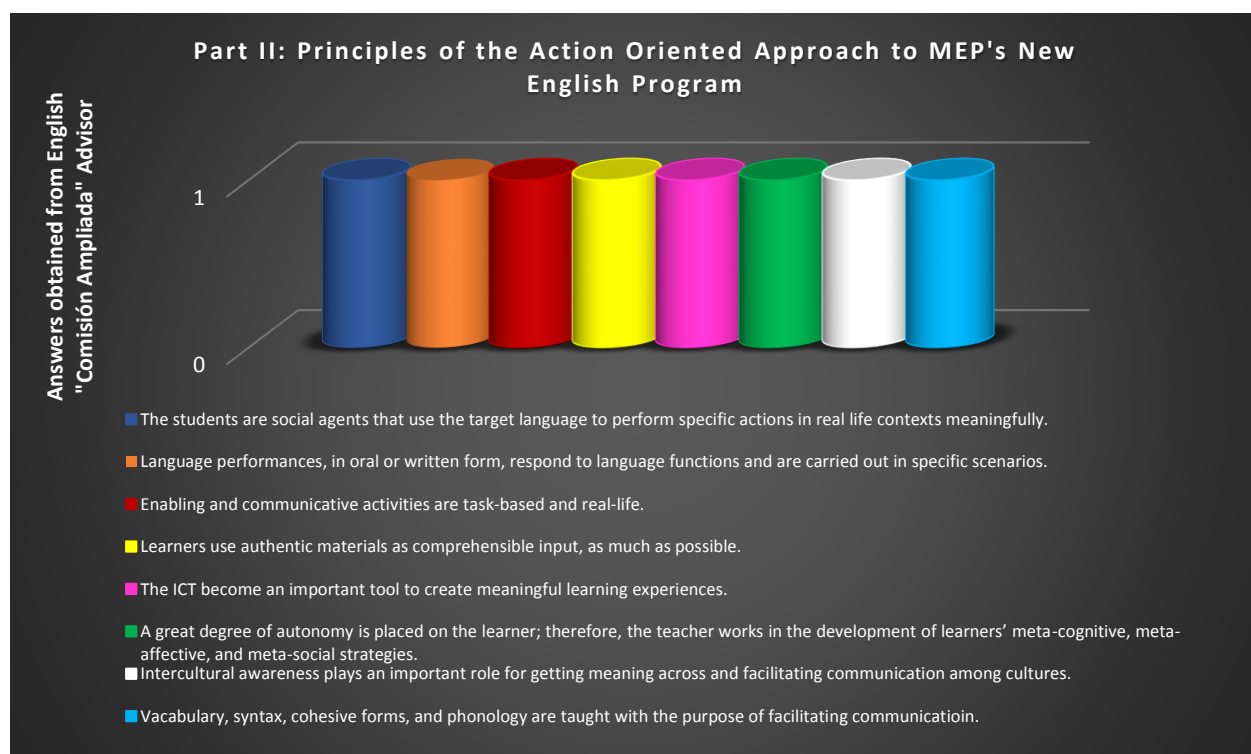
It is good to know that the answer the Advisor is providing matches perfectly with the definition the New English Syllabus has. The MEP (2016) defines the Action Oriented Approach as follows: “An Action Oriented Approach sees students as active

agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks” (p.28). It can be interpreted that “solve real life situations” stand for “tasks”. At the end, what this syllabus looks forward to achieving is the consistent progress of students, through conflict resolutions and task accomplishments, which is extremely important to notice because this enables learners to become independent language users.

So, reading this answer from this Advisor is important because this person understands the essence of what has to be done and where the MEP wants to get to.

Another important result from this is that when English advisors have their own meetings and at least, this English “Comisión Ampliada” Advisor in specific, he can teach appropriately to other English Region Advisors what objectives the MEP expect them to achieve and where to take English educators, in order to get the expected outcome throughout the year.

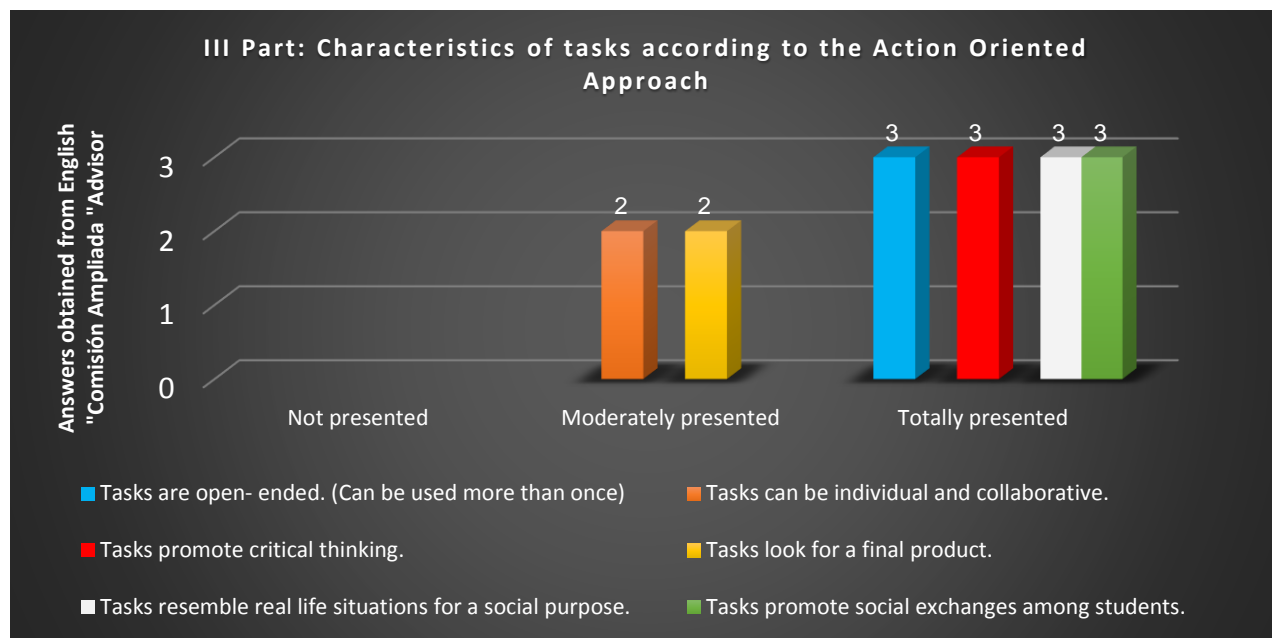
Graph#1: Principles of the Action Oriented Approach according to the English “Comisión Ampliada” Advisor



Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

As it is expected, the English Advisor answered that all these principles fully take place when delivering a class under the Action Oriented Approach. According to the theory found in the New English Syllabus, these principles must be considered in order to prepare effective English lessons. For this reason, finding that the English “Comisión Ampliada” Advisor answered accurately with what the English Syllabus includes, is a great sign of good understanding of the goals English facilitators have to accomplish and the goals the program has.

Graph# 2: Characteristics of Tasks according to the English “Comisión Ampliada” Advisor



Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

In this question, four items were selected as “totally presented”, showing that the Advisor agrees with the fact that these tasks possess these characteristics. Tasks are one of the key points that make the difference between the Action Oriented Approach and the Communicative Approach. This is because of their openness to make more kinesthetic activities, showing understanding through actions, and meaningful learning purposes.

In addition, tasks usually include the creation of final products. This is as important as the process and the exchange of knowledge among students because in this procedure, students build friendship and trust through collaboration and team work. For some reason, the Advisor does not agree with that idea, and the reason behind this is because of the context, materials, and resources instructors have, that

vary a lot from one institution to the other. This makes it difficult not only for tutors and pupils, but also for the whole country in terms of syllabus application, because the New English Syllabus sees all institutions in the public educational system as equal, and consider that all of them have the same conditions to perform actions and activities, which is not true.

Table 2

Definition of Tasks according to the English “Comisión Ampliada” Advisor

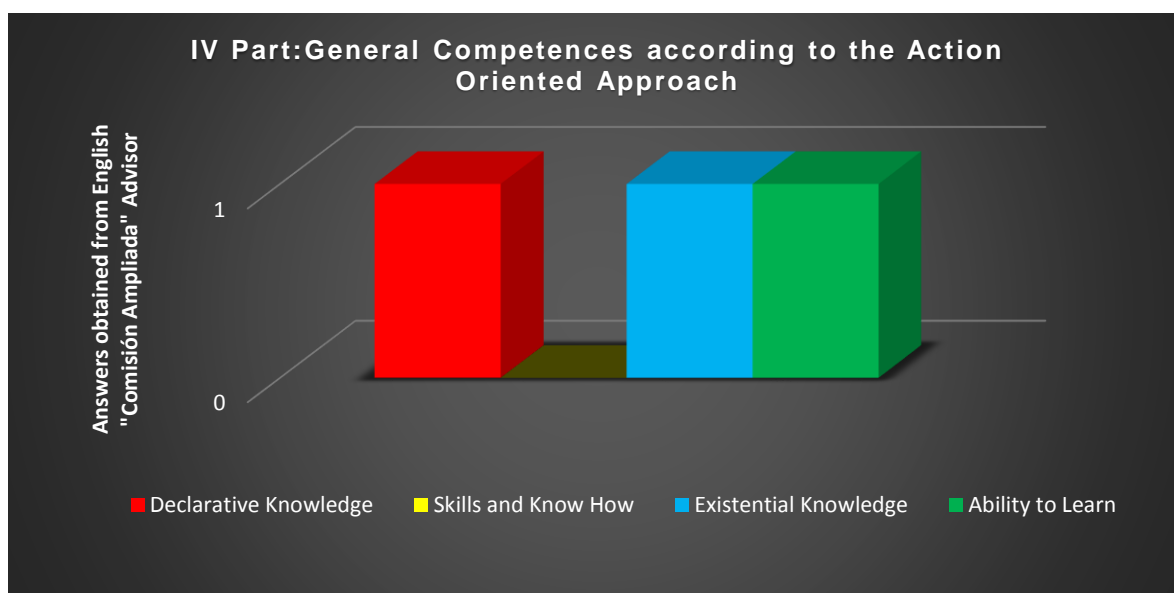
How would you define what a tasks is?

Given Response	N° of Answers
Act or an activity that has to be done in order to achieve a purpose.	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

According to the English Syllabus, tasks are activities that demand students’ skills, abilities, and learners’ knowledge in order to perform purposeful actions that lead to a final result, and have an expected outcome (MEP, 2016). It is great to see that the personal definition of tasks according to the English “Comisión Ampliada” Advisor matches the definition the New English Syllabus has in the booklet. However, this is too limited to only the gist of what a task is, which demonstrates that there are some constraints between what the English Advisor thinks and what the English Syllabus mentions tasks are.

Graph# 3: General Competences according to the English “Comisión Ampliada” Advisor



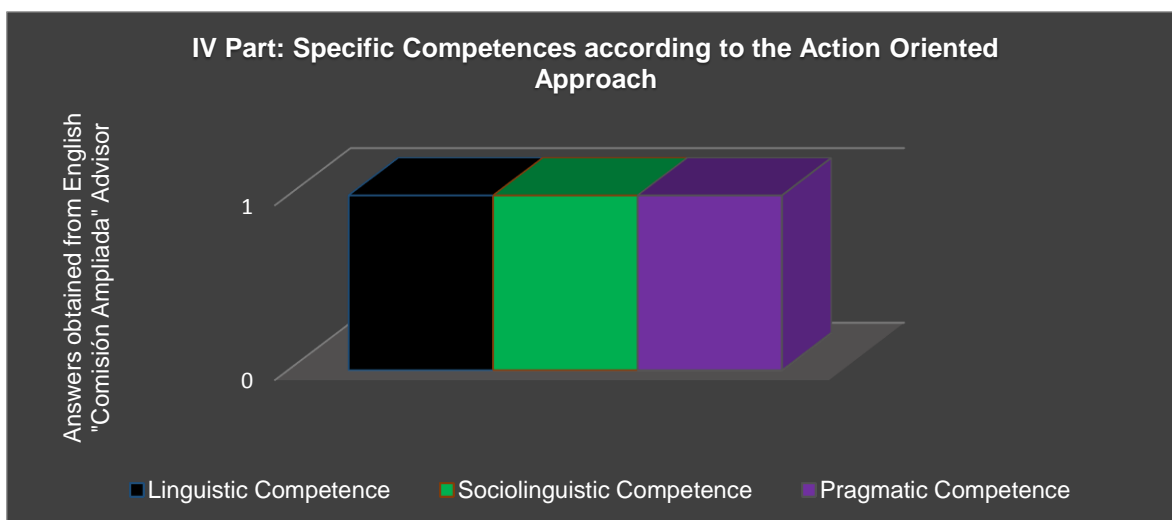
Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

In order to allow readers to understand these results, it is important to explain briefly what General Competences are. According to the theory, general competences are the competences students bring from their own background and help them in their learning process during English Lessons.

In this case in specific, the English Advisor agrees with three out four of the General Competences. The “Skills and Know How” refer to practical skills and intercultural skills. These skills ease the process of interaction among people and in this case, students. This gives ‘cultural sensitivity’ to language users to facilitate the proper interaction between cultures, and this graph shows that the English Advisor believes that students do not have this skill. It is thought provoking, and he has a good point on this because students do not have the opportunity to talk in English, with people whose nationality and culture belong to English speaking countries.

Because of this, having this skill is difficult because of the lack of knowledge, practice, and understanding regarding to the language itself. In conclusion, this a good reason to consider that students lack of this skill.

Graph# 4: Specific Competences according to the English “Comisión Ampliada” Advisor

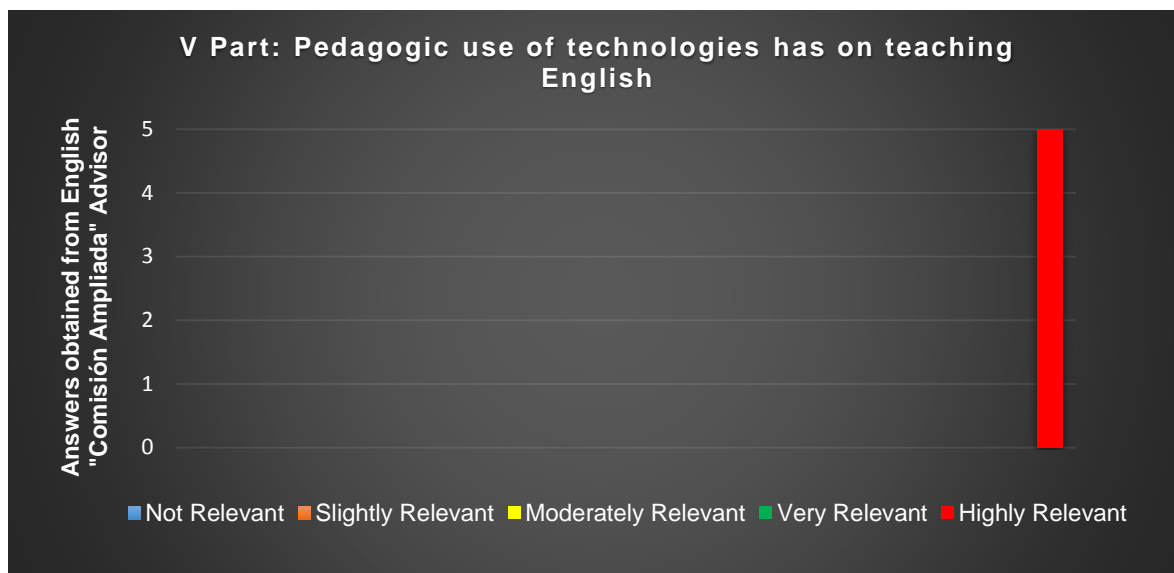


Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

For this question in particular, the English Advisor considers that these three competences fully take place in the learning process. This is because these three specific competences are worked out in high schools and not necessarily brought from students’ background.

In addition, the New Teachers’ Guide provide English facilitators with resources to work them out, and the English Syllabus brings within it different lesson plans samples, so that English educators can address these competences. For these reasons, the English Advisor considers these three competences are addressed during the learning process.

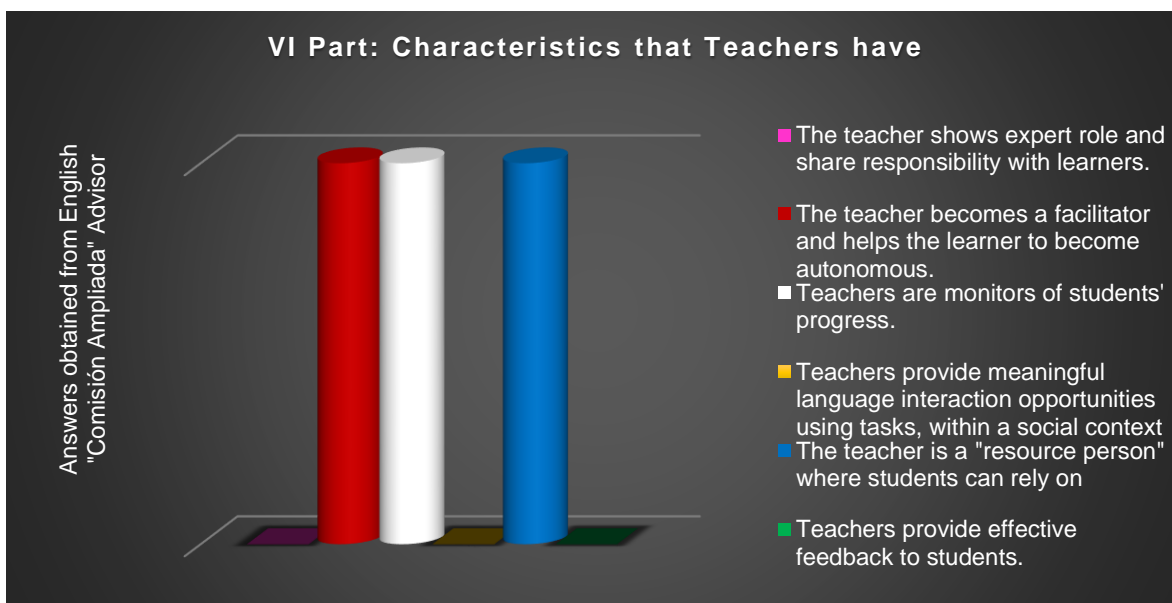
Graph# 5: Pedagogic Use of Technologies according to the English “Comisión Ampliada” Advisor



Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

Since we are experiencing a technological revolution in every single area of our lives, having technology working in our favor is important, and it makes processes simpler. There are many things that can be changed and enhanced thanks to technology, including education. For this reason including technology and internet within the classroom is important, especially because students are growing up in a technological era, where everything can be done using internet. Most students have technological devices at home like cellphones. Therefore, it is important to include technology and Internet in the classroom, and it is more than just a fancy item to include for pedagogical purposes.

Graph# 6: Teachers' Role according to the New English Syllabus



Source: Questionnaire applied to English "Comisión Ampliada" Advisor, 2018.

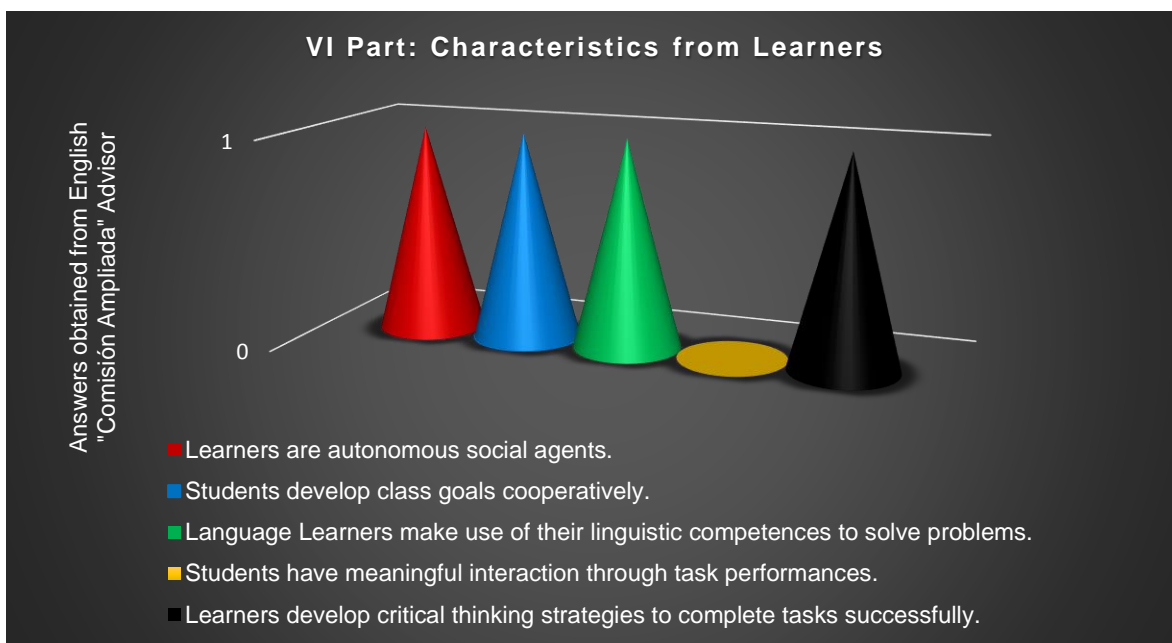
From these six characteristics that teachers should have, only three take place according to the English Advisor. These three characteristics that are not included, show that this English Advisor considers that English tutors have not developed all the competences they need in order to perform their functions as facilitators appropriately.

It is interesting to see that according to this English Advisor, instructors do not show their expert roles, nor share the responsibility of the completion of tasks in the classroom with students. According to the English Syllabus, this must happen because one of the functions educators perform is of putting into practice the autonomy students must develop going from simple tasks, to more complex ones. This autonomy is only going to occur through execution and it is understandable that this can take some time for facilitators and scholars to get used to it.

The same happens with the next characteristic missing, that tutors are not making situations where students can learn from putting their language skills into practice, through interaction opportunities, which can be explained as not using tasks in order to address English lessons. The purpose of making scenarios relies on the idea of creating an atmosphere where the target language is needed, so that students develop their language skills through execution. According to this English Advisor, English lessons are performed as regular master classes where educators only perform actions as they are used to and do not innovate that much.

Finally, it is difficult to say that tutors give effective feedback if students are not having effective language productions. Teachers need to observe students while they develop their tasks. In this way, facilitators evaluate students through watching the expertise of their demonstrations in class. According to the English advisor, this is something that does not happen.

Graph# 7: Learners' Role according to the New English Syllabus

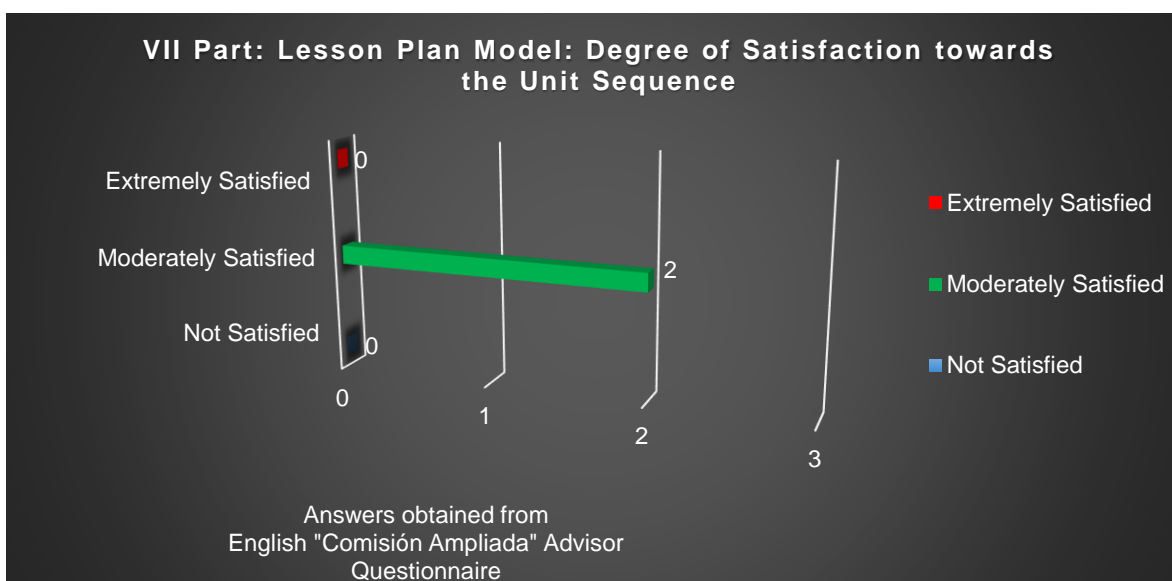


Source: Questionnaire applied to English "Comisión Ampliada" Advisor, 2018.

It is curious that the English Advisor maintains through his answers, the same consistent criterion that learners do not develop meaningful interaction through tasks. This is an important finding that this information has shown, because it is clear that for this English Advisor that students are developing tasks, but that does not mean that these tasks are meaningful. The means this New English Syllabus proposes in order to create these meaningful interactions is through tasks, and according to the English Advisor, this is not happening.

The New English Syllabus (2016) clearly states the ultimate goal this syllabus has is to develop English communicative competence and internal growth. For this reason, in spite of the fact that students are solving tasks cooperatively and learn to solve problems using critical thinking strategies, these tasks only help them achieve class goals, but nothing else.

Graph# 8: English “Comisión Ampliada” Advisor’s Degree of Satisfaction towards the Lesson Plan Model, according the New English Syllabus



Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

According to what this graph shows, the English Advisor does not agree completely with the unit sequence this English Syllabus uses. In fact, the English Region Advisor gives the same answer, and the majority of English tutors consider the same answer as well, matching with this answer in specific. The main goal of the unit sequence is to give educators a direction to follow, so that they do not lose the pace the program establishes, especially now that instructors are adapting to it. This program demands English teachers to do a lot of written work with not a lot of time at their disposal, which overloads them, causing discomfort in the teaching process. Eventually, educators express their disagreements in the workshop they have every single year with English advisors, which could be one of the reasons behind his discomfort with the unit sequence.

Table 3***Suggested Changes to the Unit Sequence according to the English “Comisión Ampliada” Advisor”***

What changes would you propose to the Unit Sequence provided by the Action Oriented Approach in the New English Syllabus, to help your teachers perform better?

Given Response	N° of Answers
More time for teachers to perform the stages the program has.	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

As it can be seen on the table, one of the most problematic drawbacks instructors are facing at this moment is the amount of time they have available to teach their classes. Three lessons of forty five minutes per week (two hours and thirty minutes), for every single group of thirty, or forty students is not enough; especially with an overwhelming syllabus like this one.

Situations vary depending on the condition high schools have. For instance, institutions that are called UNIDADES PEDAGOGICAS are institutions that have five English lessons per week for each group (almost the double amount of regular public institutions), and despite of that, the advisor suggests to provide more time for educators to fulfill their lessons.

Another institution modality this region has is the EXPERIMENTAL BILINGÜE, like Liceo Experimental Bilingüe de La Trinidad de Moravia. Time conditions in here are completely different because this kind of institutions have twelve English lessons

per week, for each group. The availability of time that each institutional modality has to complete the units of study is notorious. For this reason, it is important for the M.E.P. to check the possibility of providing facilitators with more lessons, so that they finish units under study satisfactorily.

Table 4

Acceptance of the Resources Given in the New English Syllabus according to the English “Comisión Ampliada” Advisor

The M.E.P.’s New English Program provides a set of learning resources such as links, written materials, among others. Based on your experience as English advisor: Do you agree or disagree with the learning resources given? Please, justify your answer.

Given Response	N° of Answers
Most of the resources are not well contextualized. Not all high schools have technology	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

Considering what the advisor said on Graph# 5: Pedagogic Use of Technologies, he agrees with the fact that technology is highly important to take it into consideration for educational purposes; however, it is difficult to include technological devices in high schools because not all institutions in the country have the possibility to count with those resources. If they have some, they are not enough so that educators can work with them during lessons. For example, in Liceo Mauro Fernández, they only count with one video beam for the whole high school, so teachers have to share it among themselves, which causes that tutors decide to prepare their lessons without

using technology. Because of this answer, it is noticeable that the English Advisor does not agree with the Learning Resources given.

Table 5

English “Comisión Ampliada” Advisor’s Suggestion to the Learning Resources

What changes would you suggest to the learning resources provided to allow your teachers perform better?

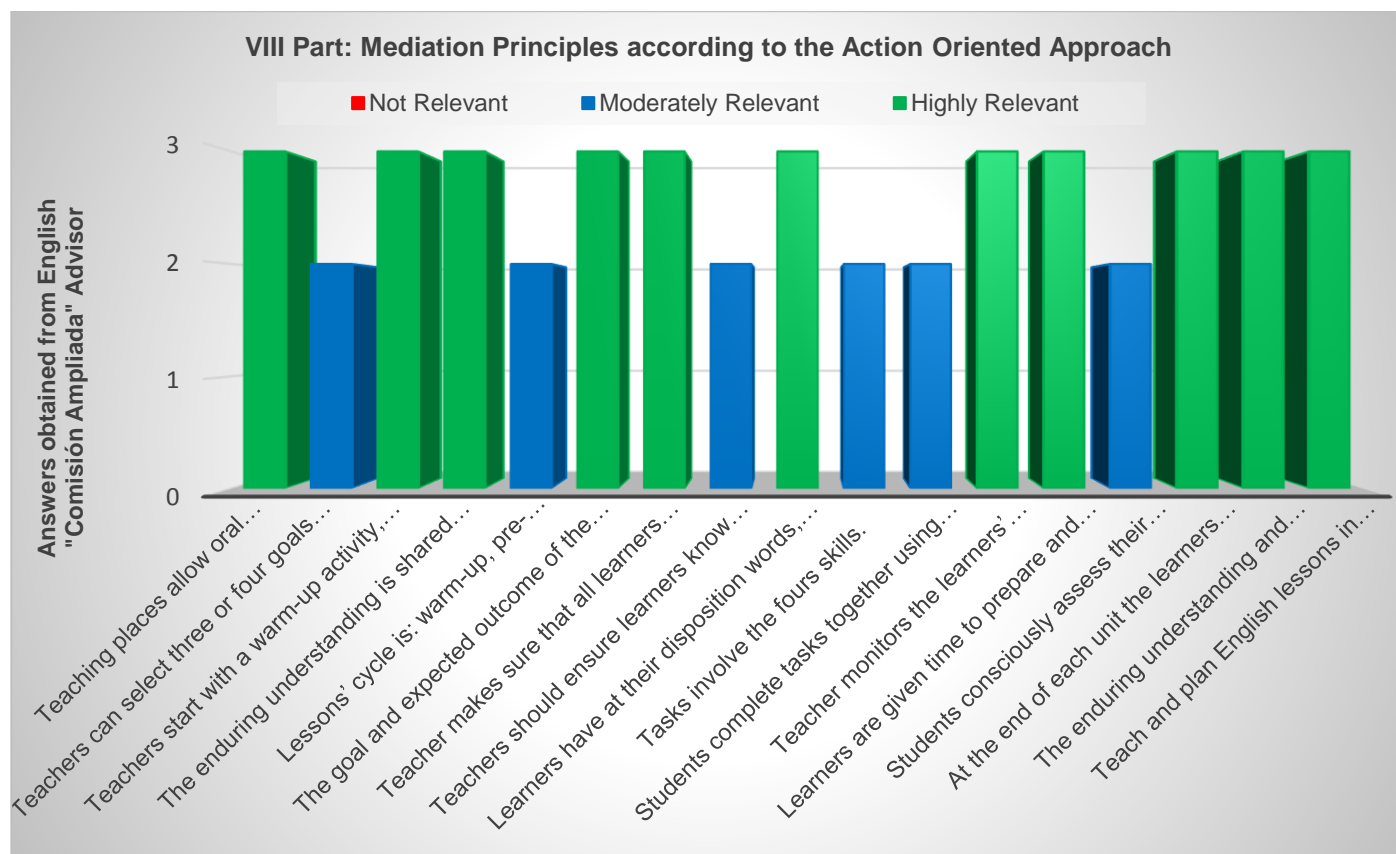
Given Response	N° of Answers
Better contextualization of the materials using simple, meaningful real life or pseudo real life situations.	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

Now in this section, the English Advisor is providing his suggestion regarding to these Learning Resources. Evidently, if in table# 4 the English Advisor considers that these Learning Resources are not well contextualized, his suggestion is to contextualize them.

In this proposal, he suggests to simplify things using meaningful real life situations, in order to help students produce in the learning process. Exists the possibility that the Learning Resources are too elaborated and complex. That it is not realistic, or useful to include them in classes. Therefore, it is important for the M.E.P. to check if the elaboration of these resources affects the teaching process.

Graph# 9: Mediation Principles according to the Action Oriented Approach



Source: Questionnaire applied to English "Comisión Ampliada" Advisor, 2018.

Mediation Principles refer to the "how" to perform the Action Oriented Approach in the class. These principles should be accomplished in order to shift from the Communicative Approach, to the Action Oriented Approach. As results show, the English Advisor considers that most of all of these principles are highly important. The key feature these mediation principles have is that they are based on tasks (MEP, 2016, p.35).

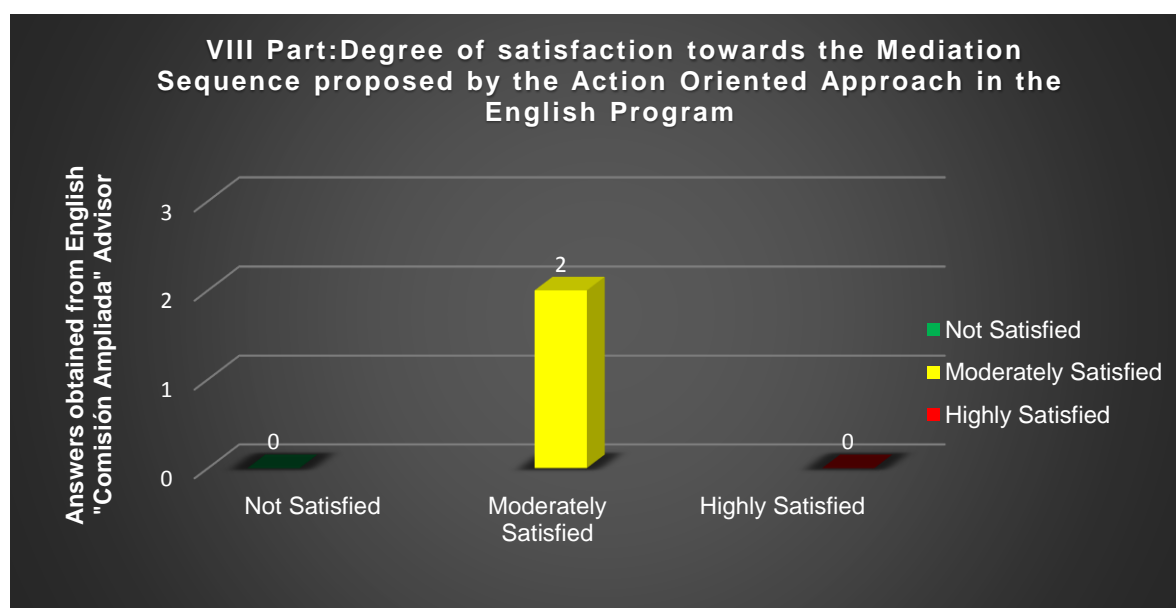
Since these principles were chosen by the "Comisión Ampliada" which wrote the English Syllabus, the fact that this English Advisor does not consider all these principles as "highly relevant" is thought provoking. The reason to this may rely on

the fact that after two years of application, these principles have not been accomplished; especially because of the complexity that tasks require once students start to move on with the program.

As can be seen, the English Advisor acknowledges that the majority of them are “highly relevant”, yet this is not what is expected. If these principles were established before naming this syllabus as the official syllabus the MEP was going to implement, these results should reveal complete acceptance from this English Advisor, because of his participation in the creation of the syllabus.

These results show that something goes wrong in this process, and modifications have to be done in order to fulfill the goals this whole program has for the English language education of the country.

Graph# 10: Degree of Satisfaction towards the Mediation Sequence in the New English Syllabus



Source: Questionnaire applied to English "Comisión Ampliada" Advisor, 2018.

Now, it is coherent to see that the English Advisor considers that the Unit Sequence and these Mediation Principles are important, yet he is “Moderately Satisfied” with the Mediation Sequence. It is difficult to accomplish them completely because of the complexity this sequence has and the lack of time the English Advisor acknowledges tutors have on Table# 3.

When English Advisors have their annual meeting with English educators for their workshop, usually English facilitators complain about the structure the syllabus has, revealing that they are not capable of finishing the Units of study. After two years of facing this situation, he realizes that it is complicated to execute the program in the way the MEP wants things to be done, leading the result of being “Moderately Satisfied”.

Table 6

English “Comisión Ampliada” Advisor’s Suggested Changes to the Mediation Sequence

According to your experience, what possible changes would you suggest to the Mediation Sequence to allow your teachers perform better?

Given Response	N° of Answers
Smaller groups, more English classes, Teacher training, more flexibility when planning, more access to technology and innovative resources.	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

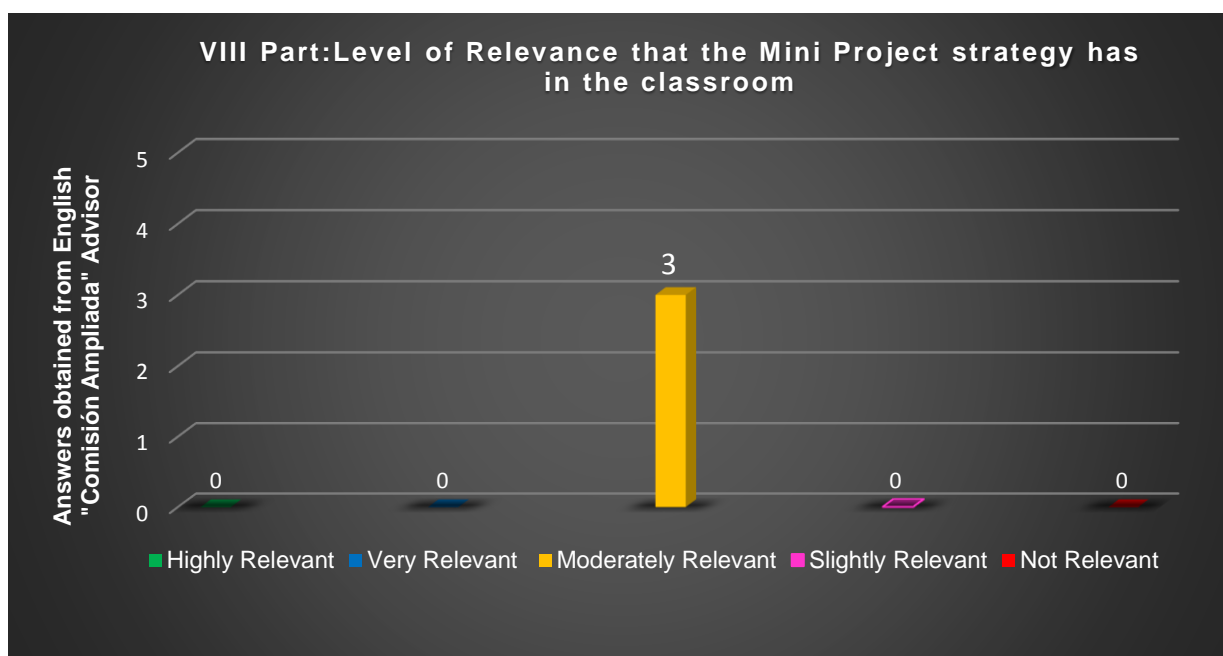
Regular groups in high school are made of twenty five, to thirty students. This is a regular condition every high school institution has to face, but it definitely would be easier for English instructors to manage groups with less students.

In the second place, as it was mentioned before, it is important to add more English Lessons, or more time for English tutors to teach, because only forty five minutes per lesson is not enough for them to fulfill the assessment goals.

Since the English Syllabus includes all lesson plans for units, the program has become too rigid and structured. Now, teachers only give to the principals' office the planning the MEP includes within the syllabus. Supposedly, this was going to ease facilitators' work; nonetheless, educators do not have the opportunity to be creative and explore new forms of addressing English lessons. So, giving flexibility to English instructors provides room for them to create communication opportunities in lessons.

Finally, it is important to provide technological resources in all high school institutions, if the MEP wants to apply this syllabus. This because the syllabus itself promotes the use of technology in English Lessons, but not all public high schools count with the appropriate devices to allow educators work in this direction.

Graph# 11: Level of Relevance towards the Mini Project Strategy according to the English “Comisión Ampliada” Advisor



Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

This strategy looks forward to allow students to show mastery of the contents studied during lessons, and through a group presentation, students must include elements learned in the previous five lessons.

As the graph show, the English Advisor considers the Mini Project Strategy is “Moderately Relevant”. Since there is not a lot of time for teachers to execute their labors appropriately, it is complicated to apply this strategy if English educators have to face those complications. On the other hand, the Mini Project strategy does not have a percentage value in students’ grade at the end of teaching period. For that reason, even students decide to avoid doing their presentations, because this is only a formative activity. Now with all that being said, the English Advisors’ results are conclusive.

Table 7**English “Comisión Ampliada” Advisor’s Suggested Changes to the Mini Project Strategy**

What changes would you do to the Mini Project strategy, to allow your teachers apply it better?

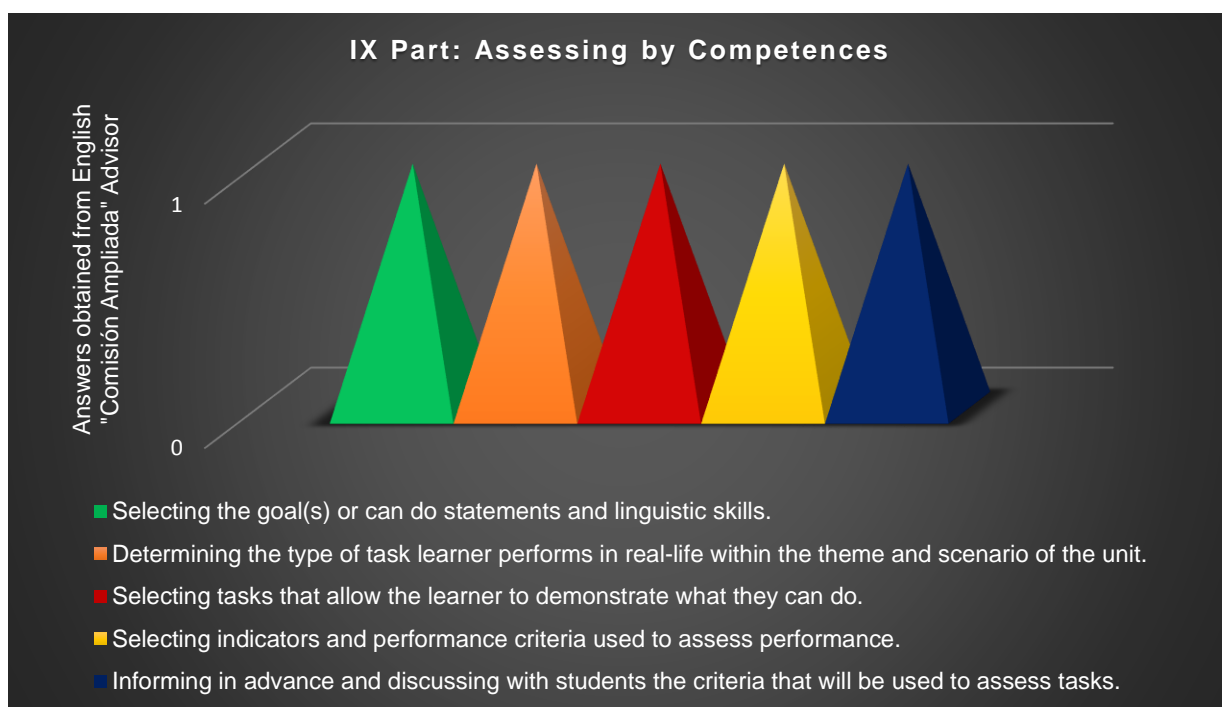
Given Response	N° of Answers
Work in the mini- project at home. More English classes.	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

Linked with the answer given on Graph# 11, the English Advisor suggests to allow students to prepare their Mini Project at home. This is a good option for tutors to save their time for lessons, and at the same time to allow pupils to make use of this opportunity to produce.

Effectively, more time is required so that English teachers can make this syllabus work appropriately. So, in order to allow students to make their Mini Project presentations, more time, or either more lessons are required, so that facilitators can exploit this programs’ goals and reach its potential.

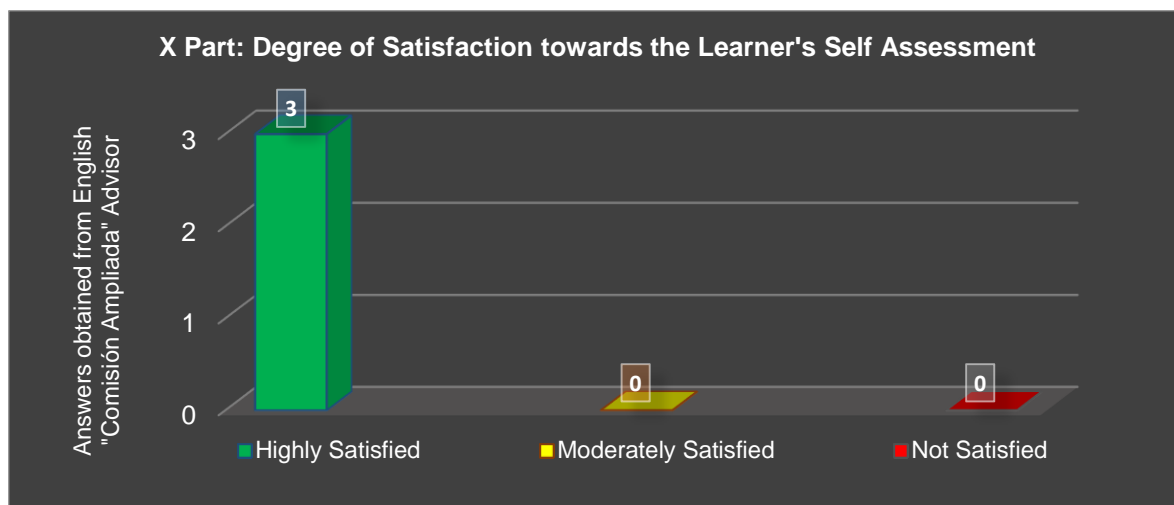
Graph# 12: Five Necessary Elements to Evaluate Students' Development of Competences



Source: Questionnaire applied to English "Comisión Ampliada" Advisor, 2018.

As the graph shows, the English Advisor acknowledges the importance all these five criteria, which serves as an indication that the way the syllabus proposes to evaluate students, is being taught correctly from him, to other regions advisors.

Graph# 13: Level of Satisfaction towards the Learner's Self- Assessment according to the English "Comisión Ampliada" Advisor



Source: Questionnaire applied to English "Comisión Ampliada" Advisor, 2018.

It is good to see that the English Advisor is "Highly Satisfied" with the Learner's Self- Assessment strategy this New English Syllabus suggests. This new program wants to allow students to make their own conclusions, regarding to their development in the English class. Since critical thinking is one of the considerations this program wants to develop on students, providing them the opportunity to critic themselves is important. This allows students to make adjustments in the way they address their tasks, which is highly constructive and formative permitting self-growth.

Table 8

English “Comisión Ampliada” Advisor’s Suggested Changes to the Learners’ Self- Assessment

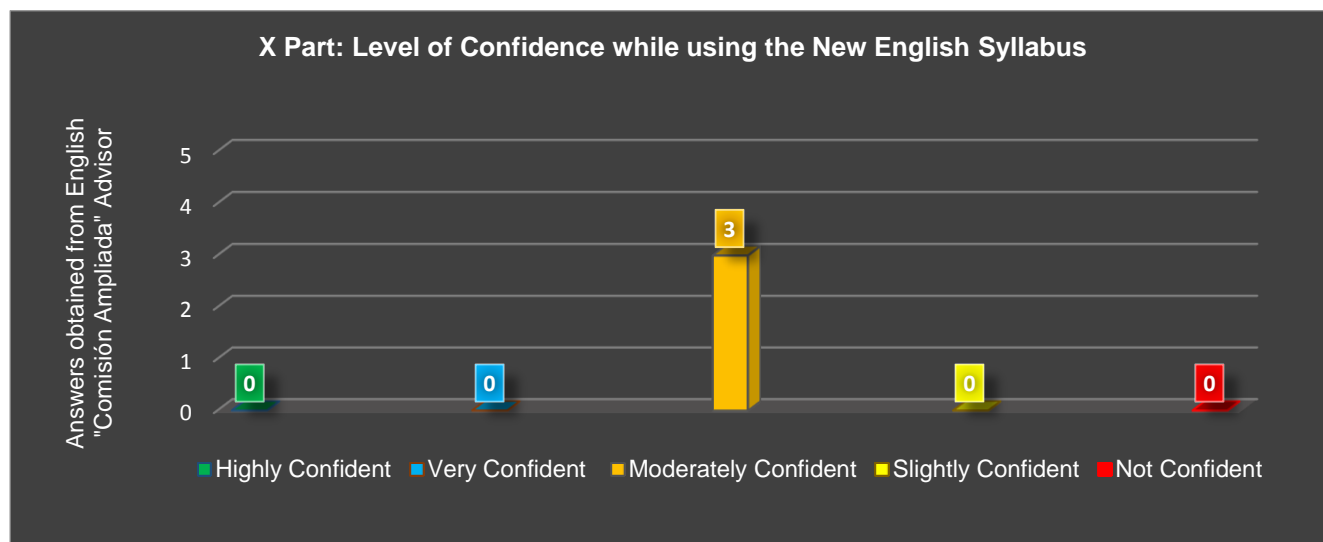
According to your experience, what possible changes would you suggest to the Learners’ Self- Assessment, so that English Teachers can apply it better in their classrooms?

Given Response	N° of Answers
No changes suggested, only allow teachers and students to get used to it.	1

Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

Matching with the answer on graph# 13, the English Advisor agrees with the Learner Self- Assessment strategy and because of its new inclusion in the program, the English Advisor does not recommend any change to this. He only suggests to give it some time to allow facilitators to get used to it.

Graph# 14: Level of Confidence Teachers Have with the New English Syllabus according to the English “Comisión Ampliada” Advisor



Source: Questionnaire applied to English “Comisión Ampliada” Advisor, 2018.

After two years of working under the Action Oriented Approach, it is impressive to see that the English Advisor considers that English teachers might be “Moderately Confident” while working using this New Syllabus.

Somehow, it is expected from the English Advisor to think that English educators are “Moderately Confident”. The reason for this is due to the novelty and complexity this program holds, and as any other new experience, is expected to have problems at the beginning. Hopefully, instructors will overcome their gaps, becoming proficient using this English Syllabus.

4.2 QUESTIONNAIRE RESULTS FROM THE NORTHERN SAN JOSÉ ENGLISH REGION ADVISOR

This second group of answers belong to the Northern San José English Region Advisor. All these answers are significant because this English Advisor is the person who has the duty, of preparing English teachers in order to fulfill their actions in the classroom.

Through this workshop that the English Advisor delivers every single year, he goes over the theoretical background of the syllabus, analyzes template elements, examines the goals this program has, and the requirements the assessment processes have, including the Mini- Project strategy. With this, the English Region Advisor aims to prepare English educators well enough, so that they can perform their English Lessons with better proficiency, over all the processes that must take place according to the New English Syllabus.

So, the English Region Advisor in this second section is going to share his opinion according to the questions that were asked in the questionnaire.

Table 1**Definition of the Action Oriented Approach according to the English Region Advisor**

Part I: How would you define what the Action Oriented Approach is?

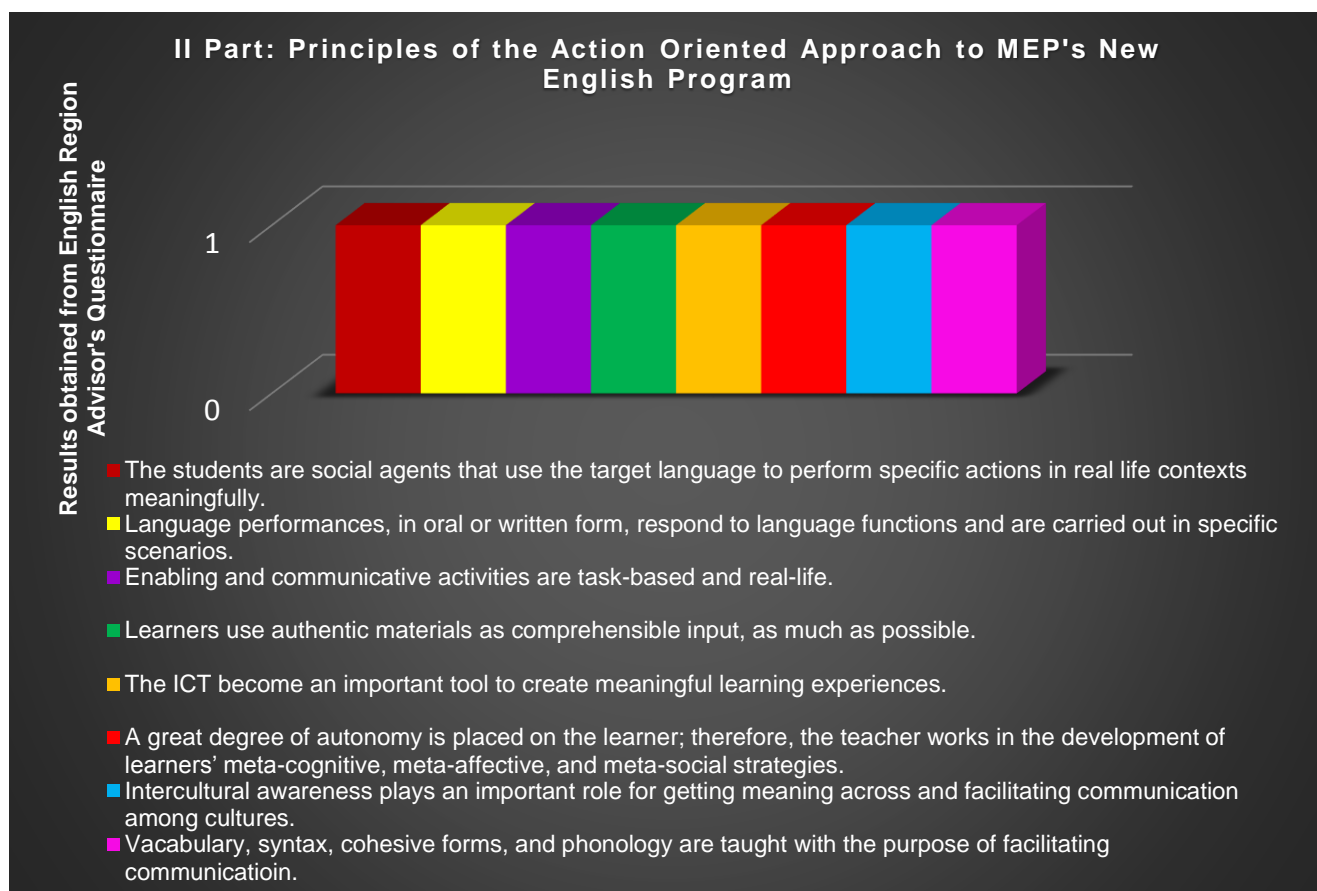
Given Response	N° of Answers
Approach that proposes the teaching of English with a direct use in real life for real communication.	1

Source: Questionnaire applied to the English Region Advisor, 2018.

According to the New English Syllabus (2016), the definition of the Action Oriented Approach is “An Action Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks” (p.28). In sum, what matters the most is to use the language in real life communication, and this is exactly what the English Region Advisor says.

It is appropriate to see that this English Region Advisor’s definition of the Action Oriented Approach, coincides with the definition the English Syllabus has. This shows understanding of the concept and even when he has to share a personal definition about the Action Oriented Approach, this allows him to create a personal definition with the same essence of what it is.

Graph#1: Principles of the Action Oriented Approach according to the English Region Advisor



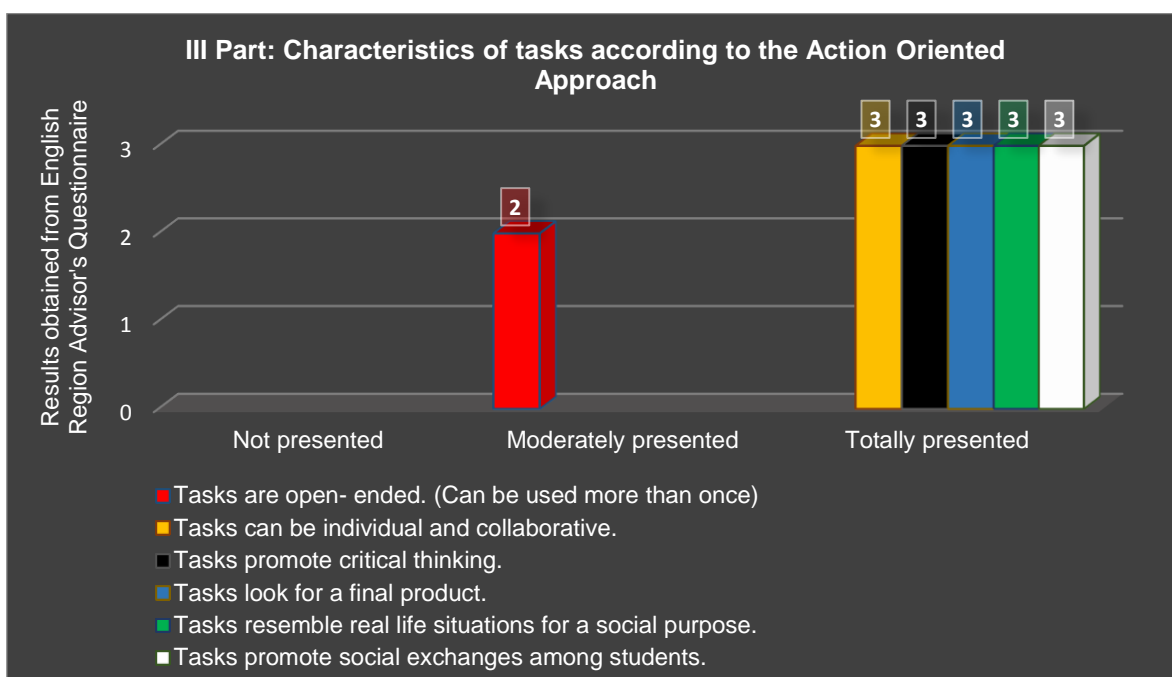
Source: Questionnaire applied to the English Region Advisor, 2018.

It is important to notice that in order to address English lessons with the Action Oriented Approach, English tutors have to consider these basic principles. This question was done to determine any inconsistency, in a way in which all these principles had to be selected. If some of them were not selected, that could represent inconsistencies with the syllabus application.

Since the English Region Advisor considers that all these principles are important in order to deliver English lessons, this shows understanding of contents and the requirements this takes in order to execute the syllabus correctly.

Furthermore, the English Region Advisor is the one in charge of delivering workshops to English facilitators of the Northern San José Region; therefore, confirming that he understands the importance of these basic principles is a good signal that shows mastery of the contents.

Graph# 2: Characteristics of Tasks according to the English Region Advisor



Source: Questionnaire applied to the English Region Advisor, 2018.

According to the Action Oriented Approach, all these characteristics are needed to perform tasks in classes. The majority of characteristics were selected, showing coherence between the English Advisor and what the English Syllabus includes.

It is important to remember that the means the English Syllabus promotes for real life, or pseudo real life situations to make use of the English language, are tasks. These tasks require language understanding and use. The main goal is to address

situations that require critical thinking to solve them and hopefully that promote social exchanges.

This answer shows satisfaction towards most of the characteristics tasks should have, and this important to highlight it, because of importance this has for the whole process.

Table 2

Definition of Tasks according to the English Region Advisor

How would you define what is a task?

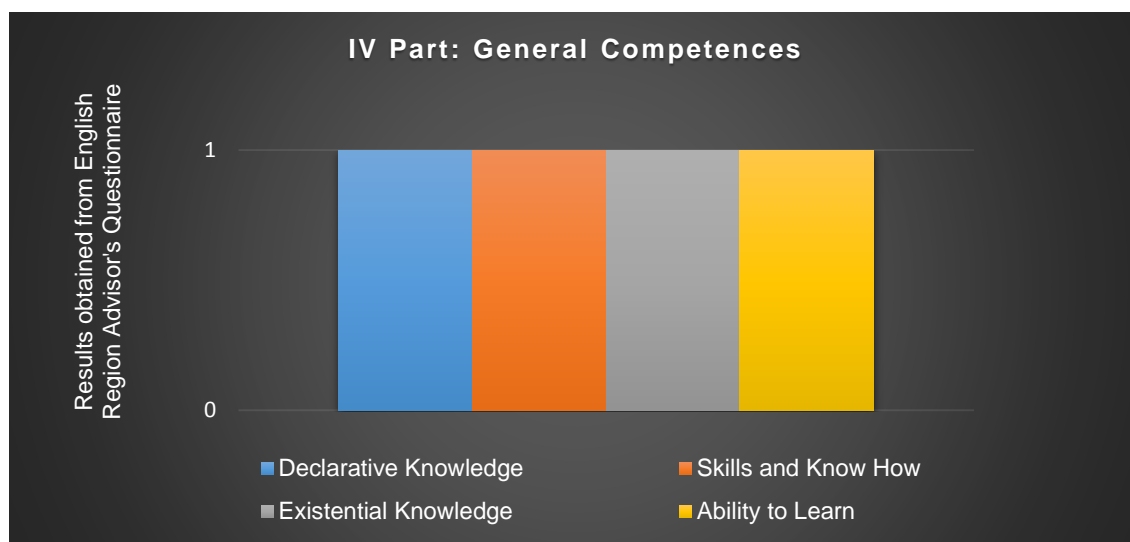
Given Response	N° of Answers
I define task as an activity that has a clear, specific outcome...it is based on a given goal... they resemble use of language in real life or based on functions.	1

Source: Questionnaire applied to the English Region Advisor, 2018.

As it can be seen, the English Region Advisor is accurate with his definition of tasks, matching with the Common European Framework and with the New English Syllabus at the same time, because the New English Syllabus was made from the document.

It is awesome to see that so far, in the hierarchical order of participants, the knowledge the English Region Advisor has is reaching the expectations this questionnaire has from him, showing mastery of contents and definitions.

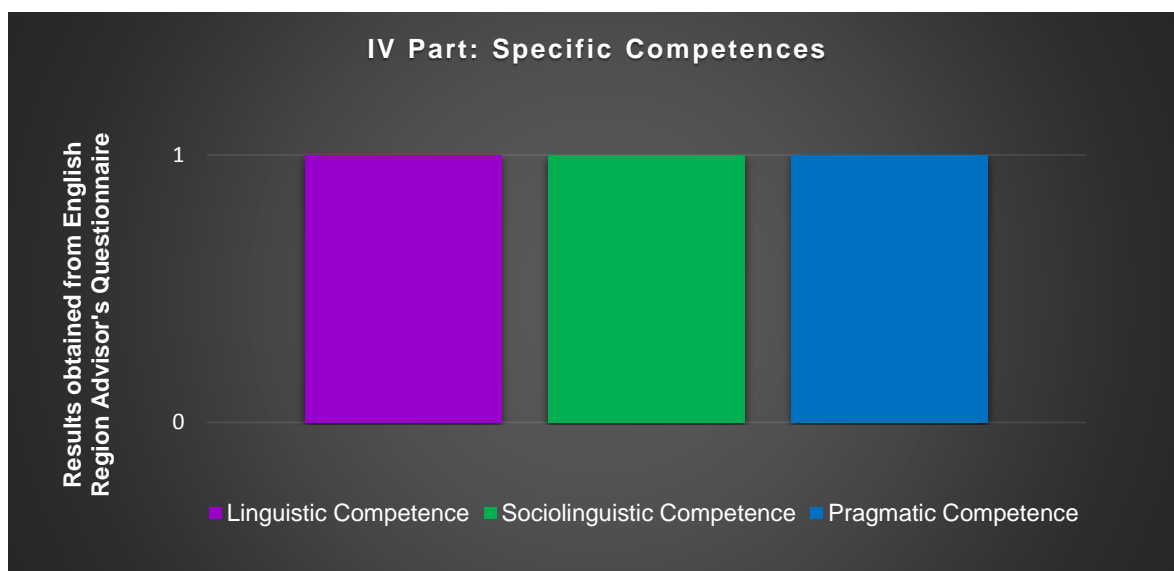
Graph# 3: General Competences according to the English Region Advisor



Source: Questionnaire applied to the English Region Advisor, 2018.

The General Competences are abilities that students bring from their own background and they incorporate them in English lessons, so that they can help themselves in the process of acquiring the English Language. These competences are not exclusively language related, but students use them to fulfill the goals English educators assign students to achieve. According to the English Region Advisor, all these four competences are presented in the classroom, which is good to know because this shows acceptance between what the syllabus mentions, and what he shows English instructors in the annual workshop.

Graph# 4: Specific Competences according to the English Region Advisor

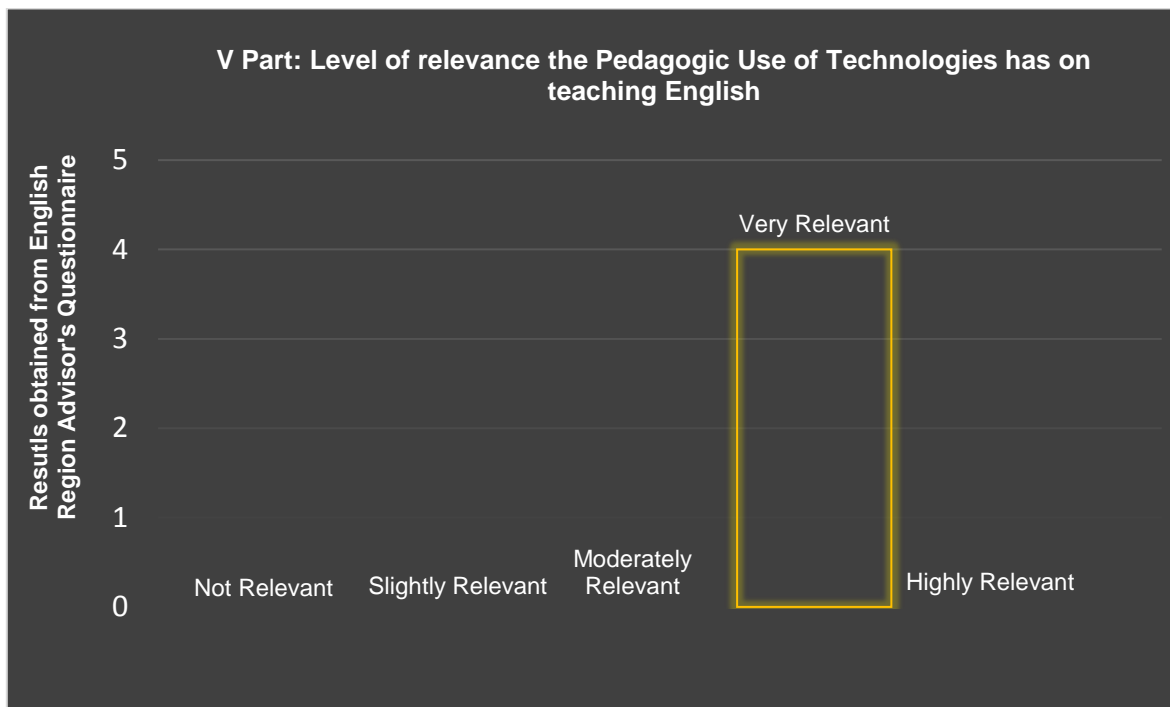


Source: Questionnaire applied to the English Region Advisor, 2018.

On the other side, there are the Specific Competences and these are language related. These are basically the opposite of general ones, in terms of concepts. It is expected from the English Region Advisor to agree with these and to consider them relevant, especially if he agreed with the importance of general ones.

Graph# 5: Pedagogic Use of Technologies according to the English Region

Advisor



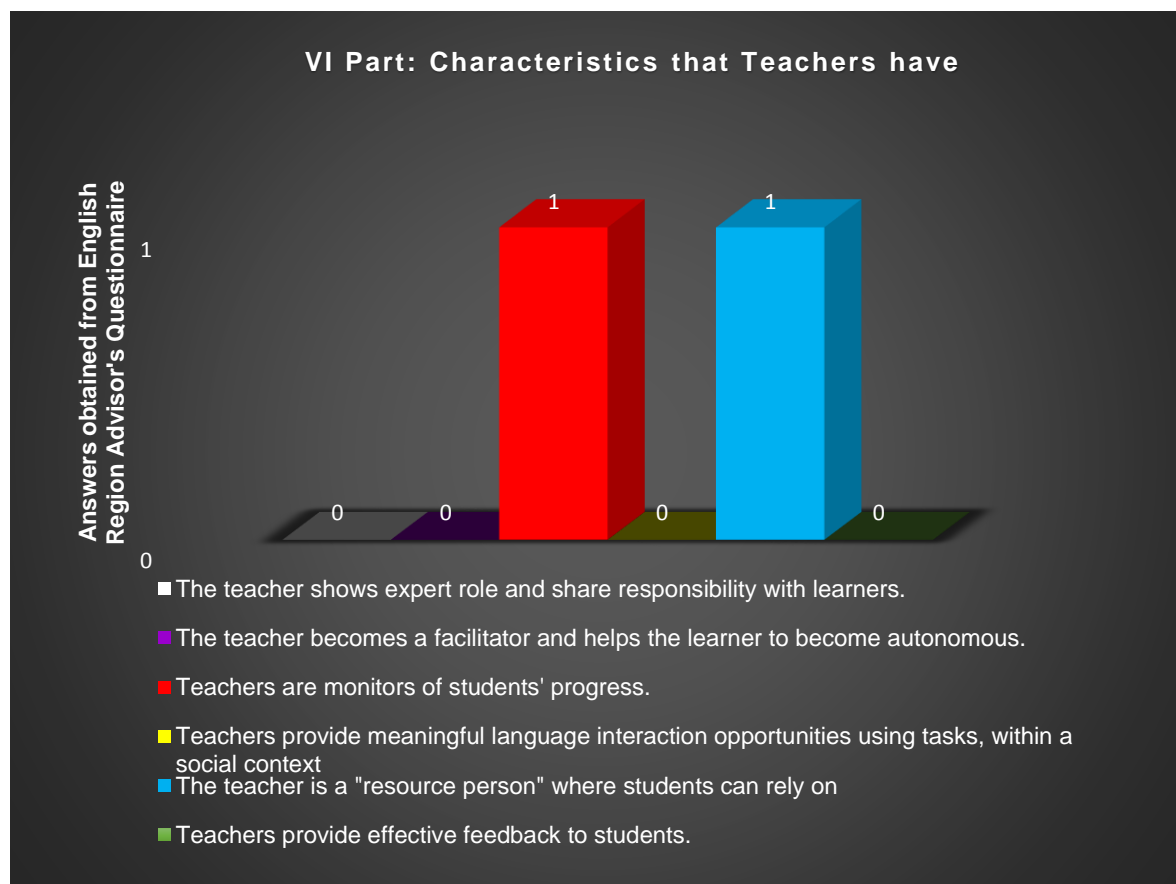
Source: Questionnaire applied to the English Region Advisor, 2018.

The New English Syllabus clearly explains the relevance the pedagogic use of technologies has on a daily basis. The education process is not static and it is constantly evolving, at the same time as technology. For this result in particular, the English Advisor considers technology as a “Very Relevant” feature to consider in the teaching and learning process of the English Language.

There are many reasons that may cause the English Advisor to select this answer and not the highest answer possible. The first one could be the lack of resources the MEP has at this moment. Not all high schools have internet, nor technological devices to make use of them, for instance. So, a reason that justifies the Region Advisor’s answer is that it is true that technologies are important, yet

English tutors cannot rely on them in order to perform English classes, especially with the working conditions they have.

Graph#6: Teachers' Role according to the New English Syllabus



Source: Questionnaire applied to the English Region Advisor, 2018.

According to the New English Syllabus, all teachers should have these six characteristics, so that they can perform their roles proficiently. Nonetheless, the English Region Advisor does not agree with these criteria the syllabus mentions and this is a problem regarding to the syllabus application.

According to him, English instructors are not sharing responsibility with students nor showing their expert roles. This should not be happening, but is understandable. Facilitators come from a different way of teaching where master

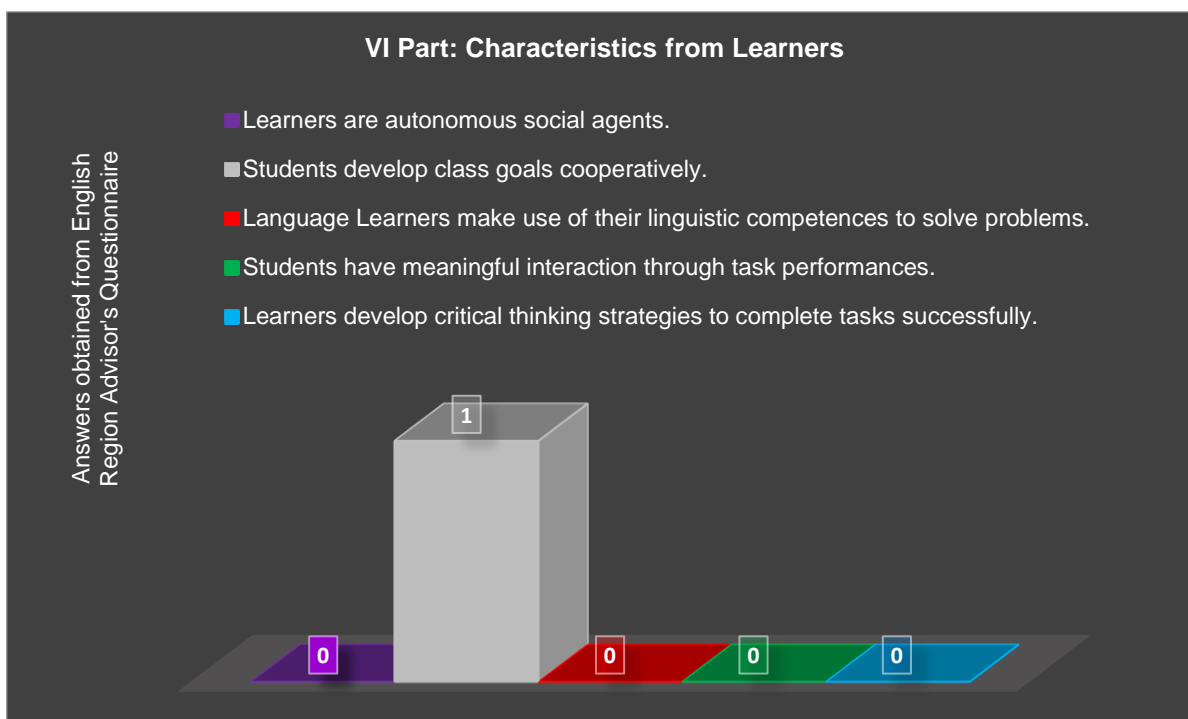
classes are given, and they only work using paper work. Changing from one approach to the other is complicated and takes time to do it.

In the second place, since English facilitators do not share responsibilities with students, it is difficult for students to become autonomous. Facilitators should promote these opportunities, if they want to make students proficient enough in the language.

In the third place, it is coherent from the English Region Advisor to say that English educators are not being monitors of students' progress. At this point, teachers seem to be too rigid and they are not improving in the incorporation of this approach. One conclusion that this makes is that tutors do not improve because they do not feel proficient enough to accomplish this new syllabus' demands.

In the same line with other answers, there cannot be effective feedback from English facilitators to students if students do not have meaningful language interaction opportunities. These opportunities are created through the implementation of tasks, which is the key feature this approach highlights the most.

Graph# 7: Learners' Role according to the New English Syllabus



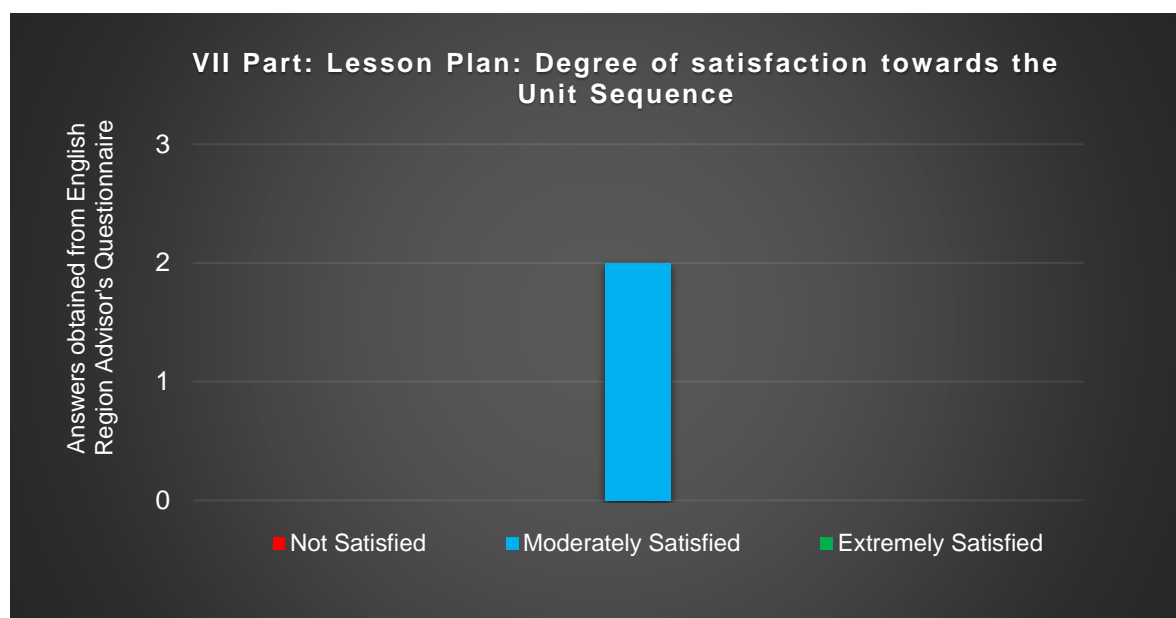
Source: Questionnaire applied to the English Region Advisor, 2018.

According to the English Region Advisor, English learners have only one out of six characteristics they should have while they work with the Action Oriented Approach. This means that students develop class goals cooperatively, but solving goals in cooperation does not mean they are meaningful for their language performance.

Making students capable enough to be autonomous is a great responsibility facilitators have the duty to accomplish; however, it surely takes a lot of work. For that reason, developing meaningful interaction among learners with well-prepared tasks is a great manner to make students produce, develop critical thinking during the same process, and finally reach these characteristics.

It is a shame that the English Region Advisor says that English learners are not developing in the way the English Syllabus suggests. If they were able, results in their language would have been different.

Graph# 8: English Region Advisor's Degree of Satisfaction towards the Lesson Plan Model according to the New English Syllabus



Source: Questionnaire applied to the English Region Advisor, 2018.

The English syllabus has a unit sequence that provides a sequential order to follow during lessons, so that they are not randomly done. The idea here is to provide a structure to follow. Nevertheless, the English Advisor has noticed that teachers are “Moderately Satisfied” with this, which makes him select this answer. The reason to justify this is because this program is overwhelming, with so many procedures to accomplish with not a lot of time. The way in which the M.E.P. wants to execute this program is too difficult because of time limitations. Finally, English instructors have to handle a big amount of students in every class, and it is a lot more complicated when learners do not show interest in the class.

Table 3

Suggested Changes to the Unit Sequence according to the English Region Advisor

What changes would you propose to the Unit Sequence provided by the Action Oriented Approach in the New English Syllabus, to help your tutors perform better? Please, justify your answer

Given Response	N° of Answers
Provide a week to work on the Mini Project. Give teachers more time to work with the syllabus, or reduce goals per unit	1

Source: Questionnaire applied to the English Region Advisor, 2018.

It is highly relevant to remember that high schools have different situations and have different resources also. According to the English Region Advisor, English lessons require more time to be executed in order to at least have the possibility to advance more during the week.

Another suggestion the English Advisor gives is to analyze the possibility of reducing the amount of goals students and educators have to cover in every unit. This suggestion is interesting because this is going to give facilitators more time during the week to cover a reasonable amount of contents, without leaving others behind. In order to do this, the M.E.P. has to choose the ones they consider the most relevant and only use those as class goals.

Table 4**English Region Advisor's Acceptance of the Resources Given in the New English Syllabus**

The M.E.P.'s New English Program provides a set of learning resources such as links, written materials, among others. Based on your experience as English advisor: Do you agree or disagree with the learning resources given? Please, justify your answer.

Given Response	N° of Answers
They are good resources, but they have to be contextualized.	1

Source: Questionnaire applied to the English Region Advisor, 2018.

After reading this suggestion, it can be seen that the English Region Advisor agrees with these resources given. Yet, they are not well contextualized to tutors and high schools' conditions.

Since this English Syllabus is being applied in every high school in the country, these resources have to adapt to everybody's needs and should be useful for everyone. Unfortunately, a lot of high schools do not count with Internet and technological equipment, so that teachers are able to include them in their lessons. This is what the English Region Advisor means when he says that these resources should be contextualized.

Table 5***English Region Advisor Suggestion to the Learning Resources***

What changes would you suggest to the learning resources provided to allow your teachers perform better?

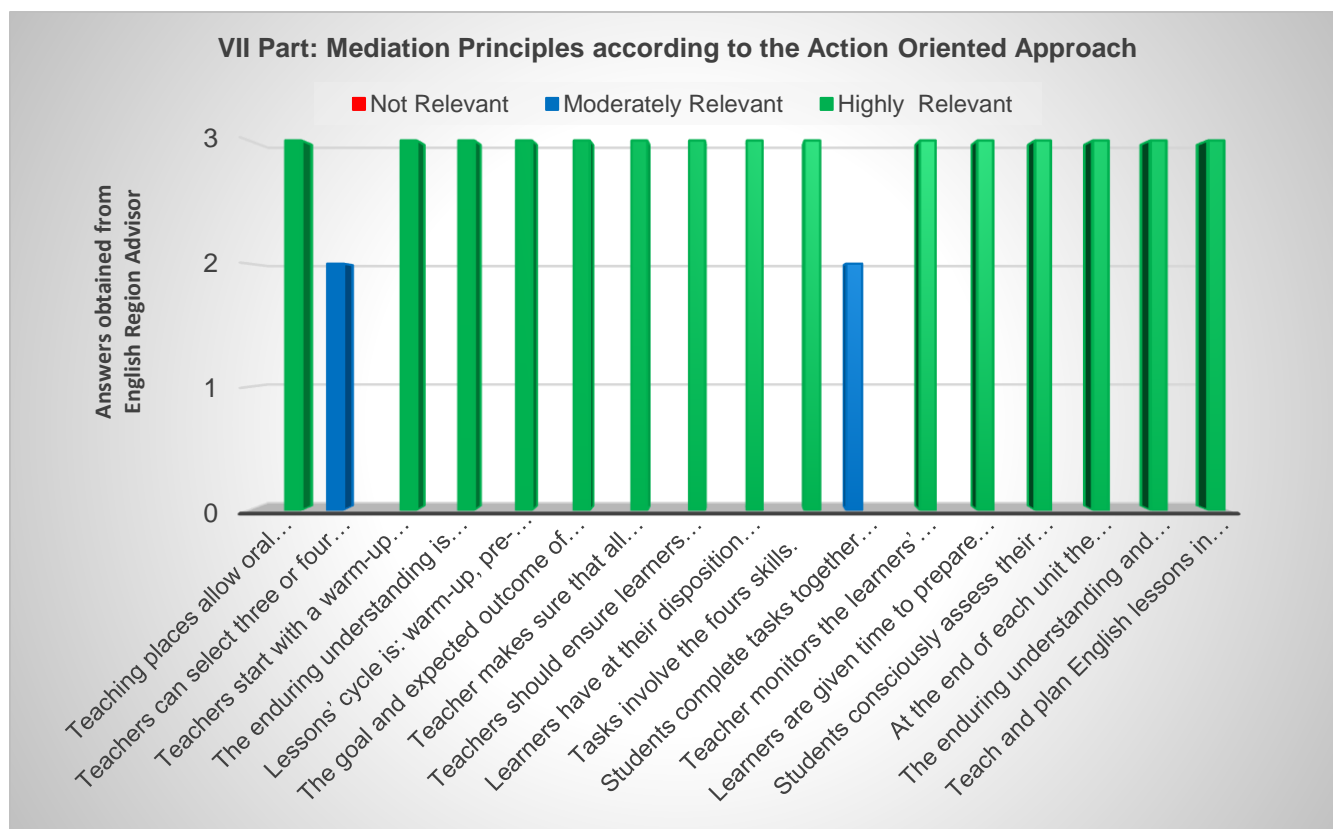
Given Response	N° of Answers
Contextualize resources, and allow students make their own resources.	1

Source: Questionnaire applied to the English Region Advisor, 2018.

It is not a surprise to read the Advisor's suggestion, since he gave his perspective regarding to these resources on table# 4. It is important to adapt these resources to different contexts and adapt them to instructors' needs.

However, it can be seen that the English Region Advisor suggests that English learners should create their own materials at the same time. This is important because this produces independency and self- reliability in students. This is an important lesson for facilitators and also for the researcher: allow students to become independent and productive for their own good.

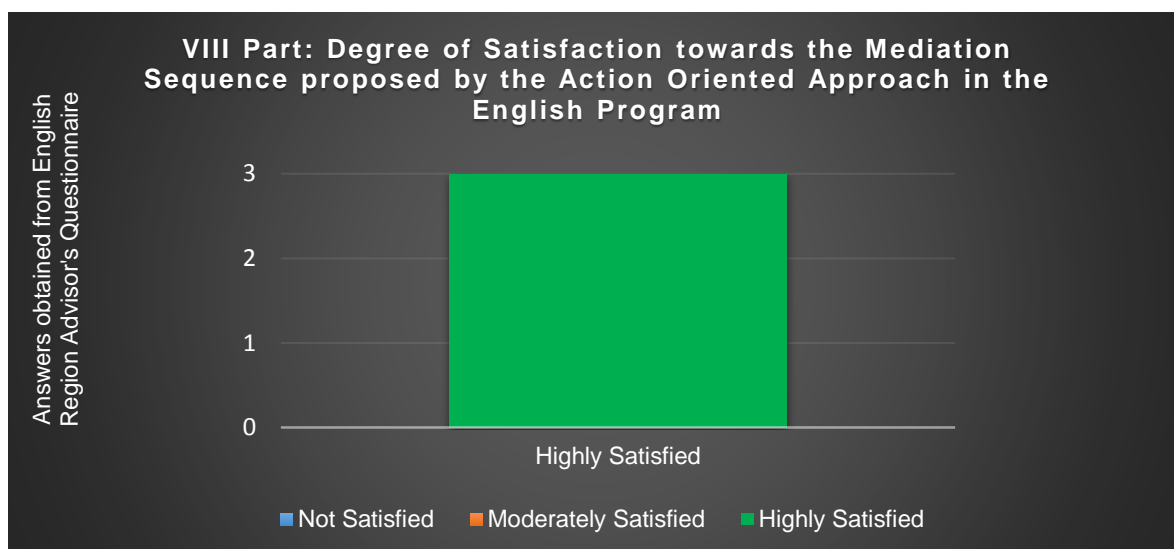
Graph# 9: Mediation Principles according to the Action Oriented Approach



Source: Questionnaire applied to the English Region Advisor, 2018.

As results show, the English Advisor considers that most of all of these principles are “Highly Relevant”. This is important because if the English Advisor agrees with this, he is going to influence English tutors in this same direction when they are in the workshop. This means that there is a match among what the syllabus mentions it should be done, what the English Advisor believes is important, and the procedure he shows English instructors to follow. This is an excellent signal that demonstrates that the Action Oriented Approach is being taught correctly from the English Advisor, to English facilitators of the region.

Graph# 10: Degree of Satisfaction towards the Mediation Sequence in the New English Syllabus



Source: Questionnaire applied to the English Region Advisor, 2018.

Since previous results show that the English Region Advisor considers that the Mediation Principles are “Highly Relevant”, it is expected from him to be “Highly Satisfied” with the Mediation Sequence this syllabus proposes. It is good for the implementation of the syllabus that the English Region Advisor agrees with this, because this shows consistency from the information the English “Comisión Ampliada” Advisor has and the information the English Region Advisor delivers to English eucators.

In conclusion, being able to see that the English Region Advisor approves this Mediation Sequence is important for this thesis project, because it means that he supports its applicability in the classroom, and there is where it matters the most.

Table 6***English Region Advisor's Suggested Changes to the Mediation Sequence***

According to your experience, what possible changes would you suggest to the Mediation Sequence to allow your teachers perform better?

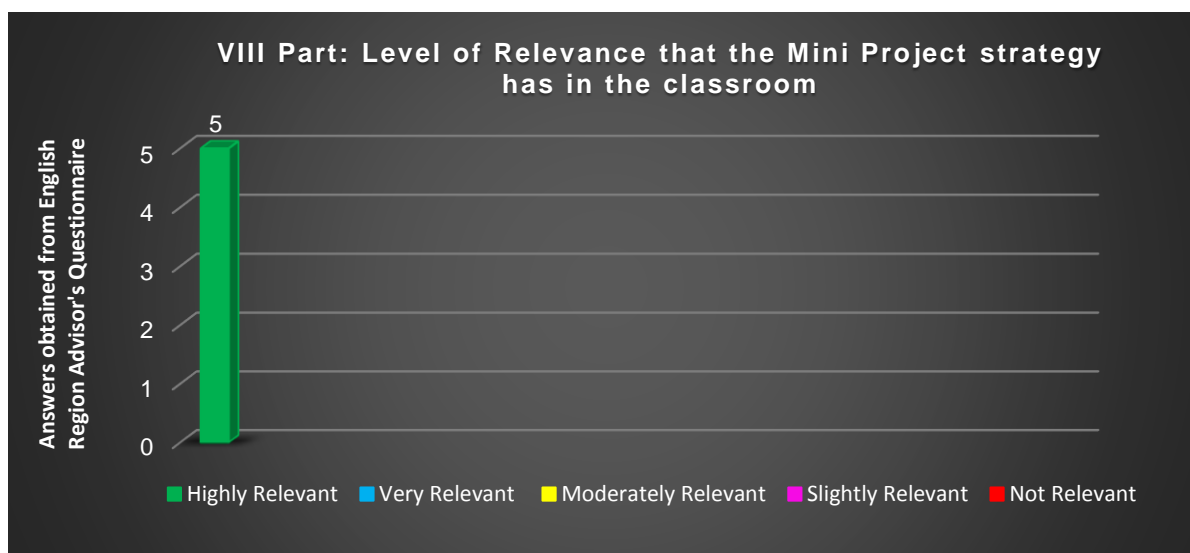
Given Response	N° of Answers
In the oral part, include the pre- task activities. They cannot plan without a model.	1

Source: Questionnaire applied to the English Region Advisor, 2018.

According to figure# 7 of the Mediation Sequence on page 60 of this thesis, in the oral production skill, there are not any pre- tasks activities to prepare learners for their main tasks. This is used to guide students in their production opportunities, so that they are able to make their own production by following previous examples.

Therefore, it is relevant to include this recommendation the English Advisor gives to enhance the syllabus' effectiveness, especially because the syllabus' aim is to prepare good English speakers.

Graph# 11: Level of relevance towards the Mini Project Strategy according to the English Region Advisor.



Source: Questionnaire applied to the English Region Advisor, 2018.

The English Advisor agrees with the implementation of the Mini Project strategy and results are conclusive. The importance that relies on the Mini- Project strategy is that the syllabus gives students the focus of attention in the classroom, allowing them to demonstrate their understanding of the contents of the unit under study. This is a key point the New English Syllabus highlights. This gives responsibility on students and through the creation of a final product, students combine different communicative language skills, to fulfill their final task of the unit.

Seeing that the Region Advisor supports this new feature the English Syllabus proposes, validates the change from a passive learner who only takes notes, to an active learner who can share with his/ her knowledge acquisition with classmates.

Table 7***English Region Advisor Suggested Changes to the Mini Project Strategy***

What changes would you do to the Mini Project strategy, to allow your teachers apply it better?

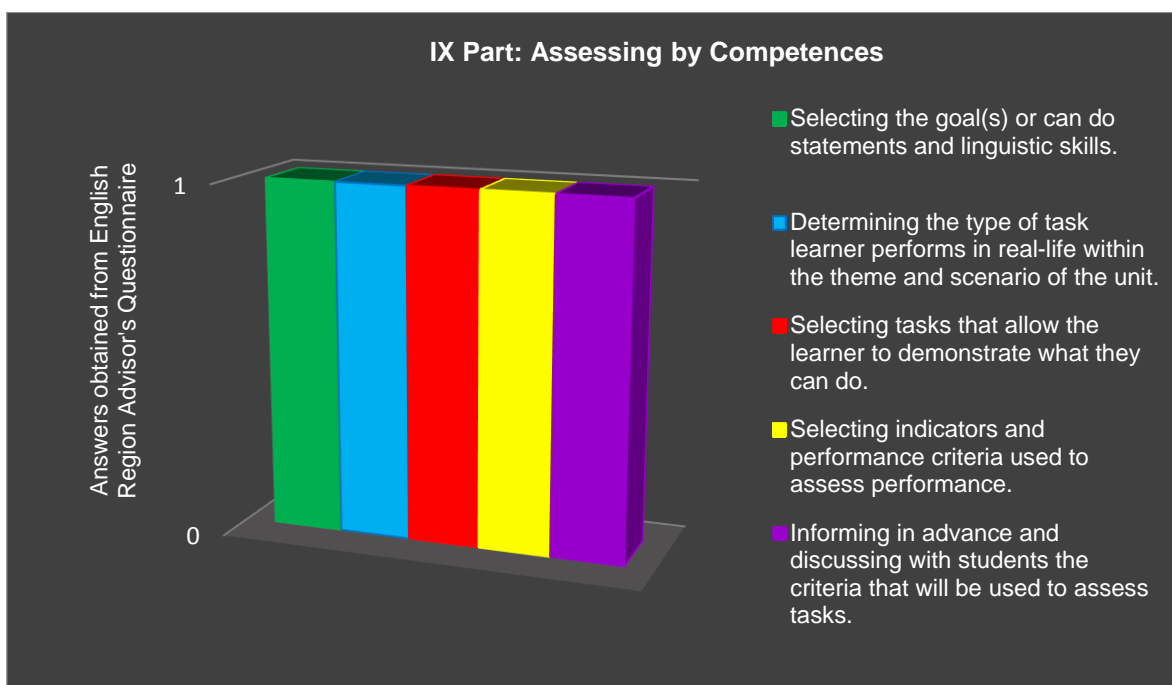
Given Response?	N° of Answers
Provide a week to work on it.	1

Source: Questionnaire applied to the English Region Advisor, 2018.

The New English Syllabus proposes to work the Mini- Project strategy, using ten to fifteen minutes at the end of every single lesson. After these two years, experience shows that working it out in that way, is not effective. For this reason, providing a week for students to work on it, seems to be a better option, than only providing them a chance at the end of lessons.

If the M.E.P. provides this week the Region Advisor suggests, the construction of this Mini- Project is going to be more realistic because students are actually going to work on it, and they are going to add meaning to it. If students do not find any value on this strategy, this in only going to represent a waste of time.

Graph# 12: Five Necessary Elements to Evaluate Students' Development of Competences



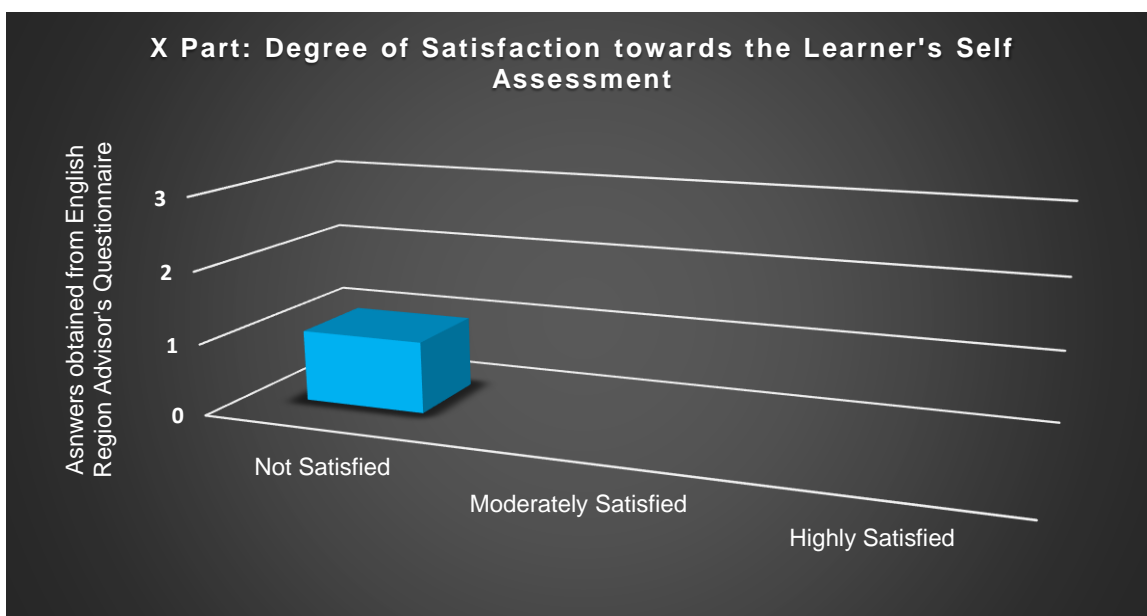
Source: Questionnaire applied to the English Region Advisor, 2018.

For the elaboration of this question, there were presented five criteria to the English Region Advisor. These five criteria are important to assess students' development in class, because now that students have a dynamic way of working, this requires a more dynamic way of assessing them. This manner of assessing is inspired on observing students' actions. Now, English mentors have to make indicators that evaluate students' demonstrations, and according to these performances, grades are given. Consequently, tutors use rubrics that facilitate this assessing process.

What matters the most to see from this is that the English Region Advisor completely agrees with all of these elements. This means that through the workshop, the assessment principles, the assessing elements, and contents are taught

coherently within the English Syllabus, demonstrating his support towards the change of program.

Graph# 13: Level of Satisfaction towards the Learners' Self- Assessment



Source: Questionnaire applied to the English Region Advisor, 2018.

The idea of including the Self- Assessment strategy is to allow students to make reflection of their actions made during the unit of study and they correct themselves at the end of the process. Since one idea of the syllabus is to split responsibility between facilitators and learners, giving students the opportunity to make use of their autonomy and make decisions, is part of the self- assessment. With this tactic, learners are going to grow and develop awareness about their own actions.

By reading the New Teachers' Guide for the New English Curriculum, it can be seen that the learners' self- assessment strategy does not have any percentage value, which makes the English Advisor to be uncomfortable; not with the strategy, but with the form it is proposed in the Syllabus, because it is complicated to use it.

Since there is not enough time during lessons, there is not a built culture towards the strategy, and there is a lack of percentage value for it, educators choose to invest their time on chores that have more value to them and for their students, than using their time for only formative processes. For these two reasons, it is understandable from the English Region Advisor to have selected “Not Satisfied” as an answer for this question.

Table 8

English Region Advisor’s Suggested Changes to the Learners’ Self-Assessment

According to your experience, what possible changes would you suggest to the Learners’ Self- Assessment, so that English Teachers can apply it better in their classrooms?

Given Response	N° of Answers
They should consider the indicators that have to be elaborated for the classwork assessment. Most of the ones provided do not follow this principle. Besides, the criteria is not defined.	1

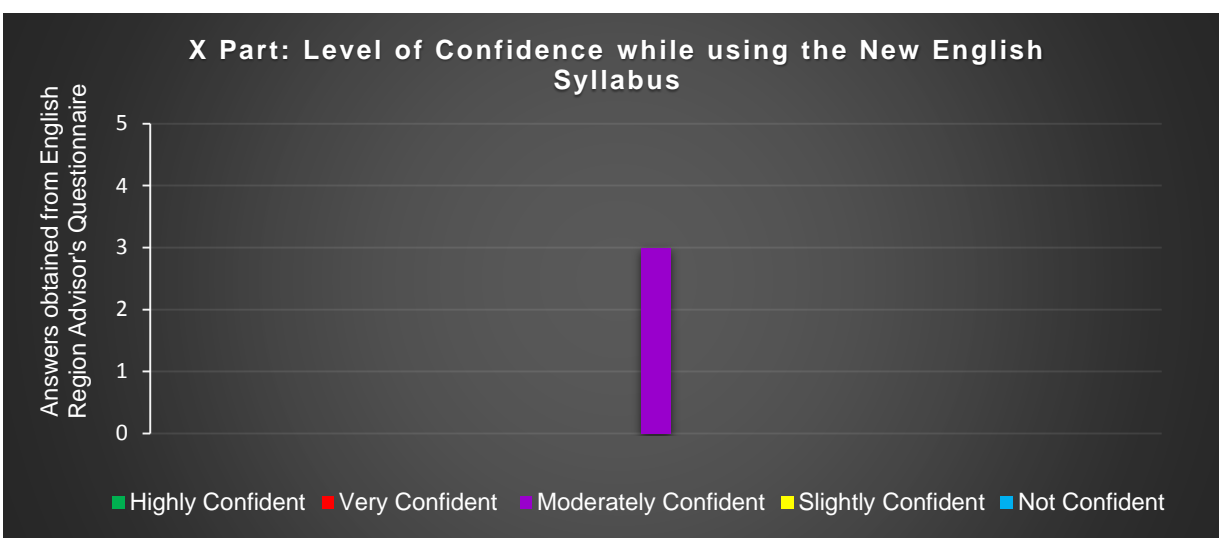
Source: Questionnaire applied to the English Region Advisor, 2018.

The New English Program allows tutors to choose the indicators and the evaluation criteria they are going to use, to assess their students through tasks. The M.E.P. is not assigning instructors any restriction about this, because the MEP leaves it to facilitators’ criterion.

What the English Advisor proposes is to take into consideration the coherence it should exist between indicators and the evaluation criteria that is going to be used. Most of the time these indicators do not have coherence, and the criteria used is not

defined causing confusion. For this reason, the English Region Advisor suggests to establish indicators aligned with the assessment criteria that every unit is going to assess, so that it can be possible to understand the evaluation facilitators are doing

Graph# 14: Level of Confidence Teachers Have with the New English Syllabus, according to the English Region advisor



Source: Questionnaire applied to the English Region Advisor, 2018.

It is expected to receive a “Highly Relevant” as an answer to this question. What this question aims to find is if after two years of exposure and practice with this Syllabus, English educators are proficient enough to work under these new requirements. This question is asked to the Region Advisor because he is the person in charge of training them in order to execute their duties. Now that it is clear that the English Region Advisor considers that facilitators are “Moderately Confident” (the same as the English “Comisión Ampliada” Advisor), expecting high results from tutors is difficult, which is a shame for the development of the New Syllabus and its implementation in the Northern San José Region.

Hopefully, as this project continues in execution, these results can progressively change for the good of the English education of the whole Northern San José Region, and for other regions in the country that may have this same situation.

4.3 QUESTIONNAIRE RESULTS FROM THE NORTHERN SAN JOSÉ ENGLISH TEACHERS

Now the last group of results shown are the ones that belong to English facilitators of the Northern San José Region. It is important to say that these results are going to show the effectiveness English workshops have had during these two years of implementation, and if English instructors are knowledgeable regarding to this approach in order to apply it correctly.

One of the most important selected samples to work with are English educators of the Northern San José Region. The results obtained from the thirty tutors who answered the questionnaire, are going to show how the New English Syllabus has been executed in the different classrooms, around the region through them. Since English mentors work with the new syllabus every day, no one better than educators know if strategies, requirements, and procedures can be implemented as the program says they must be. Because of this, choosing English teachers is key for the conclusions this thesis looks forward to meet.

These results are expected to describe if that the implementation of the New English Syllabus is effective, satisfies educators' needs, and these are completely relevant to the English Language Education.

Table 1**Definition of the Action Oriented Approach according to English Teachers**

I Part: How would you define what the Action Oriented Approach is?

Codes	Given Responses	N° of Answers
1	Combination of tools, strategies, and techniques based on real life situations	13
2	Method that allows teachers to be moderators and students to have active roles	11
3	Approach where students develop better communication skills	2
4	Use of language to reach objectives	1
5	Other	3

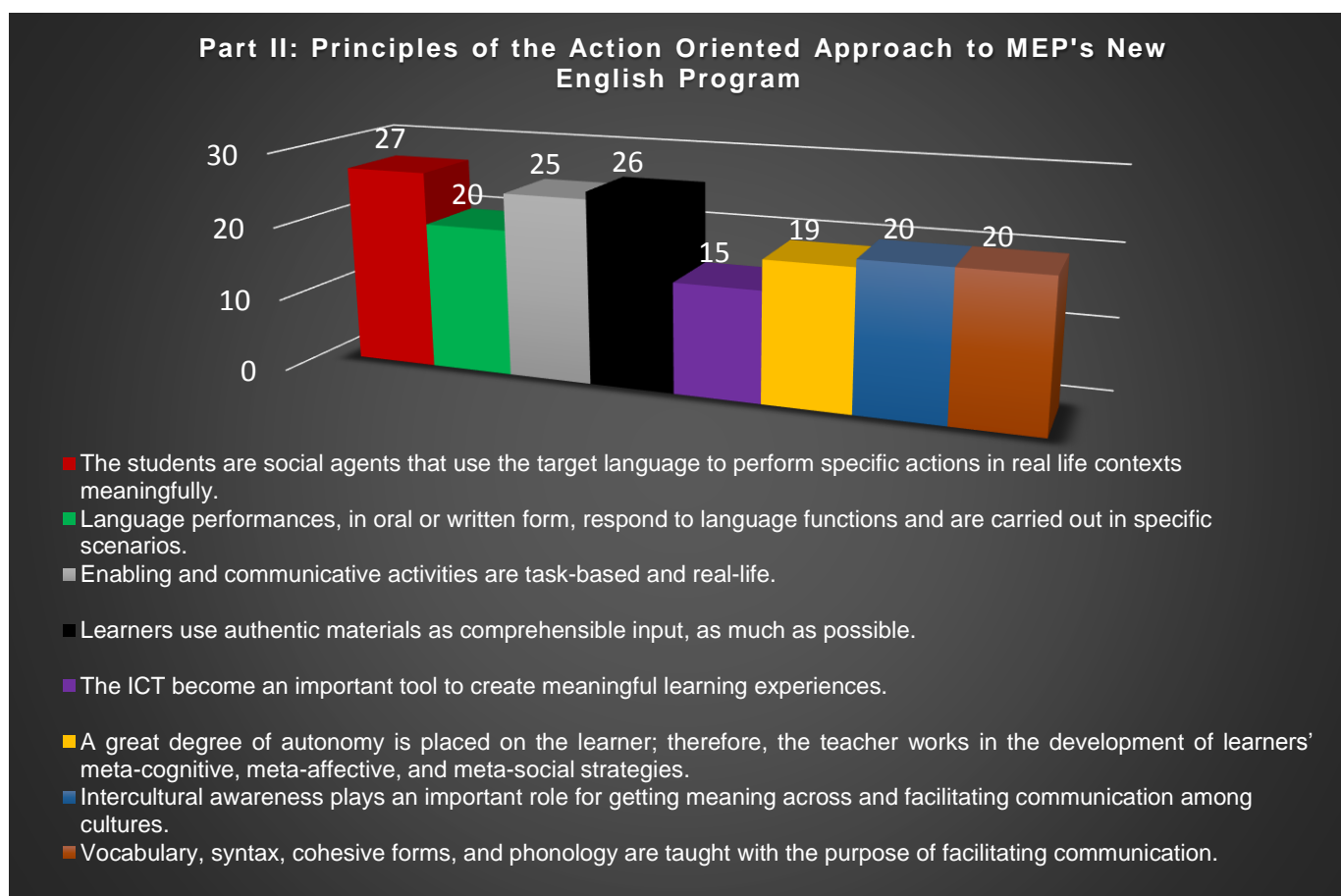
Source: Questionnaire applied to English Teachers, 2018.

After reading the definition the New English Syllabus provides, it is interesting to notice that none of these categories in which English facilitators' answers are accommodated, match with the definition the syllabus has. It is strange to see this because every single tutors at this point have attended to the workshop, English educators have two years working with the New English Syllabus, and have received the New Syllabus from the English Region Advisor.

None of these definitions say that students are active agents in the learning process, or students are responsible for their own progress, and the communication act is not seen as a social activity; instead, it is actually seen as the development of skills. Moreover, none of the group of mentors consider the completion of tasks as part of the definition, and this is extremely important because the whole syllabus is based on that.

This only shows that the Action Oriented Approach has not been fully understood by English instructors, and if teachers do not internalize the basic definition of this, it is hard for them to execute their duties according to what the M.E.P. is expecting.

Graph#1: Principles of the Action Oriented Approach according to English Teachers



Source: Questionnaire applied to English Teachers, 2018.

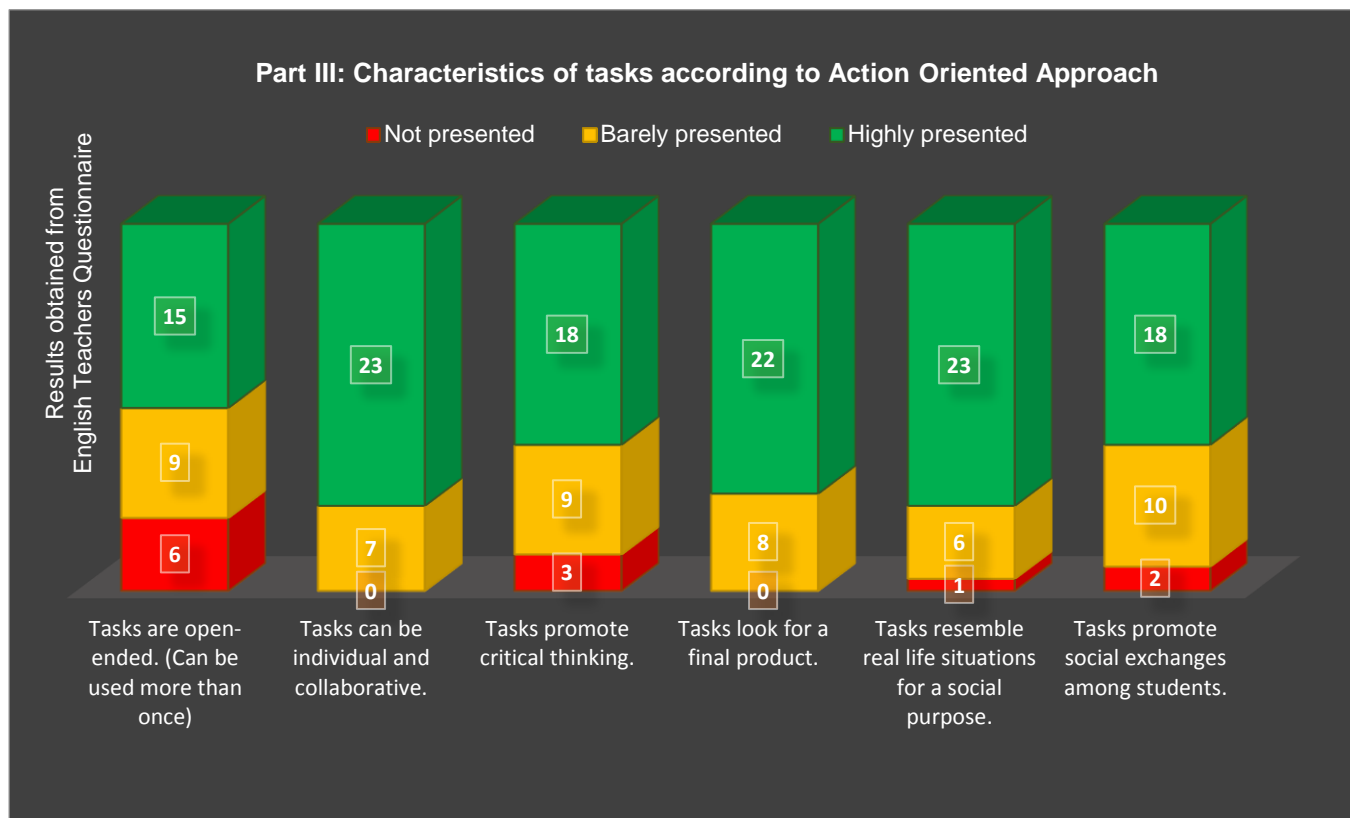
The New English Syllabus (2016) describes that there are a group of eight principles that take place once a class is delivered according to the Action Oriented Approach. As the graph shows, almost all the group of thirty tutors consider that the first, the third, and the fourth principle completely take place in classroom while

working with Action Oriented Approach. These principles are the students' condition as social agents that use the target language to perform specific actions in specific contexts, communicative activities are task based and real- life, and learners use authentic materials as comprehensible input.

For the purpose of this question, English facilitators have to choose all these principles because the goal of this question is to show how relevant these principles are for all of them. Unexpectedly, English tutors consider that not all of these principles are completely important, or necessary to be able to teach using this approach, especially when the English syllabus describes that instructors need these principles to be able to develop effective English lessons. This is thought provoking because both English advisors say with their answers that these eight principles are completely important. This shows that there is inconsistency between what English advisors think and English teachers thoughts. This is an important topic to solve, so that both parties can go in the same direction and achieve the same objectives.

Unfortunately, these results demonstrate that these principles are not completely essential for English educators, and not all of them fully take place when delivering a class.

Graph# 2: Characteristics of Tasks according to English Teachers



Source: Questionnaire applied to English Teachers, 2018.

As the graph shows, the majority of instructors consider all these characteristics are “Highly Presented” in tasks and should be presented in order to perform tasks appropriately.

The first characteristic shows that half of the educators who filled the questionnaire, consider that tasks can be used more than once. This is a great result, because what this means is that tutors are being able to include same tasks in different units. This definitely saves educators some time for their planning and allow students to refresh previous knowledge.

For the second characteristic, is expected from most of facilitators to select this answer, because in the previous approach, the same situation happened with different tasks they assigned to learners. Educators can decide if presentations, extra class work, or different projects are to be done individually, or in different groups.

It is a good news to see that in the third characteristic, the majority of mentors promote critical thinking in scholars. One of the goals this program wants to create is critical thinkers. The only way in which critical thinkers are created is through conflict resolution situations. In spite of all educators' limitations and drawbacks, it is important to see that facilitators are validating this characteristic.

In terms of the fourth characteristic, tasks in this syllabus look for a final product. Tasks' final products look forward to make situations where collaboration and divided responsibilities among students work together to obtain a goal in common. This strengthens friendship and confidence among learners. In sum, it is interesting to acknowledge facilitators' support to this, because it shows commitment with this syllabus and with students.

Since this syllabus acknowledges learners as social agents that develop themselves in real life, or pseudo- real life contexts, it is important to highlight that educators' support to the resemblance tasks want to create within the classroom. Working under situations that propose real language use develops confidence and sense of achievement in students. For this fifth characteristic tasks have, there are twenty three English teachers out of thirty, who show acceptance to this social

purpose. This is an important finding which shows that the idea of working under the development of tasks has been accepted and considered relevant for English tutors.

Finally, the sixth characteristic in line with the fifth one, has a social purpose of creating an environment of exchanges among students. Since in our society collaboration and team work are values that are needed at work places, developing these social skills in this early age of students' lives, is important for their progress as members of the society they live in. Students who are proficient in the language are liked by others and receive this sense of approval because their capacity to complete tasks is required for a common goal. So, seeing that the majority of educators believe this characteristic is important, turns out to be revealing because this means that tutors understand the importance tasks play in the classroom environment and for learners' future responsibilities.

Table 2**Definition of Tasks according to the English Teachers**

III Part: How would you define what a task is?

Codes	Given Responses	N° of Answers
1	Activity with purpose students perform in order to get a goal, in resemblance of a real life situation	21
2	Assignment/ Activity students have to do (homework, extra class work, improvement)	6
3	Other	3

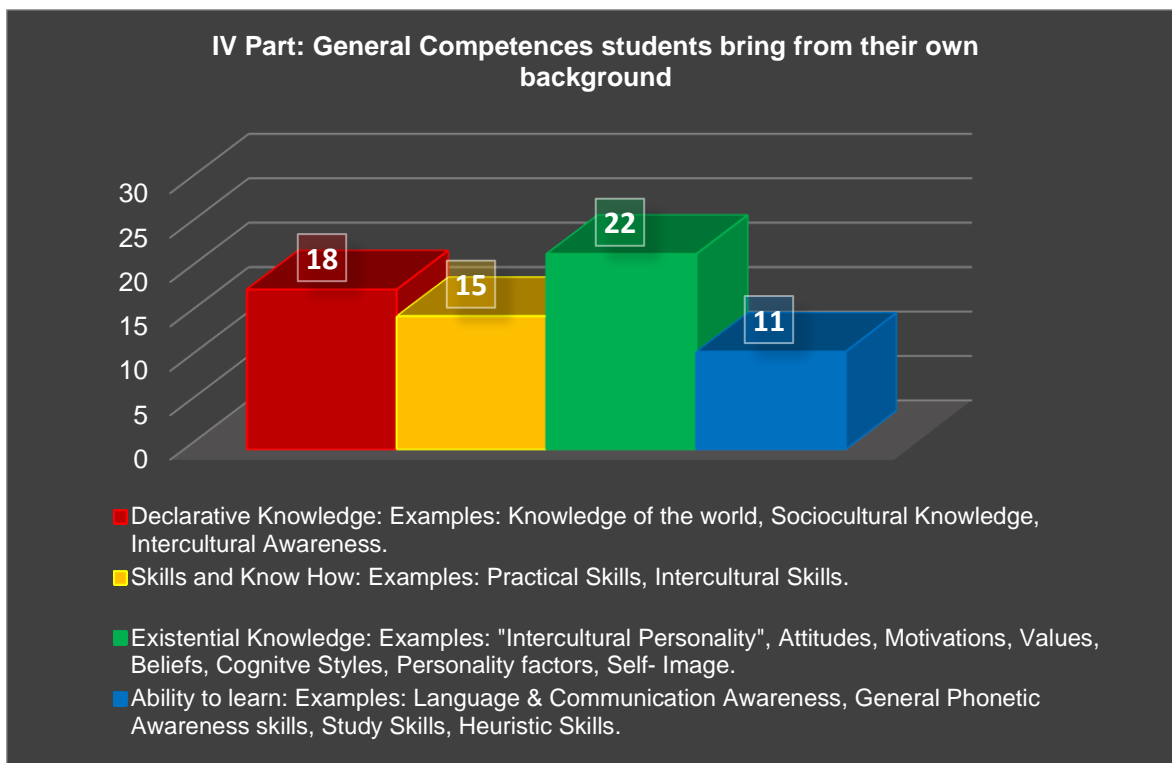
Source: Questionnaire applied to English Teachers, 2018.

As it can be seen, the majority of English mentors understand what a task is and the purpose it has for scholars' development as language speakers. It is important to clarify that tasks are not the same as exercises. The difference relies on the fact that tasks are open ended activities with purpose and look forward to achieve a goal. Exercises are close ended drills with narrow goals.

Then, six tutors out of thirty consider tasks as homework, assignments, or just work students have to do.

It is good to know that the majority of educators understand what tasks are and the requisites they require to fulfill.

Graph# 3: General Competences according to English Teachers



Source: Questionnaire applied to English Teachers, 2018.

The English syllabus explains that these competences are not exclusively language related, but are aptitudes students bring from their own background. Language learners incorporate these competences within the classroom, to help themselves achieve the goals tutors assign.

The first result shows that eighteen educators out of thirty consider that Declarative knowledge is a competence students bring from their own background. Declarative knowledge is basically the empirical knowledge and formal knowledge obtained from experience. For instance, the knowledge a person receives from studying in an educational field and the experience a person receives through meeting other people in social environments. It is rare from the other twelve

instructors to say that pupils do not have this competence, because this competence in one way or the other, has been developed during students' life time. Students receive a lot of input in their English lessons and now with technology, there are a lot of students who have more sources to get in contact with the English language.

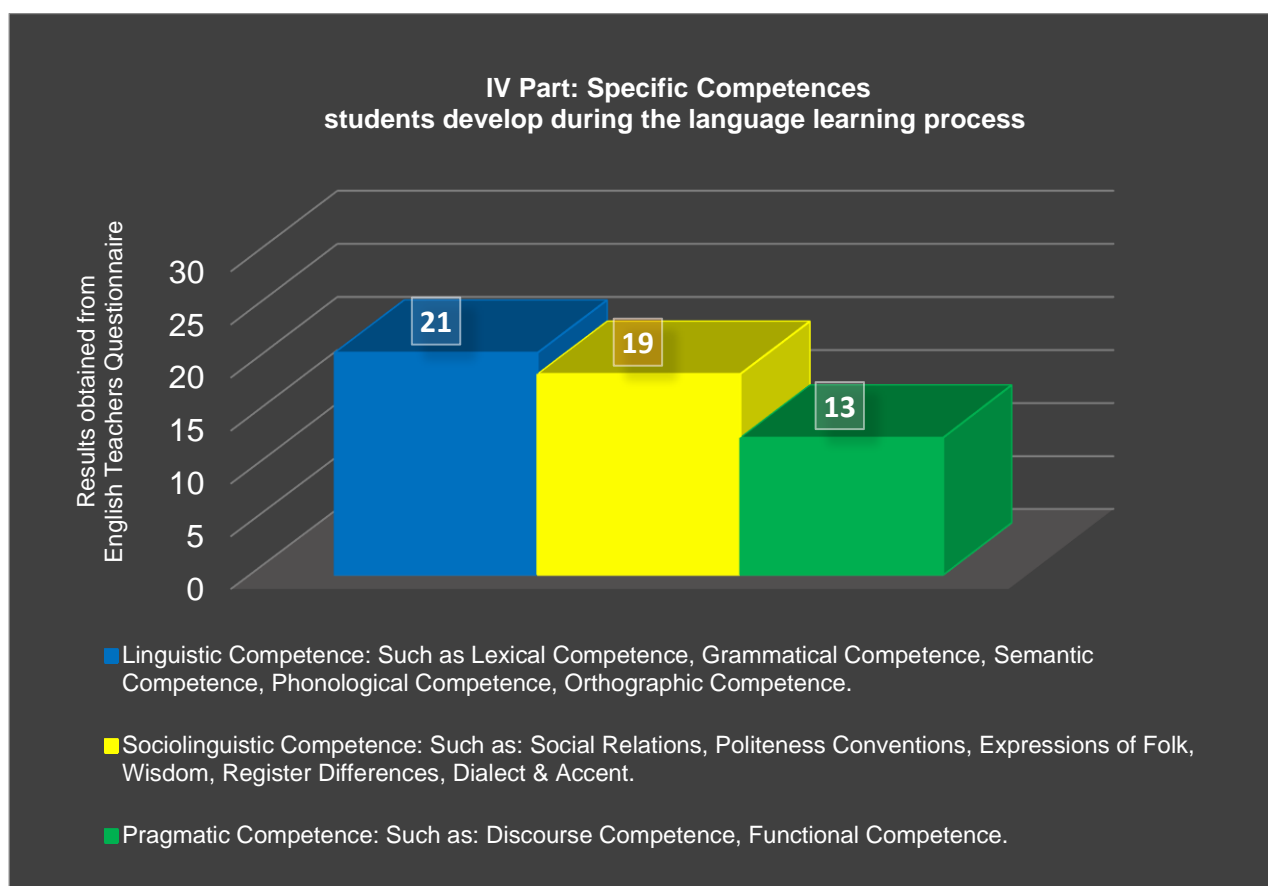
For this skill, half of the participants answered that students have the Skills and Know How Competence. This skill refers to the abilities a person can perform in an "automatic" manner, such as driving a car. Also, this skill refers to the understanding of other cultures beliefs and living conditions. It can be true that not all students have this competence, because not every pupil has traveled abroad, and lived an experience in the country where the English language is spoken, so that they understand several ways of act and cultural behaviors that people have in those countries. Furthermore, it is hard to tell if students have developed "automatic" skills, at least in the English class.

In the third place, for the Existential Knowledge, twenty- two English educators consider that learners bring this competence from their background. It is interesting to see this because this merely summarizes as, the personality traits that allow people to engage in conversation with another person. This refers to personality traits, motivations, attitudes, and interests to seek a conversation. This is nice to see because this means that learners are open to interact and meet other people who can teach them about other realities and contexts.

Finally, the Ability to learn is the disposition learners have to adapt themselves to different circumstances, assimilate new knowledge, and add a personal interpretation to this new knowledge. In short, this is an "open minded attitude"

towards new knowledge. Teachers' answers show that this is not an ability students have. This could be because of the uncomfortable situation of stepping out of the "comfort zone". Due to this, only eleven facilitators have selected this competence and it is disappointing.

Graph# 4: Specific Competences according to English Teachers



Source: Questionnaire applied to English Teachers, 2018.

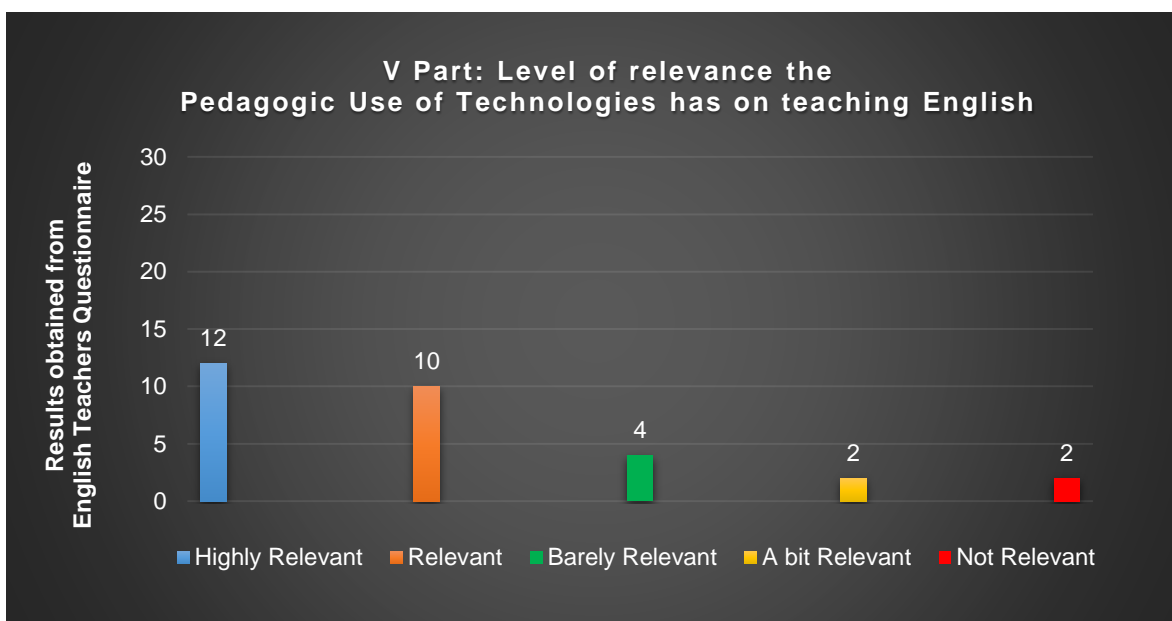
Now, specific competences refer to those skills language learners develop through the process of being part of the Action Oriented Approach. Students incorporate the general competences, in order to acquire these specific ones.

For the first specific competence, twenty one educators consider that students develop the Linguistic Competence in their language learning process. The importance of this ability relies on the fact of understanding and using grammatical skills. Since instructors and scholars come from an approach that use to focus on this a lot more, it is easy for them to teach grammatical skills, and it is easier for students to learn this competence as well.

In the second competence, nineteen teachers consider the Sociolinguistic Competence is acquired by students. This skills basically refers to understanding the time and place different language expressions and structures. For example, being polite in different situations where it is not necessary. As educators consider, usually students understand those politeness structures; however, not all of them take them into consideration.

And for the last specific competence, thirteen facilitators reflect that learners develop this Pragmatic Component in the language process. This skill refers to that “subliminal language” people express through accent, or in different contexts. For instance, being sarcastic or being direct when conveying a message. Facilitators’ answer towards this skill tells that they do not think students understand this way of expressing thoughts.

Graph# 5: Pedagogic Use of Technologies according to English Teachers

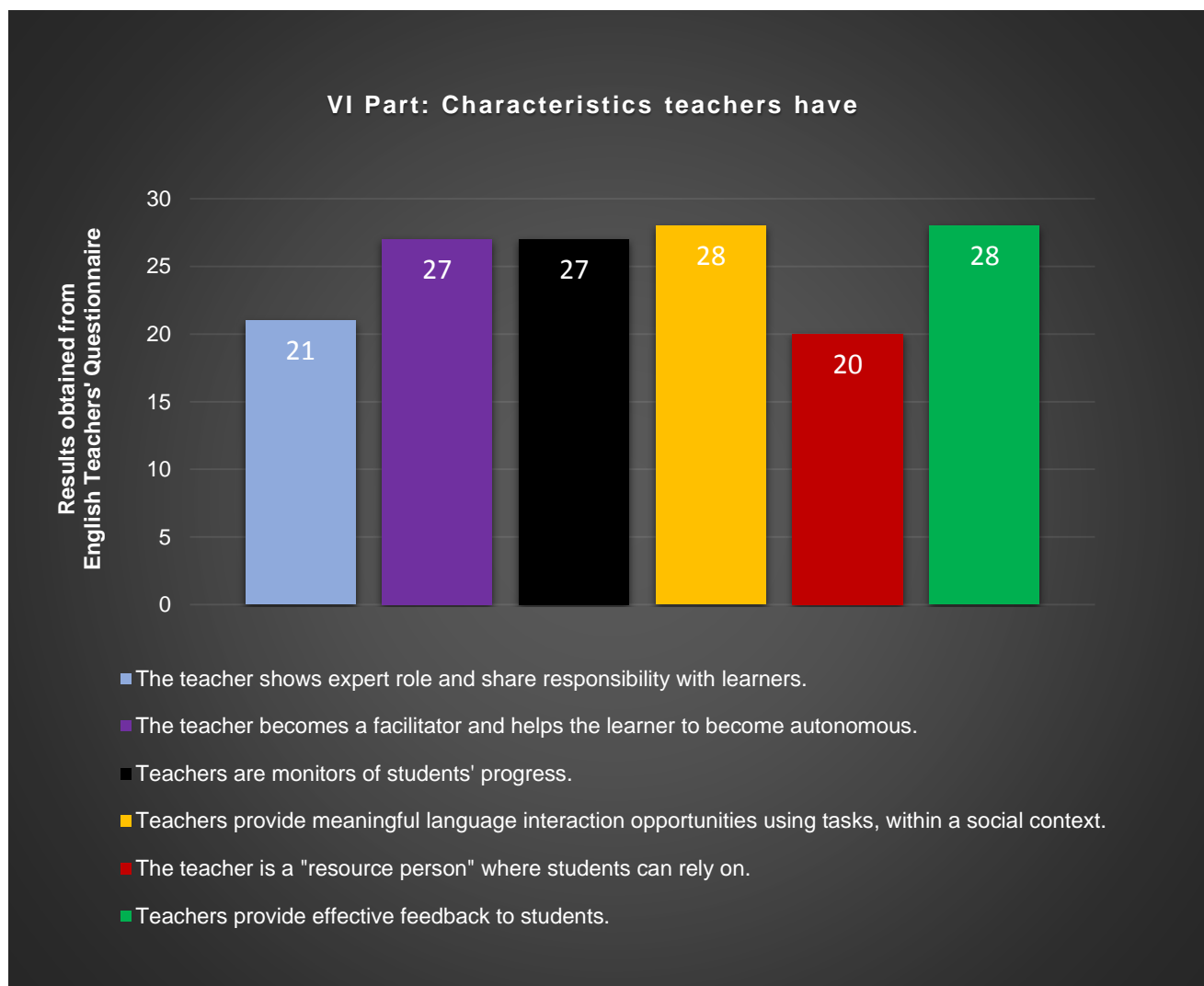


Source: Questionnaire applied to English Teachers, 2018.

According to what results show, English facilitators believe that the Pedagogic use of technologies is extremely important for the development of English Lessons. The way in which society integrate technology is tremendous. Nowadays, humans demand technology to be able to succeed in their responsibilities at work, to study, or just for recreational purposes.

Graphs' results show that twelve instructors out of thirty consider the incorporation of technology in the class as a "Highly Relevant" aspect to succeed while using this syllabus, and ten tutors consider it is a "Relevant" tool on the English Teaching process. It is nice to see that the majority of teachers are open to implement technology in their classes, so that lessons can improve. However, it is a shame that not all high schools have the same condition to do it. It is a matter of time for the MEP to provide technological resources in every school in the country, so that the English syllabus can be applied in its best version.

Graph#6: Teachers' Role according to the New English Syllabus



Source: Questionnaire applied to English Teachers, 2018.

According to the English Syllabus, the Action Oriented Approach acknowledges six characteristics to educators, in order to be able to teach with all the requirements the syllabus holds. For this reason, all these features should have been selected by educators, having a thirty in every single column.

As it can be seen in the graph, the majority of English tutors' answers demonstrate that they consider they have four out of six characteristics. These are:

the instructor becomes a facilitator and helps the learner to become autonomous, tutors are monitors of learners' progress, educators provide meaningful language interaction opportunities using tasks within a social context, and mentors provide effective feedback to students.

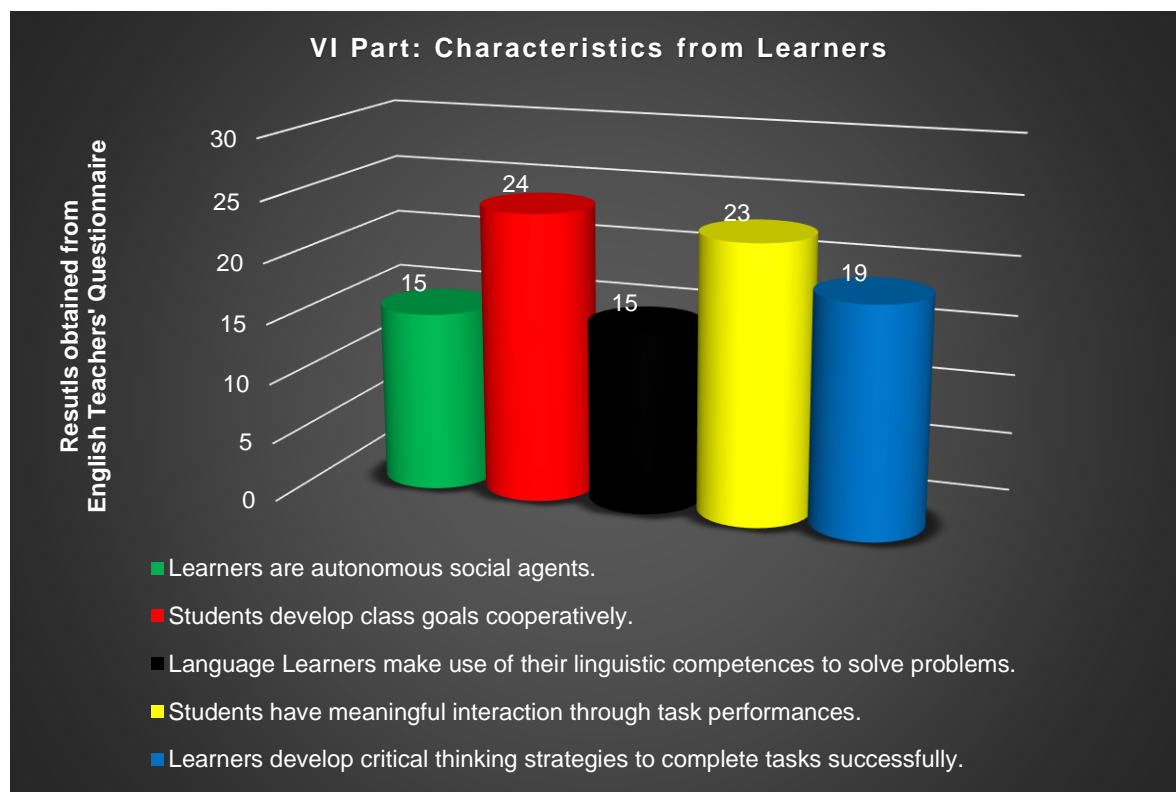
Only two people out of thirty said that they do not consider teachers provide meaningful language interaction opportunities using tasks, within a social context, neither provide effective feedback to students. So far, this is a good result, because this means that the majority of facilitators consider these characteristics as relevant, and are appropriate for their job, showing that most of the participants are achieving these two characteristics.

Then three people out of thirty demonstrated that they do not consider the teacher becomes a facilitator and helps the learner to become autonomous, neither teachers are monitors of students' progress. This only shows that a great majority of educators are doing what the program says they are supposed to be doing.

English tutors have attended to two workshops where they work these skills with the English Region Advisor. For two years, tutors have worked with this New Syllabus, and the Region Advisor is constantly looking forward to providing them support. For example, he visits English educators to check how they perform their duties, so that they develop their roles efficiently. Despite of this, not all of them are working according to what the syllabus describes. Most of them hide their preoccupations, their discomfort, and this is the prove which shows that instructors can work using the Action Oriented Approach, but not all them choose to work according to what the syllabus explains. It is true that they have limitations in their

classrooms, but this is not a reason that demonstrates the Action Oriented Approach cannot be executed effectively.

Graph# 7: Learners' Role according to the New English Syllabus



Source: Questionnaire applied to English Teachers, 2018.

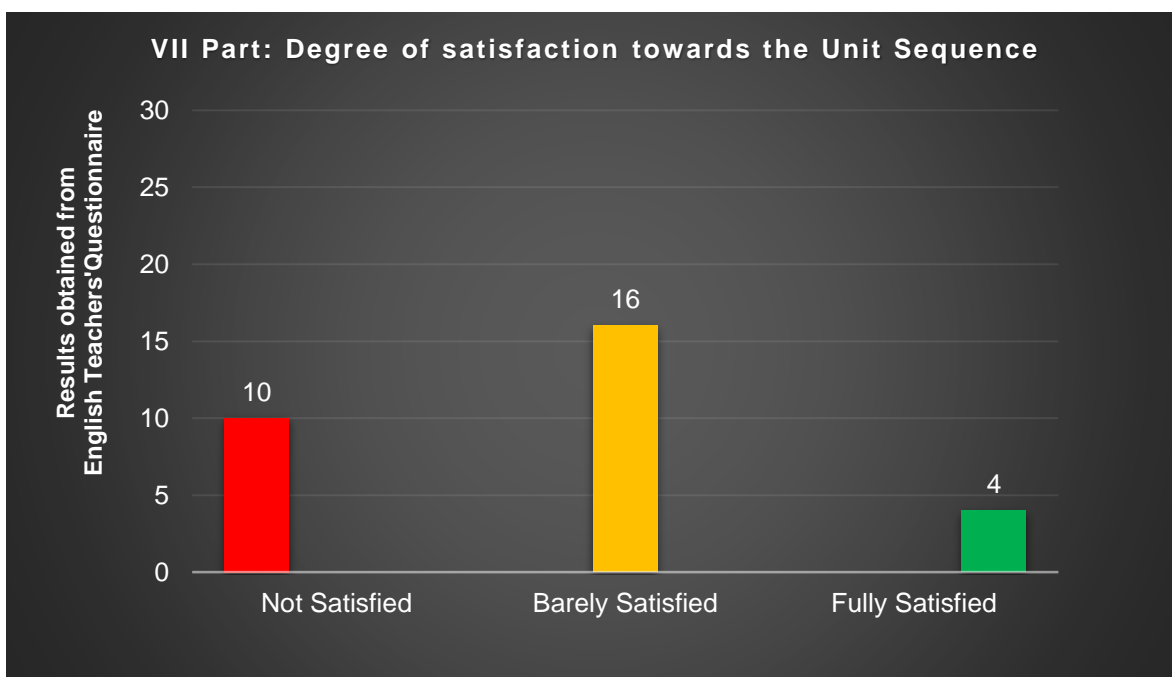
For this question, educators were asked if these characteristics match with students' development in class. The most interesting thing of this is that learners act according to what facilitators build in the classroom. This means that teachers engage these ways of act in the classroom. Interestingly, this graph shows that fifteen English instructors consider students are not autonomous social agents, neither make use of their linguistic competences to solve problems. Now, not everything in here is facilitators fault. Students need to be responsible for their own

acts, since one objective this syllabus has is to permit mentors and pupils work together to reach a common goal.

Now as the graph shows, there are two categories where English facilitators agree the most, giving these two almost the highest score, but not the maximum expected. These two categories show that students develop their class goals cooperatively and have meaningful interaction task performances. According to what these results show, these are good findings because twenty three and twenty four tutors out of thirty agree with these point.

This information demonstrates good signs of teachers' disposition to put into practice what they learn from every workshop and allow students to produce in class, which at the end of the day, it is what the M.E.P. looks forward to achieve.

Graph# 8: English Teachers' Degree of Satisfaction towards the Lesson Plan Model according to the New English Syllabus



Source: Questionnaire applied to English Teachers, 2018.

As these results show, the majority of educators are not completely satisfied with the Unit Sequence this program has, resulting in sixteen educators giving the qualification of “Bearly Satisfied”. It is thought provoking to see that these results match with both English Advisors’ answers. This means there is a problem in the elaboration of this Unit Sequence

This syllabus has many processes that have to be executed at the same time, which overwhelms instructors making the process to be more complicated. Facilitators have to prepare rubrics to analyze students’ performances, deliver their lesson plans to administrative offices every month a half, evaluate students’ individual spoken interactions and productions, check students’ progress in the

development of Mini- Projects, and because of this over saturation, it is difficult for instructors to finish appropriately. Eventually, teachers express their discomfort to English advisors in their yearly workshop.

Table 3

Suggested Changes to the Unit Sequence according to English teachers

VII Part: What changes would you propose to the **Unit Sequence** provided by the Action Oriented Approach in the New English program? Please, justify your answer.

Codes	Given Responses	N° of Answers
1	Add more time, or lessons to fulfill the Syllabus' expectation	16
2	Eliminate contents/ Mini- Project	6
3	Check, simplify and make more comprehensible contents	4
4	No changes suggested	3

Source: Questionnaire applied to English Teachers, 2018.

As it is expected from English tutors, there are several suggestions they propose in order to execute this program and let them work better.

Even both English Advisors express themselves about this first suggestion. Facilitators require more time in their lessons, or more lessons per week to work out their classes and tasks. There are different high school modalities where the M.E.P implements the new English syllabus. Depending on the high school modality, the amount of English lessons vary. Therefore, it is a good option to check if in the different high school modalities, there is one in which high school educators are able to complete the English Syllabus' requirements. If there is one modality where

English facilitators have better results, then a good option is to implement the same type of high school modality in other institutions.

Another suggestion that educators mention is to eliminate contents in the syllabus. In terms of time administration and economical resources, it could be a lot easier to eliminate contents rather than adding more time, or lessons for tutors.

Four instructors suggest to simplify contents and make them be more comprehensible. This refers to the possibility to make contents a lot more manageable, through their simplification. Seems to be a good suggestion and it definitely has to be considered by the people who prepare the syllabus.

Table 4

English Teachers' Acceptance of the Resources Given in the New English Syllabus

VII Part: The M.E.P.'s New English Program on its document provides a set of **learning resources** such as links, written materials, among others. Based on your experience: Do you agree or disagree with the **learning resources** given? Please, justify your answer.

Codes	Given Responses	N° of Answers
1	Agreed with the Learning Resources given. These resources are useful, and make teachers' job easier.	22
2	Not agreed with the Learning Resources given. These resources are out of context and limited.	8

Source: Questionnaire applied to English Teachers, 2018.

Previous program did not give tutors any support, or materials to work with. Now, the M.E.P. provides practices, audios, printable materials, and YouTube links

to help instructors in their search of practices for different classes. This is an upgrade the M.E.P. has done in educators' favor. All these links and materials come in the New Teachers' Guide document. Every mentor should have gotten one in the training session that takes place every single year, and the English Region Advisor has the duty of giving it to teachers.

Because of this fact, being able to see that the majority of facilitators like these materials and consider them useful for the development of their tasks, deserves to be remarked because this means that this upgrade has helped them in these two years of work.

Table 5

English Teachers' Suggestion to the Learning Resources

What changes would you suggest to the **learning resources** provided?

Codes	Given Responses	N° of Answers
1	No changes	13
2	Provide a variety of physical and technological materials that permit class development	7
3	Adapt resources to the real conditions they are required for	8
4	Equalize the number of objectives per skill	2

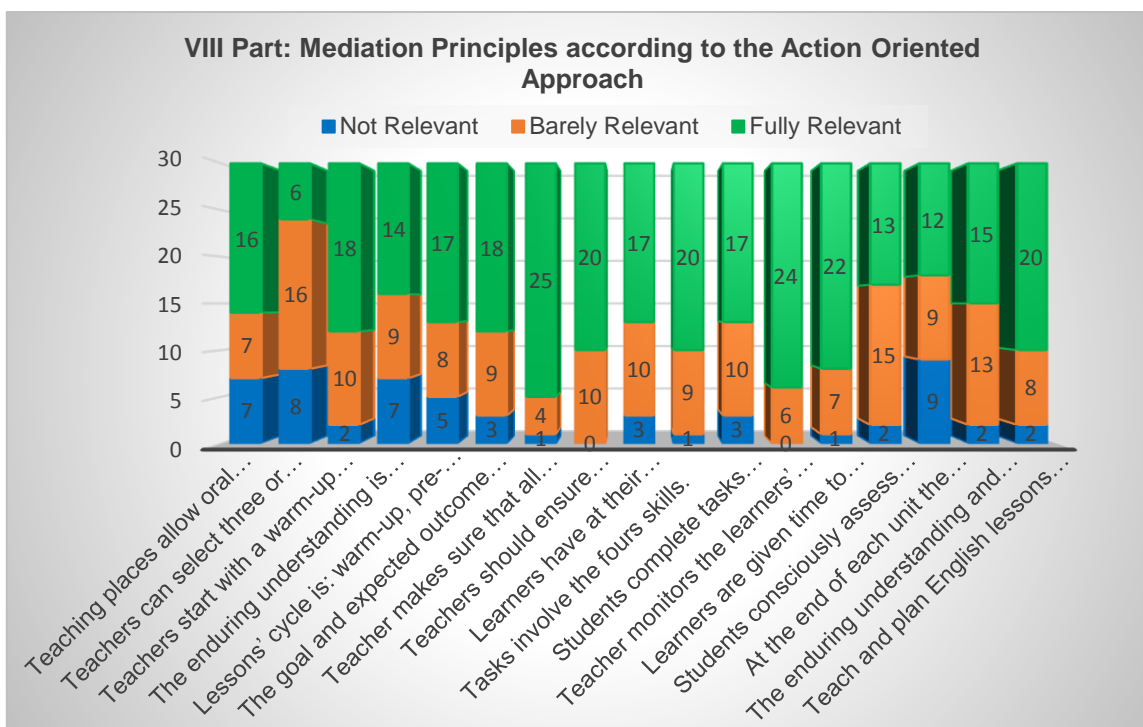
Source: Questionnaire applied to the English Teachers, 2018.

Linked to the previous question, this question seeks to find out if tutors have any suggestions for these materials, so that they become a lot more useful for teachers' labor.

Surprisingly, thirteen educators do not have any suggestion to these materials. This can mean two: in the first place, they do not know what to suggest, or in the second place, they do not have any suggestions to make.

In the second category, it is extremely important to take this in consideration, especially if the M.E.P. is asking teachers to use these materials, but the conditions to use them are not given. Therefore, providing facilitators with the technological and the physical equipment they need is a necessity, if the M.E.P. wants instructors to perform their labor with the exigencies they are asking.

Finally, a group of tutors consider that these materials are not contextualized to their reality. It is important to consider this because this means that these materials are meaningless for several mentors in some sort; therefore, if facilitators consider these materials do not match their reality, they are going to be useless in language teaching process.

Graph# 9: Mediation Principles according to the Action Oriented Approach

Source: Questionnaire applied to the English Teachers, 2018.

These mediation principles are basically the way in which English facilitators have to proceed in their classrooms in order to address topics and work on tasks. These principles tell the tutor what things they should execute with their actions as educators. These also show English educators how to combine skills in tasks and what to expect from students to achieve while performing their tasks.

As it can be seen in the graph, there are only two principles where educators do not consider them as relevant. These principles are: **Principle N° 2:** Instructors can select three or four goals per week and **Principle N° 14:** Students consciously assess their language performances and educators assess them constantly.

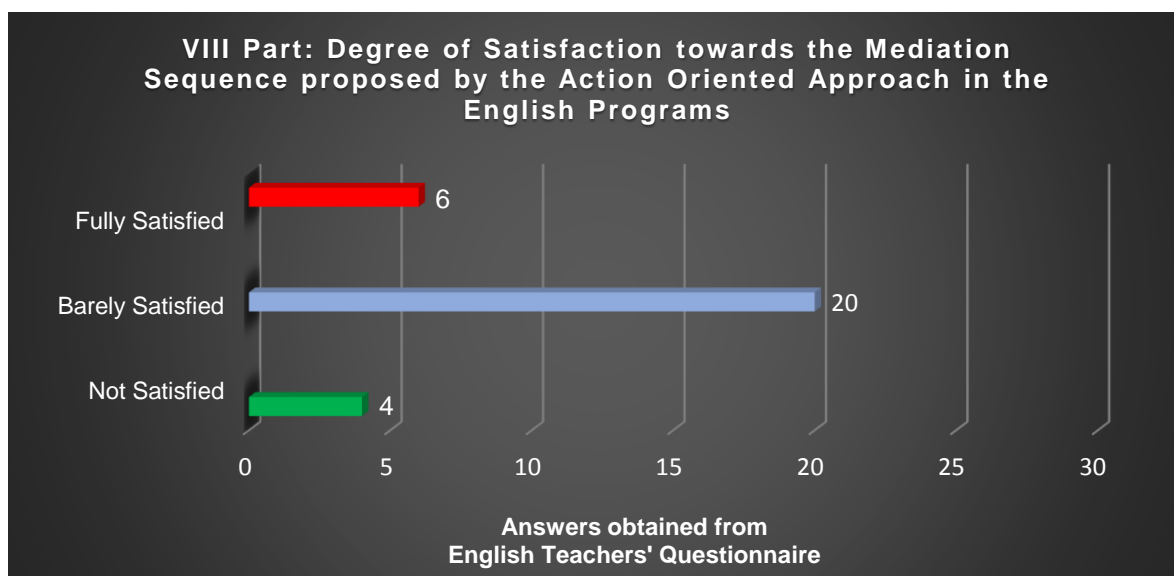
For the second principle, mentors consider they have not been able to accomplish it. Since one of their limitations is time for lessons, it is difficult for them

to cover three or four goals per week, with only three English lessons on average. Besides, the M.E.P. is not considering other different setbacks teachers face in their regular basis. For instance, students' absence in class limit the progress instructors can have with them, tutors that have to attend parents who visit the school, several civic acts, or attending to administrative meetings limit in so many cases, facilitators advance with contents.

For the fourteenth principle, it is hard for mentors to tell that students are constantly assessing themselves and of course, it is complicated for educators to assess thirty, or forty scholars' language performances in forty five minutes (one lesson). This only shows that there is inconsistency between what program organizers think it should be done and what can actually happen within the classroom environment.

In sum, it is important for the M.E.P. to check the feasibility of these programs' principles and see if all seventeen principles are coherent with reality, because due to every high school conditions, the application of all of them is going to vary; otherwise, these principles are not going to be executed in its totality.

Graph# 10: Degree of Satisfaction towards the Mediation Sequence in the New English Syllabus according to English Teachers



Source: Questionnaire applied to the English Teachers, 2018.

The results in this graph show that instructors are “Barely Satisfied” with the Mediation Sequence the New English Program offers. The Mediation Sequence explains to English tutors what structures to follow, in what order to address every skill, and what order pre- tasks, tasks, and post- tasks have to follow in the classroom.

This means that mentors agree with the mediation principles, but they are not satisfied in the way the M.E.P. proposes to execute them. Again, this is due to the constraints educators have to deal with every single day.

The M.E.P. wants something to be done, but these envisioned results are not realistic to be achieved. If teachers do not have the enough time to work, it is not possible for students to create in their classroom, with a so demanding lesson plan.

Table 6**English Teachers' Suggested Changes to the Mediation Sequence**

According to your experience, what possible changes would you suggest to the Mediation Sequence?

Codes	Given Responses	N° of Answers
1	Reduce the amount of contents and provide more time for lessons, or more lessons	19
2	Revise and correct the coherence that must exist among Units	7
3	No changes suggested	2
4	Other	2

Source: Questionnaire applied to the English Teachers, 2018.

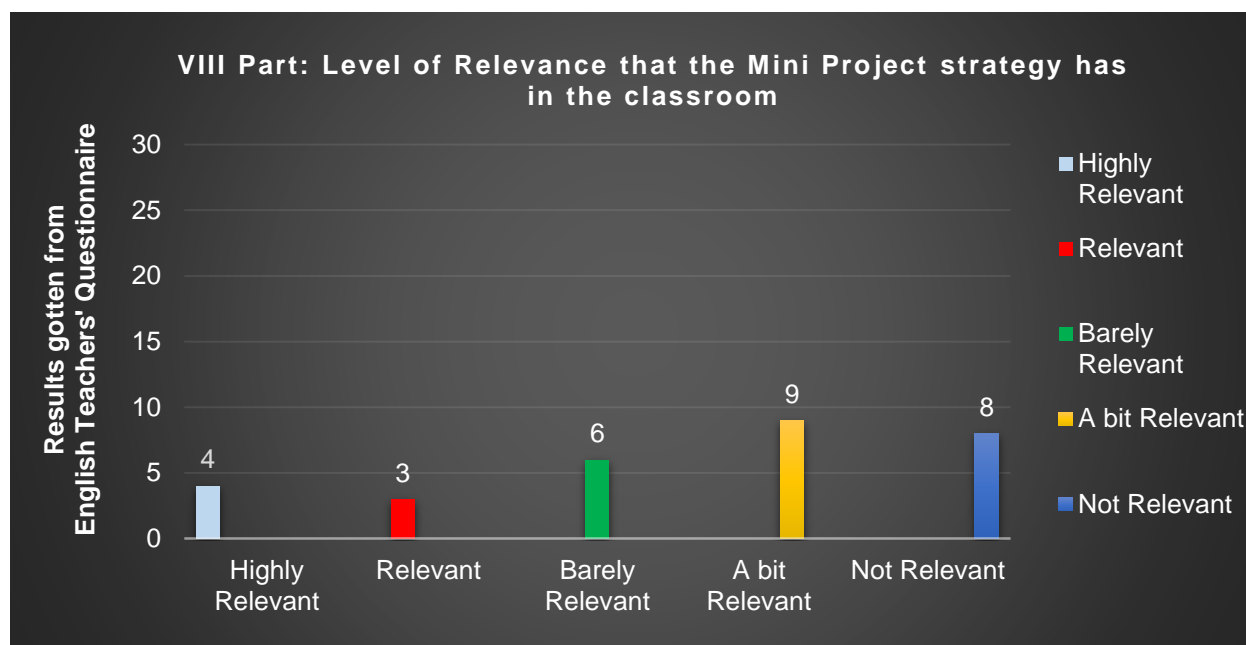
In this section, the question was asked in order to see mentors' perspective and suggestions regarding to the mediation sequence. Since tutors are the ones who execute this, no one better than them know what things can be done to improve it.

Not surprisingly, the highest recommendation this table shows, is the reduction of contents, the possibility to add more time in every lesson, or more English lessons during the week. These limitations are definitely affecting facilitators' job more than anything else. This shows that at the moment of the construction of the program, the people in charge did not consider how many contents a lesson can cover, with the amount of time English teachers count to go over them.

Moreover, English educators recognize the lack of coherence that exist among units of study. It seems that some instructors are not satisfied with this; however,

these units do not have to be coherent one another. Just because they vary in their topics, that does not mean the unit is incorrect.

Graph# 11: Level of Relevance towards the Mini Project Strategy according to English Teachers.



Source: Questionnaire applied to the English Teachers, 2018.

As the information in the graph demonstrates, the majority of teachers consider that the Mini- Projects strategy is “a bit relevant”, or “not relevant” whatsoever. It is a shame to see this because one of the most attractive activities this syllabus has is the elaboration of Mini- Projects.

Mini- Projects were created for students’ development of skills and to break the routine of master classes. The aim this is after is of opening the possibility to students to demonstrate their mastery of the topics they study; nonetheless, this strategy seems to make more trouble for English instructors than solutions in the learning process.

Table 7**English Teachers' Suggested Changes to the Mini Project Strategy**

What changes would you do to the Mini Project strategy?

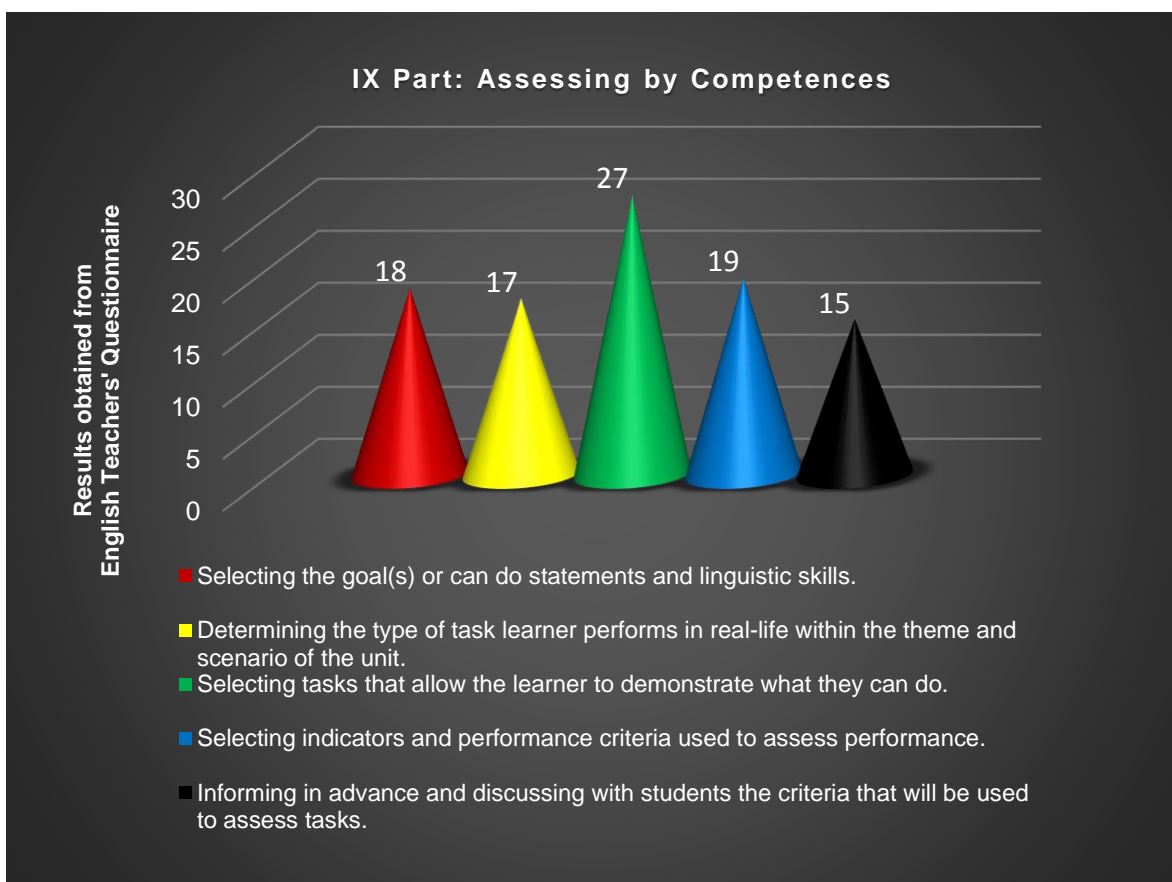
Codes	Given Responses	N° of Answers
1	Add more time in lessons to apply it	8
2	No changes suggested	8
3	Eliminate the Integrated Mini Project strategy	9
4	Add grade to it so that students value it	3
5	Make the Mini Project a simpler strategy to use/ Incorporate technology	2

Source: Questionnaire applied to the English Teachers, 2018.

As this table shows, now the purpose this question has is to ask English instructors, for their suggestions regarding to this Mini- Project strategy.

The fact that most English facilitators prefer to eliminate the Mini- Project strategy from the lesson plan, rather than proposing any change to improve it, calls the researcher's attention. This simply demonstrates that tutors are not being able to handle the complexity this program takes, and if there were more time to deliver lessons, educators could focus more on pupils' learning instead of just completing units of study.

Graph# 12: Five Necessary Elements to Evaluate Students' Development of Competences



Source: Questionnaire applied to the English Teachers, 2018.

As the graph shows, eighteen educators believe this first criterion is important. This means that twelve tutors out of thirty are not making their assessment tools using goals, or can do statements included in the syllabus, to assess students.

For the second criterion, almost the same situation happens. Thirteen instructors out of thirty do not consider this second assessment criteria as fundamental. In good theory, English teachers have to consider these elements in order to assess students' according to this new approach. This results shows disagreement with this element, demonstrating that seventeen facilitators out of the

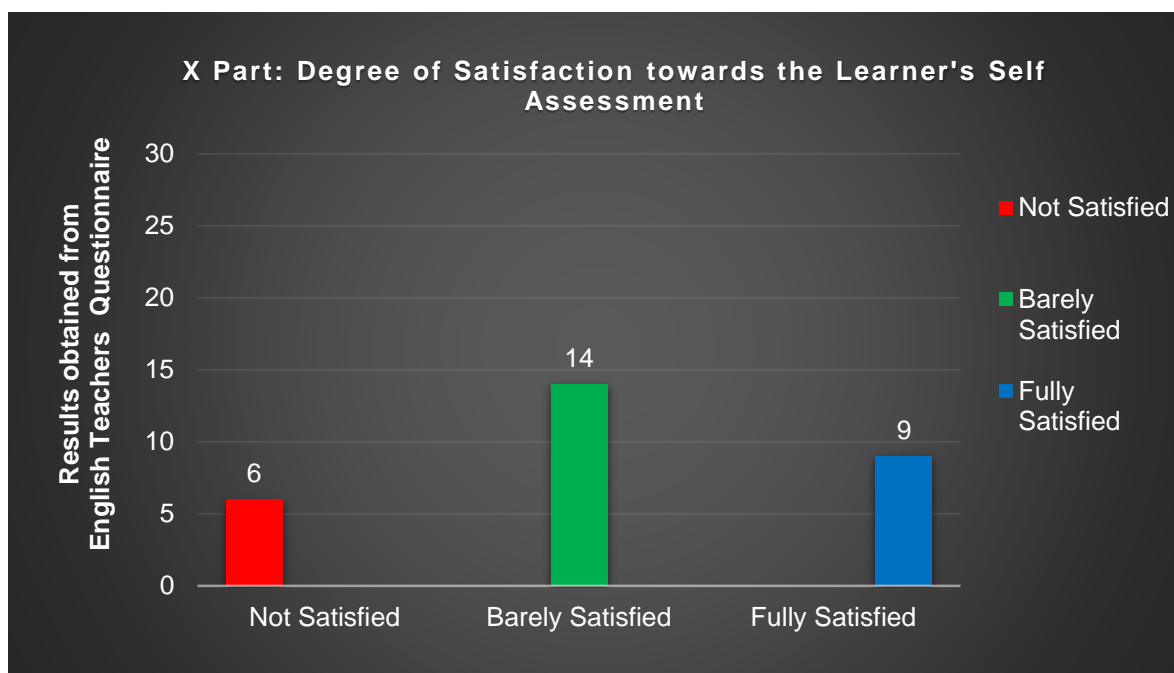
thirty who form part of the sample, consider the importance of the creating tasks in a real life scenario.

For the third assessment element, twenty- seven educators out of thirty agree with this criterion, because this is what students show when they develop tasks.

As the fourth result in the graph shows, nineteen teachers out of thirty who contemplate this as a relevant criterion to take into consideration. In fact, English educators have to make indicators and assign a numerical value to those criteria. There is no way in which mentors can assess students without creating assessment scales, rubrics or checklists. So, it is satisfying to see that the majority of instructors validate this. Nevertheless, it is incomprehensible how the other eleven tutor are assessing students, if they are not making any evaluation criteria.

Finally the fifth element to assess students' show that fifteen facilitator think it is not important to let students know, what is required from them before putting in practice the task. The idea that comes from this element is to create consciousness with students about what they should do, and what is expected from them, so that results incline for their own good. However, according to the teachers' criterion, it is not crucial for the language learning process to do that. But, the program clearly mentions that this should be done, so in students favor, the best thing to do is to let them be aware of this.

Graph# 13: Level of Satisfaction towards the Learners' Self- Assessment according to English Teachers.



Source: Questionnaire applied to the English Teachers, 2018.

As it can be seen, English educators are “Bearly Satisfied” with the Learners’ Self- Assessment strategy. The idea of integrating this is to innovate the way in which instructors see the assessment process, through including students’ perspective about their own actions during the unit of study. Since the Learners’ Self- Assessment strategy does not have any percentage value, or it cannot be given any percentage value, facilitators invest their time on actions that provide them and their students with percentage results on grades, instead of investing time and energy on actions that only provide students with a formative growth.

Table 8***English Teachers Suggested Changes to the Learners' Self- Assessment***

According to your experience, what possible changes would you suggest to the **Learners' Self- Assessment?**

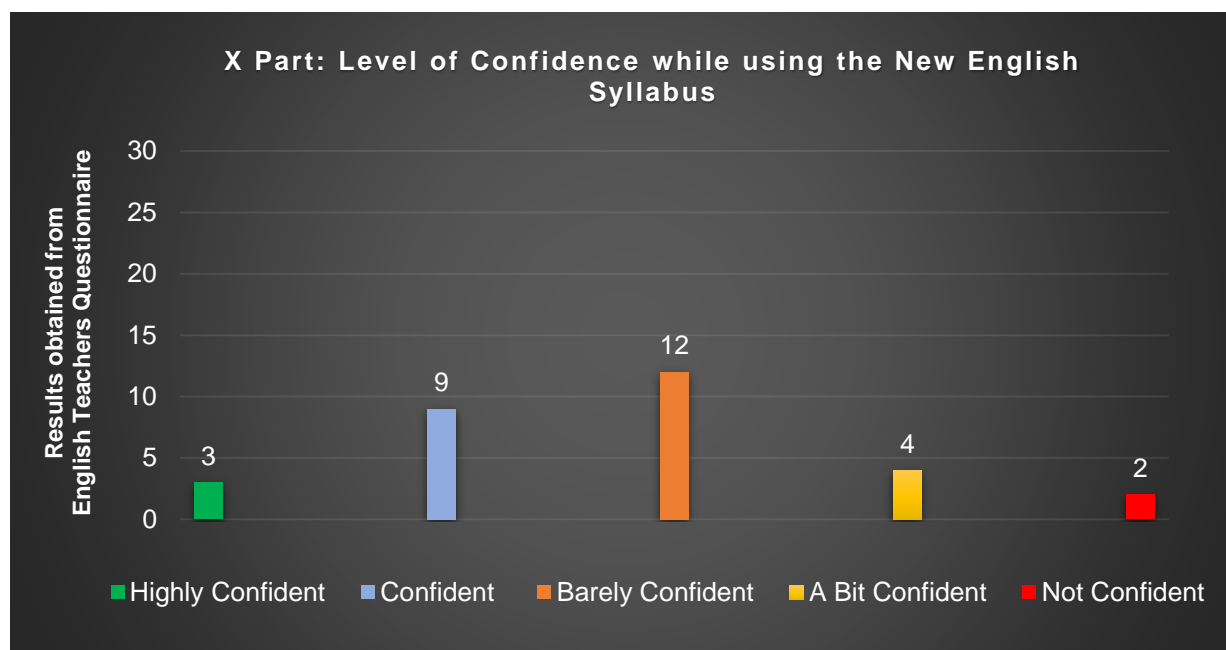
Codes	Given Responses	N° of Answers
1	Include motivation and self- satisfaction	1
2	No changes suggested	16
3	Eliminate the Learners' Self- Assessment strategy	3
4	Add more time within lessons	2
5	Simplify rubrics, criteria and contents to evaluate	3
6	Add a section where teachers and students can write down statements	5

Source: Questionnaire applied to the English Teachers, 2018.

Results show that the majority of educators do not suggest any change to this strategy; nonetheless, they are uncomfortable with it.

Regarding to the second highest answer, five tutors said that it can be good to add a section where instructors and students can develop statements, observations, or can write points of view. It is an interesting suggestion that surely can provide good input from students.

Graph# 14: Level of Confidence Teachers Have with the New English Syllabus according to the English Teachers



Source: Questionnaire applied to the English Teachers, 2018.

Not surprisingly, after seeing all these results throughout the questionnaire, seeing that educators are not completely confident was expected. Insecurity, lack of experience, doubts regarding to all procedures and implications this New English Syllabus has, oversaturation of procedures, time constraints, and other drawbacks definitely affect facilitators' level of confidence. The graph shows that there are nine mentors who believe they are confident, but there is a majority who think is "Barely Confident" regarding to the New English Syllabus. It is understandable that tutor feel in this way because a paradigm shift takes time to be done. It is expected from people to make mistakes at the beginning of a new course, or process. The responsibility that relies on instructors' shoulders now is to improve as time goes by, and look for the English Region Advisor's support to overcome these gaps.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Now in this final part of the study, the author provides conclusions and several recommendations the researcher considers relevant to include, after getting results from the application of instruments. It is important to mention that these conclusions seek to answer the objectives established in the first chapter. Then, the recommendations that are going to be provided looking forward to giving suggestions to the people in charge, or the Ministry of Public Education, so that they can make arrangements of the topic in question and improve the development of their functions.

Also, the researcher gives an answer to the problem formulation of the thesis written in the first chapter. Then, explaining to what has the thesis gotten to in regards to the general objective, give an answer in terms of achieving, or not the specific objectives, and inform the reader if the hypothesis established can be approved or rejected.

5.1 CONCLUSIONS

- Regarding to the problem formulation of this thesis project, this conclusion states that through task development, conflict resolution situations, and cooperative work, the M.E.P. proposes to make the English language acquisition more effective and envisions to make different type of learners, who are more conscious of the role they play in society, using authentic materials in order to make use of the English language authentically.
- **Regarding to the General Objective:**
The researcher concludes that the Action Oriented Approach is not effective to be used as the New English Program of the Ministry of Public Education. This due to the results obtained from the application of the instrument of data gathering, showing that after two years of working under the Action Oriented Approach, English teachers are not performing their actions in the way they are supposed to be doing them.
- **Regarding to the First Specific Objective:**
 1. The researcher concludes that both English Advisors know what the Action Oriented Approach is and English educators do not have a clear definition of it. English instructors know part that belong to its definition, but they do not know it completely.
 2. The author of the thesis concludes that after revising the results obtained from the questionnaire on the Graph# 1 applied to the three different samples, English Region Advisors understand the importance the principles that rule the Action Oriented Approach, but English facilitators do not. For this reason,

English teachers are not performing their actions completely related to the Action Oriented Approach.

3. The writer of this thesis concludes that both English Region Advisors and English mentors, do not consider that tasks' characteristics mentioned in the New English Syllabus have a complete relevance for their construction. This shows inconsistency between what the New English Syllabus describes and what instructors are actually preparing to work with students.
4. As a conclusion for the task definition, the researcher gets to recognize that English Advisors and English tutors understand what a task is, but results show that despite of that, teachers are not formulating proper tasks regarding to Action Oriented Approach requirements. This only demonstrates that the approach is not effective in practical terms.
5. For the General Competences results are conclusive. These results show that both English Advisors and English educators are not entirely in agreement with the fact that students bring General Competences from their own background. This goes in opposition to what the Common European Framework and the New English Syllabus explain.
6. For the Specific Competences, conclusions show that the English "Comisión Ampliada" Advisor and the English Region Advisor's criterion vary. For the first Advisor, these Specific Competences are not completely developed, whereas for the English Region Advisor, all these competences are developed in the language learning process. Moreover, English mentors' results show that not even they consider that students develop these specific competences in the

language learning process. Leading to the conclusion that not even these competences are acquired completely by English students in the region.

7. Regarding to the pedagogic use of technologies, results allow to conclude that using technology in the education process is highly relevant, yet almost every institution do not have the resources to work with it.
8. Regarding to instructors' and learners' role, conclusions show that English tutor and students have not acquired the characteristics established in the New English Syllabus.

- **Referring to the Second Specific Objective:**

1. Regarding to the unit sequence, the researcher concludes that English tutors do not have time to perform their duties in class, because the syllabus is oversaturated, demonstrating in this way that the English advisor and English facilitators are moderately satisfied with it.
2. Concerning to learning resources, both English Advisors consider that the learning resources have to be contextualized, but English teachers consider them useful for their class development.
3. In reference to time issues, it is concluded that English educators do not have enough time to perform their duties in the way the New English Program proposes because of the complexity and rigid procedures the English Syllabus has.
4. In conclusion, it is highly important for the M.E.P to check the viability of applying all the procedures the Unit Sequence has and see if there is any possible option to adapt the syllabus to more realistic and contextualized conditions.

- **Regarding to the Third Specific Objective**

1. The researcher concludes that the Mediation Principles the English Program has are too many to take all of them in consideration while English tutors are preparing their English lessons.
2. Once the Mediation Principles that demonstrate the “what” and the “how” an English class is given, it is concluded that the way in which classes are addressed and the purpose the Mediation Principles have are not being reached in the way the M.E.P. wants. There are many principles to follow, and this does not go in accordance with the amount of time English educators have to develop them.
3. The information provided shows that the Mini- Project strategy is an interesting way of addressing students’ development of competences. Again, the problem regarding to it is that there are several time constraints to apply it, and there are other assignments that have more relevance for instructors because they have a percentage value on students’ grade. In regards to this, it is concluded that the Mini- Project strategy is a good activity to promote in class, but it has to be re- accommodated and graded in the lesson plan.

- **Regarding to the Fourth Specific objective**

1. Regarding to the General Assessment principles that rule the New English Program, it allows to conclude that the five criteria needed to assess scholars’ competences are not being applied completely by English facilitators.
2. Because of the time variable while teaching, it is concluded that Learners’ Self- Assessment strategy is not applied in learners’ benefit for their own learning.

3. In conclusion, it is found that English teachers feel moderately confident in terms to working with the Action Oriented Approach.

- **Regarding to the Hypothesis:**

Because of what has been said, this permits the researcher to reject the hypothesis proposed, because despite of the fact that English educators have more knowledge regarding to the Action Oriented Approach, there is not a greater level of confidence while they work using the New English Program.

5.2 RECOMMENDATIONS

For this final section of the thesis, several recommendations are going to be suggested to the people in charge of making arrangements, so that they can act for the educational incorporation and improvement of the new English approach used.

In addition, other researchers should take these suggestions into account for further studies.

- One recommendation the researcher does is to use a different scale as the one used with English instructors Questionnaire, this scale is the following: “Highly Relevant, Relevant, Barely Relevant, A Bit Relevant, Not Relevant”. Instead of using this scale, implement the one used in both English Advisors scales such as the following: “Highly Relevant, Very Relevant, Moderately Relevant, Slightly Relevant, Not Relevant”.
- In order to improve educators’ proficiency while working with the Action Oriented Approach, it is recommended to the Ministry of Public Education to allow English Region Advisors to deliver a workshop for facilitators at the end of each trimester, to reinforce tutors’ skills and solve doubts, because only one training session per year is not enough for facilitators.
- It is recommended to the Ministry of Public Education to check tasks’ characteristics because results demonstrate that English Region Advisors and English teachers do not consider these characteristics have enough relevance for their construction.
- It is recommended to the Ministry of Public Education to check General Competences because it cannot be assumed that students have these

competences already developed. This due to the fact that not all students have lived the same experiences.

- It is recommended to the Ministry of Public Education and English Advisors to consider different ways in which Specific Competences, can be developed by students with better efficacy, since the English “Comisión Ampliada” Advisor and English educators do not completely agree with these criteria written in the English Syllabus
- It is recommended to the Ministry of Public Education to provide the same access opportunities to technological devices, and Internet service in high schools around the country, if the intention is to allow English facilitators to include technology in their class development.
- It is recommended to the Ministry of Public Education to analyze the viability and feasibility of eliminating contents from the lesson plan, adding more time to English lessons, or adding more English lessons during the week, so that English instructors can develop the units of study satisfactorily.
- It is recommended to the English Region Advisor to prepare some material to verify mentors’ knowledge regarding to the Action Oriented Approach, because results show that facilitators do not understand all concepts and procedures they must follow.
- One suggestion the English “Comisión Ampliada” Advisor provides to the Mediation Sequence is to allow students to create smaller groups, with more English Lessons during the week, more teacher trainings, more flexibility at the

moment of planning, more access to technology, and introduce innovative resources.

- One suggestion the English Region Advisor provides is that giving students to produce their own materials is important to create an autonomous learner, who can rely on his/ her skills to fulfill class goals. Moreover, this is going to produce efficiency in students' development, independency, and self- productivity.
- It is important to recommend the English Region Advisor to prepare a meeting with English Advisors and English educators to ask parents for support to the implementation of the New English Syllabus. In this way, students' mentality can be positively influenced towards learning the English language and be supported at home.
- One suggestion English tutors manifest is to eliminate contents in the syllabus. In terms of time administration and economical resources, it could be easier to eliminate contents rather than adding more time, or lessons for instructors.

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ANNEXES

Annex # 1: Template Elements that form part of the Lesson Plan Model

Template Elements	
Level	Grade level of the unit
Unit	1 of 6 in a year, includes Scenario, 4 themes, Enduring Understanding, Essential Question, Goals, pillars of learning, mediation strategies, assessment, and Integrated Mini Project
Domain	Refers to the broad sectors of social life in which social agents (learners) operate
Scenario	A real-life context referenced for an entire unit
Themes	The focus of attention for each week that refers back to the real life scenario (Context rather than content.)
Enduring Understanding	Big ideas to guide the teacher that give importance and meaning to a set of curriculum expectations and have a lasting value for learners, beyond the classroom. (1 per unit)
Essential Question	A question which fosters understanding and critical thinking in learners (Can be adapted to theme.)
Linguistic Competencies	Oral and Written Comprehension (listening and reading); Oral and Written Production (spoken interaction, spoken production, writing)
Goals	Can-do performance descriptors
Oral and Written Comprehension	What a learner can understand or can do when listening and/or reading
Oral and Written Production	What a learner can speak and write
Learn to Know	Learning pillar that includes Grammar and sentence frames, Vocabulary, and Phonetic Awareness/Phonology
Grammar & Sentence Frame	The grammatical components that will be covered in the unit
Phonemic Awareness/ Phonology	The part of the lesson that addresses the Learner's ability to hear, identify, and manipulate sounds
Vocabulary	Words learners need to know to communicate effectively within a domain, scenario, and theme
Learn to Do	Learning pillar that includes Functions and Discourse Markers
Function	The use of spoken discourse and/or written texts in communication for a particular purpose (e.g. asking and giving information, describing)
Discourse Markers	Linking words or phrases that connect one piece of discourse with another one (e.g., <i>and, because</i>)
Learn to Be and Live in Community	Learning pillar that includes Psycho-social, Sociocultural, Social Language, Idioms, and Quotes

Template Elements	
Psycho-social	Attitudes, motivations, values, beliefs, cognitive styles, and personality factors
Sociocultural	Polliteness conventions, expressions of folk wisdoms, register differences, dialects and accents
Suggested Mediation Strategies	Organized, purposeful and scaffolded learning experiences
Assessment Strategies	Required evidence of student's learning
Integrated Mini Project	A more complex task which includes a four-phase process (participating, thinking, acting out, responding and sharing) that integrates skills and unit's goals and leads to a final product.

Annex# 2: Direct and Indirect Strategies

Direct Strategies		
Strategy	Function	Examples
Memory	Enable learners to store and retrieve new information of new language.	grouping, imagery and rhyming, creating mental images, sounds, semantic mapping, reviewing, employing action, using TPR
Cognitive	Enable learners to understand and produce new language.	reasoning, analyzing, resourcing, grouping, note-taking, elaboration of prior knowledge, summarizing, deduction/ induction, imagery, auditory representation, making inferences, highlighting, creating structure for input and output
Compensation	Allow learners to use the language despite knowledge gaps.	coining new words, guessing, overcoming limitations in production
Indirect Strategies		
Strategy	Function	Examples
Metacognitive	Allow learners to evaluate their own language learning pattern, and coordinate the learning process.	<p>Centering your learning: (Pre-teaching): paying attention, reviewing and linking prior knowledge, delaying speech production to focus on listening.</p> <p>Planning and arranging: finding out about language learning, organizing, and setting goals and objectives, identifying the purpose of a language task, planning for a language task and seeking practice opportunities.</p> <p>Evaluating by means of:</p> <ul style="list-style-type: none"> • Self-monitoring: checking one's comprehension during listening or reading. • Self-evaluating: checking one's oral or written production while is taking place.
Meta-Affective	Help learners gain control and regulate personal emotions, attitudes and values.	Self-talk, Think positively, Reducing anxiety by improving one's sense of competence, self-encouragement
Meta-Social	Allow learners to interact with others.	Cooperate, work with classmates, coach each other, questioning, and empathizing, questioning for clarification

Annex# 3: Instrument Applied to English “Comisión Ampliada de Tercer Ciclo y Educación Diversificada” Advisor and English Region Advisor

Dear English Advisor:

As part of the Final Research Project for the Major of English Teaching Licenciatura from Universidad Hispanoamericana, a thesis is held on the Analysis of the Effectiveness of the Action Oriented Approach in the New English Programs proposed by the Ministry of Public Education to be used in Public High School institutions of Northern San José Educative Region Bureau.

Since English Advisors have delivered workshops to English Teachers, the researcher considers that it is important for the thesis to obtain information from those, who have taught educators on how to proceed in the classroom using the new English Syllabus. Because of this, you are considered to fill out the following questionnaire in order to obtain meaningful information for the research under study. Information provided will be carried out with professionalism and anonymity. It only serves the purpose of the research; therefore, it does not imply a legal, physic or psychological risk for you as a participant.

I thank you for your disposition to cooperate with the data gathering of this thesis project.

Part I: Definition of Action Oriented Approach.

1. How would you define what the Action Oriented Approach is?

Part II: Principles of the Action Oriented Approach according to the MEP’s New English Program

On the following chart, you will be exposed to a series of principles that rule the Action Oriented Approach. Please mark with an ex (x) the ones that you consider fully take place when delivering a class under the Action Oriented Approach.

N°	Criteria: Principles of the Action Oriented Approach to MEP's New English Program	(X)
2	The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.	()
3	Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.	()
4	Enabling and communicative activities are task-based and real-life.	()
5	Learners use authentic materials as comprehensible input, as much as possible.	()
6	The ICT become an important tool to create meaningful learning experiences.	()
7	A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners’ meta-cognitive, meta-affective, and meta-social strategies.	()
8	Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.	()
9	Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication.	()

III Part: Characteristics of Tasks used on the Action Oriented Approach

According to the New English Program, the following are characteristics that need to be presented in every task that teachers do for Action Oriented Approach. From the list below, please mark with an ex (X) the degree in which you consider these characteristics need to be presented in each task.

1= Not presented 2= Moderately Presented 3= Totally Presented

N°	Criteria: Characteristics of tasks according to the Action Oriented Approach	SCALE		
		1	2	3
10	Tasks are open- ended. (Can be used more than once)			
11	Tasks can be individual and collaborative.			
12	Tasks promote critical thinking.			
13	Tasks look for a final product.			
14	Tasks resemble real life situations for a social purpose.			
15	Tasks promote social exchanges among students.			

16. How would you define what a task is?

IV Part: Competences

4.1 General Competences: According to the MEP's New English Program, these are the General Competences students **bring from their own background**, and help them in their learning process with the Action Oriented Approach. Please, mark with an ex (x) the ones that you consider, teachers believe students bring from their background, and help them in their learning process.

N°	General Competences	(X)
17	Declarative Knowledge: Examples: Knowledge of the world, Sociocultural Knowledge, Intercultural Awareness.	()
18	Skills and Know How: Examples: Practical Skills, Intercultural Skills.	()
19	Existential Knowledge: Examples: "Intercultural Personality", Attitudes, Motivations, Values, Beliefs, Cognitive Styles, Personality factors, Self- Image.	()
20	Ability to learn: Examples: Language & Communication Awareness, General Phonetic Awareness skills, Study Skills, Heuristic Skills.	()

4.2 Specific Competences: According to the MEP's New English Program, the following are competences that students **develop during the language learning process** with the Action Oriented Approach. Please, mark with an ex (x) the ones that you consider, teachers believe students develop in class.

N°	Specific Competences	(X)
21	Linguistic Competence: Such as Lexical Competence, Grammatical Competence, Semantic Competence, Phonological Competence, Orthographic Competence.	()
22	Sociolinguistic Competence: Such as: Social Relations, Politeness Conventions, Expressions of Folk, Wisdom, Register Differences, Dialect & Accent.	()
23	Pragmatic Competence: Such as: Discourse Competence, Functional Competence).	()

V Part: Pedagogic use of Technologies

24. According to the MEP’s New English Program, the Action Oriented Approach highly promotes the **pedagogic use of technologies**. Based on your experience, please form the scale below circle the level of relevance technology has on teaching English using the Action Oriented Approach.

5
4
3
2
1
 Highly Relevant Very Relevant Moderately Relevant Slightly Relevant Not Relevant

VI Part: Teachers’ and Learner’s Role

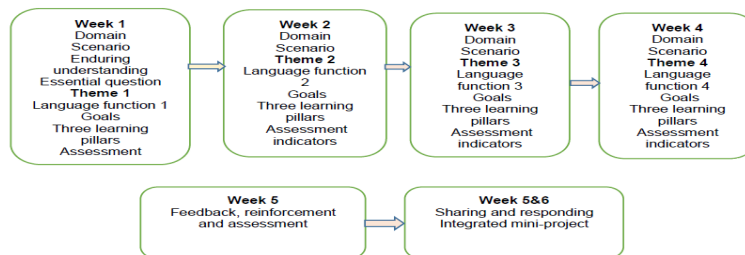
6.1 Teachers’ Role: The following are characteristics that teachers have once they work with the Action Oriented Approach. From the following characteristics, please mark with an ex (x) the ones you consider English Teachers have acquired, now that they work with the Action Oriented Approach.

N°	Characteristics that teachers have	(X)
25	The teacher shows expert role and share responsibility with learners.	()
26	The teacher becomes a facilitator and helps the learner to become autonomous.	()
27	Teachers are monitors of students' progress.	()
28	Teachers provide meaningful language interaction opportunities using tasks, within a social context.	()
29	The teacher is a "resource person" where students can rely on.	()
30	Teachers provide effective feedback to students.	()

6.2 Learners’ Role: The following are characteristics from the learners’ role in the class. From the students that you have seen while visiting some English classes, which of these characteristics do learners develop while working under the Action Oriented Approach. Please mark with an ex (x) the characteristics that you have seen in students.

N°	Characteristics from the Learners’	(X)
31	Learners are autonomous social agents.	()
32	Students develop class goals cooperatively.	()
33	Language Learners make use of their linguistic competences to solve problems.	()
34	Students have meaningful interaction through task performances.	()
35	Learners develop critical thinking strategies to complete tasks successfully.	()

VII Part: Lesson Plan Model



Source: *Teacher’s Guide for the New English Curriculum, 2017, p.18.*

36. According to the “*Teachers’ Guide for the New English Curriculum*”, this figure is a scheme of the **Unit Sequence** that English lessons follow according to the Action Oriented Approach. What is the degree of satisfaction that you have perceived in your teachers about the **Unit Sequence** in the New English Syllabus?

Not satisfied Moderately satisfied Extremely satisfied

37. What changes would you propose to the **Unit Sequence** provided by the Action Oriented Approach in the New English syllabus, to help your teachers perform better? Please, justify your answer.

38. The M.E.P.'s New English Program provides a set of **learning resources** such as links, written materials, among others. Based on your experience as English advisor: Do you agree or disagree with the **learning resources** given? Please, justify your answer.

39. What changes would you suggest to the **learning resources** provided to allow your teachers perform better?

VIII Part: Mediation of Learning

8.1 Mediation Principals: On the following chart, you are exposed to a series of principles that rule the Mediation of Learning according of the Action Oriented Approach. Please mark with an ex (x) the ones that you consider have a higher, or lower grade of relevance when delivering a class under the Action Oriented Approach. **1= Not relevant 2= Moderately relevant 3= Highly relevant**

N°	Criteria: Mediation Principles according to the Action Oriented Approach	SCALE		
		1	2	3
40	Teaching places allow oral comprehension and oral and written communication.			
41	Teachers can select three or four goals per week.			
42	Teachers start with a warm-up activity, and then learning goals and essential question.			
43	The enduring understanding is shared by the teacher at the beginning of each unit.			
44	Lessons' cycle is: warm-up, pre-teaching, practice, production and consolidation.			
45	The goal and expected outcome of the task is presented and explained to students.			
46	Teacher makes sure that all learners understand task instructions.			
47	Teachers should ensure learners know how to use strategies.			
48	Learners have at their disposition words, phrases and idioms to do tasks.			
49	Tasks involve the fours skills.			
50	Students complete tasks together using all resources they have			
51	Teacher monitors the learners' performance and encourages them.			
52	Learners are given time to prepare and answer questions.			
53	Students consciously assess their language performances and teachers assess them constantly.			
54	At the end of each unit the learners develop and present integrated mini-projects to demonstrate mastery of the unit goals.			
55	The enduring understanding and essential question are central to articulate the three learnings pillars.			
56	Teach and plan English lessons in English to engage learners socially and cognitively.			

8.2 Mediation Sequence: The following scheme shows the Mediation Sequence Action Oriented Approach suggests to implement in the classes in terms of the Comprehension and Production skills.

Mediation Sequence			
Comprehension		Production	
Oral	Written	Oral	Written
<ul style="list-style-type: none"> • <i>Planning</i> ✓ pre-listening ✓ motivating ✓ contextualizing ✓ explaining task goal • <i>Listening for the first time</i> (general understanding); • <i>Pair/group feedback</i> • <i>Listening for the second time</i> (more detailed understanding) • <i>Self/co assessment.</i> 	<ul style="list-style-type: none"> • <i>Planning</i> ✓ pre-reading ✓ explaining task goal ✓ use typographical clues ✓ list • <i>Reading for the first time</i> • <i>Pair/group feedback</i> • <i>Reading for the second time, post-reading</i> (for reacting to the content or focusing on features /language forms) • <i>Self /co assessment).</i> 	<ul style="list-style-type: none"> • <i>Spoken interaction</i> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ interacting • <i>Spoken production</i> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ producing 	<ul style="list-style-type: none"> • <i>Pre-writing</i> • <i>Drafting</i> • <i>Revising</i> • <i>Editing</i> • <i>Publishing.</i>

Source: *Teacher’s Guide for the New English Curriculum, 2017, p.23.*

57. What is your degree of satisfaction towards the **Mediation Sequence** proposed by the Action Oriented Approach in the English Programs?

Not satisfied Moderately satisfied Highly satisfied

58. According to your experience, what possible changes would you suggest to the **Mediation Sequence** to allow your teachers perform better?

8.3 Integrated Mini- Project

59. The Action Oriented Approach suggests Teachers to make use, of the **Integrated Mini- Project strategy**, at the end of every unit of study, to ensure students’ learning of contents. Based on your experience, what is the level of relevance that you consider the **Mini- Project strategy** has in the classroom? Circle your answer.

5 4 3 2 1
 Highly Relevant Very Relevant Moderately Relevant Slightly Relevant Not Relevant

60. What changes would you do to the Mini Project strategy, to allow your teachers apply it better?

IX Part: General Assessment Principles: According to Action Oriented Approach included in the M.E.P's New English Program, **Assessing by Competences** considers five elements necessary to focus on in order to evaluate students' development of competences. Please mark with an ex (x) the ones that you consider are presented in the classroom, at the moment of assessing students' performances when delivering a class under the Action Oriented Approach.

N°	Criteria: Assessing by Competences	(X)
61	Selecting the goal(s) or can do statements and linguistic skills.	()
62	Determining the type of task learner performs in real-life within the theme and scenario of the unit.	()
63	Selecting tasks that allow the learner to demonstrate what they can do.	()
64	Selecting indicators and performance criteria used to assess performance.	()
65	Informing in advance and discussing with students the criteria that will be used to assess tasks.	()

Part X: Learners' Self- Assessment

The following chart shows the **Learners' Self- Assessment** rubric Action Oriented Approach suggests to implement at the end of Units to check how much knowledge students consider they have obtained from the lesson in order to provide feedback to teachers.

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Say when I do not understand.			
Write information about myself in short sentences.			
Introduce myself.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Source: Teacher's Guide for the New English Curriculum, 2017, p.143.

66. What is your degree of satisfaction towards the **Learners' Self- Assessment** proposed by the Action Oriented Approach in the English Programs?

Not satisfied Moderately satisfied Highly satisfied

67. According to your experience, what possible changes would you suggest to the **Learners' Self- Assessment**, so that English Teachers can apply it better in their classrooms?

68. Once you have done the workshop on Action Oriented Approach, and have already delivered the New English Syllabus to teachers, please select from the scale below, **the level of confidence** that you consider teachers have, so that they can put in practice all the knowledge received on their daily teaching. Please circle your answer.

5 4 3 2 1
 Highly Confident Very Confident Moderately Confident Slightly Confident Not Confident

Annex# 4: Instrument Applied to English Teachers

Dear English Teacher:

As part of the Final Research Project for the Major of English Teaching Licenciatura from Universidad Hispanoamericana, a thesis is held on the Analysis of the Effectiveness of the Action Oriented Approach in the New English Programs proposed by the Ministry of Public Education to be used in Public High School institutions of Northern San José Educative Region Bureau.

According to the information provided by the English Advisor, you were asked to attend a workshop on the new English Programs. Because of this, you are considered to fill out the following questionnaire in order to obtain meaningful information for the research under study. Information provided will be carried out with professionalism and anonymity. It only serves the purpose of the research; therefore, it does not imply a legal, physic or psychological risk for you as a participant.

I thank you for your disposition to cooperate with the data gathering of this thesis project.

Part I: Definition of Action Oriented Approach.

1. How would you define what the Action Oriented Approach is?

Part II: Principles of the Action Oriented Approach according to the MEP's New English Program

On the following chart, you will be exposed to a series of principles that rule the Action Oriented Approach. Please mark with an ex (x) the ones that you consider fully take place when delivering a class under the Action Oriented Approach.

N°	Criteria: Principles of the Action Oriented Approach to MEP's New English Program	(X)
2	The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.	()
3	Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.	()
4	Enabling and communicative activities are task-based and real-life.	()
5	Learners use authentic materials as comprehensible input, as much as possible.	()
6	The ICT become an important tool to create meaningful learning experiences.	()
7	A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.	()
8	Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.	()
9	Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication.	()

III Part: Characteristics of Tasks used on the Action Oriented Approach

According to the New English Program, the following are characteristics that need to be presented in every task that you do for Action Oriented Approach. From the list below, please mark with an ex (X) the degree in which you consider the characteristics need to be presented in each of the tasks.

1= Not presented 2= Barely Presented 3= Totally Presented

N°	Criteria: Characteristics of tasks according to the Action Oriented Approach	SCALE		
		1	2	3
10	Tasks are open- ended. (Can be used more than once)			
11	Tasks can be individual and collaborative.			
12	Tasks promote critical thinking.			
13	Tasks look for a final product.			
14	Tasks resemble real life situations for a social purpose.			
15	Tasks promote social exchanges among students.			

16. How would you define what a task is?

IV Part: Competences

4.1 General Competences: According to the MEP's New English Program, these are the General Competences students **bring from their own background**, and help them in their learning process with the Action Oriented Approach. Please, mark with an ex (x) the ones you consider students bring from their background and help them in their learning process.

N°	General Competences	(X)
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18	Skills and Know How: Examples: Practical Skills, Intercultural Skills.	()
19	Existential Knowledge: Examples: "Intercultural Personality", Attitudes, Motivations, Values, Beliefs, Cognitive Styles, Personality factors, Self- Image.	()
20	Ability to learn: Examples: Language & Communication Awareness, General Phonetic Awareness skills, Study Skills, Heuristic Skills.	()

4.2 Specific Competences: According to the MEP's New English Program, the following are competences that students **develop during the language learning process** with the Action Oriented Approach. Please, mark with an ex (x) the ones that you consider students develop in class.

N°	Specific Competences	(X)
21	Linguistic Competence: Such as Lexical Competence, Grammatical Competence, Semantic Competence, Phonological Competence, Orthographic Competence.	()
22	Sociolinguistic Competence: Such as: Social Relations, Politeness Conventions, Expressions of Folk, Wisdom, Register Differences, Dialect & Accent.	()
23	Pragmatic Competence: Such as: Discourse Competence, Functional Competence.	()

V Part: Pedagogic use of Technologies

24. According to the MEP's New English Program, the Action Oriented Approach highly promotes the **pedagogic use of technologies**. Based on your experience, please form the scale below circle the level of relevance technology has on teaching English using AOA.

5
Highly Relevant
4
Relevant
3
Barely Relevant
2
A Bit Relevant
1
Not Relevant

VI Part: Teachers' and Learner's Role

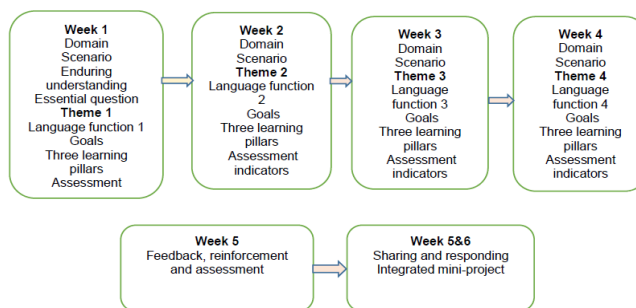
6.1 Teachers' Role: The following are characteristics that teachers have once they work with the Action Oriented Approach. From the following characteristics, please mark with an ex (x) the ones you have acquired now that you work with the Action Oriented Approach.

N°	Characteristics that teachers have	(X)
25	The teacher shows expert role and share responsibility with learners.	()
26	The teacher becomes a facilitator and helps the learner to become autonomous.	()
27	Teachers are monitors of students' progress.	()
28	Teachers provide meaningful language interaction opportunities using tasks, within a social context.	()
29	The teacher is a "resource person" where students can rely on.	()
30	Teachers provide effective feedback to students.	()

6.2 Learners' Role: The following are characteristics from the Learners' role in the class. From the students that you teach under the Action Oriented Approach, please mark with an ex (x) the characteristics that you have seen in your students.

N°	Characteristics from the Learners'	(X)
31	Learners are autonomous social agents.	()
32	Students develop class goals cooperatively.	()
33	Language Learners make use of their linguistic competences to solve problems.	()
34	Students have meaningful interaction through task performances.	()
35	Learners develop critical thinking strategies to complete tasks successfully.	()

VII Part: Lesson Plan Model



Source: Teacher's Guide for the New English Curriculum, 2017, p.18.

36. According to the "Teachers' Guide for the New English Curriculum", the figure above is a scheme of the **Unit Sequence** that English lessons must have according to the Action Oriented Approach. What is your degree of satisfaction towards of the **Unit Sequence** in the New English Programs?

Not satisfied
 Barely satisfied
 Fully satisfied

37. What changes would you propose to the **Unit Sequence** provided by the Action Oriented Approach in the New English program? Please, justify your answer.

38. The M.E.P.'s New English Program on its document provides a set of **learning resources** such as links, written materials, among others. Based on your experience: Do you agree or disagree with the **learning resources** given? Please, justify your answer.

39. What changes would you suggest to the **learning resources** provided?

VIII Part: Mediation of Learning

8.1 Mediation Principals: On the following chart, you are exposed to a series of principles that rule the Mediation of Learning according to the Action Oriented Approach. Please mark with an ex (x) the ones that you consider have a higher, or lower grade of relevance when delivering a class under the Action Oriented Approach. **1= Not relevant 2= Barely relevant 3= Fully relevant**

N°	Criteria: Mediation Principles according to the Action Oriented Approach	SCALE		
		1	2	3
40	Teaching places allow oral comprehension and oral and written communication.			
41	Teachers can select three or four goals per week.			
42	Teachers start with a warm-up activity, and then learning goals and essential question.			
43	The enduring understanding is shared by the teacher at the beginning of each unit.			
44	Lessons' cycle is: warm-up, pre-teaching, practice, production and consolidation.			
45	The goal and expected outcome of the task is presented and explained to students.			
46	Teacher makes sure that all learners understand task instructions.			
47	Teachers should ensure learners know how to use strategies.			
48	Learners have at their disposition words, phrases and idioms to do tasks.			
49	Tasks involve the fours skills.			
50	Students complete tasks together using all resources they have			
51	Teacher monitors the learners' performance and encourages them.			
52	Learners are given time to prepare and answer questions.			
53	Students consciously assess their language performances and teachers assess them constantly.			
54	At the end of each unit the learners develop and present integrated mini-projects to demonstrate mastery of the unit goals.			
55	The enduring understanding and essential question are central to articulate the three learnings pillars.			
56	Teach and plan English lessons in English to engage learners socially and cognitively.			

8.2 Mediation Sequence: The following scheme shows the Mediation Sequence Action Oriented Approach suggests to implement in the classes in terms of the Comprehension and Production skills.

Comprehension		Production	
Oral	Written	Oral	Written
<ul style="list-style-type: none"> • <i>Planning</i> <ul style="list-style-type: none"> ✓ pre-listening ✓ motivating ✓ contextualizing ✓ explaining task goal • <i>Listening for the first time</i> (general understanding); • <i>Pair/group feedback</i> • <i>Listening for the second time</i> (more detailed understanding) • <i>Self/co assessment.</i> 	<ul style="list-style-type: none"> • <i>Planning</i> <ul style="list-style-type: none"> ✓ pre-reading ✓ explaining task goal ✓ use typographical clues ✓ list difficulties/strategies to cope them • <i>Reading for the first time</i> • <i>Pair/group feedback</i> • <i>Reading for the second time, post-reading</i> (for reacting to the content or focusing on features /language forms) • <i>Self /co assessment).</i> 	<ul style="list-style-type: none"> • <i>Spoken interaction</i> <ul style="list-style-type: none"> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ interacting • <i>Spoken production</i> <ul style="list-style-type: none"> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ producing 	<ul style="list-style-type: none"> • <i>Pre-writing</i> • <i>Drafting</i> • <i>Revising</i> • <i>Editing</i> • <i>Publishing.</i>

Source: *Teacher’s Guide for the New English Curriculum, 2017, p.23.*

57. What is your degree of satisfaction towards the **Mediation Sequence** proposed by the Action Oriented Approach in the English Programs?

Not satisfied Barely satisfied Fully satisfied

58. According to your experience, what possible changes would you suggest to the **Mediation Sequence**?

8.3 Integrated Mini- Project

59. The Action Oriented Approach suggests Teachers to prepare at the end of every unit of study, a **Mini- Project strategy** to ensure students’ learning of contents. Based on your experience, what is the level of relevance that you would assign to the **Mini- Project strategy**? Circle your answer.

5
Highly Relevant
4
Relevant
3
Barely Relevant
2
A Bit Relevant
1
Not Relevant

60. What changes would you do to the Mini Project strategy?

IX Part: General Assessment Principles: According to Action Oriented Approach included in the M.E.P's New English Program, **Assessing by Competences** considers five elements necessary to focus on in order to evaluate students' development of competences. Please mark with an ex (x) the ones that you consider are presented in the classroom, at the moment of assessing students' performances when delivering a class under the Action Oriented Approach.

N°	Criteria: Assessing by Competences	(X)
61	Selecting the goal(s) or can do statements and linguistic skills.	()
62	Determining the type of task learner performs in real-life within the theme and scenario of the unit.	()
63	Selecting tasks that allow the learner to demonstrate what they can do.	()
64	Selecting indicators and performance criteria used to assess performance.	()
65	Informing in advance and discussing with students the criteria that will be used to assess tasks.	()

Part X: Learners' Self- Assessment

The following chart shows the **Learners' Self- Assessment** rubric Action Oriented Approach suggests to implement at the end of Units to check how much knowledge students consider they have obtained from the lesson in order to provide feedback to teachers.

Learner Self-Assessment			
I can...	Yes	No	In progress
Say when I do not understand.			
Write information about myself in short sentences.			
Introduce myself.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Source: *Teacher's Guide for the New English Curriculum, 2017, p.143.*

66. What is your degree of satisfaction towards the **Learners' Self- Assessment** proposed by the Action Oriented Approach in the English Programs?

Not satisfied Barely satisfied Fully satisfied

67. According to your experience, what possible changes would you suggest to the **Learners' Self- Assessment**?

68. Once you have gone through the workshop on AOA and the having the booklet provided by the advisor, please select from the scale below, **the level of confidence** that you feel you have, so that you can put in practice all the knowledge received on your daily teaching. Please circle your answer.

5
4
3
2
1

Highly Confident Confident Barely Confident A Bit Confident Not Confident