

**UNIVERSIDAD LATINA DE COSTA RICA**

**FACULTAD DE CIENCIAS SOCIALES LICENCIATURA LA ENSEÑANZA DEL INGLÉS**

**“MAIN OBSTACLES INTERNATIONAL BACCALAUREATE STUDENTS FACE IN ENGLISH LEARNING WHEN THEY CHANGE FROM THE REGULAR ACADEMIC SYSTEM TO THE INTERNATIONAL BACCALAUREATE PROGRAM IN THE LICEO SAN CARLOS”.**

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POR EL GRADO DE LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

**GRECIA, COSTA RICA**

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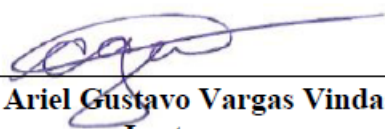
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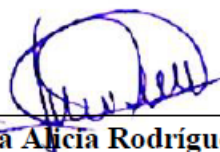
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## **Abstract**

The present study investigated the Main obstacles International Baccalaureate students face in English learning when they change from the Regular Academic System to the International Baccalaureate Program in the Liceo San Carlos, the students involved on this project helped the general understanding identifying the aspects needed to improve the English proficiency level, in order to get the students ready to enter the program or face real life situations on the working world, providing them with a series of surveys and activities that make clear the main purpose of this project.

The students involved also shared the most relevant factors and problems students find when entering the IB Program, specifically in the English Subject; because of the difference between the Regular Academic System and the IB Program and the challenges they find on exigency and English learning process. Besides that, this project helps to identify the aspects needed to improve the English proficiency level, in order to get the students ready to enter the program or even face real life situations in the working world.

## Resumen

El presente estudio investigó los principales obstáculos que enfrentan los estudiantes de Bachillerato Internacional en el aprendizaje del inglés cuando cambian del Sistema Académico Regular al Programa de Bachillerato Internacional en el Liceo San Carlos, los estudiantes involucrados en este proyecto ayudaron a la comprensión general identificando los aspectos necesarios para mejorar el nivel de dominio del inglés, con el fin de preparar a los estudiantes para ingresar al programa o enfrentar situaciones de la vida real en el mundo laboral brindándoles una serie de encuestas y actividades que aclararon el objetivo principal de este proyecto.

Los estudiantes involucrados también compartieron los factores y problemas más relevantes que encuentran los estudiantes al ingresar al Programa IB, específicamente en la asignatura de inglés; por la diferencia entre el Sistema Académico Regular y el Programa IB y los desafíos que encuentran en la exigencia y el proceso de aprendizaje del inglés. Además, este proyecto ayuda a identificar los aspectos necesarios para mejorar el nivel de dominio del inglés, con el fin de preparar a los estudiantes para ingresar al programa o incluso enfrentar situaciones de la vida real o el mundo laboral.



## **Acknowledgment**

I would like to express my deepest appreciation to everyone that contributed to the process of learning and assessment on this journey who also provided great feedback and support during all these years. Additionally, these accomplishments would not have been possible without classmates who help cooperating and integrating their efforts who also helped to accomplish this objective.

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Lastly, I would like to mention my family as an integrated part of this journey including my couple and my cat that helped me keep my motivation and gave me emotional support during all these years.

## **Dedictory**

I want to dedicate this work to my family, friends and professors for all the good advice, influence and diligence on this journey, inspiring and supporting me during all these years.

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# **Chapter I**

## **Introduction**

## **1.1 Introduction**

The International Baccalaureate Program (IB Program) is very challenging to the students and even the teachers who choose to work on it. In terms of the English Subject, the level students must reach to succeed in the program is very high; also, very different from the level students normally have or reach in the Regular Academic System. So, this difference makes students identify several factors and obstacles found in the adjustment process, when they start in the IB Program it helps the general understanding on how challenging this program is and what students are aiming at when entering this new system of learning. Besides that, everything students find on the program will be different from what they are used to in high school and the regular program and they find a whole new spectrum of learning methods and strategies for them to learn and practice English as they never do before and project developments with real effects on the real world and whoever is involved as well.

As the evaluation in the IB program is international and standardized, the teachers are free, as a way of saying, to teach the way they think works best to get the results expected and needed, they do not have to follow a specific program, because the goals for the subject are focused on competence in every skill of the language, and actually the students have the possibility to choose the level they want to achieve (SL for Standard Level or HL for Higher Level).

## **1.2 Problem Statement**

What are the main obstacles International Baccalaureate students face in English learning when they change from the Regular Academic System to the International Baccalaureate Program in the Liceo San Carlos?

### **1.3 Justification**

The aim of this thesis is to list that the International Baccalaureate Program (IB Program) is a challenging program to the students and even the teachers who choose to work on it. In terms of the English Subject, the level students must reach to succeed in the program is very high and also very different from the level students normally have or reach in the Regular Academic System.

In second place, the main purpose for this project is to accomplish the goals of this research and to provide the students with the correct tools to improve their English proficiency. There must be a commitment implemented by the whole Institution, since the moment students receive their first English class in Seventh Grade. A commitment in which teachers and students are aware of the final results they are looking for.

Entering the IB Program is not easy, and students need certain skills or a kind of profile. Expert teachers investigate and interview the students and their environment, so they can be sure that the students they choose are going to stay in the program and finish it with success. Once the students start the program in Eleventh Grade, they experience a big change in terms of the exigency required.

### **1.4 Objectives**

#### **1.4.1 General Objective**

Analyze the main limitations students from Liceo San Carlos face in English Learning when changing from Regular Academic System to International Baccalaureate Program.

#### **1.4.2 Specific objectives**

- a-** To contrast the Regular Academic System to the International Baccalaureate Program.
- b-** To illustrate the main improvements students from Liceo San Carlos have in English Learning when they enter the International Baccalaureate Program.
- c-** To propose a plan including strategies to solve the gaps students have through the high school stage when learning English.



## **1.5 Scopes and Limitations**

### **1.5.1 Scopes**

This project reaches all the different levels of the high school, involving students from seventh grade to tenth grade and obviously the ones in the IB program, by implementing strategies and activities to improve their English language proficiency level. There is a culture of respect and wonderment for the IB program in the Liceo San Carlos, and students get involved and interested in the program since they enter high school, so as their parents; for that reason this project tends to have a great impact in the high school.

### **1.5.2 Limitations**

The main limitation found is the time; there are a lot of factors that affect the effective time of classes students get, and that makes it difficult to find the right moment to apply the strategies included in the plan.

# **Chapter II**

## **Theoretical Framework**

## 2.1 Theoretical Framework

In the Costa Rican educational system, there are many programs implemented as a response to the many different qualities and characteristics of the student population. In that context, there can be found institutions focused on arts, science, sports, languages, and the list continues. Moreover, the Regular Academic System can be identified as the primary program implemented, because it does not focus on one academic area, but in all of them at the same time. Maybe with a different number of lessons per week, but trying to give the same relevance to all subjects.

On the other hand, there exists a program that is not from Costa Rica, but it is working in more than twenty public institutions in the country. This is the International Baccalaureate Program, which has an amazing prestige around the world. A program that requires passion, effort, hard work, and persistence; a program that makes not only students but teachers, to give their best.

Taking both programs, the Regular Academic System and the International Baccalaureate Program, there is no room for comparison; and one problem is that students have to change from the Regular System to the IB Program, with little or basically no preparation.

In terms of the English language teaching, it could be said that if the students do not have strong background knowledge, probably from private lessons or other exposures, they are going to fail or at least is going to be one of the most difficult subjects for them to pass. The difference in the level required for both programs is far from being even comparable.

To explain in a deeper manner the Regular Academic System, focusing on the English language teaching, in 2016 a new curriculum reform was implemented, as a necessity to change the way lessons were planned, the methodologies implemented, and of course the contents. Also, considering the current Framework of Education and its corresponding implications. The previous English syllabus was implemented in 2005. Maybe the language has not changed, but the world, the context, the technology, the participants, and on, have; and it was the correct option, to work on and put in action, an updated curriculum.

“Educating for a New Citizenship” was the motto used for internalizing the aim of the implementation of a new syllabus. Ministerio de Educación Pública (2016) in their Programa de Estudio de Inglés Secundaria sustained the New Citizenship concept by three main pillars: Sustainable Development (explaining the relationship between human beings and all forms of life), Digital Citizenship (implying a relation of the use of information and communication technologies to the human, cultural and social implications), and finally Global Citizenship (related the connection between people and places through advances in communication technologies).

All the contents, methodologies, research, and complements in the 2016 English curriculum, were programmed around the three pillars. This syllabus is covered in Regular Academic System high schools, in three lessons a week (from seventh to ninth grade) and five lessons a week (for tenth and eleventh grade).

Now, changing to the International Baccalaureate Program, the International Baccalaureate Organization (November, 2019) states their mission as:

To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Also, this organization defines an IB learner profile which includes being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. About the IB curriculum, the International Baccalaureate Organization (November, 2019) defines it as broad, balanced, conceptual and connected, and in the same document, it is stated that “The programmes emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects”.

So, it can be inferred that as it is a program with international implications, the learning and proficiency in English is fundamental. Actually, the American School of Paris (n.d) explains that;

As part of the diploma, students select classes from each of these subject groups to create their own academic path. Some of these classes are one-year courses (Standard Level, SL), which require 150 hours of study. Other classes take place over two years, (Higher Level, HL), and require 240 hours of study to complete.

So, knowing both programs, starts the main goal for this research, that is to find the limitations students learning English as a second language normally encounter in their journey. The ELTiCenter (November, 2014) clarifies that the main limitations for ESL students are: poor English language skills, more exactly, lack of vocabulary, poor pronunciation and bad listening and speaking skills. And actually, they list some consequences of those problems. One of those consequences is that students cannot understand the lessons in the English language, and another one is that students find it impossible to communicate with teachers or to express their personal opinions in English. Another point of view, from Hyman (October 5, 2017) states that “By definition, languages are limiting. We cannot speak about things if the words don’t exist to allow us to do so. Sometimes, this makes us unaware of concepts others are able to discuss, other times, this limitation renders us incapable of speaking about things of which we are aware.

Secondly, there is the fact that the improvements on communication are an important part of IB skills such as, problem resolution, recreating scenarios to study the possible lack of resources in analytical processes and innovative solutions to complex criteria that facilitate the success during the lessons. It is not an easy task for students to accomplish the assigned agenda, however many students are satisfied with the way the program is developed and makes a great difference in their final high school years.

Followed by the fact, this system also provides new challenges that make the most commonly known impact on the IB students, which is probably one of the most relevant differences between the traditional system of teaching and the IB Program since the courses

may include language and literature, skills in literary criticism, an understanding of texts from diverse cultures and eras, strong written and oral communication skills, arts, science and mathematics.

Also, International Baccalaureate Organization (2022) keeps defining its career-related program as a unique programme for students in their final school years. It equips them with future-ready skills and prepares them to follow their career pathways, combining academic subjects with their own professional interests. For instance, the level acquired by the IB program is growing according to Jacobs Foundation (October, 2021) stated that, the IB partners with leading institutions to foster creativity and curiosity has been collaborating with the Jacobs Foundation (JF), the Australian Council for Educational Research (ACER) and the Oxford University Centre for Educational Assessment (OUCEA), to undertake research into creativity and curiosity across all IB programs and that creativity and curiosity skills are aligned with the IB learner profile attributes such as inquirers, thinkers and communicators, due to the fact that many educators are talking about the importance of ensuring that all students gain 21st century skills, including the development of creativity and curiosity, during their schooling years, overcoming this requires, skills that are defined in a way that is relevant in educational settings, teachers that have clear guidance and tools on how to encourage these skills, and schools that have a way of recording student achievement in them. To make a better development, the IB and the Jacobs Foundation are making research into creativity and curiosity, in order to discuss in virtual conferences how the future of generating 21st century skills works and how it helps IB students from all over the world.

Afterwards, it can be mentioned that the International Baccalaureate Program has covered a wide range since it gave access to a new way of learning and teaching that combines a series of methodologies attempting to reinforce aspects such as, English fluency, writing Essays, assessments and new learning procedures. The impact of the IB program on student well-being is also promoted by researchers such as Shani Sniedze-Gregory and Katherine Dix on their podcast, Dix (June 30, 2021) mentioned that, social emotional outcomes are important to

understand the impact of physical and emotional well-being between students and their context in Primary Years Programme (PYP).

Moreover, there are three languages allowed to teach the IB program and those are, English, French and Spanish. Schools provide full teaching and assessment in these languages. According to the official language policy (February 01, 2019) The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to multilingualism and access are reflected in the organization's activities that as language policy defines the ways in which the IB provides support to schools and teachers for the implementation of its programmes in different languages. It also provides guidelines to Primary Years Programme (PYP) and Middle Years Programme (MYP) schools that are implementing the programmes in languages not supported by the organization.

In fact, the Diploma Programme (DP) is available to students aged 16-19 years old and there are DP students all over the world. Becoming an IB World School means to become part of a community of educators that is growing through relationships with schools, governments and international organizations globally.

Equally important, the COVID-19 pandemic has been challenging this program as well, and forces people to make huge efforts, main IB program article on Understanding assessment during COVID-19 (January 2, 2021) mentioned that to help address the challenges caused by the pandemic, including adjustments to assessment, which have been extended to examinations in 2022, they have concluded that strongly believes that students sitting examinations wherever possible is the best method to assess student capability and also recognize there will be circumstances that prevent the administration of exams, or that students may need to quarantine at short notice, and in those cases, the IB will use the developed procedure to award grades without exams as a contingency measure for each student or school that will be in a unique

situation and has measures to ensure that each candidate is awarded grades. Olli-Pekka Heinonen, Director General of the International Baccalaureate, said: Heinonen (March 15 2022)

We are incredibly proud of our new Diploma Programme and Career-related Programme graduates to reach this important milestone. We wish each and every IB student well as they complete this chapter in their education and take on the next challenge, wherever it may lead them. Throughout the COVID-19 pandemic, the IB community has demonstrated resilience and commitment to our shared mission: education for a better world. We are deeply grateful to our schools and educators for their unwavering commitment and support" in which we can be assured about the compromise with the program and their way to address this situation.

Generally speaking, students and teachers on the IB program celebrate results globally each year to recognize how to develop passion and succeed through education as a great tool to move into further education or employment, developing fair results and helping people ensure the benefits of this program.



# **Chapter III**

## **Methodological Framework**

### **3.1 Research Method**

As this research looks for students and teachers experience, to get the information needed, more than statistics or numbers; the research method is qualitative, collecting and analyzing non-numerical data.

Also, as this is an educational research, the qualitative method is the most appropriate to gather deep insights for the research, by considering every factor that affects (in a positive or negative way) the learning process, not only in students, but also in teachers and even the institution in general.

All sources of information for this action research come from different applications of data collection tools, methods and techniques. These tools, methods and techniques are applied to IB students and teachers' experience. The information students give in the tools used for this research (surveys, questionnaires, and observation), will tell the results of the investigation, no matter if they are positive or negative, but it will show real results.

### **3.2 Type of Investigation**

This is a Field Descriptive Investigation developed in educational contexts (Secondary Education to be more specific), in which different participants are involved in the research process to get the most accurate results, using personal experiences from teachers and students. There are no interventions or treatments considered, therefore this is a nonexperimental research.

### **3.3 Research Approach**

This thesis uses a mixed approach, because it involves both, quantitative research, that usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn, and qualitative research, which, it is about recording, analyzing and attempting to uncover the deeper meaning and significance of human experience, including contradictory beliefs, behaviors and emotions. Researchers are interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups

### **3.3.1 Differences between Quantitative and Qualitative Research**

#### **Method**

Also, quantitative research usually involves collecting and converting data into numerical forms so that statistical calculations can be made and conclusions drawn, and qualitative research, which is about recording, analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions. Researchers in this project are interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups.

### **3.4 Sources and Subjects of Information**

All sources of information for this thesis come from different applications of data collection tools, methods and techniques. These tools, methods and techniques are applied to Eleventh Graders in the IB Program and also English teachers.

#### **3.4.1 Subjects of Information**

The data is collected from the Eleventh Graders in the IB Program and also the English teachers from that program are a part of the research.

#### **3.4.2 Sources of Information**

##### **3.4.2.1. Primary Sources**

The primary source of information is a survey using Google Forms, used to gather experiences from teachers and students from the IB Program.

##### **3.4.2.2. Secondary sources**

The secondary source of information for the research is the official information about the IB Program, obtained from websites.

### **3.5 Population**

The Liceo San Carlos is located in Quesada, which is the main district of San Carlos, and actually is one of the most popular and important institutions for its history and accomplishments. It has more than 1200 students and several Programs, including the

International Baccalaureate Program. The population requested to participate in the research were the students from Eleventh Grade taking the IB Program. There are two groups of fifteen students each.

### **3.6 Instruments**

As the aim of this thesis is to gather information from teachers and students, Google Forms surveys and personal one-to-one interviews are the most adequate ways to get the answers. A Google Forms for students and another one for teachers, using specific questions in terms of different aspects that contribute or affect the learning process. Once the surveys are ready, the participants get a link to fill the form with their personal experiences.

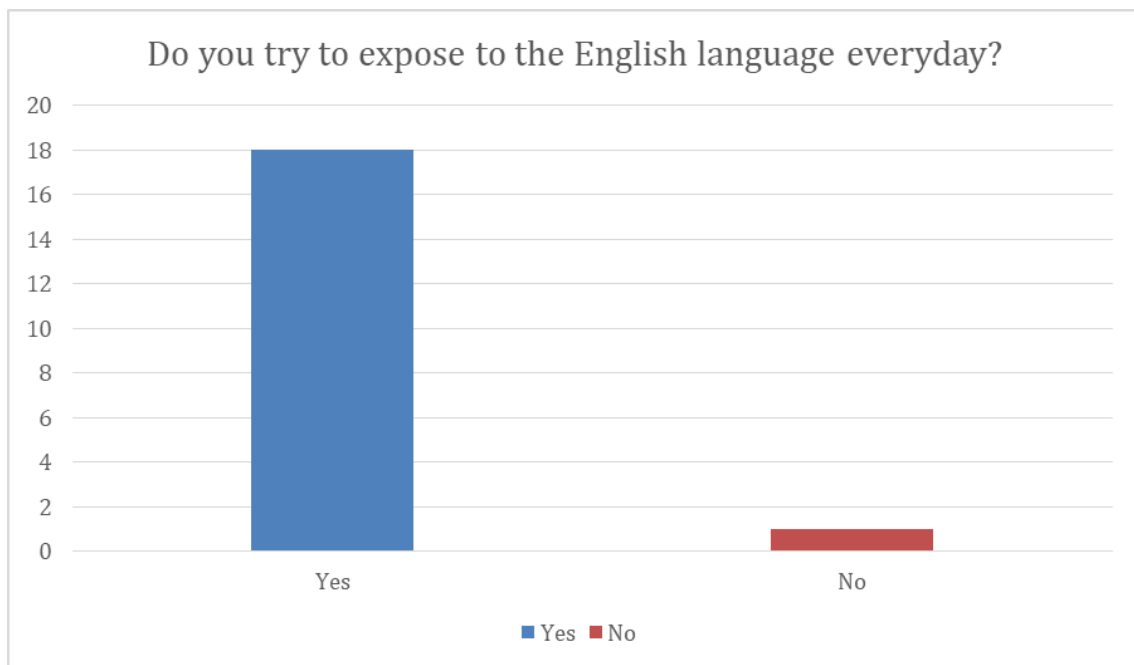
# **Chapter IV**

## **Results and Analysis**

#### 4.1 Data (analysis of graphics)

Analysis of the most important information obtained from the students which revealed relevant results that bring up some facts and ideas that make IB one of the best programs that students can get involved in and how the program helped them overcome challenges in their student lives.

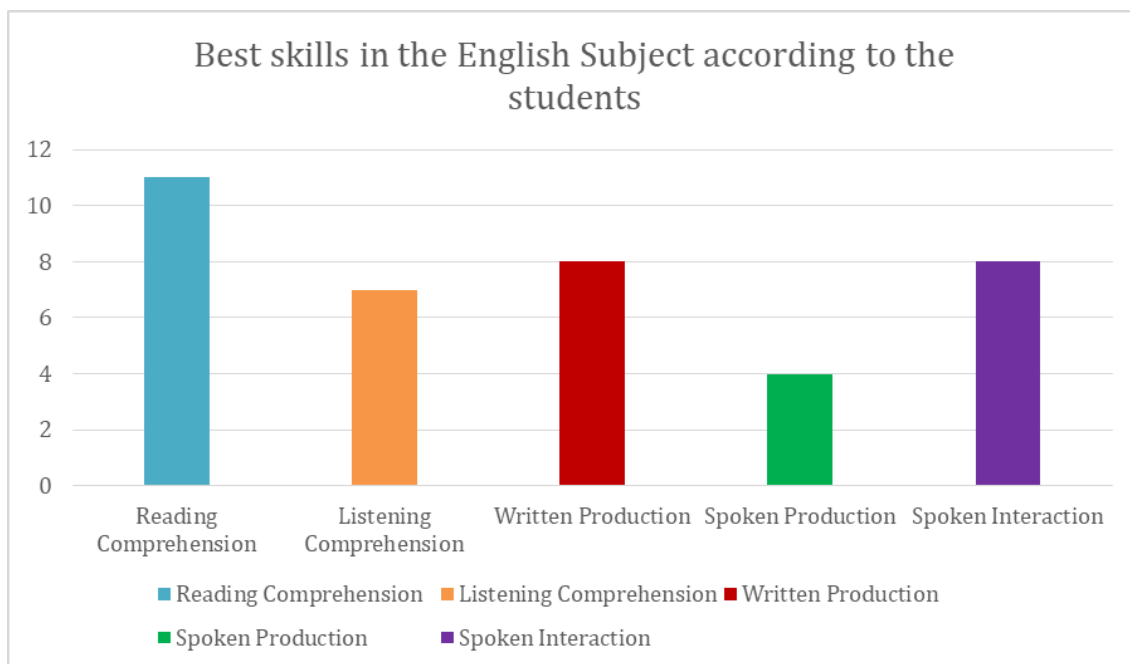
**Graphic N°1**



**Source:** Google Forms survey for IB Program students in the Liceo San Carlos.

The graph details that 95 percent of students try to get exposed to the English language everyday while 5 percent do not.

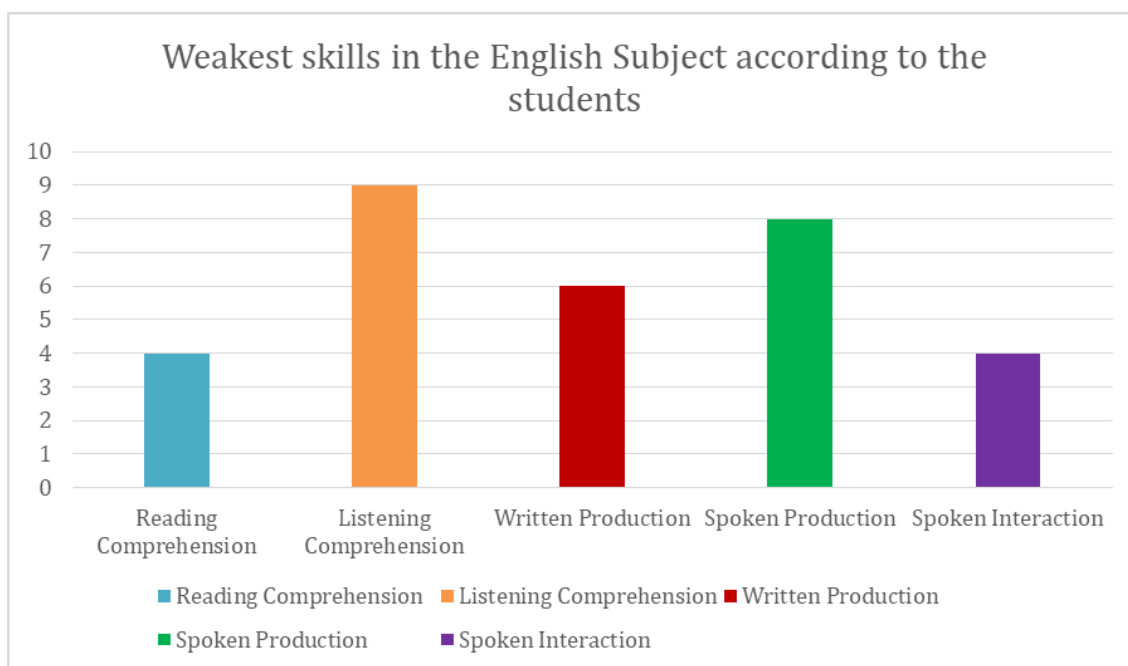
## Graphic N°2



**Source:** Google Forms survey for IB Program students in the Liceo San Carlos.

The graph shows that there are 36.85 percent of the students who think their best skill is reading comprehension. In the case of listening comprehension, 57.89 percent of the students think they are skillful in the area. On the other hand, in written production and spoken interaction, 45 percent feel they have a good level. Finally, 35 percent chose spoken production as one of their best skills in English.

### Graphic N°3

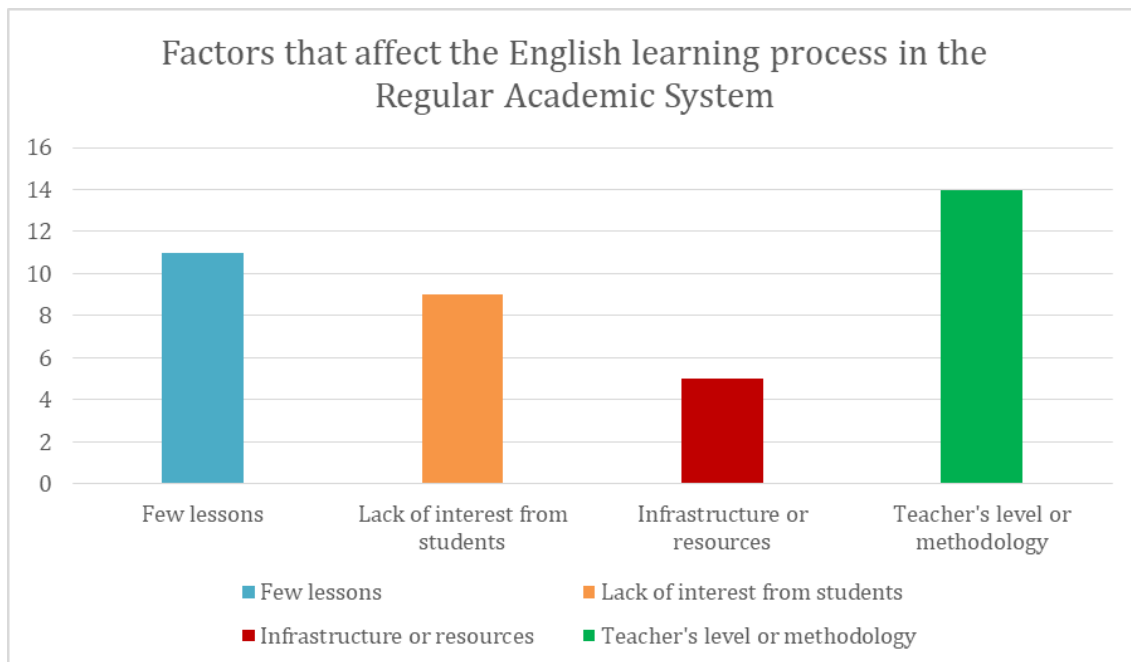


**Source:** Google Forms survey for IB Program students in the Liceo San Carlos.

The graph details how reading comprehension and spoken interaction are the skills with fewer students thinking them as their weakest skill, with 21.05 percent of the students each. Then comes written production with 31.57 percent. Spoken production shows 42.1 percent of the students who feel it as one of their weakest skills, and with 47.36 percent the list finishes with listening comprehension being the weakest skill, according to the students who answered this survey.



### Graphic N°4



**Source:** Google Forms survey for IB Program students in the Liceo San Carlos.

The graph details that 57.89 percent of students think that receiving a few lessons is one of the main factors that affect the English learning process. Also, 47.36 percent said it was a lack of interest and 26.31 percent chose infrastructure or resources as one of the main factors. Meanwhile the teacher's level or methodology was chosen by 73.68 percent of the students.

#### 4.2 Restatement of questions and discussion of the results

Based on the information gathered and shown in the graphics, it can be affirmed that most of the students actually get exposed to the English language every day, having eighteen who do and one who does not.

In terms of the skills students manage or not, the reading comprehension is the one students are better at, while the written production, spoken interaction, and listening comprehension are very similar. Spoken production is not their favorite one.

Moreover, the results have shown a similar pattern when students were asked about their weakest skills, but in this case, the ones chosen as weakest were listening comprehension and spoken production.

Into the most relevant findings of this survey, it is detailed that the main factors, chosen by the students, affecting the English learning process in the Regular Academic System, are the little amount of lessons taught weekly and mainly the teacher's level or methodology. In third place they chose the lack of interest from students; and lastly the infrastructure and resources.

# **Chapter V**

## **(Strategies and Activities)**

## 5.1 Proposal

This activities includes strategies that demonstrate the abilities, commitment and straight students of IB have to recognize the effect and importance of their planning and active development in the community. The IB students have to complete several outcomes in order to get their diploma such as creativity, activity and services (CAS) as part of their learning outcomes, for that reason they are capable of recognizing the effect those activities have in their community, such as challenge, commitment and global engagement.

Also, in the regular academic system, tenth graders are requested to work 30 hours in Community Service. This service is done in the same institution most of the time, so the idea in this proposal is to take advantage of the proficient students in English, to work those 30 hours tutoring students from seventh and eighth grade (in the English subject).

As the IB program requires a high level of English proficiency in every single skill (listening, reading, writing, and speaking), the activity that has been proposed has goals for every skill, working at different levels, looking for improving the level of the students interested in entering the IB program.

Therefore, the idea of this proposal is having students tutoring other students from lower levels, so they can improve their skills in English. It is usual in the Liceo San Carlos that students are curious and interested in the IB program since they get into seventh grade, that is why this proposal can be very functional for those students who are going to take the tutoring lessons, in order to prepare them for getting into the IB program.

The proposal is divided in two parts. The target of the first part is seventh and eighth graders; as their level is low, they are going to work on their listening and

reading skills (comprehension activities). And the tutoring is going to be provided by the students from the regular academic system who are working in the Community Service. These students must be guided by an English teacher (the one from the IB program if it is possible).

The second part of the proposal is for ninth and tenth graders; as they have a higher level, they are going to work on their oral and writing skills (production activities). The tutoring in this case is going to be provided by the students from the IB program (as a CAS activity). These students must be guided by their English teacher and the CAS instructor.

The IB personnel that worked collaboratively with others decided to establish schedules and time frames where they could teach, showing perseverance and global engagement by making English skills reinforcement workshops after class aiming to help and consider ethical choices and real effects.

This strategy proposed to the students also has a great impact on the community and causes a good active engagement to the conventional system of education in this country. To get some feedback from the students, they complete a survey that shows a clear idea of how this is a good activity that reinforces specific skills and also a way for them to demonstrate their understanding of teaching skills and commitment with the community, developing unusual and creative approaches to help and create a good impact. Or on the other hand, a survey that could show how to improve and get better results from the process.

For this reason, this survey includes important questions in regards to their level of English to have a deeper understanding on what they need to improve and how that will help their performance.

## **Chapter VI**

### **Conclusions**

## 6.1. Conclusions

There are a lot of differences between the Regular Academic System and the IB Program; one of the most significant ones is the level required to succeed in the program. The content, the evaluation, and the methodology are completely different, even when the skills students are asked to manage (listening, reading, writing, and speaking) are the same.

In terms of content, the Regular Academic System follows a specific program for every level, including topics, vocabulary, grammatical structures, phonetics, and other details, in order to have a path to follow for developing knowledge in an ordered way. On the other hand, the IB Program focuses on the development and management of the skills.

In the case of evaluation, the IB Program has a very specific and standardized criteria to evaluate at the end of the process (as a baccalaureate program), while during the process there are some formative but very relevant evaluations. In the Regular Academic System the evaluation is divided into assistance, exams, assignments, and classwork; with different amount of points for each, according to the level students are.

The methodology implemented for each program in the English language teaching depends on the teacher, but the outcome required, makes it very different to plan the activities. Even when the teacher is the one who decides the way of working, there is more “freedom” in the IB Program, but it is not as good as it sounds, because sometimes it is better to follow certain steps when planning the lessons, more than working freely to accomplish the goals set.

When students enter into the IB Program, the English learning as they know it, completely changes. As they focus on the competence on every skill, they start feeling confident in using the language to communicate, to express their ideas, to use it in real everyday situations. They get constant input from texts and audios, they are asked to produce different kinds of written assignments, and in the speaking part they practice a lot how to give a speech and how to interact by having conversations.

Having all these mentioned purposes in the IB Program, the implementation of strategies to prepare students for the challenge it represents, is almost a must. The success in the program is a job not only for the students who enter, but also for their families, the teachers

(from Regular Academic System and IB Program), and for the whole institution. The Liceo San Carlos is a big high school with a lot of students, but not all of them are interested in getting into the IB Program, so having strategies to improve the English proficiency of students, is something that must be oriented mostly to the students who want to join the program, and not only to improve their English, but it does not mean that they are the only ones who should take advantage of the strategies; at the end, the idea is to make students feel more comfortable when using the English language.



# **Chapter VII**

## **Recommendations**

## **7.1. Recommendations**

There are a lot of recommendations to provide, and they are oriented to different people, as the idea is to keep the improvement and to be clear with the path to follow for it.

For the students interested in the IB Program, the main recommendation is to take advantage of the strategies implemented by the institution, to solve the gaps they have in the proficiency of the use of the language; but also it is important to emphasize how much exposing to the English language can help them too.

In the case of the teachers and the institution, the main recommendation is definitely to listen to the students, take their experience into account, and ask them for feedback and facts that contribute to improve the learning process and their experience through the high school years. There is no difference, and there should not be, in the type of program students are, their participation and collaboration are essential to get realistic information, because they are the main actors of the process.

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## Annexes

### Annex 1

#### Annex 1. Google Forms Survey for IB Program students

Question 1. Did you study all the previous High School levels in the Liceo San Carlos?

Yes

No

Question 2. Do you like the English Subject?

Yes

No

Question 3. Do you try to expose yourself to the English language everyday? (listening to music, watching series or movies, reading, playing video games, etc)

Yes

No

Question 4. What do you think is your best skill in the English Subject? (you can check more than one box)

Reading Comprehension

Listening Comprehension

Written Production

Spoken Production

Spoken Interaction

Question 5. What do you think is your weakest skill in the English Subject? (you can check more than one box)

Reading Comprehension

Listening Comprehension

Written Production

Spoken Production

Spoken Interaction

Question 6. What do you think are the main factors that affect the English Learning process in the Regular Academic System in the Liceo San Carlos?

Question 7. What do you think MEP should change to improve success in the learning process (specifically in the English Subject)?

Question 8. What do you think the Liceo San Carlos should implement to improve success in the learning process (specifically in the English Subject)?