Methods to Level off English Profiency in Seven Graders Focus on Students from "Escuelas Unidocentes" at the Liceo Academico San Antonio.

Alternative Methodological Proposals

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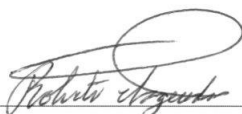
Licenciatura en la Enseñanza del Inglés

Submitted to: Roberto Arguedas Zúñiga

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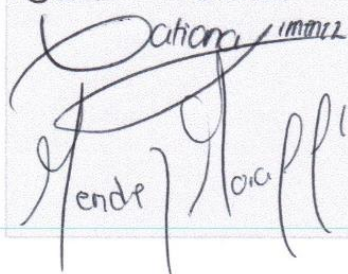
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Firma del estudiante(s):

Jaklin Sandi

Tatiana Jiménez

Fendt Mora

Abstract

The present methodological alternative proposal intends to help administrative area, teachers and learners, in the process to face new challenges in the English language due to the transition of the students from the schools to the high school. Some of the students in seven graders in the Liceo Academico San Antonio have the peculiarity that are from One-Teacher-School (O-T S), which means that they do not have a formal program related to English. The main issue rely on the fact that the English teacher has to develop the classes with students from O-T S and students from regular schools (schools where English subject is study for almost 6 years) simultaneously developing the same content and using the same evaluation.

This project aims to offer a didactic material focused on pre-while-after class related to content to develop in the syllabus of the MEP in order to level off or reduce the difference in English management between students. To accomplish this goal, there are three variables, which are student´s previous knowledge, pedagogical strategies and methods, and administrative perspective. Each of these variables contain its corresponding indicators that have as role to demonstrate the main characteristics that help or affects the object of study and try to determine some of the possible solutions. Finally, it is important to clarify that this action research belongs to one of the requirements to graduate from bachelor´s degree; however, it has as target to provide useful information to develop an improved teaching-learning process in English.

Resumen Ejecutivo

La presente propuesta alternativa metodológica pretende ayudar al área administrativa, a los docentes y a los alumnos, en el proceso de enfrentar los nuevos desafíos en el idioma inglés debido a la transición de los alumnos de las escuelas al colegio. Algunos de los alumnos de séptimo grado del Liceo Académico San Antonio tienen la particularidad de que son de Escuelas Unidocentes, lo cual significa que no cuentan un programa formal relacionado con el inglés. El principal problema radica en que el profesor de inglés tiene que desarrollar las clases con alumnos provenientes de Escuelas Unidocentes y alumnos de escuelas regulares (escuelas donde se estudia la asignatura de inglés aproximadamente 6 años) desarrollando simultáneamente los mismos contenidos y utilizando la misma evaluación.

Este proyecto tiene como objetivo ofrecer material didáctico enfocado en antes-durante-después de clases, relacionado al contenido a desarrollar en el syllabus del MEP con el fin de nivelar o reducir la diferencia en el manejo del inglés entre los alumnos. Para lograr este objetivo, existen tres variables, los cuales son, conocimientos previos de los estudiantes, las estrategias y métodos pedagógicos y la perspectiva administrativa. Cada una de estas variables contiene sus correspondientes indicadores que tienen como función demostrar las principales características que ayudan o afectan al objeto de estudio y tratar de determinar algunas de las posibles soluciones. Finalmente, es importante aclarar que esta investigación pertenece a uno de los requisitos para graduarse de la licenciatura, sin embargo, tiene como objetivo proporcionar información útil para desarrollar un mejor proceso de enseñanza-aprendizaje del inglés.

Acronyms

For instrumental purposes of this action research, the following definitions and abbreviations are established:

MEP: Ministerio de Educación Pública.

O-T S: One Teacher Schools

UNA: Universidad Nacional de Costa Rica

EGB: Educación General Básica

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As group, we would like to thank all the people, including the ones that are not with us anymore, for supporting us during this long process of study since the first day of carrier to the last day of this project. In addition, especial thanks to the institution Liceo San Antonio and its staff that helped us a lot through this action research. Finally, thanks to the professor and the university to provide us this growing opportunity.

Dedicatory

I dedicate this final investigation project to the two main pillars of my life, God and my family. I have been blessed with the opportunity to improve myself and successfully face each challenge that arose. Thanks to my family for supporting me with their advice and encourage me to move forward in every step, I love you, you are part of my soul.

Mom and Dad, I will be eternally proud of who you are and eternally grateful for being your daughter.

I would like to dedicate this project to my two great friends, who decided to undertake this challenge with me, thank you for your support, dedication and for those endless afternoons of video calls or meetings dedicated to research that ended up in pleasant conversations. I wish to both of you Marce and Tati a live filled of blessings and I expect you to achieve everything that can make your heart smile.

Last but not least I would like to dedicate this victory to myself, for being resilient, not giving up and always trying to do my best week by week.

Jaklin Sandí Sanabria

Dedicatory

I dedicate this work mainly to God, for all the opportunities provided and support despite of all the challenges that were necessary to face. For filling me with health, encouragement, strength, and for helping me successfully to fulfill my long-awaited career.

To my life partner and husband, Alejandro for all his support, patience, help, sacrifices and understanding during this process. You were my greatest inspiration and support to become a professional, just like the way you did. I will be eternally grateful to you.

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Lauren Tatiana Jiménez Arias.

Dedicatory

To my friends Jaklin and Tatiana, without you none of this would have been possible. To those who are not here anymore but see our success through the eyes of universe.

Marcela Méndez Mora.

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Chapter I Introduction

1.1   Introduction

The system of education in Costa Rica has a peculiarity institution called "Escuelas Unidocentes" or its translation into English as "One-Teacher Schools" (O-T S). These institutions cover the four main subjects (Math, Spanish, Social Study and Science) and just one professor oversees the six grades and the administrative duties at the same time. In the recent years, the MEP allowed to teach some English classes in some of these schools; however, they do not have a formal program because the purpose of this classes are to fulfill the teachers schedule. Consequently, the students of these institutions do not have enough contact with English, and they must attend English classes in the High school jointly with students that have being studying this language for some years, presenting vast consequences and disadvantages over other students. The students at common schools have contact with English for six years approximately; thus, when they must go to the high school, they are ready to face new challenges related to the language, but the main issue is that in one section there are students from common schools and O-T S. This issue affects both kind of students because the students from O-T S do not have the previous knowledge to face the challenges that the high school provides and the students from common schools must review some basic content to help the O-T S students.

A crucial aspect that it is important to clarify is that MEP is constantly improving and transforming Costa Rican education. Nevertheless, there are certain exceptions where students from very rural areas cannot move to the main educational centers, for which access to education is achieved through O-T S. Because of the nature of these institutions, it is not possible to teach English lessons or teach a formal English program as the rest of institution that follow the guidelines of MEP´s syllabus, resulting in a learning gap in students when they start their secondary education where they do receive this specific formation. The English knowledge and

management became a necessity and not a plus anymore. It is an undeniable fact that learning and mastering English, more than just expanding people's knowledge helps to transform human being into more qualify individual capable of communicate in almost any place in the word, since this is a universal language. MEP recognizes the vast impact that this language will have in students' academic formation. Therefore, it includes the English teaching in the different academic plans and syllabus from the schools to high schools, with the aim of preparing competent professionals.

The English subject include many aspects to study such as grammar structures, culture, four skills to improve (reading, writing, speaking, and listening), culture, history and so on; these aspects and its level of difficulty are divided according to the grade of the students and the goal that they try to achieve. On the other hand, the high schools with students from O-T S must make changes to adapt all the students in the most equal way possible. Another important aspect to consider is that the environment related to the transition when the students proceed from the school to the high school involves the students' performance, the teacher's strategies, and the administrative process. The MEP divides the educational areas into "circuitos" (set of educational centers and related services, in all cycles, levels and modalities, within a given territorial constituency). In the "circuito 08" in Perez Zeledón, there are twenty-seven schools and two high schools. There are fifteen O-T S. This is the reason why the investigation project will be developed in this area in one of the two high schools available.

To conclude, English language has become a fundamental part of the education system in Costa Rica. The MEP has been improving to provide access to a quality education to all the students, however, the budget and some conditions do not allow to give the same opportunities to all the students in schools as the case of the O-T S. For this reason, it is important to find an alternative option that help all the main parts related to the teaching and learning process of English

subject in the Liceo San Antonio with realistic options that the MEP might allow. In order to achieve this, this investigation project intend to contemplate the elements related to the environment in Liceo San Antonio, such as, the methodology implemented by the teacher, the process or facilities that the administrative area provides, the performance of students from O-T S individually and as group with students from common schools, all these to level the students from O-T S to the other classmates.

The following section develops the rationale that emphasizes the importance of the English management in the education field.

1.2 Rationale

The main reason for carrying out the Methods to Level off English Profiency in Seven Graders Focus on Students from "Escuelas Unidocentes" at the Liceo Académico San Antonio project is, as the root of any investigation, the need to find solutions to a problem. This specific case focuses on O-T S students and students from regular schools in terms of their levels and difficulties in learning the English language. The choice of this topic is especially due to the fact that there is no previous research on the levels of knowledge of students who have not received English in their school stage and who later have to face a high school education in English.

Consequently, the level of English of students in regular schools is also analyzed and the reason why these students still do not have an adequate level of English for seventh graders, this will be accomplished through the use of different evaluative tools that work according to the project and that provide the most accurate results possible, this with the purpose of helping future readers or researchers who want to learn more about the subject. The specific activities for this purpose will

be focused on before, during and after classes, in order to give students the necessary tools to know and balance the level during a one-month program.

1.3 Purpose

The purpose of this project is to recollect the pertinent information through the implementation of different research tools. With the aim of evaluate and develop learning strategies that helps students to break knowledge limitation in the language until achieving the basic and needed comprehension to face following study years. In this sense, recognizing the importance of the methods used by secondary schools both at the administrative level and by teachers is essential because this will answer how to proceed when it comes to creating efficient tools for students. In this way, they can not only improve their English but also feel comfortable in the class and the learning process. Based on the main purpose of this research, which is to develop a proposal for pedagogical action that involves students from O-T S to straighten in English knowledge with the rest of the classmates, it intends to achieve equality and build confidence in the ability of the students perception about theirselves associated to the language.

1.3.1 General Objective:

To develop proposals for pedagogical action that involves students from One-Teacher school and its educational environment, to straighten their English knowledge with the rest of the classmates.

1.3.2 Specific Objectives:

1. To examine the previous knowledge of the students from one-teacher schools, common schools, and their performance in an English class individually and as a group.

2. To investigate the existent strategies and methods already applied by the teacher in order to fulfill student´s gaps of English knowledge, if there is any and determine if this method accomplish their principal objective.

3. To consider which the role of administrative area is, which are the weaknesses and strengths as institution in the implementation of different pedagogical tools.

1.3.3. Research Questions

As part of the first steps on the creation and development of an investigation project, the research questions help the researchers to conduct and find the solution to the statement problem. As MS Bouchrika quoted "Most, if not all, studies and research start with formulating a research question. Unfortunately, researchers can face difficulties in trying to convert what they see as legitimate, relevant issues into sound research questions (Doody & Bailey, 2016)". The following research questions are related to some of the objectives.

1. How does the teacher develop a class with students with good English management and with students without any knowledge at the same time?

2. Does this lack of knowledge affect students' interaction in the classroom with other students and the teacher?

3. Does the gap of knowledge affects the engagement of students in this subject? Do students feel motivated to participate and learn or do they feel inhibited?

4. Which options can help the students from single teacher schools to level the English knowledge with other students?

5. Which methodologies do teachers apply to level the English knowledge in students from single teachers?

6. How does the implementation of new activities and methodologies can improve the English class development?

7. How does the administrative department of the institution enhance the student's situation?

8. Which possible solutions are limitated by MEP regulations?

1.4 Hypothesis

The present action research will develop the investigation to answer the previous research questions, similarly, it aims to answer how are students affected by not having received formal education in a second language from an early age at the time of starting secondary education and which methods can be implemented by the institution to help students with this learning gap.

Students that belong to O-T S do not have the necessary exposure to English. The previous idea states that these students present lack of formal knowledge in this second language causing that these small populations of teenagers to present difficulty to follow the development of English lessons. Similarly, their learning will not be moving forward as fast as their classmates that did receive formal education in the second language since their first years of study. This investigation project intends to expose the main negative consequences that students from O-T S are currently studying on seventh grade in the Liceo San Antonio must face in order to level their English knowledge with their classmates. Thus, to investigate which kind of teaching methods can be effective in helping students with this learning issue. Focus on acquiring information to find the most suitable resolutions, there are going to be develop class observation, interviews with English teachers as well as the principal of the institution. Parallels diagnostic, exams and surveys will be applied to the students.

1.5 Chronogram

Activities	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Topic of the Investigation Project	X							
Proposal Identification	X							
Proposal Justification	X							
Referential and Theoretical Analysis			X					
General and Specific Objectives		X						
Methodology			X					
Analysis of Results					X			
Information Processing					X			
Data Collection			X					
Comparison of results						X	X	
Proposal						X	X	
Bibliography							X	
Reading of the project								X

1.6 Chapter Conclusion

During the first stage of this investigation project, it is evident the shortcomings of the educational system when it comes to students from O-T S. The process to achieve a wide range of solutions for this issue is complex, since resources and solutions are limitated; thus, it is necessary to adjust these alternatives to the needs of students, the English teacher and the institution. As seen in the research questions, the main goal for this project is to identify the students interaction and development in an English class, and how does the gap of knowledge affect the engagement of students among others. Although these questions require the implementations of different investigations tools and its analysis to be answered "Methods to Level off English Profiency in Seven Graders Focus on Students from O-T S at the Liceo San Antonio" aims to provide an objective view of concern.

Being a 7th grader is a difficult and emotional challenge for some students. Many aspects are faced such as change of institution and new adaptations to it. In the specific case of the students from O-T S, they are used to participating commonly in four main subjects, which are Spanish language, Social Studies, Mathematics and Science. Recently, in some schools not all the O-T-S, there is allow some English classes, consequently, the students that are in 7 grade in this current year, do not have enough knowledge of the language. This can result in negative consequences; for instance, demotivation, and due to not understanding the topics covered in class and lack of interest, thus the perception of level of difficulty as high. The main conclusion of chapter number one is that various dilemmas affect the target population; it is crucial to place research tools and move to the pertinent actions to fulfil the issue.

Chapter II

Literature Review

2.1 Historical Background

Escuelas Unidocentes or its translations into English as One-Teacher Schools are educational centers generally located in rural areas where the student population is scares, which is an important criterion for its creation. According to MEP, a single-teacher school is conceptualized as an educational institution that offer First and Second Cycles of General Basic Education (EGB) to students who are attended by only one teacher. They are located in rural communities, which allows children from small and remote communities to enter the Costa Rican educational system and thus have access to different levels of education. One particularity of the students in these schools is that they are engaged in productive activities related to agriculture, livestock, fishing, among others, in which all members of the family participate, so that girls and boys not only study, but also help their fathers and mothers in household chores and work. (Chaves & Garcia, 2013).

One-teacher schools exist in all countries whatever their level of economic and cultural development. In several countries, small primary and secondary schools have been established in towns and villages for ethnic and religious reasons, e.g. the Aborigines in Australia, and catholic confessional schools in France. (Gordon & Lokisso, 1997). One-teacher schools have very specific characteristics that make these institutions extremely important for all the actors involved in the educational process and for the country. Since these institutions offer the opportunity to thousands of learners from dispersed rural areas to acquire and strengthen skills and abilities that allow them to incorporate themselves economically, socially and to fully develop at the affective, psychomotor and cognitive levels. One-teacher schools are located in all regions of Costa Rica having a larger presence in rural areas of 91%. The regions with the largest number of institutions of this category

are Coto, Pérez Zeledón and San Carlos. (Chaves, García and Alvarado, 2010).These institutions make an excellent work by preparing the students for the following studies; however, it is important to highlight the difference between O-T-S and the regular schools.

Table #1

O-T S and Regular Schools

One-Teacher School	Regular Schools
Only one teacher attends the school.	The institution has staff in charge of different areas.
In the same classroom, all students are located from first to sixth, with ages between six and fourteen years old.	There are several classrooms for each grade, even; some grades can have more than one classroom according to the section, for example: 3-A, 3-B, so on.
The subjects of study are four: Spanish, Math, Social Studies and science. In some O-T-S there are five subjects, implementing few lesson of English, agriculture or indigenous language.	There are approximately ten subjects of study such as, English, Artes Plásticas, Artes Industriales, so on.
The same person manages the administrative, curricular and didactic organization.	The staff can be divided in two areas, the administrative area with the principal and secretaries and the didactic area with the teachers according to the subject.
The registration is not higher than thirty students	The registration is high.
The MEP recommends a schedule of 7:00 a.m. to 1:15 p.m., dividing all the groups into two workshops, tree grades in the morning and the other tree in the evening.	The schedule recommended is from 7:00 a.m. to 2:20. p.m. All the students get in the school form 7 to 2:20 to cover all the subjects.

Note. Own authorship.

The creation of O-T S provides many opportunities to people who lived in distant places, however, it also provides some challenges to face, as the MEP mentioned,

Studies and diagnoses on academic performance and quality of education in general show that it is precisely the students of these educational centers (Single-teacher schools) those that are at a greater disadvantage compared to the rest of the national student body. (MEP, 1997. Quoted by Chaves & Garcia, 2013).

The MEP is aware of the lack of opportunities and knowledge necessary to the students from O-T S. This institution had been making a vast effort to improve this situation and according to the amount registered in the school, it provides more teacher and subjects of study. Thanks to this, the O-T S had been decreased in comparison with previous years.

The project "Methods to Level off English Profiency in Seven Graders Focus on Students from Escuelas Unidocentes at the Liceo San Antonio" in conjunction with its respective variables and indicators, intend to provide alternatives to impulse the student's from O-T-S to acquire English knowledge and improve their understanding as well. Having as main purpose to decrease the significant gap in knowledge between the students of seven grade. This investigation project analyzes three different aspects as variables,

A variable is the characteristic or attribute of an individual, group, educational system, or the environment that is of interest in a research study. Variables can be straightforward and easy to measure, such as gender, age, or course of study. (Katrina, 2012)

As it was mentioned before, the variables are characteristics of the object of study and this investigation project focuses on the elements that directly affect the performance of the students

in Liceo Academico San Antonio. The variables are student´s previous knowledge, pedagogical strategies and methods, and administrative perspective; each of these contains its respective indicator that develop their effectiveness and development. As part of the specific objectives, it was established "To examine the previous knowledge of the students from one-teacher schools, common schools, and their performance in an English class individually and as a group." Thanks to this objective, this investigation project considers the variable focus on the student's prior knowledge in English" that affect positively or negatively the development of the students in this subject. Similarly, this variable considers three important indicators which are knowledge acquire from O-T-S and regular School students, knowledge classification: false and absolute Beginners, and the cognitive knowledge structure of the student; in order to recognize the main aspects to work on.

2.2 Students' Prior Knowledge in English

As the Cambridge dictionary source explains, prior knowledge can be defined as "the things that someone already knows, for example the knowledge which someone has when they start a course of study and which can later be compared with what they know when they have finished" . The importance of prior knowledge as the dictionary mentioned rely on the fact that the knowledge can be later compared with what they know and, in some fields; this knowledge is required to continue with the next stages. For example, the learners in the school have to face challenges and establish goals to achieve related to the grade and the previous knowledge, in this case, English a second language. In order to provide new topics and new challenges to affront, it is necessary that the learners had had achieved the previous content and knowledge established by

the teacher and the grade, in other words, to continue the studies in eight grade it is necessary have the knowledge related to seven grade.

Another important aspect to review related to the previous knowledge is the famous theory "Meaningful Theory" by the American psychologist David Ausubel.

Meaningful learning was a term developed during the 1960s and is within the constructivist current. It differs from rote learning in that a connection is obtained between the previous knowledge of the students and the newly acquired knowledge, while rote learning consists of memorizing concepts without the need for understanding.

Meaningful learning allows students to associate acquired material with previous knowledge or experiences that serve as an anchor when obtaining new knowledge. This will enable the student to make connections that will allow learning to be a comprehensive and lasting one throughout their life. (Quoted by Pierette, 2019).

As it was shown, previous knowledge has an important role in the learning process of the learners. In the procedure where a learner gets in in the High School, it is required that the learner must have the necessary knowledge in order to develop the curriculum established by the MEP. It is important to remember that the teacher cannot make important changes in the curriculum provide by the MEP, the only action that the teacher can take is modify the tactic to develop the topics already assigned. For this reason, there are no exceptions to adapt the curriculum to cover content that the learners must developed in schools. In other words, the MEP does not allow to provide the knowledge that the students must acquire in primary school, affecting directly the students without the enough prior knowledge. Contrary from the regulations from the MEP, this institution is the same in charge of regulating the norms and regulations for all the public schools

and high schools without exception, which means that this regulatory institution is aware of the existent of schools where the students do not have contact with other subjects that the four basics subjects. Despite this fact, the MEP does not allow exceptions in the curriculum for these cases.

After analyzing the importance of the prior knowledge, it is also important to analyze the indicator that can show the differences and similarities between the institutions and the previous knowledge that could provide to the students before get into the high school.

2.2.1. Knowledge acquire from O-T S and Regular School

To Relaunch Costa Rican education with social equity means turning it into the priority axis of the social agenda of the country, within the framework of the plan proposal national development and social plan "New Life", which has as its purpose the combating poverty, reducing gaps between educational institutions located in rural areas and those of the urban zone. (MEP, 2004). The MEP has been improving in these features; however, there is still a significant gap between the O-T School and regular schools. This investigation project focuses on the main difference between the students graduated from O-T S and regular schools and their development in English subject as member of seven grade in the Liceo San Antonio. The following chart contains the main positive and negative characteristics of each institution, in order to understand better their respective similarities and differences and how it affects the students.

Table #2

O-T S and Regular Schools Positive and Negative Aspects

Institution	Positive Aspect	Negative Aspect
One Teacher School	Students can develop and strengthen autonomous and collaborative work since the teacher cannot give all the attention and time corresponding to school hours, because he has to attend other grades simultaneously. As there are few students, participation and interaction in classes and in the respective extracurricular activities increased.	Students graduated of these institutions do not have knowledge in other subjects such as computer sciences, English, music, among others. In addition, when they get in the High school, they do not have previous or enough knowledge. The administration, teaching, coordination and curricular activities are in charge of a single teacher, which recharges the responsibility in a single person.
Regular School	These institutions have diverse staff to develop all the duties, such as, teachers, principal, miscellaneous, counselor, among others. The curriculum covers approximately ten subjects providing diverse knowledge to the students.	The number of students is higher, and the participation of the students is less frequent.

Note. Own authorship.

The chart showed briefly some of the main aspects of each institution and as it shows, the students graduated from O-T S do not have the previous knowledge in "special subjects" such as English.

In relation to these subjects, the data show that only in 26 % of single-teacher, schools are offered and among these, the one that is taught the most is religion, followed by physical education. In the opinion of single teachers, (95%) it is important that their students receive these subjects as they contribute to comprehensive development. In the case of English is only offered in 31% of single-teacher schools. These data demonstrate inequalities that occur within the National Educational System (Chaves, García and Alvarado, 2010).

The creation of O-T S are essential to provide education to people that live in distant places. Conversely, the lack of previous knowledge brings these students even more challenges to face when they get into high school. On the other hand, there are regular schools which provide better options in order to study different subjects and provide more options related to knowledge for the learners. Taking this information as reference, it can be assumed that the students from each institution have a notoriously difference in English management. As part of the investigation project, the following indicator "knowledge classification: false and absolute beginner" allows to study the English management in the students of seven grader in the Liceo San Antonio in order to see if they have any kind of previous knowledge or if the institution where they graduated do not defined the English management that they have.

2.2.2. Knowledge Classification: False and Absolute Beginners

In the challenges related to knowledge that the English teacher has to face, there is the important fact that not all the students have the same prior knowledge necessary to develop the content in the syllabus. As it is established in this investigation project, in the two sections of the Liceo Academico San Antonio, there are students from O-T S and regular school, having vast difference English management between them. However, it is important to recognize the classification of the students in order to create or adapt strategies according to their needs. To understand better the classification of the students English management, it is important to start with the concept "beginners." According to Britannica Dictionary, this concept can be defined as an "a person who is beginning something or doing something for the first time". English language learners are classified into levels according to their English proficiency. These levels are described by the Common European Framework or Reference (or CEFR) and range from Basic (Beginner) to Proficient (Advanced and Proficiency). (The TFL Academy, 2018). These categories can differ depending on the institution or learning program, adding more categories such as: Basic, Elementary, Independent User etc. However, this investigation focuses on the category beginner and its two subcategories.

An absolute beginner is a student who has zero knowledge of English. They cannot be expected to be able to understand even the most common English phrases, such as *How are you?* They have had no contact with or exposure to English before attending your classes. Absolute beginners are often from developing countries, rural areas or are uneducated, which further adds to the challenge . . . A false beginner student is a student who has already taken part in English language lessons at some point in the life. They did not progress very far in these lessons and their English skills are severely limited. However,

they are familiar with certain English phrases or aspects of the language as they have been exposed to the language to a certain extent. (The TFL Academy, 2018).

Either False or Real beginners are indicators that can affect the course of this investigation, even though students belonging to O-TS do not receive enough English lesson in the primary school, it does not indicate if they have prior knowledge. It is essential to recognize to which category belong the target population in order to address the different strategies to include in the action plan. For real beginner, it is better to start slowly, to incorporate more body gestures than the usual, as well, the implementation of simple materials that increments it difficulties with the time. Absolute beginners can be difficult to teach because they do not recognize and understand basic or essential concept, including simple commands, while a false beginner can perform tasks that are more complex, they do understand basic conversations and simple request. It is mandatory keeping the materials, resources methods and activities inside the frame of beginner level. In the case of false beginners, extremely basic materials can make them feel bored and lose interest in the lesson quickly, along with an inadequate selection of difficulty in the material and activities implemented whit Absolute beginner will become their leaning process more strenuous than it should be.

In the same way, it is important to analyze the cognitive knowledge structure before implement or create the action plan; for this reason, this concept is considered as an indicator to take into account in the investigation project and is establish it importance in the following information.

2.2.3 Cognitive Knowledge structure of the student.

This indicator focuses the information based on the theory known as Cognitivism, and according to of Ertmer and Newby (1993), "cognitive theories focus on the conceptualization of a student's learning processes and address issues of how information is received, organized, stored, and retrieved by the mind". Cognitivists are constantly aware to what learners know and how they come to acquire it, for this reason, determining cognitive structures will help the researchers to determine misconceptions and learning difficulties and in improving learning processes. One of the main purpose of education is to provide applicable information and the learning is not simply due to external stimuli. The expected outcome of this process rely on perceiving information, processing, storing and retrieving this information and applying it. Learners are active participants in the learning process and teachers pay particular attention to how learners structure, organize, and sequence information to facilitate accurate learning process.

This indicator also states that O-T S students feel a lot of pressure, since they must level their English with that of their classmates. Therefore, this also translates into a lack of motivation in regular school students since they must review topics they already know, these processes can become frustrating for both types of students. Motivation is a fundamental aspect for the development of this project since it defines the difference between the students' desire to learn English. This aspect affects both students from O-T S and regular schools. In the particular case of O-T S students, it is necessary to emphasize that the drive to learn is necessary for proper performance in class and therefore, it is inevitable that the students feel under pressure to level off the English management with their classmates. On the other hand, the students from regular

schools tend to feel bored because it is necessary to review some topics in order to help the O-T S students.

The focus is based on the prior knowledge of the students. In this sense, the students of regular schools have a broader and more comprehensive prior knowledge of English than the students of the O-T S, in which the latter have almost nothing or none at all. In the case of O-T S students, this represents a great difficulty since their classmates are one step ahead of them. As part of this process, O-T S students may suffer from demotivation, defined as: negative imagery or negative self-talk that emphasizes why one cannot do well in a task and thus discourages any attempt to perform it. (APA Dictionary, 2018). It is not easy for them to find themselves in a new environment where their classmates have a better command of the English language and where they are not given differentiated attention. On the other hand, students in regular schools can also lose this impulse to learn since they do not have a separate classroom from their O-T S classmates. They must continually review topics that they already know because they have learned them along the way, throughout their school period from first to sixth grade.

As a matter of fact, O-T S students need special requirements to fit into English classes provided by regular high schools. This adaptation process is never easy; therefore, the institutions and governing bodies of education in Costa Rica should ensure the separation of classrooms in order to have a better result in learning the language. This would undoubtedly facilitate the learning of O-T S students since it would create a safe space where students can develop their skills from the most basic, and they would also feel more confident since their peers will have the same level of knowledge. This could also be beneficial for teachers, as they would not have to deal with different levels in classes or trying to find pedagogical strategies applicable to all the students in the same way, as the ones that are cover in the following variable.

2.3 Pedagogical Strategies

The second variable emphasizes on the pedagogical strategies and to understand better the role of a strategy in education. The Montclair State University states the pedagogical strategy as, "Generally defined as the theory and practice of teaching, pedagogy refers to the methodology and process of how instructors approach teaching and learning using a specific curriculum with specific goals in mind." An educator selects the teaching strategy most suited to the current level of knowledge of the students, the subject, and the stage in the learning journey of the students that constitute the means used to reach the level and mastery the knowledge expected to have at the end of the year. These are based on the subjects, themes and content included in the curriculum provided by the MEP, renowned as syllabus. One of the main concern is about what kind of strategies are being used and what are they the most effective to teach English to O-T-S students, which depends a lot on the institution and the teachers. It is significant to highlight that the practices used by the English teacher are crucial for the personally and academically growth of students in the language, because a teacher capable of implementing effective strategies will be able to achieve better long-term results.

The strategies applied for the teacher allows a compilation of information associated to which options are accurate to apply again and which of these options are better to remove in the curriculum. This process takes time, determination and commitment from both the academic institution and those who work for it and ensure the improvement of English teaching. As researchers, it is important to analyze the possible strategies to be implemented will be drawn from the shortcomings presented by the strategies that have already been applied in the past and those provided by this project.

2.3.1. Strategies applied by the Teacher

According to the MEP's Syllabus, "The teacher is a facilitator and helps the learner to become autonomous. She/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task". (MEP 2017). In this sense, the strategies applied by the teacher are a key aspect in the development of the English language, both for O-TS and regular students. Teachers must adhere to the study programs developed by the MEP that are focused on the four skills, listening, speaking, writing and reading. Specifically in seventh grade, the syllabus of the MEP focuses on Project Based learning and the Task based Approach. These represent methods in which students learn through situations that depend on actions to be solved regarding to daily life, with which it is intended that students relate to the language in a daily way.

The pedagogical strategies are fundamental elements in the process of acquire knowledge, these allow the learners to become, more independent and autonomous. As part of the curriculum established by the MEP, there several options of strategies that the teacher must applied, some methods currently functional to reinforce the learning strategies and help the teachers are the following.

Table #3

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, and 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.	**Centering your learning:** (Pre-teaching): paying attention, reviewing and linking prior knowledge, delaying speech production to focus on listening. **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. **Evaluating by means of:** 1. **Self-monitoring:** checking one´s comprehension during listening or reading. 2. **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

Note. From*: Educating for a New Citizenship: Programas de Estudio de Inglés Tercer ciclo de la Educación General Básica y Educación Diversificada,* by MEP, 2016, (ingles3ciclo_diversificada.pdf (mep.go.cr))

Although the mandates and programs of the MEP are important, the disposition of the teacher is also an aspect to be highlighted. The actions taken by the teacher to develop the topics in ways that are useful and effective for the students are also necessary. Despite all these strategies, there is no evidence that O-T S students have any type of differentiation in their learning strategies, which from the perspective of this project is an element that need to be improved, since the only way to help these students is through internships that suit their needs.

2.3.2. Effectiveness in the Strategies Applied

In every educational environment, the effective teaching practices are an important part to enhance the educators to find an instructional style that fulfills the necessities for both teachers and students. Putting aside the norms and regulations of the MEP, it is important to highlight the role of the teacher in the effectiveness in the pedagogical strategies applied, for this reason Anderson stand out,

Although there are different ways of improving the quality of education that students receive, it will always be highly dependent on the quality of instruction that teachers provide. In other words, whatever is done in terms of distributing new material or developing new curricula, educational effectiveness depends first and foremost on teachers and the way they teach and handle their class.

The use of the pedagogical strategies to develop the content provided by the MEP allows the educators to adjust the teaching strategies to adequate both the students and the material, recognizing that different students have different necessities that need to be covered. The MEP creates the curriculum focusing on the facts that all the students achieve the goals before entering

the high school, goals such as certain level of English, but it does not take into consideration the cases of high schools with students from O-T S. In other words, the MEP provide the content and possible strategies to apply, however, the English teacher decides which option is better according to the analysis of the knowledge, necessities, abilities of the students and the material available to develop the content.

It is important to study this indicator in order to discover if the strategies and its implementation by the teacher on seven grade are working to conduct the continued improvement, or for the contrary, if these strategies are not working for the sake to replace them. To rephrase it, this indicator is necessary for the development and background of the issue by providing accurate information about the strategies that have worked in English classes and the ones that have not, in order to find the best solution for the issue that the O-T S are facing.

2.3.3. Achievable Strategies to Implement

The purpose of level off the real and false beginner´s knowledge from O-TS schools with the students, who received formal education in the language since early ages, can be a demanding task to reach. One of the main inconveniences related to the achievement of the purpose rely in the budget because the implementations of tutorials, more lessons or conversational English classes could be suggested as possible strategies to implement which would greatly help students to achieve the necessary knowledge in a short period of time. However, these options are not viable possibilities as a consequence of the budget division. The budget for education is facing challenges and according to a published in September 2021 by the MEP,

The Minister of Education, Guiselle Cruz , makes a vehement call to assess the situation of the country's educational community, which is mainly in the pubic area, given that a good education requires investment, as mentioned by international experts such as UNESCO and what OECD stands out, to which the country belongs. The advances made over the years, the curricular transformations and administrative advances can regress if an assessment of the consequences is not made.

As researchers and according to the limitations that have the high school, the possible implementations have to be focuses on material available and attractive activities for the students. One strategy or method applicable in the seven graders in Liceo Academico San Antonio, count on the flipped classrooms because of the benefits or elements that it affords,

Flipped classroom approach has four different elements. It is expressed that in order to teachers achieve this approach, they have to take this four element into consideration (FLN, quoted by by Ozdamli, F. & Asiksoy, G. 2016). The properties of this approach which its English correspondence is "Flip" are explained like this by referring first letters:

- F ("F"lexible Environment): It indicates provision of time and place flexibity of learning.

- L ("L"earning Culture): In traditional teacher centered approach, the source of knowledge is teacher. In flipped classroom, approach there is transition from teacher-centered approach to student-centered approach.

- I ("I"ntentional Content): Flipped classroom educators both think about how education is used to provide fluency and how they can develop cognitive understanding of students.

• P ("P"rofessional Educator): The responsibility of flipped classroom educators is more than the ones using traditional approach. Flipped classroom educators continuously observe students during the course, evaluate their studies and make feedbacks (Flipped Learning Network -FLN, quoted by Ozdamli, F. & Asiksoy, G. 2016).

The use of flipped classrooms brings many benefits, being one of the most relevant for this investigation project, a flexible environment. This environment allows students from O-T-S to have access to some data related to the material to be developed prior to the class, thus allowing them to acquire some knowledge. It should be noted that the knowledge they can acquire is not comparable to the knowledge of the regular school students, however, this knowledge will allow them to develop the different tasks without having to explain from scratch., in this way, the students from O-T-S would have some prior knowledge.

Possible strategies to implement are one of the focus points of the investigation, being more specific one of the biggest results that this project will come up. In the following chapters, the action plan and the activities related to it, will explain in details the use of the flipped classrooms in the pedagogical strategy proposed as part of the investigation project. The major accomplishment will properly help students with usable ideas, material or activities, specifically designed to their necessities, taking into consideration their background, prior knowledge, the institution limitations and options to level their learning process in the most effective way. With these strategies, it is expected to promote significant learning in the student, by using their previous experiences and knowledge they can assimilate the new knowledge better and manage to maintain it in the long term. "The most important factor that influences learning is what the student already knows" (Ausubel, 1983, p.83)

2.4 Administrative Perspective

All institutions, whether public or private, have an organization chart that allows them to delegate functions to generate a more efficient and effective process. Every public institution related to education is regulated by the MEP, however, this institution has several departments in charge of different duties to accomplish those regulations. In hierarchal order, the MEP is the main office, secondly the "Dirección circuital" that is in charge of all the principals of each school or high school according to the area, finally there is the school administration that involves the management of each school operations, from creating a safe learning environment to managing the school budget. (Dirección General de Servicio Civil, 2020). In other words, to define school administration, it is necessary to consider the different areas of school administration and who performs these school administrative duties. Each institution has duties and actions that can take, and according to the manual of jobs by MEP, the organizational, environmental and conditions factors that delegate responsibility for functions, labor relations, equipment and materials, working conditions, consequence of error; which are characteristics of the different positions included in the class. (Dirección General de Servicio Civil, 2020).

It is significant to emphasize that the learning process does not depend exclusively on the students and teachers, as behind them are the administrative area and the MEP; which directly and indirectly regulate and affects this process. Similarly, and according to the objective established, "To analyze from administrative perspective which are the weaknesses that affect the implementation of different pedagogical tools," This action research introduces the questioning of the administrative perspective, which are the actions that are being taken by the administrative staff to help the target population of this research. Correspondingly, as one indicators of these variable, is important to analyze the pedagogical facilities provided by the administrative area that

are related to support materials, academic support and facilities provided by the institution to improve the learning conditions of students of seventh grade. Since the facilities have been exposed, it is easy to address the second indicators of this variable, which is administrative limitations related to MEP, this being a crucial and extremely important issue for the development of the English language in the country. Lastly, it is essential to study some of the implementations of the high school regarding to the management of the issue with students from O-T S by distributed in different sections.

2.4.1 Administrative facilities provided to the pedagogical area

By the use of the term pedagogical instruments in this research, it refers specifically to the educational material and equipment has and means provided by the institution to the English department in order to develop the teaching process. MEP should provide the public institutions with the minimum of academic or pedagogical spaces: classrooms and spaces that facilitate learning, complementary to the classroom such as libraries, gyms, laboratories and workshops, in addition of computers with internet service etc. (Cartín, D., 2019). Based on to the type of the institution the budget and the pedagogical instruments vary, the institution regarding to this investigation project belong to the academic branch, being one institution without priority in budget or pedagogical instruments. To create a comparison about the valuable idea, technical institution possesses English labs while Academic institutions do not. It is a fact that the use of an English lab enhances student's experience of leaning a second language, as Navas explained in 2006,

The audio-language laboratory has played an important role in language teaching for a long time. Its main objective was to help language students improve the aural-oral skills. With the implementation of the language laboratory, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics.

Despite of the benefits of the implementation of en English Lab in the students it is not common that academic high school have one; on the other hand, only technical high schools have this facilitate due to the type of institution. The purpose of this indicator is to identify what kind of pedagogical means the teachers have to perform the activities in the Liceo San Antonio with a clear view of this information more accurate pedagogical strategies can be developed.

2.4.2 Administrative Limitations Related to MEP

In the second of executive decree No. 11 of 20 March 1969 provides that，"As State institutions, the official colleges of Secondary Education, depend on the Ministry of Education". The entirely norms related to educational public institutions are regulated by the Minister of Education and MEP simultaneously. As it was mentioned in advance, each public institution depends on other regulators, which provides and delimitate the sources; similarly, control, modify or adapt the norms and curriculum. In other words, the MEP and the diverse departments to regulate the education and it assets, provide or eliminate sources according to the statutes established and modify or adapt the programs of study and the norms related to it. In the case of the assets, in article 66 published in the "Gaceta" it is established that,

The Department of Administrative and Financial Services is the technical body responsible for overseeing the provision of assets and the provision of services required for the

operational functioning of all dependencies of the Regional Directorate of Education. Also, coordinate in matters of its competence, the provision of support services to educational communities, in accordance with the minimum deconcentrating policies promoted by the higher authorities of the Ministry of Public Education. (La Gaceta, 2009)

Correspondingly, each public institution has an administrative area in charge of analyze and make the management to face the challenges according to the authority and responsibilities delegated; this department cannot make changes in the curriculum, budget, norms, etc.

As part of their responsibilities, it has to apply and regulate the norms established by the MEP and follow the orders provided by the other regulators departments in order to develop the best teaching/learning process possible for all the students. In the principles of the curricular management of the MEP, it establishes that the administrative process is based on,

This field of action establishes the need for support the actions that are generated in the supervisory offices for guarantee the provision of the service educational, policy compliance education and other regulations legal, technical and administrative Costa Rican education. All with in order to promote improvement of the management processes in the educational institutions.

As part of the problem established in this investigation project, it is important to pointing out the main limitations related to the MEP that affects target population. In high school, there are several students registered from O-T S that do not have enough prior knowledge in several subjects, conversely the administrative area cannot make changes in the syllabus to adapt the content to these students. Similarly, another aspect that affects directly from the MEP is the budget assigned to the institution affecting the pedagogical material, infrastructure, implements and so

on. Every public institution has to make a process in order to ask for some supplies to the correspond department, however, due to the difficulties that affront the country, the budget is not enough to attend all the intuition's request. Thus, one objective of this indicator is show how the institution Liceo San Antonio provide the best teaching-learning process despite of the different limitations that the norms and MEP established.

2.4.3 Administrative strategies to distribute O-T-S Students

The investigation project is based on the drawback that O-T-S students who do not have enough prior knowledge to face new challenges related to study and on the other hand regular school students tend to get demotivated due to reviewing topics. In some high schools through several parts of the country, the strategy of providing a single section for O-T S students was implemented. In this way, they could cover the topics in English from scratch. For some time, this strategy provides several benefits and disadvantages as well. According to students that belong to this section, they were point of bullying, reason why the MEP decided to dissolve these sections.

Inside the norms and laws implemented in the MEP to create the curriculum, it takes into account that all the rights and the integrity to the minor are not in danger. If the students were in a position where the bullying affects their integrity, to dissolve the "special" section was a decision that protect their safeness. This decision agree to delegate a new responsibility to the teacher to create environments where these students can be included and can learn at the same time. During the previous years, MEP has been working in different implementations that allows the inclusion of the minors avoiding the exclusions. It is essential to highlight that the situation of the O-T-S is a topic that need to be attended; however, due to the nature of the need, MEP tries to work on

situations that affects the students in a higher scale, such as the inclusion of students with disabilities. In the article of the law N8283, indicates that "Students with disabilities enrolled in III and IV Cycles of regular education, will benefit from this Law for the purchase of technical aids that facilitate their access to education."

There are priorities in the management of resources and attention from MEP, and in the case of O-T S there possible solutions that can be implemented, however, the nature of the need is not crucial than other situations. For this reason, the English teacher have to implement different strategies in order to level off the students from O-T S in order to bring an accurate learning process. Similarly, the administrative area can allow or refuse strategies that allows the students to get better environment to learn. This action research aims to analyze the strategies applied into the frame work of the institution in the creation of the sections to provide the best learning process to students from O-T-S. As part of the instruments of investigation, the researchers will applied an interview with the administrative area in order to identify the main aspects that the principal and staff take into account to make the different sections and how these can benefit or affect the students from O-T S.

2.5 Chapter Conclusion.

The variables and their indicators have directed this project to a broader vision of what the Costa Rican educational system means and how to level the English of O-T S students with regular students. There are different aspects that affects an accurate learning process, affecting not only the students from O-T S, also the students from regular schools. The teaching/learning process have diverse elements that help or obstruct the implementation of strategies focuses in the

necessities of the students. Although the O-T S were created to expand the educational aspect in rural areas, the MEP is aware of the weaknesses that these institutions concentrate, including the area of English. As previously described in the variable focus on student's prior knowledge, including the indicator of the knowledge acquire from O-T S and regular schools, showed the large differences between English management of both students. These differences mean that under these circumstances, O-T S students have less access to different subjects such as the English language.

The information covered related to pedagogical strategies, its indicators and how these affects or benefit the students have been widely explained in this investigation. These aspects are important, but the fundamental role is played by the administrative part, the roots of the decisions that affect or benefit Costa Rican learners are taken from here. Problems such as the fact that the institutions cannot request a change or adaptations in the syllabus of the MEP impacts the full filing of the learners necessities. Nevertheless, the number one problem is the budget allocated by the MEP, which does not allow the creation of the conditions necessary for the improvement of English. The MEP is recognized as an entity that watches over education in Costa Rica and that makes its best efforts to provide quality access to education; however, there are several aspects and situation for improvement.

Finally, the main goal of this investigation projects rely on the implementation of alternative activities that help the improvement English and conditions for O-T S in seven grade of the Liceo Academico San Antonio. It is worth mentioning that as part of the investigation, some materials will be created according to the result of the different interrogatives related to the variables and the indicators, reason why of its creation.

Chapter III:
Method and Design

3.1 Chapter Introduction

In order to develop an accurate action research is essential to established and specify all the aspects that must be covered throughout the proposal of the main characteristics and variables. According to Sutradhar (2021), the action research can be explained as,

"Action Research is known by many other names, including participatory research, collaborative inquiry, emancipation research, action learning, and contextual action research, but all are variations on a common theme. In a nutshell, action research is 'Research in Action'. – a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again.

As it was previously mentioned, action research allows the identification of a problem and the finding of possible solutions, this definition provides a general explanation about what action research is. The concept above does not mention an issue in particular because it application can be extended to different fields, for example in the educative field, the definition of action research will be focused on the teaching-learning process and everything that this interaction entails, with the purpose of providing quality education.

Since there are some questions to be answered established during the research paper, choosing the correct research method is essential, an accurate design provides accurate results; in fact, Kumar (2011) points out that selecting the correct design as:

An extremely important feature of research is the use of appropriate methods. Research involves systematic, controlled, valid and rigorous exploration and description of what is not known and establishment of associations and causation that permit the accurate prediction of outcomes under a given set of conditions. It also involves identifying gaps in

knowledge, verification of what is already known and identification of past errors and limitations. The strength of what you find largely rests on how it was found. (p. 41)

This chapter shows the steps and elements that a researcher needs to follow when constructing a research design focuses on the educative field. Such as the research method, the type of approach, the data collection tools and instruments are crucial to guide the investigation in the correct direction and to gather the right information according to the purpose of the research. In the present action research, investigators aim to analyze the performance and elements related to O-T-S students in the lessons of English, in order to find possible solutions via pedagogical strategies to level off their performance with their regular school's classmates. To accomplish the earlier purpose, it is necessary to analyze several aspects such as student's English knowledge, the administrative area and the pedagogical strategies or methods.

3.2 Research Method

The importance of research relays on the fact that it permits to discover o provide an answer to things that are unknown. Professor and the educational system itself, as the ones with the responsibility of educating the individuals that conform society, must be in constant learning, improving and with the most updated information. However, it does not only benefit teacher, but students as well. By implementing it, students can immerse themselves in a specific topic, finding and acquiring deep information while they become self-sufficient and develop wisdom. On the other hand, educators can develop self-assurance in their teaching skills as well as that they are conveying accurate and quality information to students.

In schools, action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses—whether organizational, academic, or instructional—and help educators develop practical solutions to address them quickly and efficiently. The general goal is to create a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs." (Great Schools Partnership, 2015).

This proposal pretends to implement the action research in contemplation to:

1. Identify a problem to be studied, in this specific case would be the English learning gap between students from O-TS and students from regular schools at the time to start their first high school year.

2. Collect all the necessary data corresponding to the already identify problem.

3. Organize, analyze, and interpret the information obtained by the appliance of research tools.

4. Get to a conclusion about how to address the problem by the execution of distinct plans.

Action research creates a room for improvement when it comes to help students to understand, learn and obtain better results in their English learning journey. It allows to focus on a specific situation and the discovery of possible answers on that context.

3.3 Type of Approach

The type of approach relates to the proposal and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. In addition, there are three types of approaches used to carrying out accurate research, which are qualitative, quantitate and mixed. The following lines explain the main features according to its type.

"Qualitative research is a type of social science research that collects and works with nonnumerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places". (Crossman, 2020). In other words, this method focuses, as its name says, on the qualities or attributes of the data necessary for the investigation and not on numbers. This method arranges tools such as observation and immersion, interviews, open-ended surveys, focus groups, content analysis of visual and textual materials and oral history, in order to get the information wanted.

On the other hand, the quantitative research is of great value since it includes the application of instruments in order to allow the researcher to make the measurement and test the relationships that it might have with the variables gathering numerical information that allows a broader understanding between them. According to the Massachusetts College of Pharmacy & health (2022) stated that the qualitative research could be defined:

To test hypotheses, look at cause & effect, and make predictions. Research based on traditional scientific methods, which generates numerical data and usually seeks to establish causal relationships between two or more variables, using statistical methods to test the strength and significance of the relationships.

Both approaches explained are equally important to mention the validation of the instruments choose, and sometimes, it is not easy to choose just one to apply in the action research, in this situation there is the option to apply a mixed method, and according to the Massachusetts College of Pharmacy & heath (2022), described the mixed method as:

Mixed-methods is more than simply the combination of qualitative and quantitative data in a single study. It involves the planned mixing of qualitative and quantitative methods at a predetermined stage of the research process be it during the initial study planning, the process of data collection, data analysis or reporting, in order to better answer the research question.

After analyzing the main features of each, this research action will develop the collection and analysis of the data focus in the mixed type. This investigation has important information both qualitative and quantitative, information such as consider the characteristics or qualities of the students and the numbers related to the students that have them. It is also important to point out the fact that this action research focuses on the main differences between the students in the English management in order to find possible solutions to level off the one that have the inconveniences.

3.4 The Context

The country has different institutions to provide education to all the citizens and as it was mentioned before, the institution in charge of regulated and established the norms is the MEP. This institution is aware of the necessities that Costar Rican people have to face in order to have access to education; one good example of this statement is the One Teacher Schools. This is a good option

to help the future students to get the knowledge necessary to get superior education; however, it has aspects to fixed, such as the missing subjects of study that include English. Costa Rica has hundreds of these intuitions; however, this action research focuses on the students graduated from O-T- S that registered in the "Liceo Academico San Antonio". There are several reasons why as researchers this High school was the best option. For example, as Students from Universidad Latina in Perez Zeledon the location was suitable, also; in the "circuito 08" in Perez Zeledon, there are twenty-seven schools and two high schools, where fifteen are O-T S and finally the good willingness from the High school to provide the help and information needed.

3.4.1 Setting

This action research takes place at Liceo Academico San Antonio La Amistad located in a community known as San Antonio in Perez Zeledón, San José, Costa Rica. This high school is one example of academic high school; students must study from seventh to eleventh grade in order to obtain their bachelor's degree. It was founded in 2004 as a "Telesecundaria". Telesecundaria high schools are institutions that constitutes a study plan for student population in communities far from important population centers. These establishments promote self-learning as well as the construction of knowledge, through television programs, printed material and the use of state-of-the-art technology. Liceo Academico San Antonio La Amistad labored as a "Telesecundaria" for four years and in 2008 became an academic high school.

3.4.2 Participants

Liceo Académico San Antonio registered approximately 245 students in 2022, divided into five grades, it has approximately a staff of 41 individuals including the principal, teachers, secretaries, miscellaneous, etc. The investigation project focuses on two sections of seventh grade, 7-1 and 7-2. Therefore, the collection of the data regarding the variable of pedagogical strategies and methods is going to be handled along with the only English teacher of the institution, 42 students take part in the performance of the research tools corresponding to the variable Students Previous Knowledge in English and finally the research counts with the aid of the administrative assistant in the interview concerning the variable Administrative Perspective. It is important to mention that this action research do not exhibit personal information of the target population in an attend to protect their integrity and their rights as minors.

3.5 Data Collection

The data collection aims to present the characteristic procedures, research methods, techniques, types of approach and instruments used to recollect and analyze the pertinent information regarding the issue of the investigation, the variables of interest and test the hypothesis. This data will allow the researchers to study the target population of the research, its problematic and critically evaluate the most suitable recommendation. This methodically section will answer two main questions: How was the data collected or generated? How was it analyzed? It proofs and legitimizes the information presented in the written work. it makes easier for readers to understand and follow the development of the investigation, as well as the methods and instruments used.

"Regardless of the field of study or preference for defining data (quantitative, qualitative), accurate data collection is essential to maintaining the integrity of research." (Northern Illinois University, 2005). Given the case, there is no other research the same or with a similar theme to this project in the university library that can be used as a reference or supporting resource, there are O-TS schools in different countries but not a research project with the same problem. Data collection provides the opportunity to find the most accurate and updated information that certifies the methods used as well as the analysis of their results.

"Data collection is the primary and most important step for research, irrespective of the field of research" (QuestionPro Survey Software, 2022). Every method use in this research has the main purpose of explain the decisions applied to address the English learning gap between students of seven grade.

It is expected to:

Table #4

Data collection expectations.

Study the number of students that came from O-TS.
Analyze their personal experiences facing the school year in this specific subject.
Recollect data about their motivation and willingness to learn the language.
Define previous methods used by students to approach to the language: English courses, formal English learning, video games, music etc.
Determine if students have the pertinent previous knowledge needed to comprehend the different topic included in the 7-grade MEP´s program.

Note. Own authorship.

3.6. Instruments

It is crucial to be conscious of the instruments to be used in the development of action research, conducive to answer the questions previously established, demonstrate or contradict the hypothesis. Similarly, it is important to be able find and examine the problem to suggest possible solutions. As Wilkinson & Birmingham (2003) stated, instruments can be explained as,

> Research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose. Whatever your own circumstances, the highest quality social research projects are always those which employ the most suitable methods and instruments in the most thoughtful and careful way. (p. 3).

In addition, there are different instruments according to the type of approach chosen for the research. In this case, the action research aims to use a mixed method, reason why there are several instruments than can be applied in order to collect information. The aspects considered to determine the instruments are the students and their prior knowledge, the methodologies applied for the teachers and the administrative perspective. Additionally, each aspect has its respective instrument to collect the information needed.

3.6.1. Diagnostic Previous Knowledge Survey

In contemplation to define student's English level, concerning to the variable: Beginners Classification: False and Absolute beginners, researchers decided to use a combination between the main purpose of a diagnostic test and the format of a survey. A diagnostic test as itself cannot be implemented in this context, owing to that students are currently in the second and promptly

initiating the third studying time period of the year. In that situation, it cannot be testing their real previous knowledge and their specific beginner level, because they have been exposed to the language for the last 7 months.

> Diagnostic assessments are intended to help teachers identify what students know and can do in different domains to support their students' learning. These kinds of assessments may help teachers determine what students understand in order to build on the students' strengths and address their specific needs. (California Department of Education, 2022)

As it can be inferred in the last citation, that specific purpose matches perfectly with the intention of gathering the particular information needed, it can be possible to monitor, define and adjust student's English level. By the creation of this tool, the research pretends to mainly discover:

1. Student´s school of origin.

2. Methods used by students to first approach to the language (self-taught or formal learning).

3. Student's domain in necessary topics to get a good performance in 7 grade (it was created a chart with the most important contents that must be learn by students in their primary school. It was compared those topics with the topics that are going to be studied in their first year of high school, it was selected the topics necessary to continue their English formation according to MEP´S programs).

4. Students opinion and rate about their currently performance.

5. Student's judgment about English lesson difficulty.

3.6.2 Interviews

To get under way, it is importance to know the meaning and the purpose of the use of the interview as instrument and its function in research, such as Wilkinson and Birmingham mentioned (2003),

Interviews have long been used in research as a way of obtaining detailed information about a topic or subject. Often interviews are used where other research instruments seem inappropriate: for instance, a recent study, in which we were involved, exploring basic literacy skills among adults, interviews were used because it seemed inappropriate to ask. (p.43)

As the researchers mentioned, interviews aim to find detailed information, which under normal circumstances is not easy to access, in this particular case related to the administrative perspective, the facilities and challenges that they must face in order to support or improve the teaching-learning process for O-T S students registered in the previous selected High School. The interview will be applied face to face. It is important to point out that the questions included in the interview are focused on the variable mentioned in the aspect Administrative Perspective. Likewise, the questions are applied in Spanish due to the convenience of the administrative area.

Similarly, the tool interview will be applied to the English teacher of the Liceo San Antonio La Amistad, in an effort to discover and analyze the methodologies applied during the English lesson to incorporate the backward population into the normal course of the class. Based on the variable pedagogical strategies and methods.

3.6.3 Surveys

A survey according to the Cambridge dictionary is a "Set of questions asked to people to gather information or their opinions, or the information obtained by asking the same questions to many people." (Cambridge Dictionary 2022).

Surveys help to identify problems, find out collective opinions and create possible solutions. In this specific research tool, questions were based on the theme of motivation, which is a key aspect in the development of the English as a second language. Topics such as motivation, teacher performance and the strategies used by the institution were redacted in simple words, in such manner students can answer them sincerely. Survey answers are based on simple contexts ranging from: very good, good, fair, bad and very bad; on this wise learner can feel more identified with the range of options. With the application of the survey, researchers can guide the research process with collective opinions that can advance the process of conclusions, regarding student's motivation in the language, since this aspect can influence student's differences in levels. A student belonging to O-T-S who is not motivated to learn may have an even more abysmal difference in level than a student from a regular school.

3.6.4 Observations

Observation is an essential element of any research or knowledge process; on which the researcher relies to obtain as much data as possible. It translates into a visual record of what happens in the real world, in evidence. Like other methods or instruments to record information, it requires the subject who investigates the definition of the objectives pursued by his investigation,

to determine the observation unit, the conditions in which the observation will be assumed and the behaviors that must be recorded.

It is important to highlight that this instrument will be improved with the information obtained in the first visit since until this point of the investigation methods used in class to improve the English language of the students are unknown. At the moment the tool focuses on observing the differences of the students of the O-T S with respect to the students of the regular schools; this through the development of the four skills: speaking, listening, writing and reading. In speaking, it will be observed how the students communicate verbally with their classmates, if there is a better development of the language in some than in others, in listening, the response reaction of the students to the teacher's questions will be observed. In writing and reading, the ability of students to successfully complete the materials and activities given in class and their shortcomings will be observed. Finally, it is expected that these observations will be effective in helping to find remarkable differences between the students of the O-T S and the students of regular schools, mainly because the students will be in their most natural state and there will be no intervention of the researchers beyond the full observation.

3.7 Data Analysis

After applying the investigation instruments and before prepare the action plan, it is necessary to analyze the data collected. The data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2014) various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data".. The data analysis is based on the

instruments of interviews, surveys and observations applied to students, the English teacher and the administrative area with the purpose to understand better the problem and its characteristics. All these aspects are necessary to create and apply the action plan related to their knowledge and available materials to work with.

3.7.1 Students Previous Knowledge in English

Diagnostic Previous Knowledge Survey

The timely application of the diagnostic survey enlightens all the necessary information on how correct the hypothesis is raised at the beginning of this investigation, being the hypothesis, in fact, the responsible for the creation of this research project. This evaluation instrument has five different main ideas, the ones that will be exposed promptly in an effort to refuse or support the main issue of this project. A diagnostic Previous Knowledge Survey were applied to 42 students of seven grade, divided into the students belonging to 7-1 (24 learners) and 7-2 (18 learners).

Graph #1

Student´s School of origin

	Amount of students	Students that received English lessons in the educational institution	Students that did not receive English lessons in educational institution
One-Single Teachers School	16	15	1
Regular school	26	26	0

Note. Own authorship.

Students belonging to O-T-S represent the 39.53% of the group of study, in other words a minority, even so, they represent a percentage of the student population that must be attended. The MEP recently implemented The Umbrella English Teaching Project, which is a pedagogical proposal for the contextualization of English teaching; only in specific situations of remote schools in indigenous communities do not implement this project. Nevertheless, the principal purpose of this study was to make evident the learning gap between institutions, hence a new question arises, is there still a learning gap between students from both institutions?

Methods used by students to first approach to the language (self-taught or formal learning).

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Students' domain in necessary topics to get a good performance in 7 grade (it was created a chart with the most important contents that must be learn by students in their primary school. It was compared those topics with the topics that are going to be studied in their first year of high school, it was selected the topics necessary to continue their English formation according to MEP´S programs).

Table #5

Contents

Greetings	Natural disasters
Introduce yourself	Natural wonders in C.R
Class and school elements	Holidays
Describing people and places	W questions
Giving directions	Daily routine
Recognition of animals	Comparative and superlative
Actions to protect the environment	Weather and seasons
Technology	Present tense
Describing activities	Future tense
Past tense	Diseases and symptoms

Note. From*: Educating for a New Citizenship: Programas de Estudio de Inglés Segundo Ciclo de la Educación General Básica,* by MEP, 2016, (https://www.mep.go.cr/sites/default/files/programadeestudio/programas/ingles_2ciclo.pdf)

Graph #2

Topics Covered

Students that learned less than the half of topicss
11.8%

Students that did not feel prepared
26.5%

Students that learned more that half of topics
41.1%

Students that felt prepared
20.6%
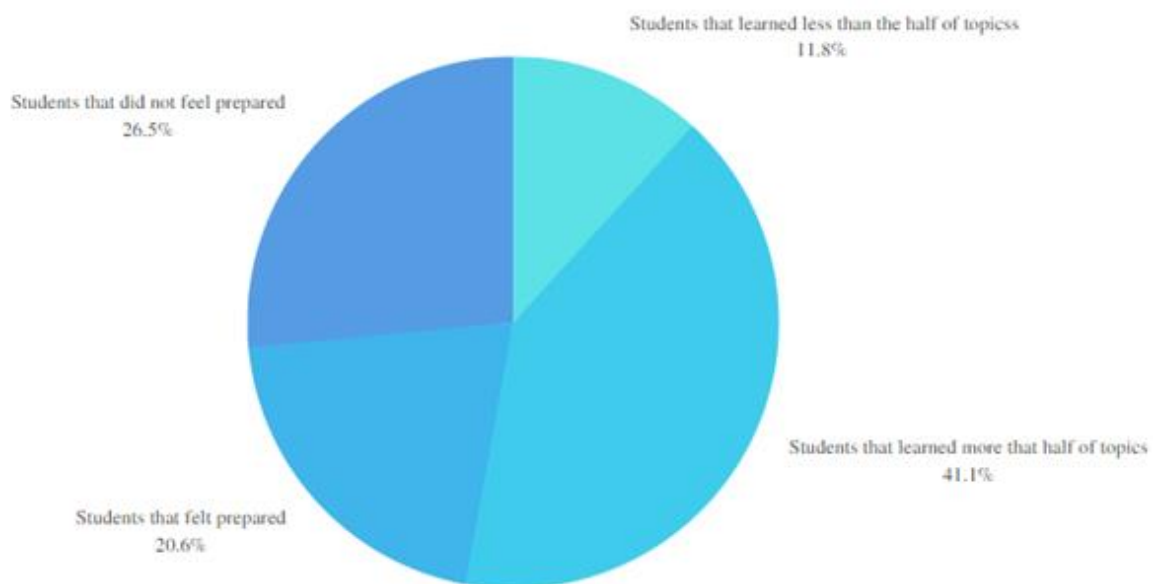
Note. Own authorship.

Although the majority of the learners mentioned having learned more than half of the 19 contents, from 16 surveyed, 9 indicated did not count with the necessary knowledge and preparation to come across with the topics and level of difficulty meet in the seventh grade.

Graph #3

Students' opinion and rate about their currently performance.
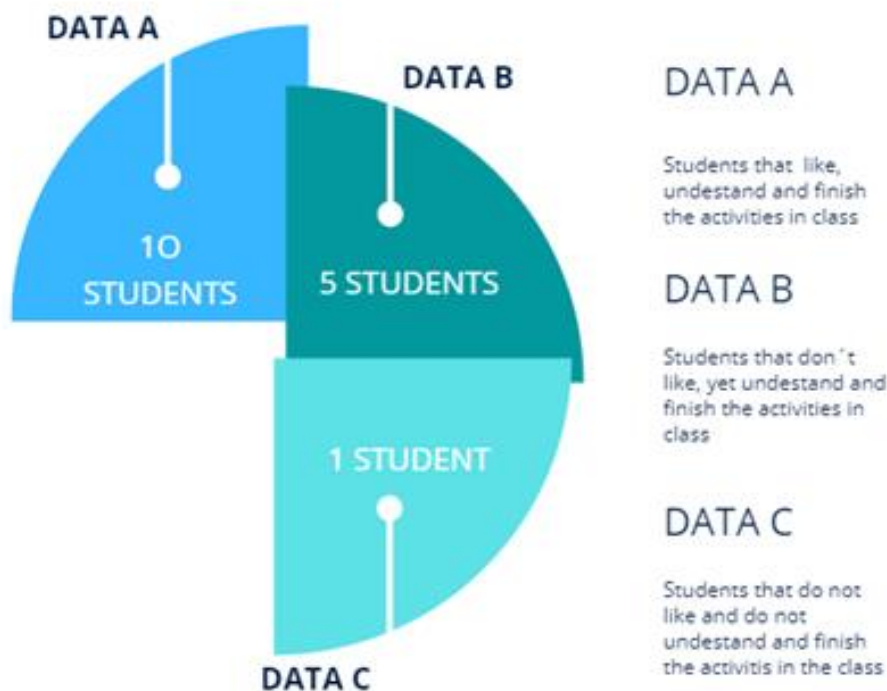
Note. Own authorship.

Corresponding to the information collected, the vast majority of students demonstrate a great commitment with learning English, in addition to recognize its importance. It is a minority, furthermore, must be contemplate as a significant number, 5 students do not like the subject, yet manage to finish the activities, in some occasions with help of their classmates. Only 1 student does not like the subject and cannot finish the activities carried out in class.

Student's judgment about English lesson difficulty:

Seventh grade according to MEP´s guidelines is a review of all the topics already covered in students' academic training in the previous six years of school, it is expected from students to

meet a low level of difficulty in this year of study, with regard to new deep topics are not introduce, but refreshing what has already been learned. Naturally, the teacher performs a short diagnostic test at the beginning of each topic to evaluate student´s knowledge, thus establish the level of difficulty, this must be basic because they are considered beginners.

Graph #4

Level of Difficulty Students O-T S
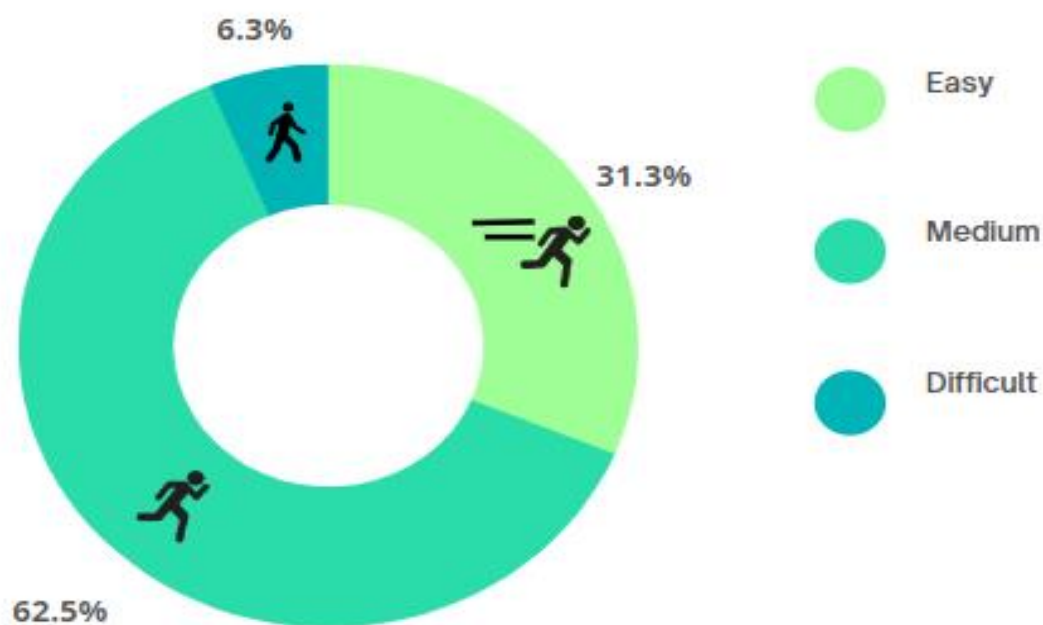
Note. Own authorship.

Based on the information from a total of 16 students, 10 (62.5%) of them indicated to perceive topics discussed in class in a medium level, of these 10 students, 8 indicated to have learned more than half of the 19 contents, the other 2 students indicated having learned less than half of the contents selected for the survey. 5 (31.3%) students recognize an easy level, these students indicated the use of between 4 to 7 different methods to reinforce their learning in the language. Only 1 (6.3%) student identify the difficult level, this learner showed having learned the topics selected for the survey but only used 1 different method to reinforce his knowledge.

The use of other means of learning help students improving the handling, understanding and performance of lesson´s topics, a fundamental piece of information to be taken into consideration in the selection of future recommendations for the issue of investigation. Although the majority of students indicated having learned more than half of the contents tested in the survey and being mindful of seventh grade as a refresher of these topics, it can be proved that students consider topics as sort of difficult to understand.

The student´s population that does not come from O-T-S, 19 (73.1%) indicated the topics seen in class as easy, in addition of using between 4 to 7 different methods to reinforce their knowledge, 5 (19.2%) pointed out the intermediate level, hardly using 4 different methods to learn the language and only 2 (7.7%) related the class lessons as difficult. All of them indicated having learned the total or more than half of the total of contents selected for the survey.

Graph #5

Level of Difficulty in Students from Regular School
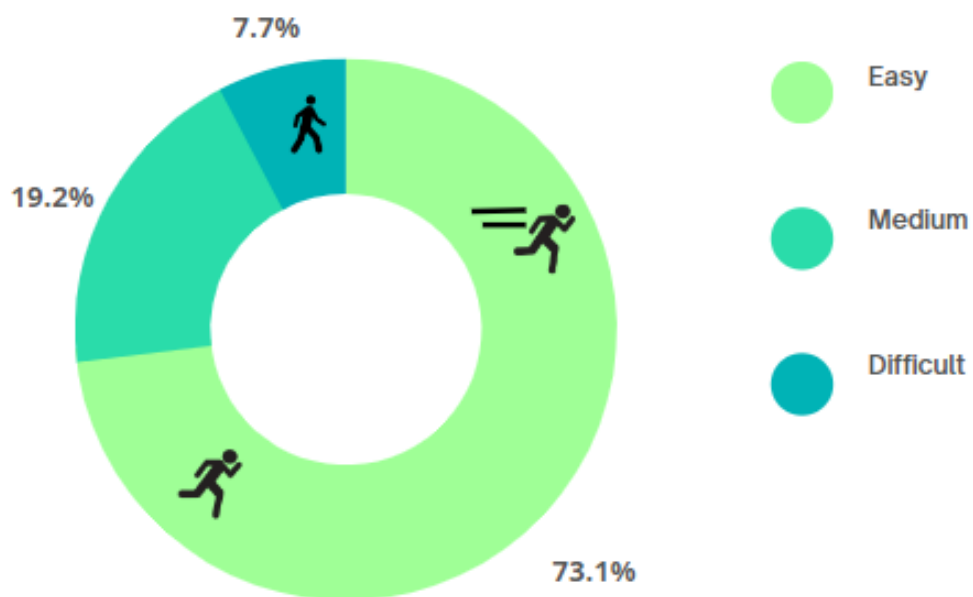
Note. Own authorship.

There is place for a comparison between both students, it can be noticeable that those learners graduated from O-T-S suggested the intermediate level as the predominant one, while those who do not graduated from O-T-S stipulated the easy level as the predominant one. Surveys indicated a visible learning gap in the level of difficulty perceived in the students.

3.7.2   Analysis of the Survey.

The specific instrument used was the survey focused on the student´s impulse and willingness to acquire English knowledge. Which was carried out with forty-two students from sections 7-1 and 7-2 of the Colegio San Antonio La Amistad. The results specifically focused on student's impulse and willingness to acquire English knowledge released the following results:

The first (and most fundamental) question asked of students is related to the importance of English in their daily lives. 41 out of 42 students consider that English is an important language for their daily life, that is, 99% of the target population.

This leads to the next question asked, which focuses on the motivation of students to attend English classes. Referring on a scale from highest to lowest such as very good, good, fair, poor, very poor.

Graph #6

Students Motivation to attend English Classes
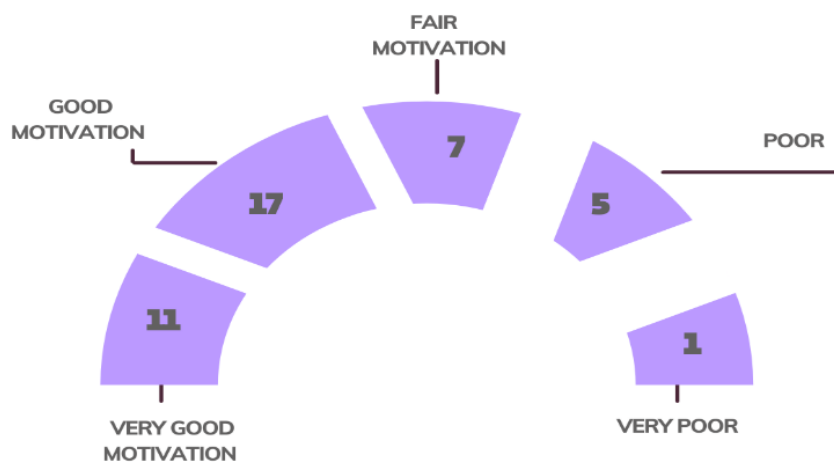
Note. Own authorship.

According to the results of the first question, it is evident that the students consider English as an important language; however, their motivation to learn it differs from this answer. 26.19% of the students agreed that they have very good motivation to attend English classes while 40.47% stated that they have good motivation, being this one the highest result. On the other hand, 16.66% of students said that they have fair motivation, while 11.90% and 2.38% of the students stated poor and very poor motivation as their answers.

With the results of this survey and the previous survey related to prior knowledge, it can be shown that most of the students know the English language and consider it important; however, not all of them have the motivation to learn it or attend classes. This may be due to both personal and institutional factors.

To cover institutional issues, the survey asked the following question: How would you rate your teacher in terms of motivation towards the students? Based again on the concept of increasing and decreasing, with the best being very good and the worst being very poor, these were the results:

Graph #7

Teacher's motivation towards the students
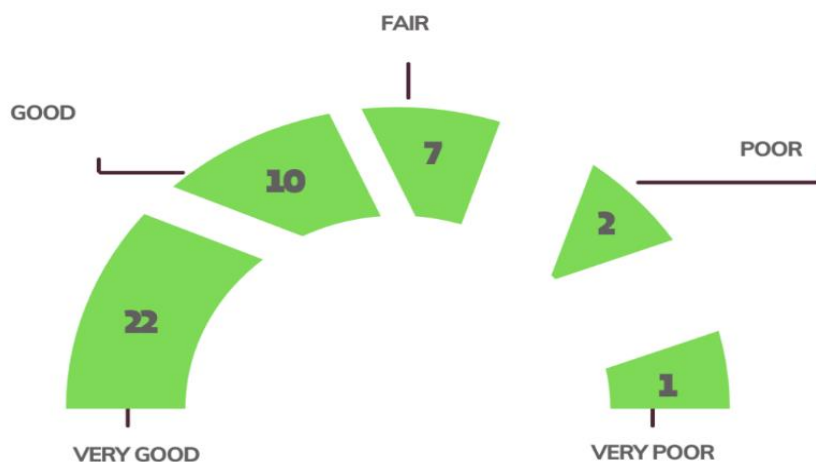
Note. Own authorship.

Motivation is an essential part of the student learning process, and the teacher is a key aspect of it. According to the students, 52.38% agreed that the teacher provides them with very good motivation during the class, this is most of the students, also a great indicator of the teacher's positive work. 23.80% stated that it was good. While 16.66% said it was fair. Consequently 4.76% and 2.38% corresponding to poor and very poor.

With these results, it is evident that the teacher does an excellent job to motivate students to learn English for the most part. For the minority that belong to the "poor" or "very poor" category, deeper investigations should be carried out to verify if their demotivation comes from external or personal factors.

An important factor to highlight in this aspect is the MEP and its specific programs for seventh grade students. Although the teacher can be an excellent motivator for students, the topics covered in class must also be interesting and motivating for students, to that they learn with the best disposition and communicate with the greatest ease. To answer this concern, the following question was asked in the survey: Do you consider that the topics covered in class, regardless of how the teacher teaches them, are motivating and interesting? In order to test whether the topics designed for students influence their motivation to learn English.

These were the answers provided:

Graph #8

Topics covered in class, are they motivating and interesting
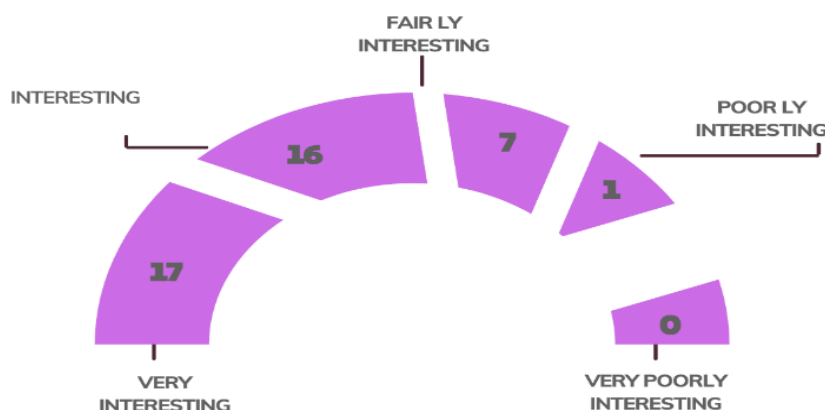
Note. Own authorship.

The 40.47% of the students find very interesting the topics provided by the MEP, this is most of the students. 38.09% believe that the topics are interesting, while 16.66% think that the

topics are fairly interesting. 2,38 which is a minority stated that the topics are poorly interesting and 0% of the students believe that the topics are very poorly interesting.

Beyond the actions implemented by the MEP in the study plan, there are also the administrative measures that the school takes to improve the conditions of the students in the area of English. In the case of Liceo de San Antonio high school, students have an exclusive classroom for teaching English, as well as a screen to help students understand English subjects, all these resources were obtained through independent means of the institution, such as fundraising activities. The next question of the survey focused on knowing if the students could identify if the institution is improving its conditions, the question reads as follows: Do you consider that measures are being taken in your school to improve the academic conditions in the area of English?

These are the results:

Graph #9

Actions taken in School to Improve the Academic Conditions in English Area
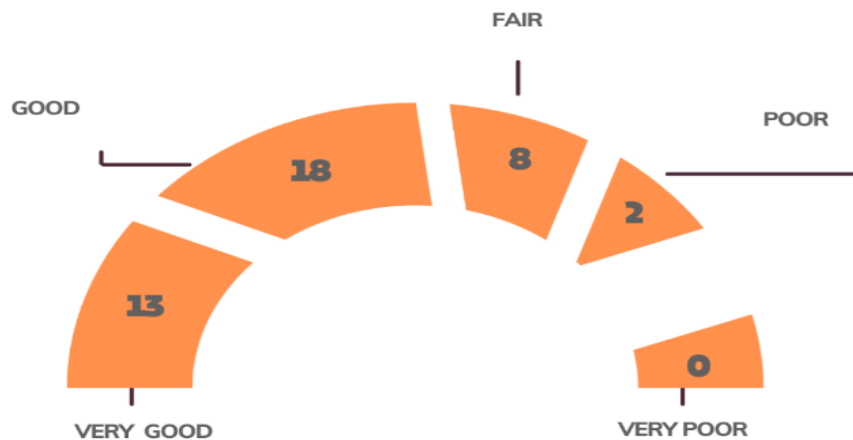
Note. Own authorship.

The 30.95% stated that the actions taken by the school to improve the English area are very good. 42.85% of the students believe that the actions taken by the institution are good.19.04% agreed that the actions taken are fair and 4.76% stated that these actions are poor.

3.7.3   Analysis of the Interview with the Teacher.

Focused on variable number two with the specific points of: Strategies implemented by the teacher, Effectiveness in the strategies applied, Achievable strategies to implement. The teacher interview is conducted, which covers several key aspects related to the corresponding variables, the responses and comments shared were as follows:

Question number one was related to the differentiated strategy to teach O-T S students in contrast to regular school students. The professor states that the MEP English program is the same for everyone; thus, for students who have received English it tends to be a bit boring, while for students who have never taken this subject it represents something new and interesting. Therefore, the strategy applied by the teacher is to place the students to work in pairs, one of the students with a better level of English than the other and thus they can help each other in this way and strengthen their English. About the teaching technique that helps or facilitates the learning of the students, the teacher thinks that an excellent way to enhance student learning is through images. In this case, the teacher works with materials of her own authorship. In her opinion, the images help the students to associate the imagery with the vocabulary. According to the teacher, the most weakened area of the students is speaking.

When it comes to what the institution provides to improve student conditions, the institution does not have an English laboratory; however, in the words of the teacher, they feel privileged since they can have their own English classroom, which has a smart T.V and Wi-Fi. Compared to other institutions called "Liceos" this is an important advantage and very convenient

for students. It should be noted that these facilities were obtained by means independent of the school and have not been provided by the MEP. The fourth question was related to the development of a class with students form regular schools and OT S at the same time, the teacher states that there are no major differences in the development of the classroom since she applies different strategies that work for both OT S and regular school students. In general, the teacher bases her classes on the programs offered by the MEP and when the students respond positively, they are usually rewarded with candy or chocolate. The teacher explains that not everything is based on this little treat and that the students still work with pleasure when there are no sweets involved, however, she highlights the motivational difference that exists when the student is recognized for their efforts through a prize.

According to the professor, the MEP is based on the creation of programs by people who understand the theory but not the practice. In their words, that means that they do not truly understand the context that exists in the classroom. Although there are guidelines and study plans to follow, the teaching methodology is free for the teacher, and she takes this to her advantage to teach in the best possible way. The professor states that it is often mistakenly believed that students in single-teacher schools are poorly prepared in English, which is often not true. This is thanks to the external stimulations that students have, such as technology, which is crucial. In many cases, students have basic knowledge thanks to series, video games and cell phone applications.

The teacher believes that there are no marked differences between OT S students and regular school students, because currently OTS students do receive at least one English lesson a week. For which she recognizes that there is a problem, but it is not a specifically marked difference. Although the professor expresses that she is satisfied with the syllabus of the MEP since this program is updated and is consistent with the expected goals, she also adds that the old

program focused on high school exams in which only the reading area was strengthened and not the other three, speaking, listening and writing, which are extremely important. The teacher feels that the problem is not entirely based on the program but rather on the number of lessons assigned per week, which according to her are very few.

Researcher's note: It is important to highlight that this are teachers' thoughts, with further investigation it is fundamental to attached that not all O-T S receive an English lesson a week, and those who do is not a formal education or program provided by the MEP, for that reason not all students will have the same English knowledge.

3.7.4 Analysis of the Interview to the Administrative Area

The following information focuses on the Qualitative variable "Administrative Perspective". This variable aims to find the implementations or facilities provided by the principal, MEP and the staff in charge of the administration in the high school. The information was compiled by interviews to the staff in charge. Similarly, this variable has three different indicator which are, Administrative facilities provided to the pedagogical area, Administrative Limitations Related to MEP and Administrative strategies to Distribute O-T S Students.

The administrative assistant, who has worked for one year in this area, answered the interview. The first questions were focused on the deficits that the English area has to develop the classes. She explained that one of the major issues is the lack of English Lab, occasionally the teacher can use the informatics lab, but it does not have the equipment related to the English subject. Similarly, the teacher has to work with the material available and sometimes she provides material of her own. Then, the second question asked about actions already implemented and some future actions

to put into practice to improve this situation. She explained that, as an administrative area, they asked for more budget and some equipment, but the problem is that the process can take some years and nowadays there is not enough budget to improve this problematic. An important aspect to highlight is that the administrative area can't focus only on a minority; they try to find solutions that work for all the students without exceptions. Another action implemented are activities to collect money and buy some of the material, for example, raffles, bingos and so on. Thanks to these activities, the high school was able to buy some material and equipment such as screens and allusive material for some classrooms.

After talking about the implementations on their own, the third question was related to the facilities provided by the MEP for the improvement of some of those deficits. She mentioned briefly that these days, the MEP allows the implementation of Wi-Fi; this facility provided new opportunities to develop different activities. Also, that there is a project to borrow some computers to students with economic issues (they already have a list, because they do not have computers for all the students and not all of them need this benefit), they will have the computer and at the end of the year they must return to the high school. The fourth question was also related to the MEP, but it was concentrated on inconveniences that the administrative area has to face regarding the MEP guidelines. The main issue pointed out related to the English department is related to the planning's, because the MEP does not make distinctions from high schools with students from O-T-S and their needs. Similarly, as the teacher might mentioned, there is not enough lessons to develop all the content established in the plannings.

Regarding the fifth question, this focuses on the administrative area`s point of view, about aspects that are necessary to change however, the decision and approval does not depend on them, but on their superiors. Once again, budget is an issue that affects many institutions, however, from

their point of view; the actual budget is not divided equally, because the technical high schools receive much more budget and more frequently. Another important aspect training for the teachers, it is necessary to be provided more and more frequently. The sixth question was intended to confirm if the high school applied the strategy of placing students from O-T S in a single section to improve their knowledge. The assistant explained that this institution has never applied a strategy where the students from O-T-S have a single section for them and that the student population is not big, so there will not be enough students from O-T-S to create a classroom for them. Following the same line of conversation, the seventh question asked if the idea to create one-section from students from O-T-S would be a good idea. She mentioned that the staff in charge take into account other aspects to create the students' sections and they think it is not necessary to apply this concept.

This answer conducts us to the question "What considerations does the administrative area take into account when including students from the O-T S when they enroll the institution?" She continues explaining that many students live far away from the high school, so sometimes it is necessary to take into consideration to allow that some students that live near each other can be in the same group. This helps them to work in groups and make agreements for the transportation. Apart from this exception, the groups are created in an equal way and not taking into consideration other aspects. Then, it was important to investigate about the bullying and if the students suffer bullying because they belong to O-T S. The assistant mentioned that there is a protocol to follow not matter the reason why the students make bullying, also, there were not cases where a student was victim of bullying because of being part of O-T-S. The interview also provides information that were not stablished in the questions for the interview but is important for the investigation project, some of these findings are:

1. The informatics lab belongs to Fundación Omar Dengo, and in some cases, the English teacher can use it, however, it does not have the equipment related to English Subject.

2. The English subject has a specific classroom and thanks to the effort of the high school and teacher, it has a screen and some decoration allusive to the subject.

3. There are many O-T-S around this high school, the reason why they try to improve the situation year by year.

4. There are students from one teacher and indigenous schools at the same time, and they did not receive English they keep the dialectic "Cabecar".

Finally, the assistant answered the interview because the principal was not available, nevertheless all the information provided helps to change and confirm some of the previous aspects to investigate.

3.8 Action Plan Proposal

Seventh grade can be classified as a basic level of language management, within it exists a wide spectrum of knowledge, which varies from one student to another. The last statement reflects an educational reality in every classroom along the country. Based on the nature of the research and the information collected after the application of the diagnostic survey and the first interview with the teacher, it can be assumed that this is a fact in the 7-1 and 7-2. The present action plan proposal pretends to address the different level of proficiency in the target ´population, neither extremely difficult for students that present more weaknesses in the language nor extra easier that can result boring for more advanced students. After a deep analyst of the various activities carried out in class by the teacher to face the clear problem, it was identifying the use of collaborative activities and the implementation of technology as leading techniques. These two strategies

manage to constitute part of a solution for the affected population, thus there are still part of the student's population with difficulties to follow the class. Therefore, with teacher´s advice researches could investigate which ones are the main themes were students present difficulties and that are essential to correctly conduce themselves in the language.

The action plan proposal is constituted by the creation of support sheets for a period of one month, Unit #5 of MEP´s syllabus. These support papers fulfill the function of before, during and after the class. By subject, a brief sheet was specifically designed with unchallenging explanations, examples, exceptions and small activities or suggestion to complement students' knowledge. Educators plan their classes with great care and every minute of the lesson is devoted to the performance of an activity, investigators considered important not to interfere with the teacher's management of the class, in this case each support paper will be implemented in the following way:

Table #6

Action Plan Implementations

Before	During	After
By the use of Whatsapp and a private classroom group the teacher shares the material corresponding with the topics that are going to be develop in class. Students have the opportunity to scan the topic and come to the class with possible	Teachers allows and incorporates the use of cellphones in each lesson. While the educator is explaining the topic or performing activities based on it, students have the chance to review or use the	At home, learners can use the suggestions or activities proposal in the support paper to complement class explanations, practice, possible doubts or just in a funny form to approach the language.

| questions and a little knowledge of the theme. | support paper in case of needed. It was decided to share the materials digitally to avoid it loss, in addition to reduce costs and the possibility to use vibrant colors, attractive figures and the incorporation or students preferences. | |

Note. Own authorship.

3.8.1 Action plan proposal Sessions

Session 1:

The session one consisted on the identification of the working field, in order to gather basic data about the environment in which students perform their educational activities. In this first set of observations, it was possible to place information of great relevance and value in the planning of future recommendations to the issue of study, through the application every research tool. Both sections of seventh grade are numerous, despite the fact that it can be considered as a disadvantage since it is complicated to manage and attend various students. At the same time, they demonstrated impeccable behavior. They are united groups, organized, respectful and in depth with great learning spirit. It was pointed out that both groups are overflowing of energy and willing to participate, as well as to express their doubts and opinions. In general, an attitude oriented to critical thinking.

Session 2:

Researchers properly introduce themselves to one as well as the other section, as well as they briefly explained students the purpose of their constantly visits to the institution. In this session, investigator applied activities such as games with the purpose of break the tense environment while they test student's management in the language.

Activities performed

Activities were divided in O-T-S ex-students and regular school's ex-students.

1. Stop: Test student's written skill and vocabulary.

2. Organization of sentences: In groups students must organize a break in sentences small story.

3. Test students reading and comprehension skills, yet knowledge in grammar tenses.

4. Round table: In this activity researchers tried to start a small conversation by asking students to introduce themselves, and by the implementation of different question suck as:

    Where do you live?

     Which one is your favorite song? (researches played commented songs)

    Do you have a favorite movie? (asked about popular movies, example Marvel movies)

    Do you play video games? (Roblox, Fortnite etc).

Test students speaking and fluency skills.

Session 3-4-5-6:

In the following four sessions the researchers started creating and applying support papers. Considering teacher´s recommendations and different feedback from students, the materials were modified in terms of color, illustrations, lyrics, comprehension, etc. In the case of the session 5, additionally it contains the application of a small face to face survey related to the usage of the materials.

Session 7: In this last session researchers play some games and performed a round table activity with different questions to verify the influence of the support papers on the improvement of student´s performance from researcher's point of view and student's perspective.

Session 3

Session 3

In/On/At
(Prepositions)

How to use them?

1

In
More GENERAL!
Bigger periods of time:
- Centuries, Decades, Years, Months
- Exceptions: in the morning, in the evening, in the afternoon
- Examples: in the 20th century, in the 1980's, r

2

On
More SPECIFIC!
Days, or periods of time shorter than three days
- Exceptions: on my lunch break, on time
Examples: on my birthday, on Saturday

3

At
The most SPECIFIC
Specific hours, Holidays, time of the day (lunch, dinner, night)
Start or End of some event
- Examples: at 9:00 PM, at the start of the party, at sunrise, at the start of the movie, at the moment

at PRECISE TIME	in MONTHS, YEARS, CENTURIES and LONG PERIODS	on DAYS and DATES
at 3 o'clock	in May	on Sunday
at 10.30am	in summer	on Tuesdays
at noon	in the summer	on 6 March
at dinnertime	in 1990	on 25 Dec. 2010
at bedtime	in the 1990s	on Christmas Day
at sunrise	in the next century	on Independence Day
at sunset	in the Ice Age	on my birthday
at the moment	in the past/future	on New Year's Eve

Practice Online

https://test-english.com/grammar-points/a1/at-in-on-prepositions-time/

Session 4

WH QUESTIONS

Structure

Wh-questions are questions that begin with one of the 'wh-' words

Wh-word + auxiliary + subject + main verb ...?

Examples

–When are you moving out?

–Who bought this? (Without Aux. Veb)

–Why aren't you surprised? (Negative form)

Useful information

WH-questions are questions starting with WH-words including: what, when, where, who, whom, which, whose, why and how.

COOL tips

Practice an interview with your classmate and ask him about his/her favorite celebración. Ask him/her questions like: What is your favorite celebration? How do you celebrante it? Why do you like this celebration?

Find other ideas and resources like this on:

https://basicenglishspeaking.com/wh-questions/

Session 5

Verb To BE Past Simple
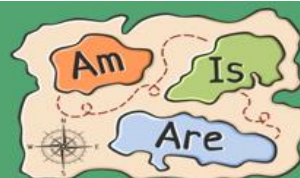
Structure

TO BE

S + Was/were
They were friends.

S + was not/were not + ...
They weren't friends.

Was/Were + S + ...?
They weren't friends.

VERBS

S + V-ed
She worked yesterday.

S + did not + verb (base form)
She didn't work yesterday.

Did + S + verb (in base form)?
Did she work yesterday?

VERB TO BE

I AM   YOU ARE   HE IS

WE ARE   SHE IS

THEY ARE   IT IS

Verb To Be in Past

Affirmative		Negative		Interrogative	
I	was	I	was not	Was	I?
You	were	You	were not	Were	you?
He	was	He	was not	Was	he?
She	was	She	was not	Was	she?
It	was	It	was not	Was	it?
We	were	We	were not	Were	we?
You	were	You	were not	Were	you?
They	were	They	were not	Were	they?

Tips to learn English with music

- Choose your songs wisely.
- Stick to an effective genre.
- Look up lyrics.
- Karaoke!
- Listen and learn on the go.
- Talk about music.
- Use apps to listen music and practice English.

Apps

LyricsTraining:
https://es.lyricstraining.com/

Musix Match:
https://www.musixmatch.com/es

Genius: https://genius.com/

Smule: https://www.smule.com/

Session 6

LET'S REVIEW!
REPASEMOS

In, On, At

IN
(en, por, dentro de, durante)

ON
Días de la semana

Días especiales con la palabra "day"

Fechas concretas
AT
(a las, en)

And, But, Because

And (Y): Connect similar ideas
But (Pero): Connect opposite ideas
Because (Porque): Explain a reason

Verto To Be
Simple Past
(Was, Were)

Use was for: I, he, she and it.
Use were: for you, we and they

For negatives, use not
Was not, Were not

For questions, change the order of was or were and the person.
Were you tired this morning? Yes, I was.
Was she at the park last Sunday? No, she wasn't.

WH Questions

- What : qué o cuál
- Why : por qué
- When : cuándo
- Where : dónde
- Who : quién
- Which : cuál
- How : cómo

Si el verbo principal de la pregunta es **to be**, la estructura de la pregunta es la siguiente:
Wh+ verb+ subject+ complemet?

En caso que el verbo principal de la oración sea **cualquier otro verbo**, debes usar el verbo <u>to do</u> como auxiliar interrogativo

Wh+ auxiliary verb+ subject+ main verb?

Auxiliary verb
Do: you, I, they
Does: she, he, it

3.9 Chapter's Conclusion

The research methodology is a key aspect in the development of this project since it directs the necessary guidelines to be able to conclude this chapter together with the rest of the research. The project "Methods to Level off English Profiency in Seven Graders Focus on Students from Escuelas Unidocentes at the Liceo San Antonio" combines different types of research such as quantitative and qualitative to achieve a mixed method that covers possible solutions and research tools. The data collection is essential to collect the necessary information to analyze before the creation and implementation of the action plan. When measurement instruments were used with students and administrative area, it is important to highlight that they were carried out in students' native language (Spanish), to facilitate the collection of results and to make them as real as possible, in addition to make students feel comfortable responding and providing honest answers.

The investigation instruments applied were surveys, diagnostic tests and observations to expose the questions of the difference in levels between O-T S students and students in regular elementary schools; and interviews to the teacher and administrative area to study the elements related to the environment and methodologies. It was expected to expose results that help answer and find effective conclusions for students and collect the necessary information to prepare the material related to the action plan. After analyze the data collection were possible to establishes and divide the material to provide to the students. The material were divided into six sessions taking into account the information collected and the material available such as the internet and the screen for the English classroom. Similarly, it was possible to observe the improvement and willingness of the students to use the material provided.

Finally, the essence of this chapter is based on the implementation of the necessary instruments, methods and analysis of them to obtain the information required. The previous study of the students, to know not only their opinions but also their behavior and the elements that affect or benefit their way of learning English.

Chapter IV: Findings

4.1 Findings

"Teachers want to improve student performance, and technology can help them accomplish this aim" (American University, 2020). Most students perform their daily life in a total technological area; technological advances have reached every field in human's life, being education and specially Liceo San Antonio La Amistad not an exception.

As part of the findings or observations related to the session 1, it is important to highlight that, in particular, the English subject has its own classroom, completely equipped and adapted to the certain needs of the teacher, additionally to the students. This is an advantage that other institutions do not have. Students display committed with the subject, since the classroom is decorated (images, pictures, colors, murals, book, music, videos and games) and set to the teaching of the language. A proper leaning environment is created. Two aspects that deeply caught the attention of the observers was the integration and use of technology in classroom. Contrary to the educational performances, a few years ago where this implementation was scarce and the use of the internet and cell phones was condemned in classes, in this case the teacher makes it part of the proceeding of the activities in class. The classroom has a screen, which is connected to the computer, offering endless possibilities for the development of the lesson, as well as free access to Wi-Fi, contributing with the development of online activities.

Performance evaluation usually generates pressure and stress in students; these negative feelings limit and affect the development of each student. This may be due to the little knowledge that students have about researchers or because it is difficult for them to expose themselves to environments outside their comfort zone, which can be somewhat beneficial since it exposes new experiences for both students and researchers. In addition, at the same time, it proposes new perspectives for students to experience something different from regular classes. Previous

statement was totally perceived in session number 2, anticipating these situation researchers should have taken to class different strategies to measure student´s knowledge without generating tension, in this case they opted for the implementation of various collaborative games and activities. Since the focus of this project are ex-O-T-S students, the class was divided between students belonging to the study group and those who studied in academic schools. With the implementation of that technique, was possible to compare in real time the difference in level between group #1(O-T-S) and group #2 (Academic Schools).

4.1.2 General Observation of session #2

At the beginning of the session, a slightly tense and nervous atmosphere could be felt because students thought they were going to be evaluated. After explaining the purpose of the activities throughout the different sessions, learners felt calmer. In general, students demonstrated a positive attitude, especially in the first activities. In the last activity, which was a round table to encourage student's speaking skills a little tension could be felt again due to the fear of participating in English. It is noticeable that when it comes to speaking, students have a higher level of fear, compared to the other skills. This is perhaps due to the fact that this is a weak area in the MEP program or simply to the fact that it involves using the voice to express themselves, which is already difficult for some students even in their mother tongue. The O-T-S students presented more difficulty in the tested skills showing that certain topics must be reinforced. Round table, is an excellent idea to generate small chats, yet performing this activity with beginner's level can result complicated.

Easy and updated questions were created to motivate student's participation and engagement in the activity, since this technique test student's fluency in the language. Long-term conversation

could not be carried out with either group #1 or group #2, as it was expected. In general, terms group #2 demonstrated a better performance in every activity.

Graph #10

Graph from the results in long term conversations
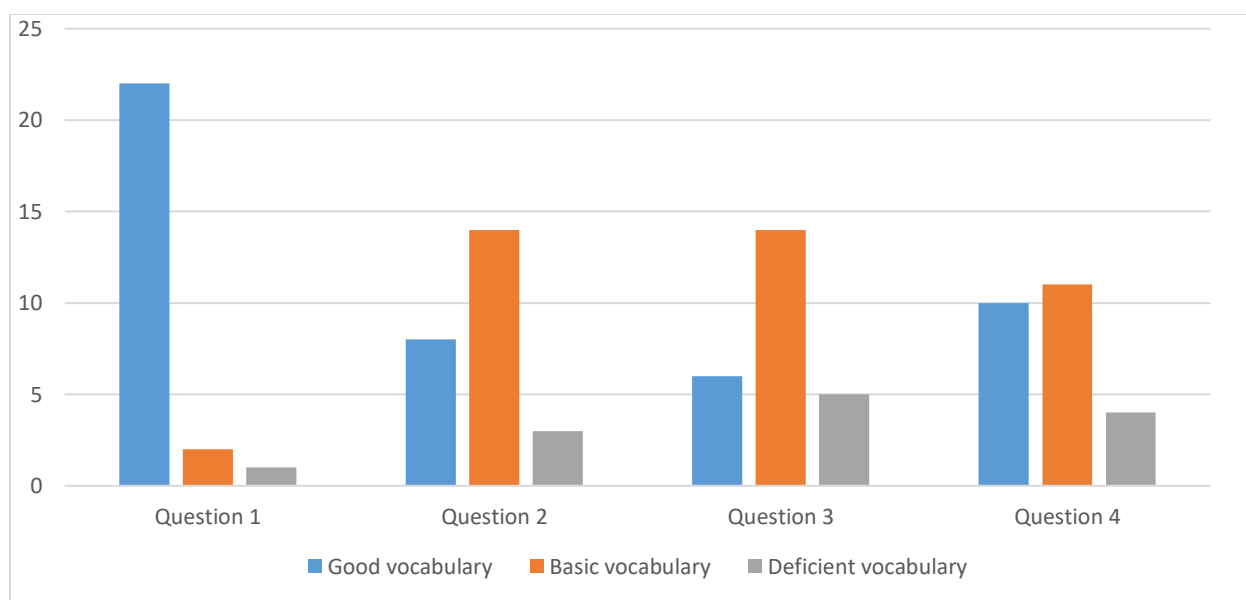
Note. Own authorship.

The graphs were made with the notes collected by the researchers; they were based on a good, basic and poor level of English, depending on the students' responses. The results were as follows: For the first question: Where do you live? The students were able to answer accurately and with a good vocabulary, the vast majority 22 out of 25 were able to respond with a good, clear and concise vocabulary, this is probably due to the nature of the ease of the question itself. Consequently two out of students responded with a very basic vocabulary, using few words for description. Finally, only 1 out of 25 students had a poor vocabulary, with no use of the English language.

Regarding the second question: Which one is your favorite song and why? When the difficulty of the questions is raised a little more, the students find it more difficult to answer with a complete vocabulary. In this case, the results were: 8 out of 25 students responded with good and complex vocabulary. 14 students out of 25 responded with a basic vocabulary, in which they answered what was the name of their favorite song, however they could not explain with words that are more complete why they like the song, 3 of 25 students were not able to answer the question in English.

The third question Do you have a favorite movie? Which one and why? showed the lowest results of the entire survey in terms of English level, since only 6 of 25 students were able to respond with good vocabulary, while 14 of 25 responded with basic vocabulary, 5 of 25 were not able to answer the questions asks with precision, using extremely basic words to answer.

Finally, the last question: Do you play video games? Which ones? Showed better results when speaking, probably because it is a topic with which students feel more identified. 10 out of 25 students were able to answer the question with good vocabulary, while 11 out of 25 students answered with basic vocabulary, only 4 students out of 25 answered with poor vocabulary.

Table #7

Table of results

1		Good vocabulary	Basic vocabulary	Deficient vocabulary
2	Question 1	22	2	1
3	Question 2	8	14	3
4	Question 3	6	14	5
5	Question 4	10	11	4

Note. Own authorship.

4.1.3 General Observation of session 3-4-5-6

In session 3,4,5,6 researchers did not have close contact with students, their participation imitated

Table #8

Support Paper´s Purposes

They arouse interest and attract the attention of students
The presentation of complex information in easier formats
Create a connection between previously acquired knowledge and the new knowledge or the same knowledge but with a higher level of difficulty
Consolidate knowledge previous the star of the lesson
They facilitate the achievement of the objectives proposed in the course and destined to be storied in each class
Favorably influences the motivation, retention and comprehension on the topics
They provide the student with support in case of needed, which facilitate the application of their learning in activities carried out in class

to the creation of every support paper, the idea of this materials are:

Note. Own authorship.

The teacher pointed out that she could identify students using support materials on different occasions during the development of the lesson as backup for her explanations. An important aspect about the design of material is that in the beginning the material was created totally in English; however, listening some feedback from student's researchers decided to use a combination between English and Spanish, in order to facilitated it understanding. On session #5, one session before the final step of the trial moth, researchers perform a brief survey in a format

of casual talk where they took notes of student's answers, according to this survey about the usage of materials the results are:

On group #1, the population in total (16) specify the review of the material; only nine students mentioned the usage of the material in classroom in some occasions, especially the ones designated to verbal tenses. Only five students recognize the use of the material before the class and only three of them use the different advices at the end of the papers after class. An interesting fact about the application of this survey is that in the nine students that indicated the usage of support papers, seven of them were part of the population that indicated not feeling prepared with the necessary knowledge to face 7th grade.

Graph #11

Graph of the use of the materials on Group #1
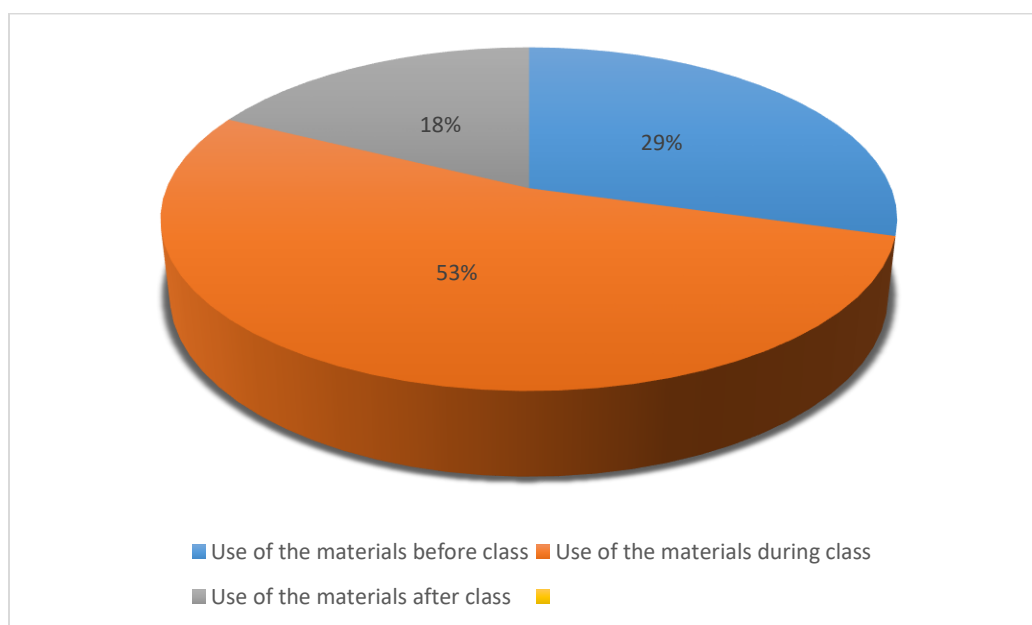
Note. Own authorship.

On group #2, 10 students indicated the usage of the material as a backup of some written activities in class and seven commented the usage before the lesson. Only two students used the materials after class.

Graph #12

Graph of the use of the materials on group #2
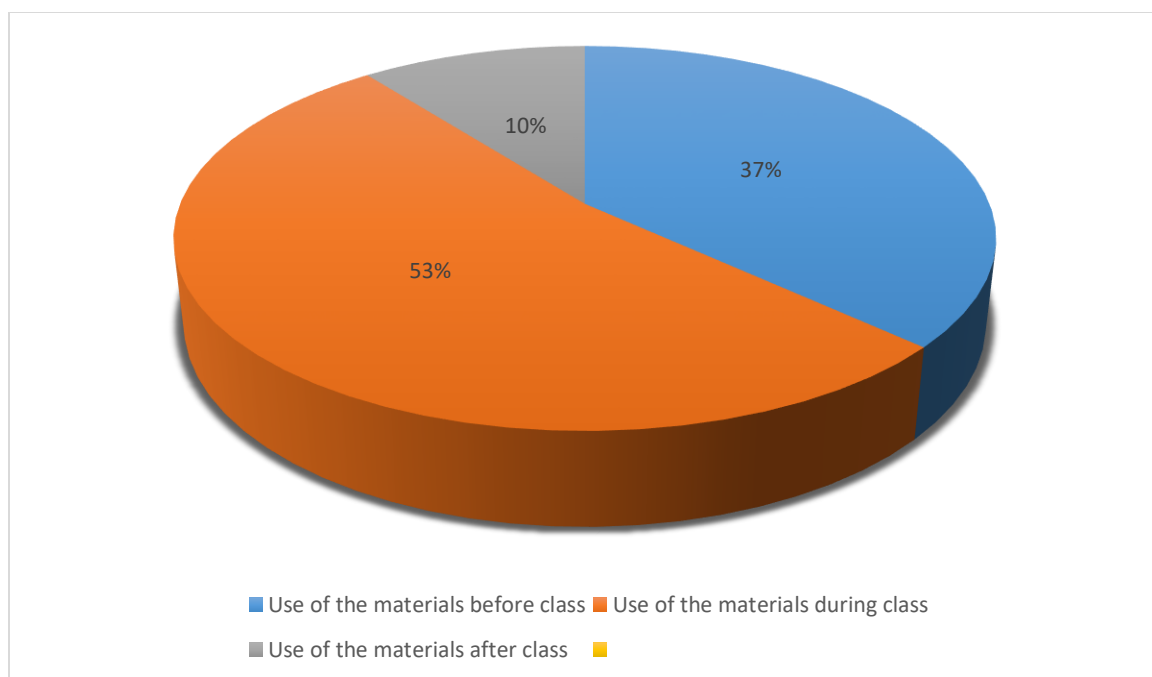
Note. Own authorship.

4.1.4 Additional Observations

Support papers benefit not only ex O-T-S students, but students in general as well, it is an excellent idea to gather and access information easily. Students receive material with a positive attitude, yet apart from the creation of materials and teacher performance in classroom it is necessary the total engagement of students in their educational process otherwise any technique implemented is designated to fail. The main idea of creating the materials was to provide students

with useful tools, as mentioned on previous occasions, regardless of their origin, students needed help in their learning process. The creation of the materials was based on simple but informative designs that would allow students to learn and better understand their annual objectives. The materials were made according to the MEP schedule and, although they are few, they are concise and accurate.

In this case, the teacher's thinking and feedback is also very important. She mentioned from the first moment the support materials were mentioned to her that she believed it was a good idea to use them as support for her classes. After sending them to each section, she told us how useful the treats were and if any student used them. As specified at the beginning of the project, the process of each student is personal, it is difficult to expect positive results from all students since naturally some do not like the language or feel that it is not necessary. However, many others did use the tools provided and gave their comments for the growth of this project.

4.1.5 General Observation of session 7

The main idea of this session was to track student's opinion and test their performance in the language, as an icebreaker some games were carried out at the beginning of the visit this time with better results since the students felt more confident with the researchers and in general, the atmosphere felt more relaxed. After that, once again some activities were performed in the format of a round table. In this last occasion student has commented that the support materials help them to finish different activities carried presented by the professor and that it was also very useful when they needed help after class since in general the materials were very basic and easy to understand. Some of them had "tips" or advice at the bottom of the page, which according to the students also were very helpful., they could use them in case of need it them, also they mentioned that they did

not have make additional search in the internet, because materials were easy to understand. Materials were also a support in their studies and preparation for upcoming tests.

4.2 Chapter Conclusion

In general terms, this chapter seeks the result of the use of the materials used by the students. During the project, different stages have been developed that conclude in the creation of support materials so that students can use them as a support for their learning, the results are positive since the students confirm their use and ensure that they are useful in their live every day as students. Each session was created with a purpose, in some cases to meet the students, apply instruments or create materials according to the MEP, all developed according to the chronology of the project's action plan. It was not an easy task to create ideas that fit the interests and needs of the students. It is important to analyze programs, trends and weaknesses in order to provide materials that are not only useful but also attractive to students. They indicated that they found the materials fun and easy to use and apply. The ideas of the students were also heard by receiving feedback after each session, which was useful and extremely important to modify the materials, thus adapt them to their tastes, and even more importantly, complement their educational plan.

In general, the chapter leaves a satisfactory feeling, after many improvements made and several good comments received, from both the students and the teacher. For future research, the researchers' recommendation is to look for tools and programs that are useful, friendly, and easy to use. Likewise, the importance of staying up-to-date on trends that are liked by students, both in movies, music, and fashion, since these can be key pieces that can be placed in the material that will make it more attractive to students. Another important aspect to highlight is the commitment of the students to the use of the materials, despite the fact that they were given to all of them, not

all of them used it, many for personal reasons of disinterest, this in a minority, since in general all the students were good, friendly and liked the ideas proposed by the researchers. Finally, highlighting that the students were cooperative and helped to facilitate the process, it is of great satisfaction to know that the work of the project was useful for their educational process.

Chapter V: Reflections

5.1 Reflections

The investigation project provided a lot of information; however, this project would provide more data and aspects to study if it would be applied at the beginning of the year. One of the objects of study was the students of O-T-S having contact with English in High School after they did not have the opportunity to study this language in the school. As part of the instruments, the questionnaires were focused on prior knowledge, but the investigation project started almost in the middle of the year and the questionnaires were applied in the third trimester of the MEP schedule. In other words, the students had the opportunity to spend some months receiving English classes. Thus, regarding this aspect to reflect, the study of the prior knowledge would be better to apply it at the beginning of the academic year, consequently, the action plan can be applied during the year and not just for a few weeks. Despite the different inconveniences with the academic schedule, it is important to remember that the action plan provides several options of interactive activities, some of which are games. These activities and games can be applied in classrooms that have technology, so if in the future someone else wants to continue this investigation project, it is important to adapt the activities.

It is important to emphasize that at least in the specific case of the San Antonio de la Amistad High school and according to the results obtained from the applied tools, students from regular schools and those from O-T-S do not have an abysmal difference in their levels of English, this because many of them did receive at least one English lesson a week in their schools or because English is a universal language. Thanks to technology, access to the language is easier, which is why even O-T-S students have some basic knowledge. For future projects, a more exhaustive

search is recommended where the differences between levels of English are more notable. With all this said, it is also important to mention that thanks to this observation new edges of the project could be discovered and give it a different approach, more related to providing effective strategies and solutions to help the students and the teacher, since even with all the aspects, there are still deficiencies and shortcomings in the area of English in students regardless of their origin. Now with a new approach, the project seeks to provide materials and help all students equally, with tools that are useful during their classes and are related to their study plan.

Every new challenge brings setbacks as well, rarely does everything happen as expected. Some other aspects that can be mentioned as an addition to the are visiting the institution where the research project is going to be carried out since the first part of the research, it can be difficult not to leave it until the end in the view of the fact that every single step to take has its right process. Visits must be carefully planned and organized; information derived from them can be considered the most important. As soon as it can be obtained, the faster the investigation can advance. Using other students' past projects can be rewarding, helpful and even guiding, yet sometimes getting too attached to what others have done can be confusing and lead the research project in the wrong direction.

Each new project has its own nature; none is the same as another. Similar projects with similar structures and topics can greatly vary between them, the ideal is to use them as a reference but sticking to what is explained by the professor in charge. Finally, when a new topic to investigate is discovered, researchers can fall into the excitement of the moment and not investigating enough if this is a current problem or if there are already enough measures to contain it. It is important not to hit a blind spot or make it almost impossible to offer real solutions.

Setbacks can be a bit exasperating and sometimes discouraging however it is not a bad thing, in fact they create new opportunities for research and reinvention, it is important to face them with a positive attitude and seek the most appropriate solutions.

Chapter VI: Conclusions

6.1 Conclusions

As it name suggest support papers or materials do not replace a teacher explanation or lesson its only goal is to support o reinforce what was studies in lesson. An easy to understand and easy access information. One moth trial is a short time to level student's English performance in it totality, yet the implementation of this support paper positive impact ex O-T-S students approach to the language and facilitated the complete of different activities. A long term implementation of different didactic support material will increase the chances to improve student's proficiency and will play a complementary roll with teacher's development of the different planning's. Material do not only benefit students' performance in class, topic reinforced in every material are extremely important when conducting in English in real life situations.

Mout of the drawbacks of the English department are due to the lack and inequity in the MEP budget. The institution of study is an academic college for which the budget is not frequent or sufficient. However, the present researcher project intended to created pedagogical strategies that could be adjusted at the educational reality of the institution. It is important to highlight the excellent work done by the high school and its staff, this institution has carried out several activities for the purchase of material such as screens; the English teacher has a vast experience and vocation since she has contributed money from her own pocket for the benefit of the students. The teacher has been working for more than 20 years and have a lot of experience with students from O-T-S. As the data analysis showed, the students from O-T-S have some basic knowledge and the teacher applied activities that allow them to reinforce or learn new topics.

Regarding to the implementation of the action plan, as it was mentioned above, the teacher has found different strategies to address the studied issue based on cooperative activities, in that case every didactic material delivered to students was in an attempt to reinforce their English learning process. Finally, the present implemented strategy was centered in ex-O-T-S students, yet it positive impact both 7-1 and 7-2 population in general.

Chapter VII: Recommendations

7.1 Recommendations

The MEP must have better programs for the improvement of the English language in schools and colleges nationwide. These possibilities are shortened with the active participation of the unions and the respective teachers, as well as the voice of the students who demand better learning circumstances. It is understandable that this is a contentious issue, especially for budget issues, it is understandable that this is a contentious problem, especially for budget issue, even though O-ST students can be considered as a marginal and forgotten population because do not count with a formal English program. Every person in Costa Rica has the right of access to education of quality, not every institution possesses the same facilities or conditions, yet MEP should be more aware of this type of population, it cannot be forgotten that in each classroom relays the future of the country.

The MEP oversees many educational areas, not only English, and the annual budget for each of them is limited. This is understandable; however, a recommendation is extended to institutions as well as teachers and students to continue raising their voices for their educational rights. The more evident these shortcomings become; the more importance will be given to them. Some actions that can be taken by the institutions in general could be sending improvement request letters, carrying out peaceful strikes to be noticed and speaking personally with their regional directors. The conclusion of this is that it is extremely difficult to achieve positive results but not impossible. The power of change is in the hands of those who truly want it. The responsibilities of the MEP are many. It is not easy to divide budgets between so many institutions and different subjects without forgetting the payment of teachers and administrative expenses, however it is important to highlight their work and how little by little the educational tasks of the country are achieved.

A recommendation for future researchers, take into account factor such time and the availability of the teacher and institution where the investigation project is going to be develop. The investigation delegate a lot of time and is essential to measure the researcher time; however, the teacher and the institution have schedule to cover, for this reason it is important to consider not only their time, also the teacher and the institution as well. Similarly, the investigation project relies on finding a inconvenience related to the subject of study and provide possible solutions, but in many cases the teacher and the institution will not show that there is an issue to be attended because it may affects their job. The first step it is not take this action as something personal or if they are not helping with the investigation. Then, take the information that they can provide and make apply other instruments of investigation, in this way the investigation project can be develop without affecting the relation between the institution and the researcher.

Annexes

Annex 1

Universidad Latina de Costa Rica, Enseñanza del Inglés.

Proyecto de Investigación, **Seminario I y II**

Estudiantes a cargo: Jaklin Sandí, Tatiana Jiménez, Marcela Méndez.

The following interview aims to find the information related to the administrative perspective, the facilities and challenges that they have to face in order to support or improve the teaching-learning process for the students from O-T S registered in this High School. The interview will be applied face to face when the interviewers in charge of the action research visit the institution. It is important to point out that the questions include them in the interview are focus in the variable mentioned in the aspect 2.4 Administrative Perspective with its respective indicators: pedagogical instruments and equipment designated by the administrative area of the institution, administrative limitations related to MEP and reasons why to distribute O-T S in different sections. Similarly, the questions are applied in Spanish because the administrative area do not have English knowledge.

1. From your point of view, can you mention some of the deficits that the English area has to develop the classes? For example, the lack of an English laboratory, MEP syllabus, among others.

2. Could you please mention some of the facilities provided by the MEP for the improvement of the previous deficits?

3. What are some of the inconveniences that the administrative area have to face regarding the MEP guidelines? For example, budgets, not being able to make changes, among others.

4. In your role as the administrative area of the institution, could you mention some actions already implemented or future actions to put into practice to improve the situation of O-T S in English subject?

5. From your point of view, what are some aspects that you think are necessary to be changed, but the decision and approval does not depend on you, but on your superiors.

6. Did this institution apply the strategy of placing students from O-T S in a single section to improve their knowledge of English?

7. Do you think it is a good option?

8. In the hypothetical case that students suffer bullying because they belong to O-T S, what would be the best action to take? Address the issue of the bullying or unify the groups?

9. What considerations does the administrative area take into account when including students from the O-T S when they enroll the institution?

10. If this research project provided alternatives that involved asking students to review topics before coming to the classroom, would you approve it?

The following questions are the questions translated into Spanish in order to develop the interview to the administrative area that have not knowledge in English.

1. Podría mencionar desde su punto de vista algunos de los déficits con los que cuenta el área de inglés para desarrollar las clases. Por ejemplo, la falta de un laboratorio de inglés, syllabus del MEP, entre otros.

2. ¿Podría favor mencionar algunas de las facilidades que le provee el MEP para el mejoramiento de éstos?

3. Cuales son algunos de los inconvenientes que tienen que afrontar con respecto a las directrices del MEP. Por ejemplo, presupuestos, el no poder realizar cambios, entre otros.

4. En su función cómo área administrativa de la institución, podría mencionar algunas acciones implementadas o futuras acciones a implementar para mejorar la situación de OT S en el área de inglés.

5. Desde su punto de vista cuales son algunos aspectos que usted crea conveniente arreglar, pero la decisión y aprobación no depende de usted si no de sus superiores.

6. ¿Esta institución aplicó la estrategia de colocar estudiantes provenientes de O-T S en una sola sección para mejorar su conocimiento en inglés?

7. ¿Cree usted que sea una buena opción?

8. En el caso que los estudiantes sufrieran bullying debido a que son pertenecientes escuelas Unidocentes, ¿cuál sería la mejor acción a seguir? ¿Tratar el tema del bullying o unificar los grupos?

9. ¿Qué consideraciones toma en cuenta el área administrativa al realizar la inclusión de estudiantes de escuela Unidocentes al ingresar a la institución?

10. ¿Si este proyecto de investigación proporcionara alternativas que implicara pedirle a los estudiantes el repaso de temas antes de llegar al aula, ustedes lo aprobarían?

Annex 2

Interview Administrative Area Transcription

Researcher: The questions are short and well, the first question is from your point of view, can you mention some of the deficits or strengths that the English area has to develop the classes? For example, English lab, extra classes, so on.

Administrative area assistant: I`m relative new in this high school, I just have one year working here, however, I can say that the students population is are accessible and responsible. This making a comparison to other high school where I worked. For example on Saturdays, there is English course by the UNA this in order to reinforce the English knowledge, and there some students and children. It is a strong group that have been for some years.

Researcher: Are those classes are develop here in the high school?

Administrative area: Yes, here in the high school.

Researcher: That course is just for this high school`s students or it is an open course?

Administrative area: It is an open course; there are children, students of the high school so on. Then talking about deficits, we are a "Liceo"; we do not have an English Lab and the MEP do not provide budget to create it.

Researcher: The budget of the MEP is always a limitation

Administrative area: actually it is, because I worked for many time in a Technical High school, the MEP invest money in English subject, it has English lab (with recorders, computers for each students, so on). And in our case, this academic high school we do not have that facilities the teacher has to work with the available material. However, we have a good teacher and responsible students.

Researcher: Then the second question is
could you please mention some of the facilities provided by the MEP for the improvement of the previous deficits? For example in the English subject, we already talk about the English Lab, but the MEP provide you other materials?

Administrative area: OK, like physical material the MEP does not provide us because the budget does not allow doing it, because we are an academic high school so we cannot invest in improving or equip subjects like English. What provides instead is the training of the teachers, however, is still missing more training.

Researcher Are these issues of seeing the classrooms very pretty and with a screen thanks to MEP or because of you as a high school?

Administrative area: The Highschool as an institution

Researcher: Yes, everything looks very nice.

Administrative area: You do not give us a budget to equip, and the classrooms of the school have a screen, but it was due to the efforts of the school, through raffles, raffles, etc. It can be said that many of the beautiful things you see in the school are sometimes the effort of the teachers and the school. For example, in the English classroom, the same teacher put up the curtains and the curtains, all by her own means.

Researcher: It is important to know this.

Administrative area: Do you study education?

Researcher: Yes, in fact, English teaching.

Administrative area: You should know that part of your salary goes to these things, the classroom, the children, etc. In fact, recently the teacher awarded the first places in English.

Researcher: Yes, she told us. She gave them cupcakes as a prize.

Administrative area: Exactly, she gave them cupcakes. That was her initiative, because we as the administrative area would have to give them to all the subjects. So, it is an initiative of each teacher.

Researcher: I have a question; do you have a computer lab here? If the teacher wants to use it for some activity, she can use it.

Administrative area: Yes, we do. The lab belongs to the Omar Dengo Foundation and the teachers and students have access to it. They hardly use it because each classroom has its own screen and there is the "Red del Bicentenario", that is an agreement from the MEP in some institutions to provide internet.

Researcher: Is that the reason why does you have Wi-Fi?

Administrative area: Yes, that is the reason why we have Wi-Fi and other institutions.

Researcher: That can be catalog as a benefit from the MEP

Administrative area: Yes, not only for the English subject, actually for all the high school.

Administrative Area: Another example of ease is that we benefited from a very recent program that we are just implementing. Do not ask me exactly how it works, it's called "Tecno presta."

It is an organization, so they give computers to the educational centers and allow them to give a computer to the students through a contract with the parents. Then they give you the computer and at the end of the year you have to give it back.

Researcher: That sounds great

Administrative Area Yes, so, for example, we have an enrollment of 244 and they gave us about 165 computers.

Researcher: So that was the amount just so they need them.

Administrative Area Yes, they have a list, at one time ICE homes connected, that was an agreement with IMAS, so they gave them internet in pandemic time with internet connection because they want to receive until then. At that time many families acquired, let's say, the benefit, then based on that list of people that they have are the beneficiaries.

As I said, we still have the computers because we are just in the process because we just got them a little while ago and even the children still do not know why we have not delivered them, but if that could also be a benefit, of course, yes.

Reseacher: Talking about the actions to implement, do you have as a list or maybe ideas of things to implement in the future? For example, we were talking about the computers, do you have more ideas to implement in the future, like more agreements with other institutions or maybe you have asked for a budget?

Administrative area: To say, yes, yes, yes, yes, always. Those who work with plans, plans for the year and other plans that are for 5 years, then certain things are budgeted, let's say, like the weaknesses that one notices in the institution. And that is to provide us with the budget and allow us to use it. Apart from that, we always have, for example, a deficit of furniture, the furniture we have in terms of chairs and tables.

Researcher: Furniture, do you mean desks?

Administrative area: Uh-huh, not enough then. If it is processed

Researcher: We process the application and wait for the process.

Administrative area: Yes, we process the application and wait for the process and then it depends now with the new government, it may take less time. But you have to go through a whole process. But if every year I am going to do what I have to do waiting here, right.

Researcher: Are there any of those specific ones, okay, but about the English area or not right now?

Administrative area: No, actually it is very general, for example when we ask for, this is requested for the total deficit and they are provided.

We as an administrative area and as an institution always try to make sure that there is, as I was saying, a network of about 5 teachers who are there every day, such as English, social studies, Spanish, science and mathematics.

They are the ones who have property that only work here, as the case may be, since they spend the whole week, they have a more fixed classroom because the others, as we do not have enough for them, for example, the following Psychology, religion and philosophy, but they do have a very fixed classroom, only them, of course, so we always try to make sure that the classrooms do not have missing desks, that the screens are good, that the audio is good, at least in that, yes, we try to be attentive.

Researcher: Yes, in fact, we had the opportunity to visit the Spanish and English classrooms.

Administrative area Correct, because they are there all week.

Researcher: Not all the subjects.

Administrative area: Only the ones I mentioned

Researcher: The four basic ones and English.

Researcher: From your point of view, what are some aspects that you think are necessary to be changed, but the decision and approval does not depend on you, but on your superiors.

Administrative area: What needs to be improved here?

Researcher: Yes, for example, we are talking about desks and others.

Administrative area: You are referring to the English area or in general.

Administrative area: As I was saying, I worked in a technical school where they give them so much money to invest in these things, it is an injustice.

Researcher: Is it not equitable?

Administrative area: No, it is not. Because let's say the budget is millions to equip a technical area where this year, we have a laboratory and in 3 years they put it back in a new one, to say something. There are budgets in the millions, so when a school arrives then one sees that it is not equitable.

Researcher: To have a little bit from the other school.

Administrative area: We would like to have more things like computers for everyone and that everyone can have, not just practice listening there with headphones and everything else. However, these are things that are not up to us of course.

Researcher: Sure, I understand. Everything revolves around the MEP and its budget.

Administrative area: Yes, and when the schools are small and receive much less attention and of course they cut our budget every day. However, one understands the fiscal situation

 Administrative area: But I do not think it is equitable.

Researcher: simply because there are many millions, there are many millions in some places and very little in others. And even I imagine that even if you listen to professors of professors and technical administrative staff, I also imagine that they say that it falls short at some point, I guess.

Administrative area: It is that nobody is happy, of course. Now let's say, to tell you something

What also happens in the technical schools is that sometimes the budget of the technical area is very specific for the technical area. You cannot spend it on infrastructure, or you can't spend it on

mathematics or academic English, all of a sudden, because what you get is for conversational English, so sometimes they are very strict.

Researcher: Are they usually very strict?

Administrative area: Yes.

Researcher: And they ask you to report what you spent in detail.

Administrative area: Sure.

Researcher: Focusing more on

Well, as we mentioned in the morning, we focused more on this project for students who graduated from single-teacher schools than when they entered school, so the teacher made us change our perception a little bit because we had a somewhat outdated idea. We already updated it a little bit, but maybe a question that I do not know if you can help us, it's more related to bullying, but no. How can we ask it? Because here the question was.

Some institutions put the people who came from O-T-S in one section, so it teaches them from scratch. But this lent itself to a lot of bullying because they said, well, you don't know anything, so if something happened to you at the end you return to that section like that.

Administrative area: As an institution?

Researcher: Yes

Administrative area: No, not at all. This first of all is not, it is not, it is not a factor of choice. We try to make it as equitable as possible, in some of them in fact, yes, sometimes we put some together at the request of the parents, nothing more. But let's say, it is not a factor to be taken into

account and, for example, this year to speak after the pandemic and everything else, it has not been a factor at any time that the kids do bullying.

Administrative area: Well, I'm an O-T-S and I came in and faced kids that were already coming in, but and in fact I can tell you that Yesenia hit me when I was in seventh grade.

Researcher: Really?

Administrative area: Yes, she was doing her internship as a teacher. And I can tell you girls as my own experience, I never really felt that she made me.

In fact, there are a lot of kids who come from O-T-S where they have never received English and they come here and they have superior grades.

Researcher: Something they told us, that maybe they are a little bit more curious about the language and they are a little bit more eager.

Administrative area: Exactly, they are with something new, so they are more like little sponges and sometimes some of them come here already unwilling since school, maybe they did not have an English teacher, or they didn't have such attractive classes, so they come here with English laziness, so sometimes the factors are more like that.

Researcher: Yes, positive because we never thought about it.

Administrative area: So at least Liceo Académico San Antonio has never had a case of bullying, related to that.

Researcher: More related to other aspects, well that always happens.

Administrative area: Yes, like everywhere, but not related to English.

Annex 3

Similarly, the tool of the interview will be applied to the teacher of the Liceo San Antonio, this with the purpose to discover and analyze the methodologies applied during the English lesson. Based on the variable 2.3 Pedagogical strategies and methods and its respective indicators 2.3.1. Strategies Applied for the teachers, effectiveness in the strategies applied and possible strategies to implement.

Interview Questions

1. Do you apply a different methodology or strategy in groups with students from O-T S?

2. From your experience, can you mentioned if there are methodologies or strategies that help the improvement of the students from O-T S in the English subject?

3. In the development of the classes, do you take references from the school the students graduated or the information of the real and false beginners?

4. Can you mention a little bit how you develop a class with sections of students with students form regular schools and O-T S at the same time?

5. Are there strategies that you have heard about, and you would like to apply in the classes?

6. Do you think the strategies recommend to the MEP are accurate to apply in the case of English classes with students from O-T S?

7. Which kind of problems you have to face with students related to their performance in English Classes. For example, O-T S students need special requirements to fit into English and the students from regular's schools are demotivated to review content instead of learning new topic.

8. From your point of view, is there a big difference in the development of the English class between sections formed by students from regular schools' students and sections with students form O-T-S?

9. If you have the opportunity to change something related to the syllabus and the English development, would apply it? If the answers is yes, could you mention an example?

10. If this research project provided alternatives that involved asking students to review topics before coming to the classroom, would you approve it?

Notes:

The previous questions are not going to be given to the interviewed through a shift of paper; this has the role as supporting material for the interviewer.

Annex 4

Teacher Interview Transcription

Researcher: Ok ready, there are ten questions. The first would be: if you apply a different strategy learning methodology in groups with students who come from single-teacher schools, for example, that you have eighth grade, but all of them come from the regular school. So they already have their knowledge in English, but then there is, let's say, section 7-1, where we know that there are two students from single-teacher schools.

You apply the same strategies. Or for this you apply a different one?

Teacher: The English program is kind of basic at the beginning. Because you start seeing simple things that for kids who have taken English in other schools is very easy and very repetitive. But for kids from schools that don't take English, it's like super new and different. So what we always do is teamwork. If I know that he comes from a school that knows little English and the other does not, then I encourage them to work together so that they strengthen each other and then my knowledge serves as a base. to another who doesn't,

Researcher: Here was another question, but I think you already answered it. From your experience, what could you mention as a strategy or methodology to help single-teacher school students?

But it is what you have just said that you motivate them to work together. So those who already knew do not get bored and the others learn.

Teacher: Well, I don't know if that goes directly with the question, but it's my way of working, you can analyze the information, let's say I really like working with images. I like to work on the visual part too much. I rarely translate into Spanish, almost never. When I need students to manage certain vocabulary, I always represent it to them by image.

Researcher: Does the school have an English laboratory here or do they have nothing?

Teacher: No, here I worked with nails in other contexts,

but speaking with other university students who have come here, they say that we are privileged here because here I have my own classroom

Researchers: That's what we were looking at.

Teacher: I also have my own screen, there is wifi and my furniture is in good condition.

So the classroom is very identified and kept clean.

Researcher: And continuing with the questions, what do you think of the strategies recommended by the MEP? Because the MEP is focused on a specific methodology, so do you think it is the most correct?

Teacher: The MEP are sometimes people who are sitting in an office and just dictate guidelines and that's it. And they don't really live the context we have.

Researcher: They have the theory and not the practice,

Teacher: One is required to follow the curriculum to follow the indicators and each skill. But with the fact that you are more open in the methodology, the class is developed in the best possible way.

Researcher: I think the specific question is, if you were fully willing to make decisions, would it be a good idea to do something for those specific students?

Teacher: There are students from single-teacher schools who come very well prepared, even better than from other schools.

Researchers: Oh wow, that's very interesting!

Teacher: Sometimes it is believed that because they are single-teachers it is like that, but we have fellow single-teachers who take my respects.

Researcher: Another question, from your point of view, is it more personal, do you believe that there is a big difference between the development of students from single-teacher schools to regular schools?

Teacher: Here there is no difference between that, here it doesn't matter if it comes from a single teacher or comes from central schools that are bigger, here I see that everyone is level.

Researcher: If you had the opportunity to change something in the Syllabus, would you change it?

Teacher: Right now I really like this new study program.

Investigator: They changed it about two years ago, right?

Teacher: We used to work with a very outdated syllabus, from 1995 specifically.

Researcher: Regarding the solution proposal, as I was saying, it is not like a solution, since there is no problem as such, what we thought was to give you material or perhaps make an Instagram? in fact, perhaps the proposal would be to give you extra material, in all these years of university we have discovered many applications, many different ways of applying themes, so. I don't know if you would think that instead of a solution, because there is no problem, let it be a plugin, like a booklet perhaps, that shows that certain applications exist and how to use them.

Teacher: Here it works more with WhatsApp because it is the one I work with, for example with the fifth grade students who go for the language proficiency test, what I do is share the link with them.

Annex 5

UNIVERSIDAD LATINA
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Universidad Latina de Costa Rica, Enseñanza del Inglés.
Proyecto de Investigación, **Seminario I y II**
Estudiantes a cargo: Jaklin Sandí, Tatiana Jiménez, Marcela Méndez.

Cuestionario Diagnostico

Nombre del estudiante: _____ Sección: _____

Instrucciones: Favor responder con claridad lo que se le preguntará a continuación. El presente cuestionario no posee un carácter evaluativo, su único propósito es recolectar información sobre el conocimiento previo de los estudiantes en el idioma inglés.

1. ¿Estudió en una escuela Unidocente?
   Si ( )   No ( )
2. ¿Recibió lecciones de inglés en la escuela?
   Si ( )   No ( )
3. ¿Antes de ingresar al colegio tenia conocimientos previos en el idioma?
   Si ( )   No ( )
5. ¿Ha aprendido ingles por su cuenta?
   Si ( )   No ( )
6. Si su respuesta fue **Sí**, marque con "X" el medio, de ser **No** el omita esta pregunta.

	Marque con una X en esta columna
Video juegos	
Películas	
Canciones	
Videos	
Redes Sociales	
Clases en línea	
Cursos en un instituto o profesores particulares	

7. ¿Qué opina de la materia "inglés"? ¿Le gusta éste idioma?
   _____
   _____
   _____

8. ¿Se siente motivado en las lecciones de inglés? ¿Porqué?

_____

_____

_____

9. ¿Cómo calificaría los temas vistos en clase?

Niveles	Marque con una X en esta columna
Fáciles	
Intermedios	
Difíciles	

10. ¿Logra terminar las actividades realizadas en clase? Si la respuesta es No, ¿Por qué?

_____

_____

11. ¿Entiende las actividades realizadas en clase? Si la respuesta es No, ¿Por qué?

_____

_____

12. Marque con una X cuales de los siguientes temas aprendió en la escuela o ya conocía por su cuenta

Temas	Marque con una X en esta columna
Saludar, Despedirse, Presentarse	
Elementos de la clase y escuela	
Describir personas y lugares	
Dar direcciones	
Reconocer animales, desastres naturales	
Días festivos	
Rutina diaria	
Climas y las estaciones	
Enfermedades y síntomas	
Acciones para proteger el ambiente	
Tecnología	
Describir actividades	
Crear oraciones en pasado	
Crear oraciones en presente	
Crear oraciones en fututo	
Comparativos y superlativos	
Crear preguntas	
Maravillas naturales en C.R	
Describir a dónde quieres ir y como llegar	

13. ¿Cree que sus conocimientos previos eran suficientes para entender los temas vistos este año?
    _____

14. ¿Qué le gustaría cambiar de las lecciones? ¿Cómo cree que aprendería más fácil?

_____
_____
_____

¡Gracias por contestar!

Annex 6

UNIVERSIDAD LATINA
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Universidad Latina de Costa Rica, Enseñanza del Inglés.
Proyecto de Investigación, **Seminario I y II**
Estudiantes a cargo: Jaklin Sandí, Tatiana Jiménez, Marcela Méndez.

Encuesta

Nombre del estudiante_____

Responda el siguiente cuestionario con una X en el paréntesis que usted crea correspondiente, no existen respuestas buenas o malas, esta encuesta es basada en sus criterios personales. Siendo "Muy bueno" Excelente y "Muy malo" deficiente.

1. ¿Considera el inglés un idioma importante para su vida cotidiana?

Si ( )   No ( )

2. Según sus conocimientos, como califica su dominio del idioma inglés.

Muy bueno ( )   Bueno ( )

Regular   ( )   Malo   ( )

Muy malo ( )

3. ¿Cómo considera que entiende a sus compañeros de clase cuando utilizan el idioma
   inglés?

Muy bien ( )   Bien ( )

Regular ( )   Mal ( )

Muy mal ( )

4. En general, su motivación por asistir a clases de inglés es:

Muy buena ( )   Buena ( )

Regular ( )   Mala   ( )

Muy mala ( )

5. ¿Cómo calificaría su actitud y deseo en su vida cotidiana para aprender el idioma inglés?

Muy bueno ( )   Bueno ( )

Regular ( )   Malo ( )

Muy malo ( )

6. ¿Cómo calificaría a su profesor en ámbito de motivación hacia sus estudiantes?

Muy bueno ( )   Bueno ( )

Regular   ( )   Malo   ( )

Muy malo ( )

7. ¿Considera que los temas vistos en clase independientemente de cómo el profesor los enseñe, son interesantes y motivantes?

Muy bueno ( )   Bueno ( )

Regular   ( )   Malo   ( )

Muy malo ( )

8. ¿En qué nivel mejoraron sus conocimientos previos sobre el idioma inglés desde que asiste al colegio? Siendo muy bueno excelente y muy malo deficiente.

Muy bueno ( )   Bueno ( )

Regular   ( )   Malo   ( )

Muy malo ( )

9. En el pasado los colegios dividían sus clases de inglés en dos secciones, una para estudiantes de escuelas unidocentes y otra para estudiantes de escuelas primarias regulares, desde su perspectiva; ¿que le parece esta medida?

Muy buena ( )   Buena ( )

Regular   ( )   Mala   ( )

Muy mala ( )

10.   Para finalizar, ¿considera usted que se están tomando medidas en su colegio para mejorar las condiciones académicas en el área de inglés? ¿Cómo calificaría estas acciones?

Muy buenas ( )   Buenas ( )

Regulares   ( )   Malas ( )

Muy malas   ( )

Gracias por sus respuestas.

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