

**Analyzing the oral production level in the English Class in 10<sup>th</sup> grade learners' at  
General Viejo Technical High School.**

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## **Content**

<b>Acknowledgement.....</b>	iii
<b>Dedicatory .....</b>	iii
<b>Chapter I .....</b>	1
1.1    Introduction.....	2
1.2 Problem Statement .....	3
1.3 Justification: .....	4
1.4 Hypothesis:.....	5
1.5 Objectives:.....	5
1.5.1 General Objective .....	5
1.5.2 Specific Objectives.....	5
1.6 Scope and Limitations: .....	6
1.6.1 Scopes .....	6
1.6.2 Limitations.....	6
1.7 Chapter's conclusion .....	7
<b>Chapter II .....</b>	8
2.1 Introduction .....	9
2.2    The Action Oriented Approach.....	11
2.2.1 Methodology .....	13
2.2.2 Didactic Sequence .....	15
2.2.3 Tasks.....	17
2.3 Speaking Skills .....	18
2.3.1 Oral Production .....	19
2.3.2 Comprehension Importance.....	20
2.3.3 Fluency .....	21
2.4 Assessment.....	21
2.4.1 Diagnostic Assessment:.....	23
2.4.2 Formative Assessment.....	24
2.4.3 Summative Assessment.....	25
Chapter's conclusion .....	27
<b>Chapter III.....</b>	28
3.1 Introduction .....	29
3.2 Research Method.....	31
3.3 Type of investigation .....	32
3.4 Research Approach.....	33
3.5 Population and Sampling.....	34

3.5.1 Population.....	34
3.5.2 Sampling.....	35
3.6 Variables and its meaning .....	35
3.6.1 Action Oriented Approach. ....	36
3.6.2 Speaking Skills .....	37
3.6.3 Assessment .....	38
3.7 Context. The chosen setting.....	39
3.7.1 Socioeconomic Reference Framework .....	39
3.7.2 Organizational Reference Framework.....	39
3.8 Data Collection.....	40
3.8.1 Instruments.....	41
<b>Chapter IV.....</b>	<b>44</b>
4.1 Introduction .....	45
4.1.1 Research Method for data collection.....	46
4.1.2 Type of approach for data collection. ....	46
4.2 Data Analysis.....	47
4.3 Questionnaire Analysis.....	48
Chapter's conclusion.....	84
<b>Chapter V conclusions .....</b>	<b>85</b>
5.1 Introduction .....	86
5.2 Conclusions.....	87
<b>Chapter VI Recommendations.....</b>	<b>90</b>
6.1 Introduction .....	91
6.2 Recommendations. ....	92
<b>References.....</b>	<b>102</b>
Annexes .....	105

## **List of charts**

<b>Chart 1. How does the methodology stated in the English Syllabus can improve the oral production level?...49</b>
<b>Chart 2. How the application of didactic sequence can improve the oral production level?.....52</b>
<b>Chart 3. How does the use of tasks foster the oral production level?.....56</b>
<b>Chart 4. How does the methodology stated in the English Syllabus can improve the oral production level?...60</b>
<b>Chart 5. Why is comprehension an essential element in the learners' oral production level?.....64</b>
<b>Chart 6. Why is fluency an important factor in the learners' oral production level?.....68</b>
<b>Chart 7. How Diagnostic assessment enhance the learners' oral production level?.....72</b>
<b>Chart 8. What is the role of formative assessment in the learners' oral production level?.....76</b>
<b>Chart 9. What is the importance of summative assessment in the learners' oral production level?.....80</b>

## List of figures

<b>Figure 1. Do English Department teachers apply the methodology stated in the English Syllabus in order to improve their students' oral production level? (Absolute frequency).....</b>	<b>50</b>
<b>Figure 2. Do English Department teachers apply the methodology stated in the English Syllabus in order to improve their students' oral production level? (Relative frequency).....</b>	<b>51</b>
<b>Figure 3. Do English Department teachers use the didactic sequence, presented in MEP English Syllabus in order to increase the students' oral production level? (Absolute frequency) .....</b>	<b>53</b>
<b>Figure 4. Do English Department teachers use the didactic sequence, presented in MEP English Syllabus in order to increase the students' oral production level? (Relative frequency) .....</b>	<b>54</b>
<b>Figure 5. Do English Department teachers implement tasks more than simple practices in order to increase their students' oral production level (Absolute frequency)?.....</b>	<b>57</b>
<b>Figure 6. Do English Department teachers implement tasks more than simple practices in order to increase their students' oral production level? (Relative frequency).....</b>	<b>58</b>
<b>Figure 7. Do English Department teachers promote the oral production in their classes with the objective to develop skills in their students? (Absolute frequency).....</b>	<b>61</b>
<b>Figure 8. Do English Department teachers promote the oral production in their classes with the objective to develop skills in their students? (Relative frequency)?.....</b>	<b>62</b>
<b>Figure 9. Do English Department teachers encourage comprehension in their classes in order to improve the oral production level in their students? (Absolut frequency).....</b>	<b>65</b>
<b>Figure 10. Do English Department teachers encourage comprehension in their classes in order to improve the oral production level in their students? (Relative frequency).....</b>	<b>66</b>
<b>Figure 11. Do English Department teachers reinforce fluency in their students in order to increase their oral production level? (Absolute frequency ).....</b>	<b>69</b>
<b>Figure 12. Do English Department teachers reinforce fluency in their students in order to increase their oral production level? (Relative frequency ).....</b>	<b>70</b>

<b>Figure 13. Do English Department teachers use diagnostic Assessment in order to improve their students' oral production level? (Absolute frequency).....</b>	<b>73</b>
<b>Figure 14. Do English Department teachers use diagnostic Assessment in order to improve their students' oral production level? (Relative frequency).....</b>	<b>74</b>
<b>Figure 15. Do English Department teachers include formative assessment in their classes to increase their students' oral production level? (Absolute frequency).....</b>	<b>77</b>
<b>Figure 16. Do English Department teachers include formative assessment in their classes to increase their students' oral production level? (Relative frequency)?.....</b>	<b>78</b>
<b>Figure 17. Do English Department teachers use summative assessment as the most important evaluation to increase their students' oral production level? (Absolute frequency)?.....</b>	<b>81</b>
<b>Figure 18. Do English Department teachers use summative assessment as the most important evaluation to increase their students' oral production level? (Relative frequency)?.....</b>	<b>82</b>

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# Chapter I

## 1.1 Introduction.

Language is a vital tool for communication. It is not only a means of communicating thoughts and ideas, but it builds friendships, economic relationships and cultural ties. A Language shapes the way people perceive the world and it also helps to define culture of any society. The knowledge of more than one language makes a human being more efficient and skillful in many ways. It opens our minds and guides us into a magical world of fancies and dreams. To certain the proper learning of language helps us to develop ourselves, our minds, and also our personality. Human language is unique because it is a symbolic communication system that is learned instead of biologically inherited for some people.

English is considered the universal language. According to Broughton, in his book Teaching English as a Foreign Language (2002, p.1) Of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, it means that in the modern world English is part of all fields: education, medicine, business, entertainment, economy among others. Earlier everyone is considered to be literate by their degrees and diplomas, but the knowledge of English language makes an individual literate in today's world.

Today in the world of globalization, we need to get English not only as an option but also as an important tool which can help us to get a better future and help the society where we live.

All those reasons represent why the Public Ministry of Education -call in advance for this investigation MEP- states in their syllabus the necessity for our students to learn and specially communicate in this important international language (programas de estudio de inglés, 2016)

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated

curriculum from kindergarten through high school (Ministerio de Educación Pública , 2016, pág. 4).

We as teacher know very well the conceptions of MEP in the acquisition of English as a second language, but we also know that at this time the objective is not been completed. What is happening in our public educational system? Why is so difficult to get the results we want? What are the limitations we are facing specially in the oral production skill of our students?

In brief language is one of the most important aspects to consider in human life during the years. English in particular is a universal language necessary in the globalization process and in all its fields: education, medicine, economy, entertainment, information and many others. That is why MEP stays that this language is one of the abilities a 21<sup>st</sup> Century Learner must develop, by this reason is very important to analyze the factor that go around the English learning process and specially the learner's oral production level.

From here starts this investigation as a way to analyze the oral production level in the English Class and with this information identifies speaking tasks used in the English class by the teacher, describes speaking tasks used in the English class by the teacher and knows the teacher's perception about speaking tasks used in the English class. The actual situation can suppose a situation to solve and that we have to analyze as fallows.

## **1.2 Problem Statement**

Based on the previous information and in what we can see every day in our society: the necessity to increase our literate, the importance to manage another language especially English, the importance to discover other educational fields, and many other reasons we always have in mind the questions: which are the factor that have some incidence in the student's oral production? What are the factor that have incidence in the poor English communication level of most of students when they finish High School? It is considered that we need some research about the

topic and try to determine those factors in order to diagnose, analyze and evaluate them in our public education system. Nation and Newton (2009) stated that students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities, based on that we can think if that is true in our system, question which is not clear for most of teachers at this time. We can say supporting by Ann Arbor who writes in his book Assessing English Language Learners (2007) English now is a global language, a large percentage of the world's language learners study English in order to develop proficiency in speaking. Proficiency is the objective we all have as teachers, and of course MEP as the higher entity related to education in Costa Rica. Ann Arbor also stays in the same book (p. 113) .in the interest of promoting clear international communication, we need to reorganize the importance of spoken English by testing student's progress. That is a reason to take into account in the lower English level of our students. That is why we have to drive this investigation to our public educational system.

On the whole English is one of the most important languages around the world. Fields as education, medicine, technology and others require this language. Thinking about that we as teachers have to analyze the factor which can have any influence in the learner's English proficiency and- most important- with that information discover how can we help students to improve their oral production level.

All those factors have the necessary influence in our minds to drive an investigation regarding to the topic.

### **1.3 Justification:**

When learners have relation with society they know the real importance of English as the door for many opportunities, the situation is that most of them do not know that until they face the society as a reality, here is one of the important function we have as teachers. On the other hand, an investigation of the EF Education First which is an international education company that focuses on language, academics, and cultural experience demonstrate for 2015 that Costa Rica is in the 46 position from 70 countries around the world, that investigation gives to Costa Rica a

score of 50 in the evaluation, that means that our objectives as teachers and the objectives of MEP are not been getting at the moment.

As is mentioned by Nicholas Walliman in his book Research Methods (2010), The Basics: Research is a term used liberally for any kind of investigation that is intended to uncover interesting or new facts. (Walliman N. , 2010, pág. 1) According to the needs we have in our society is very important to take into account the explanation Walliman stays in his book, and specially the uncover interesting facts which is exactly what our educational system needs and we have to work on that because it is the responsibility of all the people who have a role in the public educational system in our country.

Finally, we can note that the investigation is an important process in all the improvement efforts, knowing our situation in Costa Rica regarding to the learner´s oral production level we can determine that this investigation is necessary at this time if we as teachers want to reach our objectives.

#### **1.4 Hypothesis:**

As C.R. Kothary mention in his book Research Methodology “Ordinarily, when one talks about hypothesis, one simply means a mere assumption or some supposition to be proved or disproved”. (Kothari, 2004, pág. 184) But for a researcher hypothesis is a formal question that he intends to resolve. Thus a hypothesis may be defined as a proposition or a set of proposition set forth as an explanation for the occurrence of some specified group of phenomena....

Based on that fact it can be stated, for this investigation, that the exposition of speaking tasks improves the learner´s oral production level.

#### **1.5 Objectives:**

##### **1.5.1 General Objective**

To analyze the speaking tasks in the English Class in 10th grade learners' at CTP General Viejo.

##### **1.5.2 Specific Objectives**

- To identify speaking tasks used in the English class by the teacher.

- To describe speaking tasks used in the English class by the teacher.
- To know the teacher's perception about speaking tasks used in the English class.

## **1.6 Scope and Limitations:**

### **1.6.1 Scopes**

The goal of this investigation is to analyze the oral production level in the English Class in 10th grade learners at CTP General Viejo with the purpose of providing solutions to enhance the way in which students develop speaking tasks in Classes. The researcher is not going to be in charge of any of the group under investigation, the analysis will be through the implementation of questionnaires and the English Syllabus Analysis. The purpose of the instruments is to gather information related to learners' language, besides it would take into consideration aspects such as classroom environment, pedagogical strategies, and speaking assessment. It is important to take into account that the analysis is going to be emphasized in the oral production

### **1.6.2 Limitations**

As Ranjit Kumar establish in his book Research Methodology ... problems refer to difficulties relating to logistical details, whereas limitations designate structural problems relating to methodological aspects of the study... (Kumar, 2010, pág. 237)

We know that in an investigation like this there are many different factors which can limit the correct way we can develop the research. One of them is the availability of the teachers and even the principal of the high school to give us the collaboration need in order to elaborate the investigation with the correct information about the place and the population. Another factor that can affect is the extracurricular. Besides, there is the problem of changing the way of developing a class by the fact that they are being observed so students and the teachers may feel stress and change the classroom environment. It is necessary to deal with all those limitations in the process of the investigation, because the way those limitations are deal about can change the results and by this the results and the goals the researcher want to get.

In summary the researcher has to deal with the different situation he can find during the investigation, in order to get the better and most accurate results to determine the influence factors

and, most important, to suggest some possibilities to improve the process and obtain a better educational process for students.

### **1.7 Chapter's conclusion.**

To sum up it is important to recognize that English is one of the most important languages in the present, it is present in all the different fields: medicine, education, technology, communication and many other. Our public educational system has a lot of benefits for students to learn this important language, by this reason it is very important to analyze the oral production level in the students, positive and negative associate factors that have a role in our system. This because we as teachers, and the MEP are not getting the results we want with our students. If we do a good analysis of this situation we can try to find an answer for our questions regarding to the learner's oral production level and if we are conscious of the information we can help to improve our educational system. This investigation will present, in the following chapters, an important resource to obtain that necessary progress we really need in the public educational system in our country.

## **Chapter II**

## 2.1 Introduction

To understand this chapter in a better way, it is important to establish what is a theoretical framework, in order to understand this second chapter in the better way. As you can read in the book Theory in Practice Increasing Professional Effectiveness: theoretical framework is “...a set of interconnected propositions that have the same referent- the subject of the theory” (Argyris, 1974, pág. 23).

MacMillan and Schumacher establish some criteria that have to be taken into account when writing a theoretical framework:

A theory (a) should provide a simple explanation of the observed relations relevant to the phenomenon, (b) should be consistent with both the observed relation and an already established body of knowledge, (c) is consider a tentative explanation and should provide means for verification and revision. (MacMillan, 2001, págs. 4-5)

Utilization of conceptual or theoretical framework could involve the use of already existing theories or conceptual models as basis or guide for the study to generate predictions that could be tested empirically (Ebong, 2010, pág. 111).

In any research the theoretical framework is one of the most important elements as was mentioned before, it is just like the human skeleton. As valuable as the human skeleton is to the human frame so is theoretical framework important for research.

Research is the building block of societal advancement. And every research must depend on perspectives, phenomenon to thrive or be able to come to a valid argument or summation.

You understand the basis for certain actions or why things are the way they are though normative could be deciphered using a theoretical basis. With such basis it creates a framework to begin investigations and arrive at a stand for or against a phenomenon.

A theory gives direction to a research work and either validates or disproves a phenomenon.

When talk about theoretical framework it is important to recognize a vital element, part of any research, it is the variable which can have an impact on the investigation process. As is mention in the book Doing Social Research

... the hypothesis is a statement about the relationship between two or more variables. The variable itself is a characteristic that can vary in magnitude for individual cases: it is proposed that the variation in one variable will cause variation in the other variable (Cargan, 2007, pág. 36).

This chapter presents the most relevant information related to the different variables and their correlative indicators. That information is important in every research process, with this the researcher pretends to guide the reader to understand all the process and the results in a better way.

In short it is relevant to point out the importance of the theoretical framework which is one of the most important parts of any research. It represents the structure of the paper as the skeleton for the human body. The theoretical framework supports all the investigation structure and keep all the ideas and information together as one. To get this concept is significant to be careful with the elements that integrate that framework, the variables and their indicator are some of those elements.

It is important to appreciate the progress in education due the change from Communicative Approach to Action Oriented Approach. The most relevant changes are the roles not only of the learner but also of the teacher. About this variable it is necessary to underline the specific indicators as fallow: Methodology, Didactic sequence and of course the different tasks using in the classrooms by the teacher in order to get the objective of the Action Oriented Approach. In the second scenery reader can gets information about the speaking skills, where it is necessary to identify three of the most important indicators: the oral production of the students, the comprehensive importance and the fluency. All that in the whole education process. Finally but not less important reader will find the assessment in the process, the variables in this case are: the diagnostic, the formative assessment, and the summative assessment, they are not a new concept in education according to Lorna M. Earl in her book Assessment As Learning “Although assessment is a relatively new word in education, the process of gathering about information about

student performance and using it in school has had a long and contentious history..." (Earl, 2003, págs. 5)

All those variables together are the Theoretical Framework of the presented research, from here the researcher starts the process and analyses the influence of those factor in the Public Educational System in Costa Rica.

As is mention in the book Research Methods the Basics

Research is about acquiring knowledge and developing understanding, collecting facts and interpreting them to build up a picture of the world around us, and even within us. It is fairly obvious then, that we should hold a view on what knowledge is and how we can make sense of our surroundings. These views will be based on the philosophical stance that we take. (Walliman N. , 2010, págs. 15)

In brief it is important to say that the variables are an important part in the research, from here the reader can get the elemental ideas to understand the whole research and the researcher can have a very useful guide to drive the investigation in the better way. For this research reader will find three different variables: the use of the Action Research Method, the speaking skills of students and the assessment. They are the basement for an outstanding education process, that is why the researcher pretends to use them as one of the most important tools during the rest of his investigation. In the following part of this thesis the reader will find the relevant aspects regarding variable for this investigation.

In order to understand this research, the reader can find three different variables, they represent the gist of the whole research. They are: The Action Oriented Approach, Speaking Skills and Assessment.

## **2.2 The Action Oriented Approach.**

The first variable, Action Oriented Approach, pretends to guide the reader through an important element presented in the MEP English Syllabus (2016): As is mention in that document

an Action-Oriented Approach “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances...” (Ministerio de Educación Pública , 2016, pág. 29).

That previous information is the base of the gradual shift between Communicative Approach to Action Oriented Approach, according to MEP Syllabus (2016)

This curriculum adopts the Action-Oriented Approach or the Task-based Approach, (Samuda & Bygate, 2008) one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. (pp 25)

Action Oriented Approach is a relevant tool in the education process due to the fact that here learners have a role of active agents, responsible for their own progress.

Based on that it is supposed that learners have to work and discover their own communicative competences and teacher become a facilitator and helps the learner to become autonomous.

This Approach is becoming more and more popular in education around the world, as Enrika Piccardo states in the book The Action-oriented Approach:

A Dynamic Vision of Language Education “The term Action-oriented-Approach (AoA) has increasingly circulated in the world of language education since the publication of the Common European Framework of Reference for Language (CEFR) (Counsil of Europe, 2001) and particularly in the last decade” (Piccardo, 2019 the emergence of a new vision parr 1).

The action-oriented approach to language acquisition views communication as a social activity designed to accomplish specific tasks.

It is important in education to stablish a real connection between theory and practice, many times we have seen teachers who give information for his or her students and that information is oriented to the future, with unreal practices and material that are not in concordance with the real

life, real context which learners have to face in real life. Students have to learn by doing, actual experiences and real context activities can make the learning more effective and a lot of more interesting for students. Here we have to point out that motivation is a very important aspect in education, if learners are not motivated they do not want to learn, as is mentioned in the book Motivation in Education at a Time of Global Change

...changes such as economic, social and political disruption, financial recession, international migration, and new and rapid technological advancements affect education, schools, and students learning and adjustment. Specifically for motivation in education, the fundamental assumption is that, on the one hand, change and challenge have a significant impact on students' and educators' motivation to learn and achieve and on the other hand, motivation can have a significant impact on students' and educators' capacity to cope with change and challenge effectively. (Gonida, 2019, pág. 1).

In short it is important to the educational process change from the Communicative Approach to the Action Oriented Approach in order to motivate learners to develop their skills by doing activities, create in the classroom a dynamic environment in order to improve the learners' knowledge.

For this variable it is easy to identify three different indicators that explain the importance of applying the Action Oriented Approach in the Costa Rican public educational system.

### 2.2.1 Methodology

According to Harmer, J in the book. The practice of English language teaching (3rd edition). "A method is the practical realization of an approach. The originators of a method have made decisions about types of activities, the roles of teachers and learners, materials, and program organization. Methods include various procedures and techniques." (Harmer, 2001, pág. 78) based on that it is essential to highlight the importance of the methodology in the implementation of the Action Oriented Approach in any education process and specially in Costa Rica with the new conception of the education.

Taking into account the importance of the language in human life as is mention in the book The Action Oriented Approach “languages are a key aspect of human life, they are crucial in human development both cognitive and social, they are the vehicle of our culture, political and economic existence in society.” (Piccardo, 2019 the emergence of a new vision parr 1) it is important to underline the necessity to look for better technique in order to try that learners get the new language, as a factor of social mobility. That is way the information and good application of methodology can improve the educational process.

As Shalini Wadhwa wrote in the book Teaching and Learning Methodology in Higher Education

The curriculum of higher education is very extensive and as such the teaching and learning methodology requires to be different from the teaching and learning methodologies of the schools. In colleges and universities self-study methods and other such educational technologies have to be used by students themselves. (Wadhwa, 2006, pág. 1)

In the same book Wadhwa establish the corner stone to understand why we as teacher have to deal with different strategies and methodologies in order to transmit our knowledge to the learners in a way they can transform that knowledge into communicative skills, she wrote:

Despite many years of research into learning, it is not easy to translate his knowledge into practical implications for teaching. This is because education deals with students as people, who are diverse in all respect, and every changing. Not everyone learns in the same way, or equally readily about all types of material. (Wadhwa, 2006, pág. 34)

Methodology enclose many different aspects. The most important for this research are the different activities can be developed in the classes, the impact they can have in de language acquisition. Other important element regarding the methodology is the role of learners and teachers in the whole process. Based on the Action Oriented Approach we have to change the conception of those two characters in the process. As it is establishing in the MEP English Syllabus 2016 “The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner’s successful

completion of the task." (Ministerio de Educación Pública , 2016, pág. 27) And most important in the same document we can find the importance of the role- system and actors- have to give to the learners her learners are the center, and he or she as to become in "social agent" who have to be incorporate in real life with real life practices and information in order to change learners in real life citizens who can communicate with little or not inference.

As a summary in Costa Rican's education it is necessary to change most of the related aspects to methodology, the concept teachers and learners have about their roles in the process especially if we really want to get a real change, the change to a real life teaching, where learners can face the real situations and can have real communicative competences. All that can give place to the real necessity to focus on the didactic sequence of the classroom activities.

## 2.2.2 Didactic Sequence

As we can read in the book Learning Oral Skills. Introduction to Formal Genres in School

A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production. The first text is essential as it highlights the students' difficulties but also their capacities and their potential (Schneuwly, 2006, pág. 90)

There are as many Didactic Sequence as a teacher can imagine so Didactic Sequence will vary in length depending on difficulty of the issues raised, the learning objective and the logic of their treatment, examples: Didactic Sequence: teaching presentation (introduction) in classroom, content study by students, students

Practice (individual or group) a lot of subjects next applying similar tasks or exercises another Didactic Sequence are promotion or emergence of cognitive conflict (solve a problem, make an application) activate prior knowledge (dialogical interrogation) representation of new contents, exhibition, modeling, group analysis. In the case of the MEP in our country it is establish that we as teacher have to take into accounts different stages during the development of the four skills learners have to get, the idea is to create and develop in the class with every skill a process

of pre activities, feedback, doing activities for the second time and finally post activities in order to apply all the knowledge of the class in a real life activity or practice. With these, learners can be involved in the real context and can be motivated, with different activities, to improve their own data as the Action Oriented Approach launch.

The didactic sequence is important in education, especially if we are talking about an important change in the complete process if teacher wants to establish an action Oriented Approach he or she has to be very careful about the different activities will design for students and specially the order of those activities. As is proposed for the last MEP English Syllabus (2016) teachers have to oriented their classes to a specific sequence where they start with the popular warm up and similar, later is important to focus on Pre-listening: by motivating, contextualizing, preparing and stating the task goal later the listen activity for the first time, here learners can start the vocabulary identification which is an important element in the process and the learners can begin creating a general knowledge about any topic. Following the sequence steps it is important to highlight work in groups and this is a necessary stage, with this learner can put in practice the vocabulary they know and the one there are getting as part of the new class, this is a great support to increase the oral production level in students. Then students listen for the second time, at this moment they have to understand most of the information because they had been related with that information and pronunciation before, this is a great motivational strategy, which have an important positive aspect. Finally, the assessment, which is one of the variables, we are going to discuss in advance. Notice as is mentioned before that it is necessary to have an initial product at the beginning of the class, have a clear objective to reach at the end of the process, then is necessary to establish the best activities, always related to real life situations to get the attention of the learners and obtain the better results at the end of the process when learners are able to develop a final production. Since the beginning of the process teachers have to demonstrate the learners' difficulties but also their skills and abilities.

In brief it is necessary to establish a logical sequence during the educational process and especially during all the particular classes, in order to get a final learning result. Begins with listening for the first time until the learner can produce a better piece of communication.

All that can be reflected in an important factor, which are the different tasks than can be given to the learners in the class and during the complete process.

### 2.2.3 Tasks.

In order to start the analysis of this indicator it is important to know what is a task and what is its important in the education process, as we can see in the book written by B. Kirwan, A Guide to Task Analysis a task is “...any process that identifies and examines the activities that must be performed by users when they interact with the systems”. (Kirwan, 2003, pág. 114). Based on that we can establish the tasks as the bases of all the educational process since from here the learner have to use what he or she is learning and face that with the real live situation in order to be communicative efficient. As can been reading in the book Task-based Language Learning and Teaching “task, therefore, are important feature of communicative language teaching” (Ellis, 2003, pág. 27)

In try to understand the influence of tasks in the Action Oriented Approach it is important to highlight the difference between a simple exercise and a task, because they are different, and in educational service in Costa Rica with the new curricular ideas we are invited to use tasks in our classes. According to the book A Practical Guide to Task-based Curriculum: Planning, Grammar and Teaching

... another crucial question to ask is: why should students learn English through tasks?... while exercises draw students' attention to the form of the language, tasks focus on the meaning and use of language. Exercises engage students in form-focused learning aimed to develop linguistic competences, whereas tasks engage students in experimental learning aimed to develop linguistic competences (MA, 2008, pág. 6)

In the case for this research is vital to highlight the importance of tasks for the Action Oriented Approach because here the activities need to be the creation of products, using the previous knowledge and the knowledge getting in class, we have to remember that the objective of the approach is to obtain people who can be communicative competent in any real life situations. The task analysis is a very important tool to improve the task and with them the complete

educational process, if teachers are conscious of the importance of those elements we have established it is probably that they can shift from communicative to action-oriented language and get great success in the process of education as all the participants want to get.

Taking into account all those elements we can orient the attention to the importance of speaking skills in the educational process and special in the implementation of the successful Action Oriented Approach.

### **2.3 Speaking Skills**

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity, which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

Speaking skills are not only related to the ability of the learners to produce sentences in order to communicate but also the possibility to be communicative and can express their ideas as it is mentioned in the book Essential Speaking Skills “it is important for learners to practice the language they are learning in situation which are similar to life outside the classroom. They need to practice real communication.” (Baker., 2003, pág. 23) . Another important aspect we have to take into account as Petter L. Miller mention in his book Speaking Skills for Every Occasion “Improving your speaking skills is achieved via preparation, planning, practice and performance.” (Miller, 2003, pág. 39).

The main objective of most of the English teaching process is that learners can have the skills to be communicative effective and can express ideas and thoughts in a clear way, speaking skills is that tool which can drive the learner for this knowledge highway.

The speaking skills as a variable in this research is focus on three different indicators: The oral production, the comprehension importance and the fluency learners have to manage to be understood.

There are several definitions of Oral Production. Hymes defines oral skill as “the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes.” (Hymes, 1972, pág. 54) That is the reason researcher wants to cover this indicator as important.

On the other hand, the speaking skills are important in the teaching-learning process, it is not possible that learner can produce orally if it is not possible for him or her to understand in the better way.

The last indicator for this variable is fluency, all the mentioned field are important, however the learner needs to be fluent because that improve the communication and establish a better possibility to be understood which at the end is the objective of communication itself.

In short we can say that communication is one of the most important abilities of the human been, that can give us excellent tools to understand and been understood, by this reason is vital to work in the different components of the language, speaking skills are important part of that process, it is necessary to take into account the different stages we can find regarding to speaking skills.

### 2.3.1 Oral Production

Oral production is one of the most important areas teachers have to work with in the educational process, as is mentioned in the MEP English Syllabus 2016

The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world (Ministerio de Educación Pública , 2016, pág. 4)

However, oral production is one of the most difficult to deal with for learners as is mentioned by McLaren:

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (Bueno, Madrid and McLaren, 2006: p.321).

Oral production is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

In short we can say that oral production is important in the education process, in fact is the one of the most important objectives of MEP, however, many learners believe that is one of the most difficult skills to get and teachers have to deal with this and specially with the frustration of many of them. To get these skill teachers have to work trying to motivate students to increase their comprehensive ability which can improve their English level in general.

### 2.3.2 Comprehension Importance.

As was mentioned before the comprehension is the tool that can improve the English level in every learner. Comprehension skills increase the pleasure and effectiveness of communication which is the objective of teachers and specially MEP as was mention previously. Strong comprehension skills help in all the other subjects and in the personal and professional lives of the learners.

As you can read in the book Professional Communication Skills “comprehension is an important part of English language, because to comprehend or to understand a written or spoken passage requires a complex mastery over the rules of grammar, a strong vocabulary, proper ear training...” (SD.Sharma, 2007, pág. 508)

Comprehension goes beyond listening different information – it involves finding meaning, and being able to summarize, reiterate, and apply what has been listened. Successful comprehension requires an integral understanding of the information, vocabulary knowledge, and so on. Now if comprehension is so important why is that a problem between many learners? As is mentioned in the English Teaching Forum, Volúmenes4-5 "... difficulty understanding conversational English seems to indicate deficiency in our teaching methods" and continues "...one reason students cannot understand spoken English is that they never have had the opportunity to heard it" (English Teaching Forum, Volúmenes4-5)

Sum it is important to understand that comprehension is very important in the teaching learning process, it is clear that is difficult to get it but we, teachers have to check our methodology because according to some authors it can be one of the elements to be fixed in the whole process. Taking all those aspects into account we can determine that another important factor to be analyzed is the fluency of the learners in the process.

### 2.3.3 Fluency

Fluency is important for the learners to be understood easily during the communication interchange. It is necessary to understand the real objective of the English education, the importance in the knowledge construction process is that the learners can communicate with accuracy and effectiveness, synonym of fluency in fact. As is written in the book The Fluency Factor "Fluency is a term that can and has been used in a number of different ways related to reading. In its most general sense, fluency is associated with proficiency..." (Rasisnski, 2016, pág. 13) so we can say that fluency is a matter of proficiency in English communication that is why this term is important in the teaching learning process.

### 2.4 Assessment

Assessment is a key part of today's educational system. Assessment serves as an individual evaluation system, and as a way to compare performance across a spectrum and across populations. However, with so many different kinds of assessments for so many different organizations

available (and often required) these days, it can sometimes be hard to keep the real purpose of assessing in view. So, what's really at the heart of all these assessments?

The purpose of assessment is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans.

Assessment is not an isolated process, there are many factors which have a role in the process, especially social factor that encourage the learners' interaction, which is the objective of the entire process. It is important to take that into account when we talk about this important element of the teaching learning process as is mentioned in the book Language testing and Assessment

But in the classroom the activities and assessment are almost entirely performance-based, and completely integrated. This is not surprising, because it is a social learning environment that encourages interaction, communication, achieving shared goals and providing feedback from learner to learner as well as teacher to learner. A particular feature of the classroom context is collaboration between learners. (Fulcher, 2007, pág. 29)

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning. What makes assessment for learning effective is how well the information is used.

Assessment can do more than simply diagnose and identify learners needs; it can be used to assist improvements across the education system in a cycle of continuous improvement.

Continuous assessment provides day-to-day feedback about the learning and teaching process. Assessment can reinforce the efficacy of teaching and learning. It also encourages the understanding of teaching as a formative process that evolves over time with feedback and input from students.

As is written in the book Assessment for Education “for teachers to assessment literacy they need to have a repertoire of skills and understanding to design quality assessment and to use achievement standards and evidence as a mean by which to discern, monitor and improve learning...” (Klenowski, 2013, pág. 2)

It is important to make emphasize the characteristics of assessment, as you can read in the English Syllabus MEP 2016 “

... assessment refers to all the strategies used to collect information on a learner's knowledge, skills, and abilities, usually at the classroom level. Assessment practices go beyond what has traditionally been performed in the English classroom, which has been focused mainly on measuring the mastery of language contents, in detriment of language skills and communicative competence. (Ministerio de Educación Pública , 2016, pág. 50)

All those elements make assessment an important tool in the complete educational process. It is necessary to understand it and apply the different fields of assessment in our classes. It means that we have to know well what is and how does the diagnostic, formative and summative assessment work.

#### 2.4.1 Diagnostic Assessment:

Diagnostic assessment can help teachers identify the learners' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing learners' strengths and weaknesses can help teachers better plan what to teach and how to teach it.

MEP English Syllabus 2016 establishes the most important aspects teachers have to consider according to diagnostic assessment.

Diagnostic assessment is intended to improve information to stakeholders to improve the learner's experience and their level of achievement. It looks backwards rather than forwards. It assesses what the learner already knows

and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It identifies the starting line to develop the competence. It also identifies students' needs and areas of intervention. (Ministerio de Educación Pública , 2016, pág. 51)

Based on that it is important to analyze that we teachers have to prepare a good assessment at the beginning of the courses, in order to obtain good results in the process is necessary to know the previous knowledge of learners and all the difficulties they have in the knowledge acquisition. At this point it is necessary to give importance to the diagnostic test as a vital tool in the diagnostic assessment. As is establish in the book Cognitive Diagnostic Assessment "there are many reasons for the increase of interest in diagnostic testing.one reason is that well-designed diagnostic tests can improve very detailed assessments of achievement in academic domains" (Nichols, 1995, pág. 305)

In short it is important to determine that diagnostic assessment is an important tool in education, know the background of the learner is essential to improve the future knowledge.

Following this assessment is another important instrument that teachers have to know well and use in the teaching learning process, the Formative assessment.

## 2.4.2 Formative Assessment

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess the teacher progress which is important to get the learning results at the end of the process. One of the principal focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to learners' progress and to determine teaching effectiveness.

Based on the information we can find in the MEP English Syllabus 2016

Formative assessment is used to monitor student learning. It helps to identify students' strengths and weaknesses and target areas that need work and to recognize where students are struggling and address problems immediately. It

can be used by instructors to improve their teaching and improve students' learning. It also evaluates students in the process of "forming" their competences and skills with the goal of helping them to continue that growth process. In short, it focuses on the process to develop competence by using information from the analysis of weaknesses and strengths in portfolios, assignments, or different products. (Ministerio de Educación Pública , 2016, pág. 51)

This assessment is important in the educational process because with that teachers can monitor the advance of their learners that is vital. With the formative assessment teachers can find the strong skills in their learners and also can find the areas that have to be reinforced.

According to Margaret Heritage the word assessment "This word origins implies that in assessment the teacher sits with the learner..." (Heritage, 2010, pág. 7). It is supposed that the teacher has not to sit at one side of the learner and control all their activities, the real situation is that assessment has to be applied in the class to the learners as part of the process, and based on its results teacher can take different action to improve the learning process in the learner. On the other hand, teachers can use the formative assessment to improve their classes, aspect that can be positive to the learners and the whole process.

In summary we can say that formative assessment can improve the learner's knowledge and change them into an active social actor with a high communicative awareness.

From this point it is possible to establish the role of the summative assessment which is the last of the indicators for this chapter.

#### 2.4.3 Summative Assessment

The guide for teachers given by the MEP, mention the summative assessment and explain the most relevant aspects to take into account in the educational process.

Summative assessment is centered in the strategies implemented to develop competence. It evaluates student learning at the end of an instructional unit by comparing it against a standard or benchmark. The information provided by

this type of assessment can be used formatively to guide their efforts and activities in subsequent courses. (Ministerio de Educación Pública , 2016, pág. 52)

According to Kay Burke in his book Balanced Assessment

Summative assessment occurs when teachers evaluate a final product. It usually takes place at the end of a chapter, a unit of study a benchmark period, a quarter, a course, a semester or an academic year. Summative assessment reports the students' final results to the students themselves, their parents and the administration, as well as the school district, the state and the national government. (Burke, 2010, pág. 45)

It means that the summative assessment is a relevant tool in the analysis of the learning results not only for the learners and teachers but also for the MEP and for the government in general.

Something important is determine that summative assessment is the comparison between the learners results and the standard given by the authorities, this give us an idea of the level of the learners in relation with the rest of the learners. With this information we can get statistics and some important information to try to improve not only the learners level but also the educational system itself to get better results in a short and long term.

In short we understand the importance of the summative assessment as the tool that can give information not only to the learners and teachers but also to many people involve in the educational system, the MEP, the government. With that important information we can make important decision regarding to the process and make some changes if necessary. The principal goal of this assessment is to improve not only the learners level but also the educational system and with that the education of our country.

## **Chapter's conclusion**

Talk about education is an ocean of concepts, terms and ideas; most of the time is difficult to understand the process and the relevant characteristics of the system. Especially if we analyze the different approaches. For this research in particular the researcher emphasizes the Action Oriented Approach in the public educational system its different indicators, it is understood that there are many different factor which have influence in this approach, however here you can read and understand the related to the methodology, the didactic sequences and the different tasks involved in the topic.

On the other hand, readers can analyze the importance of the speaking skills learners need to have and the way teacher and earners can manage this important area in order to get the learning result teachers and system want to develop, topics as oral production, comprehension importance and fluency are analyzing and contextualize in the educational system.

Finally, but no less important readers can understand the relevant aspect related to assessment teacher and learners have to deal with. The different stages about assessment the importance and concept of terms as the diagnostic, formative and summative assessment, terms that many times are misunderstood and by this reason misused in the educational process.

All those variables are, in some sense, the bases to improve the education in our country, it is important to know the information, analyze it and look for the way to put it into practice. Teachers have the responsibility to know different information and apply that in their classes to get the results learners need to be communicative efficient, the goal of any teaching learning process.

During the rest of this investigation reader can discover the influence of many different aspects in the teaching learning process, the impact of those different features in the real education field.

## **Chapter III**

### 3.1 Introduction

This chapter number three presents the methodological framework, a vision of elemental information in order to understand the present research. Here the researchers will present aspects such as research method, types of investigation, research approach, population and sampling for the investigation, variables, data collection and the result analysis which is one of the relevant aspects in order to get the research objectives at the end of the investigation.

The research method used in this thesis, the mixed, is a methodology for conducting the investigation that involves collecting, analyzing and integrating quantitative facts for example experiments, surveys and qualitative evidences such as focus groups, interviews and research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

Mixing both quantitative and qualitative research data, the researcher tries to get a depth understanding of the phenomena in investigation, on the other hand the researcher can obtain the strengths of both methods and get a better and more clear results. One of the most advantageous characteristics of conducting mixed methods research is the possibility of triangulation of the information these facts allow the researcher and the reader to understand the information more accurately by approaching it from different vantage points using different methods and techniques. To success in this process is necessary to analyze the information in a better way and understand the different sources of information in order to put them together and obtain the desirable results.

In our case that is necessary to get the objectives that the researcher established since the very beginning of the research. It is important to point out that the surveys are the most important resource during the collecting information process. From here the researcher is going to develop the conclusions and recommendation which are the essential element of the investigation.

Other important aspect related to this investigation is the type of investigation, which is descriptive, it means that with the present investigation the researcher wants to describe the characteristics of the phenomenon that is being studied. As in mentioned in the book Research

Successful Approach “Descriptive Research is an effective way to obtain information using in devising hypothesis and proposing associations” (Monsen, 2008, pág. 5)

The population and sampling is, in many senses, the corner stone of the investigation, this research is matter of knowing what is happening in the classroom regarding the speaking skills, that is why the population is important, from here the researcher is going to get the information to analyze the whole process. For this investigation the reader is going to know about a community called General Viejo, located at the south of Pérez Zeledón. The sapling is going to be a group of 10 graders from the General Viejo Technical High School. It is important to make the difference between population and sampling. According to Paul S. Levy in the book Sampling of Population “The population (or universe or target population) is the entire set of individuals to which findings of the survey are to be extrapolated” (Levy, 2008 Chapter 2 parr 2), sampling is the part of the population used to get the necessary information in order to develop the final results. Choose a correct sampling for the research is critical in order to get the research objectives.

Data collection and data analysis are two essential stages in the complete process. Data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. On the other hand, 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 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”.. (Shamoo, 2003, pág. 32). That is why this are two vital elements in any investigation and this is not the exception.

In short it is important to analyze the different elements of this methodological framework. This is a vital part of the present research, important elements as research method, type of investigation, population and samples as well as the collecting and analyzing of information are the cornerstone in order to find the trusting results and give the necessary recommendations at the correct moment. Based on that the researcher will develop this chapter, starting with the importance and relevant aspects regarding research method.

### **3.2 Research Method.**

As was mentioned in the previous introduction the Research Method used during this research is the Mixed Method it means that the researcher is going to combining, collecting, analyzing and integrating quantitative facts for example experiments, surveys and qualitative evidences such as focus groups. As we can read in the book Mixed Methods Research “Mixed methods provide statistics and stories that complement and contrast to inform our thinking about the problems...” (Watkins, 2015, pág. viii)

Using a mixed method allows researcher to use many different information recourses in order to offer a better understanding of the information and the results.

According to Daphne C. Watkins “we define integration in mixed methods as the linkage between qualitative and quantitative data based on a predestined system that helps determine how we gain knowledge” (Watkins, 2015, pág. x) here we can understand the importance of the mixed method since we can obtain more information from different sources of the research, researcher tries to answer the questions that was formulated at the beginning of the research, he pretends to get the objectives and discover the reality of the public education system in Costa Rica regarding to the oral production.

In short it is necessary to say that mixed research method is a complete way to get information in order to catch the objectives of the research. The importance can be discovered, as Watkin says, in the fact that the researcher can use a variety of information from different sources, qualitative and quantitative, that fact give more accurate information and with that obtain better results in the process, to demonstrate them at the end of the research. Analyzing all that information we can move our attention to another important aspect of the investigation. The Type of investigation which is the descriptive, and which is the one is going to be analyzed as follow.

### 3.3 Type of investigation

In order to develop this research, the researcher is going to use the descriptive investigation. According to this type of investigation the investigator will use different sources and this research primarily focuses on describing the nature of a demographic segment, without focusing on “why” a certain phenomenon occurs. In other words, it “describes” the subject of the research, without covering “why” it happens. Related to the descriptive investigation we have to pay close attention to some different aspects as the environment, the context of the situation been studying, and the way researcher can collect the information. According to Bruce Thyer in the book *The Handbook of Social Research Methods* “descriptive research attempts to describe characteristics of a sample and relationship between phenomena, situations and events observed by the researcher.” (**Thyer, 2010, pág. 120**). In other words, the researcher needs to get real information, from the population, he has to observe the situation and using different tools as surveys to get the most accurate information in order to emanate some information related to what is happening in the educational system, and taking advantage of that information prepare some important recommendation to be followed in the high school.

According to Thyer in the book *The Handbook of Social Research Methods*

Social work knowledge building can be viewed as a continuum. First, exploratory research uncovers important variables of interest and identifies appropriate research designs to better understand relationships among variables. Second, descriptive research allows investigator to understand characteristics of those variables among participants and to begin examining relationships among those variables. (Thyer, 2010, pág. 120)

In other words, descriptive research pretends to provide, analyze and give advice about data resulted from the relationship between the questions researcher establish at the beginning of the investigation and the different observation and surveys he can apply to the different sampling of the chosen population. That is why the descriptive investigation is an essential tool in the correct management and interpreting of the information. As follows, in this research paper reader can knows and understands other necessary situations related to the research, the research approach is one of these transcendental aspects it is necessary to discover and understand.

### **3.4 Research Approach.**

In actual research the popular called Mixed research and correctly called Hypothetic-deductive Approach is the most common used approach, we can understand this approach as the combination of the inductive and deductive approach, as we can read in the book Management Research Methodology “The Hypothetic-deductive Approach is a process of operations of rising precise questions converting the questions into hypotheses. The logical consequences of hypothesis are obtained. They are tested and verified” (Krishnaswamy, 2009, pág. 14) .

Here the researcher can observe and analyze a set of phenomena. Based on those observations can be established a hypothesis in order to try to explain the observed situations. The idea here is to affirm or refute the hypothesis that was established after de continues observations. The researcher uses different methodologies in order to get the results of the correct interpretation of the established hypothesis, the used resources to get the objectives can be observations, questionnaires, interviews and many other that the researcher considers correct to the final proposes.

In this approach the researcher pretends to change the simple activity into a real scientific investigation method. To reach that objective it is necessary to follow different steps for example observation, creation of hypothesis, explain it and finally affirm or refute the mentioned theory.

In short it is important to understand the significance of this approach, it is necessary to point out the different stages we have to follow in order to get the best result of the whole investigation. The combination of the inductive and deductive approaches is a modern way to obtain the necessary information to create an excellent research with real results and with that information give the most accurate recommendations in order to improve our educational reality. Observation, creation of hypothesis, analyze the obtained results and affirm or refute that hypothesis is the most accurate way to understand the complete research.

To get the desired results of this investigation we have to realize the importance of many different aspects, as the ones the researcher have mentioned already, and some other necessary elements such as the population and sampling, which the readers are going to discover as follow.

### **3.5 Population and Sampling**

Population and sampling is possible one of the most important elements in any research and this is not the exception to this fact. Analyzing the importance of both elements can drives the investigation in the best way, we can understand the process and discover the real information regarding to the public educational system in Costa Rica. Since we are working with people in the educational system it is essential to choose and understand this important aspect of this research.

#### **3.5.1 Population**

In order to understand this research, it is necessary, first, to understand the concept of population and the relevance of that concept in the investigation. According to Paul S. Levy in the book Sampling of Populations Methods and Applications “the population (or universe or target population) is the entire set of individuals to which findings of the survey are to be extrapolated.” (Levy, 2008 Chapter 2 parr 2). In other word we can make an analogy where we can compare our investigation to the ocean where the population is the totality of the elements in the ocean, fish, water, reefs and other. That is why we establish the population of this investigation as the students, teachers and administrate personnel of the General Viejo Technical High School, a public institution located in General Viejo, a community located at the south of San Isidro, this institution has around 750 students from all the different levels, students are divided into six different levels and 29 sections, students from different places around General Viejo. They are ages between 13 and 18 years old with some exceptions, which are justified by the administration of the educational center. Students from this institution are exposed to the four English skills during the week and their education is based on the English MEP Syllabus from the year 2016. For the purposes of the present research the researcher is going to focus specifically in the oral tasks.

In brief we can say that the population is the broader group of people to whom your results will apply. In this case the students from the General Viejo Technical High School around 750 students, from here the researcher is going to take the sampling in order to develop the correct investigation. Sampling is the following element in importance we have to analyze in this research.

### 3.5.2 Sampling

As we can read in the book Sampling Essentials “The key to good research is preparation, preparation and preparation... Sampling can be defined as the selection of a subset of a population for inclusion in a study” (Daniel, 2011, pág. 1) according to this information we can understand the importance of the preparation of the investigation and specially the selection of the correct sampling in any investigation, in this case the researcher is going to work with 10<sup>th</sup> grader students specially sections 10-1 and 10-2 in order to obtain a reliable sampling and give sureness to the present research. Those groups with students from different parts of the community and ages between 15 and 16 years old. For this investigation researcher will work with 50 students, they are teaching by the same teacher in high school. The researcher chooses this sampling because those students are working with the new MEP English syllabus, in fact this is the first level that has the complete influence, in all the previous scholar years, of the mentioned new English Syllabus, it is a perfect opportunity to discover the results given by the new syllabus and the possible recommendation in order to improve the public educational system in Costa Rica.

In short the importance of selecting the correct sampling is vital to the process, in this particular the sampling are 10 grader students from General Viejo Technical High School, students age between 15 and 16 years old and who were and are working with the new MEP Syllabus, students who is supposed are working with new methodology and new education concepts. In order to all those aspects this is a great opportunity to have an idea of the results of the new education concepts that MEP is trying to implement.

In order to drive this investigation in the best way now it is important to understand the different concepts of the variables reader will find in advance in this research.

### 3.6 Variables and its meaning.

For this research the reader is going to find three different variables, those are important for the educational process and obviously for the investigation itself. Action Oriented Approach, Speaking Skills and Assessment are the variables it is necessary to analyze from the different points of view one of those is the different concepts of the variables in study.

### 3.6.1 Action Oriented Approach.

#### 3.6.1.1 Conceptual Definition.

The conceptual definition refers to the real definition of the variable, as the reader can find it a dictionary or in a specific book related to the topic. Based on that we can find in the book *The Action Oriented Approach a Dynamic Vision of Language Education* “this approach has increasingly circulated in the world of language education since the publication of the *Common European Framework of Reference of Language* (CERF) (Council of Europe, 2001) and particularly in the last decade” (Piccardo, 2019 the emergence of a new vision parr 1)

We can understand the Action Oriented Approach as the process of learning by doing, not only learn by giving theory to the learners but also give tem activities to drive their learning process to the definitive knowledge.

#### 3.6.1.2 Instrumental Definition.

We can understand the instrumental definition as the determination of the indicators of any variable, for this case in which the researcher presents the Action Oriented Approach as the variable we can point out the indicators as: Methodology, Didactic Sequences and Tasks. In order to know the influence of the previous indications in the educational process, the researcher will use different sources as the pretest and some questionnaires applicable to the different participants in the process, in this particular variable, the instruments will be oriented to teachers and principal of the institution.

#### 3.6.1.3 Operational Definition.

Related to the operational definition of the Action Oriented Approach is important to mention the different instruments to get the research´s objectives. In this case we are going to apply a pretest in order to get the first information to start our data analysis on the other hand it is necessary to apply different questionnaires to the different characters in the public educational process. For this investigation we are focus in the information researcher can get from teachers

and principal of the institution, the learners will have a small role in the data collection because the variables pretend to analyze specific aspects of the educational process in a more administrative level.

### 3.6.2 Speaking Skills

#### 3.6.2.1 Conceptual Definition.

Speaking skills are the ability of the learners to express their opinion about any topic. As was mentioned in before in this investigation Speaking skills are not only related to the ability of the learners to produce sentences in order to communicate but also the possibility to be communicative and can express their ideas as it is mentioned in the book Essential Speaking Skills “it is important for learners to practice the language they are learning in situation which are similar to life outside the classroom. They need to practice real communication.” (Baker., 2003, pág. 7) . Another important aspect we have to take into account as Petter L. Miller mention in his book Speaking Skills for Every Occasion “Improving your speaking skills is achieved via preparation, planning, practice and performance.” (Miller, 2003, pág. 8).

#### 3.6.2.2 Instrumental Definition.

Instrumental definition is the establishment of the indicators of any variable, for this case in which the researcher presents the Speaking Skills as the variable reader is going to find the following indicators: Oral Production, Comprehension Importance and fluency. In order to know the influence of the previous indications in the educational process, the researcher will use different sources as the pretest and some questionnaires applicable to the different participants in the process, in this particular variable, the instruments will be oriented to teachers and principal of the institution.

#### 3.6.2.3 Operational Definition.

Related to the operational definition of the Speaking Skills for this research it is important to mention the different instruments to get the research´s objectives. In this case we are going to apply a pretest in order to get the first information to start our data analysis on the other hand it is

necessary to apply different questionnaires to the different characters in the public educational process. For this investigation we are focus in the information researcher can get from teachers and principal of the institution, the learners will have a small role in the data collection because the variables pretend to analyze specific aspects of the educational process in a more administrative level.

### 3.6.3 Assessment

#### 3.6.3.1 Conceptual Definition.

It is necessary to recall that conceptual definition is the real meaning of the concept, the definition we can find in dictionaries or books, according to this John Salvia mention in the book Assessment in Special and Inclusive Education that assessment is “a process of collecting data for the purpose of making decisions about students or schools.” (Salvia, 2009, pág. 4). By this reason this variable is important for the educational process and of course for this investigation. From this point we can point out the other definitions for this variable.

#### 3.6.3.2 Instrumental Definition.

Instrumental definition is the founding of the indicators of any variable, for this variable, assessment, the reader can find the fallowing indicators: Diagnostic, Formative and Summative Assessment. In order to know the influence of the previous indications in the educational process, the researcher will use different sources as the pretest and some questionnaires applicable to the different participants in the process, in this particular variable, the instruments will be oriented to teachers and principal of the institution.

#### 3.6.3.3 Operational Definition.

Talking about operational definition for Assessment in this research it is important to mention the different instruments to get the research´s objectives. In this case we are going to apply a pretest in order to get the first information to start our data analysis on the other hand it is necessary to apply different questionnaires to the different characters in the public educational process. For this investigation we are focus in the information researcher can get from teachers and principal of the institution, the learners will have a small role in the data collection because

the variables pretend to analyze specific aspects of the educational process in a more administrative level.

### **3.7 Context. The chosen setting.**

#### **3.7.1 Socioeconomic Reference Framework**

In our public educational system, we have many different types of institutions, in order to develop this research researcher is going to work collecting information from the General Viejo Technical High School, this institution belongs to Pérez Zeledón school district, located at the South side of the city this High School was created in 1980 as an academic institution, later in 1984 the institution changed to a Technical High as we know it in the present. General Viejo is the Pérez Zeledón's second district located around 11 kilometers from San Isidro center this district as, according to INEC 2011 a population around 7166 inhabitants and its territory of 78,9 square kilometers is dedicated in the majority to the coffee, and sugar cane plantations in the area people do not have any industrial activity or big factories that can help the economic development.

According to Costa Rican Statistics Institute (INEC) 2011 around the 19 percent of the population has internet access at home and 98 percent of the population has electricity and drinking water at home. All that information can give a good idea of the population of high school, and the possibilities of the learners in the institution.

In short we can say that people in this community have a good living way and the learners in General Viejo Technical High School have many possibilities to develop them as students and future professionals.

Another advantage of the population of this school is the well-structured organization of the institution.

#### **3.7.2 Organizational Reference Framework**

As is mentioned in the magazine Chron for small business "To be effective, an organization needs a structure. Public sector organizations like government agencies, educational institutions

and the postal service all have clearly defined organizational structures” (Faris, 2019 parr 1). Based on that it is necessary to mention that General Viejo Technical High School has an important administrative department. Related to the organization of the institution it is import to point out that this institution has many teachers and administrative personnel the organization of the institution is laddered by the Principal Ing Adrian Jiménez Chaves, the Sub Principal, two counselors three coordinators for the different fields, academic and technical, and seventy teachers for the different fields. In total the Institution personnel is around one hundred people working for the educational development of the learners. This is an advantage for students especially in the English field because learners can have many different people who can help them in the knowledge acquisition. The English Department is one of the biggest with nine teachers.

In short we can understand that this institution is a big educational center with a lot of people who can give any type of help in the learning process for the learners. That is a positive aspect in the educational process. Learners can have a nice advantage from this situation. In terms of this research it means that researcher have many resources to get real and reliable information to reach the objectives, for this the data collection is a vita process as will be explaining in the fallowing section.

### **3.8 Data Collection**

As we can read in the book Data Collection Research Methods in Applied Linguistic in relation to the data collection importance “... the successful elicitation and collection of data is a key challenge to obtaining reliable and valid results in research project”. (Rose, 2020, pág. vii). The objective of data collection is exactly that obtain reliable and valid information from the different resources research can apply. This is possible one of the most important parts of any research because the way information will be collected and the sources will be used determine the positive results of all the efforts in the investigation. Based on that it is important to be aware to the different situation research can find in the process, positive and negative, that can have an influence in the data collection process, aspects as the availability of the helping teachers, learners and other character in the investigation have a direct influence in the process, in the case of this research the mentioned characters are in an excellent deposition to elasticity reliable information to the process, however not all the aspects are positive, researchers have to deal with some negative

aspects that have an impact on the correct and reliable data collection, the impossibility to go to schools as a healthy prevention regarding to a virus that is affecting the country is a huge obstacle to get the information during the research process.

In summary data collection is a vital part of the investigation that can be affected by many factors, positive and negative, which the researcher has to deal in order to get reliable information as base of the research process itself. There are many ways in that the researcher can get the information, resources as pretests, questionnaires will be used and explained during the following stages of this process.

### 3.8.1 Instruments

To obtain the best information is necessary to apply the best instruments in the better way researcher can do. In order to reinforce that idea Linda B. Bourque writes in her book Processing Data “The data collection process itself influences the quality of data obtained. No matter how data is collected, the objective is to obtain accurate, complete data that are consistent across respondents, records or other sources employed” (Bourque, 1992, pág. 32). There are many different was to get information in research, for this one in particular the researcher in going to base the data collection in pretest and questionnaires applied to different actors of the educational process, specifically to the principal of the institution, English teacher who are part of the academic English Department, and in a small sampling of the student’s population of the high school.

To sum up it is necessary to pay attention to the different instruments used in order to collect data for the research, this is vital to the reliability of the information and with that the consistency of the results of the complete investigation. Chose and apply in the correct way the instruments as pretest and questionnaires can warranty the efficacy of the information and guaranty the final goals on the investigation.

### 3.8.1.1 Pre-test

At the beginning of the data collection is important to apply a pre-test in order to know the first information and the situation of the population for the research in relation to the investigated topic, in this case researcher needs to understand the information related to the three variables and the nine indicator that have been determined since the beginning of the research. Pre-test is an essential instrument. In a pre-test, researcher only test one or a few components of the research study on a small fraction of your intended sample size. Pre-testing can help identify problems in the language, tone, structure, and design of a questionnaire. It also provides the researcher a brief glimpse of the kind of data they can expect at the end of fieldwork. Regarding to this fact Naval Bajpai writes in the book Business Research Methods “Pretesting is done in a small sample collected from the target population. Although there is not magic number that should be sampled during a pre-test, most experts would agree that the sample size should be relatively small.” (Bajpai, 2011, pág. 87)

In short we can determine the importance of the pre-test in the research process, we understand that this instrument is going to be applied at the beginning of the data collection and the researcher has to be careful with this process because it is the first contact with the sampling, part of the population, it is necessary to measurement in this investigation. From this point researcher can develop another important part in the data collection, the questionnaires.

### 3.8.1.2 Questionnaires

The basic instruments to get the information that after is going to be analyze are the questionnaires, those are going to be apply to the principal of the institution, the English Department Teachers and a sampling of the students of the high school. In order to develop this research reader is going to find close questions, according to Bill Gillham in the book Developing a Questionnaire “a closed question is one where the possible answers are predetermined. Most questionnaires (and structured interviews) are composed entirely of closed questions” (Gillhan, 2008, pág. 5). The explanation for this argument is easy, the collection and analysis of the information is kind of easy and very accurate, in fact many books related to the topic suggest it use. To collect reliable information in order to get the research objectives it is necessary to prepare

a well-build questionnaire because from here the information will change from the idea of the character of the investigation into information, graphics and so on.

In brief we need to establish the importance of this investigation recourse, those questions are necessary for the whole process, the close question give an ideal way to collect reliable information and with this the researcher warranty the successful of the process and the accurate of the results at the end of the process. After this information collection is the time to start analyzing the collected information, field of the fallowing chapter.

## **Chapter IV**

## 4.1 Introduction

Actual investigations require many safe information; the way researcher manages the information is the difference between an accurate investigation and a careless one. The principal objective when we collect information is to analyze it and most important, know how people learn from the collected information and with those results improve the educational process itself. That is way is an obligation to the researcher looking for the ways reader can understand that information and present some solutions based on them. According to Ferguson Career Skills Library “You need to learn how to acquire, evaluate, organize, maintain and finally present the information” (Mackall, 2014, pág. 3). We can say that information is the most important element in any research, because if the researcher does not have information does not have investigation.

Knowing that information is essential to this investigation and all investigations, it is important to point out the way researcher is going to get that information, first step in the final objective reach. In this case the information is going to be getting by the application of two questionnaires based on nine questions each one, those questions are in strict relationship with the three variables and their corresponding indicators. The questionnaires are oriented to the General Viejo Technical High School English Department composed by nine teachers. The second questionnaire to the principal of the institution. With those questions the researcher will get real information to complete this chapter number four.

When the participants give their opinions regarding to the questions, so regarding to the variables and indicators of this research, the researcher will collect that information using the Forms tool in order to have a well organized amount of information.

The information collecting and its manipulation is a vital element in the research, we live in a moment where information is one of the most important sources as is mentioned by Xiaohu Wang in the book Information Quality “we recognize that we are living in an information society: our productive capacities and our abilities to organize the lives of our communities are predicted on our information-processing capabilities.” (Wang, 2015, pág. viii).

Based on the collected data the researcher will present the information in different ways, first will present it by using charts and figures in order to illustrate the results followed by a

technical analysis based on each item with the propose to explain the information as accurate as possible. As was mentioned in chapter number three in order to collect and analyze the information the researcher will use many different recourse and strategies which can drive the investigation to the best possible results and the better recommendations in order to improve the public education system in our country and specially at Genera Viejo Technical High School.

#### **4.1.1 Research Method for data collection.**

This is an important element for data collection and interpretation the researcher is using the mixed method where he can get information from different source in order to get a better interpretation and presentation of the different findings. It is essential to remember the words printed in the book Mixed Methods Research “Mixed methods provide statistics and stories that complement and contrast to inform our thinking about the problems...” (Watkins, 2015, pág. viii). In this case the principal saucers to collect information are the questionnaire which will be apply to English Department Teachers and principal of the institution, the English MEP Syllabus and some of the principal experiences of the researcher.

#### **4.1.2 Type of approach for data collection.**

The idea to analyze the information from a public institution comes from the necessity to understand different situations living by students and teachers, people in the system have many different question and the research is a possibility to find satisfactory answers which can give the start to a real improvement process, based on different recommendation generated by the descriptive approach used in this investigation. The elemental idea of the approach is to describe, through data collection and analysis, what is really happened in the public education system in Costa Rica and how can teachers and principals drive the process in order to obtain better results, the English Teaching objective which is, as everybody knows, the increase of the learners’ oral production level.

Finally, we can mention that information in the present in one of the more important recourses when people have to analyze and give recommendations regarding any situations. This is not the exception, the correct management of the information getting by this research will present a clear view associated to the actual situation of the educational system in Costa Rica. The two

questionnaires apply to teachers and principal are an excellent resource of data, they will present a clear idea of the correct or incorrect application of three important variables in Costa Rican public educational system: Action Oriented Approach, Speaking Skills and Assessment, part of the bases of our education in Costa Rica.

## 4.2 Data Analysis

In this section of the present thesis will be tabulated and analyzed the collected information through the questionnaire applied to ten teachers and the principal of General Viejo Technical High School, a total of eleven people tied to this research. The objective of this data tabulation and analysis is to easily understand the results as Ibrahim says "... the main objective of tabulation is to condense the data and to make comparison easy. In the tabular form of data, the required interpretation is easily accessible. The data looks very clear..." (Ibrahim, 2015, pág. 99).

The information collected comes from nine questions, those questions are based on the three variables and its corresponding indicators presented since the very beginning of this research. That collected information will be presented by means of charts and figures in order to make the understanding of information easily to the reader. As is mentioned in the book The Art of Data Science: "Data visualization is arguably the most important tool for exploratory data analysis because the information conveyed by graphical display can be very quickly absorbed and because it is generally easy to recognize patterns in a graphical display." (Matsui., 2017, pág. 31). Following each chart and figure the reader will find a brief analysis which explains the collected information.

The information taken from the questionnaire will be managed considering 70% or more as a productive result for the public educational system in Costa Rica. If the collected information gets the percentage under 70% is going to be consider a deficient result, not according to the MEP standards and not according to the learners needs regarding to their learning process.

The most important consideration with the collected information is that this is just the basement in order to make the comparisons between what the participants in the educational process consider and the public education standards in our country. Taking that information, the researcher will present some recommendation, later during this document, to teachers and

principal. Those recommendations are always an excellent tool to improve the process and especially if they come from other point of view, in this case the point of view of the researcher.

In conclusion, it is established that information collection is very important, but the data analysis is an essential tool in the improving educational process. Interpreting information is essential and the analysis of that information, and presentation for the readers represent the real objective of any research. It is necessary to point out that the collected information is not the only source to give recommendation, the researcher will analyze the situation from different stages, will take into account the collected information, the standards of MEP presented in the English Syllabus and his own experience in order to set the best reconditions which can give a new impulse to the education itself.

### **4.3 Questionnaire Analysis.**

When researchers develop relevant investigations questionnaires are a fundamental part because most of the information comes from this source. Collecting information for the investigation is an easy process nowadays, especially if researcher use this type of collecting methodology. As is mentioned in the book *Questionnaires Research* “Questionnaires yield responses that are usually easy to tabulate or score, and the resulting data are easy to analyze...” (Patten., 2017, pág. 23) for this research particularly the information will be collected by the Forms tool a software by Microsoft Office here we can see in a clear way the information and some graphics that make the interpretation easy.

Researcher has to be careful when he manages the collection of information because one of the purposes in this case is that the information can be valid and reliable. According to McLeod, “The concept of validity refers to the ability of the test to measure the actual construct it claims to be measurable. The concept of reliability refers to the robustness of the test...” (McLeod, 2003, pág. 55). That is the reason why the researcher has to be careful when create the questionnaire, apply it and interpret the information, knowing that this information is the base to find the results of the investigation and most important to present different recommendations in order to try to

improve the public educational system in Costa Rica and more specifically at the General Viejo Technical High School.

The use of this questionnaire applied to English Department Teachers and Principal of the institution pretends to join both perceptions of the high school reality regarding to English oral production level in the students. Researcher is going to apply nine questions related to the nine indicator from the three variables studied in the present research.

The information taken from the questionnaire will be managed considering 70% or more as an efficient result for the public educational system in Costa Rica. If the collected information gets the percentage under 70% is going to be consider a deficient result, not according to the MEP standards and not according to the learners needs regarding to the learners' oral production level.

Based on the previous information researcher creates the following question analysis in order to understand in a better way the situation of the learner's oral production level at General Viejo Technical High School.

**Chart # 1**

**How does the methodology stated in the English Syllabus  
can improve the oral production level?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
	<b>Always</b>				<b>Never</b>					
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
<b>Teachers</b>	1	10%	6	60%	3	30%	0	0%	0	0%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

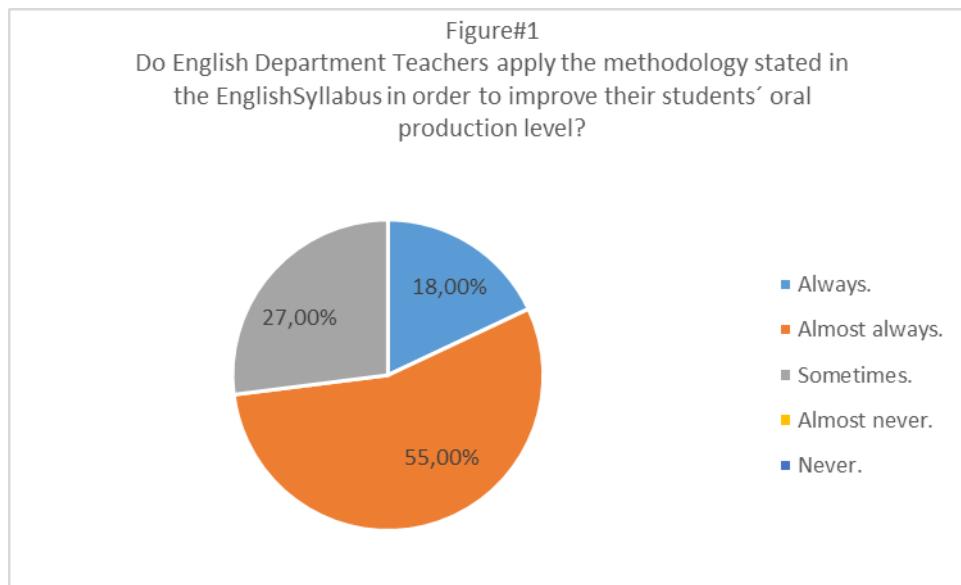
**Note: Variable Action Oriented Approach. Indicator Methodology. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.**

In this case question number one applied to teachers and to the Principal from General Viejo Technical High School regarding the variable number one of the present research "Action

Oriented Approach" and specifically the indicator number one: Methodology was "Do you / English Department Teachers apply the methodology stated in the English Syllabus in order to improve your student's oral production level?"

For that question we have the answers of ten teachers who are the personnel of the English Department of the high school and one principal who is the responsible person to drive the teachers' labor at that place. According to the appreciation of their job we can conclude that one teacher that represent the 10% of teacher thinks he/she always applies the MEP methodology in the classes, six teachers think that they almost always apply the proposed methodology, it represents 60% of the teachers, three of them consider that they apply it sometimes, that is 30% of the teachers and no one consider that the methodology is seldom never or never apply. Regarding to the principal of the high school he considers that ten teachers, it means the 100% apply the methodology given by MEP through the actual English Syllabus.

In Figure N°1 it is displayed the information obtained from the above question asked to the subjects of information as follows.

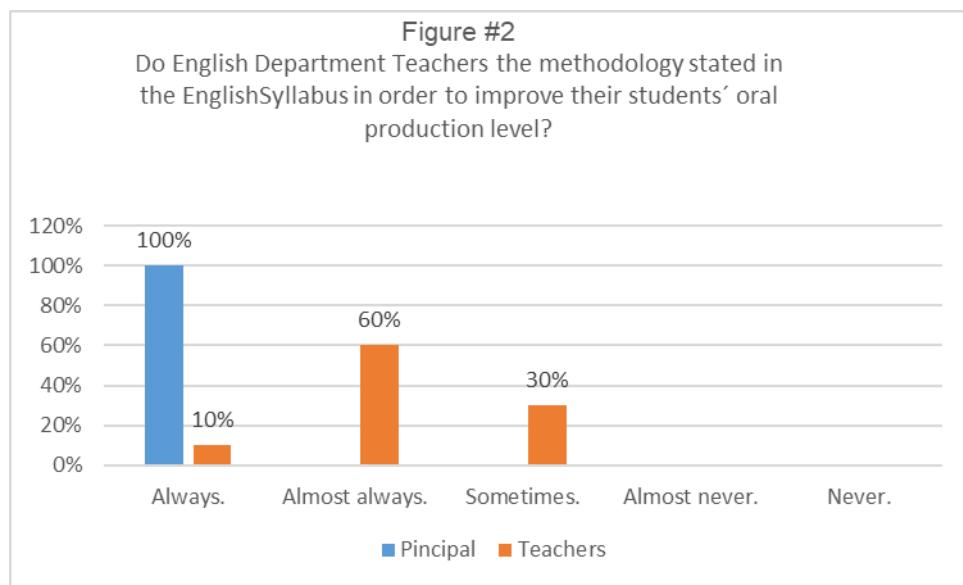


***Note: The data illustrated in Figure N° 1 comes from the information in Chart No. 1 of this thesis.***

In figure number one which is based on the general information collected by the researcher regarding to the question Do English Department teachers apply the methodology stated in the

English Syllabus in order to improve your student's oral production level? It is concluded that two people one teacher and the principal 18,18% of the asked people think that the English teachers always apply the methodology given by MEP in the English Syllabus, six teachers 54,55% consider that almost always the methodology is applied in the English classroom, just three teachers 27,27 % reflect that the methodology is applied in the school specifically in the English classes, and 0% of them estimate that the methodology is almost never or never applied in the English classrooms at this high school.

Figure N°2 displays the information obtain from the first question to the participants of the study, 1 principal and 10 teachers.



***Note: The data illustrated in Figure N° 2 comes from the information in Chart No. 1 of this thesis.***

In Figure N°2 that corresponds to information per subject appears illustrated, the answers given to the question Do English Department teachers apply the methodology stated in the English Syllabus in order to improve your student's oral production level? The figure displays different points of view here it is concluded that the Principal it the 100% thinks that their teachers are applying the methodology according the MEP requirements, regarding to the teachers one of them 10% considers that the methodology is always applied in the English classrooms, six of them the 60% of the English Department teachers estimate that the methodology is almost always

applied, three teachers the 30% consider that the MEP methodology is sometimes applied, and 0% of them think that the methodology is almost never or never applied at the General Viejo Technical High School English Department.

Analyzing in general terms the information for this question number one regarding to the first variable of this investigation we can say that most of the participants in the English educational process at General Viejo Technical High School consider that the methodology is almost always applied as is require at the English MEP Syllabus, just the Principal of the institution considers that the methodology is always apply as is consider correct for the MEP, this appreciation looks like not very exact considering that just one of the ten teachers thinks in the same way. Analyzing the information as a complete scenario we can say that the application of the MEP methodology in this high school is according the public education requirements considering that more than 70%, to be exact 72,72 % of the participants in the educational process consider that methodology is been applied according to MEP English Syllabus, however the percentage is very low since that the application of the MEP methodology is a must in the educational process in our country.

In order to analyze the question number two, taken from the second indicator of the first variable- The didactic sequence- the researcher found the following information

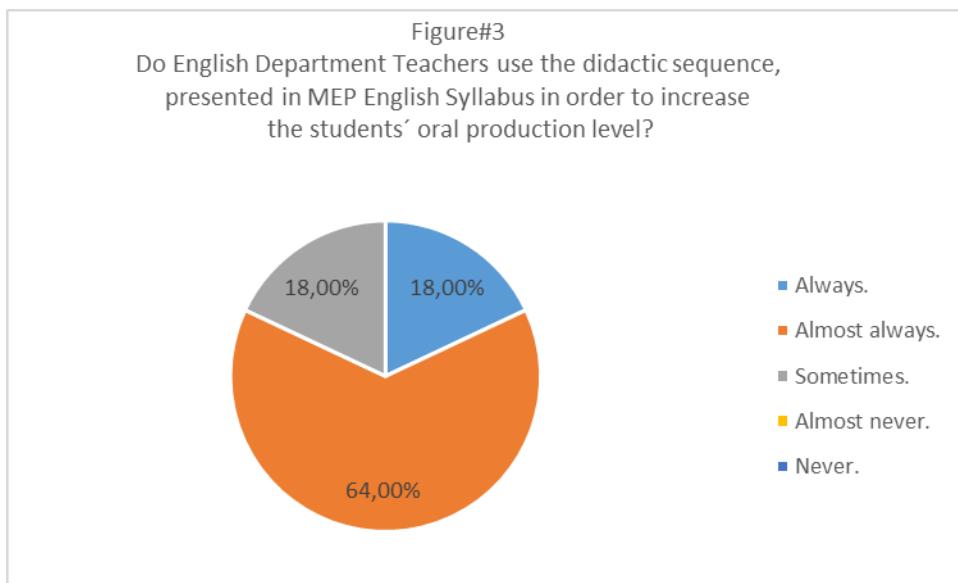
**Chart # 2**  
**How the application of the didactic sequence**  
**can improve the oral production level?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
			<b>Always</b>				<b>Never</b>			
	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>
<b>Teachers</b>	2	20%	6	60%	2	20%	0	0%	0	0%
<b>Principal</b>	0	0%	1	100%	0	0%	0	0%	0	0%

**Note: Variable Action Oriented Approach. Indicator Didactic Sequence. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.**

Like in question number one this second question was answered by ten teachers, the English Department of the institution and one principal who is the person in charge of the development of the different educational activities in the high school. From this question number two which is “Do you use the didactic sequence, presented in the MEP English syllabus in order to increase your students’ oral production level?” we can understand that two teachers who represent the twenty percent of the teachers consider that they always apply the given didactic sequence in order to increase their students’ oral production level, six teacher consider that the correct didactic sequence is almost always applied in the educational process at their high school, it represents the sixty percent of the English teachers, finally just two teachers considers that they sometimes apply the given didactic sequence, that is a twenty percent of the English educators in the school, no one considers that the methodology is almost never or never applied. Regarding to the principal of the institution he thinks that the teachers who work in the institution’s English Department almost always apply the didactic sequence, in other words the researcher can say for sure that the principal part of the administration considers according the given experience that the one hundred percent of the teachers are not following the MEP instructions regarding to didactic sequence.

Based on the previous information researcher prepares the following figures in order to understand and interpret the collected information in a better way.

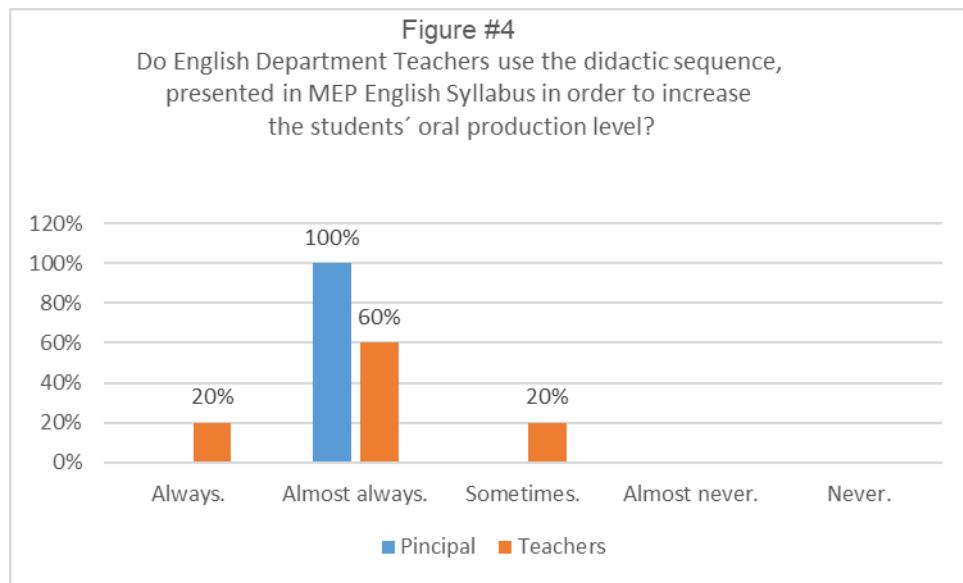


**Note:** The data illustrated in Figure N° 3 comes from the information in Chart No. 2 of this thesis.

In figure number three the reader can find the general information to the second question from the first variable, Do English Department Teachers use the didactic sequence, presented in the MEP English syllabus in order to increase the students' oral production level? Here it is necessary to understand that the 18,18 percent of the investigation subjects think that the English Department teachers always apply the correct and given didactic sequence according the MEP requirements. On the other hand, 63,63 percent of the investigated people consider that English teachers almost always use the given didactic sequence, just 18,18 percent of them deliberate the fact that the English Department teachers sometimes apply the discussed didactic sequence.

A positive aspect related to this question is that no one it means 0 percent of the researcher people consider that teachers seldom never or never use the correct didactic sequence according to MEP syllabus.

Figure N°4 displays the information obtain from the second question to the participants of the study, 1 principal and 10 teachers.



**Note:** The data illustrated in Figure N° 4 comes from the information in Chart No. 2 of this thesis.

In Figure N°4 that corresponds to information per subject of investigation it is interpreted that 20 percent of the teachers consider that the given didactic sequence is always apply in the English classrooms at General Viejo Technical High School, that is two teachers of the ten how

integrate the English Department, from this same department six teachers consider that the mentioned didactic sequence are almost always used, that represents a 60 percent of the researched teachers, just 20 percent of the teachers consider that the sequence is apply sometimes in the English classrooms, no one consider that teachers seldom never or never used the correct didactic sequence.

Related to the Principal's opinion we can understand that according to his experience and different visits to the English classrooms the English teachers almost always use the given didactic sequences, and follow the correct class sequences in order to get a better learners' oral production level.

In general terms it is very important to understand what is a correct sequence and what are the proposal given by MEP. As we can read in the book Learning Oral Skills. Introduction to Formal Genres in School

A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production. The first text is essential as it highlights the students' difficulties but also their capacities and their potential (Schneuwly, 2006, pág. 90)

According to Schneuwly to get an important result in education and to obtain the learning results teachers want to get it is necessary to establish a correct didactic sequence, that is essential, based on that it is necessary to understand what MEP establish as the correct sequence in educations and particularly in the English classes. According to MEP English syllabus it is establish that we as teacher have to take into accounts different stages during the development of the four skills learners have to get, to get the desired learning results it is necessary to create and develop in the English class with every skill a process of pre activities, feedback, doing activities for the second time and finally post activities in order to apply all the knowledge of the class in a real life activity or practice. It is necessary to understand that teachers have to involve their students in the real life, real life activities, real context to communicate. Thinking about all those important aspects and according to the applied questionnaire the researcher finds that 81,81 percent of the interviewed people considers that the correct didactic sequence is been applied in the General Viejo Technical High School, according to the established interpretation this is a satisfactory result more than 70 percent of the participants have a positive conception regarding to the application of

the correct sequence. 0 percent of the investigation participants considers that the mentioned sequence is seldom never or never applied.

With that information we can concluded that the activities related to the process of pre activities, feedback, doing activities for the first time, doing activities for the second time and finally post activities in order to apply all the knowledge of the class in a real life activity or practice is been applied in the correct way, teachers know the theory related to the topic and they are following the MEP instructions regarding to this topic.

Despite of the fact that many teachers consider they are applying the correct didactic sequence, a very small number of them consider that they are always applying the sequence we are talking about. Just two teachers consider that. The Principal of the education center does not consider that the English teachers are always following the MEP instruction regarding this topic. That is an aspect that have to be improved. In a hundred percent effective educational system the totality of the participants has to know their role and all of them have to apply the indicated methodology.

Based on the question number three related to the third indicator of the first variable the researcher obtains the following information and interprets the next results.

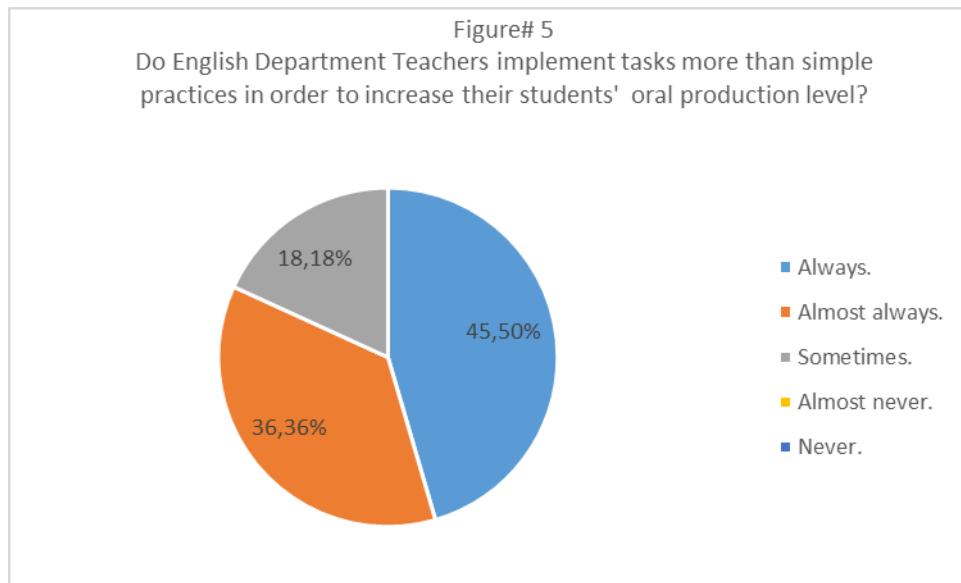
**Chart # 3**  
**How does the use of tasks foster**  
**the oral production level?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
	<b>Always</b>	<b>Never</b>	<b>Always</b>	<b>Never</b>	<b>Always</b>	<b>Never</b>	<b>Always</b>	<b>Never</b>	<b>Always</b>	<b>Never</b>
<b>Teachers</b>	4	40%	4	40%	2	20%	0	0%	0	0%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

**Note:** Variable Action Oriented Approach. Indicator task . Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.

In this case researcher analyzes the information from the third indicator of the first variable-Tasks-. Based on the question Do English Department Teachers implement tasks more than simple practices in order to increase your students' oral production level? From here we can start analyzing and interpreting that four teachers that represent the 40 percent of the teachers consider that they always implement tasks more than simple practices in order to increase your students' oral production level, four of them consider that the tasks are almost always used in the English classes it means a 40 percent of the educators, just two teachers consider that the mentioned tasks are sometimes implemented, that is just a 20 percent which is a low range. Related to the Principal of the institution he considers that all the English teachers in their department implement tasks more than simple practices in order to increase students' oral production level. It is clear that teachers and Principal know the difference between tasks and simple practices, that is an important aspect in order to increase the oral production level of the learners in the institution.

According to the information here are the two following figures in order to have a better interpretation.

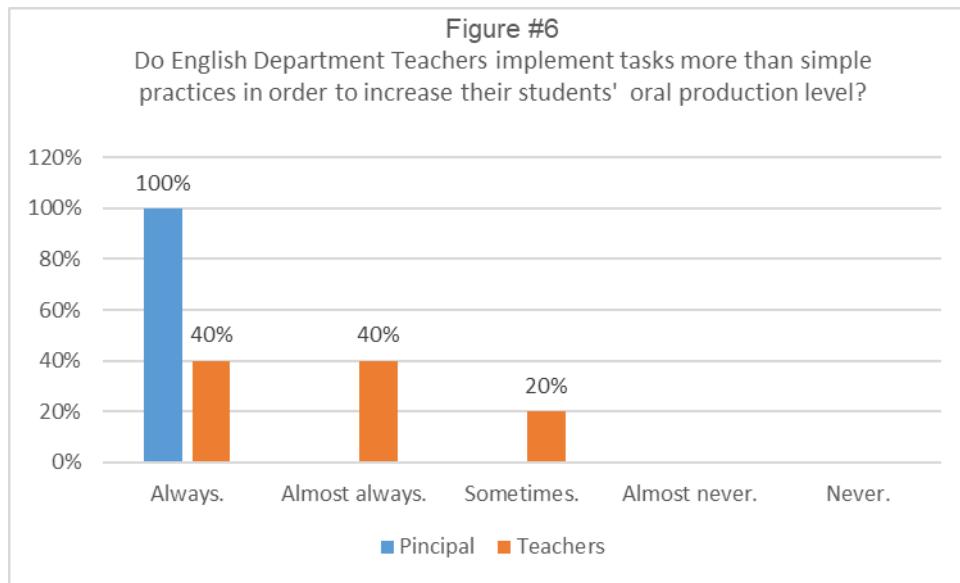


*Note: The data illustrated in Figure N° 5 comes from the information in Chart No. 3 of this thesis.*

According to this first interpretation, the absolute frequency of this question N° 3 demonstrates that five of the investigation subjects consider that English Department Teachers

implement tasks more than simple practices in order to increase your students' oral production level, it represents a 45,45 percent of the investigated people, four people consider that the mentioned tasks are almost always used in the English classes, that is a 36,36 percent. Just two people, teachers in this case, consider that sometimes English Department Teachers implement tasks more than simple practices in order to increase your students' oral production level. In this particular situation the results are positive, many investigated subjects know the importance to use tasks more than simple practices, reflected in the fact that 0 percent of them considers that tasks are seldom never or never used.

Figure N°6 presents the information obtain from the third question to the participants of the study, 1 principal and 10 teachers.



**Note:** The data illustrated in Figure N° 6 comes from the information in Chart No. 3 of this thesis.

According to figure number six which demonstrate the relative frequency of the question N°3 it is important to understand that 40 percent of the English Department teacher considers that they always apply the tasks in the English classes, that is four teachers from the ten that integrate this department, another four teachers think they almost always use the tasks more than simple practices to increase the learners' oral production, it is a 40 percent. Just two teachers consider that they sometimes use the tasks in the classes, that number represent a 20 percent of the teachers.

Based on the information collected from the Principal opinion we can conclude that all teachers use the tasks in all the classes and not simple practices which is different according to different experts and different academic documents.

Analyzing all the information in general is important to underline the difference between tasks, which is the investigation objective in this specific question, and the simple practices or exercises that teachers can use in the English classes in order to get their linguistic objectives. According to According to the book A Practical Guide to Task-based Curriculum: Planning, Grammar and Teaching

... another crucial question to ask is: why should students learn English through tasks?... while exercises draw students' attention to the form of the language, tasks focus on the meaning and use of language. Exercises engage students in form-focused learning aimed to develop linguistic competences, whereas tasks engage students in experimental learning aimed to develop linguistic competences" (MA, 2008, pág. 6)

Having clear that a task is more than a simple practice because the task focus on the meaning of language and the real use of language, the real activities for every day we understand that teachers and principal of the institution think in the difference and try to apply the task not only because it is a must in the MEP syllabus but also because they are trying to get the learning results they have since the very beginning of the educational process. As can been reading in the book Task-based Language Learning and Teaching "task, therefore, are important feature of communicative language teaching" (Ellis, 2003, pág. 27)

Based on that previous information we can understand the importance of the task in the English learning process and specially in the implementation of the Action Oriented Approach, the proposal of MEP regarding English educational approaches. Analyzing the collected information is clear that teacher at this High School are thinking more in get their results than in give simple information to the learners.

Based on the collected information related to the second variable and its corresponding indicators researcher creates the following question analysis, which is a vital element to understand the implications of the speaking skills in the educational process at General Viejo Technical High School.

### Chart # 4

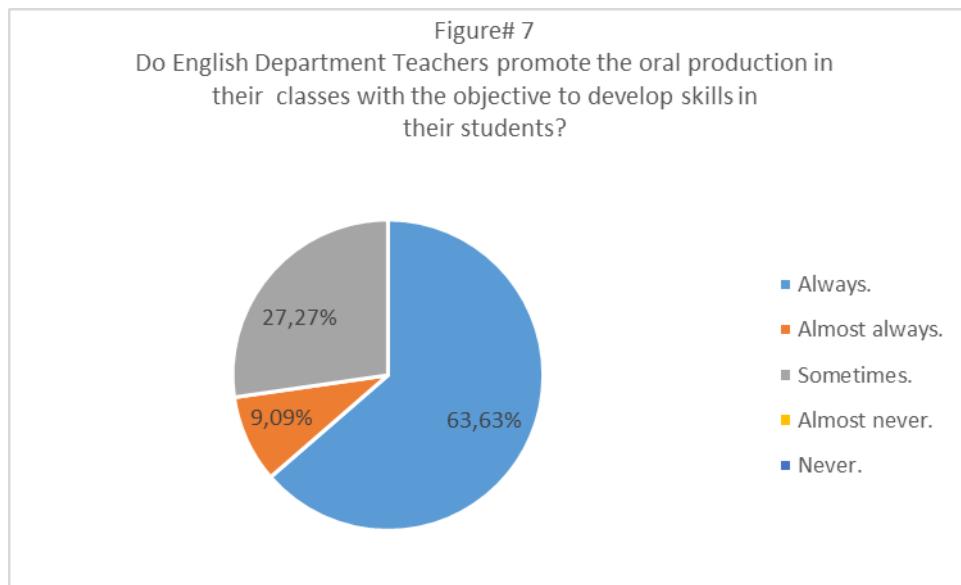
#### **Why does the development of speaking skills need oral production in the learning process?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
			<b>Always</b>				<b>Never</b>			
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
<b>Teachers</b>	6	60%	1	10%	3	30%	0	0%	0	0%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

**Note: Variable Speaking Skills. Indicator Oral Production. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.**

Analyzing the question N°4, results represented in chart number four, which is the information obtained from the question Do English Department teachers promote the oral production in their classes with the objective to develop speaking skills in their students? That question is the one for the first indicator- Oral Production – of the second variable of this research. Based on the findings the researcher can points out that six teachers consider that they always promote the oral production in their students, it represents the 60 percent of the total of the teachers, one teacher considers that he or she almost always promote the mentioned oral production, that is a 10 percent of the investigated teachers, three teachers, which is a big number for this particular, considers that they sometimes promote the oral production, this situation represent a 30 percent of the English Department teachers, no one considers that the oral production is almost never or never promote in the classrooms. According to the Principal's opinion he considers that the ten teachers from the English Department in his high school promote in their classes the oral production with the objective to develop the speaking skills in the students.

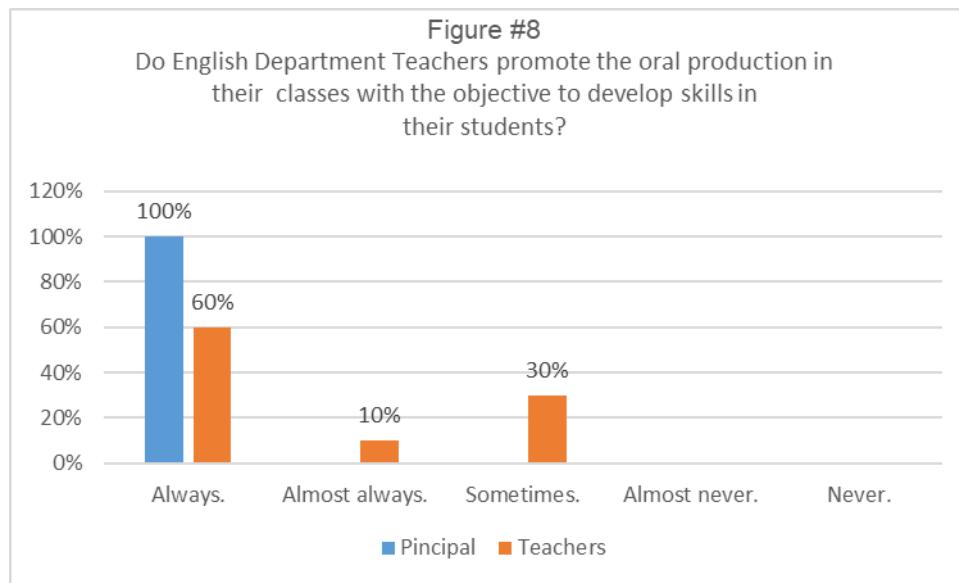
Using the information presented in chart number four the researchers prepare the following two figures in order to obtain a better understanding of the information.



***Note: The data illustrated in Figure N° 7 comes from the information in Chart No. 4 of this thesis.***

Regarding to the analysis of the absolute frequency for this question N°4 it is understandable that most of the investigation subjects consider that the promotion of the oral production in the classroom is important, to confirm the previous statement we can see that seven people consider that the promotion of the oral production is always applied in the classrooms, it represents a 63,63 percent of the investigation subjects as it is demonstrated in the figure number seven, just one person considers that he or she almost always promotes the oral production in the classroom in order to develop the speaking skills of the students, from all the interviewed people three consider that they sometimes promotes the oral production in the classroom. No one considers that the oral production is almost never or never used in the classes, that is a positive situation; however, not all the participants in the research considers that the promotion of the oral production is a vital and everyday used element in the English classes, aspect that is not positive for the English education in general.

The figure number eight demonstrates the relative frequency of this question number four, analysis of the information collected from ten teachers and the principal of the institution.



**Note:** The data illustrated in Figure N° 8 comes from the information in Chart No. 4 of this thesis.

Based on the collected information we can understand that six of the ten teacher consider that they always promote the oral production in their classes in order to develop the speaking skills of their students, that is a 60 percent of the English Department Teachers at General Viejo Technical High School, from those teachers just one considers that he or she almost always promote the oral production in the students, that is a 10 percent of the investigated teachers, the other three teacher consider that they sometimes promote the oral production, it is a 30 percent of all the English teachers at that place, no one considers that the mentioned oral production is almost never or never promoted in the classrooms. Those are positive numbers; however, it is a little worry that not all teachers encourage the oral production in their students, aspect that is essential in the improvement of the learners' speaking skills.

Regarding to the principal of the institution he considers that all teachers encourage the oral production in the classes with the objective to develop speaking skills in their students, that information is not the real situation, because we know very well that just 60 percent of the teachers think in his same way.

Not only the collection of the information is important in the research process, but also the correct interpretation of the finding results, taking into account that fact it is important to point out

the fact that more than 70 percent of the investigation subjects consider that teachers in general promote de oral production with the objective to develop the speaking skills in the students at General Viejo Technical High School, to be exact the 72,72 percent of the investigated people consider that the promotion of the speaking skills is always or almost always applied, nobody considers that the mentioned promotion is seldom never or never applied, however the 27,27, which is an important numbers consider that they sometimes apply the oral production as a factor in order to increase the learner's speaking skills, this is a little worry because it is important to consider that the use of oral production in all English classes is a must according to MEP, everyone can read the learning results in the MEP syllabus and it is clear that teachers have to develop different speaking objectives for every topic. As is mentioned by Baker "it is important for learners to practice the language they are learning in situation which are similar to life outside the classroom. They need to practice real communication." (Baker., 2003, pág. 7) . Real communication is the key, how it is possible to obtain real communication without speaking skills? So how can learners' can develop speaking skills without motivation to improve their oral production level? That is not possible. Regarding to this fact the reader can find in the English MEP syllabus:

The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world (Ministerio de Educación Pública , 2016, pág. 4)

If teacher do not promote the oral production in their students in order to get one of the most important MEP's goals which is the correct communication we can have important negative implications in the learning process, the learning results will not reach because it is important to understand that the students have to face different teachers during their high school life, it is provably that some years they have teachers who are responsible in this particular but other years they can have to deal with that 27,27 percent of the teachers who sometimes promote the oral production.

In fact, it is necessary to congratulate teachers who follow the regulations, that 72,72 percent but it is necessary in the same manner to know what is happening with the rest of teachers that 27,27 percent.

Considering improve the process it is important to analyze what is happening with the comprehension of the learners' in general as follows.

As was mentioned in the conclusion of the last question, in this question number five the researcher will analyze the importance of the comprehension in the educational process at General Viejo Technical High School.

**Chart # 5**  
**Why is comprehension an essential element in the  
 learners' oral production level?**

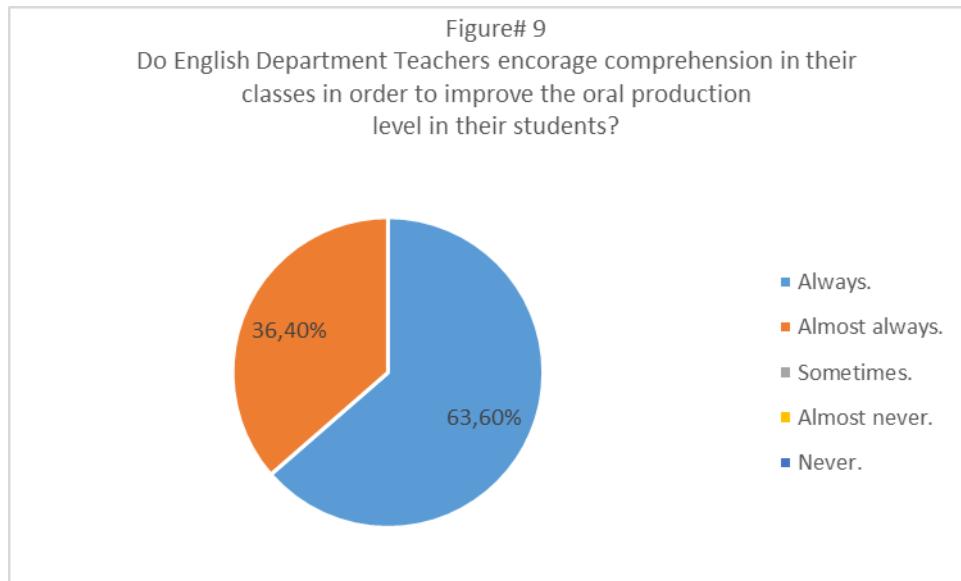
<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
	<b>Always</b>				<b>Never</b>					
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
<b>Teachers</b>	6	60%	4	40%	0	0%	0	0%	0	0%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

**Note: Variable Speaking Skills. Indicator Comprehension Importance. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.**

With the idea to analyze the question N° 5 of this research related to the importance of learners' comprehension in the classrooms represented by the question Do English Department Teachers encourage comprehension in their classes in order to improve the oral production level in their students? The researcher obtained excellent results taking into accounts that six of the ten teachers, which is a 60 percent considers that they always encourage the class comprehension, and just four teachers considers that they almost always encourage the learners' comprehension during

the classes, it is the 40 percent of the teachers. According to the principal of the institution all the teachers inspire the language comprehension during the classes. It means that all the investigation subjects consider the comprehension as an important element of the educational process.

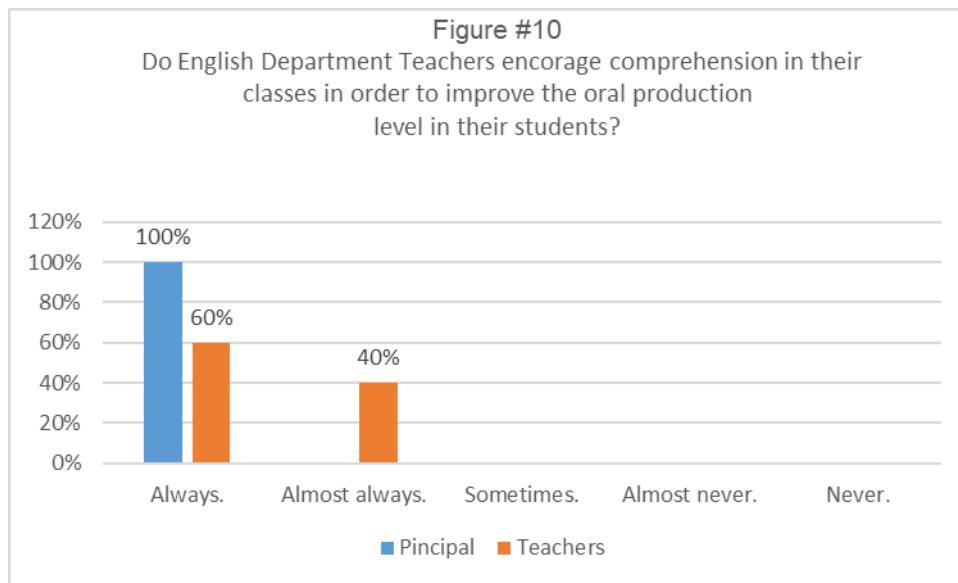
The following two figures were prepared by the researchers in order to explain in a better way the founded information from the teachers and Principal's opinions.



***Note: The data illustrated in Figure N° 9 comes from the information in Chart No. 5 of this thesis.***

Based on the absolute frequency for this question N° 5 it is easy to conclude that all the investigation subjects have a very clear idea of the importance of comprehension in the English educational process, as the readers can see in the figure number nine seven of the eleven researched people consider that teachers always encourage the comprehension in the English class as a relevant aspect in order to improve the oral production level of their students, it represents the 63,60 percent of the investigated subjects. Just four teachers consider that they almost always encourage the comprehension in their students. Those are very positive results related to this specific question.

The figure number ten demonstrates the relative frequency of this question number five, analysis of the information collected from ten teachers and the principal of the institution.



**Note:** The data illustrated in Figure N° 10 comes from the information in Chart No. 5 of this thesis.

Analyzing the relative frequency for this question N° 5 it is possible to reinforce the positive idea related to the importance of comprehension during the English educational process that have not only by the teachers but also by the Principal of the institution, as it is presented in the figure number ten six of the ten teachers consider that they always encourage comprehension in their students with the objective to improve oral production level, it is 60 percent of the English Department Teachers, the other four teachers consider that the comprehension is almost always encouraged in the classes, that is a 40 percent of the interviewed teachers. No one of the teachers considers that the comprehension is sometimes, almost never or never encouraged in the English classes. For this particular aspect related to comprehension in the English classes the Principal of the institution considers that teachers always encourage it in their students, in this case his answer is in accordance to the perception of the teachers related to this topic in the English classes at General Viejo Technical High School.

Analyzing all the information in general terms the researcher can conclude that the perception of the importance of comprehension is a relevant aspect not only during the planning of the different English classes but also during the class itself, according to the results the reader

can see that 100 percent of the investigation subjects considers the encourage of comprehension as a daily essential element in the educational process which is a valid result for this indicator.

It is necessary to understand the important of this result in this question because the comprehension is a vital element during the acquisition of a second language, an ideal comprehension makes the learning process more suitable and with this increases the motivation of the learners having with this a better reach of the proposed learning results. As you can read in the book Professional Communication Skills “comprehension is an important part of English language, because to comprehend or to understand a written or spoken passage requires a complex mastery over the rules of grammar, a strong vocabulary, proper ear training...” (SD.Sharma, 2007, pág. 293). It means that encouraging the comprehension in the English classes the teachers can not only increase the motivation of the students but also improve grammar, a strong vocabulary and proper ear training needed elements in order to obtain a better oral production level.

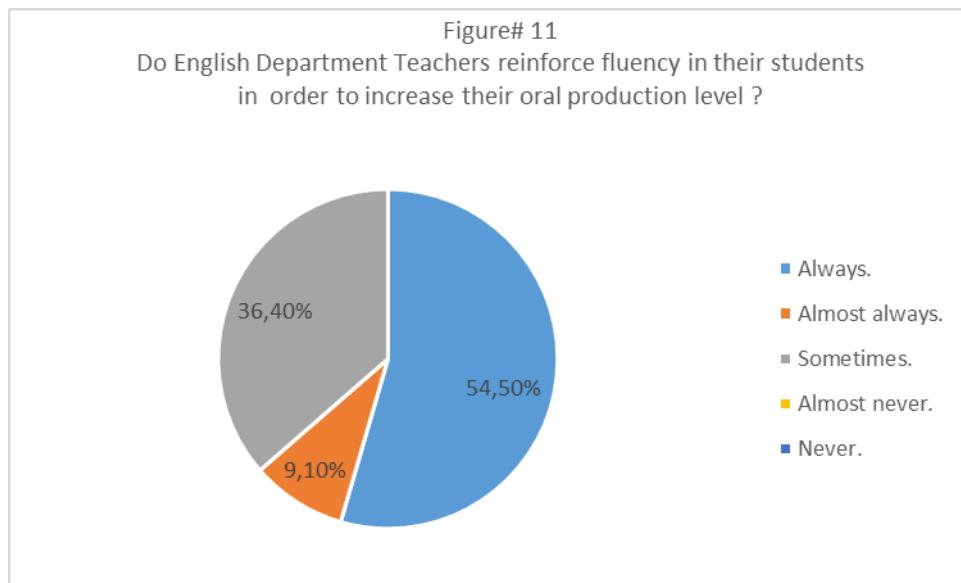
**Chart # 6**  
**Why is fluency an important factor in the  
learners' oral production level?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
			<b>Always</b>				<b>Never</b>			
	A	RF	AF	RF	AF	RF	AF	RF	AF	RF
<b>Teachers</b>	5	50%	1	10%	4	40%	0	0%	0	0%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

**Note: Variable Speaking Skills. Indicator Fluency. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.**

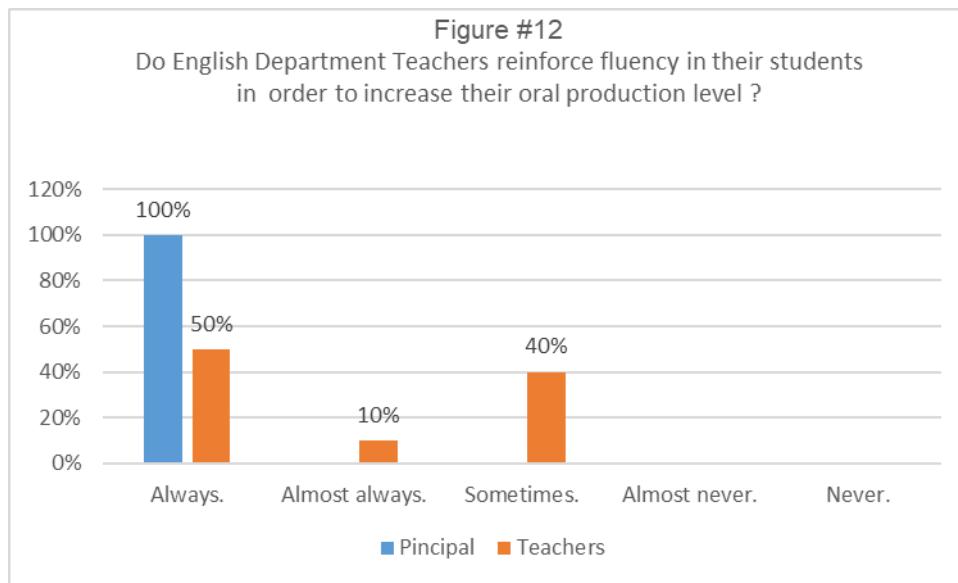
After applying this question N°6 which is related to the third indicator - Fluency- of the variable number two Speaking Skills, Do the English Department teachers reinforce fluency in their students in order to increase their oral production level? The researchers understand that most of the teachers consider they do that five teachers, a 50 percent of them, that aspect is acceptable; however, for of them express that they sometimes reinforce fluency as an important aspect in their classes, aspect that is important to improve. In relation to the Principal's considerations and observations he considers that all teachers reinforce the fluency in the English classes appreciation that is not share by all the English Department teachers at General Viejo Technical High School.

Based on the information collected in this question N° 6 the researcher prepares the following two figures in order to increase the understanding of the findings with the propose to explain in a better way what is happening at General Viejo Technical High School regarding to fluency in the teaching learning English process, in figure eleven researcher will present the information related to the absolute frequency of the results and in the figure twelve the presented information is related to the relative frequency.



**Note:** The data illustrated in Figure N° 11 comes from the information in Chart No. 6 of this thesis.

Analyzing the information collected by the question N° 6 the researcher prepare the previous figure that expresses the absolute frequency of the mentioned results, according to the figure the reader can see that six of the investigation subjects considers that fluency is always reinforced in the English classes, it represent a 54,5 percent of the researched people, just one of them considers that the mentioned fluency is almost always reinforced, that is a 9,10 percent of the investigation subjects, which are two acceptable results; however four of the interviewed people consider that the fluency is sometimes reinforced in the English classes, that is a 40 percent of them. This aspect is a negative information considering the real importance of fluency in the English teaching process, as was expressed in chapter number two of this research and will be reinforced in the technical analysis.



***Note: The data illustrated in Figure N° 12 comes from the information in Chart No. 6 of this thesis.***

Based on the relative frequency of the results it is easy to understand that five teachers, a 50 percent of them consider that they always reinforce fluency in their classes in order to increase the oral production level, one teachers, a 10 percent considers that the reinforce of fluency is almost always used in his or her English classes, a dangerous aspect is that four teachers of the teachers sometimes encourage the improvement of the fluency in their classes, considering that this is an essential aspect to acquire a second language we can think that in many cases the educational process is not been effective. According to the Principal's opinion he considers that the English Department teachers always encourage the fluency as an important part of the educational process aspect that is not in accordance with the reality taking into account the opinions of the English Department teachers.

In general terms it is considers that most of the teachers have a clear idea of the importance of fluency in the English educational process, considering that they always or almost always encourage the fluency as an essential element in the improvement of the learners' oral production level. Taking into account that fluency has a very close relation to proficiency which is the most important objective of any process of success in a second language. As is written in the book The

Fluency Factor “Fluency is a term that can and has been used in a number of different ways related to reading. In its most general sense, fluency is associated with proficiency...” (Rasisnski, 2016, págs. 13).

Despite of the fact that 100 percent of the investigation subject opinion's are over the proposed 70 percent to consider the indicator as efficient, established at the beginning of the data analysis chapter, it is necessary to pay close attention to the 40 percent of the teachers who consider that the reinforce of fluency in their classes is sometimes applied, it is necessary to improve that fact.

Based on the results we can acquire two important situations that are necessary improve in order to increase the oral production level of the learners. The first, as was mentioned before, is that is worried that 40 percent of the teachers consider that is not necessary to encourage fluency in the learners during the complete educational process, this is not only a necessary aspect in the process but also a must according to MEP, the mayor educational authority in our country. The second aspect is that the Principal of the institution considers that all teachers are motivating learners to reinforce their fluency when the reality is different, there are many communication mistakes which have a negative impact in the student's knowledge acquisition.

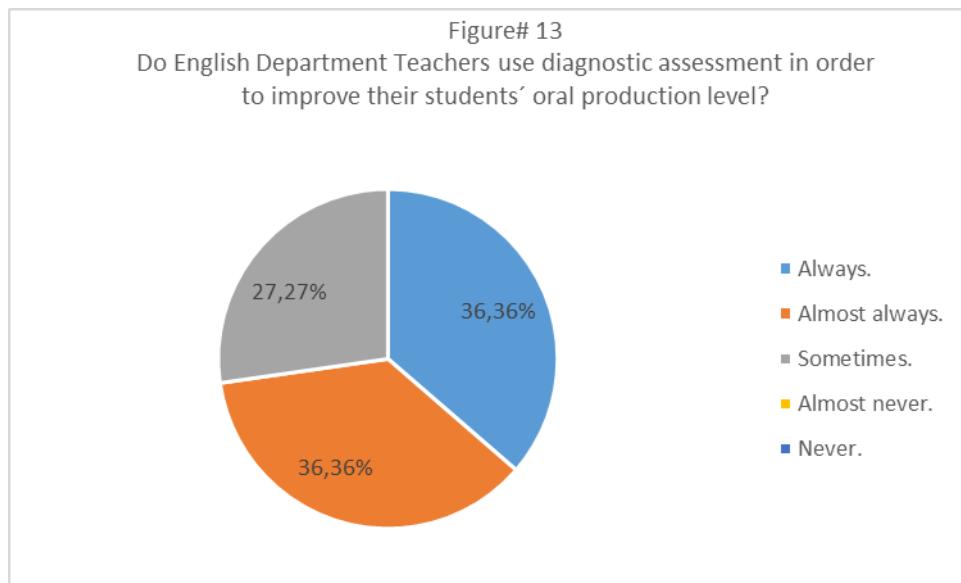
**Chart # 7**  
**How Diagnostic assessment enhance the**  
**learners' oral production level?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
			<b>Always</b>				<b>Never</b>			
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
<b>Teachers</b>	3	30%	4	40%	3	30%	0	0%	0	0%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

**Note: Variable Assessment. Indicator Diagnostic Assessment. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.**

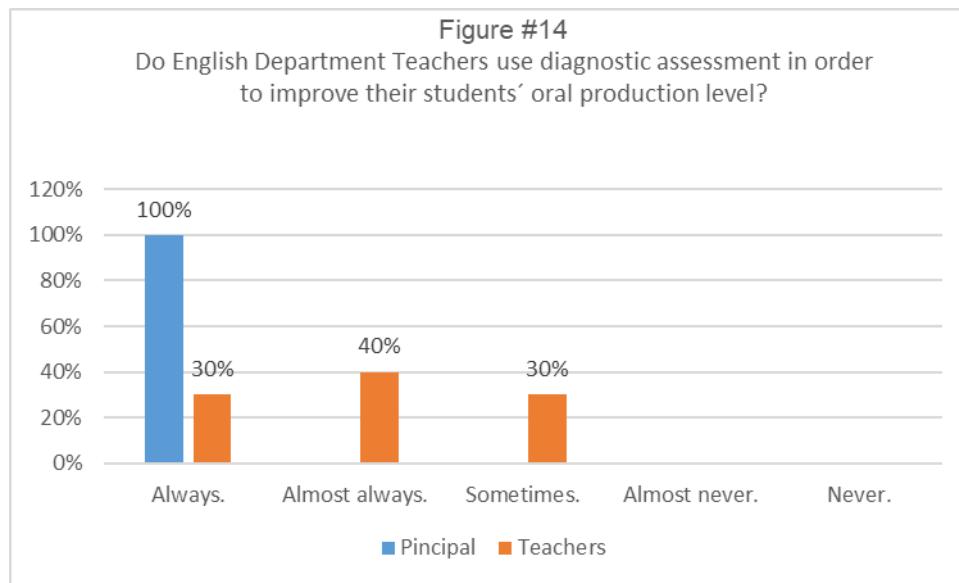
Analyzing the information from the question N° 7- Do English Department Teachers use diagnostic assessment in order to improve their students' oral production level? – which comes from the first indicator – Diagnostic Assessment- of the Variable number three Assessment, it is easy to conclude, talking about teachers, that three of them it is a 30 percent considers that they always use the diagnostic assessment in order to improve their students' oral production level, four of the ten teachers considers that they almost always use this assessment to get the objective to improve oral production level, the rest of the teachers it is the 30 percent of them considers that they sometimes apply the diagnostic assessment to help with the oral production level of their students. It is important to analyze this last result because it is supposed, according to MEP, that the diagnostic assessment is an activity that have to be applied the totality of the time. Regarding to the Principal opinion and according to his class visit and reports it is considered that 100 percent of the teachers apply the diagnostic assessment in all the educational process; however, it is necessary to think about his answer because it not total a reflection of the reality because just three of the ten teachers consider that.

Based on the previous information the researcher creates the following figures in order to have a better understanding of the results.



***Note: The data illustrated in Figure N° 13 comes from the information in Chart No. 7 of this thesis.***

Analyzing the information from question N°7 the researcher pretends to explain the absolute frequency with the previous figure N° 13. Here it is very clear that four of the research subjects consider that the use of diagnostic assessment is always applied in order to increase the learners' oral production level, it is a 36,36 of the interviewed people. Four of the eleven researched people considers that the diagnostic assessment is almost always used that represents a 36,36 percent of the people, by other hand three people considers that this assessment is sometimes used in the English educational process, aspect that the researcher will analyze very close in the technical analysis of this question. Because it is essential to analyze why such a big number of research subjects do not consider this assessment as important to apply it in all the English teaching processes.



**Note:** The data illustrated in Figure N° 14 comes from the information in Chart No. 7 of this thesis.

Based on the information given by question N° 7 the reader can understand the relative frequency represented in figure N°14, from here it is easy to understand that three teachers consider that they always use the diagnostic assessments as a way to improve their students' oral production level, it is a 30 percent of the interviewed teachers, four of them, a 40 percent, considers that they almost always use this assessment in order to improve their students' oral production level. By other hand three of them, a 30 percent, consider that they sometimes applied the diagnostic assessment with the purpose to increase the learners' oral production level. This last information is not the better results taking into account that according to MEP the use of this assessment is very important in the educational process. Related to the information given by the Principal of the institution he considers that the English Department Teachers always apply this assessment in their educational process; however, this information seems to be not exact considering that just 30 percent of the teachers think in the same way.

Taking the information from question N°7 in general terms it is clear that most of the researcher subjects have a close idea of the importance of the diagnostic assessment in the English teaching process, because most of them consider that they always or almost always use the

diagnostic assessment in order to improve the oral production level of the learners. Despite of the fact that 100 percent of the investigation subject opinion's are over the proposed 70 percent to consider the indicator as efficient, it is necessary to be very careful with the 40 percent of the teachers who consider that the diagnostic assessment in their classes is sometimes applied, this number have to be moved to always in order to get the correct results of the educational process.

Based on the idea that diagnostic assessment can help teachers identify the learners' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place, it is necessary to know what does MEP establish regarding to diagnostic assessment.

Diagnostic assessment is intended to improve information to stakeholders to improve the learner's experience and their level of achievement. It looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It identifies the starting line to develop the competence. It also identifies students' needs and areas of intervention. (Ministerio de Educación Pública , 2016, pág. 51)

That is way the researcher considers necessary the fact of improving the application of diagnostic assessment in the totality of the English educational process, it not possible that just seven teachers, 70 percent of them, apply that assessment and the other 30 percent consider that they can use it sometimes, this action have a negative influence in the learners' knowledge acquisition which is the principal objective of the educational process and all the given resources not only of the government but also of the institution itself. The necessity of this assessment is imperative in the English educational process that idea is establish in the book Cognitive Diagnostic Assessment "there are many reasons for the increase of interest in diagnostic testing.one reason is that well-designed diagnostic tests can improve very detailed assessments of achievement in academic domains" (Nichols, 1995, pág. 305).

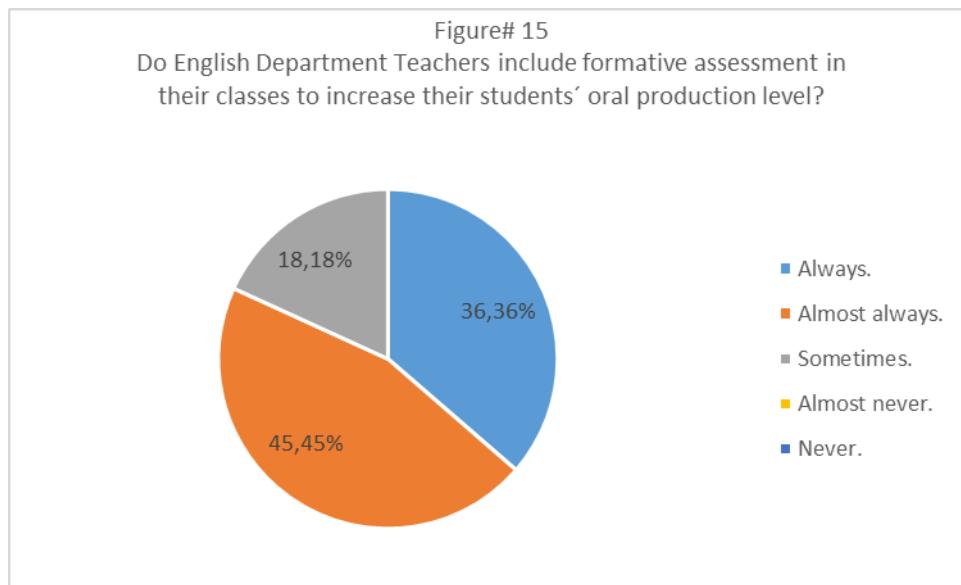
**Chart # 8**  
**What is the role of formative assessment in  
the learners' oral production level?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
			<b>Always</b>				<b>Never</b>			
	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>	<b>AF</b>	<b>RF</b>
<b>Teachers</b>	3	30%	5	50%	2	20%	0	0%	0	0%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

**Note: Variable Assessment. Indicator Formative Assessment. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.**

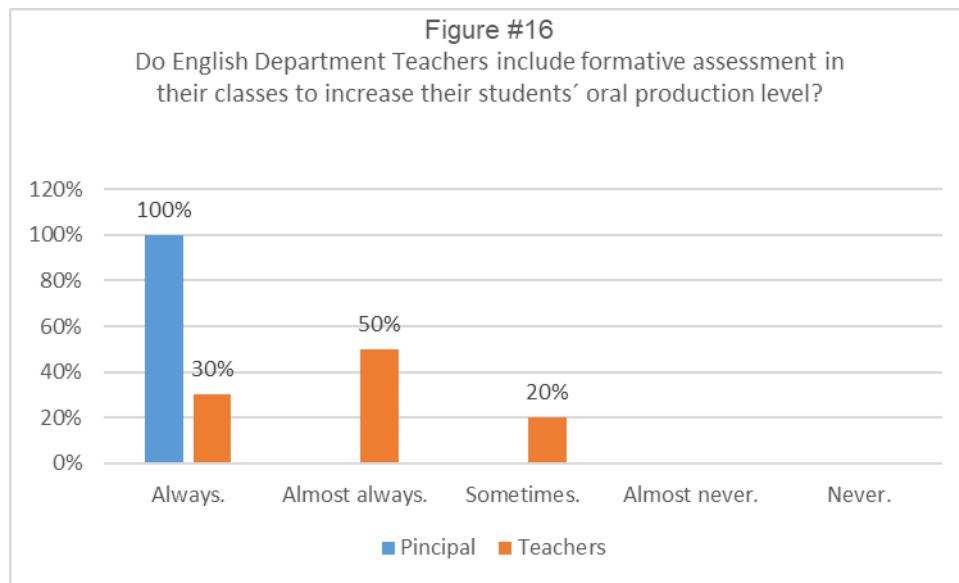
In order to analyze the information given by the second indicator- formative assessment- of this variable number three the researcher formulate the question N° 8 Do English department teachers include formative assessment in their classes to increase their students' oral production level? In the chart N°8 the reader can understand that talking about teachers three of them consider that they always us the formative assessment in order to increase their students' oral production level, it represents a 30 percent of the asked teachers, five of the ten teachers in the English department consider that they almost always use the formative assessment as a way to increase the learners' oral production level, it is the 50 percent of the teachers, by other hand two of the ten teachers consider that they sometimes apply formative assessment with the objective to improve the oral production level in their students, an aspect that we are going to analyze very deep in the technical analysis. Taking into account the Principal's he considers, according to his experience, that all the teachers in the English department use the formative assessment as a way to increase the oral production level in their students.

Using the previous information as the principal recourse the researcher have prepared the following two figures in order to make easy the understanding of the information.



**Note:** The data illustrated in Figure N° 15 comes from the information in Chart No. 8 of this thesis.

Related to the absolute frequency for this question N° 8 and illustrated in the figure N° 15 the researcher can conclude that four of the investigated subject considers that the formative assessment is always used in English classes in order to increase the learners' oral production level, it represents a 36,36 percent of the interviewed people, from the total of asked people five consider that the formative assessment is almost always used in the English classes in order to improve the learners' oral production level, it is a 45,45 percent of them, a percentage that is necessary to analyze is the other 18,18 percent of the people in the interview because they consider that the formative assessment is important just sometimes which is an aspect that can have a negative impact in the learners' knowledge acquisition.



**Note:** The data illustrated in Figure N° 16 comes from the information in Chart No. 8 of this thesis.

In order to analyze the relative frequency for this question N°8, illustrated in the figure N°16 the reader can understand that talking about teachers three of them consider that they always use the formative assessment in order to increase the learners' oral production level, it is the 30 percent of the interviewed teachers, five of the English department teachers considers that they almost always include the formative assessment in their classes with the objective to improve the learners' oral production level, represented with this the 50 percent of the teachers of this High School, something very interesting is that two teachers consider that they sometimes include formative assessment in the English classes it means that 20 percent of the teachers use this assessment in some of their classes and not in the totality of them which is the desirable situation. Considering the Principal's opinion he considers that all the English teachers always uses the formative assessment in as a way to increase their students' oral production level; however, this Principal's appreciation is not complete truth because the just two teachers share his opinion, the rest do not consider that they always use this assessment to get the better learning results.

Based on the information we can find in the MEP English Syllabus 2016

Formative assessment is used to monitor student learning. It helps to identify students' strengths and weaknesses and target areas that need work and to recognize where students are struggling and address problems immediately. It can be used by instructors to improve their teaching and improve students' learning. It also evaluates students in the process of "forming" their competences and skills with the goal of helping them to continue that growth process. In short, it focuses on the process to develop competence by using information from the analysis of weaknesses and strengths in portfolios, assignments, or different products. (Ministerio de Educación Pública , 2016, pág. 51)

It is necessary to understand the real importance of the formative assessment, because it is the way teachers can discover the real skills of their students with the objective to find the strengths in order to reinforce them and the students' weaknesses that have to be improved during the educational process. In this analysis of the question N°8 it is true that 100 percent of the investigated subjects opinion's are over the proposed 70 percent to consider the indicator as efficient, is not possible that just 30 percent of the teachers always use the formative assessment in order to improve the oral production level of their students, and it is worst that 20 percent of the teachers consider that the formative assessment can be applied just the half of the times in the English educational process, specially understanding the real importance of this type of assessment and knowing its necessity in the complete process.

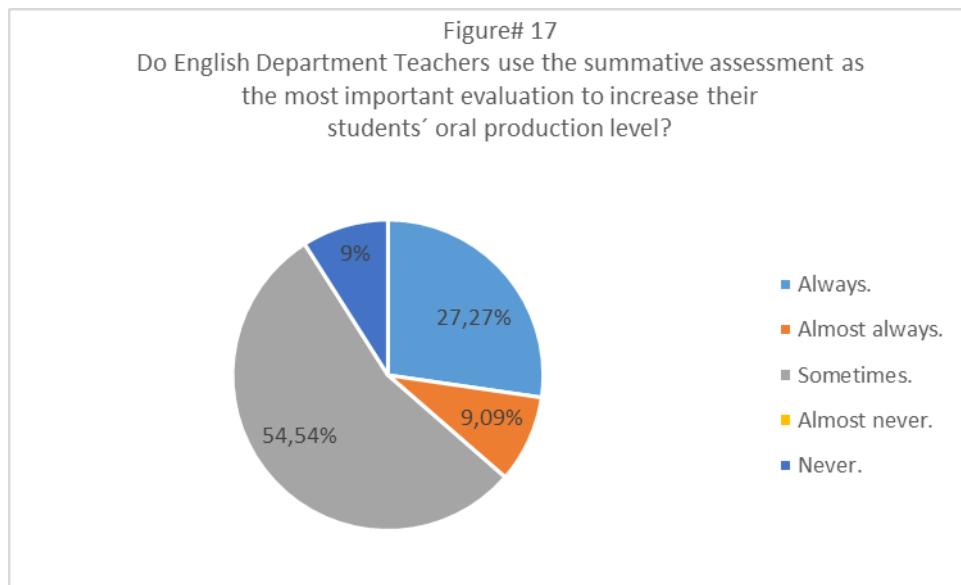
Teachers have to stay with the students analyzing what is happening during the class and during the complete process, there is not a way to get the real learning results if teachers do not follow the establish regulation in the English MEP Syllabus, all this is expressed by Margaret Heritage in a simple phrase related to the word assessment “ This word origins implies that in assessment the teacher sits with the learner...” (Heritage, 2010, pág. 7)

**Chart # 9**  
**What is the importance of summative assessment in  
the learners' oral production level?**

<b>Subjects of information</b>	<b>Always</b>		<b>Almost</b>		<b>Sometimes</b>		<b>Almost</b>		<b>Never</b>	
	<b>Always</b>						<b>Never</b>			
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
<b>Teachers</b>	2	20%	1	10%	6	60%	0	0%	1	10%
<b>Principal</b>	1	100%	0	0%	0	0%	0	0%	0	0%

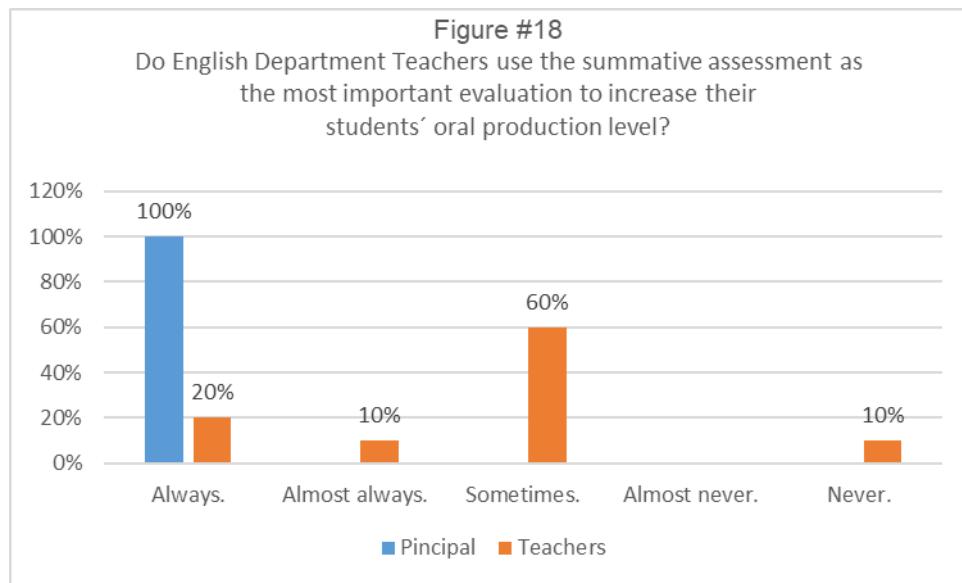
**Note:** Variable Assessment. Indicator Summative Assessment. Questionnaire applied to English Department teachers and Principal at CTP General Viejo. June 2020.

With the objective to understand this indicator N°3 of the last variable- Assessment- the researchers analyzes the information collected in the question N°9 Do English Department teachers use the summative assessment as the most important evaluation to increase their students' oral production level? The results are very variety and the teachers' and Principal's opinions are very different; this is in fact the question with the most important diversity regarding to the answers. Two of the asked teachers consider that they always use the summative assessment as the most important evaluation to increase learners' oral production level, it is the 20 percent of the teachers at this school, one of them considers that he or she almost always use this assessment as the most important source, that represents a 10 percent of them, the majority of the teachers six, a 60 percent consider that this summative assessment is sometimes used in the English teaching learning process, no one thinks that this assessment is almost never used and one of the teachers consider that the summative assessment is never applied as the most important recourse in evaluation in order to improve the learners' oral production level.



**Note:** The data illustrated in Figure N° 17 comes from the information in Chart No. 9 of this thesis.

Regarding to the absolute frequency of this question n°9, researcher concludes that the information is not very stable, it means all the answers were very different, it a phenomenon that happened just in this question N°9. Based on that the reader can understand that three of the research subjects consider that the summative assessment is always the most important evaluation in the teaching learning process, it represents the 27,27 percent of the interviewed people, one of the researched people consider that this assessment is almost always used as the most important evaluation in the classes, six people considers that the use of the summative assessment is sometimes applied in the learning process, it the 54,54 percent of the people who answer this question N°9, no one thinks that this assessment is almost never used, by other hand just one person considers that the summative assessment is never used as the most important evaluation in the learning process.



**Note:** The data illustrated in Figure N° 18 comes from the information in Chart No. 9 of this thesis.

In order to analyze the relative frequency of this question N°9 and based on the previous figure we can conclude, regarding to the teachers, that two of them consider that they always use the summative assessment in order to increase the learners' oral production level, it is the 20 percent of the teacher interviewed, one of them considers that he or she almost always use the summative assessment as the most important evaluation in the learning process, it represents the 10 percent of the teachers, after it is clear that six teachers consider that they sometimes use this assessment as the most important assessment in order to improve their students' oral production level, it is the 60 percent of the interviewed teachers, no one considers that this assessment is almost never used and one teacher things that he or she never uses the summative assessment as the most important evaluation to increase the students' oral production level, it means the 10 percent of the teachers who answer the questionnaire.

The genera analysis of this question N°9 is a little different of the other eighth questions of the questionnaire, because most of the time teachers consider that summative assessment is the most relevant aspect in the evaluation; however education is an integral process, it is necessary to take into account different recourses and types of assessment in order to get the learning results

and at the end obtain the better objective which is the improvement of the oral communication level in the students.

First that all it is important to understand what does MEP consider regarding to summative assessment in the Costa Rican educational system; according to MEP:

Summative assessment is centered in the strategies implemented to develop competence. It evaluates student learning at the end of an instructional unit by comparing it against a standard or benchmark. The information provided by this type of assessment can be used formatively to guide their efforts and activities in subsequent courses. (Ministerio de Educación Pública , 2016, pág. 52)

Here is probably the key element in order to interpret the summative assessment, it is necessary to understand that it is supposed that this assessment evaluates student learning at the end of an instructional unit, at the beginning and during the process it is necessary to use different strategies in order to drive learners to the correct evaluation. The summative assessment is different to the other assessments because this compares the getting knowledge of the students against a standard and not against their previous conditions, that is why it is not possible to consider summative assessment as the most important part of the process, diagnostic and formative assessment are as important as summative because with the first two the teacher can know the particular progress of each student. The summative assessment is an important tool in order to give a score to the learner at the end of the process but not all the time tells us the real knowledge condition of the students.

Kay Burke gives us an important aspect to understand the importance of the summative assessment specially to the other participants in the educational process more than for the learners' themselves because this assessment is a vital part to report the results at the end of the educational process. In his book *Balanced Assessment* Kay Burke writes:

Summative assessment occurs when teachers evaluate a final product. It usually takes place at the end of a chapter, a unit of study a benchmark period, a quarter, a course, a semester or an academic year. Summative assessment reports the students' final results to the students themselves, their parents and

the administration, as well as the school district, the state and the national government. (Burke, 2010, pág. 45)

It is relevant to understand that the 54,54 percent of the interviewed subject considers that the summative assessment is sometimes used as the most import evaluation in order to increase the learner's oral production level, it gives us the idea that they understand that this assessment is important buy not the most important part, as it is the correct interpretation according to the MEP policies. The effects of the interpretation of the four people who consider that this assessment is always or almost always the most important evaluation can have negative implications in the process because they lost the real perspective of the educational process in our country.

### **Chapter's conclusion.**

In any investigation the variables are an important part because from here the researchers can understands the different phenomes in the investigated situation, in this case the English educational process, the analysis of the different variables: The Action Oriented Approach, the Speaking Skills and the Assessment presents a general view of the situation of the English teaching process specially in the General Viejo Technical High School where the researcher prepares this investigation. Based on the results of this chapter number four it is easy to conclude that the English educational process in our country, based on the information from the mentioned high school as a model of all the educational centers, is been applied in a good way, most of the results are over the 70 percent that becomes the variables efficient, however it is necessary to improve many different details in order to get the most important objective of all the participants in the educational process, the improvement of the oral production level of the students, those aspects that need to be improved are the ones that in many cases do not permit that students can be communicative at the end of the process, the big questions of all the teachers and other MEP's authorities: Why do learners do not speak English at the of high school?. Those aspects that will be mentioned in advance in the next charts that have to be improve are not options for teachers and principal they are a must if the teaching learning characters want to obtain, at the end of the process, students who can improve their oral production level, is a must if the MEP authorities pretend to have students who can communicate their ideas in the target language and is a must if the government pretends to have citizens who can compete with international regulations and requirement regarding to a second language, specifically English.

## **Chapter V conclusions**

## 5.1 Introduction

The research is an important element in any life process, education is one of those important process in life, it is necessary to drive different investigations in order to improve the educational system, methodologies and strategies, in order to get the objectives of the process, it is clear that when we talk about a second language the principal objective is the communication, the fluency of the student and the improvement of the communicative skills. The way teachers and administration can find the positive and negative aspects of the process is using effective researches, effective investigation where the characters can get true information and using that information can make important decisions. According to R.P Pathak “educational research refers to a systematic attempt to get a better understanding of the educational process, with a view to improve its efficiency” (Patank, 2008, pág. 3).

One of the most important parts in any investigation is the chapter that refers to conclusions, because is here where all the information from the different sources is expressed as whole, in this chapter the reader can understand all the researchers efforts in order to inspire a change or an improvement of the investigated topic , can have a map of the real situation of that topic, in this case the general view of the oral production level of the learners in the educational system in Costa Rica and more specifically of the students at General Viejo Technical High School. The purpose of the conclusions is not only to give the reader the mentioned map but also give the basement to solids recommendations and a support for the decision making process, as is written in the book The Sage Handbook for Research in Education “... the conclusion is not merely an ending; it is often both a summary and a place to set our next step, a brief review of results plus conjectures about causes and consequences” (Conrad., 2006, pág. 494) that is why there is a close relationship between the conclusions and the recommendations in the making decision process.

## **5.2 Conclusions.**

Based on the collected information related to the three indicator- Methodology, Didactic Sequence and Tasks- which are the ones to the fist variable –Action Oriented Approach- we can have the following conclusions:

➤ Specifically referring to Methodology the researcher concludes that it is true that most of the investigation subjects apply the proposed methodology in the MEP Syllabus in order to improve their students' oral production level however this percentage is very small, according to the results just 73 percent of the mentioned people think that the correct methodology is always or almost always apply in the English educational process, the other 23 percent is not very clear about the real importance of Methodology. It is necessary to consider that the application of the correct and suggested methodology is a must for all the participants of the public educational process in Costa Rica. Teachers have to pay attention to this aspect.

➤ As a conclusion from the collected information for the second indicator- Didactic Sequence- the reader can have the fact that 81.8 percent of the investigated people consider that teachers apply the correct Didactic Sequence in the classes as an important element in order to increase the Oral production level in their students, that is a relevant percentage, it means that the majority of teachers and the Principal of the institution understand that the application of the correct Didactic Sequence is an important factor in the progress of the learners. We can say that the use of the correct and give didactic sequence by MEP is a strength in the English educational process at General Viejo Technical High School. By the other hand it is important to analyze the situation of the other 18.2 of the investigated subjects, what is happening with them and why they are not always applying the correct didactic sequences in the classes, considering the real importance of this element in order to get the proposed objectives of the English Education: the communicative efficiency.

➤ Related to the third indicator- Tasks- and as it is mentioned in the technical analysis for this indicator we can conclude that the majority of investigated subjects understand that Tasks are more than simple practices, Tasks are oriented to the real use of language, real life context. They represent an 81.8 of the researched people, teachers and principal of this institution understand that the use of the correct tasks is a relevant element in the process to obtain the

communication skills of the students, we can say that the use of task in the English classes is a strength in the whole educational process. It is necessary to analyze the other part of the investigated people that 18.2 percent who do not consider they have to use always the tasks this last percentage can have a negative influence in the improvement of the learners' oral production level.

➤ Related to the first indicator –Oral Production- of the second variable Speaking Skills the researcher can conclude that this aspect is another strength of the English teaching process at General Viejo Technical High School because it is clear that not only teachers but also the Principal of the institution have a strong idea about the necessity of the oral production in order to increase the speaking skills of the learners, it is reflected in the fact that 73.6 of the interviewed people consider that they always or almost always promote the oral production in the English classes with the objective to develop speaking skills in their students, the other 26.4 percent of the investigation subjects consider that they sometimes promote the oral production level in the classes. It is necessary to analyze in depth this percentage, in spite of the fact that the percentage is not very high it is necessary to reduce it and do not allow to increase, because that fact can affect the educational process itself.

➤ In relation to the second indicator- Comprehension importance- of this second variable we can conclude that this is the most important strength of the English Teaching process at this high school, reader can see the reality of this fact because to the question Do English Department teachers encourage comprehension in their classes in order to improve the oral production level of their students? The 100 percent of the investigated subjects consider that they always or almost always encourage it. It is necessary to take advantage of this situation and improve in different ways this important aspect to get the English Teaching general objective, improve the learners' oral production level.

➤ Based on the collected information from the question N° 6 related to the second indicator- fluency- it is concluded that 63.6 percent of the interviewed subjects consider that the participants in the educational process reinforce fluency in the students in order to increase the oral production level. Considering that fluency is closely related to proficiency the percentage who reinforce this aspect in students is not enough to increase the oral production level, there is a high level of teachers who have to increase this aspect in their classes, that 36.4 percent of them who

consider that fluency is sometimes reinforce need to change that idea and do their responsibilities as teacher, the responsibility to increase and improve their learners' knowledge.

➤ According to the information collected in the question N° 7 related to the first indicator- Diagnostic Assessment- of the third variable – Assessment- the researcher can conclude that this assessment needs to be improved at this institution, the diagnostic assessment is very important in the educational process, from here the teachers can know the strength and weakness of their students, from here teachers can make important decisions to how do they have to drive the teaching process. It is possible that just 72.7 of the educational characters consider always or almost always necessary the use of diagnostic assessment as a way to improve their oral production level. What happened to the rest of the teachers? Why do they do not have this assessment as real important? It is necessary to formulate some recommendation related to this topic.

➤ Related to the information collected from the second indicator- Formative Assessment- we can conclude that this is not a very important strength in the English educational process at this High School, considering that just the 81.7 percent of the interviewed subjects consider that the formative assessment is always or almost always used by teachers in their educational process. The formative assessment is necessary to move students to the increase of their oral production level, in this case it is necessary to change the minds of the other 18.3 of the educational characters and give more relevance to this assessment.

➤ Based on the information from the last indicator- Summative Assessment- the researcher conclude that this is the most relevant weakness in the English Educational process, not only the teachers, but also the Principal of the institution do not have a clear idea about this assessment, the answer was very different and the conception of summative assessment is very confused. It is true that this assessment is important but this is just a comparison to the established standards and not necessary the way to know the development of the learners' skills. To the question do English Department teachers use the summative assessment as the most important evaluation? The majority of the participants considers that they sometimes use it, the 54.54 percent. Based on that situation is important to define the real importance of summative assessment in the process and determine that is one of the components but not the most important.

## **Chapter VI Recommendations**

## 6.1 Introduction

When reader begins the recommendations chapter she or he is reading one of the most important part in any research. It is because the idea to prepare, create and present an investigation is exactly to have recourses in order to improve the learners' abilities. In this specific case the recommendations are oriented to improve the oral production level in the learners at General Viejo Technical High School. All the needed information in order to propose the following recommendations are taken from the conclusions presented in the previous chapter. The recommendations are oriented to the improvement of the different variables presented during this investigation- Action Oriented Approach, Speaking Skills, and Assessment- and their corresponding indicators: for the first variable the recommendations are for the Principal and teachers related to Methodology, Didactic Sequence and Tasks. In the case of the second variable, in the same way for Principal and teachers, the recommendations are in relation to: Oral Production, Comprehension Importance and Fluency. For the variable number three the recommendations are for the same characters of the educational process, in this case oriented to Diagnostic Assessment, Formative Assessment and Summative Assessment. Without this last chapter the investigation or thesis does not have a clear sense. The principal objective with the investigation is determine the conclusions regarding to the English teaching process and more specific for the influence of the previous variables in the learner' oral production level.

## **6.2 Recommendations.**

In relation to the first variable of this investigation- Action Oriented Approach, specifically for the first indicator- Methodology- the researcher presents the following recommendations:

### Recommendations for the Principal

➤ In relation to the Principal of the institution it is necessary that he makes a better analysis of the teachers' planning, according to the "Manual Descriptivo de Puestos" document where the reader can find the different responsibilities not only of the Principal of the Institution but also of the teachers who work in the public Schools in Costa Rica, is an important Principal's responsibility coordinate, drive and supervise the different curricular activities of the teachers who work in his institution. It is understandable that the principal can have a difficulty analyzing those plans, taking into account they are written in English, in this case it is recommended to look for the translation of the planning, if it is necessary and establish the positive and the elements that have to be improved according to the correct methodology. It is considering that the methodology in this high school, as in many high schools, have to be analyze in a deeper way.

### Recommendations for the English Teachers

➤ Considering the information presented in the conclusions related to this indicator, it is important to recommend a deep analysis by the English Department teachers of the correct application of the English methodology according to MEP in the English classes in order to obtain a better result in the application of the Action Oriented Approach establish as mandatory by MEP as is establish in the English Syllabus 2016:

This curriculum adopts the Action-Oriented Approach or the Task-based Approach... one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. There is a progressive shift from the Communicative Approach to the Action-Oriented Approach. The curriculum

maintains an eclectic view, but favors the Action-Oriented Approach among the other pedagogical views. (Ministerio de Educación Pública , 2016, pág. 25)

It is important to remember that MEP establishes the better methodologies and approaches according to their investigations. In order to that it is essential to follow their policies. It is necessary to remember that according to “ Manual Descriptivo de Puestos” In the chapter related to teachers’ responsibilities: teachers have the responsibility to know, understand and follow the law, and guidelines of the corresponding authorities, in this case MEP.

It is essential that teachers look for different methods and strategies in order to increase the perception of the correct application of the actual methodology presented by the Action Oriented Approach all that in order to increase the learners’ oral production level, which is one of the most import objectives of the English education.

Taking into account the previous information it is necessary to recommend to the English teachers that they have to analyze the syllabus in a better way, they have to apply the correct and propose methodology according to the Action Oriented Approach given by MEP. Teachers have to analyze their own planning and determine if they are following the correct methodology, if they are following it continue in the same line on the contrary and in accordance to the article 165 of the REA “Reglamento de Evaluación de los Aprendizajes” principal law in Costa Rica Related to educational issues the teacher has the right and responsibility to find his/her mistake and fix it as soon as possible.

Related to the second indicator- Didactic Sequence- of this first variable – Action Oriented Approach the researcher presents the following recommendations:

#### Recommendations for the Principal:

➤ It is important to him learning more about the Action Oriented Approach in order to focus the attention in important aspects like the correct didactic sequence English teachers have to implement in the classes, it is necessary to understand the way teachers can improve their students’ oral production level through the better implementation of the actual didactic sequence given by MEP. It is essential to have a better contact with the English classes; the Principal must

organize the English Department at the point 100 percent of teachers use the given didactic sequence. That is one of his responsibilities according to “Manual Descriptivo de Puestos”

Recommendations for the English Department teachers:

➤ Teachers must pay more attention to their job, is not possible that just two teachers consider they are always applying the didactic sequence, in order to get the correct learning results they have to increase that percentage. How can teachers do that? So, they have to read and understand all the information about the topic, they have to look for that information from the MEP Syllabus and they have to apply the correct didactic sequences all their classes, that is essential to organize a meeting with all the English Department Teachers in order to analyze what is the didactic sequence they have to use all the English Classes. It is necessary that teachers can get a share opinion of view regarding to this important topic in order to increase their students' oral production level.

According to the conclusions for the third indicator- Tasks- of the first variable in this investigation it is important to present the following recommendations:

Recommendations for the Principal:

➤ In spite of the results are positive for this indicator it is necessary to thinks that the results are not perfect and they have to be improve in order to advance in the oral production level of the students. First that all is important that the Principal analyzes the English classes and analyzes all the mediation procedures in order to determine if the teachers' affirmations are real, if teachers have clear the difference between a task and a practice and more important if they are applying the tasks and not the simple practices in the classes, in this particular case the researcher recommend that the Principal looks for an English teacher's help in which the Principal truth because sometimes it is difficult to understand the mediation procedures if you are not an specialist in English Teaching. Another important activity that Principal can encourage is frequent meetings not only with the English Teachers of his high school but also with teachers from other institutions in order to share ideas and understand in the better way the functions of tasks in the English teaching process.

### Recommendations for the English Department teachers:

➤ In relation to the teachers, it is clear that the majority of them have a clear idea of the importance of tasks, but not all the teachers which is the desired idea, that because six teachers do not consider that they use tasks the hundred percent of the classes what is the correct conception, according to MEP, of an English class. Based on that the researcher recommend that is essential to have frequent English department meetings in order to share, specifically, the importance and correct use of the tasks in the English learning process. Other possibility is to propose some different meetings with English teachers from other high schools in order to share experiences regarding to the use and application of methodology and specially the implementation of the Action Oriented Approach in the educational process, it is recommended that the English Department create a project where they collect information from different high schools and determine what schools have the better implementation of the tasks in order to visit them, as was mentioned before, and can share their educational experiences in order to improve the education and of course the oral production lever of the students which is the real objective of the education.

Related to the first indicator –Oral Production- of the second variable for this research is it important to have the next considerations not only for the Principal but also for the English Department Teachers.

### Recommendations for the Principal:

➤ Considering that oral production is one of the most important elements in the English learning process in order to become learners communicative efficient in different field as was mentioned in the chapter number two of this research

The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world (Ministerio de Educación Pública , 2016, pág. 4)

It is important for the Principal of the institution to understand that the conception of Oral Production in this high school is an strength and he has the responsibility, according to the “Manual Descriptivo de Puestos” to lead the educational process in the better way that is way he has to

encourage the English teachers to continue applying the correct oral production in their classes, he has to talk to the English Department teachers in order to boost them and control the application of this oral production better every time.

Recommendations for the English Department teachers:

➤ According to the conclusion it is important for teachers to continue applying the oral production in the way they are doing until today. On the other hand it is necessary to study in depth the situation of the 26.4 percent of teachers who are in the process to apply the correct oral production in all their classes in order to improve their learners' oral production level, it is necessary to talk about this aspect in the department meetings and have an expert in the field at least twice a year, in order to refresh their knowledge, remember that being updated is a very important responsibility of teachers according to "Manual Descriptivo de Puestos".

According to the second indicator- Comprehension Importance- of this variable number two- Speaking Skills- the researcher presents the following recommendations for the Principal and teachers of the institution.

#### Recommendations for the Principal:

➤ Related to this indicator it is necessary that the Principal considers the comprehension importance as the most important aspect teachers have in the English Department regarding to the teaching process, it is necessary for the Principal to encourage teachers to continue understanding the comprehension importance as an essential element in the process, the Principal has to go to the English Department meeting in order to know what are the projects of this department related to this field, he has the responsibility, according to REA (Reglamento de Evaluación de los Aprendizajes) in its article 14 to look for different references an advice from different institutions in order to improve the educational process.

#### Recommendations for the English Department teachers:

➤ It is important to point out that this indicator is a strength for the department, is important to continue working in this way and look for different advice to try to improve in a better way this important aspect, teachers have to incorporate the discussion of this improvements as an important point in their department meetings.

Based on the fact that fluency is close related to proficiency, one of the principal objective for foreign language education, it is necessary to take into accounts the following recommendation for the principal and teachers of this institution.

#### Recommendations for the Principal:

➤ It is necessary that the Principal understands in deep the importance of fluency in the English educational process because as is mentioned by Rasisnski "...fluency is associated with proficiency..." (Rasisnski, 2016, pág. 13) proficiency is a high degree of competence or skill, that exactly as teachers, institutions, and educational system want to get from their learners. Based on that it is necessary for the principal to investigate what is happening with the 36,4 percent of

the teachers who do not reinforce fluency in all their classes, according to “Manual Descriptivo de Puestos” the Principal has the responsibility to control the curricular activities of the personnel at his institution, it is necessary to understand what is the situation of the mentioned teachers and drive some different guidelines to get a 100 percent of the teachers reinforcing the fluency as an elemental factor in the English teaching process.

Recommendations for the English Department teachers:

➤ Teachers have the responsibility, according to REA, to develop the educational process according to the authority's recommendations and laws. Based on that situation is necessary to move all the opinion in the way to reinforce the fluency in all the English classes, this is not only a very important element of the educational process but also a must according to the MEP guidelines. It is necessary to study as a department, in deep the importance of the fluency it is essential that the 63,6 percent of the teachers in this department who have a clear idea of the application of this element in English education helps in the instruction of the rest of the teachers, if that is difficult for any reason, the department coordinator has the responsibility to ask for time and instruction to the principal office. This is a necessary process and project regarding fluency in General Viejo Technical High School.

Regarding to the third variable for this investigation- Assessment- and specifically the first indicator- Diagnostic Assessment- it is important to take in consideration this statement mentioned in the chapter number two of this research:

Diagnostic assessment is intended to improve information to stakeholders to improve the learner's experience and their level of achievement. It looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It identifies the starting line to develop the competence. It also identifies students' needs and areas of intervention. (Ministerio de Educación Pública , 2016, pág. 51)

From here the researcher present the next recommendations:

### Recommendations for the Principal:

➤ It is necessary that the Principal have a clear idea of the real importance of this Diagnostic Assessment. This is an elemental tool in order to understand the learners' level and what are the necessary adjustments in the English Educational process, based on that the principal has to organize some workshops with the English Teachers and the Evaluation Committee of the institution in order to give the guideline teachers have to follow in the application and evaluation of this assessment, it is necessary that the Principal presents the importance of the Diagnostic Assessment to teachers in the workshops or in the English Department meetings. Principal has to encourage teachers to move that 27,3 percent of the teachers who consider that Diagnostic Assessment is not essential in the educational process.

### Recommendations for the English Department teachers:

➤ It is necessary that all the teachers, not only a percentage of them, understand and use the Diagnostic Assessment in order to know the strength and weakness of their students, the collected information from here is a vital tool to make decisions during the complete educational process. It is important for teacher to read the and strictly understand the guidelines presented the English MEP Syllabus. They have to develop this topic as an important point in the English Department meetings specially at the beginning of the scholar year to make important decisions not only as teachers but also as department.

Formative Assessment, the second indicator for this variable number three is during the time an important tool in order to improve the oral production level of the students at school. According to MEP Syllabus 2016 the formative assessment:

Formative assessment is used to monitor student learning. It helps to identify students' strengths and weaknesses and target areas that need work and to recognize where students are struggling and address problems immediately. It can be used by instructors to improve their teaching and improve students' learning. It also evaluates students in the process of "forming" their competences and skills with the goal of helping them to continue that growth

process. In short, it focuses on the process to develop competence by using information from the analysis of weaknesses and strengths in portfolios, assignments, or different products. (Ministerio de Educación Pública , 2016, pág. 51)

Monitor the educational process is a necessary aspect in order to improve different adjusts in the educational process, and this is a process which is responsibility not only of the Principal of the institution but also of the teachers who have to transmit their knowledge to their students, taking into account all those aspects the researcher presents the next recommendations.

#### Recommendations for the Principal:

➤ Specially during this time when the formative assessment is very important the principal has to analyze the situation of the English teachers, it is important to consider the 18,3 percent of the teachers who do not consider the use of the formative assessment in the English teaching process, it is necessary to analyze the information from the English MEP Syllabus related to formative assessment, the principal has to indicate to all the English department teacher that is a must to follow the MEP instructions, he has to ask for reports where teachers inform to the administration the evidences they have in order to demonstrate the application of formative assessment during the whole teaching process, if the information is not satisfactory the Principal is responsible to give the teachers specific guideline and be sure those guidelines will be implemented in the process.

#### Recommendations for the English Department teachers:

➤ Here is necessary that the English department analyze the situation related to formative assessment, in a department meeting they have to be clear what are the requirements MEP wants related to this assessment and they have to be responsible to recognize the mistakes they are having and according to the article 165 of the REA they have to fix the mistakes related to assessment, it is necessary that as soon as possible all teachers will apply the formative assessment according to MEP guidelines in order to reach the English teaching objective prepare communicative efficient students.

Based on the observations for the last indicator- Summative Assessment- of this variable number three- Assessment- the researcher presents the following recommendations for Principal and Teachers of the General Viejo Technical High School.

Recommendations for the Principal:

➤ Very close attention is needed to this indicator, according to the information analyzed the researcher understands that this is the most relevant weakness of the complete investigation. This is something that Principal has to consider immediately, the teachers do not have a clear idea of the role of summative assessment in the process, and this part is necessary to be fixed in order to increase the oral production level of the students. The Principal must organize a meeting with the English Department and he has to look for the help of a specialist who clarify the English Department ideas regarding to summative assessment, it is necessary to demonstrate them that the summative assessment is important but not the most important evaluation and that the diagnostic and formative assessment have a relevant role in the English educational process. It is necessary to support these ideas with some specialists in evaluation in order to define immediately the correct valuation process in the institution and specifically the correct evaluation guidelines for the English Department.

Recommendations for the English Department teachers:

➤ It is clear that English teachers do not have a clear idea of the role of the different assessment and specially of the summative assessment, they have to understand immediately that summative assessment is not the most important valuation, it is true that is the comparison to the stands and that the summative assessment gives numbers to the teachers, administration and government and with those numbers all the authorities can give a status to the student; however, it is not necessary that the summative assessment drives teachers and students to the reach of the English education objectives. Teachers have to open their minds as soon as possible to a new evaluation way where students demonstrate their progress not at the end of the process. Teachers have to understand that the evaluation is an integral process builds day by day. Teachers have to adjust the necessary changes in order to move their students to a real oral production level improvement.

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## Annexes