

UNIVERSIDAD HISPANOAMERICA
School of English Language Teaching

Thesis Submitted to Obtain the Licentiate Degree in
English Teaching

*Use of Second Language to Develop Oral Communication in
English Language Teaching Setting at Ministerio De Educación
Pública According to the Action-Oriented Approach in Ninth-Grade
at the Liceo Nocturno Ciudad Colón During the First Semester of
School Period in 2021.*

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Sworn Statement

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Firma del estudiante

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San José, 18 de junio de 2021.

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En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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Atentamente,



Nombre de Persona Docente: MSc. Ariel Gustavo Vargas Vindas

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Thesis Reader's Letter

San José, 18 de junio de 2021

Universidad Hispanoamericana

Sede Llorente

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El estudiante Gina Michelle Cordero Rojas cédula de identidad 604330616, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " Use of Second Language to Develop Oral Communication in English Language Teaching Setting at Ministerio de Educación Pública According to the Action-oriented Approach in Ninth-grade at the Liceo Nocturno Ciudad Colón during the First Semester of School Period in 2021", el cual ha elaborado para obtener su grado de licenciatura en la enseñanza del inglés.

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

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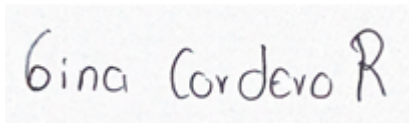
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Acknowledgement

I dedicated this research to my parents for all their support and inspiration since day one. I would not have made it this far without them.

Chapter I

Research Problem

1.1 Problem Statement

1.1.1 Background to the problem

There are some mixed opinions about the use of the first language in classes. Some professionals claim that mother tongue is an important contribution to the process of learning a new language. On the other hand, there are other opinions that indicate the first language must be excluded from the teaching process.

According to Hanáková & Metruk (2017) some of the reasons given by several authors are mentioning first language as an “useful tool”, no taking advantage of that will be a misuse. When teachers try to explain a simple concept in second language, it might cause frustration to students. In this case, the use of first language (from now on L1) is a resource to avoid doubts, time-saving and improving communication in the classroom. One clever way to use it, is to make one of the students explain what they have to do (or a text) in first language after the explanation given by the professor in second language just to evaluate what was understood. Eventually, is fundamental to recognize the appropriate moment to use the L1 and always go back to second language (from now on L2).

In this investigation it is also discussed the arguments against using L1, the most common was overusing of the mother tongue. In the process of learning English, L2 must be use at all moments, otherwise the learning process gets slower. To learn another language, it is necessary the exposure, by using the mother tongue

the students are losing opportunities to practice the target language, the purpose is for them to have the “optimal opportunities” (Hanáková & Metruk, 2017).

1.1.2 Problematization

For some students English is an easy subject and for others is the main problem in their grades, it is necessary to make sure scholars are understanding everything during the class. In this case the usage of L1 is still crucial during the lesson but, L2 needs to be prioritize. The main idea is to find an adequate balance between both and improve speaking skills.

1.1.3 Justification of the problem

The correct application of L1 and L2 during class helps with the process and completion of tasks, also creates a safe space for students to practice the language and provide each other feedback.

The Ministry of Public Education (2016) uses the Action-Oriented Approach in their program to encourage learners about the responsibility in their own learning process, it mentions language performance, where students must response in oral or written form when it is asked.

This investigation has the purpose of setting a percentage that can guide teachers in the process of learning a new language and improve the student's experience. Furthermore, create a conclusion on how important a mixture of these

two languages is and understand the student's point of view. According to Mohamed, Mutalib and Aigbogun (2015) "...had recommended the integration of L1 in L2 classes as it would help students in better self-expression and to improve classroom dynamics", this was a result of researching the opinion of professionals, however, it is not indicated a percentage of how much L1 and L2 should be used in classrooms.

In an academic motivation, some learners need to improve grades in the English subject and be able to understand basic indications given by the professor. As an educational effort, students can use the topics to learn everything about the foreign language or improving speaking and listening skills. In a social emphasis, apprentices can create a better interaction with other classmates or the teacher by using the skills in the classroom even if it is for colloquial communication.

As future educators, it is important to reflect about the topic in order to create a better environment in the class, by improving grades and also fluency with the language. This can be done by creating the correct activities or using the right resources, in order to create those, the group of students must be observed during the teaching process.

1.2 Formulation of the problem

Observation of the actual teaching process needs to be done, in this way the use of mother tongue in the lessons can be measured.

How the consistency in the use of L2 can improve during the English Lesson?

What is the consistency of teacher-student-student interaction in class?

It can be demonstrated that both of the languages are necessary in the learning process and the usage of both is also approved by the Ministry of Public Education, though, it does not exist a percentage that shows how much mother tongue needs to be use in classes. In that way, teachers can have a guide and know in which circumstances it is safe to use it.

The interaction that students have with the other partners during the class must be in English, but rarely it is that way. It is necessary to understand what are the aspects that avoid that interaction.

1.3 Objectives

1.3.1 General Objective

- To analyze the use of L2 in English language teaching according to the action-oriented approach setting at the Ministry of Public Education.

1.3.2 Specific Objectives

- To identify what percentage of L2 is applied by teachers in the class according to the action-oriented approach.
- To determine the consistency of teacher-student-student interaction in the English class at Ministry of Public Education.
- To formulate activities and resources as proposals improving the use of L2 in

the class.

1.3 Scope and Limitations

1.3.1 Scope

The investigation covers the Liceo Nocturno Ciudad Colón in the Mora canton of San José province, in specific ninth grade students from the institution.

1.3.2 Limitations

The country is affected by a global pandemic so observation will be change from presently to online, with the students than can participate. As well, due to several external conditions, teachers were reluctant to collaborate in the process.

Chapter II

Research Problem

2.1 Historical Context

The history of English Teaching in Costa Rica started in the XIX century, when the government researched the importance of the language, since the Englishmen were in charge of the coffee crops. Therefore, English Teaching was authorized in 1901, according to a document on the Archivos Nacionales de Costa Rica. Classes were taught by outlanders or locals who studied outside the country, the lessons were focus mostly with grammatical structures and text translation. Between 1914 and 1915 was established the Escuela Normal de Costa Rica to improve the problem of teachers' shortage. In 1940, a teachers' exchange program was made for both countries benefit to learn about each other's language. Around 1944, it is founded the Centro Cultural Costarricense- Norteamericano, which started donating text books, visual and audio resources. The Universidad de Costa Rica was in charge of creating the first study program of English in the country, to develop better communication with United States (Marín, 2012).

Ten years later, the United States starts providing capital to the country, which improved economy and education. The domain of the language became of great importance and the lessons started growing in every school and with more professors to cover the education.

2.1.1 Background of the Organization or Community

The organization starts on 1971 emphasizing in their learners and how to help them be a part of the Costar Rican society as people of good. Since the beginning

their way of teaching was focusing on the participants by checking necessities and given opportunities.

The high school is aimed to the formation of people able be resourceful with society. Its mission is:

“En el Liceo Nocturno de Ciudad Colón desarrollamos una educación integral, fundamentada en una filosofía humanista, para la formación de personas comprometidas con la sociedad.”

Liceo Nocturno de Ciudad Colón has a responsibility to provide brand new concepts to students. Its vision is:

“Ser una institución educativa e innovadora para jóvenes y adultos, donde prevalece los niveles de calidad, compromiso y excelencia; con un aporte constante en la comunidad”

2.2 Theoretical- Conceptual Context

2.2.1 Action- Oriented Approach

The Action-Oriented Approach is also known as Task-Based Approach, which is the primary methodology used by the Ministry of Public Education and concentrates in the students' knowledge to complete a task successfully to prepare them for national or global citizens. The aim is to emphasis more on the requirements of the L2 using the language skills with learners creating their own activities.

Previous to the Action-Oriented Approach, it was used the Communicate Approach. According to Acar (2019), "Thus, the criterion of success in the communicative approach has been a successful exchange of information (talking with the others), realized through simulations, role plays and other communicative activities." (p. 127). However, by observing the students during this approach, the Common European Framework of Reference for Languages (CEFR) agree that the participants work better as part of creating the process using the language and also the culture, instead of communicating for periods of time in another country.

Using tasks during the teaching process must follow an order with a "Pre-task", "During task" and "Post- task". "The use of pre-task activities provides enough chance for learners to encounter with the new topic and cultural differences" (Sabet et al., 2018, p.87). That is to say, in the pre-task the idea is to use resources to introduce the topic, clarify doubts and present the topic in a simple way.

Secondly, in the "during task" the professor helps the students to achieve the task and learners are in charge of completing the task that it was set.

There are two common steps, which turn out in this stage that is how the tasks can be performed and the process to accomplish the tasks above all on the engagement of students. The two processes of activities are done commonly in group work projects in that each group has to do activities suitable with the entailed requirements and then the members have to think and discuss of what questions to be delivered and how to answer them correctly (this is actually to provide information gap among learners). (Anwar & Arifani, 2016).

It is not necessary to arrange the task in groups but it is recommended since saves time and helps the learners to work in groups. Moreover, the activities must promote the dialogue during the lesson.

Eventually, in the “post-task” is similar to evaluation by creating activities that can verify the acquired knowledge by the students. According to Ellis (2014), “The final phase is ‘post-task’ and involves procedures for following-up on the task performance” (p. 80). It is suggested tools like self-evaluation and co-evaluation and the activities focus on production.

The MEP sets task to complete activities that can be relate it to daily situations in life. “Project work is an important element in a task or action-oriented approach because it is a learner-centered, process-oriented, and collaborative task.” (MEP, 2016). Projects have the advantage of developing creativity in each learner.

Throughout the approach the professor is a facilitator of knowledge, always helping and giving advice for the class. Meanwhile, the method “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action” (CEFR, p.9). This is where the student uses their capabilities to achieve the task that is given.

Previously, the Communicative Approach was evaluating from the communicative competence of the student. In contrast, the task-based approach focusses on the what the students can do in real life situations that are presented to them, the learning process is continuous in school and beyond.

2.2.2 Second Language Learning

The “Mother Tongue” also known as native language or first language, is what it is learned from birth or the first period of time of a person, it also helps from the person’s identity. Once the mother tongue is set the second language can be acquired or learnt.

The difference between learned and acquired by Hoque (2017), “Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition means acquiring the language with little or no formal training or learning.” (p. 1). An example of acquiring a language is staying in a country and interact with the people in their language. Even though, when learning the language in a classroom sometimes is mention as process of acquisition.

There are 5 levels of acquisition in the Second Language. First, Preproduction where students are listening to the new information and assimilated to 500 words. Then, Early Production in which students can develop short phrases and a vocabulary of 1000 words. Third, Speech Emergence with 3000 words and learners are able to formulate full sentences, have a simple conversation and comprehend short stories. Next, Intermediate Fluency up to 6000 words with excellent understanding of conversations but still with a deficiency in written form. The last stage is Advanced Fluency where it takes a lot of time to accomplished a level of excellence in the second language but in this stage, learners are almost native. (Garibaldi, 2013)

Studies prove that children can acquire a second language simultaneously or sequentially (Tabors, 2018). Using the simultaneous way means that kids under 3 years' old learn their first language at home and their target language in forms of professional education, as school or kindergarten. Furthermore, it can also happen with kids that are constantly listening to different languages in their own household, like some multicultural families. It is up to the parents to find a balance between both languages, and not prioritize one more than the other.

According to Halgunseth (2009) sequential learning environment has four learning stages:

1. Home Language Use: Children often reject the use of their first language even if their close ones do not understand them.
2. Silent Period: Kids maintain nonverbal communication with others.
3. Telegraphic and Formulaic speech: Using the target language to communicate but only in short phrases or repetition of words.
4. Productive Language: Once the kids can create sentences that will improve with time.

Problems facing both languages are common during the first 10 years of learning. Children can confuse these languages a lot during the process of understanding, since they have very short memory capacities and growing up bilingual means learning two words with same meaning. There might be times when the kid knows a word in one language but not in the other. Nevertheless, these issues are a matter of time, when they start school most of the problems may disappear.

About the correct age to learn a second language, when adults set themselves to learn another language are more mature and are able to concentrate in the educational process. When children go through the process they need to learn with dynamic strategies to maintain the interest. However, in younger people is easier to acquire a correct accent.

2.2.3 Learning Styles and Strategies

Learning Styles are based on how the learners react to the educational environment. According to Dr. Hoque's investigation (2017) he found four different styles.

Reflectivity and impulsivity, a reflective student looks for correctness, whereas an impulsive does not care about accuracy or mistakes just learning with time.

Visual and auditory, learners who are visual prefer study with graphic information while an auditory select listening to the information.

Field independence and field dependence, in the independence style is common to concentrate in small aspects without combining the whole subject, which may be a problem to find a relation between the topic. In contrast, field dependence uses all the parts of the subject together and creates a relation.

Ambiguity tolerance, is when the learner is able to accept ideas that are different to their own beliefs which helps since in L2 there are a lot of contradiction.

Learning Strategies are actions completed by the learner to facilitate the education process. Cognitive strategies transform the subject to understand the

topic. Memory strategies are used to connect the topic with information already learned. Compensation strategies is the act of using movements when something is forgotten. Metacognitive strategies are the process of preparation and assessing the topic. Affective strategies involve the management of the emotions during the learning process, for example anxiety is a common emotion during the course. Finally, Social strategies help students to communicate with the rest of the class or with outlanders in a cultural matter. (Hoque, 2017).

2.2.4 L1 during the L2 class

There are mixed opinions about using the mother tongue while teaching a second language. Kumar (2014) found several ways where it is acceptable to use L1 in the class, for example:

- To save time sometimes it is necessary to translate vocabulary to have the directions of the task clearer.
- To maintain culture, we need to understand that some aspects cannot be in a different language.
- Students can try to translate idiomatic expressions or look for a similar one in their own language.
- Translation of songs and jokes can create a dynamic class.
- After given instructions, one student can rephrase it in their mother tongue to make sure everything it is clear.

2.2.5 Contributions

In the investigation “Rethinking the use of L1 in L2 classrooms” by Zulficar, it is mentioning a problem with some teacher’s strict rule about not using L1, students with problems to expressed themselves in L2 tend to hold back when in doubt because they are scared of getting in trouble for using L1. On the other hand, when L1 is allowed learners feel more confident and professors can detect what has been learned, what is missing and identify the students that need further assistance (Zulficar, 2018).

L1 can also be used to motivate collaborative dialogue, to perform a task the learners will discuss the process in L1 and then performs in L2. “Language serves not only as a tool for communication but also as a psychological tool in developing an individual’s cognitive process” (Zulficar, 2018), in a qualitative study where two classes were studied, one with L1 usage and the other only with L2, one group showed great interaction using a mixture of both languages improving the cognitive process between them, in the second learners were too scared to talked incorrect.

The last aspect mentioned in the research is about the importance of clarifying doubts during the learning process of L2, the best way to achieve that is using L1, since it is more important for learners to understand the information than explaining the topic in English. Yough (2010) states that “... a student who fully comprehends the expectations is free to focus on the task at hand”

Yavuz (2012) assures that the strict use against L1 is reducing, in different countries the native language is being included in their syllabus, some opinions are

mixed since professors are depending on L1 or totally against it. Yavuz's study is aim to research about the attitudes of teachers on using L1 in the teaching of English.

The most traditional teaching method is Grammar Translation Mode and it depends entirely of the first language, it is normal for students to create dialogues in the native language and then translate it to the target language. Nevertheless, other teachers believe that is more effective to use L2 during the learning process.

Cognitive linguists attempt to find a common ground stating that there should be a boundary to use L1 in the teaching of L2.

Linguist affirm that learning a language, the first one or second one, is not only about the syntax or vocabulary but also environmental and cognitive, the learner must create a connection with the aspects the he or she learned with the first language and use it during the process of L2 learning. Auerbach (1993) affirms that "...forcing people to use an L2 violates human", in doing so, it breaks the bond of the speaker's native language and its culture.

According to the paper "The Effectiveness of Using L1 in Second Language Classrooms: A Controversial Issue" the author finds arguments in favor of using L1, for example, the Grammar Translation Method as a tool to save time instead of looking definition in English; culture identity in the case that the professor is a native from the language in study, if he or she allows the use of L1 is showing appreciation for the student's mother tongue; eliminates student's anxiety since using only the target language can be an obstacle in the interaction with the teacher or other students. In contrast, aspects against L1 stated that the learner must be exposed to L2 at all moments, in that way understand other cultures; L1 is only making the

process of learning slower instead of taking advantage of the language; some professors use the mother tongue excessively to cover their poor proficiency in L2 (Almoayidi, 2018).

In the national investigation created by Marianela González Brenes, about the usage of L1 in the classroom, the information recollected showed students with a lack of confidence and motivation to use English during the lesson, they mention that the professor does not appreciate their level of English during the activities, they do not receive enough supervision in their work and the teacher is not well prepared to give the class or the activities are not adequate for the topic or the needs of the group.

Azofeifa (2019), created a research about the Action- Oriented approach and discover that the groups are too big for the teacher to provide feedback, males are more competitive and work better alone rather than the females whom have more communication skills and work better in groups, the relation teacher-student and student-student reflects a positive environment and the approach is improving their English with the task-based lessons and the student- centered syllabus.

2.2.6 Factor A, Independent Variable

English language teaching setting at Ministry of Public Education according to the action-oriented approach

2.2.7 Factor B, Dependent Variable

Use of L2

2.3 Hypothesis

What activities and resources can teachers use to reinforce L2 usage in the classroom?

By using reader's theater activity and technological resources such as Douingo L2 can be an improvement in the classroom.

2.3.1 Variables, Definition

English language teaching setting at Ministry of Public Education according to the action-oriented approach

The Action-Oriented Approach sees the student as social agent with the purpose of creating a result made by them with their abilities, knowledge and everyday situations. The approach puts the learner in conditions where has to use the target language to resolve a problem or achieve a goal (Common European Framework of Reference, 2001).

Use of L2 is any language that a person uses other than a first or native language (Zulficar, 2018)

2.4 Operationalization of Hypothesis

Table 1 Operationalization of Hypothesis

Hypothesis	Concepts	Variables	Indicators
By using reader's theater activity and technological resources such as Douingo L2 can be improved in the classroom.	Reader's Theater: Dramatic presentation of written work in script form. Douingo: website created to learn a second language	Use of reader's theater Use of Douingo	Intonation, Pronunciation Vocabulary, grammar structures.

Chapter III

Methodological Framework

3.1 Type of Investigation

3.1.1 Purpose

Edgar & Manz described a theoretical research as “This type of research includes theorizing or defining how a cyber-system and its environment behave and then exploring or playing out the implications of how it is defined” (2017).

This research is considered theoretical, because it comes from the discussion about the usage of L2 in the classroom; even though, is a common subject, in Costa Rica there is not a percentage to identify how much can we use it.

3.1.2 Temporal dimension

Kowalczyk describes the Transversal Temporal dimension to examine samples at one point in time.

The research has a transversal temporal dimension, since it is focus on analyzing and observing the use of target language in the first trimester of school period.

3.1.3 Framework

The levels of this research are the following: Macro are all of the students in the high school and Micro are the ninth-grade student's observed.

3.1.4 Nature

The research has a mix between qualitative and quantitative model, qualitative because the teaching process will be gathered with observations and quantitative for the surveys applied in the classroom.

3.1.5 Character

The analytical research according to Yang (2001), is a type of investigation that relates with critical thinking and the evaluation of facts.

The investigation has an analytical-interpretative character, since it tries to understand the aspects currently used in the class, in that way it can be comprehended the percentage that it is needed.

3.2 Subjects and Sources of Information

3.2.1 Subjects

The subjects of the research are the students of ninth grade and their teacher who attend the Liceo Nocturno de Ciudad Colón. This is because they are using the syllables with the action-oriented approach.

3.2.2 First Hand

Table 2 First Hand

Author or Authors	University or Organization	Country	Year
Fatih Yavuz	Balikesir	Turkey	2012
Zulficar	Paragon Technology and Innovation	Indonesia	2018
Almoayidi. K	Macquarie	Australia	2018

Mariana González Brenes	Universidad Hispanoamericana	Costa Rica	2016
Azofeifa. S	Universidad Hispanoamericana	Costa Rica	2019

3.2.3 Second Hand

Table 3 Second Hand

Author	Title	Year
Mária Hanáková, Rastislav Metruk	The Use of L1 in the Process of Teaching English	2017
Azelin Mohamed, Abdul Mutalib Embong and Osaro Aigbogun	Using L1 In L2 Classrooms: A Case Study Among Secondary School Students Of Mixed English Language Proficiencies	2019
Yough, Michael S	Keeping Native Languages in ESL Class: Accounting for the Role Beliefs Play toward Mastery	2010

3.3 Selecting of Sampling

3.3.1 Probabilistic or Non-probabilistic

The research has a probabilistic approach, this because all of the students have the same opportunity to be chosen, the responses were taken from the surveys and observations.

3.4 Techniques and Instruments for Collecting Information

To measure the use of L2 and the action-oriented approach in class a rubric to observed the teaching process were used, and for the teacher-student-student interaction a survey about activities during the lesson.

3.5 Operation of the Variables

Conceptual Definition

English language teaching setting at Ministerio de Educación Pública according to the action-oriented approach

The Action-Oriented Approach sees the student as social agent with the purpose of creating a result made by them with their abilities, knowledge and everyday situations. The approach puts the learner in conditions where has to use the target language to resolve a problem or achieve a goal (Common European Framework of Reference, 2001).

Use of L2 is any language that a person uses other than a first or native language (Zulficar, 2018)

Dimension

The research has a transversal temporal dimension, since it is focus on analyzing and observing the use of target language in the first trimester of school period.

Operational Definition

For the use of L2 is 0 _____ negative _ 70+ positive _____ 100

In the case of the action-oriented approach is 0 _____ negative _ 70+ positive _____ 100, since it needs to cover the guidelines of the MEP.

For the teacher-student-student interaction is 0 _____ negative _ 60+ positive _____ 100

Instrumental Definition

For the use of L2 and the action-oriented approach an observation will be use and for the teacher-student-student a survey.

Table 4. Operationalization of Variables

Objective	Variable	Concept	Instruments	Operational
1. To identify what percentage of L2 is applied by teachers in the class according to the action-oriented approach.	1.1 The percentage of L2 that is applied by teachers in the class according to the Action Oriented Approach.	The approach puts the learner in conditions where has to use the target language to resolve a problem or achieve a goal	Observation measure with a checklist	The use of AOA is 0 _____ negative _ 70+ positive _____ 100, since it needs to cover the guidelines of the MEP.
2. To determine the consistency of teacher-student-student interaction in the English class.	2.1. The consistency of teacher-student-student interaction in the English class.	Use of L2 is any language that a person uses other than a first or native language	Observation measure with a checklist	For the T-S-S interaction is 0 _____ negative _ 60+ positive _____ 100
3. To formulate activities and resources as proposals improving the use of L2 in the class.	3.1. Activities and resources as proposals improving the use of L2 in the class.	Use of material given by the MEP, adding more improving the environment of the class.	Survey answered by the students to evaluate the daily use of L2	Use of L2 is 0 _____ negative _ 70+ positive _____ 100

Chapter IV

Analysis and Interpretation of Data

4.1 Data Analysis

This chapter analyzes the results from the questionnaire applied to the students of ninth grade from Liceo Nocturno de Ciudad Colón and an observation checklist. The information is divided according to variables; the answers of the instruments are illustrated in graphics.

The results are aimed to measure the Action Oriented Approach, the teacher-student-student interaction and the general use of English to set a percentage of an according use of L2 during the lesson.

4.2 Qualitative Analysis of the results related to the variable 1

The first variable is centered on the application of Action Oriented Approach during the lesson. The observation was set to one teacher with a checklist of 5 items.

4.2.1 The class develops social activities during the lesson

During the lesson the students were able to develop social activities according to the topic. The teacher presented an activity that helped achieve the task. Otherwise, the students did not engage in social moments by their own, it can be due to the fact that the class observed was virtual which is more difficult to engage.

4.2.2 Activities are formulated with real scenarios

The teacher developed the activities correctly using examples of real scenarios and involving the students in conversations where the topic can be applied in life.

4.2.3 The lesson is planned with pre-task, during task and post task

The lesson was not planned following the task approach, or in form of projects. At the start, after the class was greeted, the topic currently studied was mentioned and the students were told to continue with a practice that was pending. Close to the end, the professor asked for some responses but just a few students answered, most of the answers were given by the teacher.

4.2.4 Intercultural aspects are mentioned during the lesson.

This aspect was not achieved during the lesson since the teacher did not relate the topic to a cultural aspect to create conscious about other aspects outside our ethnic.

4.2.5 Part of the explanation is about an aspect of linguistic (phonology, syntax)

The professor gave a clarification of phonetics related to some words that were used later in the class. Linguistics was correctly applied but it lacks of more explanation.

4.3 Qualitative Analysis of the results related to the variable 2

The second variable is focus on the interaction of teacher –student –student during the lesson, which helps observed how comfortable is the class and the interaction between the characters. The observation was directed to the teacher and students with a checklist of 5 items.

4.3.1 Students engage in conversation using L2

Students respond specifically to what is asked by the teacher in the target language. Besides those moments, most of class was silence.

4.3.2 Students are able to maintain a conversation without switching languages

During presentation or questions students were able to answer in English, although, they needed help remembering certain words in L2. In those cases, the students said the word in Spanish and the professor had to intervene to help them out.

4.3.3 Students ask for permissions in English without remembering them to do it in the target language

Students were not able to achieve this item since in every moment they asked for something it was in Spanish. The teacher did not suggest them to try again in the target language.

4.3.4 Teacher clarify doubts in English

When the students presented doubts the teacher use a mix of both languages to clarify the questions. She started with an explanation in English but mentioned key words in Spanish.

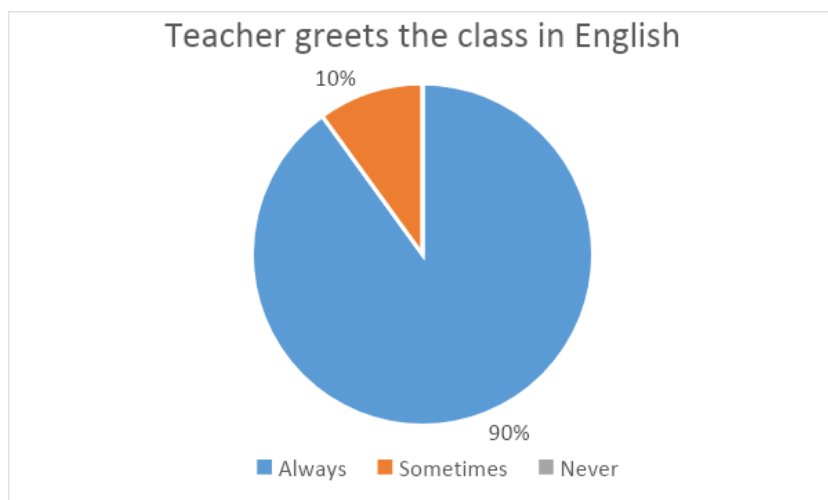
4.3.5 Teacher uses self- correction and corrects students in English

Professor had minor pronunciation mistakes but did not try to correct herself. When the students make mistakes, she did not correct them, she said and quote “It is not a course of conversational English so I do not like to discourage them by making them aware of their mistakes”

4.4 Quantitative Analysis of the results related to the variable 3

For the third variable a questionnaire was made in order to understand how the participants use English during the class when someone is not observing them. The questions were made with scenarios that normally happened during the classes. The class was of 25 students, since it was taken in digital forms most of the students were not able to complete the questionnaire. A sample of 10 students are used to measure this variable.

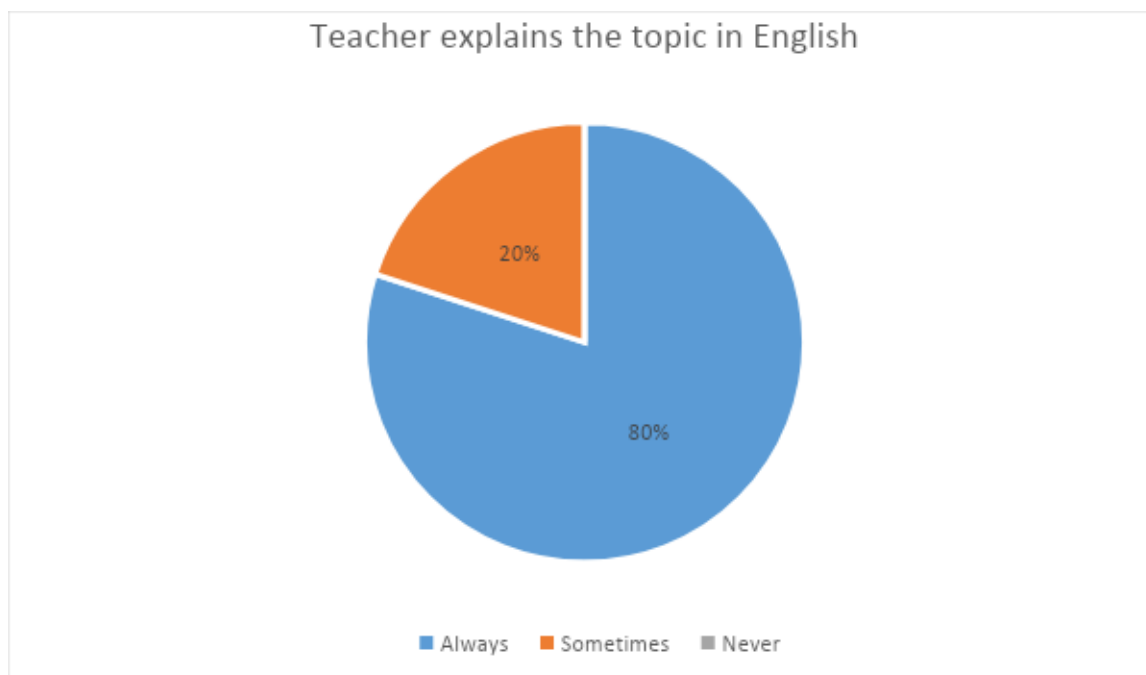
Graphic No 1: Teacher greets the class in English



Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

Results: A 90% of the students affirm that the teacher always greets the class in English. On the other hand, 1% indicates that it does not happens all the time. There were no responses to never greeting the class in English.

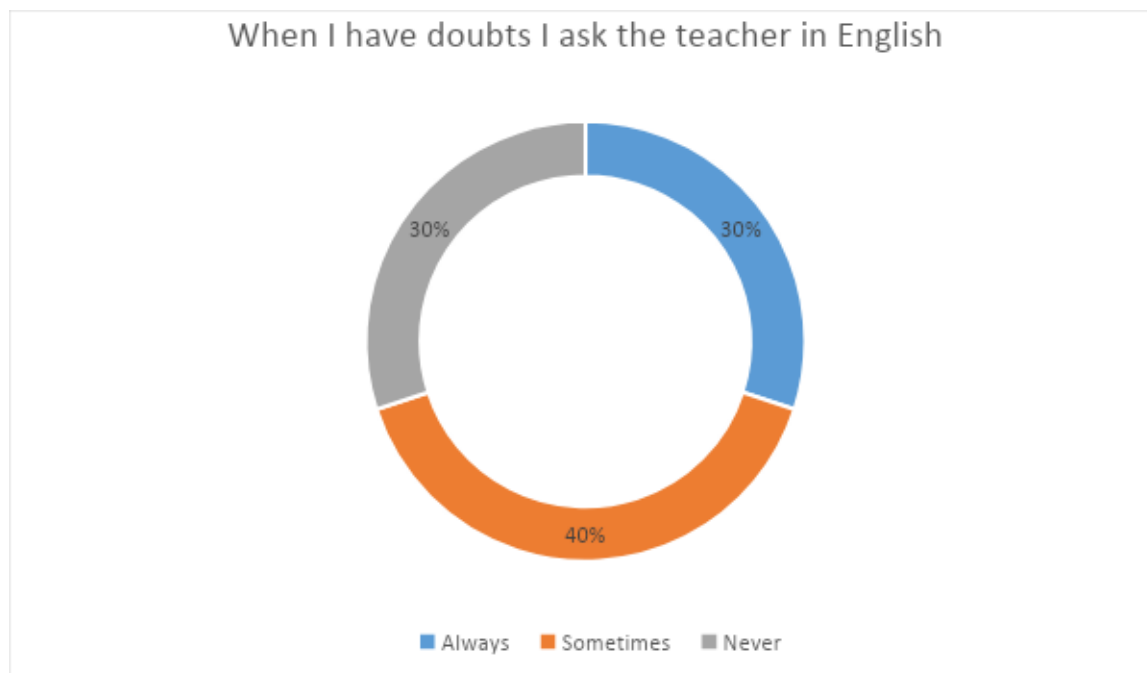
Graphic No 2: Teacher explains the topic in English



Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

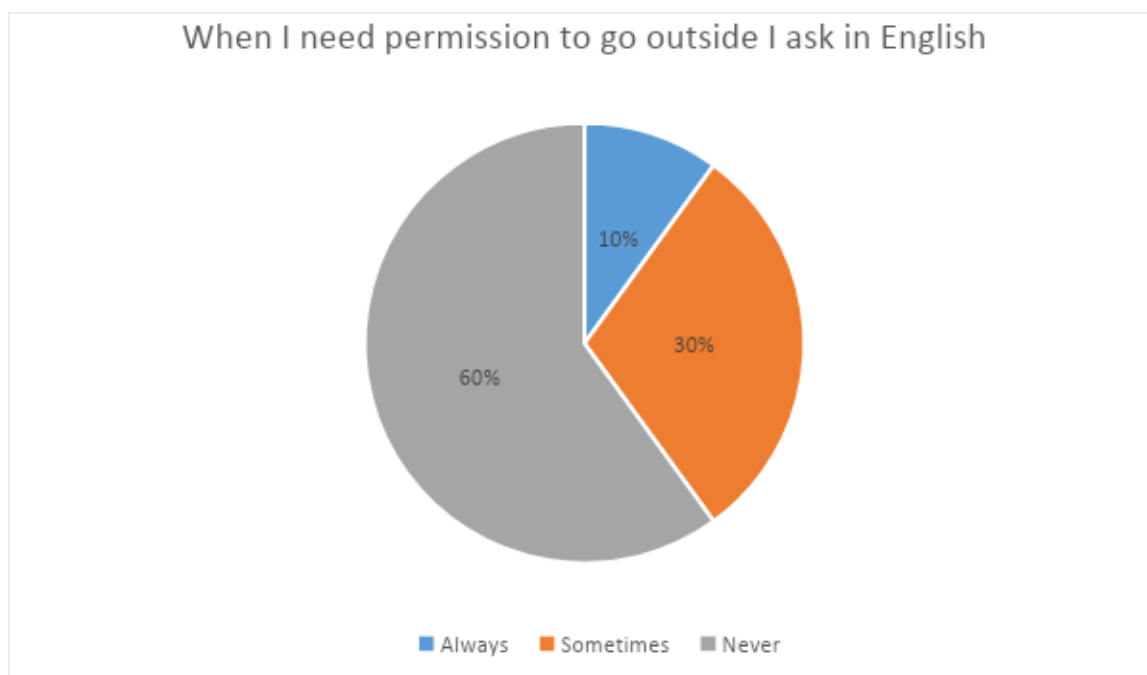
Results: According to 80% of the learners, the professor always explains the topic of the day in L2. In contrast, 20% insist that it is something that does not happen occasionally. None of the students marked the option never.

Graphic No 3: When I have doubts I ask the teacher in English



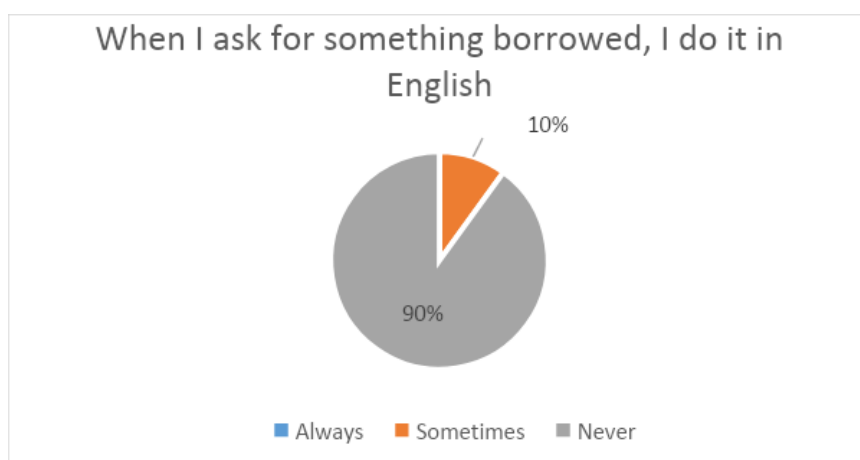
Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

Results: 40% of the students make the effort of speaking in L2 when in doubt. 30% of them indicate that they tried infrequently. Meanwhile, the other 30% never tried to do it.

Graphic No 4: When I need permission to go outside I ask in English

Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

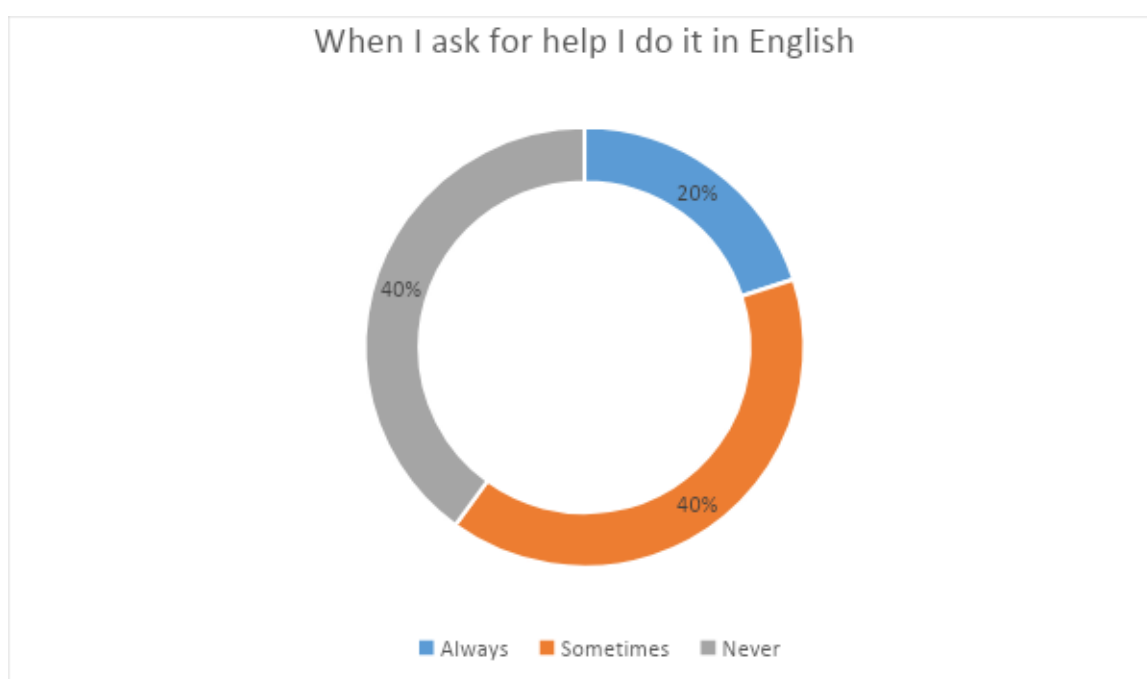
Results: Only 10% of the students use English to ask permissions during the class. The other 30% rarely do it. Lastly, the last 60% never use English to ask for permissions.

Graphic No 5: When I ask for something borrowed, I do it in English

Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

Results: None of the students use the target language in a regular basis to ask for something outside the topic during the class. Only a 10% shows that seldom practice L2 even in situations unrelated to the subject of the lesson. The rest 90% never make use of English when asking for something isolated from the lesson.

Graphic No 6: When I ask for help I do it in English



Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

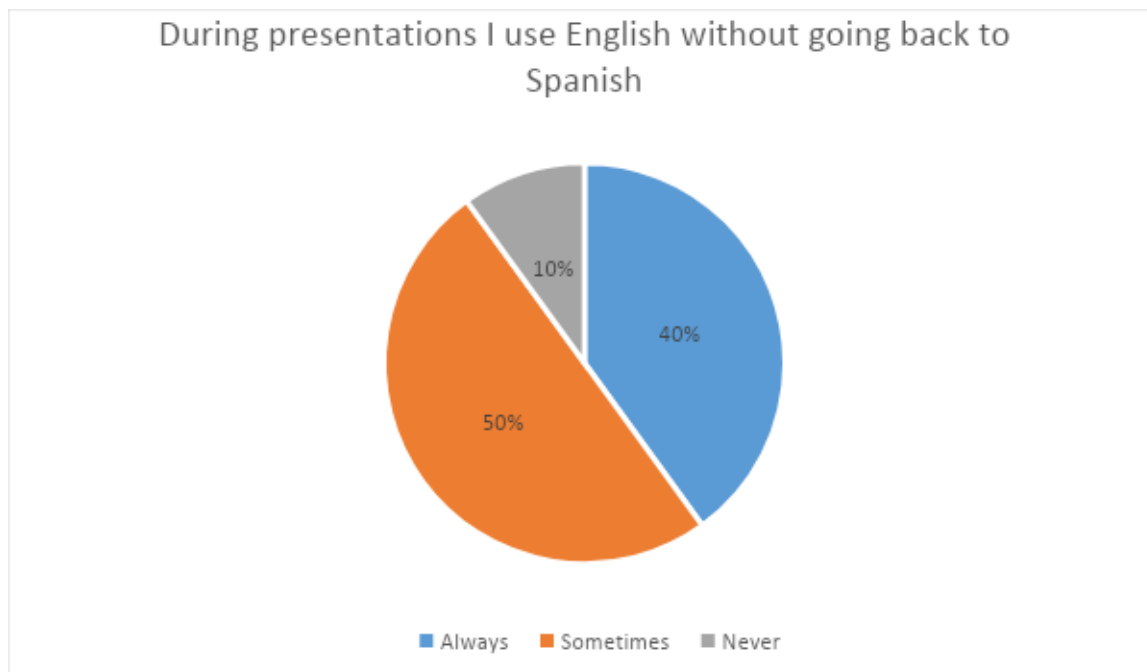
Results: 20% of the learners use target language to ask for help during the lesson. Only 40% often use English, but the rest 40% never use it during the class.

Graphic No 7: When I talk with my friend I do it in English

Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

Results: None of the students use L2 regularly to talk with their friends during the class. Just 10% of them use it usually. In contrast, 90% of the learners do not use target language at all to speak to a classmate during the lesson.

Graphic No 8: During presentations I use English without going back to Spanish



Source: Questionnaire directed to ninth graders from Liceo Nocturno de Ciudad Colón

Results: A 40% of the sample use English during presentations without the need of switching back to Spanish. A 50% occasionally goes from L2 to L1 during the presentations. Regardless, just a 10% is not able to do expositions in full L2.

Chapter V

Conclusions and Recommendations

This chapter presents a summary of the results obtain from the instruments applied to the Liceo Nocturno de Ciudad Colón. In addition, this section also mentions some recommendations to improve the usage of L2 during the class.

5.1 Conclusions

Regarding the problem of the research

The Action Oriented Approach improves organization on how to communicate effectively but even when the lesson is planed emphasizing in English there is no prove that all the students are able to understand the instructions. If the whole class is based on English, the attention of a part of the students can be lost. The balance between both tongues is still necessary since the learners does not have the same facility with the target language. Since the goal is comprehending English, that is the one being prioritize during the lesson.

Regarding the general objective

According with the research, the use of L2 regarding the Action Oriented Approach should always be constant but by observing the class it is shown that during interactions students are not able to use it without being asked. Likewise, the AOA is not constant in every class, some aspects are left behind by the teacher like cultural aspects.

Regarding the first variable

The researcher concluded that the Action Oriented Approach was not achieved during the lesson since the professor only applied certain aspects. The importance of the approach is using tasks and projects to develop ownership in the students but these methods were not used during the class. Cultural aspects were never related to the topic. Phonology was applied to explain certain words used in a practice given to students.

In contrast, most of the examples provided by the professor were using real scenarios, during short explanations of the topic or to clarify doubts it was always used to create a better understanding. Finally, a social activity was used but it was short and students did not join in conversations later on.

As it was said, only 3 aspects of the observation were completed correctly. The other remaining features were lacking of representation.

Regarding the second variable

Students participate in class only when the question is directed towards them or there is an assignment focusing on oral production, otherwise, the class is silent or making conversations using mother tongue. During participation students switched to Spanish very often and when asking for permissions they used L1.

The professor did maintain English most of the time, only using first language when students could not understand the directions. However, there was a lack of correction to the students, if a mistake was made there were no forms of improvement.

Since four of the five aspects, that went into consideration to determine if the interactions between students and teacher were develop in English, were not achieve; the observation was not succeed.

Regarding the third variable

Students were asked for moments were English can be used during the lesson. Sadly, it was proven that they did not achieve the use of L2. According to the answer, some of them tried but the rest was reluctant to participate when they needed help from the teacher. The professor did use the target language, but it is not enough if the participation is one sided.

5.2 Recommendations

In this section of the research some recommendations are mention about how to improve the usage of L2 during the English class.

- There needs to be a training to professors about the Actions Oriented Approach, or at least provide more information about the topic in order for them to investigate.
- Investigations is required for teacher even if they understand AOA. The topic helps creating a different lesson where creativity can be used, by researching more information teacher can have more ideas that can be interesting for the students.

- Create more spaces for participation. This can be related to different ideas for the lesson, but by giving these spaces learners are able to develop confidence and comfort in the English lessons.
- Facility information about cultural always relating to the topic that it is been studied. These aspects are mention in the AOA but the teacher needs to understand a group with different backgrounds and the necessity for them to relate with cultures that are not the ones they grew up with.
- Generate feedback and opportunities to recommend ways of improvement. If students feel uncomfortable with correction, find ways to provide right answers and develop self-correction.
- Constantly remember students about using the Target language in every available moment, like asking for permissions or help.
- In schedule should be more English lesson, the MEP want bilingual students but the time set for the classes are not enough.

CHAPTER VI: PROPOSAL

6.1 Name of Proposal

Approaching Action.

6.2 Population

English Students from ninth grade.

6.3 Objectives

6.3.1 General Objective

To apply the Action Oriented Approach developing communicative skills.

6.3.2 Specific Objectives

- To describe Action Oriented Approach and the function of working with tasks.
- To use Target Language in every available moment by inspire the learners to use it.

6.4 Chronogram of Activities

Due to the pandemic the proposal could not be executed, classes have been developing differently. It is dangerous for the students to receive someone in the class and it is difficult for the professor to let someone take time from virtual classes since they have little time to their own classes.

The proposal will be use as introduction of the Action Oriented Approach and as an example on how the class could be develop.

6.5 Budget

All the material will be provided for the student and technological resources will be provided by the professor. Since the video it just about situations, it can be played from the computer.

6.6 Content and proposal

Table 5 Lesson Plan for Proposal

High School		Teacher's name:	
Subject: English		Level: Ninth grade	
Year: 2021			
Time: 40 minutes			
Linguistic Objectives	Procedures	Values and Attitudes	Evaluation of learning outcomes
Oral communication during unexpected situations	<p>Teacher explain the process of Task during the lesson.</p> <p>Warm up: Teacher tells a story with an unexpected situations using the vocabulary. A time line will be made for students to remember the story and participate together.</p> <p>Pre-task: Teacher plays a video about unexpected</p>	Respectful of others	Learners are able to produce oral presentation about the topic.

	<p>situations, pauses before the final action to discuss with the students the future of the video.</p> <p>During task: In groups, students will be giving a short story with plot twists, they need to recreate it using reader's theater. Stories taken from compilations of "The Poet X" by Elizabeth Acevedo.</p> <p>Post task: Students present the situation for the teacher and the rest of the class.</p> <p>General feedback is provided at the end.</p>		
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Annex 1

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Action Oriented Approach Observation

Thesis - Results of Observation Checklists

No.	Criteria	Yes	No	Notes
1	The class develops social activities during the lesson			
2	Activities are formulated with real scenarios			
3	The lesson is planned with pre-task, during task and post task			
4	Intercultural aspects are mentioned during the lesson.			
5	Part of the explanation is about an aspect of linguistic (phonology, syntax)			

Annex 2

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Teacher- Student – Student Interaction Observation

Thesis - Results of Observation Checklists

No.	Criteria	Yes	No	Notes
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1	Students engage in conversation using L2			
2	Students are able to maintain a conversation without switching languages			
3	Students ask for permissions in English without remembering them to do it in the target language			
4	Teacher clarify doubts in English			
5	Teacher uses self-correction and corrects students in English			

Annex 3

I request your valuable and kind collaboration, which consists in providing your opinion in the following questionnaire, which aims to conduct a study with the purpose of opting for a Licentiate degree at the Universidad Hispanoamericana. This information will have the strictest treatment of confidentiality, professionalism and will not be studied in any other institution.

Aimed at students of English from high school to determine the use of the target language in the class.

I Gina Cordero Rojas, a student from the Universidad Hispanoamericana, I appreciate the time given to answer this questionnaire.

1. The teacher greets the class in English

() Always

() Sometimes

() Never

2. Teacher explains the topic in English

() Always

() Sometimes

() Never

3. When I have doubts I ask the teacher in English

() Always

() Sometimes

() Never

4. When I need permission to go outside I ask in English

() Always

() Sometimes

() Never

5. When I ask for something borrowed, I do it in English

() Always

() Sometimes

() Never

6. When I ask for help I do it in English

() Always

() Sometimes

() Never

7. When I talk with my friend I do it in English

() Always

() Sometimes

() Never

8. During presentations I use English without going back to Spanish

() Always

() Sometimes

() Never