

The impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students in Juan Santa María Nightly High School in Cañas.

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***THESIS SUBMITTED TO OBTAIN THE
LICENTIATE DEGREE IN ENGLISH LANGUAGE
TEACHING***

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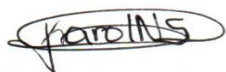
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Sworn of Declaration

DECLARACIÓN JURADA

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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.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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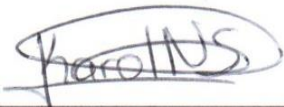
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003550513

Dedicatory

This thesis project is dedicated to my husband, the one who always has been there for me, through hard times, he patiently stood by cheering and inspiring in confidence and for...

Caring about me.

Always rushing next to me.

To provide me moral, spiritual, and emotional support.

To teach me that there is a struggle to win every single day.

To show me that I am strong enough.

And specially, I dedicated this research to the Almighty Lord, my God, I always be thankful for your guidance, strength, power of mind, protection and wisdom.

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Abbreviations

AOA: Action Oriented Approach.

CEFR: Common European Framework of References.

CLT: Communicative Language Teaching.

MEP: Ministry of Public Education.

Abstract

Activities for reading comprehension are relevant in class since Ministry of Public Education established a new rule to record students' level of English along the country with the linguistic domain test. This becomes a challenge for high school students and English teachers.

Therefore, this research aims to analyze the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes (distance, face to face and virtual class) to reinforce the New MEP Curriculum on ninth grade students in Juan Santamaría Nightly High School in Cañas during 2021. It is developed through a qualitative and quantitative method, based on a non-probabilistic sampling. The construction of theory will be created by gathering of academic research.

Based on the results of this research, it can be established that reading stages: pre reading, during reading and after reading, as well as strategies such as: questioning. KWL chart, scanning, also skimming can affect students' reading comprehension and guide them to extract, sum up and answer questions while reading.

This research will provide new insights into this problematic directly on the reading comprehension skill during English learning process in students of high school.

Keywords: Reading strategies, activities for reading comprehension, combined class.

CHAPTER I
RESEARCH PROBLEM

1.1 PROBLEM STATEMENT

1.1.1 Background of the problem

Due to Costa Rica's bilingualism, the Ministry of Public Education, (in October 2019, with the resolution DVM-AC-033-2019), has changed the way of evaluating the students from diversified education in Costa Rica. In this same document, it is established that from 2019, a new linguistic domain test assesses two main English skills instead of contents as it had done historically since 1960 when Bachelorette tests were created, in which students just read texts about different contents and answer multiple choice questions.

The new linguistic domain test is based on listening and reading exercises which determines students' comprehension of language and at the end it provides a certificate that guarantees pupils level of English. There is no way to fail it but standards wish eleventh graders to get a B2 band. Regarding Common European Framework of References (2012, p.24) getting this level means the speaker is an independent user who can understand the main ideas of complex text on both concrete and abstract topics, interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party and produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

According to, a research from Escuela de Lenguas Modernas from Universidad de Costa Rica (2021), just 2393 students who represent 4% of the tested population obtained a B2 band, as consequence of the statistic since reading comprehension takes the 50% of Linguistic Domain Test is remarkable to focus on implementing activities for reading comprehension in ninth graders class because this is the population who will apply that test. This means teachers have a

big challenge and job to do in order to improve students understanding. At ninth level is supposed to have an A2 or B1 band.

Through English teaching history many approaches have been launched with the plan of helping people to master the language. In Costa Rica, Ministry of Public Education (MEP) is the institution in charge of the public education system and has done enormous efforts to discover the precise approach that makes students acquire English well.

According to, the Teacher's guide of ninth grade (MEP, 2019) Nowadays, it has passed four years since the Action Oriented Approach started to be implemented in MEP. This institution has settled down why a New English Curriculum is important and MEP. Additionally, MEP shows the importance of updating to success and demonstrate students can reflect their knowledge and abilities acquired during the schooling period. Another issue for the change is the conception of not reaching the expective level through all those years students were exposed to English.

Nowadays, people are facing a new normality with the pandemic. Everything has changed. The English Curriculum has been updated before this world-wide virus, now classes modality has changed into virtual and distance class but it is still the compromise of having bilingual students once they get graduated from high school. The idea of adapting the curriculum to the new classes modalities is to provide students with knowledge but it does not mean everything has got ceased. The process is ongoing.

1.1.2 Problematization

Affording to a report called "Resultados de PISA 2012en Foco"(Programme for International Student Assessment 2012, p. 12), it studies the reasons why students fail on the new

linguistic domain test the main reasons are a) that the students were not able to identify the main idea from a text, b) understand relations or infer information that does not provided the text.

1.1.3 Justification

The new linguistic test proposed by MEP is 50% based on Reading skill in which students are desirable to obtain a specific band, it is not mandatory to leave High School and get their diploma. That is why, this research justifies the importance to implement appropriate reading comprehension activities based on the Action Oriented Approach to develop understanding, analysis, and scanning of text information.

Moreover, due to the pandemic, MEP has set new modalities in public education classes as distance classes, in this group students have been solving guides and practices by themselves following instructions on paper. As a result, it is not well known how the Action Oriented Approach is applied at home. There, the importance of selecting some themes from the MEP English program in order to apply appropriate activities for distance classes based on the Action Oriented Approach because not all the themes can be developed in distances classes where students do not have teacher's help.

The Ministry of Public Education evaluates the development of the students and expects them to have a qualified English knowledge at the time they reach the fifth level in high school. When students are in III cycle, they have to analyze texts that are adequate for their level of learning but there is a high requirement for 10th grade. Indeed, the language understanding level demanded on 10th grade turns more difficult to be handled by students.

In addition, when students struggle to understand what they are reading the instant result is to get bored and lose interest on the text. Therefore, implementing precise reading exercises can catch their attention. In long terms, the success on text understanding of the language goes

beyond goals settle and get into all levels: formative, educational, economical or even pleasure like traveling abroad, ability to read specialized material or machine manuals.

1.2 PROBLEM FORMULATION

What is the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students in Juan Santa María Nightly High School in Cañas, 2021?

1.3 RESEARCH OBJECTIVES

1.3.1 General objectives

- a) To analyze the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students in Juan Santa María Nightly High School in Cañas, 2021.

1.3.2 Specific objectives

- a) To determine students' scenarios in class modality in order to reinforce the new MEP curriculum.
- b) To identify strengths and weaknesses on teachers' management of the Action Oriented Approach.
- c) To describe the implementation of activities for reading comprehension skill based on the Action Oriented Approach.

1.4 SCOPES AND LIMITATIONS

1.4.1 Scopes

This research targets the students of ninth grade in a high school from MEP and the relation with their reading skill of Juan Santamaría Nightly High School, in Cañas. This research will give target students, rest of students of the country and teachers a hand who are preparing to take the linguistic domain test and to reach MEP's goals of having b2 proficiency of English Level in students.

The principal scope to accomplish on this research is to provide teachers and students with accurate techniques to apply in activities for reading comprehension skill to enhance reading analysis, skimming, scanning, interpretation and understanding in order to help students to advance in Common European Framework of Reference level and domain other language skills. The reason for such desire is focused on the poor students understanding, lack of vocabulary present and the level of difficulty the new curriculum shows.

In addition, to identify strengths and weaknesses on teachers' management of the Action Oriented Approach in the implementation of reading comprehension skill in order to promote the countrywide teachers with more tools to teach and implement on their different MEP scenarios. Thus, self-study guides require a lot of creativity and innovation day to day. Also, it is remarkable to provide teachers with more support and activities variation on their planning helping them to enhance students' knowledge.

Moreover, an involved scope will describe the implementation of activities for the reading comprehension skill based on the Action Oriented Approach which cannot be proved that distance and virtual students follow it .

1.4.2 Limitations

First at all, this research develops during the second year of the pandemic, (a virus known as SARS-COV-2) which obstacles the possibility to have the total of students in the physical classroom, the lower percentage of the subject of studying attendant to the High school, few of them meet by virtual classes on TEAMS and the majority are distance students who just solve self-study guides at home with hardly any teachers help due to they do not have connectivity access so it disallows the opportunity to observe the behavior of the real subjects in face-to-face classes. Both students and teachers who are part of the learning process are being affected by the distance and not having their real classes.

Students' learning process might be affected emotionally by the economical home situation. Many people have failed their jobs or being forced to reduce hours of work by the impact on economy due to the pandemic changes and the adaption to the new-normal lifestyle.

Additionally, lack of vocabulary level-knowledge due to most of them are people who quit the scholar system more than 5 years ago as a result of many factors such as: unplanned pregnancy, working necessity, financial difficulties at home, among others.

Not only blended classes are difficult to deal with during the development of this research observation but also the enormous number of extra activities in the school year including trade union congress, region direction meetings, teachers' training, some others as building flood and water service cut down.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

2.1.1 Community or organization background.

The following information was provided by MSc. Ronald Moraga Gómez who works as principal in Juan Santamaría Nightly High School.

Some historical contexts about the institution are mentioned in this section. Its mission, vision, location and the most important and relevant events since it was funded in 1965. As well, other relevant aspects of the economy can demonstrate a general view of the population that this research studies.

2.1.2 Historical Review of the Juan Santamaría Nightly High School

The institution Juan Santamaría Nightly High School in the community of Cañas is located west side of the Sports Center Located in Cañas, it belongs to the Education Agency of Cañas, circuit 01, code 4875; it was funded in 1965.

The creation of Juan Santamaría Nightly High School began after the daytime high school became official in 1965, where Miguel Araya Venegas community concerned the need to have a Nightly high school modality, thus managing that same year started working with the hall city support. By 1967, its creation has become official.

Juan Santamaría Nightly School was created with a section of the Day High School. At that time, Lic. Guillermo Malavassi was Minister of Education. The idea of its creation was to facilitate studies at Nightly for those who worked during the day. In addition, these two institutions worked together, but despite the fact that there was an agreement of the Higher Council of Education of May 10, 1969, this condition was ratified, on the other hand, with the government change in 1970 that agreement of the council was not respected and today the two institutions work separately.

In 1969, the first high school students graduated, and they currently hold high positions, thanks to the opportunities that studying at Nightly brought them.

2.1.3 Nightly high school names.

According to data supplied by Mr. Miguel Araya Venegas sons, the origin of this high school name evokes the honor of one of our greatest national heroes; Sr. Miguel thought it was a sign of heroism to create an educational center where young people and adults from the canton of Cañas and surrounding places could work and study at the same time at the Juan Santamaría Nightly School.

Juan Santamaría Nightly School is an educational institution that provides comprehensive training services in the third and fourth cycles of Adult Education.

This institution offers transportation to students who travel from nearby places to the Canton of Cañas, for example: Abangares, San Miguel and Bebedero, Montenegro de Bagaces, which is paid for by the Ministry of Public Education.

- a) School canteen: Students enjoy this service at recesses.
- b) FONABE scholarships. (For low-income students)
- c) Library Service.

2.1.4 Current situation of the institution

The current construction began in 1969, but its facilities have been constantly expanded as a result of student population growth, nowadays there are six hallways that own 38 classrooms, a multipurpose room where the library is located, school canteen, restrooms, as well as a gym, swimming pool and two computer science laboratories.

The facilities are also shared with the Miguel Araya Venegas Daytime High School that works from 7 am. At 3:30 pm. And the Juan Santamaría Nightly School which begins its shift from 4:30 pm., until 10 o'clock p.m.

These two institutions share all the amenities, just administrative offices and the library with another principal work a part. The facilities are in regular condition, since there are no repairs works, such as the electricity installation in halls, some blackboards in classroom are in poor condition, the furniture is optimal somehow.

Consequence of electricity installations, it is noticeable that there is a great lack of light bulbs, plugs and sockets causing a notably problem when teaching.

2.1.5 Mission.

We are an Educational Institution committed to the empowerment and orientation of skills and competencies that allow students the social interaction demanded by the current environment and times with the application of concepts and practices of coexistence framed in the principles of responsibility, respect and solidarity. Focused on the progress and search for quality education in Guanacaste and specifically in our community of Cañas.

2.1.6 Vision

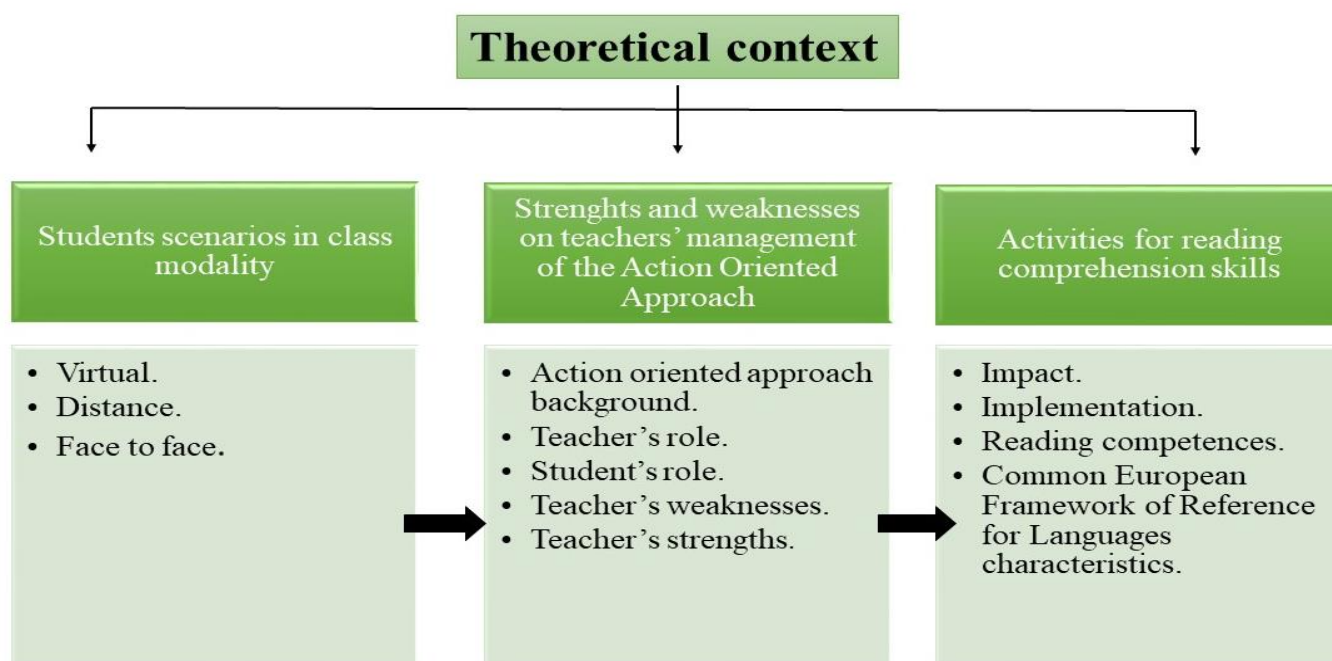
"To provide education and competitive training of quality and excellence to all students, performing knowledge, skills and values on students for the working environment in a society in constant and accelerated change"

2. 2. THEORETICAL – CONCEPT CONTEXT

2.2.1 CONCEPT MAP

Figure No. 1

Concept map



Note. The figure 1 shows the theoretical context of this research. Source: Navarro (2021).

The previous figure guides the different topics to detail in the theoretical framework of this research. The students' scenarios in class modality are necessary to explain to understand that not all students will obtain the same attention by teachers. Furthermore, strengths and weaknesses of teachers related to the Action Oriented Approach are necessary to reveal what can be improved. Finally, it is important to stablish a list of reading activities to help students and teachers.

2.2.2 Students' scenarios in class modality in order to reinforce the new MEP curriculum.

Since September 25th, 1957, Education modality in Costa Rica has been traditionally face to face, students and teachers attend to the classroom where both characters interact for the teaching learning process as it was established in the law N° 2160 Fundamental Education Law.

Then, other changes appeared such as the creation of the Higher Council of Education in 1962, after that in 1987 a new Law project was proposed to re guide the north of the education with the General Law of Education.

Consequently, the searching of the best education path is the reason why Ministry of Public Education was created in August 10th, 1949 to be in charge of all challenges, competences, development, infrastructure, and process for the national education system of Costa Rica.

According to, the Executive Decree 38170 (MEP 2014, p.5) its main targets are:

- a) Develop, implement and direct the Costa Rican Education Quality System.
- b) Develop educational quality audit strategies aimed at improvement actions.
- c) Conduct periodic evaluations of the quality of Costa Rican education.
- d) Exercise monitoring functions in the documentation and maintenance of the quality system of Costa Rican education
- e) Coordinate with other departments of the MEP, the execution of programs and projects aimed at improving the quality of education.
- f) Recommend strategies for the development of national policies on the quality of education, at the request of higher authorities.

- g) Promote the improvement of the management capacity of public educational centers, as well as the quality of the teaching process.
- h) Design strategies for the implementation of the Computerization Program for High Performance (PIAD) in all public educational centers.
- i) Implement, in coordination with the Regional Directorates of Education and the corresponding central level dependencies, the Computerization Program for High Performance (PIAD).
- j) Other inherent functions, related to their field of competence and attributions, highlighted by the hierarchical superior.

Thus, those functions of the Ministry of Education hence the decision to divide the class groups along the country into four scenarios in 2020 due to the pandemic COVID 19. The reason of this distribution relapses on the Ministry of Health that lock down every school center as result of the positive cases of SARS 2 increase.

Regarding to a publication by the Ministry of Health called “ Caso confirmado por covid-19 en Costa Rica” (2020, par. 3) states that the first confirmed case occurs in the province of San José on March 2020, by two North American citizens who visited Alajuela and Puntarenas and she arrived to the country on without any symptom at that moment.

The same publication cited previously details, On February 22nd, 2020, a doctor who works in San Rafael Hospital, Alajuela, enters Costa Rica from Panama at that time he did not present signs, on February 28th, presents symptoms related to the virus, but it was late a cluster was developed along patients, relatives, and other health colleagues. He was treated as a suspect and on March 7th he was confirmed as positive for Covid-19.

Referring to a news posted on Extra diary (2020, par 6), due to the significant spread caused by the doctor at the San Rafael's Hospital in Alajuela, more than 30 cases had already been confirmed in the country by March 15th. The doctor was in a critical state and had to be admitted to the hospital. At the same time, due to virus infections within the institution, seven educational centers, plus one at Nightly that shares facilities with one during the day, obtained a sanitary closure order to be in contact with a Caja Costarricense de Seguro Social employee.

Likewise, to a publication by the Ministry of Health and MEP called "Resolution MS-DM-2382-2020 / MEP-0537-2020" (MEP 2020, p. 4). On March 13th, Giselle Cruz Maduro Minister of Education with Daniel Salas Peraza Minister of Health close all educational institutions in Costa Rica, including private institutions, universities and technical education institutes, is announced and they will move to distance education and virtual education.

After that, the guideline document to support distance educational process was announced by the M.E.P staff in which class groups are divided into 4 sub-groups depending on students' facilities to continue the learning practice, their characteristics are based on:

Figure No. 2

Description of student's scenarios from M.E.P.

SCENARIO	DESCRIPTION
1.Students with Internet access and device at home.	It is characterized by a pedagogical mediation that promotes autonomous learning for the construction of knowledge, using technological tools.
2.Students who have a device and have reduced or limited internet access.	Pedagogical mediation is expected to promote autonomous learning for the construction of knowledge, using non-synchronous tools that involve minimal data consumption.

3.Students who have technological devices and without connectivity.	In the same way as in the other scenarios, autonomous learning is promoted for the construction of knowledge. Students who have a device without connectivity will be able to use various printed and digital resources.
4.Students who do not have technological devices or connectivity.	Autonomous learning is promoted for the construction of knowledge. Student people use only printed materials.

Note. Figure 2 describes each scenario depending on students' accessibility to digital and technological tool. Source: M.E.P guidelines for the support of the distance educational process (2020).

Class modality changed after the Resolution MS-DM-2382-2020 / MEP-0537-2020”.

Nowadays, on 2021, students and parents have the opportunity to choose where and how pupil can study.

Nevertheless, in 2021 real position of class modality is just divided in three different sub groups; a) students who attend face to face class, b) students who attend virtual class and c) distance students who do not attend any class just pick up self-study guide (print practice handout made by teachers) at high school to solve it by themselves with no teacher help or guidelines. This face of the education role is quite unlike from what M.E.P proposed.

Contemplating a post made by Tophat (ND, par.1) Teachers have a very important part in these four education scenarios, virtual teaching “is a method of teaching that is taught either entirely online or when elements of face-to-face courses are taught online through learning management systems and other educational tools and platforms. Virtual instruction also includes digitally transmitting course materials to students.”

Besides, learners with internet access will be able to get help from their teachers synchronously or asynchronously in distance education. Synchronous learning is when classes occur on set schedules and time frames. Students and instructors are online at the same time in

synchronous classes since lectures, discussions, and presentations take place at specific hours. All students must be online at that exact time in order to participate in the class. Asynchronous classes let students complete their work on their own time. Students are given a timeframe – it's usually a one-week window – during which they need to connect to their class at least once or twice.

(e-Learners).

2.2.3 Approach Background

Background must be covered for understanding the reason of this paper. The aim of the Action Oriented Approach is to be communicative and social as Piccardo and North states (2019 p.11) “Languages are able to determine effective communication, are a major element for fostering cultural awareness and sensitivity, and eventually for enhancing peaceful coexistence”.

The action-oriented approach emphasizes on second language learning as an active process in which learners build the nature of their language interactions implementing an active learning that it is also often linked with discussions and research on learner autonomy.

At the beginning, the Action Oriented Approach was not an official approach, it emerges from teacher's necessity of an effective and proficient way to teach students in the acquisition of a new language, this is how Piccardo & North (2019, p. 10) observe the origin of the approach: Thus, the AOA “started to be the object of increased attention from language educators and curriculum developers and consequently a body of knowledge started to be created”

During and after-Action oriented approach (from now on it will be called AOA) creation, it has been well accepted by instructors because it is a new vision addressed on the action in class, that means learners have to act and interact with the language directly and alive besides it

adds different cultural environment for the class that benefits not only the language acquisition but the culture norms as well to form a global speaker.

Piccardo & North (2019, p. 11) describes “In this climate, it is certainly not surprising that teachers are constantly in search of the most effective approaches and techniques for their daily work”. Due to teachers are the ones immerse in the classroom, they identify needs or issues for the wellbeing of the learners, they are always looking for the best approach, techniques and practice for their goal in educations, in this case applies for the theorization of The Action Oriented Approach.

Moreover, over the past thirty years different complementary theories of teaching have been developing although The AOA is increasing meaningfully on the ground as a means to provide motivating, realistic, project-based language teaching joined to the promotion of interculturality; it can be described as Picardo & North strongly argue (2019, p.21):

The AOA provides an ample enough perspective to encompass both the individual and the societal dimensions whilst being at the same time rooted in a clearly defined vision of what using and learning a language involve... The AOA sees a user/learner who acts as a social agent always dealing with both the individual dimension, that of cognition, and the social dimension, that of communication and socialization.

Nowadays, Minister of Public Education of Costa Rica considers in the English Syllabus (MEP 2016, p. 40) the AOA as the goal approach for the acquisition of language in the teaching syllable programs. Thus, it places students as a social agent in charge of their own progress to acquire the language expose to real situations with real material, specific scenarios, intercultural activities to be involved in a global society using information and communication technology, teachers just give autonomy to the learners.

The AOA is a contribution of The Common European Framework of Reference for Languages, the CEFR is primarily concerned with the structuring of effective learning and teaching. Its main objective is to provide a common metalanguage to assist language professionals in their respective practices and missions. Picardo & North, (2019, p. 23). It is an international standard document to level language ability that sets up the whole range of language proficiency with six general bands or levels (A1, A2, B1, B2, C1 and C2), each band defines positive descriptors of communicative language tasks of reception, production, interaction, and mediation that language users put in practice through significant activities that draw on a variety of competences, both communicative language competences and general competences.

Also, as it is established in the Common European Framework of References for Languages Manual (2001, p. 10). This manual also serves as a curriculum guide, advising institutions on what students should learn in order to acquire the target language. The Committee of Ministers of the Council of Europe proposes using The Common European Framework of Reference for Languages as a tool for coherent, transparent, and effective plurilingual education in order to foster democratic citizenship, social cohesion, and intercultural communication".

In the same way, Byram, M & Parmenter, L. (2012, p.1) say The Common European Framework of Reference for Languages, (it will be called CEFR for the rest of the research). It is used for plenty institutions of education they can be private or public, as a reference to conduct the language objectives on the curriculum, teaching methodology together with evaluating students' knowledge when they graduate and face the world. is recognized worldwide.

Noting, Byram, M & Parmenter, L. (2012, p.1) point of view, there are some functions for the CEFR, for example:

In general, the CEFR seems to have a major impact on language education. It is used – often as the exclusive neutral reference- in all educational sectors. Its value as a reference tool to coordinate the objectives of education at all levels is widely appreciated... In some countries the CEFR has helped to develop both strategic language policy documents and practical teaching materials. In other, it is becoming the most reliable reference for curriculum planning. ... On the other hand, some respondents view the CEFR's impact as quite modest so far. They point out that it does not yet play an important role for the teaching profession at the school's level, although it has undeniably contributed to more transparency and coherence in genera.

The CEFR was created due to the necessity of learning English language. Then, educational centers wanted an objective guide to achieve the communicative goals. It all started after a socio-political context that was wiping Europe during the 80s. It all began when Europe was wiped out by a socio-political setting in the 1980s. Because of the confluence of culture, migration, scientific advancements in education, and, most importantly, the mixing of unrelated languages, all of this had linguistic ramifications.

To sum up, the CEFR offers to learners and instructors: a sophisticated model of language use;

- a) a rich, structured hierarchy of descriptor scales (50 in 2001; 80 in 2018);
- b) a discussion of the organization of language learning and teaching, and the role of tasks;
- c) an educational philosophy promoting flexible curricula for plurilingual and intercultural education. (Piccardo & North, 2019, p. 16)

Moreover, the CEFR is accepted as an action oriented for the reason that starts with the simple grammatical structures, points of view of learners to advance with other aspects such as linguistic, sociolinguistic and communicative language strategies.

2.2.3.1 The Action Oriented Approach.

In this approach, knowledge and skills are combined, thus the learner is no longer just the one who constructs knowledge; they can also be described as the one who can combine new knowledge with present knowledge and may apply gained knowledge to subsequent learning processes, as well as the entire range of specialized skills they use as social agents, when it comes to the performance of these activities. Setting learning objectives in terms of competencies is extremely important to an action-oriented approach. This is how CEFR (2001, p.9) defines the Action-Oriented Approach: The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents,’ i.e., members of society who have tasks.

Related to previous definition, the AOA can be described as the approach that encourages students to be independent self-learners, an agent of the language who interacts with others, at the same time, they investigate about specific topics or language competences, solve problems and grow in critical thinking in the use of a language.

On the other hand, there is the MEP’s contribution related to the AOA in the English Syllabus (MEP 2016, p.40) in which M.E.P classifies the AOA in 6 different aspects to achieve the appropriate learning teaching process for bilingualism, the aspects are: learner, teacher, learning resources, aims of communicative activities, learning environment and assessment.

2.2.3.2 The role of a task

The goal of using an Action Oriented Approach to study communication is to use a communicative or non-communicative task as a tool to provide students with a realistic environment in which to learn the skill language, ability, and knowledge that society requires, as well as the teaching process itself.

Taking into account the English Syllabus (MEP 2016, p.26), Tasks are defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved. Tasks are set in a context that learners would face in everyday life within scenarios and domains. Learners are able to demonstrate what they “can do” in English, as well as what they know about English language structures, vocabulary, functions, psychosocial and Sociocultural aspects.

Humans grow and learn through tasks from an early age, achieving new steps and developing logic at each stage. By the age of 18 months, they should have a particular number of words, approximately 20. Then, kids are expected to learn more and more every day after that. It's a challenge; kids learn organically by real-world experience, seeing the world, and being scaffolded by their parents and others. A life-long endeavor that will be promoted and reinforced throughout the educational system's enrollment. Later on, a task can be used to carry out any other activity inside a strategy, such as interpreting a text, visiting a bank, or striking up a conversation on the street.

As a part of the students' task, the assessment is fundamental to develop knowledge on skills, abilities, and attitudes (learn to know, learn to do, learn to be and live-in community) that learners have to develop as established in the curriculum goals or “can do performance descriptor

(MEP, 2016, p.32). The purpose of the assessment was given in pro of the student learning to help them grown and not fail. As for teachers to identify learning gaps and pay special attention on weak areas to supply learners with the necessary support.

2.2.3.3 Learner´s Role

Contemplating an online post made by Fortress learning (ND, par.3) which describes the learners' role in the traditional educational model roles and responsibilities are clear and well-defined. Teachers are responsible for the effective delivery of content as well as assessing learning achievement. They are the knowledge experts and their primary role is to impart that knowledge to their learners in effective ways.

As well as learners are responsible for attending class and completing the reading and other homework that the teacher assigns. Although their primary function in the process is that of passive listeners, listening also necessitates paying attention in class. Outside of class, their role becomes more active, asking them to read and complete teacher-selected activities.

According to, MEP (2016, p. 42) 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, in a specific environment and within a particular field of action”

Understanding students' knowledge is based on the experiences they have had; teachers can manage to create more scenarios for them to keep learning and apply that new knowledge in the real-life.

In particular, MEP (2016, p. 29) refers to Piccardo's theory as; The learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning. The acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school.

Learners can build their communication language in English not only via their own understanding of life, but also through a wide range of material from various world cultures, according to MEP's notion based on the AOA. Learners must also experience the aspects of the following pedagogical paradigm in order to gain English proficiency.

With the New M.E.P study program of 2016 and the new Pedagogical foundation of curricular transformation of 2015 students should be integrated in four different dimensions to be part of the local and global society:

- a. Manners to think.
- b. Manners to live in the world.
- c. Manners to interact with others.
- d. Tools to integrate in the world. (p.29)

2.2.3.4 Teacher's Role

Concerning the English Syllabus (MEP 2016, p.27), it is stated the role of teachers like: "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.". In addition, this person must be based on the three learning pillars: learn to know, learn to do and learn to be and live in a community.

A teacher ought to manage some principles to successfully implement the approach and to test the results, there is a list of them in the English Syllabus (MEP, 2016, p.25):

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

2.2.3.5 Competences

In addition to roles, there is another important concept that deeply deals with the approach that is being studied: competences. The CEFR (MEP 2016, p.22). defines competences as the sum of knowledge, skills and characteristics that allow a person to perform actions in society". On the other hand, The MEP's new English Syllabus, views the development of general and specific competences as a never-ending educational job. This syllabus establishes the idea of integrating the development of Specific competencies at the same time as General competences in order to maintain a certain

balance throughout the learning cycle between what might happen in class and what can happen in real-life situations.

2.2.3.5 General Competences.

The general competences understood on Action Oriented Approach, (CEFR 2001, p. 9). “are those not specific to language, but which are called upon for actions of all kinds, including language activities”. This probably refers to: facts, skills, self-knowledge, and empirical knowledge, and the most important the ability to learn. Basically, like the most popular ones required at any job. This also means learners are involved in situation related to social action, not just situations using target language, which enable participant to be more effective in the real life. These competences should be assimilated as the way people develop the language in everyday context having chats with their neighbors, love ones and friends, solving personal problems, and communicating news.

Figure No. 3

General competences.

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

Note. General competences are contextualized in four different aspects to comprehend how people acquire knowledge. Source: MEP (2016, p.22).

Declarative and sociocultural knowledge, intercultural awareness and abilities are examples of general language competencies, whereas communicative language competences, which enable an individual to act using specific linguistic means, include linguistic, sociolinguistic, and pragmatic competences.

2.2.3.6 Specific Competences.

The specific competences are involved as the communicative competence which has three components deals with three main components: linguistic, sociolinguistic and pragmatic component. Taking into account The English Syllabus of MEP (2016, p.23), describe each competence, for instance:

- a) Linguistic component: Deals with the knowledge of phonology, morphology, lexicon and syntax.
- b) Sociolinguistic component: Refers to the sociocultural conditions of language use such as social group repertoires or politeness rules.
- c) Pragmatic component: Covers, among others, speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example, the use in specific scenarios of how to act in a given social event
- d) or how to participate in a job interview. (p.23)

2.2.4 Strengths and weaknesses on teachers' management of the Action Oriented Approach.

ENUMERAR SUBTITULOS, REVISAR COMO ENUMERARLO, ROMANO

This section explains a number of strengths and weaknesses on teachers' management of the Action Oriented Approach. Certainly, it is important to define both of them. First, Cambridge dictionary (2008, definition 2), states strengths as the degree to which something is strong or powerful, on the other hand the concept of weakness is explained as a particular part or quality of someone or something that is not good or effective.

2.2.4.1 Strengths.

According to MEP's definition (2016, p.27) of a teacher, is a person who "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."

In addition, this person must be based on the three learning pillars: learn to know, learn to do and learn to be and live in a community.

Afterwards, Picardo's (2019, p. 32) point of view, it's relevant to point out that teachers' management of the AOA approach in class is widely important to perform the society requirements needed on the new pedagogical model.

An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks. As Cadenas & Castro (2021, p.8) states:

In the Action-oriented approach, the teacher's role key for the development of this methodology. They are the representation of the "final product" that students must achieve. Students' vision of educators should be as role- models, who support their improvement in class. For that reason, facilitators must be a positive influence in the English environment. They must realize that their performance in the target language

leads students' skill demonstrations too; hence, performing the "expert role" in the class is important for the students' further development.

As a result, the good teacher job is reflected in The Mensaje digital newspaper, (ND, par. 8) which announces:

"Nicoya, Nandayure, Hojancha, Abangares and Tilarán rather improved the options of schools in relation to schools. Main basic elements of the new ABI strategy The basic elements of the ABi work are the expansion and improvement of the public offer of academic programs and technical aids; the promotion of Public-Private Partnerships; the positioning of intersectoral actions for employability with a territorial approach and the strategic promotion of English in the institutional framework".

Besides, teachers along the country own a good level of English, in a news called "MEP solo permitirá profesores de inglés con nivel C1" by Ncrnoticias (2019, par. 4) since 2018 MEP advertise will hire just professionals with a C1 band in the TOEIC test "MEP has made the decision to increase to C1 the level of English required by professionals who want to apply as an educator in this subject, since previously only B2 was required."

Furthermore, there are digital tool to help teachers work at distance and face to face classes, not only to develop dynamic and interactive classes but also to boost both teachers and students' level of English according to Mensaje digital newspaper, the apps are: ABC mouse, Pearson English Portal, My English Lab and Reading. Those tools are focused on the proficiency performance of the CEFR band as well the AOA principles.

Nowadays, English teachers of Costa Rica have a lot of platform where they can stay participating English and update with the AOA such as caja de herramientas from MEP, Ulula by Colypro and some others.

2.2.4.2. Weaknesses

Moreover, the teacher role is to be a guide, expose speaker to several situations to handle the language domain, they see the learner's need in this way support their confidence in the acquisition of the language.

Nevertheless, since 2018 the Alliance for Bilingualism declares that every student from MEP should apply a certified test that shows his/her level of English in which students of tenth grade ought to obtain at least a B1 band; otherwise, 2019 linguistic results from the Modern Languages School of the University of Costa Rica has shown that the dreamed goal was not accomplished by students. This fact illustrates, some weakness on teachers' role and responsibilities.

Figure No. 35

Amount of students from last year of diversified education and their CEFR band, 2019

Cantidad de estudiantes de último año de educación diversificada y su ubicación por banda de acuerdo al MCER, año 2019

Banda	Cantidad de estudiantes
A1	614
A2	38 417
B1	13 683
B2	2 393
C1	36
Total	55 143

Source: Modern tongues School, University of Costa Rica. 2021.

Considering the previous figure, B2 is the band expected by MEP for students who are leaving the educational system, even though, it is known students are not obtaining the level established on MEP syllabus; reasons are not mentioned by School of Modern Tongues.

Some aspects to improve by teachers are: avoid Spanish lessons, TOEIC band, practice English between colleagues, English activities in the class, expose students to English presentations. As Cadena & Castro (2021, p. 1) have noted “*Developing a good proficiency in the English Language is needed since communication is a basic need to express any point of view, to build relationships, to understand ideas, and to convey messages using the language as a means for interaction*”. If this habit is not on teachers’ mind, how necessary is that English classes should be develop in that language, be the example for students on speaking a second language the implementation of the Action Oriented Approach seems to be a complete challenge in classrooms.

A consequence of those deficient behaviors in the English class is revealed by the CRhoy digital news named “Solo el 30% de los docentes de inglés tienen un dominio elevado del idioma” : “Only 30% of teachers in this subject have a high level of proficiency language, according to a recent report prepared by the Inter-American Dialogue with the support of Pearson”.

There have always been obstacles in the education of English in public educational centers in Costa Rica, among which it can mention training such as another issue that teachers and the MEP authorities have to deal with. Clearly, most teachers have hardly never received professional training from the MEP or other institutions to teach English or improve their language proficiency.

MEP should train teachers in every single subject proposed in the New Curriculum from the English Syllabus, it is a necessity for the whole population in the learning process as Calderon and Mora (2015, p.2) explains in their article:

“Teacher professional development is a continuous process that includes systematically planned opportunities and experiences in order to promote the substantive improvement of educational processes based on the reflection of problematic situations that they face in their daily lives. Putting at the center the English teacher who faces great challenges and demands of a society that aspires to improve language skills”.

Effective structured and organized lesson plans are needed allowing teachers to take advantage of time, enhance students' English skills, for this Cadenas & Castro (2021, p. 10) list four strategies taken from the MEP syllabus:

- a) The M.E.P.'s Program suggests to providing students with listening opportunities and to implement texts as a tangible instrument to reinforce the usage of this skill. At the beginning it suggests to using conversations, interviews, and short messages. Once students have become more proficient, then they can go further and incorporate films, reports, TV shows, documentaries, and many more.
- b) This program suggests implementing several reading techniques so that students can perform better. These are: perceptive, selective, interactive, and extensive reading. In addition, in the reading skill is where the “Phonemic Awareness Development” starts to be introduced, so that students develop the ability to interpret and recognize the sound of words.
- c) For the speaking Production, the M.E.P.'s Program (2016) describes that it is “the production of an oral text received by an audience of one or more listeners” In High School, oral

performances are more complex and look forward to putting students in scenarios where they have to use the language as they would in real life. Some suggestions that the Syllabus gives to teachers, in order to engage students in the activation of the speaking skill are: through personal exchanges, role- plays, interviews, talk shows, and more.

d) The M.E.P.'s New English Syllabus suggests to all of the levels to first start with Phonemic Awareness, before allowing students to produce their own written messages. Then, it proposes to spend some time in the "pre- writing phase", where teachers show how to execute the writing techniques through modelling, drilling, writing exercises, and do writing activities with the students.

Most of the time these strategies and proposals made by the MEP syllabus are not able to be fulfilled due to different extracurricular activities along the National High Schools; such as: trade union meetings, holidays, civic acts, fests, fairs and others. Of course, teachers must carry out those activities as a complement for students values and moral into a society, for all that effective time's classes is reduced and students do not accomplish the full studying syllabus. In spite of that, teachers are in charge of teaching in English, planning effective lesson plans, look for the best mediation activities related to students' needs and use of the language in class to develop pupils' skills.

2.2.5 Implementation of activities for reading comprehension skill based on the Action Oriented Approach.

In this section of the research, the importance of reading comprehension is exposed as a concern for students' difficulty of text understanding, lack of reading strategies to look for right answers and deficiency on reading instructions, due to they have to apply the linguistic test

which 50% of it is based on reading comprehension exercises. Issue proved on English Language Proficiency of Highschool Students in 2019 in Costa Rica by University of Costa Rica.

Cambridge dictionary (2008) defines activity as *“the work of a group or organization to achieve an aim”*. Meanwhile, MEP (2016, p. 32) conveys the reading skill as *“Reading is the interaction between the reader and the text to construct implied or literal meaning.”*

MEP in the English Syllabus (2016, p. 49) extends a paragraph to explain the focus of reading skill along the syllabus for III Cycle of education:

The reading skill intends to expose students to different types of texts and genres such as fiction, non-fiction, autobiographies, fables and fairytales, academic and non-academic texts ...These techniques can also be used to assess students' performances in reading. Examples of perceptive reading performances include reading aloud, multiple choice, and picture-cued items. Selective reading performances are gap filling, matching tasks, and editing. Interactive reading examples of performances are: cloze reading, scanning, and ordering tasks. Finally, extensive reading includes skimming, summarizing, note-taking, outlining, and digital literacy skills.

Reading comprehension strategies to apply in the English class of III cycle proposed are anticipation, scanning, skimming, predicting, reading between the lines, making inferences, summarizing, and evaluating.

Additionally, methods are important to include in class for a better interaction between students and texts. Here is a list of four methods MEP (2016, p.48) establishes:

“a. Activating schemata for the interpretation of texts. b. Identifying general ideas.

c. Finding specific information. d. Finding links and connections between events.”

Those methods are a good guide to follow in class in order to engage students after reading, applying it teachers can assess students understanding.

2.2.5.1 Language Learning strategies.

As reading strategies are necessary to teach, on the other hand, in language learning and teaching, several mechanisms influence the learner’s performance and language knowledge. These mechanisms used by the learners are called strategic competence.

For better understanding, two different definitions are exposed in the English Syllabus of MEP (2016, p.48):

Purpura (2016) cited by MEP 2016 *“a set of informational strategies in working long-term memory associated with the information processing system of the brain”*.

Oxford (2003) cited by MEP 2016 *“specifications, behaviors, steps or techniques -- such as seeking out conversation patterns or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning”*.

Language learning strategies are particularly significant because they provide instruments for active, self-directed participation, which is critical for establishing communicative competence. Language learning practices that are appropriate result in increased proficiency and self-confidence.

2.2.5.2 The fundamentals of teaching reading.

The purpose of teaching reading English is for teachers to be facilitators for students, thus they must use reading tactics to boost students' interests in the classroom, such as:

1. Building background knowledge. It is explained in an English teaching blog known as Teachhub (2021, par 4)

“Background knowledge is the amount of information or knowledge someone has on a particular topic. Background knowledge is acquired by the number of experiences someone has in life or the amount of knowledge they have retained from reading or listening”.

Making connections is an important reading strategy that encourage readers to share text to self-connections and text to world connections, readers are challenged to look beyond the specifics of what they read, hear, and see in order to make connections between tale themes and wider life concerns.

Background knowledge is necessary in pre reading comprehension, due to teacher cannot think that students are experts in topics; however, pupils can have an idea of the contexts, there teachers take advantage. According to Moreillon (2007), it is stated that:

Educators cannot assume that students have prior experiences with any school-based domains. Introducing lessons and units of study with brainstorms and questions about what prior ideas and information children possess on particular topics is an essential component of lesson design... If students have the necessary schemas, they have support for leaping into the learning experience. If they do not yet have a schema, then it is up to the educator to help them build background knowledge. (p. 20).

According to previous information, students benefit from background information when making inferences because it fosters critical thinking and increases their enjoyment

of reading. They are more likely to develop a lifelong reading habit when they can understand the information and relate it to their own experiences or prior knowledge.

2. Questioning.

As Moreillon (2007, p.60) describes, “After carefully selecting texts, educators can offer cues and questions as previews to what will be important in the literacy engagement. This helps students’ minds begin to focus and prepare for the literacy event to come.”

There are kinds of activities involved in relation to the reading class activities: pre reading activities, during reading activities, and post reading activities.

3. Use of proper vocabulary according to the level of the students.

Sandoval (2007, p.13) In the reading context, it is necessary that the teacher uses level vocabulary a class related to the age and level of the student. As far as vocabulary is concerned, students should: “Read with 98 percent coverage of vocabulary in the text so that they can learn the remaining 2 percent guessing from context.”

2.2.5.3 Stages of the reading class.

Pre reading stage.

To analysis the importance of pre reading stage and activities, Ranggi (2019, p.12) provides an upright explanation. At the Pre-reading stage, teacher carries out interactive activities that students do before they begin their actual reading activities. Activation is concerned with the student's previous knowledge, reading class objectives, learning dynamics, and engaging the pupils in pre-reading activities. During this stage, teachers attempt to activate students' schemata related to the topic by briefly explaining the text's

contents. The objective of pre-reading is to inform pupils about the importance of reading and learning. Pre-reading exercises are those that are designed to aid students' comprehension of the reading text.

Some activities that work out in this stage are:

Table 1

Pre reading activities.

For pre reading activities, the research provides a list of them to apply in class Rhalmi (2017, par.7)

Activity	Description
Brainstorming.	Students brainstorm ideas relating to the topic of the text. All members of the group contribute to the generation of ideas about the topic. All ideas are to be accepted. The teacher sets a time for the brainstorming process. Finally, they share their ideas with the whole class.
Pictures.	The teacher provides pictures related to the topic of the text. In groups, the students work together to make sense of the pictures and guess what the text will be about. The representative of each group takes turns presenting their ideas.
Discussions.	The teacher prepares contrasting opinions about the topic of the text, or simply provides a quote related to the topic of the reading. Students work in groups to discuss and react to these opinions or quotes. They then write a short report to be read by the representative of each group. Groups react to each other's opinions.
Pictionary.	The teacher creates a list of vocabulary terms or concepts relevant to the current topic or unit. The teacher asks one student from each group to come to the board. The student gets secretly the first word or concept from the teacher.

	<p>The student draws a picture representing the term or concept.</p> <p>The teacher sets a short amount of time for the student's group to guess the word or concept.</p> <p>When their group correctly identifies the word or concept within the time limit, they get a point.</p>
Predicting.	<p>The teacher can prepare the learners to predict what the text will be about using different elements of the text: the title, the subheadings, the pictures, and/or the illustrations accompanying the text.</p>
KWL Chart. (KWL stands for Know, Want to Know, Learned.)	<p>They start by writing everything they know everything they already know about a topic on the K (Know) column.</p> <p>Students then list questions about what they want to know about the topic in the W (Want to Know) column.</p> <p>During or after reading, students answer the questions that are in the W (Want to Know) column and record them in the L (Learned) column.</p>
Cloud of words.	<p>The teacher provides the title of the text.</p> <p>The learners work together in groups to make guesses about the topic.</p> <p>Then, the teacher provides a cloud of scattered words (relevant and irrelevant words to the text)</p> <p>They try to identify which ones of these words the learners will find in the text</p>
Videos.	<p>Choose a short video related to the topic of the reading.</p> <p>Set a purpose for students while they are watching the video.</p> <p>For example, ask a focus question, or ask them to complete a chart while they are watching the video.</p>

Pre-reading activities can help students prepare for the material they are going to read. It can assist students in anticipating the reading's topic. They can also prepare for the type of language, vocabulary, and even grammar that may be utilized in the book.

During reading stage.

During reading activities are the activities that reader does while reading take place as well they aid pupils' emphasis on text details and comprehension. Rangi (2007, p.12) Mentions that while reading includes: (a) Identify the main idea, (b) Finding detail the text, (c) Following

sequence, (d) Inferring from the text, and (e) Recognizing the discourse patterns. During reading activities are instructional activities that are going on while reading activities are happening.

Moreover, some activities to apply in class should be:

Table 2

During reading activities.

For during reading activities, the research provides a list of them to apply in class Rhalmi (2017, par.10)

Activity	Description
Skimming	Skimming can be defined as reading a text quickly to get a general idea of the passage. Students do not have to read everything. Reading the title, the headings, and the subheadings. Reading the introduction or the first paragraph. Reading the topic sentence of each paragraph. Looking at pictures, charts, or graphs. Paying attention to italicized or boldface words or phrases. Reading the concluding paragraph.
Scanning	It refers to reading to find specific information such as a name, a date, or a number.
Comprehension questions	These questions test both writing ability as well as reading ability. These questions can be literal or inferential. Inferential questions are more difficult to answer. The answer to pronominal questions might be one word, a phrase, or a full sentence. If the teacher aims are to test comprehension, spelling mistakes, as well as grammar mistakes, may be tolerated.
Commands	Instead of questions, students answer commands such as: identify, circle, underline, describe or explain.
Yes/no questions	Yes/no questions require short answers. These types of questions are easy to answer and do not require a high level of writing proficiency skills.
True/false statements	Learners decide whether each sentence is true or false according to the text. They may be asked to justify their answers from the text. The learners may be asked to rewrite the false sentences making the necessary changes to make them true.

Multiple-choice questions	Four choices are provided. So the learner has a 25% chance of getting it right. This exercise is difficult to make, but it is easy to correct.
Sentence completion	The sentence to be completed can be taken as it is from the passage and the missing words: – may be copied from the text or the students must use their vocabulary knowledge to complete the sentence. The sentence to be completed is not taken as it is from the passage and the missing words: – may be copied from the text or the students must use their vocabulary knowledge to complete the sentence.
Graphic organizers	Identifying type of text (i.e. email, newspaper article, scientific text...) Identifying topic sentences and the main idea of paragraphs. Distinguishing general from specific ideas.
Cohesion	Identifying the connectors (however, moreover, thus, etc.) to see how ideas are linked within the text.
Vocabulary work	Provide a list of vocabulary words from a reading passage and have students sort them into various categories: Parts of speech, Semantic fields (e.g. food, means of transport, banking, branches of government, etc.) Matching synonyms or opposites; Filling the gaps with the appropriate words from the text.
Grammar work	Identifying verb tense Identifying verb patterns (verb + infinitive or gerund.) Distinguishing passive from active structures.

Activities during reading have two main goals. First, they enhance students' understanding of the text. Second, they enable the teacher to know if students understand what they are reading—and in which areas students need help or support.

Post reading stage

Further, the last stage of reading exercises is post reading stage, at this time students and teachers conduct after they have finished reading to summarize their learning, get a deeper understanding, and organize their thoughts and ideas. Rangi, (2007, p.13), comments that “The activities function to check student’s comprehension about the text being read (p.13).”

For post reading activities, There are eleven activities proposed by Rhalmi (2017, par.16)

Table 3

Post reading activities.

Activity	Description
What I learned	Some elements of the KWL chart mentioned above, namely the L (Learned) column, have to be completed after reading the text.
Discussion.	Students react to the content of the passage. Student reports to the others a summary of their findings followed by whole-class discussion.
Summarizing	Students read the passage and delete all the sentences that merely elaborate the main sentences; They delete all unnecessary clauses and phrases from the main sentences; They delete all unnecessary words from what remains; They replace the remaining words with their own expressions; They write a final draft of the summary.
Retelling the story	It helps learners to talk about the content of the passage.
Think-Pair-Share	Students write down their thoughts on the topic of the passage. Then, they discuss it with a partner. Finally, they share with the whole class.
Drawing	the teacher encourages the learners to translate the content of the text into storyboards, cartoons, or pictures. For example, they have to convert the most important ideas, facts, or events into the form of pictures accompanied by explanations in the form of captions.
Search quest.	After reading the text, the teacher encourages the students to conduct a search quest to find out more about the topic of the text.
Presentations	Students may be asked to prepare a presentation about the text. They may use the internet to find documents related to the topic. These documents can be in the form of pictures, movies, songs, poems, etc.
Vocabulary work	Students identify the newly acquired words in the passage. They quiz each other on the parts of speech and the meaning of these words. Students choose 10 words from the text, which they have to use to produce 10 sentences or to write a piece of writing that is related to the topic.
Peer testing	They have to prepare questions about the text they have just read. The members of each pair or each group will have to answer.

Post-reading activities provide students the opening to review, summarize, and react to a reading passage, and activities such as debates, role-plays, games, and discussions take place in small and large groups, as well as with the entire class.

CHAPTER III
METHODOLOGICAL FRAMEWORK

The goal of this chapter is to detail the description of the research type and methodological elements that are contemplated to analyze the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through new classes modality to reinforce the New MEP Curriculum on ninth grade students in Juan Santa María Nightly High School in Cañas. Additionally, it describes the research nature and characteristics subjects meet to support the formulated objectives.

3.1 TYPE OF RESEARCH

This chapter defines and classifies the type of research according to the methodology and criterion assigned by the American Psychological Association (APA) and Vancouver which are suggested as a reference by Universidad Hispanoamericana.

For detailing and delimiting the research classification. First, the background of the approach and concepts related are analyzed based on previous research to aim the purpose and time to finish with the whole project. The nature, as well the population in this paper is based on the objectives which were set to create a clear vision of intention. It is a qualitative because of the individuals' features and behaviors. Moreover, this study draws results from a condition that occurs at the same time and in the same location. This is a qualitative study.

3.1.1 Purpose of the Research: Applied.

The present study is an applied research which looks for both to describe the current teaching approach that MEP has launched in 2017, the Action Oriented Approach focus in the reading skill, and also to analyze the impact of reading activities through combined classes the New English Curriculum.

Moreover, this research targets to provide evidence of implementing activities for reading comprehension skills based on the Action Oriented Approach through new classes modality to reinforce the New MEP Curriculum. As well, to offer MEP teachers ideas and activities to boost students' interests in reading skill on their lessons. First, reading is a challenge for teachers when there are pupils with low vocabulary and grammar proficiency. Then, teaching through new classes modality has to a homogeneous method for all the included characters most of the teachers were teaching English using face-to-face activities that usually are not easy to apply neither online nor distance classes.

3.1.2 Temporary dimension: transversal.

According to Sampieri (2014, p. 154), "Its purpose is to describe variables and analyze their incidence and interrelation at a given moment. It's like "taking a photograph" of something that happens. This is how, the transversal research is described as the amount of time it takes to perform the research and the amount of time it takes for the researcher to view the results. Furthermore, the same author stated that study time may be divided into two categories: short and long term. According to the preceding classification, this study reveals a short-term dimension, as the examination was completed in a short period of time. The research is to be done in a short period of time, specifically a semester from August, 2021 to March, 2022.

3.1.3 Framework: Micro.

The research is considered micro research because it is considered in the micro research according to "Guía cuantitativa para Trabajos finales de Graduación Tesinas y Tesis en Ciencias Sociales" (2018, p.26): The micro space of the investigation means a part, an element, a sub-theme or micro-space in which the investigator will do the research.

This research refers specifically to the ninth-grade students at Juan Santamaría High School located in Cañas, Guanacaste, Costa Rica. The students of group 9-2, with ages between 15 to 55 years were the individuals selected for this research. This group, which consists of 30 students, is considered during all the micro analysis. This research emphasizes on the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum.

3.1.4 Nature: Quantitative and Qualitative.

The nature of this research integrates two qualities: quantitative and qualitative. Quantitative because data can be collected by survey. Qualitative, it collects information from the actors to see their point of view.

Quantitative research carries out some fundamentals as Sampiere (2014, p. 36) extends: “Quantitative approaches are derived from the literature and correspond to a wide range for research purposes, such as: describing trends and patterns, evaluating variations, identifying differences, measure outcomes, and test theories.”

This also points to a qualitative research by doing a research of other results and theory by authors. To acquire depth understanding of the concepts and the approaches already developed and published. Sampieri (2014, p.358) defines qualitative research as: “Qualitative research focuses on understanding phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context”. Due to, this research looks for the appropriate activities to enhance students reading skill in the New MEP curriculum, observation of students and teachers and knowing their point of view.

3.1.5 Character

This study reflects a descriptive research since its scope and purpose demand it. It describes a teaching approach, the role of the actors and their behavior through the application of the approach as well MEP and CEFR objectives. “Guía cuantitativa para Trabajos finales de Graduación Tesinas y Tesis en Ciencias Sociales” (2018, p. 32-33) states:

It regards with research which aim is to present in detail a phenomenon that is occurring, this means to describe the fact meticulously, detailed deeply. For example: so that the readers can create their own idea of what is occurring. For example, describe in detail a teacher.

3.2 SUBJECTS AND SOURCES OF INFORMATION

This section of the research details subjects and sources where the information is obtained to guarantee the reliability of this investigation project.

3.2.1 Units of analysis (Subjects and objects).

For the purpose of this study, subjects are a sample of male and female ninth grade students of Academic English enrolled in the Juan Santamaria Public Nightly High School who are selected as a vital integrated part. The unit of study in this academic paper is determined by targeting the population and then choosing the unit itself in order to achieve the objective and solve the research problem formulated. There are 70 students enrolled in ninth grade who integrate 2 sessions of about 35 students each one; 20 students attend to face to face class, 15 get online class, and 35 are distance learning students. All the ninth-grade students have 6 lesson of English per week, it means two hours and fifty-five minutes.

3.2.2 Primary sources of data.

The primary sources to collect information in this research will provide data that will be essential for the development of this work, including: students, internet, books, observations and surveys. Sampieri (2014) explains primary sources of information such as:

References or primary sources provide first-hand data, since they are documents that include the results of the corresponding studies. Examples of primary sources are: books, anthologies, journal articles, monographs, theses, and dissertations, official documents, association reports, papers presented at conferences or seminars, newspaper articles, testimonials from experts, documentaries, videotapes in different formats, forums and websites, etc. (p. 61)

Table 4

Primary source of data.

Authors	Organization	Country	Year
Andrea Sandoval Martínez	Universidad Hispanoamericana.	Costa Rica	2017
Carolina Prestinary Elsner	Universidad Hispanoamericana.	Costa Rica	2018

Source. Navarro, 2021.

In brief, primary source from the Universidad Hispanoamericana is relevant to include because it contains the necessary and significant data for legitimacy of this research.

3.2.3 Second sources of data.

The secondary information sources will support the basic information. They are a reinforcement or complement to complete the writing. Other secondary sources are: articles on the Internet, other research, bibliography and blogs mainly.

Guía cuantitativa para Trabajos finales de Graduación Tesinas y Tesis en Ciencias Sociales (2018, p.35) points: “Books used during the investigation, both as sources of consultation and bibliographical. In this section, documents taken from Web sites can be included as long as they have their author, title and year of publication”.

The most relevant source as reference is MEP’s New Syllabus for Academic High Schools in III cycle in Costa Rica, 2016. It offers enough and extended detailed data related to the research subject as a framework of the public education in Costa Rica.

Then, another important base on learning data to mention is the Council of Europe, France, Common European Framework of References for Languages: Learning, Teaching, Assessment, 2017 because it establishes all the English levels for language learners.

Besides, Piccardo, E. From Communicative to Action-Oriented: A Research. (2014) Pathways is another excellent resource for the AOA. It has worked successfully with a wide variety of comprehension of the approach's qualities.

Table 5

Secondhand data

Authors	Title	Year
Ministry of Public education	Programas De Estudio De Inglés, Tercer Ciclo Y Educación Diversificada.	2016
Piccardo, E. & North, B.	The Action-oriented Approach : A Dynamic Vision of Language Education. Multilingual Matters.	2019

Cambridge University Press.	The Common European Framework of Reference for Languages	2001
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Source. Navarro, 2021.

Moreover, these sources are relevant to define a lot of concepts, understand what students and teachers need to accomplish in the New Curriculum.

3.2.4 Tertiary sources

Other works have worked to affirm theories, facts, concepts, and valuable information that was useful in giving on the theoretical framework to valid knowledge as a reference and topic matter. The research was structured using quotes, reformulated ideas, and various views. A series of digital documents taken from the internet that are not printed, such as a digital newspapers and university web sites. This one focuses on education and provides an examination of the English situation for teachers and students. MEP's teachers and their coverage across the country. The feedback provided is amplified by articles from research websites.

Table 6

Tertiary data

Article	Magazine	Year
English Language Proficiency of Highschool Students in 2019 in Costa Rica.	Revista de Lenguas Modernas,	N.º 34, 2021. 12
MEP solo permitirá profesores de inglés con nivel C1.	NCR Noticias - Noticias Costa Rica.	March 20th, 2019.
Desarrollo profesional del docente de inglés en el área de evaluación de los aprendizajes.	Actualidades Investigativas en Educación,	2015

Source. Navarro, 2021.

Finally, tertiary resources often provide data in a convenient form, this case; it reflects the latest result of students in English linguistic domain test to be analyzed.

3.3 Selection of Sampling

3.3.1 Population

Currently, the population of thesis involves the ninth graders about 70 students (2 groups), as well one teacher from Juan Santamaria Nightly High School where youth and adult education is taught in circuit 01 of the Dirección Regional Cañas of the MEP which are participating on the New English Curriculum through combined classes since the pandemic started.

3.3.2 Sample

After determining the population, the next step is to delimit to take the sample. Small group that shares the same characteristics of the subjects of the population. By sample Hernandez Sampieri (2014, p.173) added: “it is a subgroup of the universe or population of interests on which data will be collected, and the one which has to be defined and limited in advance precisely. Also, it has to represent the population”.

Thereby, to progress this research a reduced number of students is sorted out. This amount is useful and important since those are students from the same institution, taught by the same teacher and same methodology. The sample selected is composed by ninth graders but only 30 students of the 2 sections from Juan Santamaria Nightly High School, the ones who always get online classes, attend classes and present GTA on time and the teacher who oversees teaching the whole population. 2 English teachers of the high school too because they are responsible to apply the AOA and implement the new MEP curriculum through combined classes.

3.3.3 Non-Probabilistic sampling

Hernandez Sampieri, (2014, p.176), declares that "In non-probabilistic samples, the choice of elements depends not on probability, but on causes related to the characteristics of the research or the purposes of the researcher" (p.176). That is the reason why this research a non-probabilistic sample due to the background, and the design. It is based on a subset of the population whose element selection suggests that mechanical methods and probabilistic operations are unnecessary.

Qualitative and quantitative research can implement Non-probabilistic samples on as well. As an advantage for the quantitative research, it requires a specific and careful feature found on the problematization. As for the qualitative the researcher's matter cases, the ones that offer wealth for the collecting and data analysis.

These mentioned characteristics provide valuable information to the subject studied on ninth-grade students from Juan Santamaria Nightly High School.

3.4 Techniques and instruments to collect information

After the population has been chosen and sampled it, the researcher's next step is determined by the level of interest, as well as the methodologies and tools used to analyze the phenomenon under investigation. The researcher's chosen methodologies will look for data and relevant information to meet the precise aims. This research and its instruments will be based on the characteristics of being quantitative and qualitative in nature, so that the data obtained corresponds to the subjects' performance, experience, and activities.

3.4.1 Observation

Observation technique captures the environment, behaviors, and activities that the subjects develop along the process. It is a visual record where the researcher collects data in real contexts situations. As Sampieri (2014, p.399) defines it:

Qualitative observation Not mere contemplation ("sitting to watch the world and take notes"); it implies delve deep into social situations and maintain an active role, as well as a reflection permanent. Be attentive to details, happenings, events and interactions.

For the purpose of this research, the role of the researcher is to notice students' behavior facing the mediation activities, based on the following aspects: what their response is, how they include the new reading activities in the reading process, students' prior knowledge, reading comprehension and outcomes. As well, a check list is created, where it specifies different reading stages activities applied in the English class, with all the names of the students and if they achieved the main objective of each activity. Also, reading comprehension or literacy level. The observation is checked weekly to confirm students' progress.

3.4.2 Survey.

It is a technique for gathering information from the subjects. This straightforward method comprises of a sequence of questions that the participant must answer in order to provide information that will help the researcher achieve the study's goals.

A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. They can have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the study's goal.

The surveys applied are directed to the English teachers of Juan Santamaria Nightly High School who are part of the sample selected for this research. These surveys had close questions

and open questions, asking about the implementation of reading activities based on the AOA and how the New MEP curriculum is developed through combined classes. The questions work to obtain information on reading activities apply by teachers, their knowledge about the three reading stages, different reading strategies and the management of content from the New MEP's curriculum.

3.5 OPERACIONALIZATION OF VARIABLE

At this section the variables are describe as follow:

First, it is relevant to define what a variable is. Sampieri (2014, p.105) affirms: “A variable is a fluctuant condition which can be measured, and it is visible”. It is a phenomenon that varies, and it is defer to criteria. From this concept, this section looks forward to transforming variables from their fluctuant condition, to a measurable condition where they can be explained.

Owing to the operational variables are divided in three concepts the following step is to detail them, according to Guía cuantitativa para Trabajos finales de Graduación Tesinas y Tesis en Ciencias Sociales” (2018, p. 40):

- Conceptual Definition refers to variable obtained from the theoretical framework.
- Operational Definition refers to observation applied in the research.
- And Instrumental definition of variables comes from the techniques and instruments to be used for the collection of information.

3.5.1 Analysis of variable 1

First, it is recapped that the principal research topic is implementing activities for reading comprehension skills based on Action-Oriented Approach through combined classes to reinforce the New MEP's Curriculum on ninth grade students of Juan Santamaria Nightly High School during the second semester 2021.

This variable is going to be about the identification of activities to implement in class to boost students' comprehension on texts, weakness of understanding and prior knowledge of class content.

Otherwise, B1 is the expected level from MEP for English Language Learners. At this level people can understand texts that contain every day or job-related language. They can understand personal letters in which the writer describes events, feelings and wishes. (CEFR, 2001, p.235)

information will be gathered by observation instruments, the analysis of the content, and the implementation of some activities to demonstrate the understanding level students have gotten.

The operational definition that will intend to measure the level-appropriate language on the acquisition of knowledge to get to the B1 level expected in the New Curriculum, it is expressed by the following concept. It will be considered the information gathered from teacher and the students results on the evaluation instruments from the GTA provided by MEP. The variable is considered valid if 60% students respond positively to the reading activities.

3.5.2 Analysis of variable 2

Thinking of the second variable, the strengths and weaknesses on teachers' management of the Action Oriented Approach to reinforce the New MEP's curriculum should be always aimed on the well-being for students to acquire the knowledge.

Regarding the mediation activities used by the teacher to promote the effectiveness of the Action Oriented Approach at the different scenarios of students through combined classes. The instrumental definition takes place by using a survey with close and open questions to see how teacher respond to the execution of the teaching approach. Some mediation activities to apply in class are: Reading plane tickets, city maps, emails and other texts based on real world situations.

The operational definition will be valid if 60% respond positively to the fact that teachers can manage the Action Oriented Approach through combined classes.

CHAPTER IV
RESULTS ANALYSIS

4.1 CURRENT SITUATION DIAGNOSE

For the analysis of the information obtained through the observations of the work developed by the English teachers of the Juan Santamaria Nightly High School, it is important to clarify that the teachers carried out their combined classes with students according to the established schedule by the administrative office of the Nightly High School .

Teachers were inside their workplace for face to face classes, Teachers stay at home with work equipment as laptop for the virtual classes and teachers communicate through WhatsApp with distance pupils in which they chat and help them to solve the GTA. For the last group the aid time was before, during and after work schedule of teachers. These observations were made at different times with a ninth-grade class.

In this chapter, the following information is conveyed after collecting it from the interview, and questionnaires. The principal objective is the scrutiny of data to study it and provide conclusions and recommendation that give approval to the objectives of the research presented at the beginning of the paper. The instruments were applied to ninth graders at Juan Santamaria Nightly High School with the purpose to analyze the implementation of reading skills. Here a sample of 30 students participate as part of the questionnaire to evaluate if understand reading text. Additionally, two English teachers provided her perspective about their knowledge and management of The Action Oriented Approach through the reading skill required by the new MEP's curriculum and the influence of the combined classes on students learning process. The first analysis corresponds to the students' observations. The second to the student's questionnaire. And the third one the data gather from the teacher's perspective by applying a questionnaire.

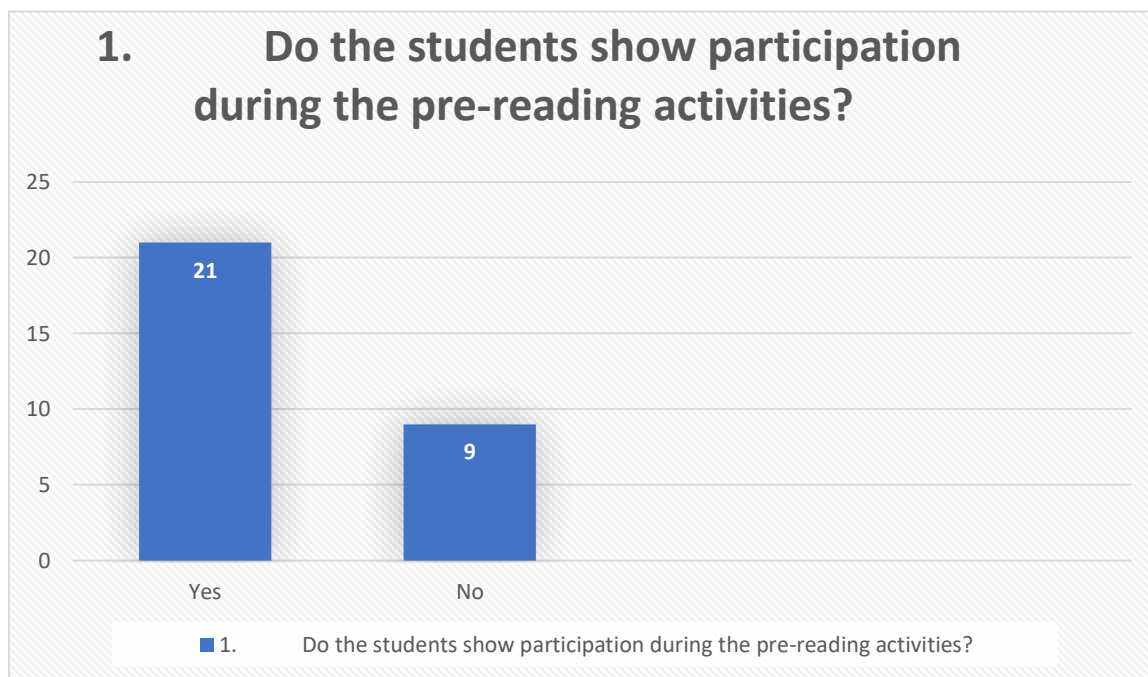
4.1.1 Instrument: Observation for students

In light of the setting, the pandemic has ushered in a new modality, forcing many adjustments in the way teachers used to educate to fail or win. The introduction of technology has opened up a new channel of communication for the MEP, called Teams, as well a new method to assigned homework and test called GTA and Summative Instruments. It has advantages and disadvantages, for example, less students attend to face-to-face class, unknown distance students, lack of real communication between teachers - students, and the environment that surrounds pupils influences when attempting to capture their attention. Students have been observed in two different scenarios face to face class and virtual class on Teams.

Virtual classes: As it was previously stated, pupils' faces are not shown in virtual lectures, the researcher only pays attention to how they act. The majority of pupils refuse to participate or do not turn on the camera. Furthermore, when the bulk of people have their cameras on, the video quality is poor.

Distance classes: Teacher assigns GTA and Summative Instruments by Teams, some students ask doubts by WhatsApp or Teams chat.

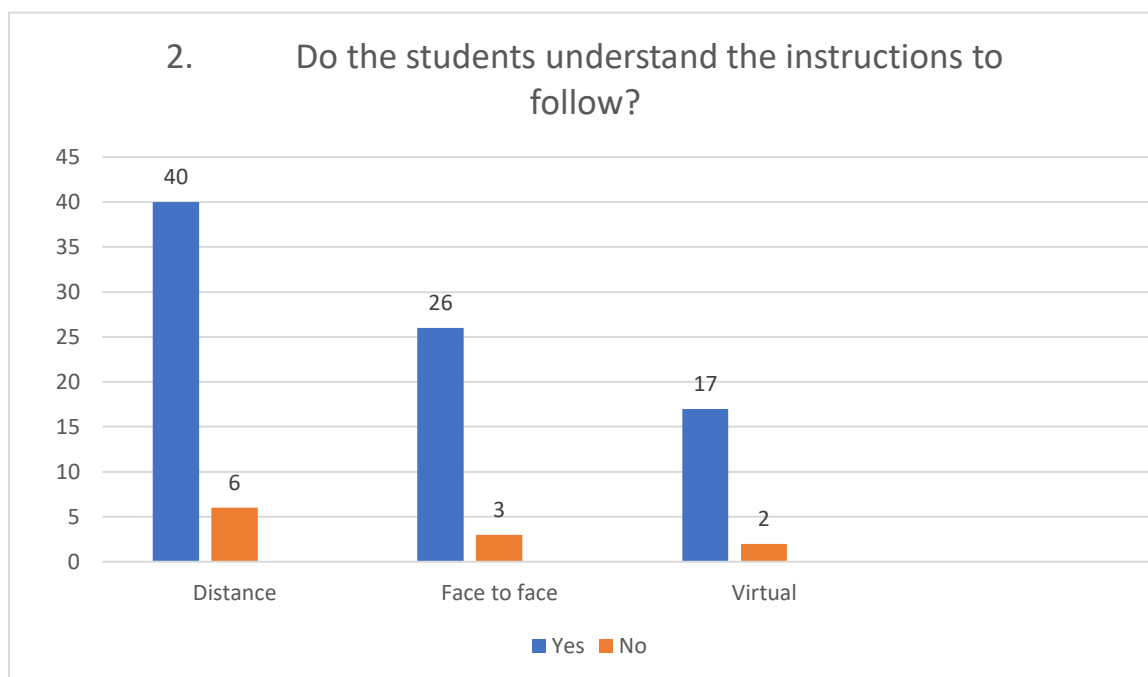
Face to face class: Just 30% of the total class attend to this modality, they really focus on the exercises, there is a student with curricular adaptation even though he tries his best to work during class. The rest of the class work well struggling the text otherwise teacher helps them to understand the text.

Graph No 1 Students participation.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

In graph #2, the graph shows the students' participation during pre-reading activities. 70% of students participated during the process. Participation includes the completion of tasks by completing exercises. As well as, 30% of them do not show participation on this reading stage, this percentage represents 8 students from distance classes and 1 online pupil.

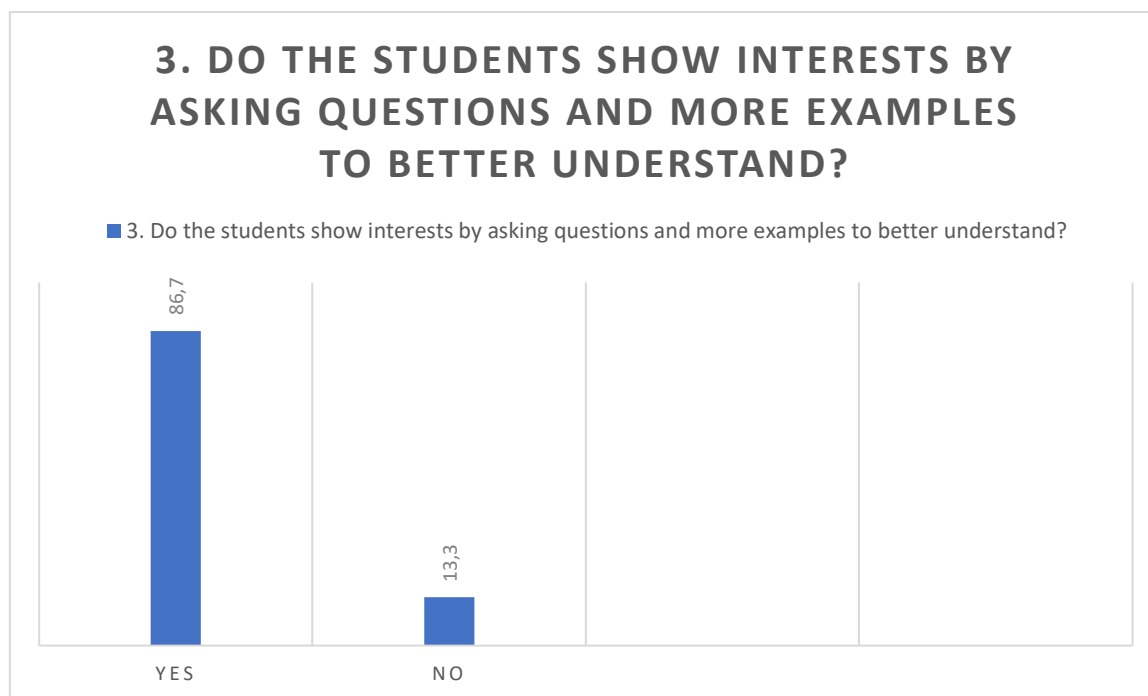
Graph No 2. Instructions understanding.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

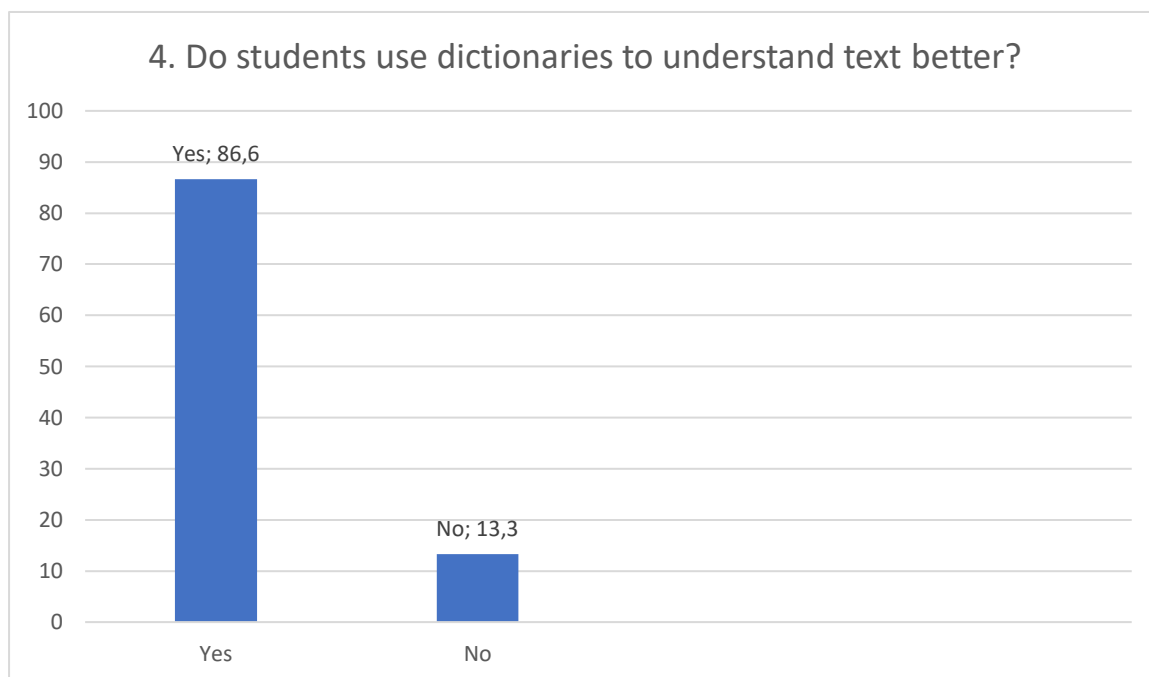
The question here was if students understand the instructions to follow. Noticeable, most of them do, 40% of distance, 26% of face to face and around 16% of virtual students. According to the graph, approximately 4 students did not get the instruction since they had to clarify the instruction asking to teacher. At the moment students comprehend instructions, it indicates that they have mastered basic English commands. The researcher's directions were clear, and they were also written on the paper so they could see what they needed to accomplish.

Graph No 3. Students' interests.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

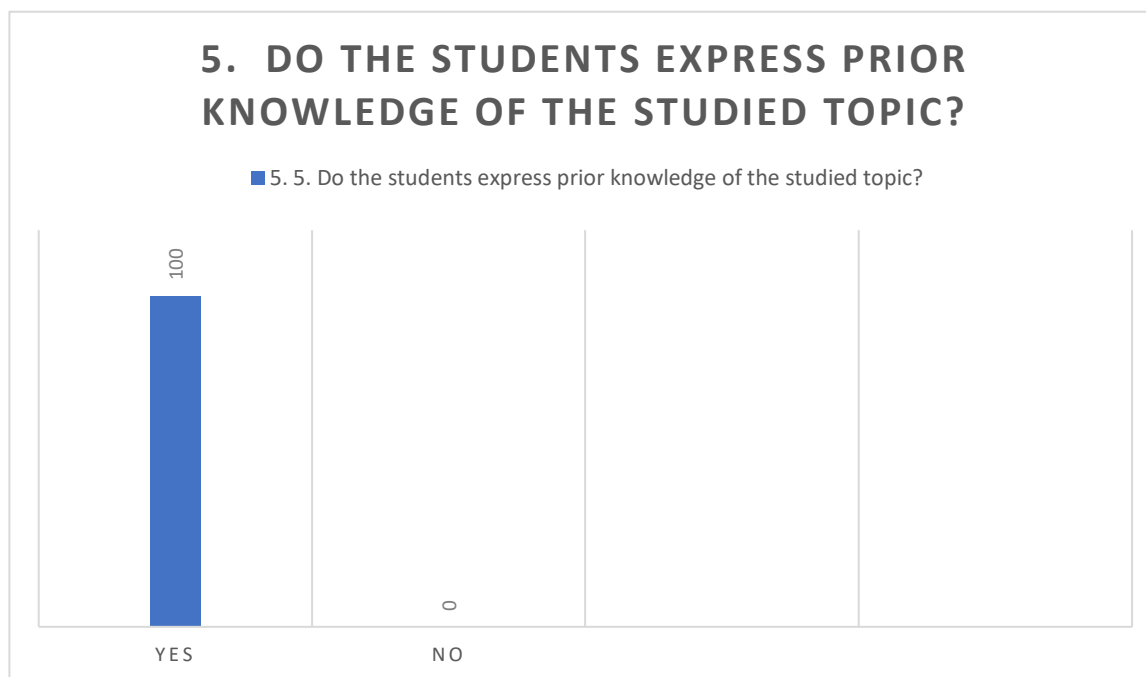
Graph #3 shows the interests of students for asking questions and more examples to have a better understanding at the moment to solve reading exercises by themselves. As seen in graph 87% of the students were interested in asking questions about reading text. In contrast, only 13% of students did not express an interest in inquiring.

Graph No 4. Use of dictionary.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

From the graph #4, 87% of students take use of dictionary to manage the texts understanding while working. The other 13% of the students did not use it to work.

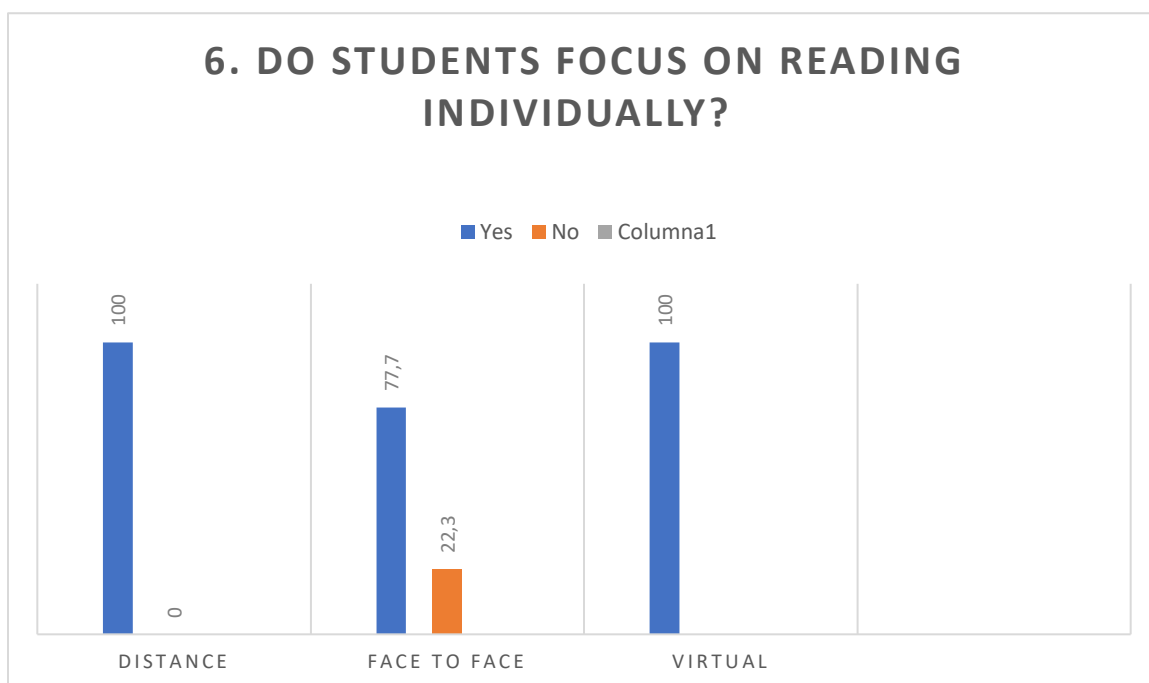
Graph No 5. Prior knowledge.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

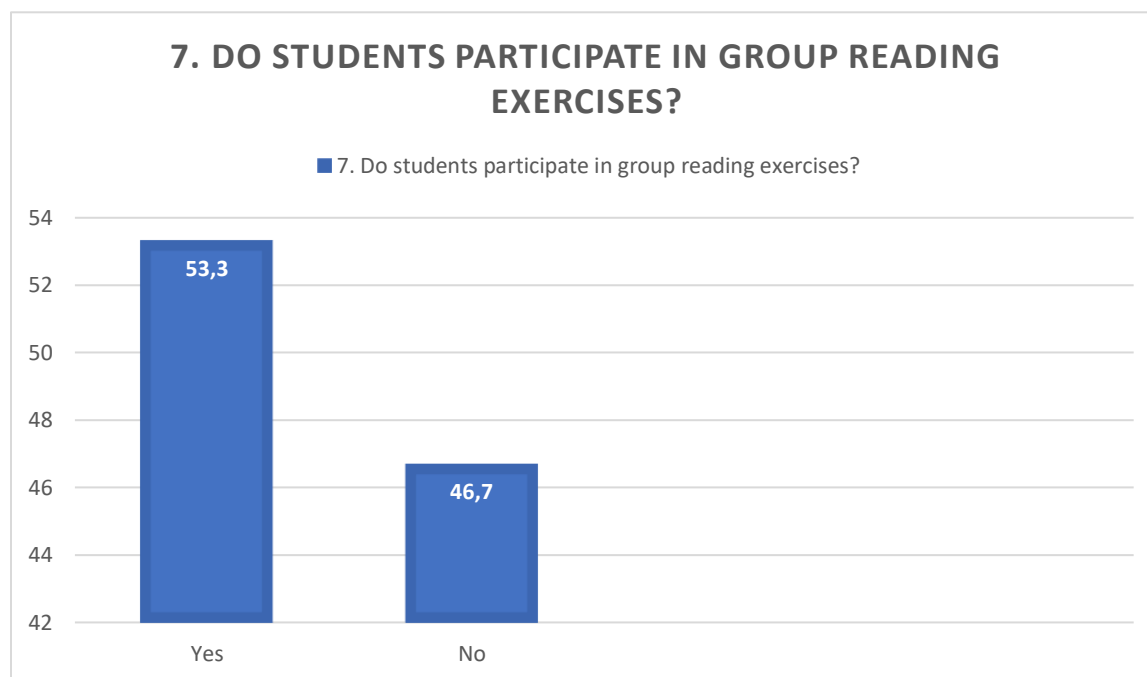
For the purpose of this research prior knowledge is conceived as the previous information they already know from past experiences. In this graphic, 100% of the students are conscious of predicting what they are going to read in the study text.

Graph No 6 Individual reading



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

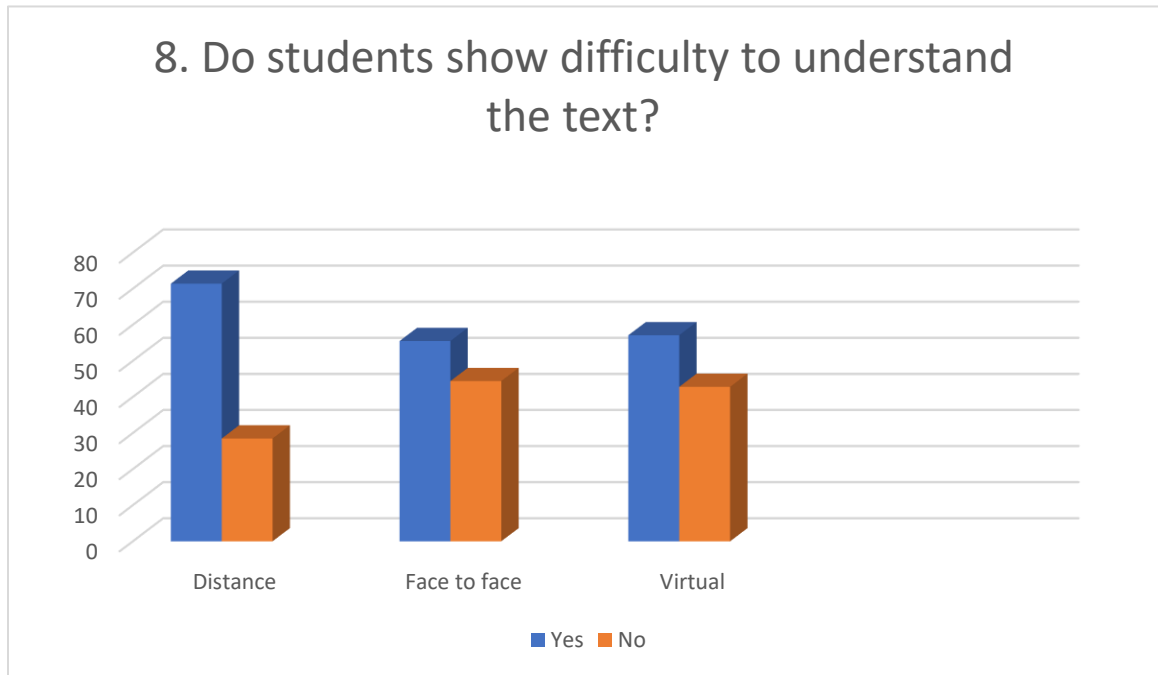
By graph #6, It is shown that 22% of students show hesitation at working individually throughout mediation activities on face-to-face classes; students who remain working by themselves imply the 100% by distance and virtual classes.

Graph No 7 Reading in groups.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

Illustrated by the graph #7, 53% of the students could work in groups to read and understand texts, this percentage represents virtual and face to face students as total. The other percentage stands with distance students who could not join to somebody else in the class in order to achieve group reading, this happened due to several reasons as such as: Nightly shift at work, not internet connection or a lot of house chores.

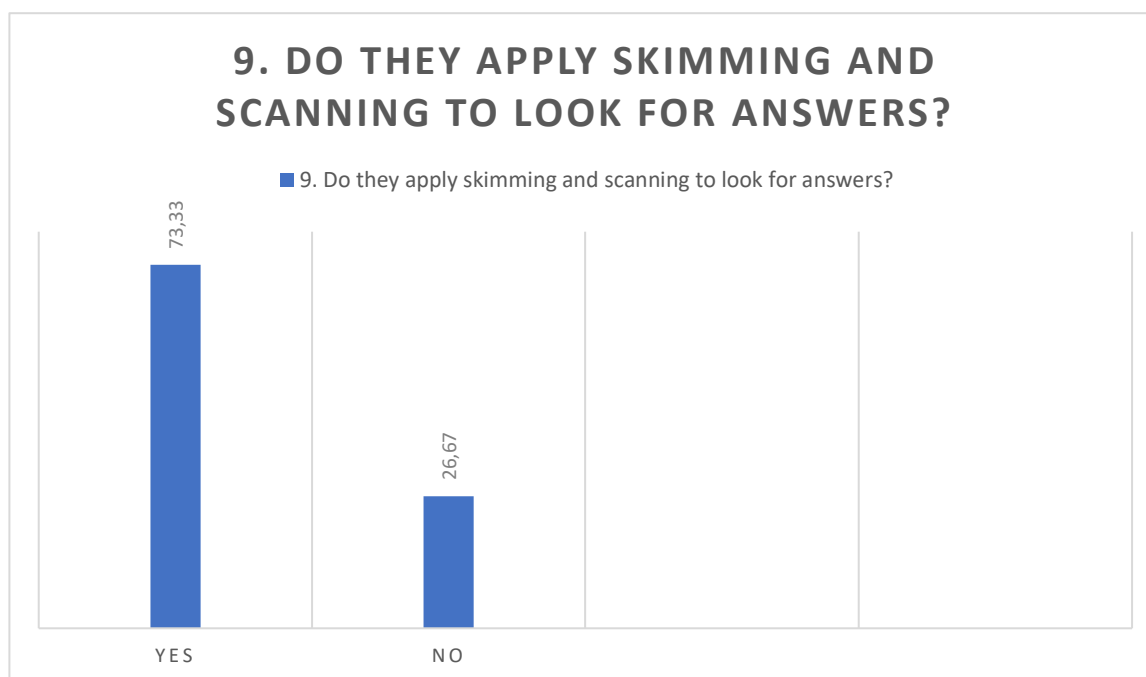
Graph No 8 Difficulty to understand.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

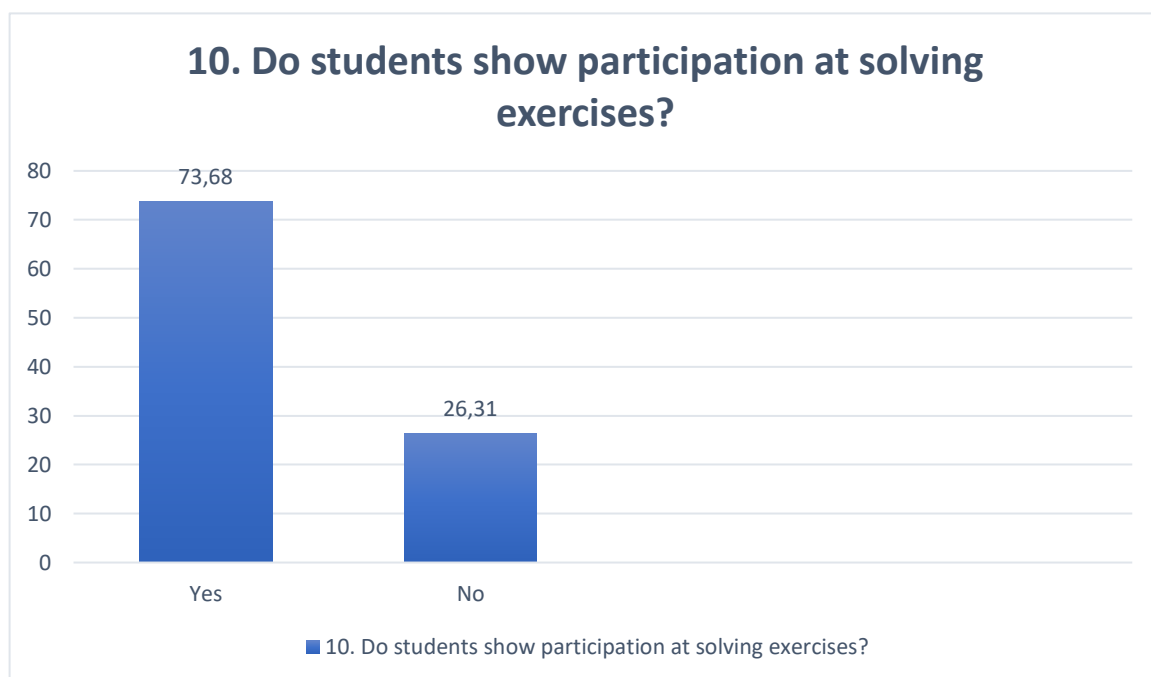
The report above on graph # 8, demonstrates the most of students have difficulty to understand the texts, it does not mean that students do not comprehend at all but in some parts. Therefore, 71% of students on distance classes struggles to understand texts, 55% of students at face-to-face class and 57% of online students.

Graph No 9 Skimming and scanning.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

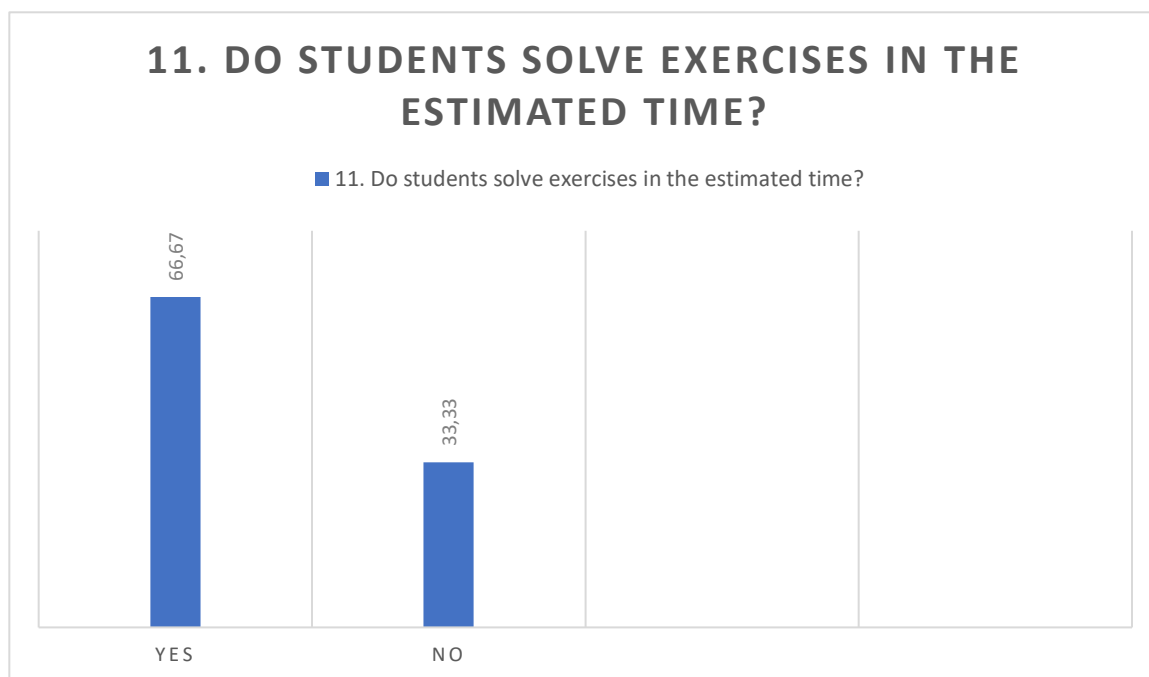
In graph #9, the graph shows the students' implementation of reading strategies as skimming and scanning to find questions' answers during the whole class. 73% of students participated to apply these strategies. Whereas the other 27% of the students refuse to use them, due to some reasons like: difficulty to understand the question or they would rather translate all the text.

Graph No 10 During stage participation.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

The lack of participation by students' side has been one of the limits of this research as well as the successful implementation of remote education. Students do not connect to synchronous classes for a variety of reasons, one of which being a lack of interest.

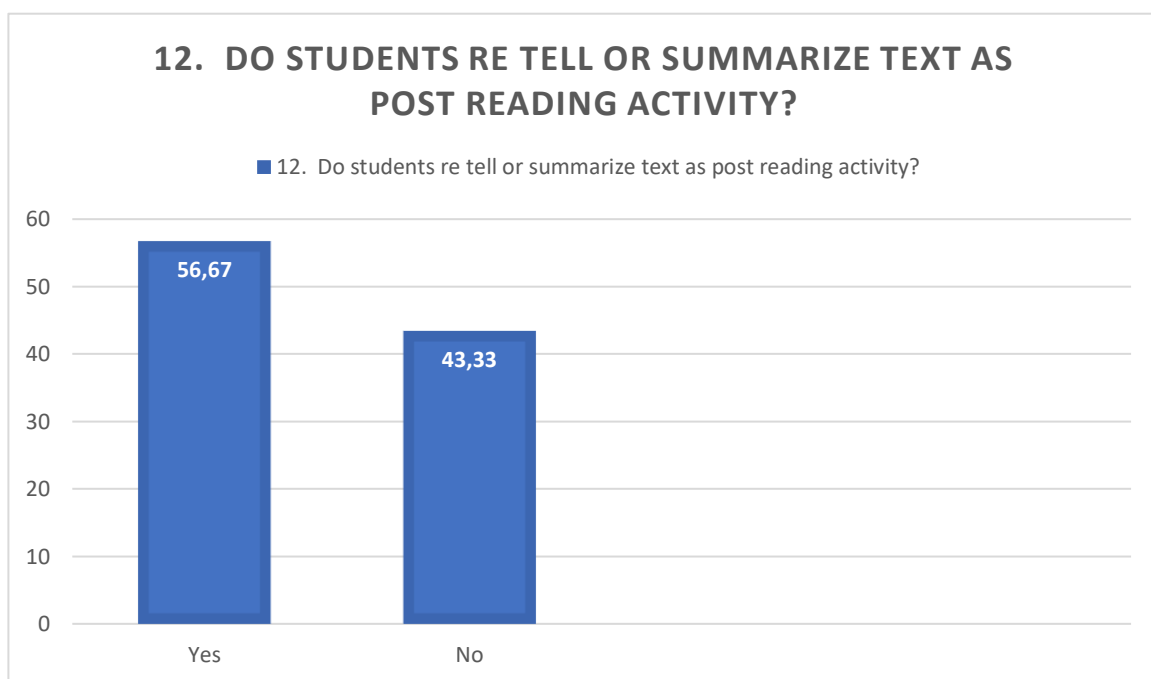
In the previous graph #9, 73% of students participate at solving exercises this portion is majority noticed at virtual and face to face class, by the distance students it can be seen at the moment they delivered GTA at High School, some of those papers have incomplete exercises. Difference from the 26% of students who do not complete all activities.

Graph No 11 Estimated time.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

Graph # 11 shows students' effectiveness to achieve the reading objective in an estimated time, a huge part of the class can accomplish the goal nevertheless another portion ask for extra time to reach the goal. As seen, 67% of the student's complete work at the assessed time. In contrast, only 33% of students could not assess the wanted time.

Graph No 12. Post reading stage.

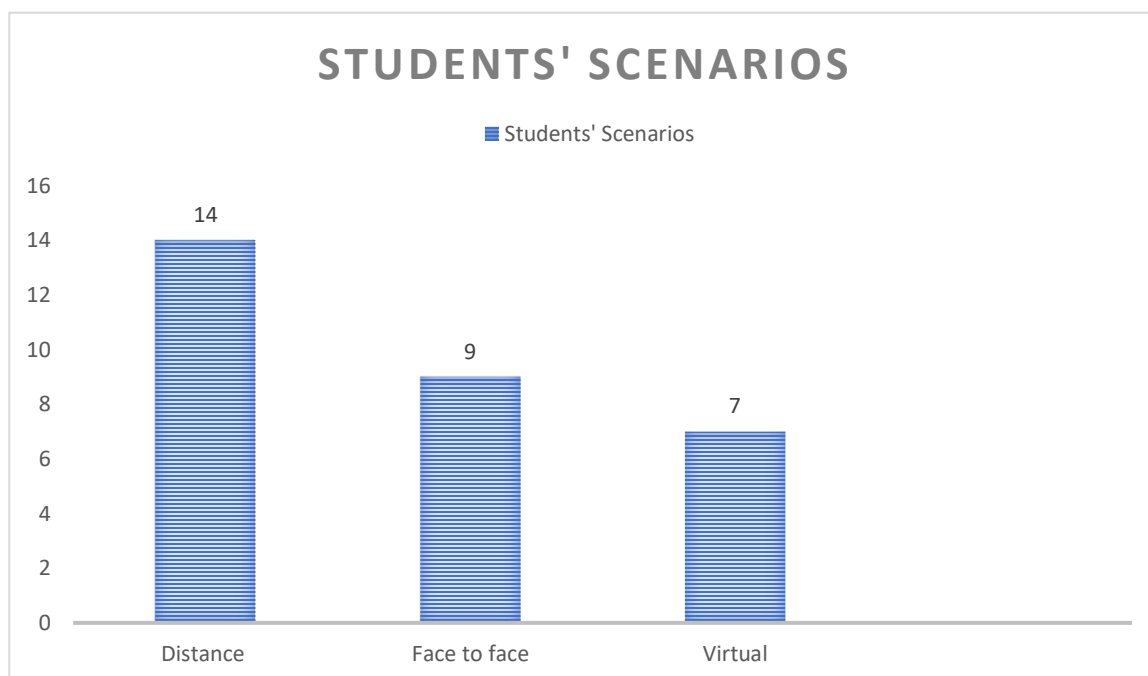


Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

Once pre reading and during reading stages and activities are done, students are measured if they can do the post reading activity by re telling or summarizing the taught text which imply other English skills for instance speaking or writing. Graph # 12 proves students' strengths to achieve the post reading objective. As seen, 57% of the students could finish the post reading activities, this represents 17 students; nevertheless, only 43% of students could not solve summarizing, neither re telling the text who are 13 students of the total group.

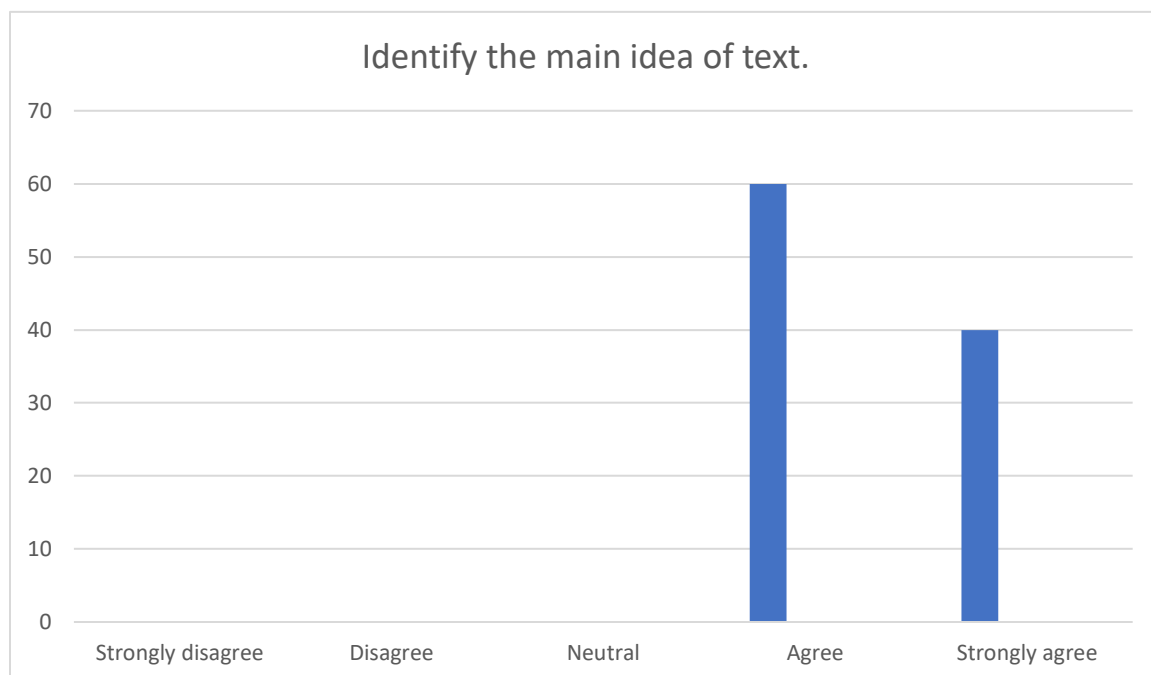
4.1.2 Instrument: Questionnaire for students.

Graph No 13 Students' scenarios.



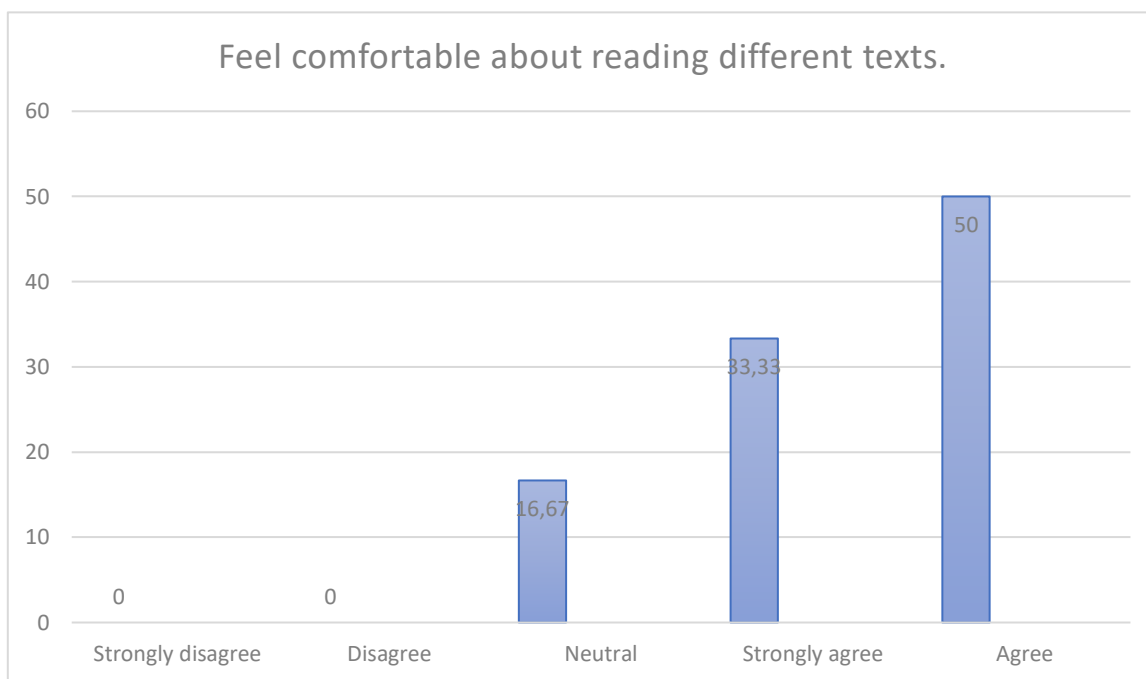
Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

Graph #13 shows the sample of the students' scenarios which depend on each person accessibility to the Educational System. As seen, 47% of students studied by distance modality this group study by themselves just ask for sudden questions eventually while solving GTA and Summative Instruments which represent 14 students. On the other hand, 30% of students attend to face to face class that represents 9 students. Finally, 23% students connect to online classes by Teams every other week, they symbolize 7 students.

Graph No 14. Main idea.

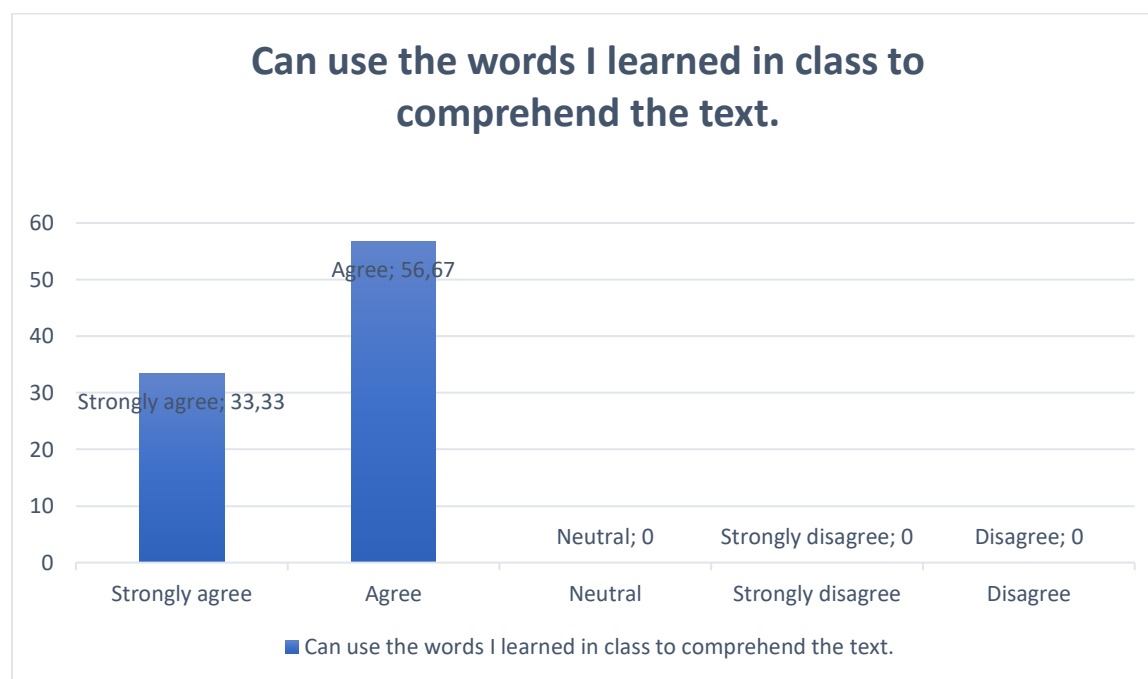
Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

According to students' opinion about identifying main ideas in a text. 60% of the students strongly agree they could understand the main idea of texts during the application of the mediation activities. While the 40% agree they understood. Both results are considered positive.

Graph No 15. Reading different texts.

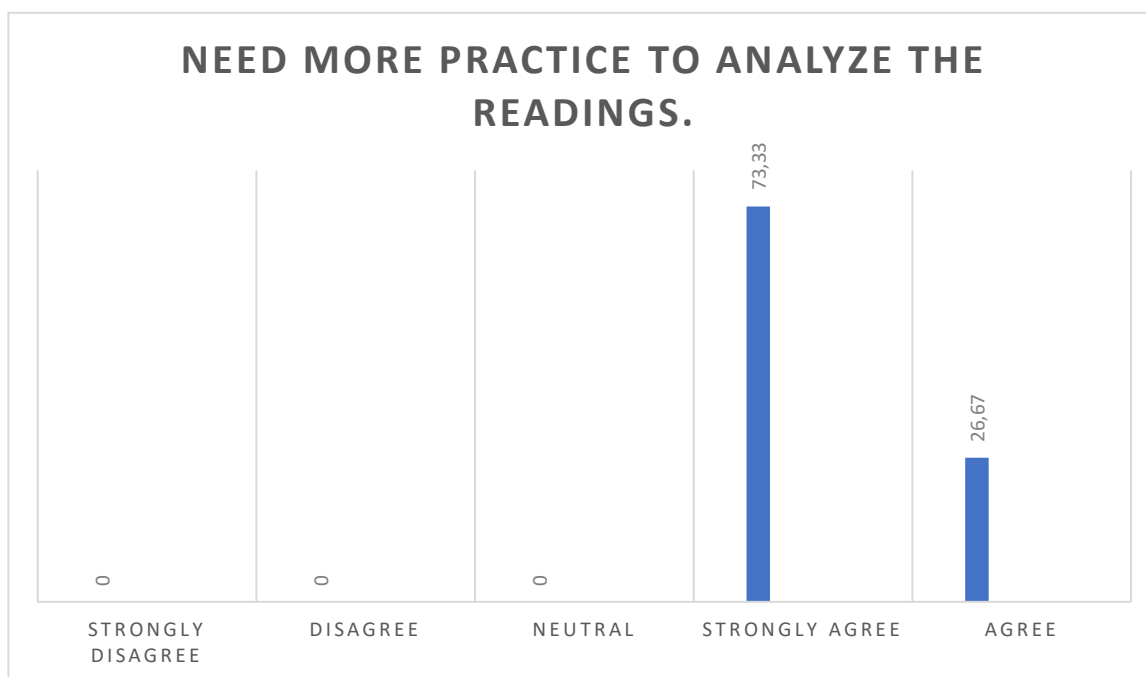
Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

As the reading texts were selected according to the unit of studied based on the ninth-grade program. 50% of the students agree they feel comfortable with the texts. And 33.33% strongly agree to comprehend the texts. Whereas, 16.67% are neutral related to the texts. It means they feel comfortable about reading different texts.

Graph No 16. Use of words.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

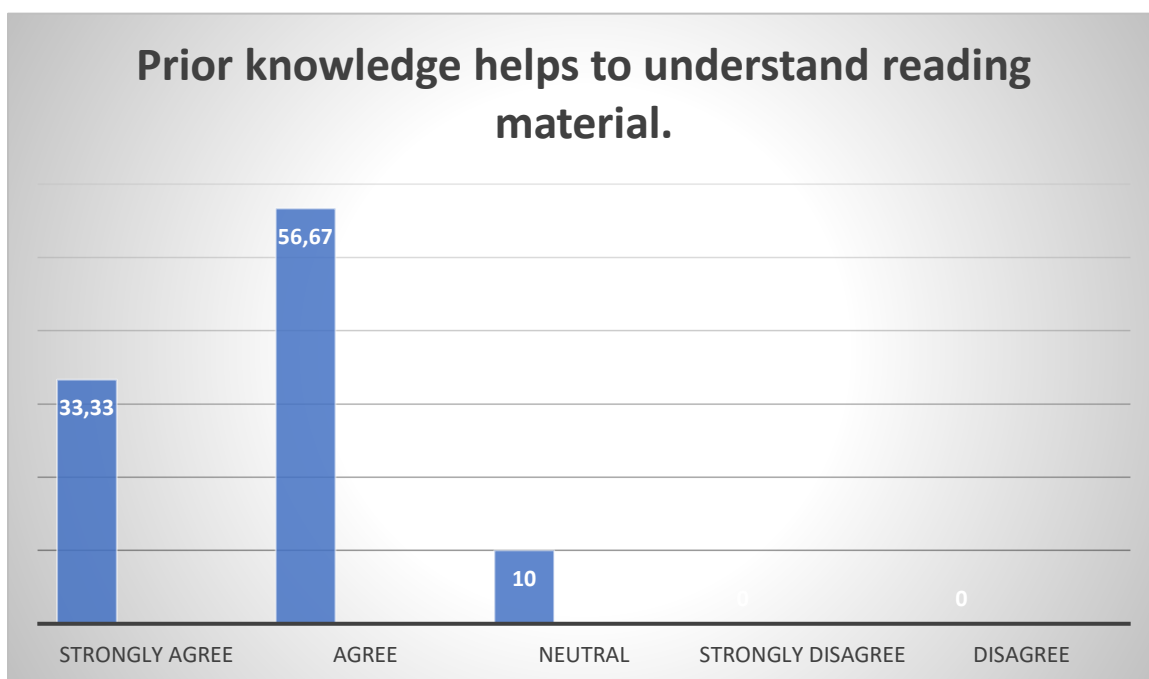
In this phase, students were asked about the use of the words they learned. 56.67% of them strongly agree they manage to use the language taught to comprehend texts. 33.33% of the students agree they can use the words for a better understanding.

Graph No 17. More practice.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

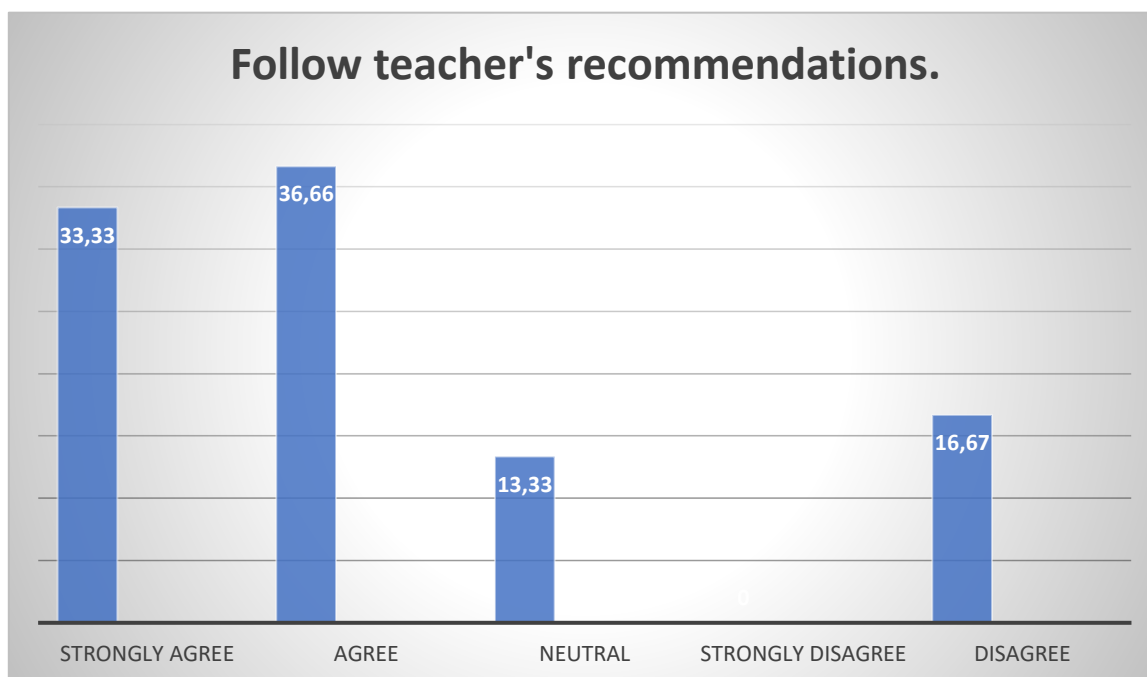
Regarding, need of more practice, 26.67% of students agree they need more practice. 73.33% of students agree they need more practice to analyze the readings. All students accept necessity of more practice.

Graph No 18. Prior knowledge.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

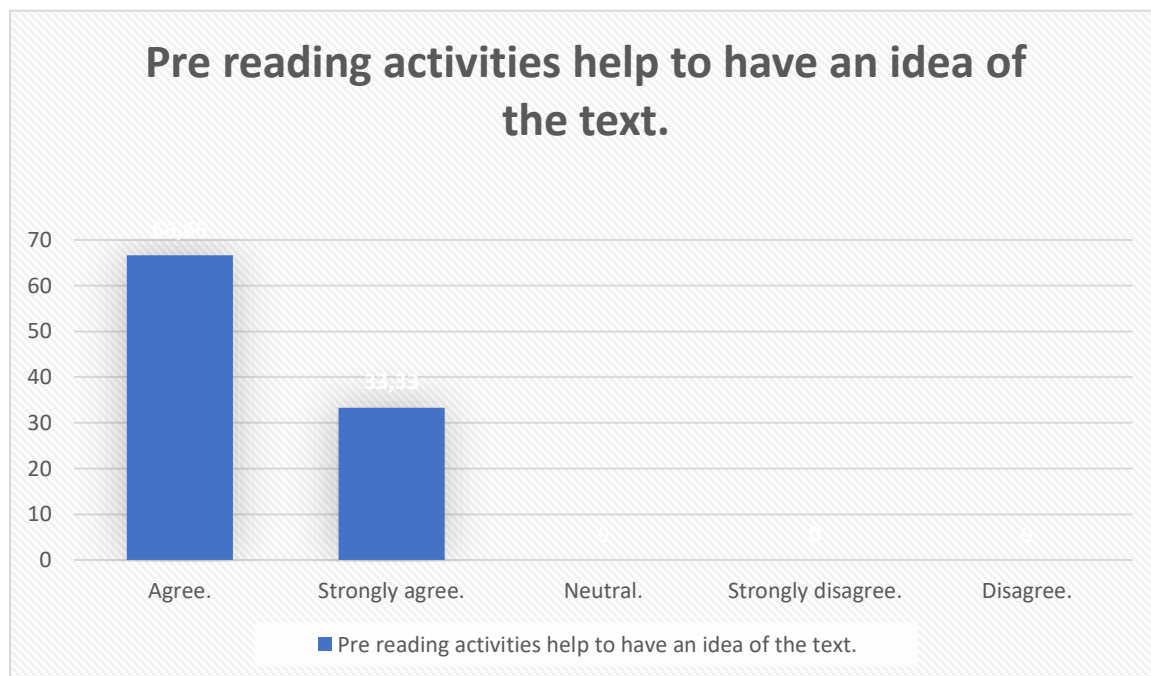
The purpose of this question is to see if they can recognize previous information, they have learned in real-life, this could have happened in their mother tongue or English, both of them help students to associate the text with real life experience. 33.33% of students strongly agree, 56.67% of the students agree and 10% stands neutral to the question. This might mean students include prior knowledge into readings.

Graph No 19. Teacher recommendations.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

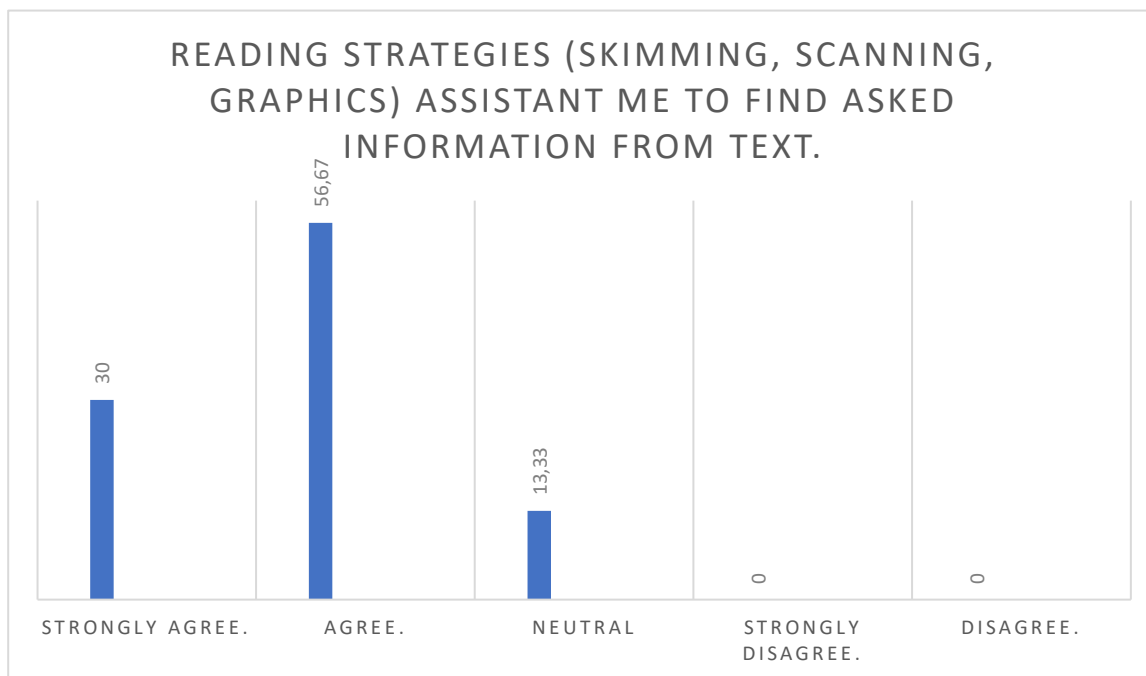
In this question, students have adopted different opinions. When they were asked if they follow teacher's recommendations, 33.33% of the students strongly agree. On the same way 36.66% of them agree. On contrast, 13.33% are neutral and 16.67% oppose to follow teacher's advices.

Graph No 20. Pre reading activities.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

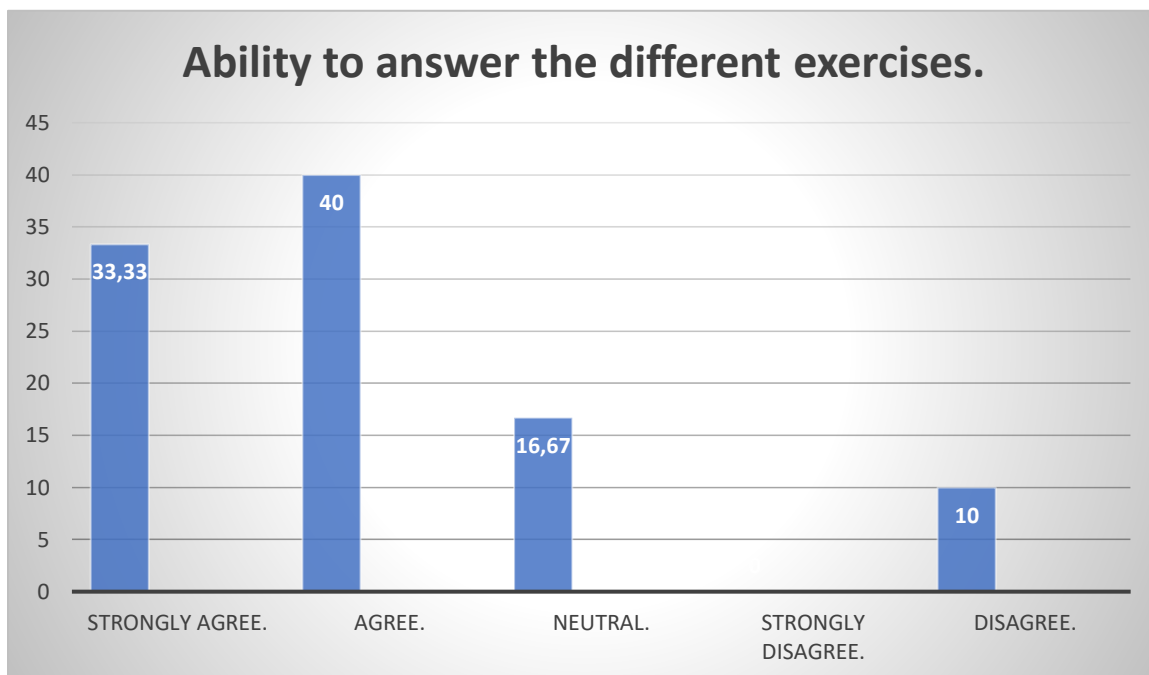
As it is shown in this graphic, % of the students strongly agree they better understand through the implementation of online games. The 67% agree pre reading activities help them to have an idea of the text; moreover 33% chose strongly agree. This means pre reading activities are well apply and help students at the moment of reading.

Graph No 21. Reading strategies.

Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

According to graph # 21, 30% of the students strongly agree reading strategies assistant them to find answers through the texts. Then, 56.67% agree they are helpful but 13.33% chose neutral.

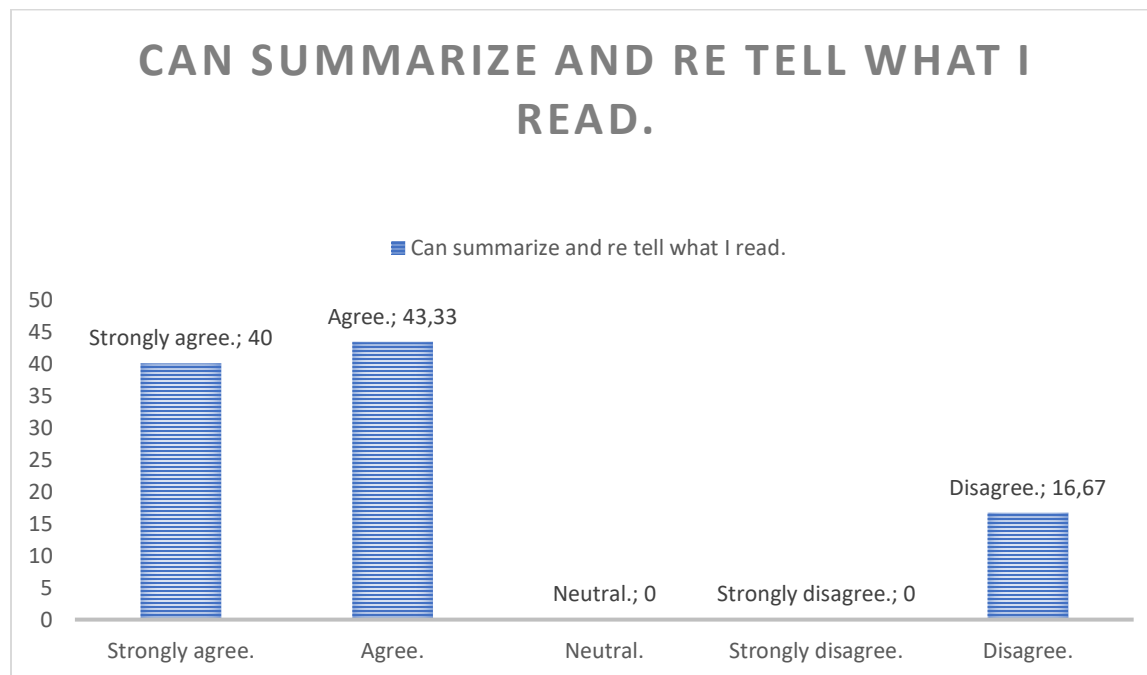
Graph No 22. Answering different exercises.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

By graph # 22, It is asked to students if they can answer different exercises after reading a text. For which 10% answered they disagree, in addition 16.67% were neutral, 40% of students answered they agree and 33% of them strongly agree. As a conclusion, solving exercises is not easy for the whole class, in here it is confirmed that each student learns at their own pace.

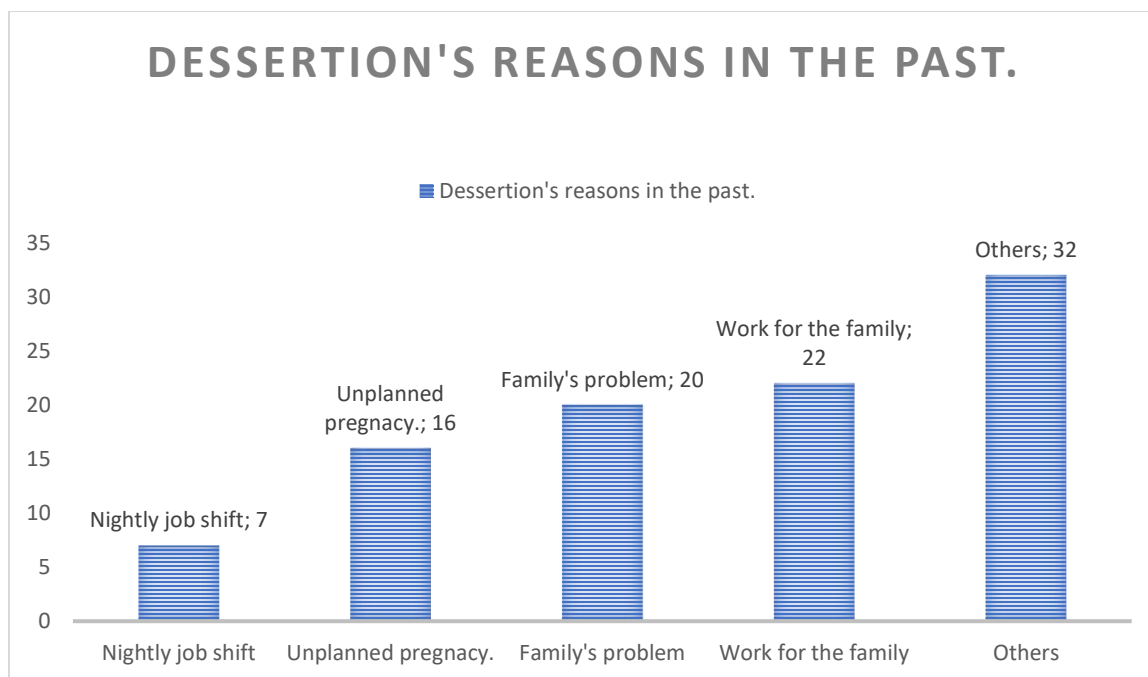
Graph No 23. Post reading activities.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

In the graph # 23, Students had to express if they are able to summarize and re tell what they read which implies the implementation of other English skills. It is shown that a 40% answered they strongly agree, besides 43% agree, and 17% of students answered they disagree. To sum up, there is a need to improve students' confidence and skill for accomplishing this reading stage.

Graph No 24. High School desertion in the past.



Source: Check list directed to the 9 graders students at Juan Santamaria Nightly High School, 2021.

In the graph # 24, Students expressed the reasons why they left High School in the past. The main reasons were 7% of students have to work at night, 16% went to an unplanned pregnancy or fatherhood, 20% presented family's problems, 22% work for the family and 32% of them reflect other society problems to continue studying.

4.1.3 Instrument: Questionnaire for teachers.

This section belongs to a detailed description from the interview applied to the English teacher which focused on their perspective of applying the Action Oriented Approach, the benefits of the New MEP's curriculum at the moment on teaching and the implementation of reading activities through combined classes.

Question.	Answer
1. What is your opinion about the New English curriculum that MEP has implemented?	I consider the new curriculum is very useful because it includes not only better content for English for specific Purposes, and also includes soft skills. However, there are not enough materials (like booklets) to use in order to teach the content. This makes that teachers work harder to look for information in order to accomplish the goals.
2. How do you define the Action-Oriented Approach?	This approach allows users to receive instruction and follow orders but also to add their experienced and interact with each other.
3. What are some constraints you notice from the application of the AOA on teaching English?	The lack of ideas, creativity, resources, and support from the principal.
4. What are some the benefits on daily work you have get through implementation of the AOA?	Students attention and enthusiasm increases, also their commitment to participate and improve
5. What are the main differences between teaching through the AOA and the Communicative Language Teaching (previous approach)?	I think it depends on the objectives the teacher needs to accomplish, I see the AOA more opened to bring innovation in techniques, including collaboration in the class, and not only communicating messages and give and receive information.
6. How have students' acquisition of knowledge chanced through the application of the new approach? Are they really learning?	We don't really know if they have learned because they worked 2 years at home, we will see that this year, in face to face classes.
7. What are some reading activities you use to apply the AOA?	Students can read news form their own communities, now with Facebook news the information is everywhere from everywhere.
8. How is student's behavior facing reading exercises?	Not as we would like, not optimistic.

9. What are constraints you face while teaching in combined classes?	Students' attention and interest in their own learning process.
10. How fast do students learn through combined classes?	I don't imagine how to measure the speed in which they learn, because I don't really see them learning so fast.
11. How fast do you to complete the learning goals through combined classes?	To complete the learning goal on paper is normal, but the real learning experience takes too much time to be seen in tests.
12. What reading strategies do students find more difficult?	I think it is not the strategy it is the amount of paragraphs students have to read to do the activities what Matters

In the first question teachers were asked about their opinion about the New English Curriculum that MEP has implemented. On the answer, they consider the new curriculum is very useful because it includes not only better content for English for Specific Purposes, and also includes soft skills. However, there are not enough materials (like booklets) to use in order to teach the content. This makes that teachers work harder to look for information in order to accomplish the goals. As a result, they impression is that the New curriculum is useful but there is a lack of support material to teach.

Relating to the definition of the Action-Oriented Approach, the English teachers defines it as the approach that allows users to receive instruction and follow orders but also to add their experienced and interact with each other

The third question is about the limitation's teachers face at the moment of teaching in which the interviewee assures that there is not the lack of ideas, creativity, resources, and support from the principal. On the other hand, question four teachers mention some benefits if the AOA in class such as students' attention and enthusiasm increases, also their commitment to participate and improve.

On question five teachers answered the main differences between teaching through the CLT and the AOA, they expressed it is relative to the objectives the teacher needs to accomplish, the AOA is more opened to bring innovation in techniques, including collaboration in the class, and not only communicating messages and give and receive information.

By question 6, teachers are questioned to know about how students' acquisition of knowledge has changed through the application of the new approach. They precise "We don't really know if they have learned because they worked two years at home, we will see that the coming 2022, in face to face classes."

When asking about reading activities to apply the AOA. They pointed out "students can read news from their own communities, now with Facebook news the information is everywhere from everywhere."

On question eight there is not a positive answer because teachers were requested about students' behavior facing reading exercises, they said "not as we would like, not optimistic".

Questions nine and ten are associated to combined classes, first they mention the limits of working through combined classes, they assured "students' attention and interest in their own learning process", on the next request it is asked how fast students learn through combined classes, in this case teachers "We don't imagine how to measure the speed in which they learn, because we don't really see them learning so fast".

At the question eleven, it is relevant teachers argue how fast they complete the learning goals through combined classes, they added "to complete the learning goal on paper is normal, but the real learning experience takes too much time to be seen in tests".

To conclude, she was asked to mention some reading strategies students find more difficult. Basically, teachers did not specify activities as a whole but they said “it is not the strategy it is the amount of paragraphs students have to read to do the activities what matters”.

CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Regarding to the research problem:

The research question was addressed: What is the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students in Juan Santamaria Nightly High School in Cañas, 2021?

- a. In relation to the research problem, it is established that there is a positive impact of implementing activities for reading comprehension skills based on the Action Oriented Approach suggested by the New MEP Curriculum mostly during the combined classes when students have to force their selves on working by their own most of the time.

- b. Students show low reading proficiently by face to face and virtual class, they need more practice and time to solve exercise on the estimated time. Teachers had to choose the appropriate pre reading activities to enhance students' attention and comprehension.

- c. Results provide that reading skill is not an isolated skill. In fact, it is joined with speaking and writing skills when introducing new vocabulary and information as well at the moment of post reading stage when students must produce an income of knowledge. There is a link between speaking ability and reading ability that allows students to better understand and retain what they are reading, increases the acquisition of new vocabulary and phrases, and allows them to convey their thoughts in a more organized and comprehensive way.

Regarding to the general objective:

a) It is relevant to point out that the appropriate mediation activities to reinforce the New MEP Curriculum through combined classes may oriented students to achieve the prioritization of curriculum contents that MEP has released due to the emergence of COVID-19. This means that

b) It is possible that ninth grade students will not obtain the expected English Level band in the Linguistic domain test profile due to less time of class stablished by MEP and the Ministry of Health during the pandemic, teachers have to switch each week between virtual and face to face class.

Regarding to the first specific objective:

a) Indeed, the class modality adopted for each student affect the way teachers can boost the reinforce of the New MEP's Curriculum, according to the data collected by the teachers' survey. It is possible to identify what are the limitations that English teachers have had trough combined education. Concluding that the biggest limitation is students' attention and willing to learn.

b) Afterwards, because of the epidemic, the use of the English language has decreased by students. At particular, during 2020 and 2021 pupils in public high schools have had less exposure to the language than in previous years. Students should be given a variety of activities to engage in therefore they can learn new ways to employ vocabulary, meaning, and function. Unfortunately, secondary schools do not have the means to equip pupils with all of the necessary materials. MEP, on the other hand, has applied several techniques, such as reducing the content and suggesting Self Study Guide templates for students prepared by English teachers

and Summative Instruments instead of regular tests. Furthermore, the production time is restricted as face to face class time has reduced, the internet connection is intermittent at online sessions, and professors have no control for distance students who work by their own.

Regarding to the second specific objective:

a) It is evident that many teachers are not well prepared to cover the Action Oriented Approach at the moment of teaching, there was neither a training, webinar nor a workshop from MEP counselors, what they know is on the English Syllabus of 2017 which is a brief description of the approach and the student profile.

b) During 2021, teachers are stuck between attending webinars, online meetings, answering emails, responding Teams chats and chasing students. As a result, there is few times to get ready for classes and look for more information about the Action Oriented Approach and possible mediation activities to reinforce the New MEP Curriculum adopted to these new class modalities. In general, teachers agree to learn and improve their classes in a way that students comprehend the target language and how they have improved their English proficiency.

Regarding to the third specific objective:

a) Students from Juan Santamaria Nightly High School are people who left school several years ago, they work during the day, they are single mothers, have Nightly shift every other week or live a difficult situation at home, for these reasons they are not totally focus on classes, there has been a loss of enthusiasm and drive for economic and societal reasons, which has hampered their learning process. It is for this reason that it aims to propose strategies to involve in reading stages at class to aid student learning and pique their interest.

b) In conclusion, students react in a favorable way when pre reading activities prepare them for the during reading stage, in this case use of dictionary help them to understand words in a text. There is an evident motivation while the students applied the prior knowledge before reading due to they feel they know what they read and understand the context of the provided information provided to have a better performance in reading.

5.2 Recommendations

Several recommendations are made at the conclusion of this research project, all of them with the goal of bringing out positive change in the field of education and improving the process of reading comprehension skills through combined classes.

- a. To provide teachers training and workshops in the Framework of the Action Oriented Approach in which they can enhance mediation activities through distance classes.
- b. II. To improve the teaching of English in Juan Santamaria Nightly High School, it is recommended that, through grants or donations, students have access to different English Books to take home and read more beside what they study at class.
- c. III. To Encourage students' participation in the development of reading comprehension activities at the moment of solving exercises individually and group dynamics to remove fears of reading aloud in the English language.
- d. IV. For future researchers, to study other and more units of the English syllable in order to compare students' improvement of reading comprehension skills between the different topics of study.

- e. V. To create a guide of Action Oriented Activities for reading skills specifically in which teachers along the country can find broad and extended mediation activities to include in class.
- f. VI. For teachers, to pay more attention to distance students' scenario because it is not accessible to know how do these students solve such as Self Study Guides or Summative Strategies.
- g. VII. To find out a means to shift students' perceptions of the teacher as a supplier. If any concerns or uncertainties arise, the teacher serves as a guide who assists in the fulfillment of the duties not an answer provider. The students' job is to look for further information.
- h. VIII. To apply a linguistic test simulation at the end of ninth grade to prepare students for real test students must take at tenth grade owing to their level of English will be measure.
- i. IX. To have labs where students can attend and provide them with laptops and free internet access to connect and exercise simulation of the linguistic test.
- j. X. To reinforce other reading strategies and exercises, nowadays teacher focus on reading comprehension as students read a text and then answer short answers or multiple-choice exercises. Student should have the potential to analyze other types of workouts such as: inference what could be the title, predicting a different ending, to summarize the text using synonyms as well associate pronouns to subjects.

CHAPTER VI
PROPOSAL

6.1. Proposal name

The purpose of this research aims to the implementation of activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students in Juan Santamaría Nightly High School in Cañas. As a result, the name of the proposal is “Reading activities to comprehend texts.”

6.2. Population

This proposal will take place with Ninth grade students of Juan Santamaria in Cañas, Guanacaste.

6.3. General objective

To promote activities for reading comprehension skills to apply on combined classes to reinforce the New MEP Curriculum for English teachers and students at Juan Santamaría Nightly High School in Cañas.

6.3.1. Specific objective

Define reading stages to use through combined classes.

Develop reading activities to enhance students understanding when analyzing texts through combined classes.

6.4. Chronogram

Table 7

Chronogram of activities.

Time	Class modality	Activity	Responsible
October 18 th – 22 nd	Face to face	Unit 2 Online & Connected	Teacher- Students
October 25 th -29 th	Virtual class	Unit 2 Online & Connected	Teacher- Students
November 1 st – 5 th	Face to face	Unit 2 Online & Connected	Teacher- Students
November 8 th – 12 th	Virtual class	Unit 2 Online & Connected	Teacher- Students
November 15 th - 19 th	Virtual class	Unit 3 Lights, Camera & Action	Teacher- Students
November 22 nd - 26 th	Virtual class	Unit 3 Lights, Camera & Action	Teacher- Students

Source. Navarro, 2021

6.5. Budget

Most of the material to be used low price because main resources needed are: dictionaries, handouts, highlighters, pens, pencil, glue and scissors, therefore these supplies can be defrayed by individual students and teachers, each person can carry their own material. Planning process spends more time looking for appropriate assignments that are personalized to the abilities and knowledge of the students.

6.6. Proposal development.

Table 8

Proposal

Unit 2 Online & Connected			
Date	Indicator	Mediation Activities	Evaluation learning outcomes
October 18 th – 22 nd	<p>The Magical World of Apps</p> <p>Discriminates simple instructions with some visual support (e.g., safe use of social networks). P 98</p>	<p>Face to face class.</p> <p>Pre reading activity</p> <p>1. T. guides ss to reveal which apps they manage in their phones. Ss stand up and write an app on the board to complete the brainstorming. 2. T. presents pictures to introduce the new vocabulary: Use, monthly visitors, compete rank, last updated, number of downloads, opinions WhatsApp, Waze, Line, Trip Advisor, Photo Editors, Dropbox, Bitmoji, Snapchat, Crackle.</p> <p>During reading activity</p> <p>3. T. explains the skimming technique to ss. 4. Ss follow t. instructions to find asked information.</p> <p>Post reading activity</p> <p>5. Ss. Solve a KWL chart in class on board this is how all the group ideas are shared.</p>	Suggesting safe uses of media, virtual communities and networks.
October 25 th - 29th	<p>The Magical World of Apps</p> <p>Understands simple instructions with some visual support (e.g., safe</p>	<p>Face to face class.</p> <p>Pre reading activity</p> <p>1. T. guides ss to reveal which apps they manage in their phones. Ss type their answers on Google Jamboard to complete the brainstorming.</p>	Suggesting safe uses of media, virtual communities and networks.

	use of social networks).	<p>2. T. presents pictures by using a power point presentation to introduce the new vocabulary: Use, monthly visitors, compete rank, last updated, number of downloads, opinions WhatsApp, Waze, Line, Trip Advisor, Photo Editors, Dropbox, Bitmoji, Snapchat, Crackle.</p> <p style="text-align: center;">During reading activity</p> <p>3. T. explains the skimming technique to ss. 4. Ss follow t. instructions to find asked information.</p> <p style="text-align: center;">Post reading activity</p> <p>5. Ss. Solve a KWL chart from the Self Study Guide, then they share their ideas.</p>	
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Unit 3 Lights, Camera & Action			
Date	Indicator	Mediation Activities	Evaluation learning outcomes
November 1 st – 5 th	<p>What's on TV?</p> <p>Understands the important information in simple, clearly drafted print materials such as T.V. guides, newspapers, and documentary reports.</p>	<p style="text-align: center;">Face to face class.</p> <p style="text-align: center;">Pre reading activity.</p> <p>1. T. shares a video from YouTube by the WhatsApp group, the video introduces the class vocabulary: comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons. https://youtube.com/watch?v=H_00BeXE8Es&feature=share</p> <p style="text-align: center;">During reading activity.</p> <p>2. T. explains the scanning strategy of reading. 3. Ss read the information asked in the chart Self-study guide. 4. Ss use a highlighter to scan the information.</p> <p style="text-align: center;">Post reading activity.</p> <p>5. Ss choose a character from the text and draw a kind of flyer to represent the information.</p>	Describing what's on TV, favorite TV programs, documentary and news.

November 8 th – 12 th	<p>What's on TV?</p> <p>Identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.</p>	<p>Virtual class.</p> <p>Pre reading activity.</p> <p>1. T. shares a video from YouTube by the WhatsApp group, Ss have 5 minutes to watch it, the video introduces the class vocabulary: comedy/sitcoms, soap operas, westerns, weather forecast, news, talk show, game show, sport programs, cartoons. https://youtube.com/watch?v=H_00BeXE8Es&feature=share</p> <p>During reading activity.</p> <p>2. T. explains the scanning strategy of reading. 3. Ss read the information asked in the chart from the Self-study guide. 4. Ss use a highlighter to scan the information.</p> <p>Post reading activity.</p> <p>5. Ss choose a character from the text and draw a kind of flyer to represent the information.</p>	<p>Describing what's on TV, favorite TV programs, documentary and news.</p>
November 15 th - 19 th	<p>The Best Show Ever...</p> <p>Understand the main idea and supporting details in straightforward physical or electronic letters and messages. Page 163</p>	<p>Face to face class.</p> <p>Pre reading activity.</p> <p>1. Ss have to find the vocabulary definition by using an English -Spanish dictionary, to solve a vocabulary exercise: prime time, showcase, episode, trailer, full-length film, short-length film, host. 2. Activation of prior knowledge, T. asks 4 questions to motivate ss in the new topic: A) What T.V. programs do you like to watch? B) How many episodes are there in your favorite series? C) What are documentaries about? D) What's your favorite News Channel?</p> <p>During reading activity.</p> <p>3. Ss read the text carefully to solve the true and false activity, if the answer is false, they have to justify it by using the information from the text.</p> <p>Post reading activity.</p> <p>4. Ss select 6 new words from the text and they produce sentences with them.</p>	<p>Expressing agreement or disagreement with information from documentaries and news.</p>
November 22 nd - 26 th	<p>The Best Show Ever...</p>	<p>Virtual class.</p> <p>Face to face class.</p>	<p>Expressing agreement or disagreement</p>

	<p>Discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.</p>	<p style="text-align: center;">Pre reading activity.</p> <p>1. Ss have to find the vocabulary definition by using an English -Spanish dictionary, to solve a vocabulary exercise: prime time, showcase, episode, trailer, full-length film, short-length film, host.</p> <p>2. Activation of prior knowledge, T. asks 4 questions to motivate ss in the new topic:</p> <p>A) What T.V. programs do you like to watch? B) How many episodes are there in your favorite series? C) What are documentaries about? D) What's your favorite News Channel?</p> <p style="text-align: center;">During reading activity.</p> <p>3. Ss read the text carefully to solve the true and false activity, if the answer is false, they have to justify it by using the information from the text.</p> <p style="text-align: center;">Post reading activity.</p> <p>4. Ss select 6 new words from the text and they produce sentences with them.</p>	<p>nt with information from documentaries and news.</p>
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ANNEXES

ANNEX #1**Questionnaire for the English teacher in charge of the ninth grade.****TEACHER'S QUESTIONNAIRE**

Topic: The impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students.

High school: Juan Santamaria Nightly High School

Interviewer: Karol Navarro Sequeira.

Location: Cañas.

Date of interview applied: _____

General Objective: To analyze the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students in Juan Santamaria Nightly High School in Cañas, 2021.

Directions: You will be asked several questions about the topic. Please answer only what is required. Be as sincere as possible. This interview is for the final research project purposes and your responses are respected and the information provided is maintained confidential. Thanks for your cooperation and help in advance.

Questions:

1. What do you reckon about the New English curriculum that MEP has implemented?

2. What is the Action-Oriented Approach for you?

3. What are some limitations you notice from the application of the AOA at the moment of teaching English?

4. What are some the benefits on daily work you have get through implementation of the AOA?

5. What are the main differences between teaching through the AOA and the Communicative Language Teaching (previous approach)?

6. How have students' acquisition of knowledge changed through the application of the new approach? Are they really learning?

7. What are some reading activities you use to apply the AOA?

8. How is student's behavior facing reading exercises?

9. What are constraints you face while teaching in combined classes?

10. How fast do students learn through combined classes?

11. How fast do you to complete the learning goals on combined classes?

12. What reading strategies do students find more difficult?

ANNEX #2**Questionnaire for students of the ninth grade****STUDENTS' QUESTIONNAIRE**

Topic: The impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students.

High school: Juan Santamaria Nightly High School

Interviewer: Karol Navarro Sequeira.

Location: Cañas.

Date of interview applied: _____

Instructions: Please, respond carefully each question according to your personal opinion. Be as honest as possible.

General Objective

To analyze the impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students in Juan Santamaria Nightly High School in Cañas, 2021.

Specific Objectives

- To describe the implementation of activities for reading comprehension skill based on the Action Oriented Approach.
- To determine students' scenarios in class modality in order to reinforce the new MEP curriculum.

Reading activities and class scenarios.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I attend to face to face classes.					
2	I connect to virtual classes.					
3	I study at distance classes.					
4	I participate in combined classes.					
5	I identify the main idea of text.					

2	I feel comfortable about reading different texts.					
3	I can use the words I learned in class to comprehend the text.					
4	I need more practice to analyze the readings.					
5	The prior knowledge helps me to understand reading material.					
	I follow teacher recommendations.					
7	Pre reading activities help me to have an idea of the text.					
8	Reading strategies (skimming, scanning, graphics) assist me to find asked information from text.					
9	I am able to answer the different exercises.					
10	I can summarize and re tell what I read.					
11	Why did you leave High School in the past? Explain.					

ANNEX #3**Observation: check list for students of ninth grade.**

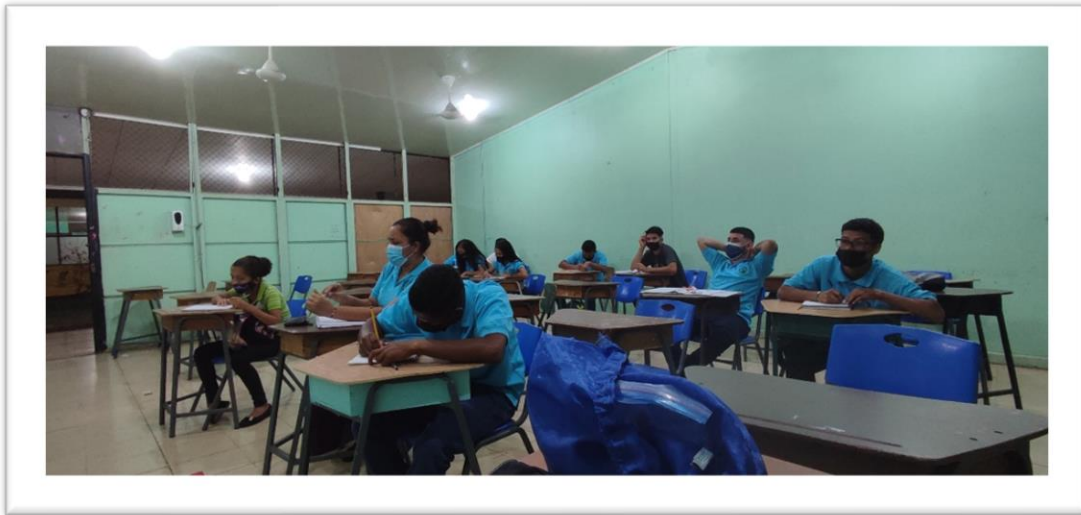
This present check list pretends to collect relevant data for the research under the topic. The impact of implementing activities for reading comprehension skills based on the Action Oriented Approach through combined classes to reinforce the New MEP Curriculum on ninth grade students. The following questions must be answer according to student's behavior toward the mediation activities presented through combined classes.

Questions	Yes	No
1. Do the students show participation during the pre-reading activities?		
2. Do the students understand the instructions to follow?		
3. Do the students show interests by asking questions and more examples to better understand?		
4. Do students use dictionaries to understand text better?		
5. Do the students express prior knowledge of the studied topic?		
6. Do students focus on reading individually?		
7. Do students participate in group reading exercises?		
8. Do students show difficulty to understand the text?		
9. Do they apply skimming and scanning to look for answers?		
10. Do students show participation at solving exercises?		
11. Do students solve exercises in the estimated time?		
12. Do students re tell or summarize text as post reading activity?		

ANNEX #4

Photos of students on combined classes.

Face to face class



Virtual class

