



# **UNIVERSIDAD HISPANOAMERICANA**

## **School of English Language Teaching**

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN  
ENGLISH LANGUAGE TEACHING FOR I AND II CYCLE**

**THE IMPACT OF THE TEACHING STRATEGIES ON  
FIRST GRADE STUDENTS' SUCCESS IN THE ENGLISH  
LANGUAGE CLASSROOM AT SAN LUIS GONZAGA  
SCHOOL**

**Author: Grettel Durán Coccio**

**Tutor: Tena Jackson**

**August, 2018**

## TABLE OF CONTENTS

DECLARACION JURADA.....	V
CARTA DEL TUTOR .....	V
CARTA DEL LECTOR.....	VI
CARTA DEL FILÓLOGO.....	VII
ACKNOWLEDGMENTS .....	VIII
DEDICATION .....	IX
CHAPTER I .....	10
1.1 STATEMENT OF THE PROBLEM .....	11
1.1.1 BACKGROUND TO THE STUDY.....	11
1.2 RESEARCH QUESTION.....	18
1.3 OBJECTIVES .....	19
1.3.1. General Objective .....	19
1.3.2 Specific Objectives .....	19
1.4 SCOPES AND LIMITATIONS.....	19
1.4.2 Limitations .....	20
CHAPTER II .....	22
2.1 HISTORY CONTEXT.....	23
2.1.1 HISTORICAL CONTEXT OF THE TEACHING OF ENGLISH IN COSTA RICA.....	26
2.2.1 Students Academic Achievement.....	33
2.2.3 Teacher’s Role.....	40
2.2.4 Action Oriented Approach .....	43
2.2.5 The Role of Motivation in Teaching English.....	50
2.2.6 Intrinsic Motivation .....	54
2.2.8 Teaching Strategies .....	58
2.2.10 Listening Skill.....	64
2.2.11 Socio-Constructivism.....	69

<b>2.3 HYPOTHESIS OF THIS RESEARCH.....</b>	<b>71</b>
<b>2.4.1 Independent Variable.....</b>	<b>71</b>
<b>CHAPTER III .....</b>	<b>73</b>
<b>3.1 TYPE OF RESEARCH .....</b>	<b>74</b>
<b>3.1.1. Research Approach .....</b>	<b>74</b>
<b>3.1.2 Chronological Dimensions.....</b>	<b>75</b>
<b>3.1.3 Framework .....</b>	<b>75</b>
<b>3.1.4 Nature .....</b>	<b>76</b>
<b>3.1.5 Research Design .....</b>	<b>77</b>
<b>3.2 SUBJECTS AND RESEARCH SOURCES .....</b>	<b>80</b>
<b>3.2.1 Primary Sources.....</b>	<b>80</b>
<b>3.2.2 Secondary Sources .....</b>	<b>81</b>
<b>3.2.3 Tertiary Sources.....</b>	<b>81</b>
<b>3.3. SAMPLE SELECTION .....</b>	<b>81</b>
<b>3.3.1 Population.....</b>	<b>81</b>
<b>3.3.2 Sample.....</b>	<b>82</b>
<b>3.3.3. Probability sample .....</b>	<b>82</b>
<b>3.4 DATA COLLECTION INSTRUMENTS .....</b>	<b>84</b>
<b>3.5 OPERATIONALIZING VARIABLES.....</b>	<b>86</b>
<b>CHAPTER IV .....</b>	<b>91</b>
<b>CHAPTER V .....</b>	<b>102</b>
<b>5.1 Conclusions .....</b>	<b>103</b>
<b>5.2 Recommendations .....</b>	<b>105</b>
<b>GLOSSARY.....</b>	<b>107</b>
<b>BIBLIOGRAPHY .....</b>	<b>113</b>
<b>ANNEXES .....</b>	<b>122</b>

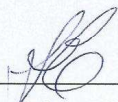
## DECLARACIÓN JURADA

### DECLARACION JURADA

Yo, Grettel Durán Coccio , mayor de edad ,portador de la cédula de identidad número 106530858, egresado de la carrera de Enseñanza del Inglés para I y II ciclo de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código penal el delito de perjurio , ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en Enseñanza del Inglés para I y II ciclo , juro solemnemente que mi trabajo de investigación titulado :

**THE IMPACT OF THE TEACHING STRATEGIES ON FIRST GRADE STUDENTS' SUCEESS IN THE ENGLISH LANGUAGE CLASSROOM AT SAN LUIS GONZAGA SCHOOL**, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguido, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 8 días del mes de agosto de año dos mil diez y ocho.



Firma del estudiante

Cédula: 106530858

# CARTA DEL TUTOR

## CARTA DEL TUTOR

San José 10 de agosto de 2018

**Montserrat Vindas Cordero**  
**Enseñanza de Inglés**  
**Universidad Hispanoamericana**

Estimado señor:

El estudiante Grettel Durán Coccio, cédula de identidad número 1065300858 me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **THE IMPACT OF THE TEACHING STRATEGIES ON FIRST GRADE STUDENTS' SUCCESS IN THE ENGLISH CLASSROOM AT SAN LUIS GONZAGA SCHOOL**, el cual ha elaborado para optar por el grado académico de Licenciatura en Enseñanza de Inglés para I y II ciclo

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

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	27
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	18
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL		95

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



**Tena J. Jackson**  
**184000811803**

# CARTA DEL LECTOR

## CARTA DE LECTOR

Heredia, Jueves 27 de Setiembre de 2018

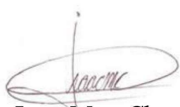
Universidad Hispanoamericana  
Sede Heredia

La estudiante Grettel Durán Coccio, cédula de identidad #1-0653-0858, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **"THE IMPACT OF THE TEACHING STRATEGIES ON FIRST GRADE STUDENTS' SUCCESS IN THE ENGLISH LANGUAGE CLASSROOM AT SAN LUIS GONZAGA SCHOOL"**, el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

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

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

Atte.

Firma   
Nombre: Isaac Mora Chavarria  
Cédula: 1-0922-0154

# CARTA DEL FILÓLOGO

## Carta del Filólogo

Heredia, 08 de octubre, 2018

Señores  
Departamento de Registro  
Universidad Hispanoamericana  
Estimados señores:

Por este medio hago constar que he revisado filológicamente la tesis denominada **'THE IMPACT OF THE TEACHING STRATEGIES ON FIRST GRADE STUDENTS' SUCCESS IN THE ENGLISH LANGUAGE CLASSROOM AT SAN LUIS GONZAGA SCHOOL'**, propiedad de la estudiante **Grettel Durán Coccio**, cédula número **1-0653-0858**, todas las sugerencias han sido debidamente acogidas, por lo que se recomienda seguir con la defensa de dicho Proyecto de Graduación.

Atentamente,



MSc. Ramiro Ramírez Jiménez  
1-0872-0754  
Carné Colegio Profesional No 31008

## ACKNOWLEDGMENTS

It is an honor and a privilege to have the opportunity to thank the people who have made this project possible.

This research would not have been achieved without the special support of my tutor, the professor Tena Jackson, the one who encourages to do the best.

A special thanks to my principal MSc. Maria Del Carmen Zamora González who convinced me that everything is possible if you try. To my English advisor MSc. Andrés Mendoza Gutiérrez who was a model of encouragement, wisdom, and peace in my hard moments. My profound thanks to my former professor and friend MSc. Gustavo Álvarez, who guided and showed me the route when I was completely lost. Finally but no less important to my sister-in-law Ileana Schmidt, who always supported and helped me throughout this process.

## DEDICATION

I want to dedicate my work to God, who allows me to overcome many different obstacles and is my guide in everything I do.

To my children, who have always been by my side, support me and trust in me, even when I do not trust myself. Thanks for everything. Words cannot explain what you mean for me and how much I love all of you.

To the memory of my mother, who lives forever in my heart.

To those who always believed in my capabilities and were there, standing next to me without doubts, without flinching.

# **CHAPTER I**

## **RESEARCH PROBLEM**

## **1.1 STATEMENT OF THE PROBLEM**

### **1.1.1 BACKGROUND TO THE STUDY**

English has become one of the most spoken languages around the world and it is, the official language for business. Due to the importance of mastering this language Hernández Chérrez (2014) states that the command of the English language is fundamental to face the challenges of the 21st century in all areas of our society.

Through time many famous researchers like Piaget, Vigotsky, Chomsky and Skinner, in spite of the differences of criteria about the acquisition of the language, have agreed that it is in the early years of life in which children's capacity of acquiring or developing a language is more successful.

In Costa Rica in 1995, during the government of José María Figueres, began El Programa de Estudios de Lenguas Extranjeras para el Desarrollo known as PROLED. This program was created with the purpose of promoting the teaching of English in public schools. At the same time the four public universities began offering free conversational English courses to train all of the people who wanted to improve their level of English. All these actions had the purpose of narrowing the gap between public and private schools.

In 2005 the Ministry of Education in coordination with some English advisors from different provinces elaborated the new syllabus for the teaching of English, in an effort to meet the student's needs. This new syllabus presented a structure,

which included seven study blocks, each one with its corresponding cognitive target. Teachers started working with it; however, as time passed, teachers realized that at the end of the academic year, students were not able to produce a short simple conversation according to their levels, and this is precisely the course's main goal.

In 2016 the Ministry of Education published a new syllabus with a great variety of changes to fulfill the new curricular proposal named Educating for a New Citizenship. This new programs changed the communicative approach by the action oriented approach which includes the integration of the four skills reading, writing, listening and speaking , while in the communicative approach only listening and speaking skills were used for the first cycle. Another modification was the lesson plan format that changed from three columns that included linguistic objectives, mediation activities and evaluation of learning outcomes to one more complex, which incorporated different elements such as scenario, themes, enduring understanding, essential question, linguistic competence, goals, oral and written comprehension, oral and written production, learn to know, grammar and sentence frame, vocabulary, learn to do, function, discourse marker, learn to be and live in a community, psycho-social, social cultural, suggested mediation strategies, assessment strategies and the last and more significant element; the integration of phonemic awareness which included the teaching of phonemes and its corresponding sounds.

As this research is based on strategies for listening and speaking skills, it is important to refer to these abilities and its importance. As it is stated in the MEP

syllabus “Speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language user’s roles. In the first one, the language user functions as a speaker and as a listener”. Syllabus Ministerio de Educación Pública [MEP] (2016). According to this reference, the interdependence of both skills is noticeable. “Listening is one important skill and has to be developed in the early stages of language learning. Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication”. Syllabus [MEP] (2016).

In this curriculum, teachers are in charge of planning the strategies which are going to be used in the classroom. Due to this fact; teachers must provide dynamic and attractive strategies which catch student’s attention and also meet the requirements of the new program.

According to Salgado and Beltrán (2010), the teacher has a critical role in the teaching and learning process of a second language. Therefore, it is necessary to be aware and recognize the necessary teaching strategies to stimulate and improve student learning.

As mentioned before, learning English is a fundamental tool for communication, and it is used in areas such as international business, science, technology and research. In this context, our country is also part of this globalization in which speaking English becomes an advantage to get a job and a better salary.

For these reasons, teachers acquire great responsibility because they are in charge of producing the first contact of learners with the English language. For

sure the teaching strategies teachers use to transmit the knowledge for students to get the linguistic competencies and the motivation techniques applied in the classroom for obtaining these goals become very important, because they are basic for the acquisition and mastery of the language.

### **1.1.2 STATEMENT OF THE PROBLEM**

As the teaching of English has acquired great importance, due to the need of mastering the language for facing the challenges of the twenty first century, teachers have applied different approaches and mediation strategies for students to grasp the concepts and master the language.

However, different tests and research measuring the English level of public schools students, have shown poor results and demonstrated that most students are not able to maintain a basic conversation in the target language.

The reason to develop this research is because mediation strategies are considered the key to achieve learning competences for listening and speaking skills at the most basic level.

Since 2014, the evaluation has become qualitative. These changes included just two ways for students to repeat the year. The first one was conditioned to student's attendance. If students' absences are unjustified by 80% and the second one was due to students 'extreme difficulty in accomplishing the cognitive target.

Teachers assessed students using terms like accomplished, not accomplished and in progress, however; when teachers identify extreme difficulties for students to complete the objectives of the syllabus, they have the choice to elaborate a performance report with detailed information about students' weaknesses and make the recommendations to repeat the academic year, so that students are able to reinforce the topics they did not achieve.

In 2015 the policies of the Ministry of Education changed to maintain the qualitative evaluation for first level, but stated that the only way for students to repeat the year was due to attendance. This policy implies that students, who were not able to achieve any of the objectives, can move to second grade, in spite of the difficulties presented during the school year.

For year 2016, MEP published a new English syllabus with many different changes, including the use of the action oriented approach instead of the communicative approach that were used. This new syllabus contains also the introduction of grammar, phonemic awareness and the integration of the four skills from first grade students. These changes in the program include the application of a variety of teaching strategies for the improvement of oral production and listening comprehension.

Due to this fact, an analysis of the teaching strategies used by teachers to determine which ones could be the most effective to apply in the English classroom for students to achieve the linguistic competences acquire relevance .

### 1.1.3 JUSTIFICATION

After many years of implementing the teaching of English in public schools, a general concern of teachers is about the limitations that students present for maintaining a basic conversation in the target language.

It is disappointing for teachers to realize that even though students receive five English lessons per week, at the end of their elementary education, most of them present great difficulties in the basic areas of listening and speaking and consequently the process of communication is affected in a negative way.

During the end of year 2014 and beginning of 2015 the Ministry of Public Education applied a diagnostic test to students from first, second and third cycle with the objective to measure the level of English proficiency. The results indicated that after eleven years of receiving English lessons the students showed poor command of the language. The results of the national tests also confirm this data. Some people related to the teaching of English like advisors and professors were asked about some aspects that must be improved and they mentioned some topics such as: objectives, contents, and mediation strategies, number of lessons, evaluation and trainings as the main aspects to be reviewed. (Badilla, 2017).

Another important topic that was mentioned is that the communicative approach is not developed in the correct way and as consequence the students did not achieve fluent communication in the target language.

Due to these results MEP decided, in conjunction with the national and regional English advisers and members of the Peace Corps, to start working on the elaboration of new English programs that adjust to the current needs that society demands and it is in this way that by 2016 new English programs are implemented, which include major changes. One of these changes was the introduction of the action – oriented approach instead of the communicative approach. Another one, was the integration of the four skills of listening, speaking, reading and writing from first grade and the teaching of phonemic awareness. This new syllabus also provides and clarifies the learner's role and the teacher's role. According to MEP, in relation to the learners' role, students must be an agent with intercultural awareness skills, they must be autonomous, interact with others and work in cooperative way. They also must develop metacognitive, reflective and critical thinking strategies for successfully completion of the tasks assigned. The action oriented approach promotes to expose learners to authentic meaningful situations by putting them in a particular scenario according to the goals and functions of the units.

Besides this, teachers also have a specific role. It is expected that they become not only a facilitator of learning by providing students the opportunities to be successful in the completion of the tasks but also effective feedback in the process of learning. Teachers must show expertise in their role while sharing this responsibility with the learners and must be able to create and apply dynamic and effective teaching strategies, taking into account not only students' strengths and weaknesses but also their social and cultural environment.

All these changes were made with the objective to improve students' linguistic competences, and it is in this context that teaching strategies acquire greater relevance, because they represent the way in which the linguistic objectives are to be transmitted to the students. Teaching strategies respond to the way teachers teach and must be varied and catch student's attention. At this point, it is important to point out that learning a new language is a continuous process, that is easy for some students but not for others and because of this, it is important to create a pleasant classroom environment in which students feel confident and at the same time can enjoy the classes by participating in different activities that help them to achieve the expected outcomes.

The changes applied to the new syllabus call for investigation about the role of the action oriented approach teaching strategies in increasing academic achievement in the listening and speaking skills from first grader students at Escuela San Luis Gonzaga School.

## **1.2 RESEARCH QUESTION**

How do teaching strategies improve the academic achievement in listening and speaking skills in first grade students at Escuela San Luis Gonzaga?

## **1.3 OBJECTIVES**

### **1.3.1. General Objective**

- To determine the impact that some teaching strategies based on listening and speaking skills have on first grade students at San Luis Gonzaga School.

### **1.3.2 Specific Objectives**

- To measure academic achievement in the listening and speaking skills of first grade students.
- To determine the most effective teaching strategies within the action oriented approach for listening and speaking skills for first grade students.
- To identify changes in students' attitudes toward English when certain teaching strategies are applied.

## **1.4 SCOPES AND LIMITATIONS**

### **1.4.1 Scopes**

The main objective of this investigation is to determine the most effective strategies teachers apply in their classroom to improve first grade learners' skills while enjoying the learning of the target language.

The research is developed at San Luis Gonzaga School in which the teacher can apply different teaching strategies to implement the new programs for the benefits of the students during the academic year 2018. It is important to stand out that teachers are always looking for new strategies, activities, visual aids and materials for students to fix the objectives of the didactic planning and use the language to communicate in and outside the classroom.

The sample of this investigation is a group of forty three students of first grade. For most of these learners, this is their first contact with the target language. Therefore, teachers must promote a pleasant environment and a variety of activities that catches learner's attention and makes the English lessons attractive for them.

The results of this investigation allows be shared with present teachers and students of English for helping them to facilitate students' process of teaching and learning of listening and speaking skills.

#### **1.4.2 Limitations**

In relation to the limitations of this investigation, it is important to mention the population. Many students are Nicaraguan, and in some cases the low level of schooling of their parents does not allow them to support the teaching and learning process of their children. In the acquisition of a new language this aspect takes

greater relevance due to the fact, that Nicaraguan Syllabus does not include the teaching of English.

Another aspect to take into consideration is the lack of economic resources that hinder the acquisition of visual aids, technological devices and others that could be useful in the application of teaching strategies for listening and speaking skills.

The new program include different links of songs, phonemes and others to be used in the classroom as a visual and oral stimulus for students. However; this is not always achieved, since most schools do not have the necessary technology to implement them.

The absence of classrooms for English teachers is another aspect to take into account. Teachers have to move from one classroom to another and in this sense it is also difficult to keep all the classrooms decorated with English flashcards. Moreover, English visual aids and flashcards are expensive and English teachers are not allowed to request money for buying materials and besides this, there is not budget assigned for schools English Department.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

## 2.1 HISTORY CONTEXT.

San Luis Gonzaga School is located in the town of San Luis, Santo Domingo ,in Heredia, also known as Pará, which is found 7 km east from downtown Santo Domingo, and it is a community situated closed to Braulio Carrillo National Park.

This town limits to the north with the second district of San Josecito from the sixth county of San Isidro in the province of Heredia, to the south with the third district of San Miguel of the third county of Santo Domingo from the province of Heredia; to the east with the fourth district of Paracito, in Santo Domingo , and with the second district of San Jerónimo of the fourteenth county of Moravia, in the province of San José; to the west with the third district of San Miguel from the third county of Santo Domingo, in the province of Heredia ; and to the southwest with the seventh district of Tures, from the third county of Santo Domingo, in the province of Heredia.

In the school´s beginnings, the classes were lectured in the house of the Bolaños family; first , second and third grades were provide to the local children and to continue studying they had to go to San Isidro or to Santo Domingo in order to get the lessons for fourth, fifth and sixth grades. In this first school there was only one teacher and very few children attended school.

San Luis Gonzaga elementary school was founded in 1914, however, the available school records stated from 1954. There is very little information regarding the previous years. The school consisted initially of two classrooms and a lunch room built on wood and this included a wood –fired stove. Around 1973, parents as

well as teachers were able to purchase a coal stove. Through the use of fundraisers, raffles, as well as constant visits to obtain funding from representatives of the Ministry of Education and industry owners, parents and community members and the school principal, started to work hard in order to improve the education conditions of the future men and women from San Luis.

The motto of the school became "" *Dignifying the school is enhancing the nation*”, a quote said by Emma Gamboa, a Costa Rican educator and writer, recognized for her contributions to pedagogy and teaching.

San Luis Gonzaga School in San Luis de Santo Domingo de Heredia, is a public institution that serves students and offers the services of Preschool, I and II Cycles, Special Education and Orientation promoting favorable and comprehensive environments not only in thinking and knowledge skills but also in civic, moral and spiritual values to the entire educational community.

The mission of the institution is to promote spaces that ensure the equity and integrity of each one as an individual during the school stage as well as offering tools and skills that allow a quality education, with the objective that users can develop responsibly, creatively, and productively within the community and the Costa Rican society.

Regarding the vision of the institution is to achieve in the medium or long term that students acquire comprehensive training, through an efficient and quality educational service, so that users can develop in a responsible, creative,

productive way within the community and therefore contribute to the development and progress of the country.

Among the values that are promoted are human, spiritual and moral values.

The human values seek the overcoming and the growth of the student population and of the teaching and administrative personnel. Some of them are: respect, loyalty and solidarity. In relation to the spiritual values, the objective is to ensure the practice of the values of the daily educational work. Finally, the moral values foster the respect for individual and collective life. Some of these values are integrity, sincerity, humility, decorum and faith.

Despite the fact that the school has been remodeled and has received many improvements in infrastructure, there are still many aspects to improve. For instance, English teachers do not have their own classrooms, so they have to move from one classroom to another and also to look for a place to keep their materials. Presently, with the implementations of the new English programs, which are designed to be more dynamic and interactive, English teachers face a huge challenge, due to the fact that the institution does not have the appropriate resources for the correct accomplishment of the new syllabus. The only resource that teachers have is a recorder which does not fulfill the expectations of the curriculum. Teachers have written letters requesting computers, video beams as well as visual material but unfortunately the applications have remained on paper. The main problem is the lack of budget because English teachers, unlike other teachers, do not have an allocated budget.

There is a project at the institutional level to provide televisions for all classrooms but a specific date has yet not to be defined. While this project is being carried out, teachers must seek to teach in the most creative way, to make the class interesting with the scant resources available.

### **2.1.1 HISTORICAL CONTEXT OF THE TEACHING OF ENGLISH IN COSTA RICA.**

The teaching of English in our country began in the middle of the nineteenth century with the teaching of English and French. According to (González 1978, cited by Córdoba, P. Coto, R. and Ramirez, the teaching of different languages aroused the interest from the first years of the history of the country.

During the following years the interest for the learning of English remains. However, it is until year 1957 that the Teaching of English is included as a career in Universidad de Costa Rica. English began to take relevance because of geographical, economic, political, social and cultural reasons. The closeness of the country with the United States and financial associations with different companies enhanced the interest for learning English.

It is important to mention that during many years the Teaching of English was only given to high schools. According to (Marin 2012), in 1958 MEP created the National English Advisory and published a new syllabus for the teaching of this language, which includes aspects like phonetic, pronunciation, grammar and reading. After this reform, the Ministry of Education in association with the Centro

Cultural Costarricense Norte Americano offered training on the previously mentioned aspects to all English teachers.

It is until 1994 during the government of Jose Maria Figueres Olsen that a pilot plan is started in 27 elementary schools to teach English. This project was supported by a program called PROLED (Programa de Lenguas Extranjeras para el Desarrollo).

In 1997 English is officially declared as basic subject as well as Spanish, Mathematics, Social Studies and Science, giving more relevance to the learning of this language. Little by little, the teaching of English is increased until it reached the majority of schools in the country. According to Encuesta Nacional de Hogares del INEC in year 2015, 88% of the students enrolled in the public education system received English, nonetheless the same poll indicated that just 14% of people between 18 and 35 years old mastered the language.

In this same period arises the educational policy towards the XXI century which involves major changes in Costa Rican education, mainly at the university level. The four state universities offer free conversational English courses with the aim of training the national community in language learning.

In 2015 the Ministry of Education published a new syllabus including on it some cross-curricular themes. Ministerio de Educación Pública (2005) affirms:

Cross-curricular themes are inserted in the curricula with the purpose of preparing students to be able to transform and to create new knowledge through the investigation and processing of information, the capacity to solve problems in a

reflexive and systematic way, with a critical attitude and self-criticism being committed especially to problems of daily life. (p.10).

These cross- curricular themes tried to give the new syllabus a more comprehensive and complex vision of life, taking into account not just cognitive learning but also values and attitudes towards society, with the purpose of developing a model of real learning that serves to achieve practical and adaptive skills. MEP (2005) states:

The study of English as a foreign language at the elementary level exposes learners to new educational experiences. The purpose is that learning English should become a motivating, simple, interesting and creative process.

Furthermore, it is expected that in the context of elementary institutions where language learning takes place, using English for communicative purposes increase self-confidence and personal development, as well as students 'self-esteem. This involved cognitive, socio-affective and basically, linguistic skills to make the teaching and learning process more effective. (p. 15).

It is important to point out that even though, this new syllabus includes the four basic skills listening, speaking, reading and writing; it focus on the oral and aural skills as the object of study. According to MEP (2005), in the first cycle of elementary school, teachers must focus on teaching strategies that improve the listening and speaking skills so students can get the target language to get a basic communication with their peers.

In II cycle, reading and writing are introduced. At this level teachers must develop strategies in order to fulfill the objectives of the four skills.

The new syllabus was divided into seven study blocks and presented in a very detailed way the objectives of the program. Each study block was focused on a specific topic and included also the cognitive target for each of them .It was divided in five columns as it is shown in the following chart for first graders students.

Table 1.

*Didactic Planning First Grade*

<b>Study Block</b>	<b>Cognitive targets</b>			
<b>Socializing</b>	Using <ul style="list-style-type: none"> <li>• Greetings, introductions and leave-takings</li> <li>• Basic classroom language</li> <li>• Days of the week and weather conditions</li> <li>• English : A new language to enjoy</li> </ul>			
<b>Linguistic Objectives</b>	<b>Functions and Language</b>	<b>Procedures</b>	<b>Values and Attitudes</b>	<b>Evaluation of learning outcomes</b>
Listening  Speaking	Functions Language Expressions	Teacher's strategies	Values taken from the syllabus	What student is expected to achieve

Source: Programas de Estudio de Inglés Primer ciclo, MEP, 2005

As can be seen in the column of linguistic objectives only two skills are taking into account. It means that this chart is for I cycle. The chart for II cycle includes the four skills as it can be seen below.

Table 2.

*Didactic Planning Fourth Grade*

<b>Fourth Grade</b>				
<b>Study Block</b>  <b>Socializing</b>	<b>Cognitive targets</b>  Using the language to express <ul style="list-style-type: none"> <li>• Forms of interaction using classroom language</li> <li>• Ways to exchange formal and informal greetings, introductions and leave takings.</li> <li>• Ways of meeting new people</li> <li>• Ways of extending and accepting invitations</li> <li>• The importance of speaking English in my community</li> </ul>			
<b>Linguistic Objectives</b>	<b>Functions and Language</b>	<b>Procedures</b>	<b>Values and Attitudes</b>	<b>Evaluation of learning outcomes</b>
Listening Speaking Reading Writing	Functions Language Expressions	Teacher's strategies	Values taken from the syllabus	What student is expected to achieve

Source: Programas de Estudio Segundo ciclo, MEP, 2005

This syllabus was used by teachers all around the country for about ten years until 2016. Even though the syllabus received many critics, it was useful and practical, a little bit repetitive in terms of topics in both cycles. However, despite this situation, teachers had the opportunity to expand the topics according to the levels.

Finally, in 2016 MEP elaborated and published a new syllabus which motto was “Educating for a New Citizenship “. According to MEP, this new programs responds to the current needs of the society. MEP (2016) states:

Speaking English fluently is one of the abilities a XXI century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from Kindergarten through High School. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education..... (p.4)

This new syllabus contains two innovations teachers must take into consideration: the first one is the introduction of phonemic awareness and phonology as an element of the didactic planning. The second one is the application or use of Action- Oriented Approach instead of the Communicative Approach. Despite the fact these approaches share as objective the achievement of fluent communication in the target language they also present different perspectives mainly in the process of learning and teaching.

The action-oriented approach also called task-based approach is one of the latest methodologies in education.

There is a progressive shift from the communicative approach to the action-oriented approach. The curriculum maintains an eclectic point of view, but favors the action-oriented approach among others pedagogical views. 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. Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens. (MEP, 2016, p.25).

It is important to mention that the Ministry of Education has made efforts to train English teachers in the application of this new approach, because the template involves many different terms that must be developed in the didactic planning.

Finally, it is necessary to mention that the main objective of this new English syllabus is that primary schools learners achieve an English level of A2 according to Common European Framework of Reference for languages at the end of their primary education.

## **2.2 THEORETICAL FRAMEWORK**

### **2.2.1 Students Academic Achievement**

Talking about academic achievement means the ability of students to get the linguistic objectives of the syllabus. Zimmerman, Schunk (2008) stated:

The mental ability movement assumed that student mental functioning was broad in its impact on academic achievement and relatively stable despite changes in grade and age. It was the task of educators to tailor their instructional methods to this important characteristic of students. (p.4). According to this, it is teachers' responsibility to look for different mediation strategies to improve students' academic achievement .

In relation to this topic, it is necessary to stand out that since 2014 MEP changed the evaluation from summative to formative for first grade students. To measure students 'academic performance or achievement teachers use a scale of appreciation. The scales of appreciation are similar to the checklists but incorporate more than two variables. In the specific case of first grade, this scale includes the terms high, medium and low to measure or determine student's academic achievement. The term high indicates that students get the objective by themselves, without teacher's help or guide. The term medium indicates that students require teacher's help and guide to achieve the objective and the term low, means that even with teacher's help and guide students are not able to accomplish the objective. It is important to stand out that in first grade, the general

main goal of the curriculum is that students are able to produce and understand simple short sentences about different contents. Due to this fact, the measurement of academic achievement in this project is based on student's listening and speaking skills.

Another aspect to take into account in relation to academic performance is that although students do not achieve any of the objectives of didactic planning, they move to second grade. This means that none student can repeat first grade due to low academic achievement.

When talking about academic achievement it is necessary to take into consideration students' ability for learning a new language. In this context, ability refers to the student's capacity to do something correctly and easily. However, in learning English, teachers sometimes find brilliant students in areas such as Mathematics, Spanish, Science and Social Studies that nevertheless, present some difficulties for learning the language. And it is in this situation, when teachers must look for different strategies, techniques and motivation activities that help these students achieving the objectives.

Nevertheless, and according to (Navarro ,2003), there are other factors that influence student's academic achievement such as socioeconomic aspects, study programs, teaching strategies, difficulty in providing personalized attention to students, and prior knowledge of students that many times is completely absent.

Regarding the socioeconomic factor, years of experience teaching a language, it is common to note that families with higher economic income and higher

educational level, are the ones that show more interest for their children learning process and also are the ones who more support their kids' abilities. Parents with a high or medium socioeconomic level are more conscious about the importance of speaking another language, and, for sure this positively influence their children's opportunities in all areas.

The second factor mentioned is the English Syllabus. The new English Programs were published in 2016, and were made by experts in the field. These programs contained many innovations which were introduced with the purpose of improving the teaching of English.

However, based on some colleague's' experiences, some teachers consider these programs really extensive, and due to our social and cultural environment, teachers need to invest more time than what is planned in the syllabus. At this point, it is important to stand out that teacher's main objective is that students are able to fix the concepts, construct their own knowledge and maintain a basic communication in the target language according to their level. Nevertheless, for students to get the objectives, it is necessary to reinforce the topics day by day, once and again and providing students with meaningful learning experiences which facilitate the learning process.

With reference to teaching strategies, which is considered as another factor that influence the academic achievement, it is really important to establish the importance of this agent in the acquisition of a new language. Teaching strategies refers to the activities teachers plan and implement in the classroom for students to

acquire the target language. These strategies must include attractive and dynamic activities, games, songs, videos, visual aids, flashcards and all kind of materials which can catch students' attention.

Besides this, teachers must demonstrate enthusiasm in each activity that they plan, and should participate in them as a form of motivation for the students.

Likewise, teachers must promote a pleasant classroom environment in which students can feel confident and secure. One aspect to take into account by teachers when learning another language, is the classroom decoration. A well decorated classroom, with flashcards according to the topics being studied, can become a factor of extrinsic motivation for learners and also helps students to reinforce the objectives of the syllabus.

Regarding the difficulties in providing personalized attention to students, it seems to be a great challenge for teachers. In most schools groups are composed of twenty five to thirty students. Many of them with special needs, who required individual attention. One of the strategies teachers used to meet this need is to use the more fluent students as tutors for those who present difficulties in the process of learning. Another technique used by teachers is to apply cooperative learning teaching strategy. In this teaching strategy, small teams composed by students with different levels of ability, use a variety of learning activities planned by the teachers to improve their understanding of a specific subject.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to

improve their understanding of a subject. Nonetheless, there is no the only difficulty teachers must deal with. It is very common to have students with significant curricular accommodations, who require a different planning with different objectives designed especial for the student needs and according to their real level of function.

In this context it is possible to notice that teachers can have easily and at least, three types of students with different needs that are supposed to be attended by the teacher in charge. This can be an overwhelming task for teachers, and becomes more complicated, when it comes to acquiring a new language.

The last factor to take into consideration according to Navarro is the prior knowledge of students. It is important to mention that even though most schools have kindergarten, these do not include English as a subject matter. Due to this fact, most learners who are in first grade do not have prior knowledge of the language, which makes the learning and teaching process more difficult not only for learners but also for teachers.

As a summary, it can be noticed how these factors can positively or negatively affect students language acquisition and as consequence their academic achievement.

This research is focus on the importance, teaching strategies have in the development and improvement of listening and speaking skills.

### 2.2.2 Parent's Role

The role of parents in education is fundamental for children's successful. Parents' interaction with teachers and school give students a sense of belonging and security and help students to increase their self-esteem and confidence.

Parents are the child's first and most influential educators. The learning environment that parents provide, which begins before birth, has a lasting impact on emotional, social and intellectual development. Evidence from research on the development of the baby's brain shows that early childhood experiences can positively or negatively affect how the brain develop (Perry 2002, quoted by Fitzpatrick, A. Working with parents in the Early Years Services ).

As well as parents are the first children's educators in the development of their kids, in the same way they must continue supporting their children's process of learning and teaching. If parents do not have the appropriate schooling level in academic part, they can do by looking for a person to support their kids with this specific task. The important aspect here would be the interest parents' show for helping their children. "What parents do is more important than who parents are" (Fitzpatrick, 2012, p.3).

According to (Fitzpatrick, 2012) teachers and parents partnership is essential for a good student's academic and social development. Partnership with parents involves a commitment to working together for the students' benefits in a respectful

environment. When parents and teachers have established a stable partnership, children feel more secure and respected and as a result more willing to learn.

Also, this partnership also helps parents to feel more comfortable, valued and respected and due to this closeness with the teacher, they learn to know their children's behavior in the classroom environment.

Although parental support is always important; at the first grade level, parents' support is essential for the achievement of the objectives, since students are not yet able to perform many of the tasks assigned by themselves. A constant and respectful communication with teachers help parents to better understand student's school environment, their strengths and weaknesses and different ways to help their children in the teaching and learning process.

The experience of teachers over the years has shown that in most cases little support by parents in the teaching and learning process of their children results in poor academic performance.

A better relationship between parents and school help families to have a greater knowledge about the scopes and expectations school have of students.

This relationship also promotes closeness with other parents and this allows them to learn more about the school activities, ways of evaluating, home works as well as to exchange information about important aspects related to students' learning process.

This constant communication with the school also helps to correct behavior problems, since school and family can work together and apply strategies to change bad behaviors. The important aspect to take into consideration is that both must be constant and give the same message to the students.

In this situation, the socioeconomic factor affects parental school involvement. Parents with a higher educational level present greater commitment to their children's learning. In contrast, parents with less formal educational face many obstacles to involvement in their kids learning process. Some examples of these obstacle are little time to attend to the tasks of their children, because both parents work all day, little or no knowledge of the language, learners are care for their grandparents, who are not able to support in their tasks, and in some cases the illiterate of parents, who do not know read or write.

Another factor that affects parents relationship with the school is that currently, both parents work outside and children are cared by a maid or by their grandparents. In both cases, neither the maid nor the grandparents are able to fulfill schools and teachers expectations, and most of the time they cannot provide the support students required.

### **2.2.3 Teacher's Role**

The role of teachers in teaching English is basic. Teachers are in charge of the transmission of knowledge, as well as to look for the best mediation strategies that help students to achieve the objectives of didactic planning. It is also their

responsibility to detect the educational needs of the students and provide the necessary support to overcome the difficulties. Briggs (2014) asseverates:

Regarding the role of the teacher in a second language classroom, I believe that a teacher who is the center of attention at all times—leading each activity, calling on students one-by-one to respond, and talking for nearly the whole class time (whether in the students' native language or the target language)—feel burdened and overwhelmed.( p.8).

However, the implementation of the new English Syllabus includes new roles for teachers. They must become facilitators of knowledge and their main purpose is to help students to become an autonomous learner. Nevertheless, getting students to acquire autonomy and build their own learning is a great challenge for teachers because, it involves many different aspects such as effort, variety of teaching strategies, and time. And time is a very important aspect for teachers to take into consideration, due to the fact, learners require a lot of reinforcement to achieve concepts, especially when the only contact with the target language is the classroom environment.

According to (MEP 2016), English teacher's profile is based on three learning pillars: learn to know, learn to do and learn to be and live in a community.

- Learn to know, refer to the linguistic competence and includes lexical, phonological and synthetic knowledge. According to this explanation, teachers must be certified with B2 or C1 English language proficiency. They must be informed about Costa Rican educational policies, curriculum,

assessment techniques and guidelines. Teachers also must handle knowledge about English language theories and methodologies and must be able to improve teaching practices. Must be aware of the implications of human actions over the environment and finally must know and handle about information communication technologies to implement them in the lesson plan template.

- Learn to do, imply pragmatic competence .It is related to the functional use of linguistic resources, like functions and discourse markers. In this context, teachers are required to support self and co-learning communities, collaborative environments among teachers and learners. They also have to provide meaningful and reflective learning, implement cognitive and affective metacognitive strategies in the teaching and learning process taking into account learner's styles preferences. Teachers must support and participate in education projects for sustainable development, and promote ecological practices such as recycling, planting trees, promote the use of recycled material for assigned jobs and avoid the use of paper towel in the classrooms. Besides this they have to support innovations and creativity among the learners.
- Learn to be and live in community, includes sociolinguistic competence such as rules of politeness and norms governing social groups. It is expected that teachers are aware and sensitive about learner's affective and socio- cultural needs and about of human actions that affect the planet and the role of education as preventive element to mitigate effects. Teachers must promote

parents integration in the learning and teaching process and supports critical and creative thinking processes beyond the classroom.

As it can be noticed, teachers must be able not only to master the English language, but also have a general knowledge of the current problems of society in all areas. Must be able to fulfill students' special needs by looking up for strategies which increase and improve the acquisition of a new language. At the same time teachers must educate students on the importance of conserving the environment and teaching them different ways to take care of our planet.

In summary, teachers have an integral role in the teaching and learning process. They do not only have the responsibility to set up an environment that is apt to build knowledge, but also must develop values and attitudes for the development of students' strengths. However, teacher's role goes further. At this time teachers must be able to detect complex situations such as school bullying, different types of abuse, death of loved people, among other difficult situations that affect students and consequently have a negative impact on the teaching and learning process.

#### **2.2.4 Action Oriented Approach**

In year 2016, the Ministry of Education published a new Syllabus for the teaching of English and change the approach from communicative to action-oriented – approach. Piccardo ( 2014) states:

As we have seen, with the advent of the communicative approach, language teaching underwent a paradigm shift. The communicative approach introduced foundational concepts such as authenticity in both the situations and the resources that are used. Another concept is communication goals. This approach places the learner at the center of the learning process and places communication at the forefront. In short, the communicative approach changed the vision of language teaching/learning. And, like any profound change, it took time. (p.14)

On the other hand, the action-oriented approach or task –based approach is one of the latest communicative approach language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. (Samuda and Bygate, 2008, cited by MEP, Programas de Estudios de Inglés, I ciclo).

First of all, it is important to emphasize that the learning of a language is a constant process for the whole life. In this sense, the action oriented approach considers the student as a social agent that responds to stimuli, develops competencies and performs tasks. All of this with the aim of achieving a fluency and assertive communication. The action oriented approach is also known as task based approach. In the action oriented approach the key word is action and it refers to the activities or tasks performed by the students to achieve the goals of the syllabus.

According to (Piccardo, 2014) in the action oriented approach the learning was organized around a series of language functions and speech acts, from the lowest levels to the highest ones. In this approach it is necessary that learners know the learning goal and the nature of the tasks they must accomplish. As social agents learners are placed in situations involving social actions. However, for being effective in social action, students must know how to activate their communicative competences. This term refers to the sum of skills, characteristics and knowledge that allow a person to perform actions.

According to (MEP, 2016) the communicate competence involves three different components: the linguistic, the sociolinguistic and the pragmatic component. The linguistic refers to the learning of phonology, morphology, lexicon and syntax. The sociolinguistic is related to the social and cultural conditions of language use. Finally, the pragmatic includes aspects like the understanding of the context of an utterance and the functional use of language and also deals with the speaker and receptor attitude and beliefs.

An important aspect to mention is that the New English Programs are divided in six units, each one with six weeks and the lessons plan are weekly. The didactic planning template includes many different elements. (See Annexes).

- Level: refers to the grade level of the unit;
- Unit: one of six;
- Scenario: a real-life situation providing authenticity of situations, activities, texts;

- Themes: the focus of attention for communicative acts;
- Enduring Understanding: big ideas that give importance and meaning to a set of curriculum expectations and have a lasting value for learners, beyond the classroom;
- Essential Question: a question, which fosters understanding and critical thinking for students to transfer their learning to new context;
- Linguistic Competence the knowledge, skills and abilities which are called upon when performing language acts;
- Goals: Can-do performance descriptors;
- Oral and Written Comprehension: what a learner can understand or is able to do when listening and/or reading;
- Oral and Written Production: what a learner can produce in an oral in an oral/or written way;
- Learn to know: linguistic competence: lexical, phonological, and syntactical knowledge;
- Grammar & Sentence Frame: the grammatical components that are the focus of the unit (with examples);
- Phonemic Awareness / Phonology: learners' ability to hear, identify and manipulate sounds in spoken words or sentences to progressively decode and interpret texts;
- Vocabulary: words learner need to know to communicate effectively within a domain, scenario and theme;
- Domain: refers to the broad sectors of social life in which social agents operate;

- Learn to Do: pragmatic competence: the functional use of linguistic resources – functions and discourse markers;
- Function: the use of spoken discourse and/or written texts (acts of speech);
- Discourse Marker: linking words or phrase that connect one piece of discourse with another one (e.g. and, because);
- Learn to Be & Live in Community: socio-linguistic competence: rules of politeness and norms governing social groups;
- Psycho-social: attitudes, motivations, values, beliefs, cognitive styles, and personality factors;
- Sociocultural: politeness conventions, expressions of folk wisdoms, register differences, dialects and accents;
- Suggested Mediation Strategies: organized, purposeful and scaffolded learning experiences;
- Assessment Strategies: required evidence of student's learning;
- Domain: Refers to the broad sectors of social life in which social agents operate;
- Integrated Mini-Project usually called IMP: it is a formative, skill-integrated performance assessment strategy involving several types of activities and products of completion. Most IMP involve planning, creating, rehearsing, and usually end with a report. ( Programas de Estudio de Inglés , Primer Ciclo, 2016, p. 40).

In the part related to pedagogic mediation, tasks must be planned according to the following sequence: pre-teaching, pre-task, task rehearsal, task completion and

task assessment. The pre-teaching includes a warm up activity teacher plans to start the class. This activity can be songs, chants and games among others. Pre-teaching also includes a step name activation of prior knowledge. Activation of prior knowledge means to establish students' previous information about the topic in order to prepare students for learning and adding new data. As most first-grade students have very little or no prior knowledge, teachers must look up for a simple short activity to introduce the topic and depending on the resources available, it can be by using a power point presentation or also by puppets, flashcards or others resources.

Another phase of pre -teaching is called modeling. Here, teachers are in charge of compels students to imitate their pronunciation. Students can participate in choral reading as a way to practice the new vocabulary terms introduced by the teachers. Modeling involves a repetitive process. Learners must be exposed to repetition as many times as they need, for them to fix the concepts and be able to reproduce the words, phrases or sentences when new information is introduced.

According to (Olenka 2009), in order to create connections to students' interests and backgrounds through modeling, words and concepts can be introduced in context. When a word is presented in context, it creates a real-life related, referential memory device associated with the word that the student can draw upon to help them remember and create understanding for the meaning of the word.

To accomplish this objective teachers could create a setting in the classroom for teaching students how to use the new vocabulary terms in real life situations,

promoting meaningful learning. Finally, the last part of pre-teaching is clarifying. Clarifying refers to the way teachers explain the meaning of the new vocabulary terms introduced in the previous step. To achieve this goal, nonverbal communication becomes very important. Nonverbal communication includes gestures, facial expressions and postures teachers use in the classroom for helping students to understand the meaning of a word or phrase. Using body language in the classroom is a great resource teachers have to convey the meaning of words that learners are not able to understand.

The second step of the pedagogic mediation is pre-task. In this step teachers should introduce the goal for the lesson, repeat words and sentence frames related to the topic by using variety of resources like: videos, flashcards, puppets or realia.

The third step is task-rehearsal. In this phase students must practice and perform what they have learned previous through teacher's help and guide.

The four step is task completion. In this phase students consolidate what they have learned. Role plays and conversations can be useful in this phase for compels students to produce by itself and achieve the goal of the lesson.

Finally, the fifth step is task-assessment. Assessment refers to all the techniques used by teachers to collect information about students' progress. In this phase, learners should make oral presentations, role plays or conversations, but teachers must provide rubrics for assessing students and provides feedback.

All these steps or phases are the guidelines established for the teaching of the four skills and the phonemic awareness.

As it can be seen, the pedagogic mediation in the action oriented approach involves constant repetition of the goal of the lesson, construction of scenarios which provides students with real life situations and a set of tasks for students to accomplish. This new approach also includes the elaboration of a mini project by the students as a way to demonstrate the achievement of the goals.

According to (Piccardo, 2014) this approach requires teachers to reflect on the implications of the pedagogical choices they make, the needs of their learners, the goals, the constraints, assessment, and much more. It requires them to design tasks that engage learners in their learning, encouraging them to take initiative and responsibility. This approach requires learners to become more fully aware of their strengths and weaknesses and to play an active role in their learning that enable them to become more autonomous.

### **2.2.5 The Role of Motivation in Teaching English**

It is important to mention that motivation is a very important factor in all areas of society. Motivation can influence in a positive way students' academic achievement, increase their self-esteem and confidence, and as result learners feel more comfortable in the classroom and with their peers.

In teaching English this aspect becomes relevant, because we deal with children who are moldable and highly susceptible to any external factor.

According to (Dörnyei, 2001) motivation is related to learner`s enthusiasm, commitment and persistence, which are the key of success or failure.

And according to Skehan cited by Quan (2014), motivation appears to be the second strongest predictor of success, trailing only aptitude. Motivation is related to the effort learners put in acquiring a target language, as a result of different factors like need and desire to learn.

Motivation has become an important aspect within the classroom. Due to this fact, teachers are looking and applying different motivational strategies for students to get their academic objectives.

According to (Dörnyei, 2001), for motivating students there must be three indispensable conditions: the first one is an appropriate teacher behavior and a good relationship with the students. It means that teacher's attitude towards teaching English and students must be enthusiastic, dynamic and positive. Teachers must show students that they really enjoy what they are doing. Besides this, having a good relationship with students means not only show interest in students' progress in the classroom but also in their needs. Students must be aware that teachers are there for helping them to demonstrate their strengths, that teachers belief in their capacities and abilities and the most important that they are there for helping and supporting them in an unconditional way.

The second condition refers to a pleasant and supportive classroom atmosphere. Learning a new language is most of the time a difficult process and exposes students to make mistakes in front of their peers. This aspect could be threatened for them. However, to avoid being teasing by their classmates, teachers should state clear and specific rules, promoting values like tolerance and respect

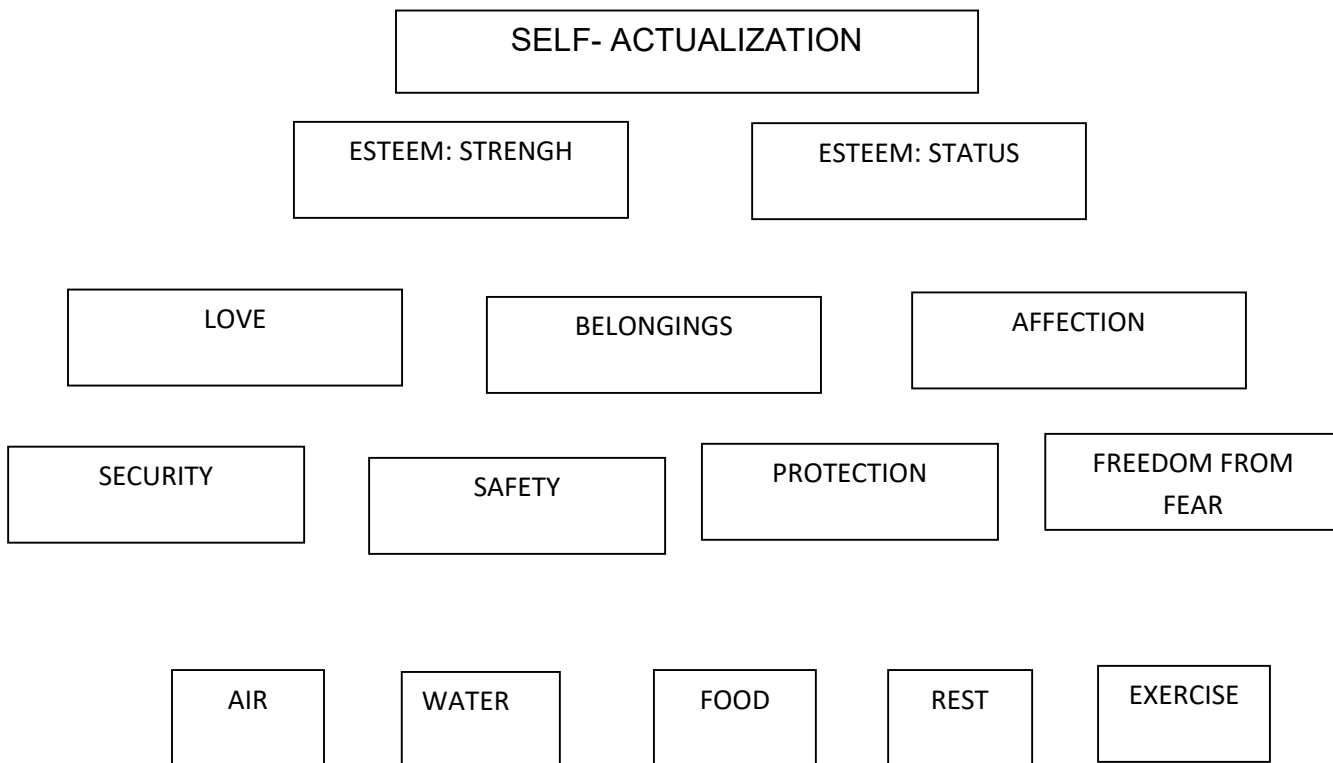
within the classroom. Another tip, teachers can use is to stimulate students help when a peer is making oral presentations. It seems to be a good way to involve classmates in the process of peer assessment, without making the learner feel bad or disappointed.

The third and last condition is related to cohesive learner group with appropriate group norms. The term cohesive refers to maintaining a close relationship with their peers. It also implies to worried about the needs of others and help each other to achieve the objectives together. In other words, the achievement of one is the achievement of all. One form of improving cohesive inside the classroom, is to apply small group activities or competitions in which the members of the group must work together if they want to get the objectives. However, for applying these kind of activities teachers must ensure that students rotate in a way that they interact with different classmates. Role plays and conversations are another ways to promote group cohesion, because it implies interaction and a close relationship with their peers.

Nevertheless, it is important to mention, that there are many theories about motivation. One of the most known and popular is the “hierarchy of needs theory”, presented by Abraham Maslow. Maslow stated that the needs of human beings are a basic condition or requirement for learning. And if learner’s physical needs are satisfied, they are able to fulfill other needs until reaching a status, he called self-actualization, in which students can develop their fullest cognitive potential.

In the following chart, it can be easily seen Maslow's hierarchy of needs.

Figure 1.



Students who have their basic needs fulfilled, are more prepared to feel secure and protected within their family and social environment and as consequence they develop their sense of belonging and affection. Their self-esteem and confidence increases and they are able to accomplish everything that they propose. Those students which basic needs cannot be met and are not be able to think beyond

their situation. Their main objective is to satisfy their requirements for human survival, and under these conditions they are not capable of functioning in a correct way. Because of this, students must fill their basic needs if they want to follow up, beyond this level.

### **2.2.6 Intrinsic Motivation**

According to (Brown, 2010) the most powerful reward are those that are intrinsically motivated within the learner, because the behavior stems from needs, wants or desires within oneself. The behavior is self-rewarding, therefore no externally administered rewards are necessary. In the case of students who are intrinsically motivated, they like to participate in tasks because they like and enjoy to do it, not because they expect a reward.

The intrinsic motivation is that, which drives us to do things for the simple pleasure of doing them. As an example we can say that people learn English because they like the language and want to improve and demonstrate the qualities or strengths they have in the language domain. Intrinsic motivation could be compared with the practice of hobbies, since these are done due to the fact people like and enjoy them.

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences. Namely,

feelings of competence and self –determination. (Deci, 1975, cited by Brown, D. Teaching by Principles: An Interactive Approach to Language Pedagogy).

Some examples of intrinsic motivation can be reading a book because people enjoy reading science fiction, cooking for the family because people enjoy the time they spend together at the table, listening to classic music because it helps people to relax. As it can be seen all these type of activities are done for the simple pleasure of doing them, because it is enjoyed while performing them.

In all this process of teaching and learning, teachers must play the role of facilitator, not only for acquiring language competencies but for getting life skills.

Related to intrinsic motivation, there is a theory developed by Deci and Ryan which states that human beings have three psychological needs: the need to feel competence, which refers to the ability of the learners to get the expected outcomes and master the objectives of the didactic planning. The need to feel related, which is related to the interaction and connection learners have with their classmates and the experiences they share inside the classroom. The need to be autonomous, which implies the opportunity to feel freedom to make choices about their own learning, based on their interests.

In some cases, even though teachers plan great activities, students do not show interest on them. A good option is to explain the reasons of the activity and what it is expected from students to performance. When students internalize and understand the aims for the activities, to participate become easier and more attractive.

In summary, intrinsic motivation comes from the inner part of human beings. In education teachers realize that some students s are intrinsically motivated, and

they demonstrate it by making questions about vocabulary, by participating in all the activities planned, by expressing in a direct way that they like and enjoy to learn a new language.

Finally, one of the greatest challenge for teachers is to help students to generate their intrinsic motivation, to help them to find their own reasons for working in the classroom. And it is not an easy task, but if teachers focus on student's needs, their strengths and weaknesses and on their familiar and social environment, it is probably that at the end teachers discover the internal factor that moves students to learn and which is known as intrinsic motivation.

### **2.2.7 Extrinsic Motivation**

Extrinsic motivation refers to all rewards such as stickers, candies, small gifts or any other physical factor that can be given to the children for their achievement of some objectives. Extrinsic means external, so extrinsically motivated learners do something because they expect to receive something in return. (Brown, 2010) affirms:

Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also intrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can be build their sense of competence and self-determination.

(p.7)

An important aspect to take into account, is that extrinsic motivation does not only refers to tangible things. It can be also psychological rewards. An example of this includes praise, compliments, and fame among others.

Extrinsic motivation is a common way to push students to perform an activity assigned. In classroom, teachers use candies, stickers, extra time for playing and many others as rewards to motivate students.

Nevertheless, sometimes students pay more attention to the rewards than to the activity by itself, forgetting the task assigned for accomplished. Some examples of extrinsic motivation include: going to the gym, for losing weight and getting a good shape. Studying hard for a test, because it is a condition to get permission for going to a party. Learning a language, because it is a requirement for getting a better job or a better salary.

However, it is important to highlight that an excess of rewards can affect the intrinsic motivation in negative way. This happens because students focus more on the rewards than on the tasks assigned.

Another aspect to take into account, when applying extrinsic motivation rewards in the classroom, is that teachers must know their students' abilities, for selecting the appropriate motivational techniques according to their needs. Knowing learners' interests is an essential factor every teacher must consider, when implementing new techniques in the classroom; because all students have different learning styles and it may be that the motivational techniques are not effective for everyone.

### **2.2.8 Teaching Strategies**

In education assessment strategies are fundamental for the process of learning and teaching. Through assessment strategies the teacher is able to measure students' proficiency level of the target language.

Assessment and instruction go hand in hand in a classroom that focuses on the student. Teachers need to use a variety of different strategies to assess student readiness for a particular unit of study and to plan their instruction around the needs the students demonstrate. Ongoing assessment of student learning is an important part of the planning process. (Regier, 2012, p.4)

In relation to students teaching strategies, it is necessary to stand out that all students have different ways of learning. It means that students handle the new information they receive from teachers according to their own learning style.

According to Gardner and his theory of Multiple Intelligences, all people have at least seven different intelligences which he classified as: verbal - linguistic, logical-mathematical, visual-spatial, musical - rhythmic, body-kinesthetic intrapersonal-social and interpersonal-introspective.

The intelligence verbal-linguistic focus on the ability of people for talking and writing. Verbal-linguistic learners have excellent memory and good diction.

In relation to people whose main intelligence is mathematical logic, it should be mentioned that they are provided with the numerical calculations as well as the use of the scientific method.

Visual-spatial intelligence is related to the ability to present ideas in a visual way or create mental images.

On the other hand, people with musical-rhythmic intelligence are able to create and analyze sounds. They are excellent listeners and have the ability to play different musical instruments.

People whose intelligence is based on body-kinesthetic have the ability to perform activities that require strength, speed and coordination. These people main characteristic is to express themselves through the body.

Moreover, people whose intelligence can be classified as intrapersonal-introspective, can be defined as people who have specific goals, capable of evaluating personal skills and disadvantages. They are also able to control their own thinking, meditate a lot and are much disciplined. These people prefer to work alone than in groups or teams.

Finally, the intelligence denominated interpersonal-social includes people are able to recognize other's people feelings and emotions, are very empathetic, it means that they can put themselves in someone's shoes easily. They prefer to work in groups or teams, because they like to help people to identify problems and to look up for solutions.

Analyzing the characteristics of these different intelligences and the different learning styles, we can confirm the importance of applying different teaching strategies in the classroom with the aim of covering as much as possible the

variety of educational needs of our students, with the purpose to improve students' academic achievement.

Teachers are the ones in charge of the students at school day by day and are able to detect the strengths and weaknesses of learners. Due to this fact, teachers must look up for interested and meaningful strategies or activities which catch student's attention and engage learners who have short attention span. Teaching strategies should be easy to follow for students and also must increase students' enthusiasm.

As first grade learners are active, strategies must be dynamic and include movement. The use of Total Physical Response could be an excellent option to accomplish this objective. Some examples of teaching strategies that involves movement and actions are the following: outdoor activities that involve contact with the school environment, like hot potato using beach balls. Games such as Simon says using different topics which implies understanding and performing of the commands through actions. Creating a movement routine for teaching specific topics. For example when teaching Days of the week, assigned different movements for each Day such as clapping the hands for Monday, jumping for Tuesday, shaking the body for Wednesday, stomp the feet for Thursday, raise your hands for Friday, move your head for Saturday and turn around for Sunday. By assigning an action for each Day of the week, students can achieve easier and faster the objective and this is an activity that be applied with any objective. Students love this type of activity, because instead of maintaining them sitting, they move around the classroom. Charades are a very popular and funny activity

teachers can implement in their classrooms and in which all students can interact with others. It consists in dividing students in two groups, assigning one group a secret task to be performed for one student who represents the group. This role must rotate for all students to participate in active way of the activity. The members of the other group try to identify the secret action, if they do it, they get a point. Then, they change and the other group performs the action while the first tries to guess. The group which more points are the winner.

Students love this type of activity, because instead of maintaining them sitting, they move around the classroom.

The use of role plays in the classroom is another activity students really like and enjoy. For improving it, teachers can ask students to come dressed according to the topic being studied. For example, if the topic is occupations, students can come dressed as firemen, police, doctor, construction worker among others. This depends on teachers' creativity, but for sure students love this kind of role plays.

The use of songs combining with the implementation of movements according to the song, is another activity students enjoy a lot.

The use of videos combined with a choreography imitating the movements, can be another attractive activity for students.

An aspect to take into account, when planning or designing teaching strategies, is that students have a very short attention span. Because of this, activities must be dynamic, innovate, interesting, active and catch their attention, in order to involve the vast majority of students on it.

### 2.2.9 Speaking Skill

In the process of learning and teaching English, teachers must consider the four skills: listening, speaking, reading and writing. However, for the purpose of this research just listening and speaking are taken into account. Boonkit (2010) states:

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skill should be developed along with the other skills so that these integrated skills enhance communication achievement both with native speakers of English and other members of the international community. (p.1305).

According to Zaremba (2006), of all the four macro English skills, speaking seems to be the most important skill required for communication.

Speaking is the first way of communication in any language. However, when learning a second language, it is common to realize that even though Costa Rican learners study English for about six years in elementary public schools, most of them are not able to maintain a basic conversation in the target language. Many factors can be enumerated as reasons for this lack of competence such as : not effective teaching strategies, lack of resources, low level of English teacher's proficiency, students' lack of confidence , fear of students to make errors and few English lessons as well as others.

Due to this, teachers must provide not only effective classroom situations and strategies to reinforce students speaking competence but also the development of confidence for students to increase their self-esteem.

According to Boonkit (2010), building confidence is reported as a factor that strengthened speaking performance. Confidence refers to the way people feel about their abilities to perform tasks, roles and functions. For this reason, it is important to plan activities according to the level of the students, so they can be achieved by the majority. Building confidence also refers to reinforce learners' beliefs in their abilities, looking for their well-being in the classroom and considering strategies to integrate them in the classroom context. Enhancing confidence is to transmit positive thinking and make students feel that they can do everything they propose. It also involves to teach students to recognize their strengths and weakness and take advantage of their abilities.

Moreover, an important aspect to take into account when improving the speaking skills is to determine student's preferences in order to fulfill learners' expectations. People learn better and faster when they are interested in what is being taught and kids are not the exception.

Some recommendations to improve the speaking skill inside the classroom are: to plan activities that can be achieved for most of the students. Providing real life situations in which learners are able to produce short simple phrases. Expose students to a variety of inputs like listening to music, watching videos, watching English Television Programs, use of the web, as well as others. To offer students the opportunity to choose topics according to their preferences and to expose

students to interaction with English members of the community and applying pair or group activities in which students can help each other, among others.

It is important to state, that the acquisition of a language is a constant and slow process, and that as longer learners immerse in the target language more proficiency and competences they develop. Another main aspect to take into consideration, is that speaking is one of the basic skill students must achieve at first grade, because the principal goal of the English Program is the development of communicative competence in the target language.

### **2.2.10 Listening Skill**

In the early years of students' process of learning, the listening skill acquires importance, basically because one of students' ability is focus on this skill. For listening skill, students do not need any specialized tool. Listening is innate to human beings. People listen to sounds from the moment they are born and with the passing of time they acquire the ability to understand those sounds and make sense of them. Brown (2010) affirms:

The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without we could not produce language. In our classrooms, students always do more listening than speaking. Listening competence is universally "bigger" than speaking competence. (p.247).

To understand in a better way the relationship between listening and speaking, it is important to mention some factors of spoken language that affect the

learners listening comprehension such as: chunking, that refers to the predisposition of chunking or clustering. Chunking means to separate words or phrases. On the other hand, clustering is related to the fact of gathering together words or phrases. In both situations, the results of these practices affect learner's listening comprehension. Because of this, it is important that teachers help students to choose manageable cluster of words, to avoid they try retain many sentences, which hinder the understanding or on the contrary, that learners hold just words that they cannot understand the meaning of the message.

Redundancy is another factor that has a negative impact in the listening skill. Redundancy is the repetition of expressions people use in spoken language and it adds more complications to the listening comprehension. Repetition of words became a distractor and can easily confused the listener. Some common repetitions in English language are "I mean and you know".

Reduced forms is another aspect that blocks the process of listening comprehension. It refers to some words that are used for grammatical structure but do not have so much meaning in context. Reduced forms are common in informal speaking and just in oral way. Some examples of reduced forms are: could have that becomes coulda, want to that changes to wanna and going to that comes to gonna. As teachers do not teach these reduced forms in primary schools, it turns out to be difficult for students to understand conversations which contain these forms.

Stress, rhythm and intonation can be also factors that interfere with the listening process. Stress is related to saying a syllable or part of a word stronger than the others. Stress has a relevant role in speaking and listening, because depending on

the syllable you stress, the meaning of some words can change completely. One example of this is the word control. When it is stressed on the first syllable CON-trol it refers to the device you use with televisions, video tape recorders or stereos, but the same word stressed on the second syllable con-TROL, refers to the action of supervising a task. Another example is the word present. When it is stressed on the first syllable PRES-ent it means a gift, but when stressing it on the second syllable pres-ENT, it refers to introduce someone.

Rhythm is related to the speed and cadence a word is said. In the case of pronouncing each word in a sentence at the same speed, it would sound like mechanic.

Intonation refers to the rise and fall of the voice in speaking. A bad intonation affects the interpretation of the message and can change its meaning. For improving this factor, English learners must practice to read aloud or to repeat sentences in order to sound like a native speaker.

Colloquial language refers to the familiar and common language that includes slangs, idioms and reduced forms, which are very common in spoken language, but are not taught in the English classroom. As English has a lot of idioms, people need to familiarize with the meaning and use of these expressions, to avoid misunderstandings. However, this is not an easy task, because the English language contains a great variety of idioms, proverbs and expressions that can be difficult to master.

According to Brown (2010) there are some tips or recommendations to design listening activities such as: use techniques that are intrinsically motivating. It means that these strategies must appeal to listener's personal likes and interest.

Take into account students goal and abilities, is a good way to catch students attention.

Use authentic language and contexts. Real world tasks, help students to realize about the importance of the classroom activities and produce long-last meaningful learning.

Considerer listener`s responses. As listening comprehension is not an external observable factor, teachers must designed techniques that indicates whether learners understand or not what they are listened. The only way teachers have to determine student`s comprehension is through their responses about the message heard. Lund (1990) cited by Brown, offered nine different ways teachers can check student`s comprehension. The first one is doing what refers to the listener responds physically to a command. The second is choosing that is close related to the listener selection from alternatives such as pictures, objects an texts. The third one is transferring which involves what the listener has to draw a picture of what is heard. The fourth is answering which implies that the listener is able to answer questions about the message. The fifth is condensing and it means that the listener outlines or takes notes on a lecture. The sixth is extending. In this one, the listener provides an ending to a story heard. The seventh is called duplicating and it implies the listener translation of a message into the native language. The eighth is modeling. Modeling has to be with the listener ability of ordering a meal, for example, after listening to a model order .Finally the last one is conversing. In conversing the listener engages in a conversation that indicates appropriate processing of information.

As it can be seen, some of these ways of checking students listening comprehension must be adapted to first graders students, according to their level and proficiency of the English language.

Another tip to design listening activities is to encourage the development of listening strategies. Most of the time students do not know how to listen. So teachers must provide them some listening strategies that go beyond the classroom and help them to understand in a better way what they heard. Some of these strategies are: looking for key words for a better comprehension, looking for nonverbal cues to meaning, predicting a speaker's purpose, associating information with previous one, guessing at meanings, seeking clarification, listening for a general gist and variety of test-takings strategies for listening comprehension.

In summary, the first aspects teachers must teach students, are tips and strategies that help them developing to improve their listening and speaking skills. And by realizing and identifying what it is expected from them, teachers can start applying listening practices for assessing students.

As it has been stated listening and speaking skills are close related, it can be affirmed that one depends on the other. The first skill people develop is the listening skill; and from what they listening, they start developing the speaking.

### **2.2.11 Socio-Constructivism**

This term refers to the way learners build their knowledge. It is based on Vygotsky ideas and states that the social factor is a basic factor for people to create their own learning and it is assumed that there is no learning without social interaction.

According to Vygotsky theory, knowledge comes from the interaction between human beings and the environment. He considered human beings as a result of an historical and social process, in which language plays an essential role. For Vygotsky, school instruction must lead the student to become aware of his knowledge.

On our understanding, social constructivism is an approach that encourages all members of a learning community to present their ideas strongly, while remaining open to ideas of others. It is a passionate approach, involving the whole person: thought, emotion and action. (Beck & Kosnik, 2006, p.7).

According to Beck and Kosnik (2006), in general terms socio-constructivism is a term that refers to progressive reforms in Education. Socio-constructivism is based on the theory that students find the process of learning meaningful, so they construct their own knowledge, making it long-last learning.

Besides this, Jean Piaget a biologist and psychologist, made great contributions to Vygotsky theories.

According to Piaget's theory, learners are active agents who constructs their learning from their experiences and through the interaction with the environment

and other learners. That is exactly what the theory of socio-constructivism and the action oriented approach states. Both gives learners the role of an agent, responsible for his/her own learning, able to interact with their peers, investigate and solves problems and autonomous.

In the decade of the twenties an American philosopher and psychologist John Dewey became a pioneer of the theory of constructivism in the United States of America. Dewey poses to contemporary education, the demand and challenge of forming autonomous and free human beings. Dewey considered education based on society, and the human being as a resource that must learn to develop from its own initiative, creativity and experience to contribute to the progress of the society.

In 2006, new syllabus were designed incorporating the socio-constructivist theory to the new programs. According to MEP (2006) the ten principles of socio-constructivism are the following: construction and reconstruction of knowledge is a continuous process, progressive and never ending. People learn in meaningful ways. Learners learn better in collaborative environments. People learn progressively at different stages of life. The learner`s mental and motor activity are both fundamental to creating long-term meaningful learning. Prior experiences facilitate or inhibit the acquisition of new learning. Mind and language development are influenced by the historical and socio cultural context. The appropriation of new knowledge implies a break from prior knowledge; therefore cognitive conflict must be addressed and overcome. Educational content must be treated in three dimensions: concept, procedure and attitude. Application of meaningful learning is fundamental for long-lasting learning.

As it can be read, all these principles points out to the importance of teaching based on learner's interests and creating real life situations in which students can apply vocabulary terms related to their reality and their environment. The point here, is to teach in such a way that learners can create their own knowledge and fix concepts for a long lasting life.

## **2.3 HYPOTHESIS OF THIS RESEARCH**

Effective teaching strategies improve the academic achievement in listening and speaking skills from first grade students.

### **2.4.1 Independent Variable**

Is a variable which is selected, systematically manipulated, and measured by the researcher implicitly, independent variable (IV) is the variable that we think causes a change in the other variable. (Tawakoli, 2012, p.271)

The independent variable from this research is teaching strategies. Oxford (2003) affirms: "language learning styles and strategies are among the main factors that help determine how-and how well- our students learn a second foreign language". (p.1)

Teaching strategies refers to all the activities teacher implements in the classroom for students to achieve the objectives of the curriculum. In this specific

case, the teaching strategies are focus to improve the listening and speaking skills from first grade students.

#### **2.4.2 Dependent Variable**

Dependent variable is defined as which is observed to determine what effect the other types of variables may have on it. The dependent variables (DVs) are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes the independent variable. (Tavakoli, 2012, p.159)

In this research, two dependent variables can be found. The first one is the listening skill. Brown (2010) states: "The importance of listening in language learning can hardly be overestimated .Through reception, we internalize linguistic information without which we could not produce language" (p.247).

The second dependent variable from this work is the speaking skill. Brown (2010) affirms: "From a communicative, pragmatic view of the language classroom, listening and speaking skills are closed intertwined. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession." (p.267).

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

## **3.1 TYPE OF RESEARCH**

Research can be classified according to a variety of methodological aspects: research approach, chronological dimensions, framework, nature, and research design.

### **3.1.1. Research Approach**

Research approach refers to the objective of the research. It is classified in two types: theoretical and applied research. The theoretical research is the one who look up for new knowledge in order to increase the information. “Theoretical or fundamental research is mainly concerned with generalizations and with the formulation of a theory. (Kothari, 2004, p.14). On the other hand, applied research consists in solving of problems of daily life through actions and concrete measures. “Applied research aims at finding a solution for an immediate problem facing a society or an industrial/business organization”. (Kothari, 2004, p.14).

Based on the above definitions this project can be classified as applied research, because the objective is to determine the most effective teaching strategies for improving the listening and speaking skills of first graders students in San Luis Gonzaga School. This is a small elementary school, located in a rural area, with a population of around four hundred students; most of them middle class.

### 3.1.2 Chronological Dimensions

Chronological dimensions refer to the time of the research. There are two kinds, transversal and longitudinal. The transversal study the variables at a specific moment in time and longitudinal means that the research is given at different periods of times.

Form the point of view of time, we can think of research either as *one-time research or longitudinal research*. In the former case the research is confined to a single time-period, whereas in the latter case the research is carried on over several time-periods. (Kothari, 2004, p.16). According to these definitions this research can be classified as transversal because it studies the impact of the teaching strategies in the listening and speaking skills during the two quarters from this year.

### 3.1.3 Framework

Framework refers to the size of the research and is divided in mega, macro and micro. Mega research refers to a very broad study on a specific topic. Macro means that the study is applied to a part of a whole and micro is when the research is applied to a small group, which forms part of the total. In this research the frame can be considered micro, because it is applied to the two groups of first grade, each group with twenty two students. And all of them having the same conditions, in terms of number of lessons, time lesson, similar classroom conditions and same didactic planning.

The total population of the elementary school is about four hundred students, from Preschool to sixth grade. There are two groups per level, and the biggest group is a sixth grade with thirty two students.

### **3.1.4 Nature**

The nature of a research can be quantitative, qualitative or mixed.

An investigation is quantitative when it gathers information, data, figures that support the hypothesis. "Quantitative is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures."(Creswell, 2014, p.32) Moreover, a research is classified as qualitative when it gathers information about opinions, behaviors, and points of view among others.

Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. For instance, when we are interested in investigating the reasons for human behavior (i.e., why people think or do certain things), we quite often talk of 'Motivation Research', an important type of qualitative research. (Kothari, 2004, p.15).

Finally, there is the mixed research which combined both quantitative and qualitative. "Mixed methods involve combining or integration of qualitative and quantitative research and data in a research study" (Creswell, 2014, p.43)

Based on the definitions above and taken into considerations the specific objectives of this research, it can say that it has a mixed approach. As one of the

specific objectives is to measure the academic achievement of students in the listening and speaking skills, the nature can be considered quantitative. Nevertheless, as it is stated before the evaluation in first grade is measured in a qualitative form, using the terms, high, medium or low to determine the objectives achieved by the students. In this context, the research could be consider qualitative, however, when this information is measured trying to define the number of students with high, medium or low level, the nature of the research changes to quantitative. Besides this, the second specific objective of this research is to identify changes in student's attitudes toward English when certain teaching strategies are applied. This objective involves observation of students, and observation is classified as a qualitative factor. The last specific objective is to determine the most effective teaching strategies within the action oriented approach. This objective implies also a mix of measuring and observation. In mixed research the objective is to combine both approaches, to get more complete information. For all these reasons, this research is classified as mixed.

### **3.1.5 Research Design**

The research can be classified because of its design in: exploratory, descriptive, analytical-interpretative, causal or correlational, retrospective and introspective.

Exploratory research is what is done to learn about a little investigated topic.

The purpose is to add new information to the previous one. " The objective of exploratory research is the development of hypotheses rather than their testing,

whereas formalized research studies are those with substantial structure and with specific hypotheses to be tested". (Kothari, 2004, p.4).

Descriptive research corresponds to studies whose objective is to present in detail something that is happening. It describes a fact so that readers have a broad and complete point of view of the subject. Descriptive research includes surveys and fact-finding enquiries of different research kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science and business research we quite often use the term *Ex post facto research* for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. (Kothari, 2004, p.3)

Analytical-interpretative research seeks to know the factors that cause a problem in order to explain and understand it. "In *analytical research*, on the other hand, the researcher has to use facts or information already available, and analyze these to make a critical evaluation of the material." (Kothari, 2004, p.3).

Causal research also co-relational research focuses on knowing the reasons that cause the existence of a problem. Kothari, (2004, p.51) is a type of ex post facto research which is concerned with identifying the antecedents of a present condition. Causal research involves the collection of two sets of data, one of which is retrospective, with a view to determining the relationship between them. The basic design of such an experiment may be represented thus:

Independent variable

X

Dependent variable

O

Although one variable in an ex post facto study cannot be confidently said to depend upon the other as would be the case in a truly experimental investigation, it is nevertheless usual to designate one of the variables as independent (X) and the other as dependent (O).

Retrospective research has as objective to analyze a current topic based on existing secondary sources. Tavakoli states: retrospective research is a type of longitudinal research which differs from panel study and trend study in that the data are gathered during a single investigation in which respondents are asked to think back and answer questions about the past.

Finally, introspective research seeks to analyze a current phenomenon to obtain information that allows predicting and forecasting behavior of that event in the medium and long term. Tavakoli H. defines introspective research as “a qualitative data collection method which is used for observing and reflecting on one’s thoughts, feelings, motives, reasoning processes, and mental states with a view to determining the ways in which these processes and states determine our behavior. (p. 298).

Based on the definitions above, this research can be classified as introspective, because it attempts to determine the impact of teaching strategies in the listening

ad speaking skills of first grade students by measuring learner's academic achievement and their attitude toward English when some strategies are applied.

## 3.2 SUBJECTS AND RESEARCH SOURCES

### 3.2.1 Primary Sources

Primary sources are all the documents as theses and research works of recognized organizations. They must be included in a chart with the author's name, the university or organization, the country and the year in which they were published. A minimum of five theses is established, three national and two international. The following chart shows some theses from different countries used as primary sources for this investigation.

Table 3.

*Theses from national and international authors.*

<b>Author</b>	<b>University</b>	<b>Country</b>	<b>Year</b>
Claudia García Zapata	Hispanoamericana	Costa Rica	2017
Andrea Sánchez	Hispanoamericana	Costa Rica	2015
Georgenella Solano Rodríguez	Hispanoamericana	Costa Rica	2016
Ester Nuuyoma	Namibia	Namibia	2012
Pedro Mayoral Valdivia	Instituto Tecnológico y de Estudios Superiores de Occidente	México	2016

Source: Data collected from Universidad Hispanoamericana

### **3.2.2 Secondary Sources**

Secondary sources included all the books used during the research as references as well as in the bibliography. It is recommended when using books, use those which have been published recently, with no more than five years of being published. This ensure to have more reliable information about the research topic.

This section can also incorporate documents from web sites, but they must have the author's name, the title and the year in which they were published, to guarantee the reliability of the information.

### **3.2.3 Tertiary Sources**

Tertiary sources refer to articles from well-known magazines and articles of experts. For using them, they must include the article's name as well as the magazine's name, the number and the year in which they were published.

## **3.3. SAMPLE SELECTION**

### **3.3.1 Population**

The population is the total universe on which the research is made. It can be formed by communities, groups, people or organizations among others." All items in any field of inquiry constitute a 'Universe' or 'Population.'(Kothari, 2004, p.55)

In this research project the population is formed by forty three students of first grade from San Luis Gonzaga School. There are two groups per level .Group 1-1 with twenty two students and group 1-2 with twenty one students.

### **3.3.2 Sample**

The sample of a research is a subgroup that represents the total population.

In most situations the study is done in a sample. Only when making a census, it should include all the cases (people, animals, plants, objects) of the universe or the population. For example, motivational studies in companies usually include all their employees to prevent the excluded from thinking that their opinion is not taken into account. Samples are used for saving time and resources. (Hernández et al, 2014, p.172).

The sample can be of two types: probability and non-probability.

### **3.3.3. Probability sample**

A probability model requires precise sample size. “Probability sampling is based on the concept of random selection”. (Kothari, 2004, p.71). “Probability sampling is also known as ‘random sampling’ or ‘chance sampling’ . Under this sampling design, every item of the universe has an equal chance of inclusion in the sample. (Kothari, 2004, p.72).

According to the research sample this research used a census.” A complete enumeration of all items in the ‘population’ is known as a census inquiry. (Kothari, 2004, p. 68).

For a sample design the University requires at least fifty objects or subjects of study. As the groups of first graders in Escuela San Luis Gonzaga are compound by forty three students, census must be selected as the sample design and because of this the sample is classified as probability sample.

#### **3.3.4 Non- probability sample**

Non-probability sample selects cases or units for one or several purposes and does not pretend that the cases are statistically representative. “Non-probability sampling is non-random’ sampling” (Kothari, 2004, p, 71)

Non-probability sampling is that sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample. Non-probability sampling is also known by different names such as deliberate sampling, purposive sampling and judgment sampling. In this type of sampling, items for the sample are selected deliberately by the researcher; his choice concerning the items remains supreme. In other words, under non-probability sampling the organizers of the inquiry purposively choose the particular

units of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one is typical or representative of the whole.

### **3.4 DATA COLLECTION INSTRUMENTS**

Collecting data involves drawing up a detailed plan that tells us how to collect research information.

The techniques used for data collection are observation and interview. For observation the most used are observation sheet, checklist, binnacle, cameras and maps. For the interview the document used to collect data is the questionnaire.

To ensure efficient data collection it is necessary that the instrument used reflects the reality studied. "Instrument data may be augmented with open-ended observations, or census data may be followed by in-depth exploratory interviews". (Creswell, 2014, p.45)

In this research the data collection instruments that are used are the checklist and descriptive scale. The checklist contains evaluation criteria or performances, previously established, in which only the presence or absence of these is scored using a dichotomous scale. A checklist can include terms as yes or no, achieved or not achieved or present or absent to collect data.

On the other hand the descriptive scale measures students' attitudes toward English when certain teaching strategies are applied. The descriptive scale

attempts to describe the grade of interest and participation of students in the English class.

The descriptive scale is characterized by presenting a greater continuity of the facts to be evaluated. It proposes equal intervals, so they are easier to understand and apply and can be useful in the evaluation of participation and oral communication, among others.

The following table shows the descriptive scale elaborated especially for this project.

Table 4

*Rubric for assessing student's attitudes toward teaching strategies*

---

5= Excellent attitude toward English. Student always participates in classroom activities, understands the language in context and finishes the tasks assigned.

---

4= Very good attitude toward English. Student usually participates in classroom activities, understands language in context and finishes the tasks assigned.

---

3= Good attitude toward English. Student sometimes participates in classroom activities, understands language in context and finishes the tasks assigned

---

2= Needs to improve attitude toward English. Student rarely participates in classroom activities, understands language in context and finishes the tasks assigned.

---

1= Bad attitude toward English. Student never participates in classroom activities, understands language in context and finishes the tasks assigned.

---

Source: Rubric elaborated by Grettel Duràn Coccio

## 3.5 OPERATIONALIZING VARIABLES

### 3.5.1 Definition of conceptual, operational and instrumental of variables.

Operationalizing variables means to make them measurable. In this process definitions and indicators are elaborated to explain the way in which variables are going to be measured. It is made in three parts: conceptual, operational and instrumental definition.

Conceptual definition refers to the theoretical clarity of the variable and is taken from the theoretical framework. .

Conceptual definition of independent variable FA learning strategies: Oxford (2003) affirms: “Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language” (p.1).

Dependent variable FB listening skill. Brown (2010) states: “The importance of listening in language learning can hardly be overestimated .Through reception, we internalize linguistic information without which we could not produce language” (p.247).

Dependent variable FC is the speaking skill. Brown (2010) affirms: “From a communicative, pragmatic view of the language classroom, listening and speaking skills are closed intertwined. The interaction between these two modes of

performance applies especially strongly to conversation, the most popular discourse category in the profession.” (p.267).

Dimension is related to the specific objectives of the research. For example, academic achievement, teaching strategies, listening and speaking skills.

Operational definition means to change the variables into indicators that allow direct observation with the purpose of measuring them in a concrete way. It is indicated with a graphic scale.

Instrumental definition is where the techniques and instruments that are used for the data collection are specified, according to the variables. In this research checklist and descriptive scale are selected as the means of collecting information.

The following table includes the specific objectives of this research, the hypothesis, the variables which are taken into account for the development of the project and the conceptual, operational and instrumental definition of each of the aspects mentioned above.

Table 4

**Variable Operationalization Table**

SPECIFIC OBJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
To measure academic achievement in the listening and speaking skills of first level students.	High Academic Performance of the listening and speaking skills are related to Teaching Strategies	Academic Achievement	Academic achievement or performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.	Number of students with high academic achievement in English / Total of Students  Number of students with low academic achievement in English/ Total of Students	Checklist
To identify changes in students attitudes toward English when certain teaching strategies are applied.	Different teaching strategies change students attitude toward English	Teaching strategies	Teaching strategies refers to all the activities teacher implements in the classroom for students to achieve the objectives of the curriculum.	Number of students with excellent,very good, good, low and bad attitude toward English	Descriptive Scale
To determine the most effective teaching strategies	Specific teaching strategies improve the listening and speaking skills.	Teaching strategies	Evaluate the teaching strategies applied in the classroom.  Role plays Cooperative Learning  TPR	Percentage of students with high,medium and low academic achievement based on teaching strategies	Check list  Role play Cooperative Learning  TPR

SPECIFIC OBJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
To measure academic achievement in the listening and speaking skills of first level students.	High Academic Performance of the listening and speaking skills are related to Teaching Strategies	Academic Achievement	Academic achievement or performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.	Number of students with high academic achievement in English / Total of Students  Number of students with low academic achievement in English/ Total of Students	Checklist
To identify changes in students attitudes toward English when certain teaching strategies are applied.	Different teaching strategies change students attitude toward English	Teaching strategies	Teaching strategies refers to all the activities teacher implements in the classroom for students to achieve the objectives of the curriculum.	Number of students with excellent, very good, good, low and bad attitude toward English	Descriptive Scale
To determine the most effective teaching strategies	Specific teaching strategies improve the listening and speaking skills.	Teaching strategies	Evaluate the teaching strategies applied in the classroom.  Role plays  Cooperative Learning  TPR	Percentage of students with high, medium and low academic achievement based on teaching strategies	Check list  Role play  Cooperative Learning  TPR

Source: Table elaborated during the thesis seminar.

Finally, there are two important factors to take into consideration when choosing the data collection instruments. The instruments designed must have two characteristics: validity and reliability.

Validity is about verifying if what we propose to measure is actually measured.

To expand the concept the following quote is added.

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and often look for the answers in the research of others. (Joppe, 2004, cited by Golfshari, N. The Qualitative Report. )

On the other hand, reliability refers to the possibility of repeating the same research and obtaining the same results.

The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. (Joppe, 2004, cited by Golfshari, N. The Qualitative Report. ) .

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Data Analysis and Interpretation**

This section of the investigation is divided into three parts. The first one is the analysis related to measure the academic achievement of students in listening and speaking skills, which is determined based on the checklist applied to the students. The second one is associated with the success of the teaching strategies applied in the classroom and the third one is connected with students' attitudes toward the teaching strategies.

In relation to the first specific objective, the checklist used in this research was made by the teacher especially for these groups. The questions selected were taken based on the objectives of the new English syllabus. The first five questions are general information about the students. Then, there are another twelve questions related on the expected outcomes students should achieve. From the results obtained from the checklist, it can also be determine the most effective teaching strategies.

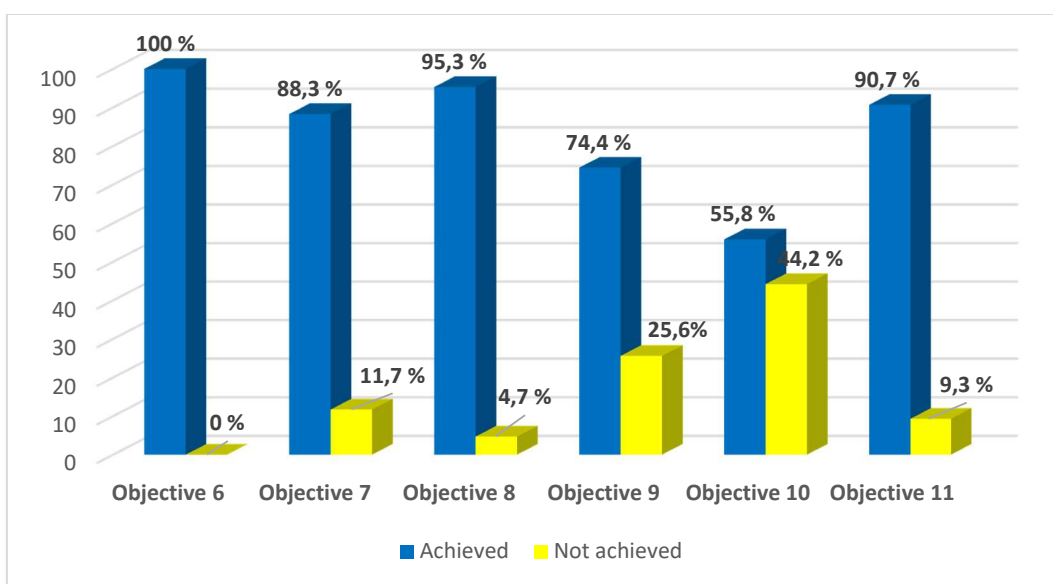
For the third objective to be measured, teacher used the descriptive scale in order to identify student`s attitudes toward English when certain teaching strategies were applied.

As general information obtained from the first 5 questions, there is a total of forty three students, twenty five of them are boys and eighteen are girls. All of them are seven years old or are about to be seven in the coming months. There are

thirty eight students who are Costa Rican, four are Nicaraguan and there is one student from Peru.

Regarding to numbers of lessons, time, planning, activities, and classrooms, all the students have the same conditions.

The following graph shows the results obtained from the evaluation applied to the students. It includes questions from 6 to 11 with different linguistic objectives that were evaluated.



*Bar graph 1*

Percentage of students who achieved and did not achieve objectives from 6 to 11.

SOURCE; Checklist applied to first grade students. Grettel Duràn Coccio.

Bar graph 6 shows us that all the students accomplished the linguistic objective evaluated. In this context the main teaching strategy used is role play.

Bar graph 7, indicates the percentage of students who can identify the objective. From forty three students, thirty eight accomplished the linguistic objective and just 5 of them were not able to do it. It represents 88.3% who achieved the goal and 11.7% who did not achieve it. The strategy applied was Total Physical Response.

Bar graph 8 demonstrates that forty one students can identify the linguistic target and just 2 students cannot do it. It signifies that 95.3% of the students were able to accomplish the objective and just 4, 7% did not accomplish it. The teaching strategy used was role play.

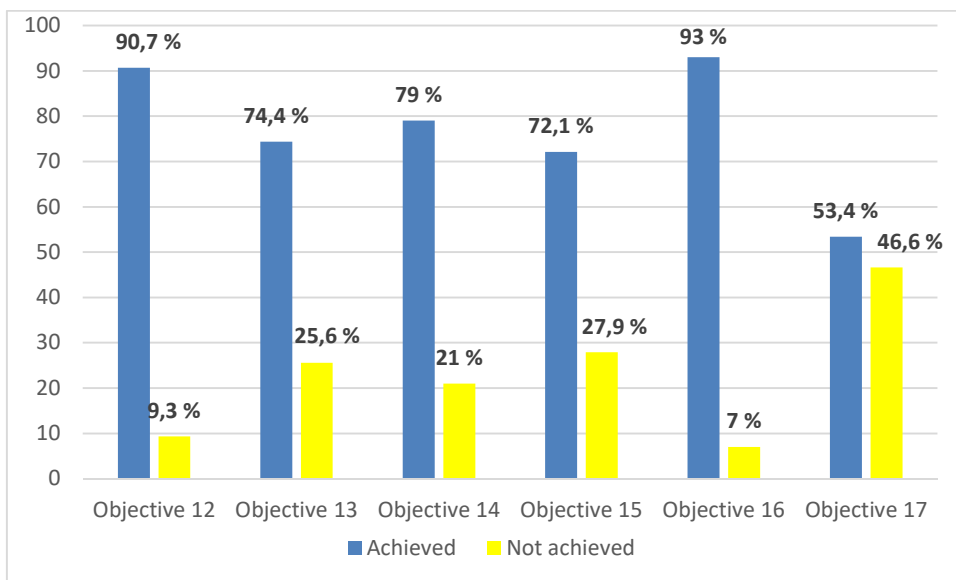
Bar graph 9 indicates that thirty two students are able to ask and respond to the question evaluated, while eleven students cannot do it. This represents 74, 4% who got the goal and 25, 6% who did not get it. For introducing this objective teacher uses role play strategy.

Bar graph 10 states that twenty four students can ask and respond to the question taught, while nineteen students cannot do it. In terms of percentage it represents 55, 8% who reached the objective and 44, 2% who did not do it. The teaching strategy used for reinforcing the topic and assessing it was a cooperative learning strategy.

Bar graph 11 shows that twenty three students accomplished the linguistic objectives, whereas twenty students were not able to achieve the goal. This indicates that 53, 4% of students mastered the topic while 46, 6% did not. In this case it can be seen that the percentage of students who did not achieve the

objective increased considerably. The strategy used was heads together from cooperative learning approach.

The second bar graph shows the results obtained from the evaluation. Includes questions from 12 to 17.



*Bar graph 2*

Percentage of students who achieved and did not achieve objectives from 12 to 17.

SOURCE; Checklist applied to first grade students. Grettel Duràn Coccio

Bar graph 12 indicates that thirty nine students accomplished the objective, while four students did not do it. This represents that 90, 7% of students got the objective and 9, 3% were not able to do it. The strategy used for teaching this goal was the role play.

Bar graph 13 indicates that thirty two students identified the objective and eleven students did not do it. It means that 74, 4% of students identified the concepts of tall and short studied in the classroom and 25, 6% did not do it. Teacher used a cooperative learning strategy to reinforce and assess the topic.

Bar graph 14 shows that thirty four students can identify the goal and 9 students cannot. . For assessing this goal, teacher used an activity which can be considered as TPR, because it involves movement.

Bar graph 15 shows us that thirty one students achieved the objective of identifying the colors studied in the classroom and twelve students did not achieve this goal. It represents 72, 1% of students who mastered this content and 27, 9% who did not do it. For introducing this topic teacher used a Total Physical Response activity.

Bar graph 16 indicates that forty students identified the feelings studied in the classroom correctly and just 3 did not do it. It represents that 93% of students achieved the objective while just 7% cannot do it. For teaching this content teacher used Charades which is a Total Physical Response strategy.

Finally, bar graph 17 shows us that twenty three students identify the objective studied in the class, while twenty did not do it. It means that 53, 4% of students accomplish the goal and 46, 6 did not do it. A cooperative teaching strategy was used for teaching and practicing this linguistic objective.

The following table shows the percentage of students who achieved the objective, the one who did not do it, and the teaching strategies applied. The table

is ordered from highest to lowest percentage obtained by students according to the strategies applied.

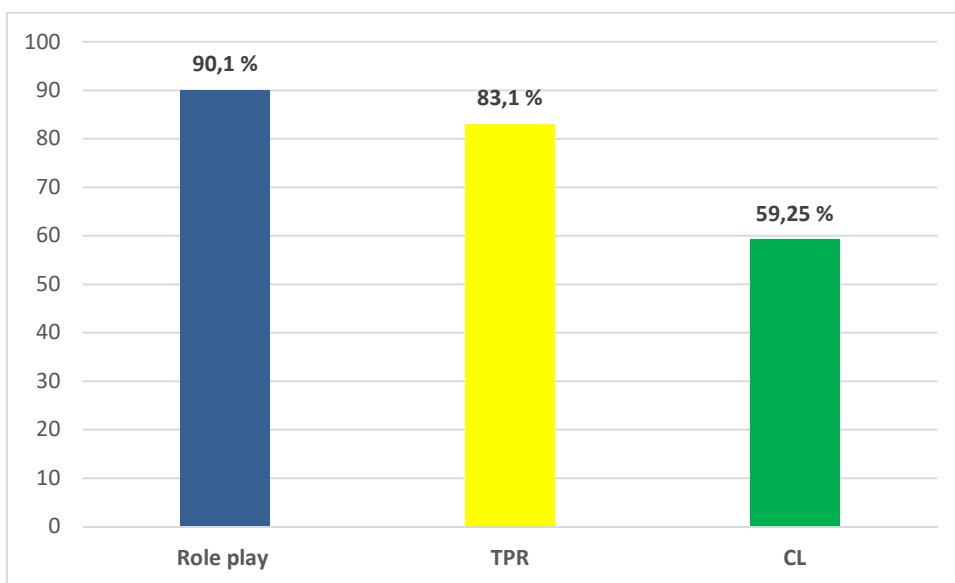
Table 5

*Student's achievement according to teaching strategies*

Objectives	Strategy	Percentage of objectives achieved	Percentage of objectives not achieved
Objective No. 6	Role play	100%	0%
Objective No. 8	Role play	95,30%	4,70%
Objective No. 16	Total Physical Response	93%	7%
Objective No. 12	Role play	90,70%	9,3
Objective No. 7	Total Physical Response	88.3%	11,70%
Objective No. 14	Total Physical Response	79%	21%
Objective No. 9	Role play	74,40%	25,60%
Objective No. 13	Cooperative Learning	74,40%	25,60%
Objective No. 15	Total Physical Response	72,10%	27,90%
Objective No. 10	Cooperative Learning	55,80%	44,20%
Objective No. 11	Cooperative Learning	53,40%	46,60%
Objective No. 17	Cooperative Learning	53,40%	46,40%

Source. Data collected from checklist applied to first grade students

The following bar graph summarizes the results obtained from table 6, based on the average of success of each strategy applied in the classroom.

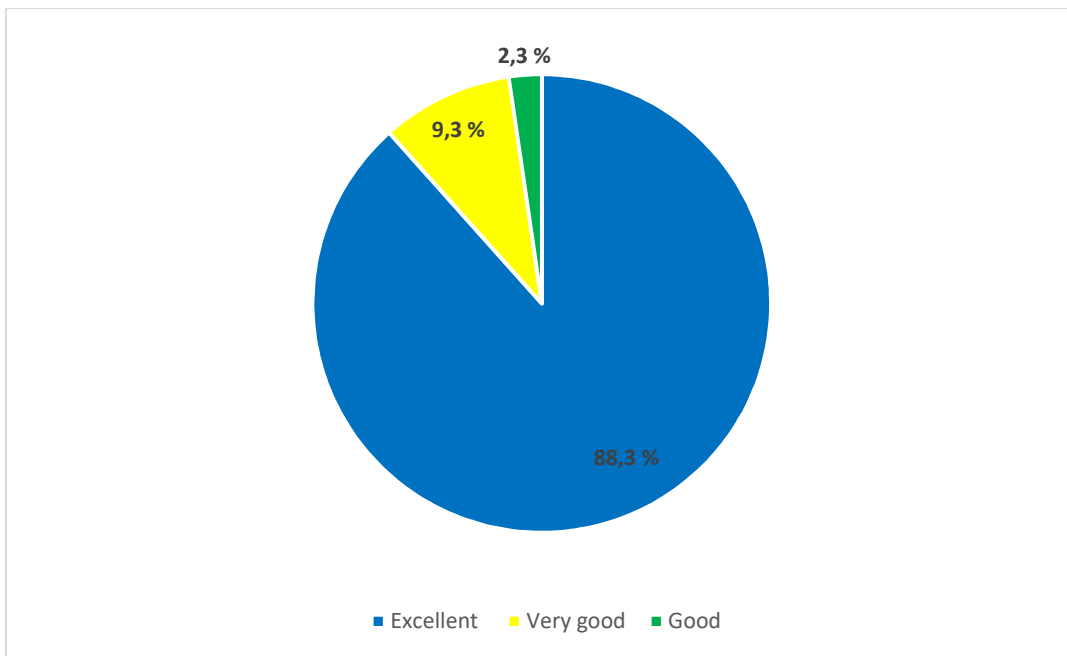


*Bar graph 3*

Percentage of success obtained by each teaching strategy

SOURCE; Checklist applied to first grade students. Grettel Duràn Coccio

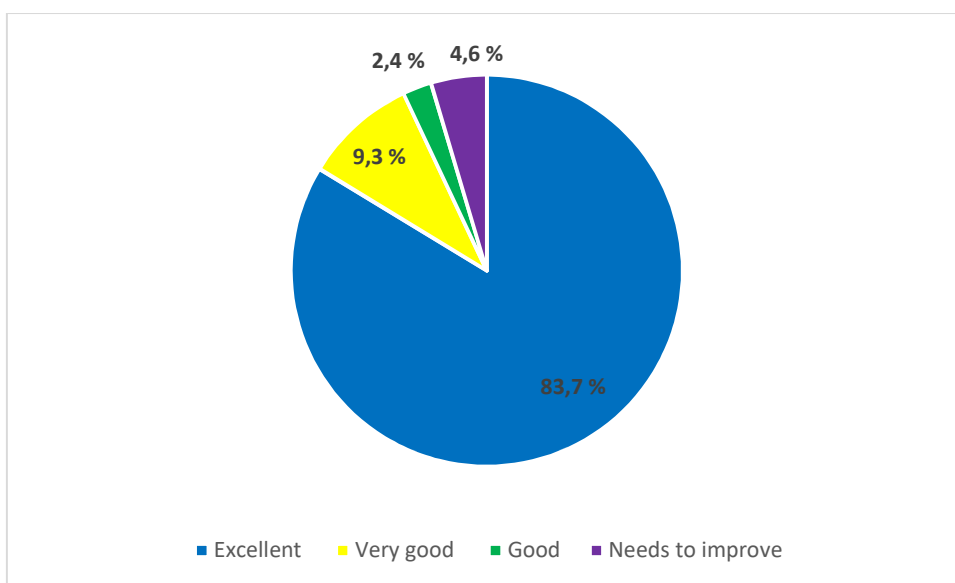
Regarding to the last objective, the graph shows the result obtained in relation to the students' attitude toward Total Physical Response. From forty three students, thirty eight present an excellent attitude toward this strategy, which means 88,3%, 4 students express a very good attitude, which means 9,3% and just 1 student shows a good attitude which represents 2,4%.



*Graph 4*

*Student's attitudes toward Physical Response strategy.*

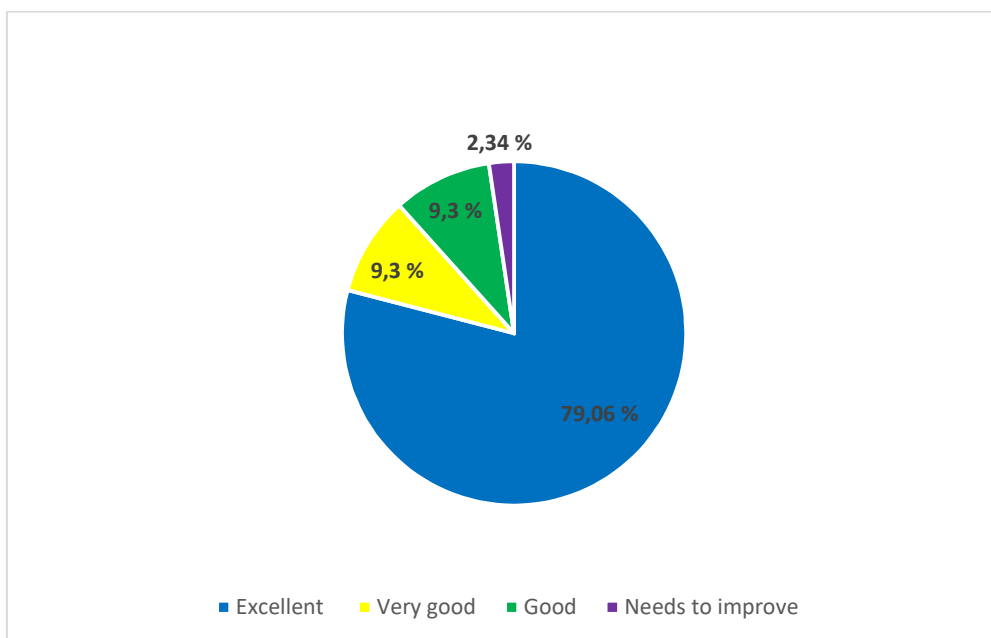
In relation to Role Play strategies the following chart indicates the results collected. From forty three students, thirty six students present an excellent attitude toward this strategy, which means 83,7%, 4 students express a very good attitude, which means 9,3%, 1 student shows a good attitude which represents 2,4% and 2 students needs to improve their attitude toward role play strategies, which represents 4,6%.



Graph 5

*Student's attitudes toward Role Play strategy*

Finally, the following graph shows the information obtained about student's attitudes toward Cooperative Learning Strategy. From 43 students, thirty four present an excellent attitude which indicates a 79,06%, 4 students show a very good attitude which means 9,3%, 4 students reflect a good attitude which indicates 9,3% and just 1 student needs to improve the attitude, which indicates 2,3%.



Graph 6

*Student's attitudes toward Cooperative Learning strategy.*

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 Conclusions

The main objective of this research was to determine the impact of the teaching strategies in the listening and speaking skills of first grade students. To accomplish this goal, student's academic achievement was measured based on 12 objectives taken from the syllabus.

Based on the results from the bar graphs, which measured the academic achievement of the students, it can be concluded that objectives 6, 8, 9 and 12 obtained the highest percentages accomplished by the students. The percentages of achievement of these objectives were above ninety percent, which indicates a very successful result. It can also be inferred that objectives 7, 14,9,13 and 15 attained an intermediate percentage of academic performance by the students. In this case the percentage of achievement obtained fluctuates in a range of 88 and 72 percent. Finally, objectives 10, 11 and 17 got the lowest levels of percentage obtained. In this situation, the percentage of achievement varies in a range of 55 and 53 percent.

It can be concluded that although the results show a decrease in the level of achievement of the students, these always exceed 50%, which shows that more than half of the students achieved the linguistic objectives evaluated by the teacher.

Regarding to the effectiveness of teaching strategies and based on table 6, it can be established that objectives 6, 8, 12, and 9 in which role play was applied as the teaching strategy, obtained on average the best results with a 90.1% of effectiveness.

Likewise, objectives 16,7,14 and 15 in which Total Physical Response teaching strategies were applied got on average of 83.1% of success. This result places this strategy in the second place of effectiveness.

To conclude objectives 13, 10, 11, and 17 in which cooperative leaning strategies were applied, are associated with the lowest percentage of success, obtaining 59.25% of effectiveness.

To summarize and based on the results, the strategy of role play is the most effective teaching strategy, followed by Total Physical Response and finally Cooperative learning.

In relation to the attitude of the students towards the teaching strategies applied, it can be concluded that according to the enthusiasm and participation of the students the strategy of total physical response is the one that obtains the best result. As Total Physical Response strategies implies movement, all the activities planned in the classroom were really dynamic and engaged students in a variety of activities that are truly enjoyed by learners.

The second teaching strategy that most catches student's attention is the role play. Role play involves also dynamic activities, which includes conversations and performance in which students trough teacher's help and guide can help to build scenarios within the classroom, which makes the activity a very attractive way of teaching. However, there is a factor to take into consideration when applying this strategy and it is the shyness that can present some students, which hinders their participation and the enjoyment of this strategy.

To conclude, cooperative learning is placed in the third place as the teaching strategy in which less students participate. By observing students participation in cooperative learning activities, it can be concluded that some students presented difficulties to understand the instructions and follow the sequence of the activities.

Although the results obtained leave this strategy in the last place, it is important to mention that the differences between the three strategies are not very significant.

## **5.2 Recommendations**

According to the results obtained from this research, the following recommendations are presented with the purpose to improve the teaching strategies and in consequence to increase students' academic achievement in the listening and speaking skills. First of all, it is important to develop teaching strategies that promote the interaction between students and that at the same time are creative and dynamic. Also teachers should apply different teaching strategies to determine according to the preferences of the students, the most effective. Another aspect to take into consideration is to vary activities for avoiding monotony and routine in the classroom. In the same way, teachers ought to plan outdoor activities, in which students can feel free and more relaxed than in the classroom.

Another recommendation is to promote students' creativity by involving them in the decoration of the classroom and the construction of scenarios. This is a great way to increase learners' confidence and self-esteem.

Likewise, to provide students the possibility of interaction with English native speakers is an excellent way to improve listening and speaking skills. Moreover, to request the administration the acquisition of technological devices such as, computers or video beams to provide students a sense of real and meaningful communication.

The use of songs, videos and online games among others increase learners' vocabulary and help to develop the listening skills.

To conclude, it is important to realize a diagnostic test of the students to determine their strengths and weaknesses and based on the results, to look up for the best strategies that meet the needs of the students and help to improve the process of teaching and learning of the target language.

## **GLOSSARY**

**Ability:** The present or potential competence of an individual to perform a task or to use skills, including ones that are intellectual and physical.

**Academic:** Relating to schools, colleges and universities, or connected with studying and thinking, not practical skills.

**Achievement:** Something very good and difficult that you have succeeded in doing.

**Approaches:** A way of considering something.

**Budget:** An estimate of income and expenditure for a set period of time.

**Burdened:** Load heavily.

**Cadence:** A modulation or inflection of the voice.

**Checklist:** An instrument that specifies criteria or indicators of merit on which the assessor or evaluator marks the presence or absence of the attribute being assessed.

**Citizenship:** The position or status of being a citizen of a particular country.

**Cognitive:** Connected with thinking or conscious mental processes.

**Competences:** The ability to do something successfully or efficiently.

**Communicative Approach:** The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition is used, and this allows them to learn to use the language.

**Curriculum :** A comprehensive overview, including activities planned for delivery to the students, the scope of content, the sequence of materials, interpretations and balance of subject matter, and motivational, instructional and assessment techniques to be used.

**Domain:** A specified sphere of activity or knowledge.

**Extrinsic motivation:** Refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

**Feedback:** Information about reactions to a product, a person's performance of a task, etc., used as a basis for improvement.

**Effective:** Successful in producing a desired or intended result.

**Gap:** A break or hole in an object or between two objects.

**Indicators:** Facts and quantifiable data which can be measured and which provides evidence about whether certain quality standards have been achieved. Indicators are representative of what learners need to know and /or be able to do in

order to achieve an outcome. Indicators represent the breath and the depth of the outcome.

**Intonation:** The rise and fall of the voice in speaking.

**Inquiry:** Involves children in some type of exploration, investigation or experimentation regarding a specific topic, problem, or issue for play, learning and action. Inquiry is a way of opening up spaces for children's interests and involving them in as many different aspects of a topic, problem, or issue as a children can find.

**Intrinsic motivation:** Intrinsic motivation is defined as performing an action or behavior because you enjoy the activity itself. Whereas acting on extrinsic motivation is done for the sake of some external outcome, the inspiration for acting on intrinsic motivation can be found in the action itself.

**Mastering:** Acquire complete knowledge or skill in (an accomplishment, technique, or art).

**Methods:** A particular form of procedure for accomplishing or approaching something, especially a systematic or established one.

**Overwhelmed:** Give too much of a thing to (someone); inundate.

**Paradigm:** A set of linguistic items that form mutually exclusive choices in particular syntactic roles.

**Performance:** Based on Chomsky's insights, it refers to the ability to understand and produce language.

**Phonological awareness:** The ability to hear and manipulate the sound structures of language. This encompassing term involves working with the sounds of language at the word, syllable and phoneme level.

**Policy:** A course or principle of action adopted or proposed by a government, party, business, or individual.

**Proficiency:** A high degree of competence or skill; expertise.

**Qualitative:** Relating to, measuring, or measured by the quality of something rather than its quantity.

**Rewards:** A thing given in recognition of one's service, effort, or achievement.

**Rhythm:** A strong, regular, repeated pattern of movement or sound.

**Self-determination:** The process by which a person controls their own life.

**Strategies:** A plan of action or policy designed to achieve a major or overall aim.

**Stress:** Give particular emphasis or importance to (a point, statement, or idea) made in speech or writing.

**Syllabus:** An outline of the subjects in a course of study or teaching.

**Target:** An objective or result toward which efforts are directed.

**Underwent:** Experience or be subjected to (something, typically something unpleasant, painful, or arduous).

**Visual aids:** An item of illustrative matter, such as a film, slide, or model, designed to supplement written or spoken information so that it can be understood more easily.

## **BIBLIOGRAPHY**

Álvarez Venegas, R; Paredes Hernández, L y Arteaga Pérez, J. (2015). *Guía Metodológica para la elaboración de proyectos de investigación en posgrado*. México. Centro de Producción Editorial.

Beck, C.; y Kosnik, C. (2016). *Innovations in Teacher Education: a social constructivist approach*. New York. State University of New York Press.

Retrieved on June 11<sup>th</sup> from :

[https://books.google.es/books?hl=es&lr=&id=\\_T81e0IC\\_uUC&oi=fnd&pg=PR9&dq=A+SOCIAL+CONSTRUCTIVIST+APPROACH+&ots=Zz55V\\_YXqb&sig=SyuEeECDBYGNT3W16eZSak3HU6o#v=onepage&q=A%20SOCIAL%20CONSTRUCTIVIST%20APPROACH&f=false](https://books.google.es/books?hl=es&lr=&id=_T81e0IC_uUC&oi=fnd&pg=PR9&dq=A+SOCIAL+CONSTRUCTIVIST+APPROACH+&ots=Zz55V_YXqb&sig=SyuEeECDBYGNT3W16eZSak3HU6o#v=onepage&q=A%20SOCIAL%20CONSTRUCTIVIST%20APPROACH&f=false)

Beltrán, J. Salgado. (2010). *Aprendizaje de la segunda lengua en edad preescolar: estrategias didácticas para la enseñanza en el aula*. Bogotá, Colombia. Retrieved on January 21<sup>st</sup> from:

[https:// repository.javeriana.edu.co/handle10554/6665](https://repository.javeriana.edu.co/handle10554/6665)

Bernal, C. (2010). *Metodología de la investigación, administración, economía, humanidades y ciencias sociales*. 3° ed. Colombia: Pearson Education.

Bowen, T. (2004). *Teaching Approaches: Total Physical Response*.

Retrieved on June 5<sup>th</sup> from:

<http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-total-physical-response/146503>.

Brown, D. (2010). *Principles of language Learning and Teaching*. 4<sup>th</sup> Ed. New York: Pearson Education.

Brown. (2010). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup> ed. San Francisco. California.

Boonkit, K. (2010) *Enhancing the development of speaking skills for non-native speakers of English*. Thailand .Faculty of Arts. Retrieved on February 12<sup>th</sup> from:

<https://www.sciencedirect.com/science/article/pii/S1877042810002314?via%3Dihub>

Cohen, L.; Manion, L. y Morrison, K. (2011). *Research Methods in Education*. 7<sup>th</sup> Ed. New York: New York .Retrieved on March 5<sup>th</sup> from :

<https://books.google.co.cr/books?id=iaQ5DwAAQBAJ&printsec=frontcover&dq=RESEARCH+METHODS+IN+EDUCATION&hl=en&sa=X&ved=0ahUKEwiyuIL13oncAhWETJAKHb55Cp8Q6AEIJzAA#v=onepage&q=RESEARCH%20METHODS%20IN%20EDUCATION&f=false>

Consejo Nacional de Rectores. Sexto Informe Estado de la Nación. (2017). San José. Retrieved on June 19<sup>th</sup> from:

<https://www.estadonacion.or.cr/educacion2017/assets/ee6-informe->

Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 4<sup>th</sup> Ed. University of Nebraska. SAGE Publications.

Davies P y Pearse E. (2010). *Success in English Teaching*. Oxford: Oxford University Press. Retrieved on February 7<sup>th</sup> from:

[https://books.google.co.cr/books?hl=en&lr=&id=1zDIbvHuoYgC&oi=fnd&pg=PR13&dq=succes+i+nenglish+teaching+&ots=WgsViRr\\_9u&sig=ghZachEiF7DFfpA9B1OETbqlAQ&redir\\_esc=y#v=onepage&q=succes%20i%20nenglish%20teaching&f=false](https://books.google.co.cr/books?hl=en&lr=&id=1zDIbvHuoYgC&oi=fnd&pg=PR13&dq=succes+i+nenglish+teaching+&ots=WgsViRr_9u&sig=ghZachEiF7DFfpA9B1OETbqlAQ&redir_esc=y#v=onepage&q=succes%20i%20nenglish%20teaching&f=false)

Degu, Getu; Yogzau, Tegbar. (2006). *Research Methodoly*. University of Gondar. Ethiopia. Ethiopia Public Health Training Initiative. Retrieved on March 7<sup>th</sup> from:

[https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_science\\_students/ln\\_research\\_method\\_final.pdf](https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_research_method_final.pdf)

Denzin, N. & Lincoln, Y. (2011). *The Sage Handbook of Qualitative Research* 4<sup>th</sup> ed. USA: Sage Publications.

Dillon, A. (2011). *Teachers and language learning in Primary School: The Acquisition of Additional Language in the Early Years*. Dublin. Retrieved on January 26<sup>th</sup> from:

<https://arrow.dit.ie/cgi/viewcontent.cgi?article=1030&context=appadoc>

Durán, P. (2014). Reflexiones en torno al valor pedagógico del constructivismo. *Revista ideas y valores*. Volumen LXIII No.155: 178-189.

Fitzpatrick, A. (2012). *Working with parents in Early Years Services*. Dublin. Gill and McMillan. Retrieved on February 20<sup>th</sup> from:

<https://arrow.dit.ie/cgi/viecontent.cgi?article=1002&context=aaschlawk>

García Zapata, C. (2017). *The use of authentic reading passages as a resource to improve reading comprehension of the fifth grade students at Escuela Centro America during the third period of the year 2017*. Universidad Hispanoamerica, San José, Costa Rica

González Vallejo; Guerra Vargas y Jara Ocampo, A. (2018). *Manual Normas A.P.A.* San José. Universidad Hispanoamericana.

Hernández, E. (2014). *El B-learning como estrategia metodológica para mejorar el proceso de enseñanza-aprendizaje de los estudiantes de inglés de la modalidad semi presencial del Departamento de Idiomas de la Universidad Técnica de Ambato.* Madrid, España. Retrieved on January 21<sup>st</sup> from:

[prints.ucm.es/29610](https://prints.ucm.es/29610)

Hernández Sampieri, R; Fernández Collado, C. y Baptista Lucio, P. (2014). *Metodología de la investigación.* 6<sup>o</sup> ed. México: McGraw Hill.

Kaplan, D. & Liu, X. (2011). *Influence of parent's? Self-feelings and expectations on children's` academic performance.* New Jersey. Journal of Educational Research. Retrieved on July 12<sup>th</sup> from:

[https://www.jstor.org/stable/27542347?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/27542347?seq=1#page_scan_tab_contents)

Kothari, C. (2004). *Research Methodology: Methods and Techniques.* University of Rajasthan, Jaipur, India. Retrieved on March 4<sup>th</sup> from:  
<http://www.modares.ac.ir/uploads/Agr.Oth.Lib.17.pdf>

Marín, E (2012). "Cronología de la enseñanza del inglés en Costa Rica durante el siglo XX". *Revista Comunicación.* Vol 21, N° 1: 4-15. 5-15.

Martin, J. (2014). *Second Language Teaching and Learning. The roles of Teachers, Students and the Environment.* Portfolio. Utah. Utah State University. Retrieved on February 20<sup>th</sup> from:  
<https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1387&context=gradreports>

Mayoral, P. (2016). *Estrategias didácticas para la enseñanza del idioma inglés a niños de preescolar: el caso de un colegio den Colima, México*. Jalisco, México.

Retrieved on January 21<sup>st</sup> from:

<https://77rei.iteso.mx/handle/111117/3790>

Ministerio de Educación Pública (2005). *Programas de Inglés primer ciclo*. Costa Rica. MEP

Ministerio de Educación Pública. (2016). *Programas de estudios de inglés, primer ciclo*. Costa Rica: MEP

Ministerio de Educación Pública. (2016). Transforming the English classroom through Action Oriented Approach teaching and learning I, II, III and diversified Education. San José. MEP.

Nuuyoma, E. (2012). *Challenges faced by English teacher in integrating Information and communication Technology in the teaching of reading and writing in two rural primary schools in the Omusati Region and four urban primary schools in the Khomas region of Namibia*. Windhoek, Namibia. Retrieved on January 23<sup>rd</sup> from:

[www.wisis.unam.na/theses/nuuyoma2012](http://www.wisis.unam.na/theses/nuuyoma2012)

Oxford, R. (2003). *Language learning Styles and Strategies*. Revista Gala. 1-25

Retrieved on March 12<sup>th</sup> from :

<http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

Piccardo, E. (2014). From Communicative to Action Oriented: A Research Pathway. Curriculum Services Canada. Ontario, Canada. Retrieved on May 29<sup>th</sup> from:

[https://www.curriculum.org/fsl/wp-content/uploads/2015/12/TAGGED\\_DOCUMENT\\_CSC605\\_Research\\_Guide\\_English\\_01.pdf](https://www.curriculum.org/fsl/wp-content/uploads/2015/12/TAGGED_DOCUMENT_CSC605_Research_Guide_English_01.pdf)

Pourhossein, G. & Reza, Ahmadi. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*. Journal of Language Teaching and Research. Vol.2, No 5. p 977-988 Academy Publisher.

Quesada, A. (2006). A platform for Learning English in Costa Rican Public Schools. Revista Electrónica Actualidades Investigativas en Educación. Universidad de Costa Rica. Vol. 6, No.3. P.1-26. Retrieved on January 25<sup>th</sup> from <http://www.redalyc.org/pdf/447/44760316.pdf>

Quesada, A (2013). *La enseñanza y aprendizaje del idioma inglés: la investigación y su impacto en la realidad*. Revista de Lenguas Modernas. N° 19 393-408.

Regier, N. (2012). Book two.60 formative Assessment Strategies. Regier Educational Resources. Retrieved on February 22<sup>nd</sup> from [http://www.stma.k12.mn.us/documents/DW/Q\\_Comp/FormativeAssessStrategies.pdf](http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf)

Richards, J. (2008). *Teaching Listening and Speaking from theory to Practice*. Cambridge University Press. Retrieved on May 14<sup>th</sup> from :

[https://s3.amazonaws.com/academia.edu.documents/31209080/NF259470.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1531110754&Signature=OGCNSqN3k5SpU%2B93LNWZskfNHlY%3D&response-content-disposition=inline%3B%20filename%3DTeaching\\_listening\\_and\\_speaking.pdf](https://s3.amazonaws.com/academia.edu.documents/31209080/NF259470.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1531110754&Signature=OGCNSqN3k5SpU%2B93LNWZskfNHlY%3D&response-content-disposition=inline%3B%20filename%3DTeaching_listening_and_speaking.pdf)

Rodríguez, M. y García, E. (2016). *Las estrategias de aprendizaje y sus particularidades en lenguas extranjeras*. Universidad Central “Marta Abreu” de las Villas, Cuba. Department of English. P. 1-11.

Sánchez Sánchez, A. (2015). *Exploring the relationship between motivation and anxiety derived from the learning of a foreign language in the experiences of five ninth graders involved in learning English at Carlos Pascua Zúñiga high school during the second period of 2015: a case study*. Universidad Hispanoamericana, San José, Costa Rica.



Solano Rodríguez, Georgenella. (2016) *Proposal of curricular development in listening and speaking skills in English MEP'S program in eleventh grades in nightly high school Miguel Obregon Lizano*. Universidad Hispanoamericana, San José, Costa Rica.

Tavakoli, Hossein. (2012). *A dictionary of Research Methodology and Statistics in Applied Linguistics*. Teheran. Rahnama Press.

Zoltan, D. (2001). *Motivational Strategies in the Language Classroom*.  
Cambridge University Press.

## **ANNEXES**

SAN LUIS GONZAGA SCHOOL	
FIRST GRADE 2018	
CHECKLIST TO MEASURE ACADEMIC ACHIEVEMENT	
Teacher: Grettel Durán Coccio	
Date: _____	
Group: _____	

1.Students' name:		
2.Age :		
3.I.D:		
4.Nationality :		
5.Gender :		
Expected outcome	Achieved 	Not achieved 
6. Can ask and respond to the question what is your name?		
7.Can identify greetings at different periods of the day		
8. Can identify different ways of leave takings		
9. Can ask and respond to the question where do you live?		
10. Can ask and respond to the question where are you from?		
11. Can ask and respond to the question where were you born?		
12. Can respond to the question how old are you?		
13. Can identify the concepts of tall and short.		
14. Can identify numbers from 1 to 10		
15. Can identify the colors studied in the classroom		
16. Can identify feelings .( happy, sad, angry , scared		
17. Can identify some commands		

Note: as the checklist is applied to first graders students, happy and sad faces are used instead of yes or no for a better students' comprehension. The first 5 questions are related to students' personal information.









**SAN LUIS GONZAGA PRIMARY SCHOOL**  
**FIRST GRADE 2018**  
**DESCRIPTIVE RUBRIC TO MEASURE STUDENTS'**  
**ATTITUDES TOWARD TEACHING STRATEGIES**  
 Teacher: Grettel Durán Coccio  
 Date: \_\_\_\_\_  
 Group: 1-1

	Primer apellido	Segundo Apellido	Nombre	Role Play					T	TPR					T	CL					T
				5	4	3	2	1		5	4	3	2	1		5	4	3	2	1	
1	AGUILERA	CALDERON	ERWIN																		
2	ARGUELLO	GONZALEZ	CAMILA MARIA																		
3	ARGUELLO	PORRAS	BRITHANY																		
4	BENAVIDES	BENAVIDES	VICTOR SAMUEL																		
5	BOLAÑOS	GONZALEZ	VALENTINA																		
6	CASTRO	ROMERO	LUANA																		
7	CHAVARRIA	ORTEGA	BRITANY DANIELA																		
8	CUBILLO	DIAZ	ARIANA DALEXA																		
9	DUARTE	ZAMORA	CAMILA																		
10	HERNANDEZ	RAMIREZ	JOELL SAID																		
11	JIMENEZ	MENA	THOMAS ALONSO																		
12	MARCIA	GONZALEZ	ALEJANDRA LIZETH																		
13	MAYORGA	TRUJILLO	ROMMEL																		
14	MORA	LOPEZ	MEFI BOSET																		
15	NARDONE	ROMERO	DERECK ELIECER																		
16	RAMIREZ	GUZMAN	MATHIAS																		
17	RAMOS	ZAMORA	JASON DAVID																		

	Primer apellido	Segundo Apellido	Nombre	Role Play					T	TPR					T	CL					T
				5	4	3	2	1		5	4	3	2	1		5	4	3	2	1	
<b>18</b>	RUIZ	ESQUIVEL	DAMIAN ANDRES																		
<b>19</b>	SOLANO	LOPEZ	ESTER																		
<b>20</b>	SOTO	GARCÍA	SAMUEL																		
<b>21</b>	VILLALOBOS	GONZALEZ	SAUL																		
<b>22</b>	ZUÑIGA	VARGAS	ANTONELLA VALENTINA																		

### Descriptive Rubric

5= Excellent attitude toward English. Student always participates in classroom activities, understands the language in context and finishes the tasks assigned.

4= Very good attitude toward English. Student usually participates in classroom activities, understand language in context and finishes the tasks assigned.

3= Good attitude toward English. Student sometimes participates in classroom activities, understand language in context and finishes the tasks assigned

2= Needs to improve attitude toward English. Student rarely participates in classroom activities, understands language in context and finishes the tasks assigned.

1= Bad attitude toward English. Student never participates in classroom activities, understands language in context and finishes the tasks assigned.

SAN LUIS GONZAGA PRIMARY SCHOOL  
FIRST GRADE 2018  
DESCRIPTIVE RUBRIC TO MEASURE STUDENTS'  
ATTITUDES TOWARD TEACHING STRATEGIES

Teacher: Grettel Durán Coccio

Date: \_\_\_\_\_

Group: 1-2

	Primer apellido	Segundo Apellido	Nombre	Role Play					T	TPR					T	CL					T
				5	4	3	2	1		5	4	3	2	1		5	4	3	2	1	
<b>1</b>	ARIAS	VALVERDE	SOFIA																		
<b>2</b>	CAMACHO	MORERA	KRISTHY DANIELA																		
<b>3</b>	CAMPOS	REYES	PABLO																		
<b>4</b>	CASTILLO	ESQUIVEL	VALERIA																		
<b>5</b>	CASTRO	TORRES	MICHAEL JOSUE																		
<b>6</b>	CORDOBA	JIMENEZ	SAMUEL HUSAI																		
<b>7</b>	CORRALES	VINDAS	ARIELA																		
<b>8</b>	CUBERO	SANCHEZ	MATHIAS DAVID																		
<b>9</b>	ESPINOZA	PERALTA	TATIANA VANESA																		
<b>10</b>	JIMENEZ	NARVAEZ	SANTIAGO																		
<b>11</b>	MARCHENA	MELENDEZ	KENDALL SANTIAGO																		
<b>12</b>	MIRANDA	MARTINEZ	NICOLE D																		
<b>13</b>	NARANJO	MONGE	JASON																		
<b>14</b>	OCAMPO	ARRIOLA	ANTHONY JESUS																		
<b>15</b>	OCAMPO	CALVO	IAN ANTONIO																		
<b>16</b>	ROJAS	MONTEALEGRE	BIANKA ELENA																		

	Primer apellido	Segundo Apellido	Nombre	Role Play					T	TPR					T	CL					T		
				5	4	3	2	1		5	4	3	2	1		5	4	3	2	1			
<b>17</b>	RUIZ	BALDELOMAR	JOSE ALBERTO																				
<b>18</b>	SANCHEZ	TORRES	ANTHONY LORENZO																				
<b>19</b>	VEGA	GONZALEZ	ADAM JOHN																				
<b>20</b>	VILLALOBOS	ESQUIVEL	SHEYLA TANISHA																				
<b>21</b>	ZAMORA	GONZALEZ	SAUL																				

Descriptive Rubric

5= Excellent attitude toward English. Student always participates in classroom activities, understands the language in context and finishes the tasks assigned.
4= Very good attitude toward English. Student usually participates in classroom activities, understand language in context and finishes the tasks assigned.
3= Good attitude toward English. Student sometimes participates in classroom activities, understand language in context and finishes the tasks assigned
2= Needs to improve attitude toward English. Student rarely participates in classroom activities, understands language in context and finishes the tasks assigned.
1= Bad attitude toward English. Student never participates in classroom activities, understands language in context and finishes the tasks assigned.



		<b>Task assessment</b>	30 minutes
		<b><u>Phonemic Awareness</u></b>	40 minutes
		<b>Pre-task</b>	25 minutes
		<b>Task-rehearsal</b>	
		<b>Task completion</b>	
		<b>Task assessment</b>	
		<b>Pre-task</b>	
		<b>Task-rehearsal</b>	
		<b>Task completion</b>	
		<b>Task assessment</b>	
		<b>Pre-task</b>	

		<b>Task-rehearsal</b>  <b>Task completion</b>  <b>Task assessment</b>		
<b>Integrated Mini-Project</b>				<b>Time</b>
Phase: _____				
<b>Reflective Teaching</b>				
What worked well	What didn't work well		How to improve	
<b>Enduring Understanding Reflection</b>				

UNIVERSIDAD HISPANOAMERICANA  
CENTRO DE INFORMACION TECNOLOGICO (CENIT)  
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
DE LOS TRABAJOS FINALES DE GRADUACION

San José, 13-12-2018

Señores:  
Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Grettel Durán Corrao con número de identificación 1-0653-0858 autor (a) del trabajo de graduación titulado The impact of the Teaching Strategies on First Grade Student's presentado y aprobado en el año 2018 como requisito para optar por el título de Licenciatura; (S / NO) autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

[Firma]  
1-0653-0858  
Firma y Documento de Identidad