

**UNIVERSIDAD HISPANOAMERICANA**  
**School of English Language Teaching**

**Thesis Submitted to Obtain the Licentiate  
Degree**  
**in English Teaching**

**TEACHERS' USE OF THE TASK-BASED  
APPROACH FOR TEACHING ENGLISH  
LANGUAGE TO EIGHTH AND NINTH GRADE  
STUDENTS AT LICEO MIRAMAR IN THE FIRST  
TRIMESTER OF 2019**

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## Sworn Statement

### DECLARACIÓN JURADA

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## Thesis Tutor's letter

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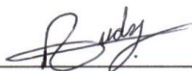
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Licda. Judy Villalobos Montero  
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## Thesis Reader's letter

1

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## **DEDICATION**

I dedicate this thesis to you mom and dad for being to my side since the first day of my life. Thanks for all your support during these 20 years in my academic development. I love you both with all my strength.

## **GRATEFULNESS**

Though I am not a religious person, I want to express my gratitude to God. I believe in God, and I give him all my thanks for keeping me alive, healthy and help me accomplish my academic dreams. Special thanks to my professors for guiding me during my major, specifically Judy Villalobos, Luis Maroto, Lucrecia Sancho and Gabriela Vargas. All of them pushed, scolded and advised me to give my best. Personal thanks to my girlfriend for her support during the hardest time. Finally, special thanks to the administrative department of Liceo de Miramar, eighth and ninth-grade students, and English teachers.

**CHAPTER I**  
**RESEARCH PROBLEM**

## 1.1 PROBLEM STATEMENT

### 1.1.1 Background of the problem

What is known as the Task-Based Approach by its acronym TBA arises in the late '70s and mid-'80s by Prabhu in India to meet the oral needs of the learners through tasks or challenges to be carried out by the educator; the main reason for communication is speech. Rozati (2014) affirms "Task- based language teaching is derived from Dewey's attitude about the crucial role of experience for an effective learning. It considers the functional role of language in real tasks as the major goal for students to communicate at the class for an ideal learning." (p.1273)

As it can be seen, the emergence of Task-Based approach stems from the idea of communicating effectively as a native speaker does.

In the same way, Yuan (2016) argues: "TBL can be defined as one of the communicative approach to foreign language teaching, in which learners' 'communicative purpose' for target language learning will be eventually achieved by tasks with a variety of activities" (p.393)

According to the previous passage, the author states that the communicative approach seeks to use the language to be learned L2, as the first mother tongue. It

also indicates that several activities and tasks might drive to achieve the main purpose of the methodology.

However, the process of learning is very complex, not all humans learn in the same way, or even some have, or use more or fewer abilities than others in the process. Acquiring a second language includes important aspects such as the methods, interpretations, techniques, cognitive ability, used in the class. Gould (2013) defines the instruction process as follows "The learning process is measured and discussed as an outcome, or the end product of the process. The desired outcome is to be able to recognize some type of change." (p.1)

In sum, learning is a process in which the teacher brings knowledge. Meanwhile, the students practice newly learned things. As a result, there is a change in behavior representing the outcome of the process.

During the last years, the curricular system in Costa Rica has undergone a process of change in all the subjects. In the case of the English language brought changes in the methodology to be used, basically the old applied approach was based on the grammatical structure as the main axis; With the introduction of the new curriculum, the objective to achieve is oral production. Also, it should be noted that this approach is focused on the student as the main role. In 2015, in New Zealand, a study took place developed by Earlan directed to high school professors due to a curricular change in the methodology used by the moment. The results of the research were

divided. In short, East (2016) refers to the results obtained by Earlan “It was found that participants demonstrated different levels of understanding of a task and its key characteristics for the purposes of TBLT; the most salient feature referred to was that a task has an outcome beyond the use of language itself (noted by 52% of respondents).” (p.7)

In the same research a 60% of the participants stipulated that they have a notion about students’ role under the Task-Based approach and its learner-centered, while the opposite, professors are guided and provide tools in order to develop a task. East (2016) concludes as the following: “When asked about the impact of TBLT on practice, 60% commented that learning about TBLT had been important for them. It was noted that TBLT led to a more learner-centered and less teacher-led classroom, which facilitated increased student motivation and increased use of oral language.” (p.7)

### **1.1.2 Problematization**

With the recent update in the Study Programs of the Ministry of Public Education, teachers migrate from the CLT approach to Task-based. Educators’ argument is having serious problems with the new settings. They consider not to have the knowledge and skills to apply the new proposal. On the other hand, the new syllabi seek to promote the use of English in daily life situations as native speakers do. (MEP, 2016).

The main idea of these changes in curriculum form is to provide students with the standards provided by the Common European Framework of Reference (CEFR), with the purpose to help students to cope with challenges of everyday life and grant them more opportunities in globalized world where English language and technological equipment are the tools for better economic income.

According to “Educating for a New Citizenship” 2016, the Ministry of Public Education aims to help students move from A1 or A2 (seventh grades) to B1 or B2 when they get to eleventh grade. As a consequence of this process, teachers have to be deeply involved. Nevertheless, the situation is complex due to strikes, lack of technical resources and knowledge on the new curricular reform, and little or no use of the Task-Based Approach in the classroom.

Furthermore, the new English curriculum demands the integration of ICTS in pedagogical practice. In the same way, the Task-Based Approach emphasizes the use of technological resources as a vehicle to learning. It is important to highlight that not all public schools and high schools have access to technological resources like internet connection, computers, and audio devices among others. Another important factor affecting the fulfillment of the goals proposed in the curriculum is the diversity of extracurricular activities. As a consequence, teachers have to find ways to make students proficient and independent users of the target language to accomplish the standards requested by the MEP in terms of the Common European Framework of Reference for languages or CEFR.

Due to the above, the new syllabi expect to solve old struggles about English second language proficiency after eleven years of instruction taking the Task-Based Approach or Action-Oriented Approach as the method of instruction. MEP faithfully believes students will reach the expectations of achieving bilingual students.

For last, due to the findings results in need assessment 2015 (Informe de Diagnóstico de Los Programas de Estudio de Inglés) applied to English Advisors, university professors, school teachers, and students demonstrate the need in changing the teaching approach and syllabi. MEP (2016) state those needs in change:

- Better articulation of learning objectives, contents and assessments across the cycles.
- More coherence among the curricular elements.
- Improved clarity of the learning objectives.
- More detailed specification of pedagogical mediation.
- The incorporation of Information and Communication Technologies in the learning environment.
- Reduction of the number of units in the curriculum.
- More learning resources for teachers and students.
- Reconceptualization of assessment practices in both classroom and national contexts.
- Alignment of assessments with learning, instruction, and the curriculum.

- Establishing explicit criteria (e.g., language content knowledge, pedagogical content knowledge, assessment literacy, and digital literacy) for hiring and retaining English language instructors.
- The English class primarily delivered in the target language.
- Strengthening communication and coordination with
- Universities in relation to teacher formation and teacher training. (p.14)

### **1.1.3 Justification of the problem**

The present research is convenient for those future students who are currently preparing to practice. It helps them to have a clear perspective of the principles underlying the Task-Based Approach. Besides, it is useful in the development of their research projects because of the major relevance of this topic in Costa Rica. It also gives to English teachers a perspective on how to apply TBC in their classes. Moreover, the study of this approach is relevant because it focuses on the use of the four skills with great emphasis on oral communication.

This research has practical implications value. It pretends to find gaps on the part of the present educators in the department of English in eighth and ninth-grade students in the Liceo of Miramar with the use of the approach based on tasks, to provide solutions to the pedagogical practice they perform.

Finally, the research is developed with eighth and ninth graders students because they have been working under the Task-Based Approach for one and two years, allowing them to be more a reliable source of information due to their

experience with the Task-Based Approach. On the other hand, because of their age, they behave better or have more maturity to be part of the study.

## **1.2 PROBLEM FORMULATION**

Costa Rican second language learning is facing new challenges towards the rest of the world. The main idea of the changes in the curriculum is to form students capable of handling daily life with English language, abilities, and skills. In the same manner, the new syllabi request teachers with a wide range of characteristics like language proficiency in C1/B1 according to the standards of the CEFR, knowledge in the current trends in English theories and methodologies, and basic level use of ICTS. (MEP, 2016).

**How do teachers from Liceo de Miramar use the Task-Based Approach to teach English to eighth and ninth grade students in the first trimester of 2019?**

## **1.3 OBJECTIVES**

The objectives of an investigation are the goals to achieve. They constitute the guides of the study of the research and raise from the variables of the investigation. When writing the objectives, the researcher has to consider three main factors what, how, and when.

Hernández, (2017) states that research objectives should be written using verbs like “analyze”, “describe”, “demonstrate”, “indicate”, etc. And objectives must be lineal, this means they have to be related to one another.

### **1.3.1 General objective**

Referring to (Chinchilla, Guerra, Corrales, & Jara, 2018) about the general objective, it is the main idea of what the researcher wants to do as the finality of the investigation. The general objective must include the infinitive verb, the variables of the research, the subjects of research, the developing place of research and the developing time.

**To analyze the use of the Task-Based Approach by teachers for teaching English language to eighth and ninth grade students in Liceo de Miramar in the first trimester of 2019.**

### **1.3.2 Specific objectives**

Specific objectives come from the general objective, and their functions are to solve the general objective.

The specific objectives are the steps that are taken to achieve the general objective. They are detached from the general one and "must be formulated in such a way that they are oriented towards the achievement of the general objective; that is, that each specific objective is designed to achieve an aspect of that one; and all

together, the whole overall objective. (Torres, 2010, cited by Chinchilla et al, 2018, p.16).

- 1. Exploring the correct use of the Task-Based Approach during the English teaching process with eighth and ninth grade students at Liceo de Miramar during the first trimester 2019.**
- 2. Determining the role of teacher and students in the task-based approach at Liceo de Miramar during the first trimester 2019.**
- 3. Measuring eighth and ninth grade student's English proficiency on the target language at Liceo de Miramar during the first trimester 2019.**

## **1.4 SCOPE AND LIMITS OF THE PROBLEM**

### **1.4.1 Scope**

This thesis aims to solve doubts and general misuse of the TBA. It seeks to be a guide for teachers currently working at MEP to improve their teaching skills and foster language usage by the students. Also, it can be a guide for those future English teachers at the college level as they might have access to it through the Virtual Library of the Universidad Hispanoamericana.

### **1.4.2 Limits**

Along the investigation process, everything has come according to the plan. The lack of information regarding the Task-Based approach is a real issue in the country. Another aspect affecting the process was the effect of external issues impeding to carry the observation process as programmed.

The lack of information about the topic in Costa Rica was the most evident limitation.

During the time dedicated to observing students and teachers, extracurricular activities like school gatherings in which students have to participate in debates and electoral parties; and the beginning of the strike of the APSE labor union. In the same way, seventh-grade students are not part of the study due to the availability of the professors and the schedule clash between the other grades; but at the end of the four weeks of observations, they were able to conclude satisfactorily.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## **2.1 HISTORIC CONTEXT**

### **2.2.1 Liceo de Miramar Background**

Liceo de Miramar has been a fundamental institution for the general cultural and educational system for the Canton of Montes de Oro. It came to light in 1974 as the result of a communal committee called “Pro-Colegio de Montes de Oro.” Before its foundation, the residents of Miramar had to go to Esparza or Puntarenas to finish their high school. During the construction of Liceo Miramar, the classes took place in José María Zeledón Brenes School. Today, Liceo de Miramar is more than 40 years. At present, it houses more than 900 students.

### **2.2.2 Vision**

Liceo de Miramar is committed to preparing students with the necessary knowledge and values to face life. Its vision is:

“Brindar un servicio educativo de excelencia que tome en consideración al ser humano integralmente; de manera que promueva un individuo responsable, proactivo, informado e instruido, pensante, comunicador, íntegro, de mentalidad abierta, solidario, audaz, equilibrado, reflexivo, tolerante y que influya en la sociedad para hacerla más equitativa, solidaria y justa.” (Liceo de Miramar, 2019, n.p).

### **2.2.3 Mission**

Liceo de Miramar has an important responsibility with the community in the instruction of the future workers of Canton. Its vision is:

“Formar individuos responsables, productivos, críticos, creativos, dispuestos a aprender, pendientes al ejercicio de los valores y principios universales, respetuosos de la diversidad y que transformen cotidianamente, de manera positiva la sociedad; participando de la construcción de un futuro mejor y más pacífico.” (Liceo de Miramar, 2019, n.p)

## **2.2 THEORETICAL CONTEXT**

### **2.2.1 Origin of the Task-Based Approach**

The task-based approach arises from the need to use the second language in the most effective way possible, prior to the Task-Based Approach, Communicative Language Teaching was the prominent method under instruction for a second language learning, this method makes emphasis on memorizing grammatical structures (grammatical competence), vocabulary, and focuses on the objectives; on the other hand, TBA wants independent users acquiring the basic rules of language for the constant use of the target language. Mingxin (2014) affirms:

The idea of getting learners to acquire English in the process of doing other tasks was developed in India by N.S. Prabhu in the 1980s. His "Procedural

Syllabus" consists of, not of language items, but of tasks requiring increasing complexity of language. (p.219)

As noted, the task-based approach comes from India by Prabhu in the 1980s in his curriculum. In addition to this, Rozati (2014) argues:

The best recorded application of a Task-Based Approach is found in Prabhu's procedural syllabus (Prabhu 1987). Procedural syllabus programs were made on the Bangalore Madras project by Prabhu in 1979-1984, which was apparently the first endeavor in a real task-based syllabus. It is worthwhile to mention that "The Bangalore Project", as it is known in the literature, was the start point in task-based learning popularity. (p.1274)

In summary, N.S. Prabhu through his plan, lays the foundation of what is the task-based approach in the late 1970s and early 1980s.

(Willis, 1996, cited by Yuan, 2016) defines TBLT or Task-Based Language Teaching as: "TBLT can be defined as one of the communicative approaches to foreign language teaching, in which learners' 'communicative purpose' for target language learning will be eventually achieved by tasks with a variety of activities". (p.393)

As noticed, the axis of the TBLT is the tasks in which language is used in a real and significant way.

## **2.2.2 Roots of the Task-Based Approach**

As any method or approach has its roots in previous approaches, this applied to the teaching of the second language. In the case of TBA has its parts well defined, Communicative Language Teaching or CLT by its initials.

### **2.2.2.1 Communicative Language Teaching**

This approach has the objective of using language as a communication tool, but its notion is based on the grammatical structure, vocabulary and giving special attention to the objectives as goal. To this, Wiyono, Gipayana & Ruminiati (2017) refer:

In this approach, language is seen as something dealing with what to do (function) or meaning which can be expressed through the language. In other words, communicative approach refers to the nature of language that has a function of communication not only knowledge but also structure and vocabulary. (p.903)

Furthermore, Sekiziyivu & Mugimu (2017) conceived Communicative Language Teaching as:

“Communicative Language Teaching (CLT) is based on the concept of communicative competence by which learners are expected to possess the ability to understand a language and be able to use it for the purposes of effective communication. Ultimately, in order for learners to learn how a language is used in real-life situations, the teaching learning environment has to be organized in such a way that it closely reflects, as much as possible, the real-life situation outside the classroom.” (p.8)

In CLT, structure and vocabulary play an important role. For TBA, these aspects work in an integrated manner. Both CLT and TBA aim at accomplishing a good communicative competence.

#### Communicative Approach (CA) vs. Action-Oriented Approach (AOA)

CA	AOA
<b>Actions...</b>	<b>Actions...</b>
focus on the objectives and as means. Actions are limited to receive and reproduce <b>information</b> (acts of speech).	are meant to be for further actions, broader social <b>repetitive acts</b> (scenarios) for treatment of information.
are part of simpler tasks.	are more complex treatment of tasks or part of integrated mini projects.
are delivered since the beginning of the units.	(the majority of them) are repetitive along a week, months, or years.
are finished completely at the end of the tasks.	are open-ended. They cover more ample periods of time to develop <b>lifelong skills</b> or can be retaken later on.
usually last for a shorter time and are limited to a defined text, topic and time of interaction.	have certain period of time, or, at least, are subscribed within a certain timeframe.
are exchanges between a minimum group (such as pair-share/small groups).	are performed collectively.
	integrate both competences: co-linguistic and co-cultural dimensions in the common action.

Source: MEP, “*Educating for a New Citizenship*”, 2016

### 2.2.3 Use of the Task-Based Approach

For the use of this method in the classroom, teachers follow a series of steps. The purpose of this approach is the resolution of problems or tasks through written production or speech, in addition to that, make students independent agents of the language, this means that the use of the target language in a natural way as a native speaker does:

One evident outcome of this approach is the exchange of information in spoken or written language. Therefore, teachers can ask learners to exchange and perform instructions, or to solve a problem, or to tell the story for their partners. In all of these activities we are looking for one goal which is making students independent of the language to achieve that goal. (Rozati, 2014, p.1275)

However, this approach takes a series of steps to develop tasks, this is known as "Willis's Task Based Framework" or "Task Cycle" which, is the name of the phases in the class, activities to develop and the goal to win. In detail, Rozati (2014) referring to Willis (1996) exposes "The application of tasks in the classroom makes variety. Willis, J. (1996) outlined the 'task cycle' with more profound details that is more practical with a real natural classroom". He said three phases are concerned

a) Pre-task phase: Various activities were suggested by Willis for teachers to undertake the 'presentation stage.

b) The task cycle: He described task cycle as task, planning and report. Students are expected to produce natural language, enhance fluency and confidence. Willis and Skehan emphasized on grammatical accuracy during the time tasks are being performed because during task performance the learners consider meaning and neglect grammatical correctness.

c) Language focus: It insists on some specific language features. As focus on meaning should be prominent, now it's time for 'language focus activities'. By language activities we mean semantics, lexis, morphology, syntax and phonetics/phonology. (p.1276)

As noted, the "Task Cycle" provides a more detailed notion of the phases of the Task-Based Approach for second language teaching. In detail, during the phase of the Task Cycle and Language Focus there are other basic phases. Willis (1996), quoted by Rozati (2014) explains in detail each phase:

#### A. The Pre-task Phase

The aim of the pre-task phase is to make students aware to carry out the task in ways that will enhance learning. This stage is regarded as an entry to the topic and task, it can consist of presenting useful words and phrases, brainstorming activities or listening to native speakers who are doing the tasks; ideally, a pre-task should be presented in a way that encourages the learner and teacher has to explain the importance and the objective to accomplish with the task.

## B. The Task Cycle

This cycle includes three basic phases (Task, Planning, report) and one optional phase.

### 1. Task

Students start performing a communicative task considering the background knowledge they have. The task is an aim centered activity that enables the students to achieve a real outcome.

### 2. Planning

After finishing the task, learners report on the outcome. Then they pay attention to organization and accuracy. The teacher makes students aware of any errors they made in this stage and helps them for correction.

### 3. Report

All groups are asked to report a summary to the class. The other students listen to compare their findings or to do research. At this stage, the teacher can paraphrase but not correct the language.

### 4. Optional post task listening

At this phase, students can listen to native speakers who have done the same task and compare the language. Motivation is created by the need to

attain the objectives of the assignment and to report back on it. Success would raise motivation.

### C. Language Focus

#### 1. Analysis

Students concentrate on forms and they ask some questions about language characteristics.

#### 2. Practice

Based on the analysis results, teachers identify some activities. (p.1276-1277)

In brief, for the correct use of the TBA teachers have to carry out a correct management of what the Task Cycle is, to put in use the different tasks or activities during each phase, this because each phase there are certain tasks or activities, they can use according to the skills to be developed.

#### **2.2.4 What is a Task?**

In this research, the reader would find the word task several times. Thus, it is important to define the concept. It is a path to follow to achieve an objective or goal. In short, Willis (1996), cited by Mesbah (2016) refers a task as: “activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome” (p.432). In the same way, Nunan (2004), cited by Córdoba

(2016), defines task as: “tasks aim at providing occasions for learners to experiment and explore both spoken and written language through learning tasks that are designed to engage students in the authentic, practical, and functional use of language” (p.15). Furthermore, Ellis (2003), cited by Bygate (2016) makes a distinction between “real world tasks” and “pedagogic tasks”. In brief:

Real-world tasks are intended to provide ‘situational authenticity’, in the sense that the tasks are genuine exemplars of what the learners can be expected to have to do outside the classroom. Pedagogic tasks do not aim to provide situational authenticity but are intended to generate ‘interactional authenticity’. (Bygate, 2016, p.381)

In summary, a task is directed to the use of the second language to achieve an objective, which is gaining communicative competence.

### **2.2.5 Types of Tasks that a Teacher can Use in Second Language Learning**

As presented before, the Task-Based Approach establishes a series of phases. At any phase of the method teachers can put into practice different kind of tasks to their students to achieve the communicative competence in the target language; furthermore, it is important to keep in mind that this approach emphasizes oral communication naturally, and daily language use, that is why the teacher has to be

very careful when selecting the tasks. Below are different tasks that a teacher can perform.

According to Moore & Lorenzo (2015) in the Pre-Task the teacher can: "Revisit previous themes / topics through activities designed to review concepts, for example, true / false, matching; Describing / comparing / establishing links between visuals; Brainstorming, for example, mind maps; Introducing cultural aspects." (p.342). As it is observed, all these tasks are directed to activate the student with the subject to develop, they go from comparing, selecting, enlisting, etc.

For the Task phase, once the subject vocabulary has been activated, the teacher proposes the student to perform more profound tasks, Moore & Lorenzo (2015) detail the following tasks: "Simulations (debates, interviews, presentations, etc.); Resolving problems and presenting solutions; Reconstructing texts etc., for example, collaborative jigsaw readings; Comparing and evaluating; Producing content-specific materials (e.g. time-lines and technical drawings); Composing original output, for example, text and music." (p.342). As observed, in this phase, the tasks are directed to the production of communication. Here the teacher guides and advises the student to make the right decisions to meet the objective; however, the teacher does not correct their students.

In the last phase, the Post Task, the central idea is to close the objective and reinforce the mistakes made during the task. Moore & Lorenzo (2015) present the following tasks to develop: "Auto-, or individual, or peer or whole class feedback / evaluation; Concept-checking / reinforcement; Quizzes; Text analysis "(p.342). As

shown, the purpose of these tasks is to give closure and provide feedback about the topic.

### **2.2.6 Teachers and Students Role in TBA**

The task-based approach centers on the student. In short, the teacher in charge of the study group presents the topic, provides the vocabulary related to the subject, and monitors the learning process, while students perform the task. At the end of the process, teachers give feedback and clarify ideas.

In brief, Douglas & Kim (2014) argue: "Task-based language teaching is a student-centred approach to teaching" (p.5). In addition, Rozati (2014) affirms. "The teacher's role is not one sided as an organizer, but he can consult learners and help them understand their own learning plan "(p.1274). As seen, traditional lessons in which the teacher controls the whole environment greatly differ from the TBL, in which the teacher is the guide, organizer, and vocabulary consultant (passive agent), and the students are in charge of developing and building their knowledge in the development of the tasks. Furthermore, Vargas, Moya & Garro (2016) argue "Instructors have the primary responsibility for teaching and assume different roles during instruction. They spend time monitoring students' learning, managing students' behavior, and promoting a positive learning atmosphere, among others. In the case of TBLT, the roles are determined by the task and aimed at fulfilling the students' needs." (p.5)

In brief, according to the authors, the teachers exercise the main role in traditional methods. They are responsible for selecting tasks and promoting a pleasant environment. On the contrary, in the task-based approach, filling the needs of the students is the principal purpose. In addition, Vargas et al (2016) state: "In this method, instructors assume a more passive role in the classroom. Students are the main focus of attention while instructors act as facilitators of meaning" (p.5). In the same way, Vargas et al (2016) refer to Choudhury (2011), he states the following: "teachers perform an important mediational role co-constructing learning with the students instead of simply disseminating the information" (p.34).

MEP (2019) states the basic characteristics of teacher's and student's role in TBA:

**Learner's Role:**

- An agent/performer with intercultural awareness skills.
- Autonomous, works cooperatively, interacts with others, investigates and solves
- Problems using the tools at his/her disposal (general and specific competences).
- Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.

**Teacher's Role:**

- Facilitator, coach, resource person, guide, advisor, and observer.

- Helps the learner become autonomous and be successful in the completion of:
  - the task,
  - Provides effective feedback in the process of learning, and
  - Shows expert role, but shares this responsibility with the learner. (p.31)

### **2.2.7 The Learning Process**

The human being, by his intellectual capacity, and ability to interpret and relate different situations, learn through a process that involves multiple experiences.

But now, what is the learning process? “The learning process is measured and discussed as an outcome; the end product of the process. The desired outcome is to be able to recognize some type of change” (Gould & Marie, 2013, n.p). In the same way, Álvarez (2014) in her thesis cites Merriam-Webster dictionary (2014), in which states learning is “the activity or process of gaining knowledge or skill by studying, practicing, being taught, or expecting something, the activity of someone who learns” (p.22). In summary, the learning process requires the acquisition of a series of competencies. This knowledge, in turn, makes a type of change.

Considering the previous information, what components does the learning process consider? Yilorm (2016) gives a clear description about the two main components, the human and cultural components.

In brief, the human components include teachers, students, and the class. On the other hand, the cultural ones are present in the objectives, contents to develop, methods, the evaluation, mediums, and living organization (environment).

According to Yilorm (2016), the learning process, as a system, should ensure the two components to interconnect. The main goal is to achieve the objectives, which possess three key elements knowledge, ability, and assessment.

In the same way, still, Yilorm (2016) argues the contents are the topics to be developed, and their function is to supply information and they relate to values, costumes, and norms. Furthermore, she establishes the method which consists of tools, activities, and tasks is the way to achieve knowledge. According to Yilorm (2016), mediums are strictly connected with the method, and make the learning process easier. For her, the evaluation serves as a way to determine the efficiency of the learning process. Lastly, she distinguishes the living organization as the environment where the learning takes place. This environment covers the classroom and the town where students live, and represent the connection between students, teachers; and the way to teach.

### **2.2.8 Second Language Acquired or Learned?**

According to linguists and specialists in SLA or Second Language Acquisition, acquisition and learning of languages is something totally different. It is noted that acquisition is an unconscious process, that is to say, it occurs naturally, meanwhile

learning occurs in a controlled environment and under someone's direction, that is, an academic institution, language courses, among others.

In brief, Krashen stipulated 5 theories to explain how students learn or acquired a language. These are The Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis and The Affective Filter Hypothesis. To this Abukhattala (2013), Dervić & Spahić (2018) state:

**Acquisition-Learning Hypothesis:** According to Krashen and other SLA specialists (Krashen and Terrell 1983; Littlewood, 1984; Ellis, 1985), students have two different ways of developing skills in a second language: learning and acquisition. Learning is a conscious process that focuses the students' attention on the form of the language (structure). Acquisition, unlike learning, is the method that drives humans to acquire the mother tongue. It represents the subconscious activity by which people internalize the new language, emphasizing the message (meaning) rather than on the structure. The acquisition is, thus, the untutored or naturalistic way. (Abukhattala, 2013, p.128)

Referring to the author, the way to produce language follows two paths, acquisition and learning. The former occurs naturally, unconsciously and with emphasis on the message. On the other hand, the second is conscious and happens under instruction. It emphasizes on structure (grammar).

Abukhattala (2013) explains in detail the difference between acquisition and learning in the following table:

Table 1. Learning/Acquisition Differences

Learning	Acquisition
Conscious process	Subconscious process
Knowing the rules	Picking up the learning
Results in accuracy	Results in accuracy and fluency
Formal, traditional teaching helps	Formal, traditional teaching does not help
Available for correction	Available for Automatic production

Source: Krashen's Five Proposals on Language Learning: Are They Valid in Libyan EFL Classes.

Ibrahim Abukhattala.

**Natural Order Hypothesis:** “Natural Order Hypothesis refers to the process of going through a predictable order of grammatical structures to learn a language, like the one native speaker go through when learning their first language” (Dervić & Spahić, 2018, p.397). Furthermore, Abukhattala (2013) states: According to the Natural Order Hypothesis, learners of a second language acquire structural items in a predictable order regardless of the order of presentation. This means that some structures are more easily acquired than others, and the order of difficulty does not necessarily correspond with what we believe in an easy or difficult structure. (p.129)

As stated, in this theory, the student acquires the grammatical structures in a specific order depending on the sequence of presentation selected by the teacher.

**The Monitor Hypothesis:** “This hypothesis explains how acquisition and learning are used in production, i.e. how the learners’ ability to use an L2 comes

from acquired competence” (Dervić & Spahić, 2018, p.395). Also, the authors refer to Schütz (2017) by stating that:

The monitoring function is the practical result of the learned grammar and that acquisition acts to initiate utterances whilst learning has the role of “editor” or “monitor”. The latter contributes to planning, editing and correcting when an L2 learner has sufficient time, focuses on the structure or thinks about accuracy, and knows the relevant rule/s. (Dervić & Spahić, 2018, p.395).

In this theory, Krashen refers to the monitor as the ability to recognize errors during the process of the learning a second language he says when the monitor is optimal the student is aware of their errors and they are corrected but not instantly, but for later use.

**The Input Hypothesis:** To Krashen, the Input hypothesis is the most important of his five hypotheses. He states that people acquire languages by understanding messages that are, by receiving what he calls comprehensible input. It can be described as a way to help someone to learn to drive, the first thing to do is to show him or her how to do it (input) and then, little by little, when the driver is prepared, he or she can start trying (production). Learning how the carburetor or the gearbox works will not help the novel driver to become a good driver. (Abukhattala, 2013, p.130).

In this theory, Krashen establishes that humans learn the language by understanding messages. It means that the teacher has to start giving clear and simple instructions. As a consequence, the student gradually prepares for oral comprehension. It also states that there is a moment where the student does not do anything, but in the end, he achieves the goal itself.

**The Affective Filter Hypothesis:** “Krashen’s Affective Filter Hypothesis claims that comprehensible input, although necessary, is not sufficient for L2 acquisition. Input may be understood by an acquirer, but this does not mean that this input will achieve the language acquisition device (LAD)” (Dervić & Spahić, 2018, p.400). In the same way, Abukhattala (2013) states:

Understanding a message is not enough to assure language acquisition; one must be open to the message so that it reaches the language acquisition device (LAD). The affective filter “opens” or “closes” according to our mood. That is if we are relaxed and in a pleasant learning environment, more input will reach the LAD, while if we feel tense or are in a negative environment, our efforts to provide input will be fruitless. That is why it is important to provide an appropriate acquisition environment in the classroom, eliminating anxiety and encouraging students so they feel they can really acquire the language. (p.130).

According to Krashen, in this theory, all humans are programmed with something called Language Acquisition Device or LAD, this LAD is like a chip that allows the acquisition of the language. He affirms for this to happen, the chip got to be off. Following Krashen, the tutor has to give the necessary conditions to reduce the effects of this chip by creating a comfortable and pleasant environment.

### **2.2.9 Origin of the English Second Language in Costa Rica**

English language teaching in Costa Rica dates back to the 19th century in "Casa de Enseñanza Santo Tomás." The purpose was to satisfy the need for international relationships with other countries as English was the language for commerce.

Jiménez (2016) quotes in his thesis to Bonilla & Rojas (2012) "The interest of Costa Rican people in learning foreign language emerges with the exportation of coffee to Europe, this lets them their integration with the commercial world". (p.31) As mentioned, the use of the English language in Costa Rica responded to economical purposes.

The exact year of the officialization of teaching languages as a second language in Costa Rica was in 1901, according to a file in Archivos Nacionales de Costa Rica, (Marin, 2012). As a whole, the officialization of teaching languages dates from the beginning of the last century, but the language subjects were not part of the primary school curriculum.

At first, the second language teaching of English was under the Grammar-Translation approach. Jiménez (2016) cites Marín (2004), who states: "the used

method in English Teaching ... was focused on grammar rules, vocabulary memorization, verbal declinations and conjugations, text translation, and the answering of written exercises" (p.4). The teaching of the English language at that time followed the traditional patterns of grammar rules, isolated vocabulary, translation of vocabulary, no presence of oral communication, among other factors.

It is important to state for the decades of the 30's, a total update and restructuring of teaching arises, 3 main streams emerged: historical-philosophical, mathematical-scientific and arts, which the English language was focused on. In short Jiménez (2016) states "The Secondary Teaching Directors at that moment approved a plan that began in 1936, where three areas were remarked: historical-philosophical, mathematical-scientific, and artistic-technical, in which the first one included English as a part of the program" (p.32).

Furthermore, by 1950, the University of Costa Rica launched a plan for the training of teachers in English as a subject. Jiménez (2016) refers to this as "By 1957 the University of Costa Rica, kept implementing English lessons based on the Audiolingual Method so the four skills can be developed (listening, speaking, reading, and writing)" (p.32).

In conclusion, the origin of the teaching of English language teaching in Costa Rica dates back more than a century ago. It has responded to several different methods of instruction and to the need to satisfy the demands of the rest of the world.

## **2.2.10 Methods and Approaches in the Twentieth and Twenty-First Centuries for the Teaching of the English as a Second Language**

This section covers the different designs used in Costa Rica to English language teaching, along the 20th and 21st centuries. Throughout history, different methods have been used to teach English in Costa Rica. Grammar Translation was the first method to teach English in the country.

### **2.2.10.1 The Direct Method**

This method was applied when Grammar Translation was also successful. Its greatest use was when linguists realized that Grammar Translation was an obsolete method because it allowed the use of the first language. The idea in this method is only the use of the target language for instruction. It supports the use of dictionaries to recognize unknown words. Oral competence is first worked and then reading and writing. The new vocabulary and topics are orally introduced. The following are special features of the Direct Method:

- Classroom instruction is conducted exclusively in the Target Language.
- Only everyday vocabulary and sentences are taught.
- Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- Grammar is taught inductively.

- New teaching points are introduced orally.
  - Concrete vocabulary is taught through demonstration, objects, pictures; abstract vocabulary is taught by association of ideas.
- (Richards & Rodgers, 1999, pp.9-10)

### **2.2.10.2 Oral Approach and Situational Language Teaching**

This method was applied from 1940 to 1960. It pursued to focus more on oral production. Richards & Rodgers (1999) argued that what they attempted was to develop a more scientific foundation for an oral approach to teaching English. The result was a systematic study of the principles and procedures applied to the selection and organization of the content of a language course. (p.31)

Palmer, Hornby, and other studied developed a three main features in order to apply the Oral Approach; which are: principles of selection, gradation and selection. In brief, Richards & Rodgers (1999) argue: "Systematic principles of selection (the procedures by which lexical and grammatical content was chosen), gradation (principles by which the organization and sequencing of content were determined), and presentation (techniques used for presentation and practice of items in a course)" (p.33).

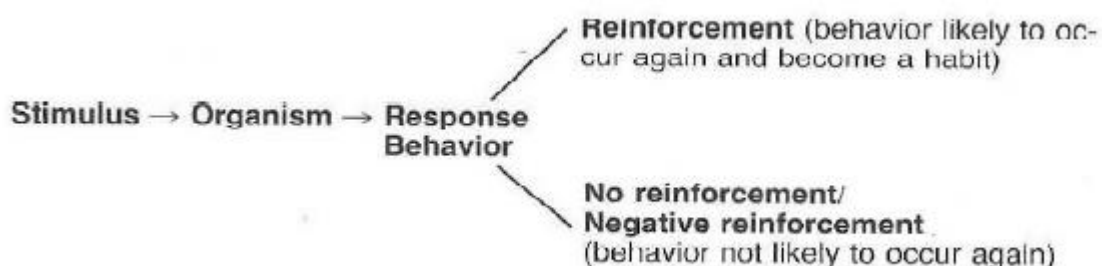
The most common characteristics of the Oral Approach and Situational Language teaching are:

- Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
- The target language is the language of the classroom.
- New language points are introduced and practiced situationally.
- Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
- Items of grammar are graded following the principle that simple forms should be taught before complex ones.
- Reading and writing are introduced once a sufficient lexical and grammatical basis is established. (Richards & Rodgers, 1999, p.34)

### 2.2.10.3 The Audio-Lingual Method

The Audio-Lingual method focuses on oral production, just like the Direct Method.

The main feature of this method is the construction of sentences, proper pronunciation, and intonation. It is characterized by language reinforcement through positive stimulus.



Source: Approaches and Methods in Language Teaching. Richards & Rodgers (1999, p.50)

Audio-Lingual Method operates with the idea on stimuli plus reinforcement equal as positive behavior. According to Richards & Rodgers (1999) behaviorist consider that the person is an organism with the capacity to interact in diverse environments and demonstrate many different conducts. The manifestation of the conducts in learning is directly connected to a stimulus that triggers the behavior, a response as a result of the previous one; and reinforcement which serves to back up the response as appropriate or not and would promote its repetition or deletion. (p.50)

In simple words, in the Audio-Lingual method, when teachers apply a positive stimulus, the response of the student is more satisfactory, thus language reinforcement takes place. The main characteristics of Audio-Lingual method are:

- Learning a foreign language is a mechanical process, the good habits come from assertive responses, instead of making mistakes.
- When learners memorize drills and dialogue patterns the possibility of mistakes are smallest.
- Language is verbal behavior, so students are induced to automatically understanding and production of utterances.
- Language skills are best learned when the material presented in class is first presented in oral way rather than written.
- Analogies are part of a better process to language learning, which involves generalizing and discriminating.

- Explanation of rules is taught after students have practiced the language and used the patterns in different contexts that give learners perception of some analogies.
- Grammar acquisition is inductive rather than deductive.
- The meaning of words that native speakers give to them can be learned only if language is used in contexts and cultural scenarios, but not in isolation. Rivers (1964, p.118)

#### **2.2.10.4 Total Physical Response**

Total Physical Response or (TPR) is a method designed by the professor James Asher from the University of San Jose California. He states that for the correct learning of language; teachers have to connect the speech and physical (motor) activities. Richards & Rodgers (1999).

Asher says that adults learn a second language in a similar manner than children acquire their mother tongue. In brief, Richards & Rodgers (1999) state: "He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue" (p.87).

Asher claims that comprehension skills go before speaking. He states that comprehension abilities precede productive skills in learning a language. Also, he

indicates that speaking should go after comprehension skills. Furthermore, listening skills produce other skills, so teachers should emphasize listening at first. In the same manner, teachers should teach meaning instead of form for a correct language learning, and finally, teaching should release amount stress while you are learning. (Richards and Rodgers, 1999).

There are some specific characteristics teachers have to worry about when implementing TPR:

- Taking listening as the leading activity in the classroom.
- If they have done much preparation work, we should allow students to take part in activities.
- Students should improve their comprehension ability through the body's response to language.
- Teaching should pay more attention to meaning rather than form, so that students can reduce the tension.
- It helps to cultivate students' real communicative competence.
- After using TPR teaching method, students can maintain long-term clear memory after a period of time. It plays a significant role in primary learners' long-term memory.
- It has a higher recall rate. TPR teaching method can make learners recall more often after gaining the knowledge. (Shi, 2018, p.1088)

### **2.2.11 “Educating for a New Citizenship” Curricular Form 2016**

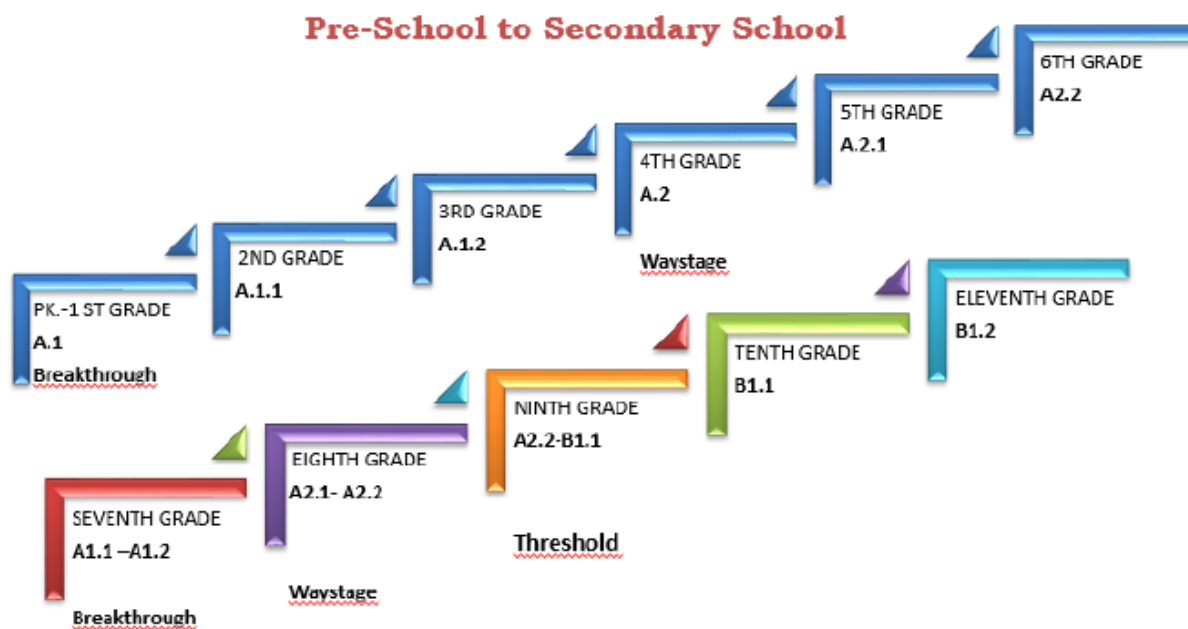
Previously, the researcher affirmed that every language has the same purpose, (communication) and there is no better wording than others, all of them are equally important, and languages or dialects are the living representation of the ideology of a country. Linguistics support that at this time, English is the tool for international business, political purposes, academic benefits, international and cultural events, and others. That is why English is a requirement as a second language for those nations that want to compete internationally. To the MEP (2016) the purpose of learning the English language is to conceive competent students for a correct development in the second language as used by a native speaker. In brief the MEP (2016) stipulates the purpose of studying English in the Educational System is the development of the learner’s communicative competence as well as the knowledge, skills, abilities, values, and competences of a 21st century citizen. This requires the implementation of innovative communicative language teaching methodologies. These methodologies are supported by principles established in the Common European Framework of Reference for languages (CEFR), the Action-Oriented Approach, and the Educating for a New Citizenship Framework. (p.21)

Concerning the above information, through an update of the curriculum, the MEP pretends not only to meet the standards requested by the CEFR but also wants teachers capable of building strategies to fulfill the needs of the students in the process of globalization in the new century.

Due to the above, it can be affirmed that with the new syllabi, it is possible to cover old gaps present in the previous curriculum. One important feature to highlight in the new curricular is the use of ICTS as learning techniques. The main goal with the actual national curriculum in English it is to develop students as a B1 o B2 according to CEFR. This means that teachers have to work harder to help students achieve the standards required for a better life opportunity:

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 and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). (MEP, 2016, p.4)

## Proficiency Levels Projection for the English Curriculum



Source: MEP, *“Educating for a New Citizenship”*, 2016

In The first pages of this research project the researcher introduced the purposes of the Task-Based Approach. On the other hand, a question to any reader might arise, why does the new curriculum promote the Task-Based Approach or Action Oriented Approach instead of the Communicative Language Teaching?

The idea of this shift from CLT to TBA is to ensure the possibility students use what they know in a communicative way. This makes the students independent users of their language, active agents, develop communicative competence and put in real life situations their linguistic skills:

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

In addition, the MEP (2016) established a series of tips that teachers have to put in practice in their English lessons with the TBA:

- The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
- Language performances, in oral or written form, respond to language functions and they are carried out in specific scenarios.
- Enabling and communicative activities are task-based and real-life.
- Learners use authentic materials as comprehensible input, as much as possible.

- The ICT become an important tool to create meaningful learning experiences.
- A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.
- Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
- Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication. (p.25)

### **2.2.11.1 Communicative competence vs proficiency**

Throughout the project two terms have been of constant mention, communicative competence and proficiency, both are part of “Educating for a New Citizenship” and both have things in common.

Communicative competence deals with knowledge, skills and how a learner perform tasks by using language. In brief, MEP (2016) states:

The communicative language competences involve knowledge, skills, and know-how for each of the following three components:

**Linguistic component:** Deals with the knowledge of phonology, morphology, lexicon and syntax.

**Sociolinguistic component:** Refers to the sociocultural conditions of language use such as social group repertoires or politeness rules.

**Pragmatic component:** Covers, among others, speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example, the use in specific scenarios of how to act in a given social event or how to participate in a job interview.

(p.23)

In regards to this information, it can be set that communicative competence involves linguistic characteristics as believes, cultural aspects and how language works in a certain place.

On the other hand, proficiency deals with the ability of using language as normal situation. UNIVERSITY of WISCONSIN–MADISON (2019) argues: "Language proficiency is the ability to use a language spontaneously for real-world purposes" (n.p). Besides that, proficiency describes in terms of descriptions ex; distinguished, advanced, superior, intermediate how a user of the language uses any of the four skills (listening, speaking, reading, writing). (ACTFL PROFICIENCY GUIDELINES, 2012)

Having both terms well defined it can be established that MEP wants both competent and proficient students of the target language. From communicative competence MEP pursues bilingual students capable of using English second

language in any situation, and in any place; and from proficiency, MEP wants students with certain standards in their four skills testing them under the CEFR.

### **2.2.11.2 General mediation principles for third cycle and diversified education**

As it was bounded previously, the main purpose of the new English syllabus in Costa Rica is to develop students as independent users of English language with communicative competence. Hence, English teachers have to follow few principles to achieve the main goal established by the MEP. Coming information extracted from the National syllabus provided by MEP clarifies these principles.

To start with, English teaching places priority on the fine-tuning of learners' communicative competence involving oral comprehension and oral and written communication.

Another important consideration is that teachers can choose three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.

Moreover, teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then, they share the learning goals, and essential question with the students and the expected outcome for that day or week.

A completely new element is the incorporation of the enduring understanding. It is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.

Besides, lessons follow a task-based approach combined with the action-oriented approach, and grammar is developed by combining both inductive and deductive instruction within meaningful context. Furthermore, to reach this stage, the teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences:

Oral Comprehension: This skill incorporates a series of stages. The first one is planning (pre-listening, motivating, contextualizing, explaining task goal); then, listening for the first time (general understanding); right after that, pair/group feedback; afterwards, listening for the second time (more detailed understanding); and finally, self/co assessment.

To develop written Comprehension the teacher follows the coming stages. Planning (pre-reading, explaining task goal, use typographical clues, list difficulties/strategies to cope them); then, while-reading reading for the first time; subsequently, pair/group feedback, additionally, reading for the second time, later, post-reading (for reacting to the content or focusing on features /language forms and self /co assessment).

The oral Production considers: Spoken interaction (planning, organizing, rehearsing, and interacting) and spoken production (planning, organizing, rehearsing, and producing).

Written Production involves: Pre-writing, drafting, revising, editing and publishing.

Also, Teachers make sure that all learners understand the instructions to accomplish the task and ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.

On the other hand, Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed. The task could involve the integration of listening and speaking or reading and writing and are given to students individually, in pairs, or teams. The learners complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.

Teacher monitors the learners' performance and encourages them when necessary. Teacher must give preparation time, clarification and wait time to the learners to prepare and answer questions when asked. The learners consciously assess their language performances (using rubrics, checklist and other technically designed instruments that are provided and explained to them in advance).

Teachers assess performance, provide feedback in the form of assistance, bring

back useful words and phrases to students 'attention, and provide additional pedagogical resources to students who need more practice. At the end of each unit, the learners develop and present integrated mini-projects to demonstrate mastery of the unit goals.

It is mandatory that teacher teach and plan English lessons in English to engage learners socially and cognitively. (MEP, 2016, pp.35-37)

## 2.3 HYPOTHESIS

The hypothesis is stated as the predictions or facts in something know and responds at the question stated in the problem formulation; in the same way, the hypothesis has strictly relationship between two or more variables. Curtis and Drennan state:

The word hypothesis his derived from the Greek word hypothesis meaning base' basis of an argument or supposition, with the scientific use of the term appearing in the 1640s. Hypothesis are derived from the propositions or premises. Premises are relationships between one concept and another concept...it is a special form of describing a relationship between two (simple) or more (complex) concepts. (p.63)

**With the greater the use of the Task-Based Approach, the better learning of English language.**

### 2.3.1 Independent Variable

Cauas (2015), defines independent variables as those aspects or elements in a variable that can be manipulated and receive individual treatment. (p.4). For the purpose of this research, the independent variable is Task-Based Approach.

Yuan (2016) defines: “TBL can be defined as one of the communicative approaches to foreign language teaching, in which learners’ ‘communicative purpose’ for target language learning will be eventually achieved by tasks with a variety of activities” (p.393).

Rozati (2014) states Task-Based Approach as “Task- based language teaching is derived from Dewey’s attitude about the crucial role of experience for an effective learning. It considers the functional role of language in real tasks as the major goal for students to communicate at the class for an ideal learning.” (n.p)

Furthermore, the MEP (2016) sees Action-Oriented Approach or Task-Based Approach as, one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. (p.25)

This is the one adopted in this research.

### 2.3.2 Dependent Variable

Abreu (2012), delimits a dependent variable as those elements, situations or conditions that can be explained taking as a starting point many other elements. (p.124). For the research process, the dependent variable of the study is teaching English language.

Warner (2016) states teaching as: “the key actions of the teacher involve planning and sequencing learning activities” (p.3). In the same way, Warner (2016) states: “teaching is building connections between and within subjects, contexts, and experiences” (p.5). Besides that, Warner (2016) stipulates: “teaching is highly interactive and cooperative, building a community of learners working toward common purposes through caring and trusting relationships” (p.5).

Furthermore, Warner (2016) defines teaching as a process, which is:

A change in behavior as a result of experience or practice. The acquisition of knowledge. Knowledge gained through study. To gain knowledge of, or skill in, something through study, teaching, instruction or experience. The process of gaining knowledge. A process by which behavior is changed, shaped or controlled. The individual process of constructing understanding based on experience from a wide range of sources. (p.1).

This definition is the one used on this research, because sees teaching as process.

## 2.4 OPERATION OF THE HYPOTHESIS

Bernal (2010) states that the operationalization of a variable consists in establishing the indicators or specific elements that constitute a unit. (p. 141).

Table 1

Operationalization of Hypothesis

HYPOTHESIS	CONCEPTS	VARIABLES	INDICATORS
<b>With the greater the use of the Task-Based Approach</b>	one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios.	- Task-Based Approach.	- Use of the approach. - Types of tasks used. - Ability to use as much skills in a task.
<b>The better learning of English language.</b>	A change in behavior as a result of experience or practice. The acquisition of knowledge. Knowledge gained through study. To gain knowledge of, or skill in, something through study, teaching, instruction or experience. The process of gaining knowledge. A process by which behavior is changed, shaped or controlled. The individual process of constructing understanding based on experience from a wide range of sources.	- Teaching English language	- Strategies to teach English language. - Contents developed. - Ability to teach with low budget. - Proficiency in the target language.

Source: Created by the researcher of this project.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

### **3.1 TYPE OF RESEARCH**

Chinchilla et al (2018), a type of research encloses a series of characteristics and those characteristics defines the type of research. In brief, Chinchilla et all (2018) estipulate that research can be classified according to a series of criteria including its nature, purpose, dimension and character among many other aspects. This classification delimits the course of the research process. (p.25)

For the nature of this research, “Teachers’ use of the Task-Based approach for teaching English language to eighth and ninth grade students at Liceo de Miramar in the first trimester of 2019,” it is classified in: purpose, temporal dimension, framework, nature and character.

#### **3.1.1 Purpose**

The purpose in a research is stipulated in two paths to follow, the theoretical and applied. The theoretical purpose is the one looking for new information and things to investigate (Barrantes, 2013). In brief, Chinchilla et all (2018) argue that a research starts from an existent knowledge, but this knowledge is not necessarily complete or there is not yet full evidence of how it interacts. Thus, the aim is to produce a better knowledge. (p.26)

On the other hand, the applied research is the one that seeks to resolve problems with already existing information (Barrantes, 2013). Furthermore, Chinchilla (2013) commented that under the basis of the collected information, the applied research elaborates a series of recommendations, plans, manuals and

many more instruments to give a solution to specific problems in specific places. (p.26). Therefore, this research has a practical purpose because it aims to resolve discrepancies with the task-based approach. This research shows guidelines on how to implement the current method by the MEP in teaching the English language, shows practical knowledge of carrying out a step-by-step class under the focus and even more, will be of great use for tutors among teachers in the application of the method.

### **3.1.2 Temporal Dimension**

Research studies are developed in two temporal dimensions, the cross-sectional and longitudinal. The cross-sectional studies are the ones in which the evolving study, the subjects' study and the study objectives are developed in a determined time (Barrantes, 2013). On the other hand, the longitudinal studies are those in which there is no time stipulated to study, they can be developed through the time. Chinchilla et al (2018) manifest that this temporal dimension considers different moments along the time line with the idea to identify and contrast the different behaviors over the time. (p.26)

Said the above, it is understood the temporal dimension of the research is cross-sectional. As can be seen, this research is developed in a specific time: the first trimester of 2019.

### **3.1.3 Framework**

The framework of research study, it refers to the physical space where the research is carried out, this space covers the entire extent where the subjects are investigated along with their organization, institution (Chinchilla et al, 2018).

According to Chinchilla et al (2018), the framework can be divided in three aspects, mega, macro and micro. The mega research considers a nationwide issue. In the same way, the macro research considers a part or portion of the mega. For example, a study about the marketing process of a product in specific province. (Chinchilla, et al 2018, p.27). In addition, the macro framework refers to a part, element, or subtopic in which the researcher would develop his investigation. (Chinchilla et al, 2018, pp.27-28).

In terms of the framework this research is micro type since it is carried out in an institution (Liceo de Miramar) with a certain amount of non-extensive population to reach to be macro or mega (students of eighth and ninth grade and English educators) in the first trimester, 2019.

### **3.1.4 Nature**

Research studies are focused in three specific designs: quantitative study, qualitative study and mix study. Chinchilla et all (2018) indicate that in a quantitative research, the researcher compiles data, and numbers to support the hypothesis. To collect the information the researcher uses different surveys with open and closed items, software, statistic models and many others. To the qualitative approach the

important part is to measure, calculate and create formulas to represent information in statistical models. (p.28)

On the Contrary, qualitative studies recover opinions, attitudes, behaves, values judgement; in simple words, qualities that cannot be measurables through numbers. (Chinchilla et al, 2018).

Lastly, a mixed study is the one that joins the qualitative and quantitative model, a mix model can start as qualitative model at the begging but at the end it turns in quantitative model (Chinchilla et al 2018).

Stablished the characteristics of study models, this research is of a mix nature, this because it describes and analyzes situations founded, but it can be measured thorough numeric percentages.

### **3.1.5 Character**

Research projects are characterized by exploratory, descriptive, correlational and explanatory. Hernández (2014) states “los estudios exploratorios se realizan cuando el objetivo es examinar un tema o problema de investigación poco estudiado, del cual se tienen muchas dudas o no se ha abordado antes” (p.91).

Also, Hernández (2014) stipulates that the descriptive studies aim to specify the properties, characteristics and profiles of the people, groups, communities, or any subject under measurement process. (p.92)

In addition, about correlational studies Hernández (2014) argues that the purpose of this type of study is to clarify the relation or the degree of existent association between two or more concepts. (p.93)

Moreover, Hernández (2014) regarding explanatory studies, indicates that these kind of research goes beyond a simple description of concepts or the establishment of relations between concepts. They are addressed to respond to the causes of events and both physical and social phenomena. Their idea is to explain why a phenomenon occurs. (p.95) Having in mind all the previous mentioned, it can be affirmed the study character of this thesis is descriptive, because it describes what happens with variables and subjects and seeks to solve problems found along the study.

## **3.2 SUBJECTS AND SOURCES OF RESEARCH**

### **3.2.1 Subjects of information**

The subjects of study of the research are English teachers of eighth and ninth grade and students of eighth and ninth grade in the first trimester 2019, at the Liceo de Miramar. It counts with a total population of 958 students, 201 of eighth divided in eighth groups; 193 of ninth grade divided in eight groups all of them are from Miramar and near places of Montes de Oro.

#### **Inclusion criteria**

- English department professors of Liceo de Miramar.
- Students with previous knowledge in English education.

- Students with previous knowledge of the TBA in seventh and eighth grades.

### Exclusion criteria

- Professors that are not part of the English department of Liceo de Miramar.
- Students that were not instructed under the TBA in seventh and eighth grades.

### 3.2.2 Primary sources

According to Chinchilla et al (2018), the primary sources are “todos los documentos como tesis de las Universidades que se encuentran en línea y trabajos de investigación de organizaciones reconocidas” (p.36).

Table 2

<b>Author</b>	<b>University</b>	<b>Year</b>	<b>Country</b>
Aguilar Chacón M	Universidad Hispanoamericana	2019	Costa Rica
Álvarez Rodríguez. C.	Universidad Hispanoamericana	2014	Costa Rica
Jiménez Molina. A.	Universidad Hispanoamericana	2016	Costa Rica

Source: Table constructed by researcher.

### 3.2.3 Secondary sources

According to Chinchilla et al (2018), secondary sources are those books used along the investigation as sources of information or bibliography reference. It also includes documents taken from web-sites if they have authorship recognition, a title and a publishing year. (p.36) The following table contains the materials used during the research.

Table 3

<b>Author</b>	<b>Document name</b>	<b>Year</b>	<b>Number edition</b>
Hernández, R.	Metodología de la investigación	2014.	6 <sup>th</sup> ed.
Hernández, R.	Fundamentos de investigación	2017.	1 <sup>st</sup> ed.
Richards, J., & Rogers, T	Approaches and Methods in Language Teaching.	1999	15 <sup>th</sup> ed.
Wilga Rivers	The Psychologist and the Foreign Language Teacher	1964	1 <sup>st</sup> ed.
Gonzales Vallejo, L., Evans Meza, Ronald., Pérez Fallas, Daniel.	MANUAL: NORMAS A.P.A. Citas y referencias bibliográficas	2018	2 <sup>nd</sup> ed.
Chinchilla Jiménez, A., Guerra Vargas, G., Corrales Padilla, L., & Jara Ocampo, A.	GUÍA CUANTITATIVA PARA TRABAJOS FINALES DE GRADUACIÓN, TESIS Y TESIS EN CIENCIAS SOCIALES	2018	2 <sup>nd</sup> ed.

Bernal, C.	Metodología de la Investigación, administración, economía, humanidades y ciencias sociales.	2010	3 <sup>rd</sup> ed
Barrantes, R.	Investigación: un camino al conocimiento: enfoque cuantitativo y cualitativo.	2013	2 <sup>nd</sup> ed.
Krauskopf, D	ADOLESCENCIA Y EDUCACION	2012	2 <sup>nd</sup> ed.
Ministerio de Educación Pública.	“Educating for a New Citizenship”. PROGRAMAS DE ESTUDIO DE INGLÉS	2016	1 <sup>st</sup> ed.
Liceo de Miramar.	NORMATIVA INTERNA LICEO DE MIRAMAR CURSO LECTIVO 2017	2017	Not apply
Marin, E	Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX	2012	Document from web site.
Gould, M.	Learning Process. Research Starters: Education.	2013	Document from web site.
Vetseh, Z.	Teaching in our days: a different view of classrooms.	2009	Document from web site
Pasia, S.	Oral Situational Approach.	2010	Document from web site

Cauas, D	Definición de las variables, enfoque y tipo de investigación.	2015	2 <sup>nd</sup> ed.
Jack C. Richards	Communicative Language Teaching Today	2006	1 <sup>st</sup> ed.
Pritchard, A	Ways of learning: Learning theories and learning styles in the classroom.	2013	2 <sup>nd</sup> ed.
Guerra, T	MONTES DE ORO LA REGION VISITADA POR EL RAYO.	1990	1 <sup>st</sup> ed.
Torres, G	Montes de Oro 100 años de Historia	2015	1 <sup>st</sup> ed.
UNIVERSITY of WISCONSIN–MADISON	UW-MADISON LANGUAGES	2019	Document from web site.
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES	ACTFL PROFICIENCY GUIDELINES	2012	Document from web site.

Source: Table created by the researcher of this project.

### 3.2.4 Tertiary sources

According to Chinchilla et al (2018) about tertiary sources include scientific articles from recognize indexed magazines, articles written by experts on the area subject of study. (p.37). The following table contains the tertiary sources used in the research project.

Table 4

Author	Document or article name	Journal name	Year	Volume (num)
Abukhattala, I.	Krashen's Five Proposals on Language Learning: Are They Valid in Libyan EFL Classes.	<i>English Language Teaching</i>	2013	6(1)
Abreu, J. L	Constructos, Variables, Dimensiones, Indicadores & Congruencia (Constructs, Variables, Dimensions, Indicators & Consistency)	<i>Daena: International Journal of Good Conscience</i>	2012	7(3)
Córdoba Zúñiga, E.	Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University.	<i>PROFILE: Issues in Teachers' Professional Development</i>	2016	18(2)

Dervić, M., & Spahić, N.	An Evaluation of Five Key Aspects of the Language Acquisition (La) - a Critical Review of Krashen`s Theory.	Proceedings of the Islamic Pedagogical Faculty of the University of Zenica.	2018	16(16)
Douglas, S. R., & Kim, M.	Task-based language teaching and English for academic purposes: an investigation into instructor perceptions and practice in the Canadian context.	<i>TESL Canada Journal.</i>	2014	31(8)
East, M.	Out with the old and in with the new? The benefits and challenges of task-based language teaching from one teacher's perspective.	<i>Babel.</i>	2016	51(1)
Hirst, P. H.	What is teaching?	<i>Journal of Curriculum Studies</i>	1971	3(1)
Köksal, D., & Ulum, Ö. G	Pre-service EFL teachers' conceptions of language proficiency: entry and exit level qualifications	<i>Journal of Language and Linguistic Studies</i>	2019	15(2)

Mingxin, L.	The Application of Task-oriented Teaching Approach to Enhancing Communicative Competence of EFL	<i>Asia Pacific Journal of Multidisciplinary Research.</i>	2014	2(1)
Moore, P., & Lorenzo, F.	Task-based learning and content and language integrated learning materials design: process and product.	<i>Language Learning Journal</i>	2015	43(3)
Rozati, S. M.	Language teaching and task-based approach.	Theory and Practice in Language Studies	2014	4(6)
Sekiziyivu, S., & Mugimu, C. B.	Communicative Language Teaching Strategies for German as a Foreign Language in Uganda.	<i>Journal of Language Teaching &amp; Research</i>	2017	8(1)
Tingting Shi.	A Study of the TPR Method in the Teaching of English to Primary School Students.	Theory & Practice in Language Studies	2018	8(8)

Torres Perez, Y., Ortiz Torres, E., & Medina Carballosa, E.	El componente perceptivo de la comunicación profesor-alumno en el proceso de enseñanza aprendizaje universitario.	Pedagogia Universitaria	2016	21(3)
Vargas Vásquez, J., Moya Chaves, M., & Garro Morales, C.	The roles of the instructors in an esp-task based language teaching course	<i>Actualidades Investigativas En Educación</i>	2016	16(1)
Warner, C. K.	Contested definitions of excellent teaching: an analysis of the discourse of quality.	<i>Journal of Thought.</i>	2016	50(20)
Wiyono, B. B., Gipayana, M., & Rumiati	The Influence of Implementing Communicative Approach in the Language Teaching Process on Students' Academic Achievement.	Journal of Language Teaching & Research	2017	8(5)

Yilorm, Y.	The learning teaching process of English as a foreign language in Chilean Public Schools: Production or reproduction?	<i>Estudios Pedagógicos (Valdivia)</i>	2016	42(especial)
Yuan, Y.	Application of task-based learning in Chinese context.	Theory and Practice in Language Studies	2016	6(2)

Source: self-made

### 3.3 SELECTION OF SAMPLING

According to Chinchilla et al (2018), the population is the total amount of subjects that constitute the universe on which the research would take place. It can be formed by communities, groups, people or organizations. (p.37). But also, the sample is a small group representing a part of the entire population, sharing same characteristics but just smaller in size. (Chinchilla et al, 2018, p.37).

### **3.3.1 Probabilistic or non-probabilistic sample**

There are two manners in order to select the sample of a research project, the probabilistic and non-probabilistic. The probabilistic sample considers all the subjects of the population which have the same possibility to be selected by means of a random selection. (Chinchilla et al, 2018, p.35). Meanwhile, the non-probabilistic sample is formed by the people, clients, or workers previously selected under certain criteria. (Chinchilla et al, 2018, p.35).

For the purpose and needs of the research, this thesis project applies a non-probabilistic sample, this because it seeks specific population (students of eighth and ninth grade and teachers of English department of Liceo de Miramar) and specific characteristics (students with previous instruction in TBA and students with knowledge in English second language) furthermore, the study sample are 4 groups of eighth grade students and 4 groups of ninth grade students, 193 in total.

## **3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION**

According to Chinchilla et al (2018), the techniques and instruments to collect information should be suitable, this means that the instrument must recollect the real data observed or measured, therefore, the researcher has to keep in mind three main characteristics when he is going to create the instruments, to consider

selection of the instrument, application of the instrument and analysis of observations and measurements.

Hernández (2014) states that to watch is not the same as to observe. To observe the researcher must train his eyes to collect specific details. In addition, the observation allows the researcher to focus in the things that are interested to him in the environment where the observation took place.

For the nature of the research, at the time collecting the information the most used technique is the observation by means of checklist, observation sheet and binnacle.

The checklist is a structured instrument which records the presence or absence of a behavior or characteristic. Barrantes (2013) suggests at the time to create a checklist, the investigator needs to consider the objective of the research, the variable, and the indicators to observe. In addition, the observation sheet, it is an instrument with the ability to register specific data with the intention to give a feedback and solve a problem observed. For last, the binnacle or textbook, it is used when the researcher takes specific notes of the behaviors observed.

Given all before, the technique used for the research project is the observation supported with checklists as a tool to recollect the information both for students of eighth and ninth grade of Liceo de Miramar as well for the English teachers in charge of eight and ninth grade.

## **3.5 OPERATION OF VARIABLES**

In the operation of the variables, these are taken from an abstract dimension to a concrete one. In this way the researcher defines concepts and indicators to explain the way the variables would be contrasted. (Chinchilla et al, 2018, p.40) With this in mind and considering both the independent and the dependent variable, they are presented in conceptual definitions, operational definitions and instrumental definitions.

### **3.5.1 Independent variable**

Factor A of the thesis is: “Task-Based Approach”

#### **3.5.1.1 Conceptual definition**

The concept adopted for the independent variable “Task-Based Approach” is: One of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. (MEP, 2016, p.25)

#### **3.5.1.2 Operational definition**

It deals with establishing the indicators to directly observe the variable. In other words, it implies developing empirical observation to measure concrete aspects of the variable. (Chinchilla et al, 2018, p.41)

If from 100% to 80% English teachers of Liceo de Miramar use correctly the Task-Based Approach in their lessons, this is positive for the research.

If from 79% to 60% English teachers of Liceo de Miramar use correctly the Task-Based Approach in their lessons, this is relatively positive for the research.

If less than 59% English teachers of Liceo de Miramar use correctly the Task-Based Approach in their lessons, this is negative for the research.

#### **Factor A: Task-Based Approach**

0 \_\_\_\_\_ negative - | 60+ positive \_\_\_\_\_ 100

#### **3.5.1.3 Instrumental definition**

According to Chinchilla et al (2018) in the instrumental definition the researcher species the instruments and techniques to collect the information for the variables subject of analysis. (p.41).

For the factor A, the technique used is an observation and as a tool a checklist, it is strictly directed to English teachers of Liceo de Miramar of eighth and ninth grade and it counts with 14 items or criteria, divided in 3 indicators. According to the observed is registered.

### **3.5.2 Dependent variable**

Factor B of the research is: “Role of Teacher and Students in Task-Base Approach”

#### **3.5.2.1 Conceptual definition**

The concept used for the dependent variable “Role of Teacher and Students in the Task-Base Approach” is:

The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner’s successful completion of the task. An Action-Oriented Approach “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. (MEP, 2016, pp.27-29)

#### **3.5.2.2 Operational definition**

If from a 100% to 80% teachers of eight and ninth grade students of Liceo de Miramar and as well students know their roles in the Task-Base Approach, this is positive for the research.

If from a 79% to 60% teachers of eight and ninth grade students of Liceo de Miramar and as well students know their roles in the Task-Base Approach, this relatively positive for the research.

If less than 59% teachers of eight and ninth grade students of Liceo de Miramar and as well students know their roles in the Task-Base Approach, this is negative for the research.

Factor B: Role of Teacher and Students in Task-Base Approach.

0 \_\_\_\_\_ negative\_ - | 60+ \_positive \_\_\_\_\_ 100

### **3.5.2.3 Instrumental definition**

For the factor B, the technique used to collect data is an observation and as a tool a checklist, it is directed to the English teachers and students of eighth and ninth grade, the checklist counts with 7 items or criteria divided in 3 categories according to the obtained during the observation is measured.

### **3.5.3 Dependent variable**

Factor C of the research is: “English Proficiency on the Target Language”

#### **3.5.3.1 Conceptual definition**

The concept used for the dependent variable “English Proficiency on the target language” is: Language proficiency refers to competency of performing a language where receptive and productive awareness of language systems are highly emphasized. (Köksal & Ulum, 2019, p.484)

### 3.5.3.2 Operational definition

If from a 100% to 80% students of the eighth and ninth grade students of Liceo de Miramar demonstrate English proficiency on the target language, this is positive for the research.

If from a 79% to 60 students of eighth and ninth grade students of Liceo de Miramar demonstrate English proficiency on the target language, this relatively positive for the research.

If less than 59% students eighth and ninth grade students of Liceo de Miramar demonstrate English proficiency on the target language, this is negative for the research.

**Factor C:** English Proficiency on the Target Language

0 \_\_\_\_\_ negative\_ - | 60+\_ positive \_\_\_\_\_ 100

### 3.5.3.3 Instrumental definition

For the factor C, the technique used to collect data is an observation and as a tool a checklist, it is strictly directed to eighth and ninth grade students of Liceo de Miramar, the checklist counts with 10 items or criteria divided in 4 categories according to the obtained during the observation is measured.

### **3.5.4 Table operationalization of the variables**

The coming table presents to the reader the operationalization of variables. This table serves to the purpose to clarify the variables and take them to the most concrete possible definition not just for their understanding, but also for their respective measurement.

Table 5 Operationalization of Variables

SPECIFIC OBJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
<p>1. Exploring the correct use of the task-based approach during the English teaching process with eighth and ninth grade students at Liceo de Miramar during the first trimester 2019.</p>	<p>With the greater the use of the Task-Based Approach, the better learning of language.</p>	<p>Factor A: Task-Based Approach.</p>	<p>One of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios.</p>	<p>If from 100% to 80% English teachers of Liceo de Miramar use correctly the Task-Based Approach in their lessons, this is positive for the research.</p> <p>If from 79% to 60% English teachers of Liceo de Miramar use correctly the Task-Based Approach in their lessons, this is relatively positive for the research.</p> <p>If less than 59% English teachers of Liceo de Miramar use correctly the Task-Based Approach in their lessons, this is negative for the research.</p>	<p>Technique used is an observation and as a tool a checklist, it is directed to English teachers of Liceo de Miramar of ninth grade and it counts with 10 items or criteria, divided in 3 indicators. According to the observed is registered.</p>

SPECIFIC OBJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
<p>2. Determining the role of teacher and students in the task-based approach at Liceo de Miramar during the first trimester 2019.</p>	<p>With the greater use of the Task-Based Approach, the better learning of language.</p>	<p>Factor B: Teaching English language.</p>	<p>The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task. An Action-Oriented Approach "views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.</p>	<p>If from a 100% to 80% teachers of the ninth-grade students of Liceo de Miramar and as well students know their roles in the Task-Based Approach, this is positive for the research.</p> <p>If from a 79% to 60% teachers of the ninth-grade students of Liceo de Miramar and as well students know their roles in the Task-Based Approach, this relatively positive for the research.</p> <p>If less than 59% teachers of the ninth-grade students of Liceo de Miramar and as well students know their roles in the Task-Based Approach, this is negative for the research.</p>	<p>Technique used to collect data is an observation and as a tool a checklist, it is directed to the English ninth grade students of Liceo de Miramar, the checklist counts with 10 items or criteria divided in 3 and according to the obtained during the observation is measured.</p>

SPECIFIC OBJECTIVE	HYPOTHESIS	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
<p>3. Measuring eighth and ninth grade student's English proficiency on the target language at Liceo de Miramar during the first trimester 2019. CC</p>	<p>With the greater the use of the Task-Based Approach, the better learning of language.</p>	<p>Factor C: English Proficiency on the Target Language</p>	<p>Language proficiency refers to competency of performing a language where receptive and productive awareness of language systems are highly emphasized.</p>	<p>If from a 100% to 80% students of the eighth and ninth grade students of Liceo de Miramar demonstrate English proficiency on the target language, this is positive for the research.</p> <p>If from a 79% to 60 students of eighth and ninth grade students of Liceo de Miramar demonstrate English proficiency on the target language, this relatively positive for the research.</p> <p>If less than 59% students eighth and ninth grade students of Liceo de Miramar demonstrate English proficiency on the target language, this is negative for the research.</p>	<p>Technique used to collect data is an observation and as a tool a checklist, it is strictly directed to eighth and ninth grade students of Liceo de Miramar, the checklist counts with 10 items or criteria divided in 4 categories according to the obtained during the observation is measured.</p>

Source: Created by the researcher of this project.

## **CHAPTER IV**

### **DATA ANALYSIS AND INTERPRETATION**

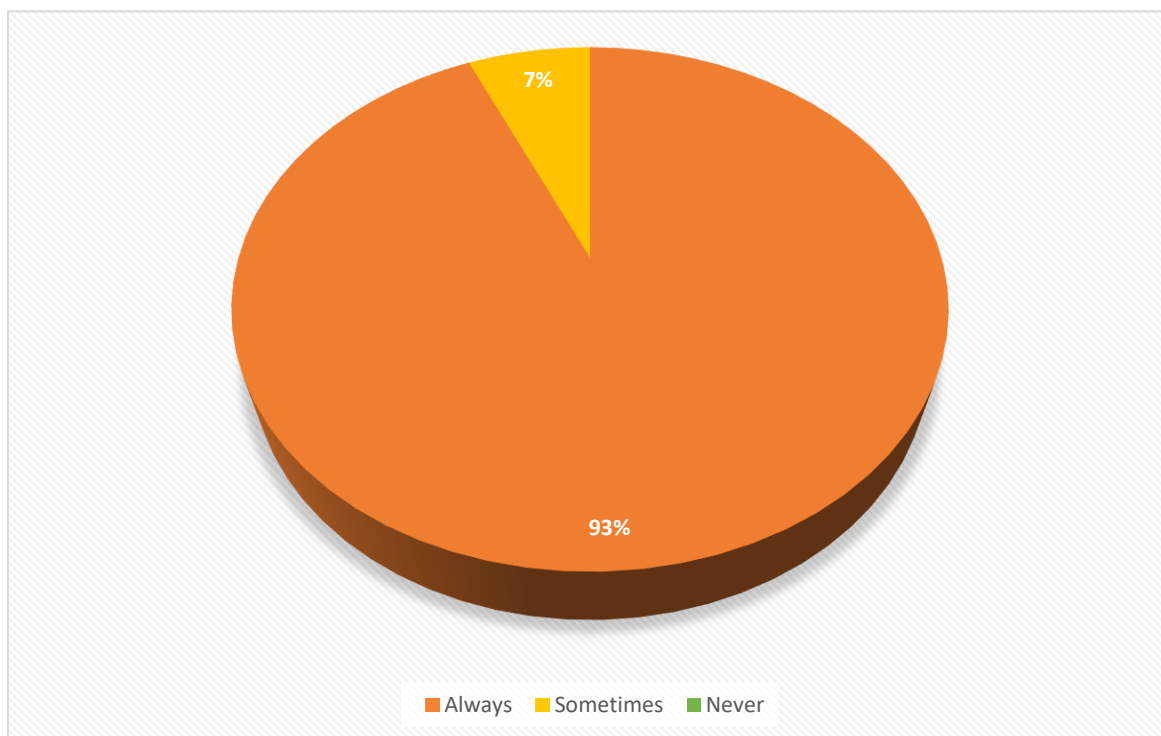
This chapter presents the information covered through the observation on the study sources, it counts with 14 criteria to observe teachers' use of the Task-Based Approach in students from eighth and ninth graders English lessons. Furthermore, 7 criteria items directed to English eighth, ninth grade students and teachers to observe their roles under instruction of the TBA; and for last, 10 criteria to observe eighth and ninth graders students' performance on the target language under Task-Based instruction;

All the study information was obtained and measured from eighth and ninth grade English students of Liceo Miramar, four groups of each grade (193 in total) and 2 English teachers of Liceo Miramar during their respective lessons.

#### **4.1 Teachers' checklist**

Teachers' checklist is directed to English teachers from Liceo de Miramar in charge of eight and ninth grade students. The focus of the observation is to know the ability of teachers to use Task-Based Approach in their lessons. The researcher observed two teachers, and used a checklist containing 14 items or criteria measured in indicators. The results of the observations are presented below.

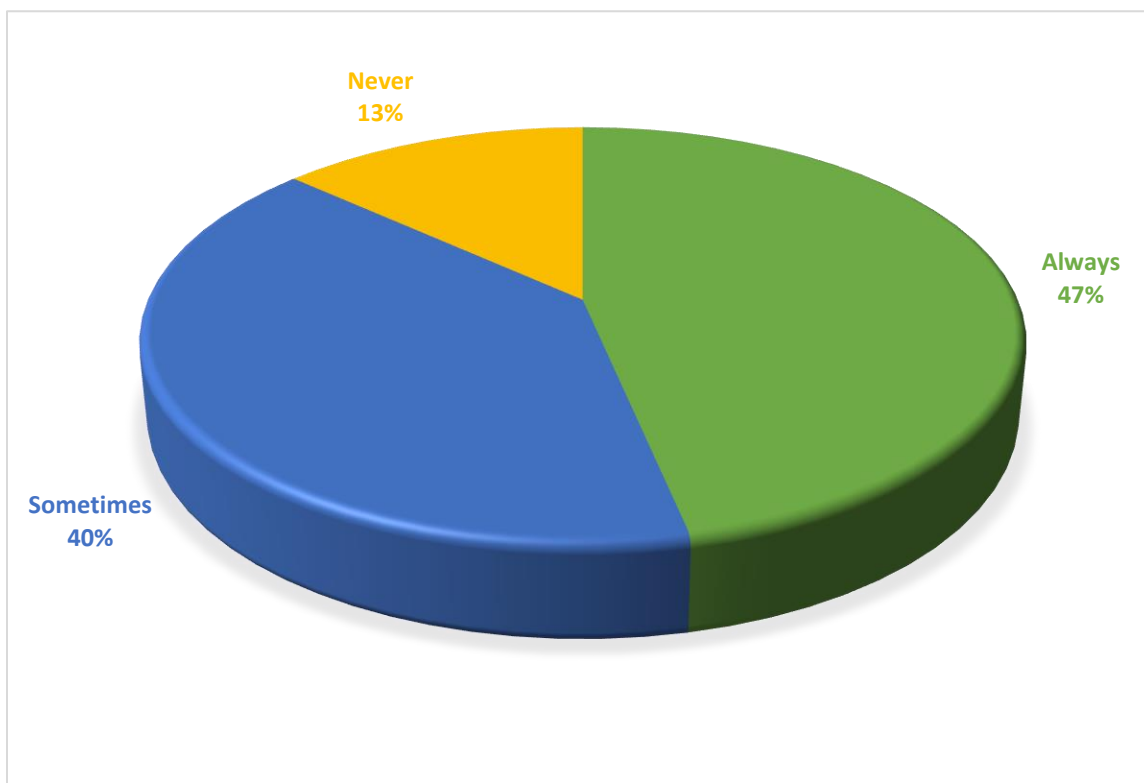
**Graphic No 1: Teachers start with a warm up and set the scenario**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 93% of the time teachers never started their lessons with a warm up and set the scenario, meanwhile 7% of the time they sometimes did. It implies in one or another way that the teachers do not follow the principles in the National Syllabus.

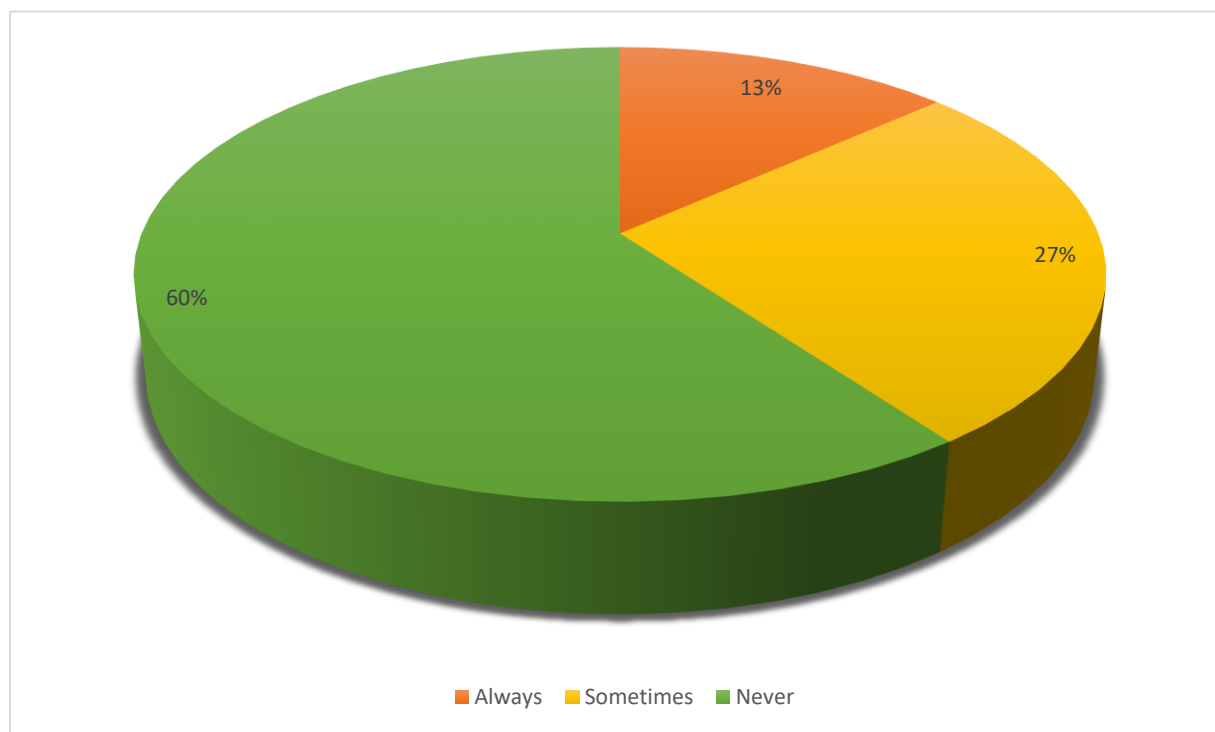
**Graphic No 2: Teachers teach grammar inducted**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 47% of the time teachers always taught grammar inductively, on the other hand 40% sometimes, meanwhile 13% of the time teachers never taught grammar inductively. The way teachers approach and teach grammar is of significant relevance for the accomplishment of the goals proposed in the syllabus.

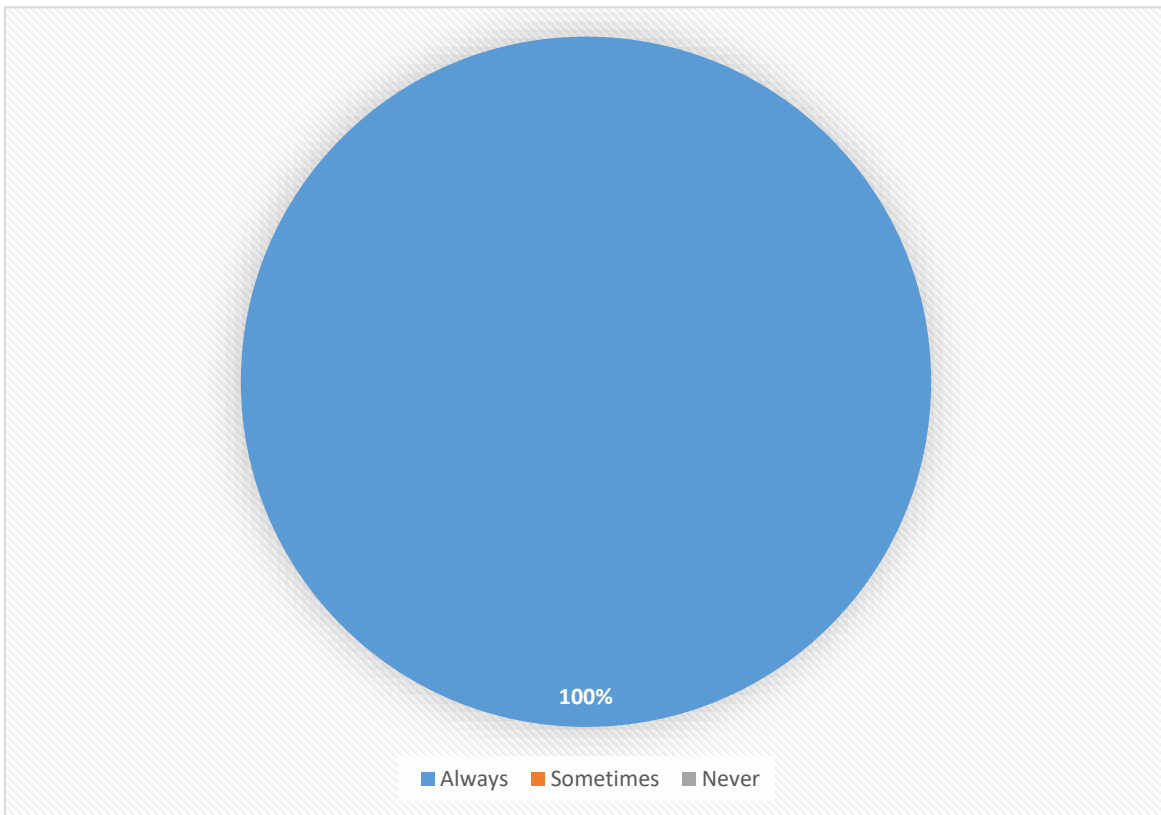
**Graphic No 3: Teachers perform a pre-listening, pre-writing, pre-reading during the pre-task**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 60% of the time, teachers did not perform a pre-listening, pre-writing and pre-reading during the pre-task, contrary, 27% of the time observed they sometimes performed a pre-task; and only 13% of the time, teachers always performed a pre-task. If these pre-stages do not take place in the classroom students are not given enough time to assimilate the new content.

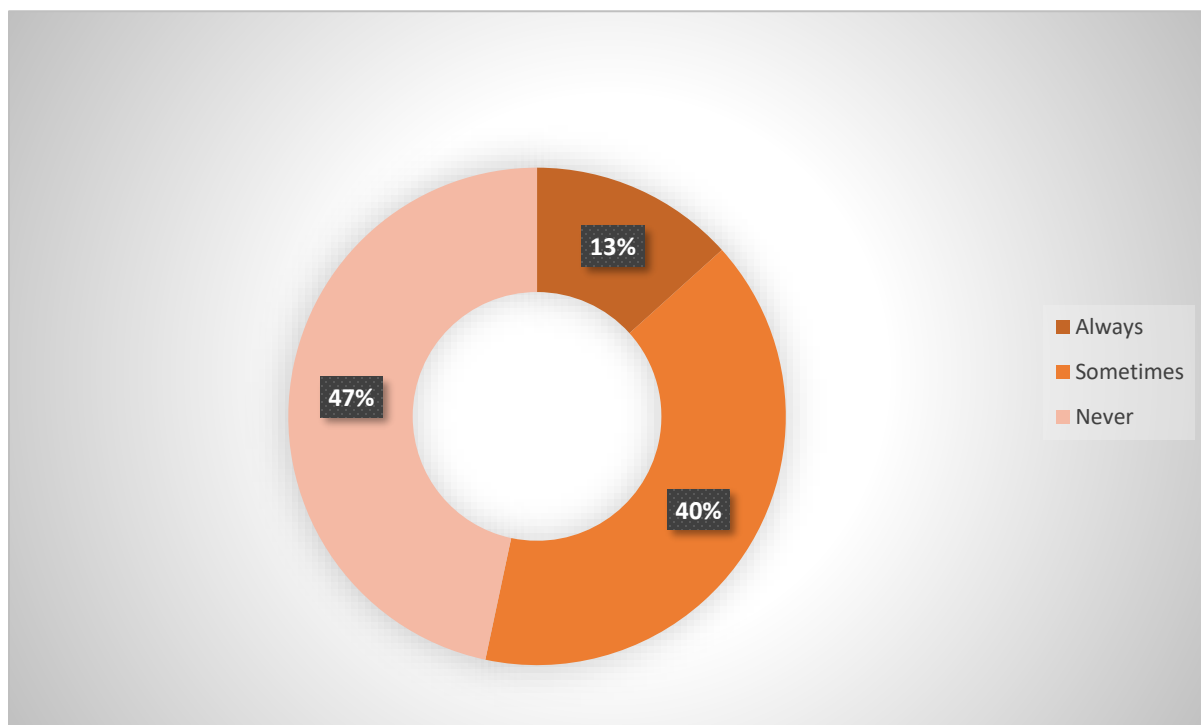
**Graphic No 4: Teachers make sure all understand the task**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 100% of the time, teachers always made sure students understand the tasks. If students understand the task they have to perform, they have more chances to be successful.

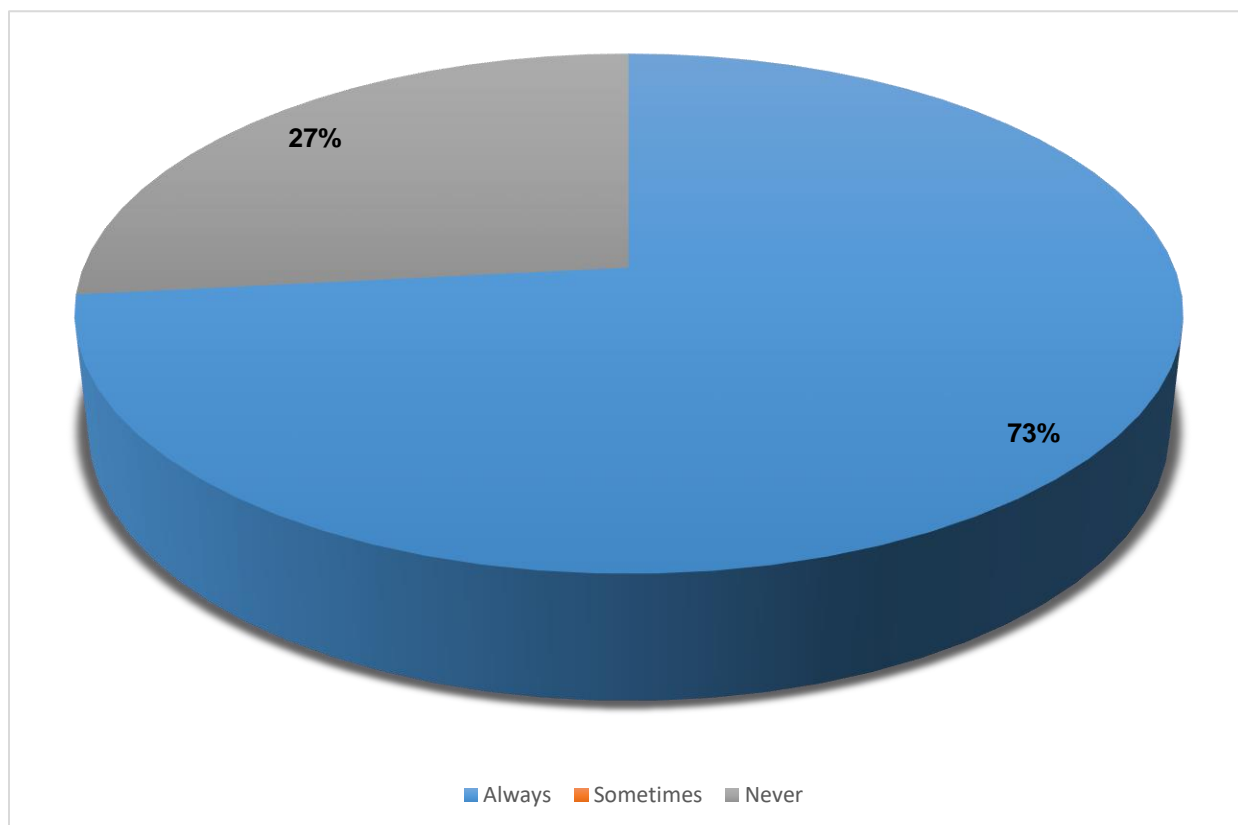
### Graphic No 5: Teachers use as many skills possible in the tasks



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

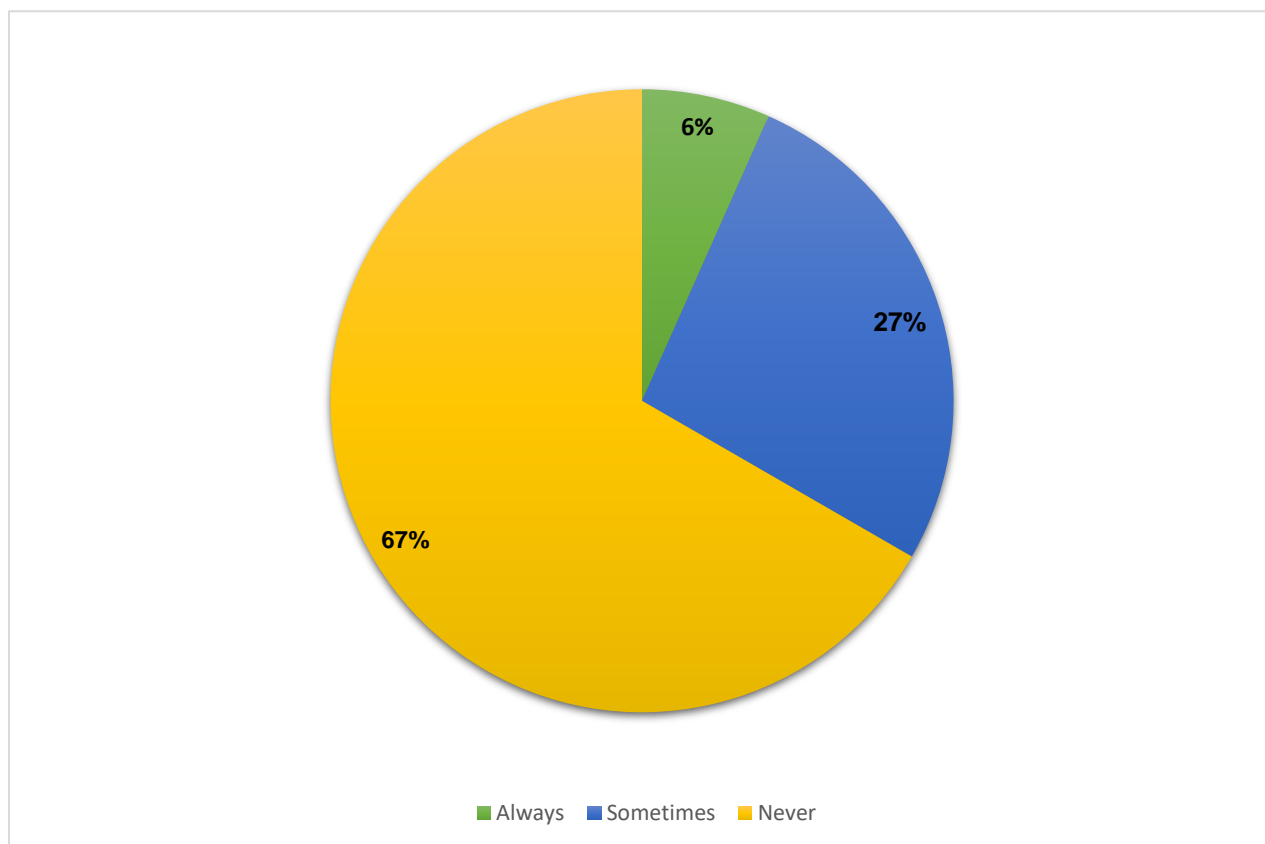
Result: Based on the results, 47% of the time teachers never used as many skills possible in their tasks; meanwhile, 40% of the time teachers sometimes integrated as many skills as they could in their tasks; and only 13% of the time observed teachers always used two or more skills in their tasks.

**Graphic No 6: Teachers create tasks individual or pair group purpose**



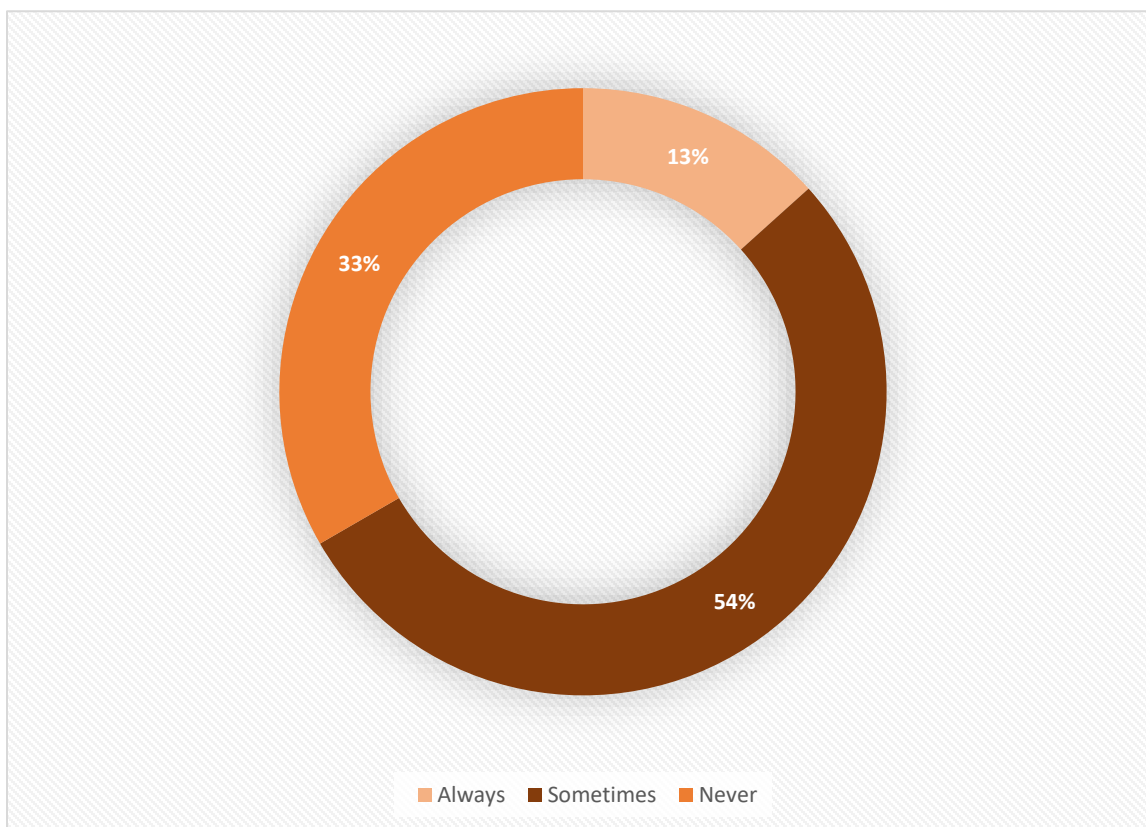
Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: According to the pie chart, 73% of the time teachers always created tasks individual or pair group; hence 27% never did it. This implies that teachers are promoting individual and cooperative learning when students work together.

**Graphic No 7: Learners' task completion**

Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

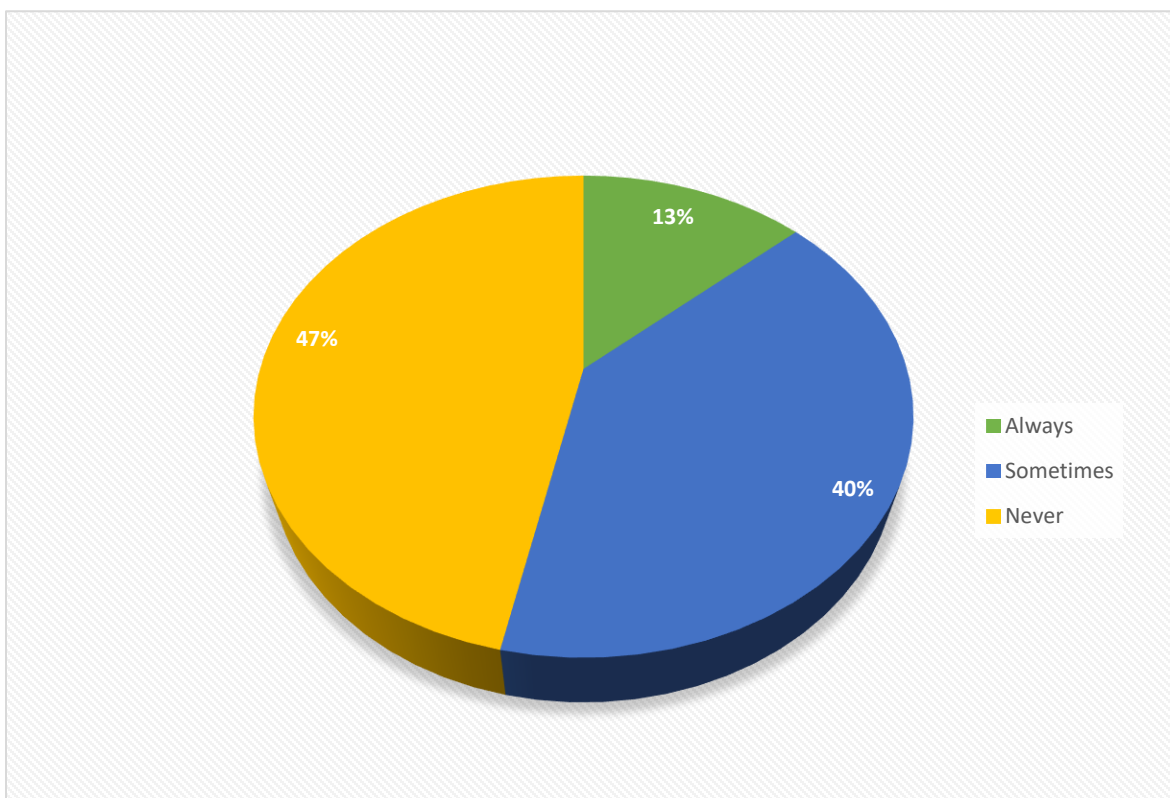
Result: About the sequence established by MEP in the practice, revising, presentation and publishing, the results obtained are 67% of the time the learners never completed the task together using all resources they have. They did not rehearse their presentation, nor revise their written report, neither present their spoken reports or publish their written report. Meanwhile, 27% of the time observed they sometimes practice and rehearse their findings.

**Graphic No 8: Teachers monitor students while students perform the task**

Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: According to the results, 54% of the time teachers sometimes monitor the students; furthermore 33% of the time teachers never observe students while they worked in their task; hence 13% of the time teachers always monitored them.

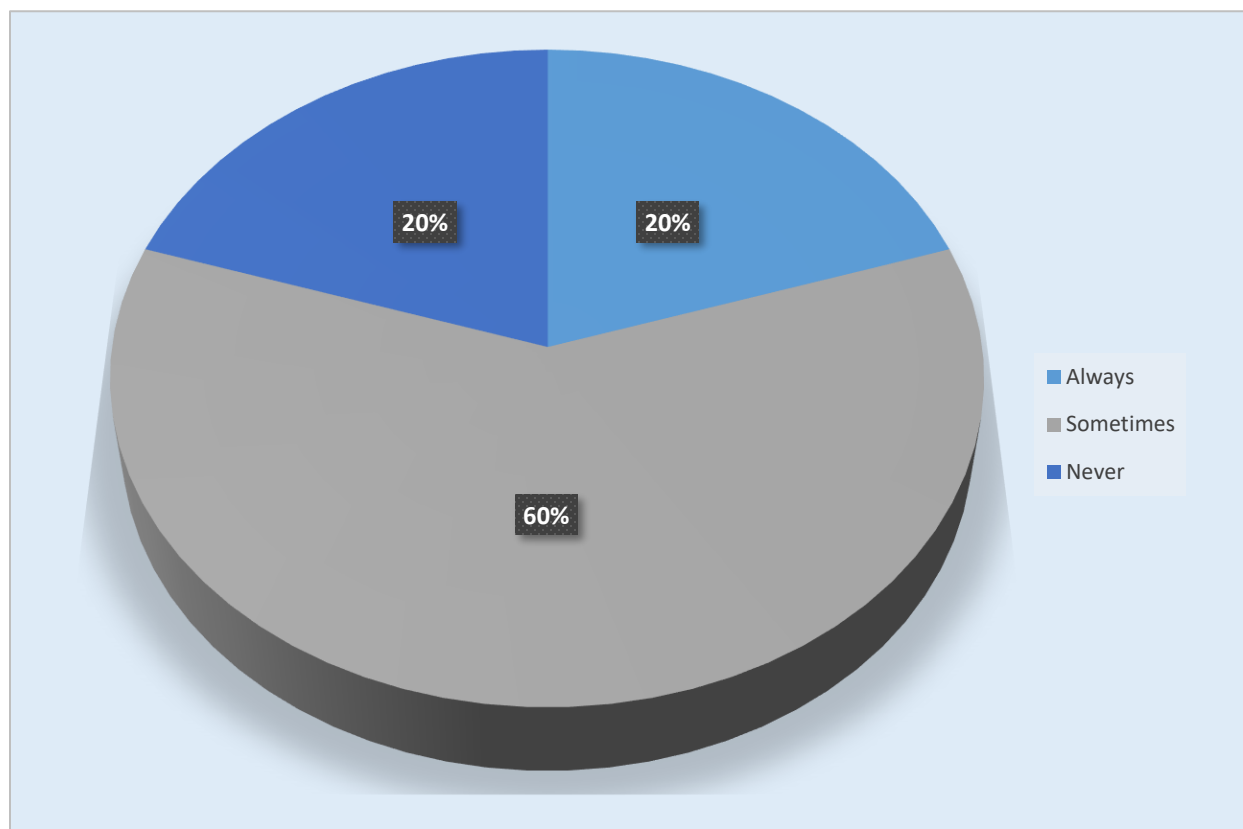
**Graphic No 9: Tasks are relevant with real life purpose and meaningful**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 47% of the time, tasks were never relevant, meanwhile, 40% of the time sometimes tasks functioned, hence, a 13% of the time tasks always functioned as a real life situation.

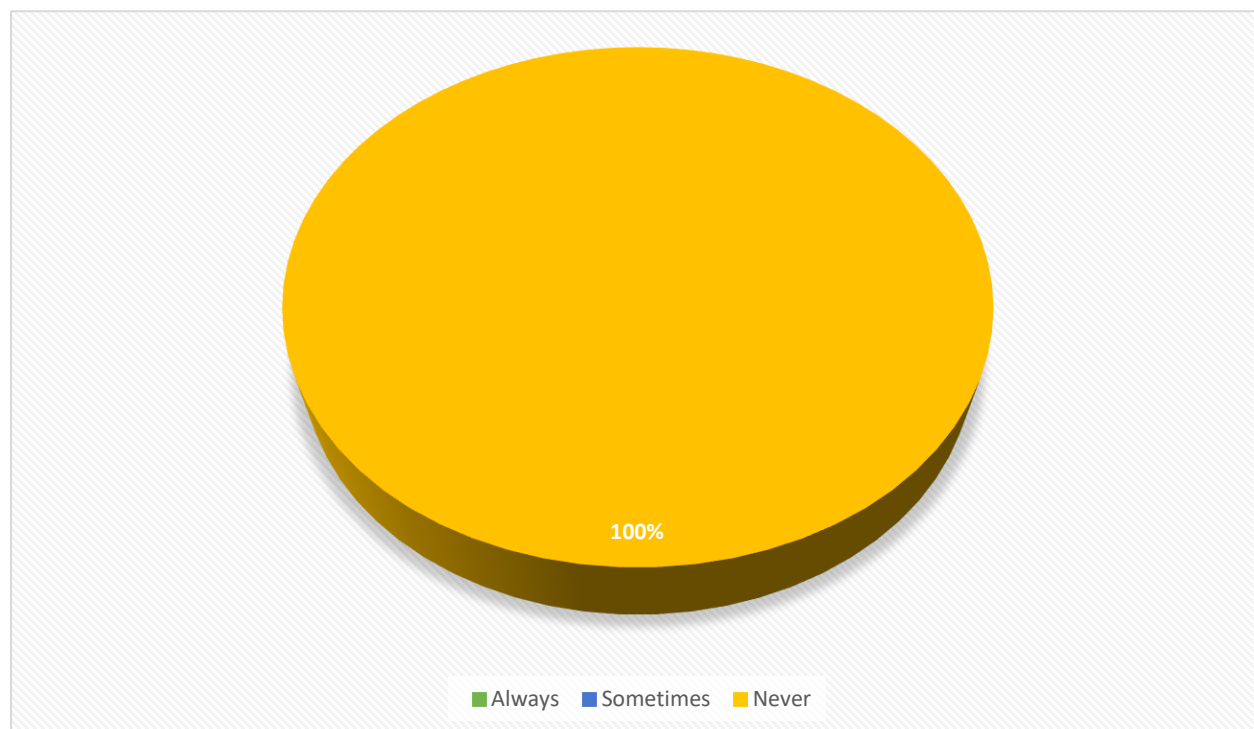
**Graphic No 10: Teachers make emphasis on spoken production**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 60% of the teachers made emphasis on spoken production; while a 20% of the time always made emphasis in the oral production; similarly, 20% of time teachers never worked with speaking skill.

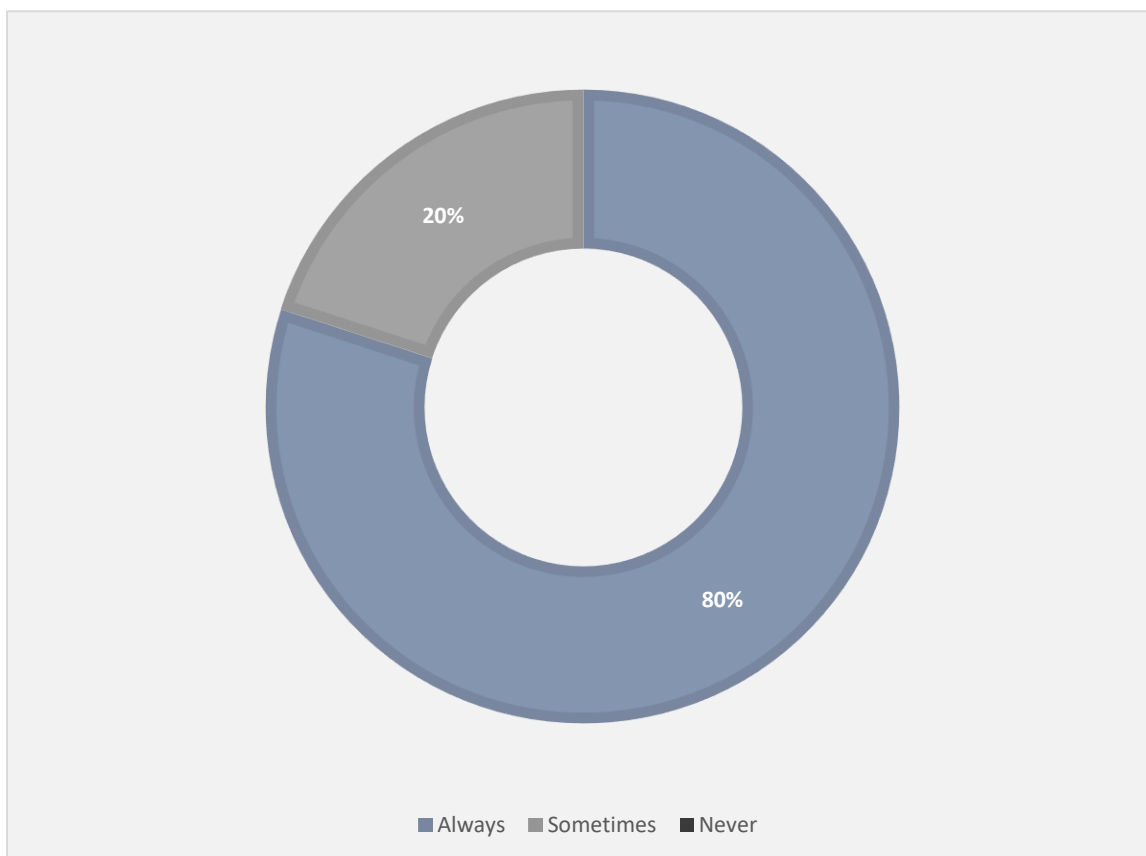
**Graphic No 11: Teachers perform a post-task listening**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 100% of the time teachers never performed a post-task listening. By omitting this part, teachers cut the learning process. This section is important because it implies taking the content and the development of the activity forward, considering a better integration of skills and the reality.

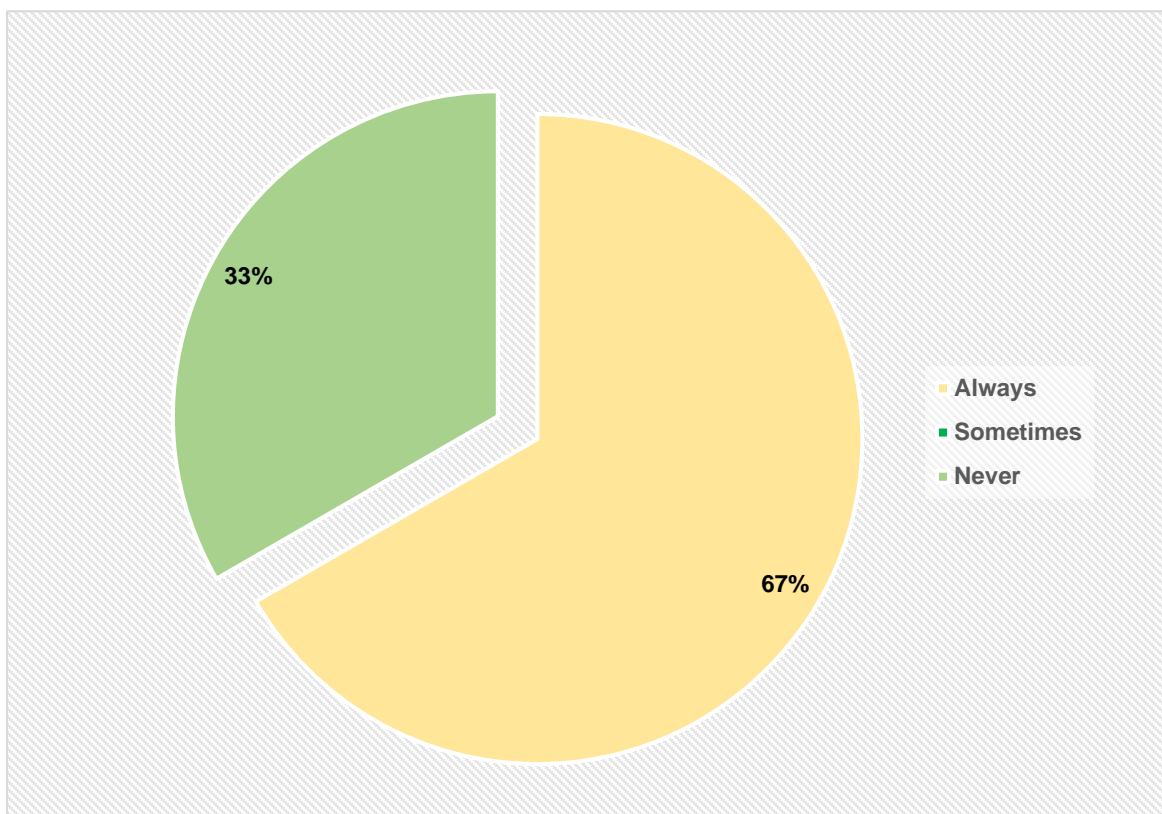
**Graphic No 12: Teachers' feedback to the students at the end of the task**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: According result of the pie chart, 80% of the time teachers always did a feedback and responded to questions at the end of the task; then, the other 20% of the time teachers sometimes did that.

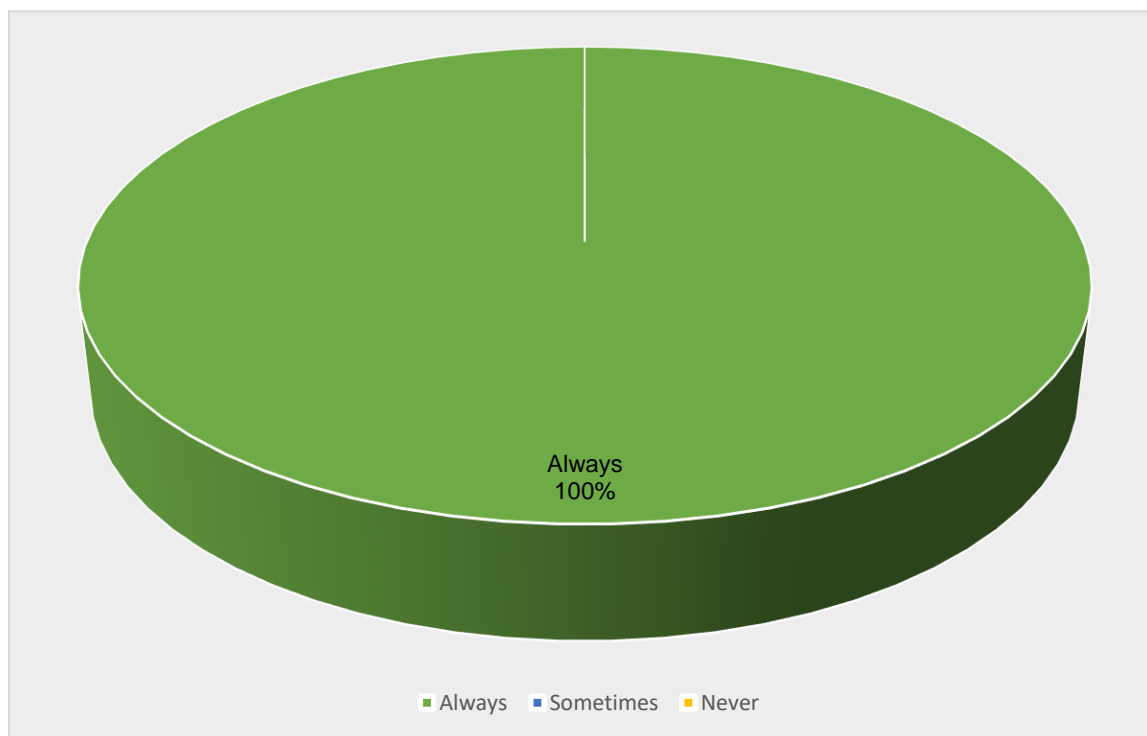
**Graphic No 13: Teachers make use of technological sources**



Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Result: 67% of the times, teachers always made use of technological sources; and the rest 33% they sometimes used ICTS. This information is important because it shows that teachers do not necessarily avoid using technology. On the other hand, MEP has to provide teachers with the necessary resources to keep on improving language teaching.

**Graphic No 14: Teachers create tasks with low budget**



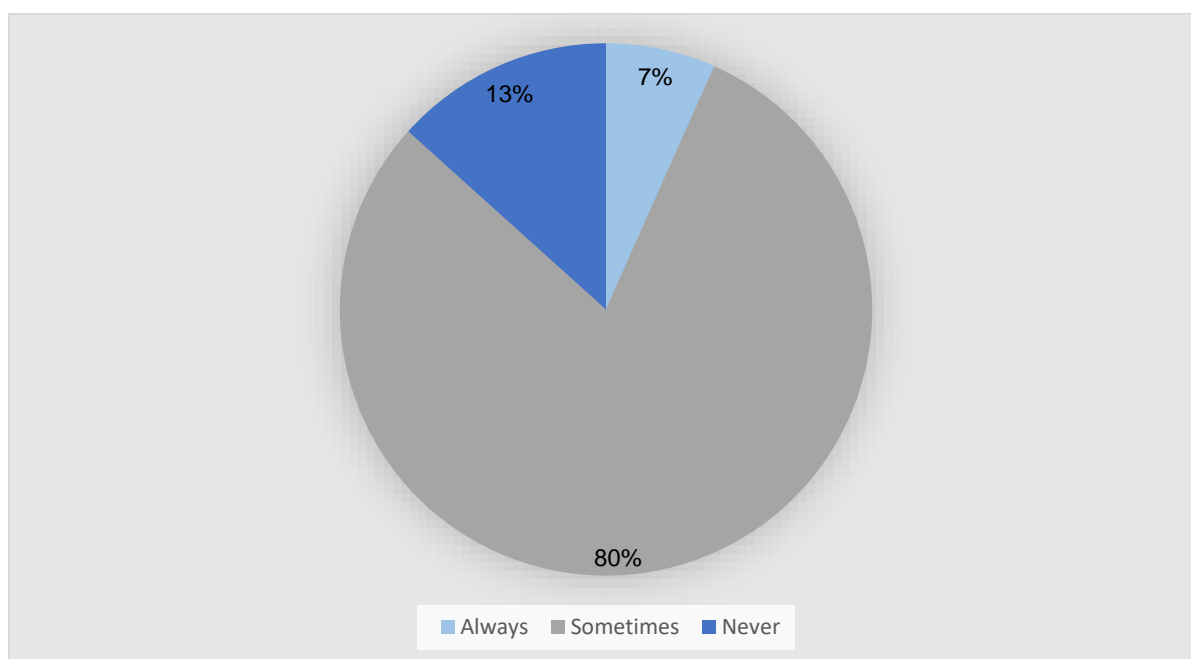
Source: Checklist directed to English eighth and ninth grade teachers of Liceo de Miramar, 2019.

Results: 100% of the time teachers always created task with low budget. This is a very important data because it is clear MEP does not provide a large budget to public institutions to invest in materials for the English class.

## 4.2 Teacher's and student's checklist

This instrument was directed to both English teachers and students. Its objective was to observe the roles of students, as well as teachers working under Task-Based Approach lessons. Below are found the results obtained of the observations.

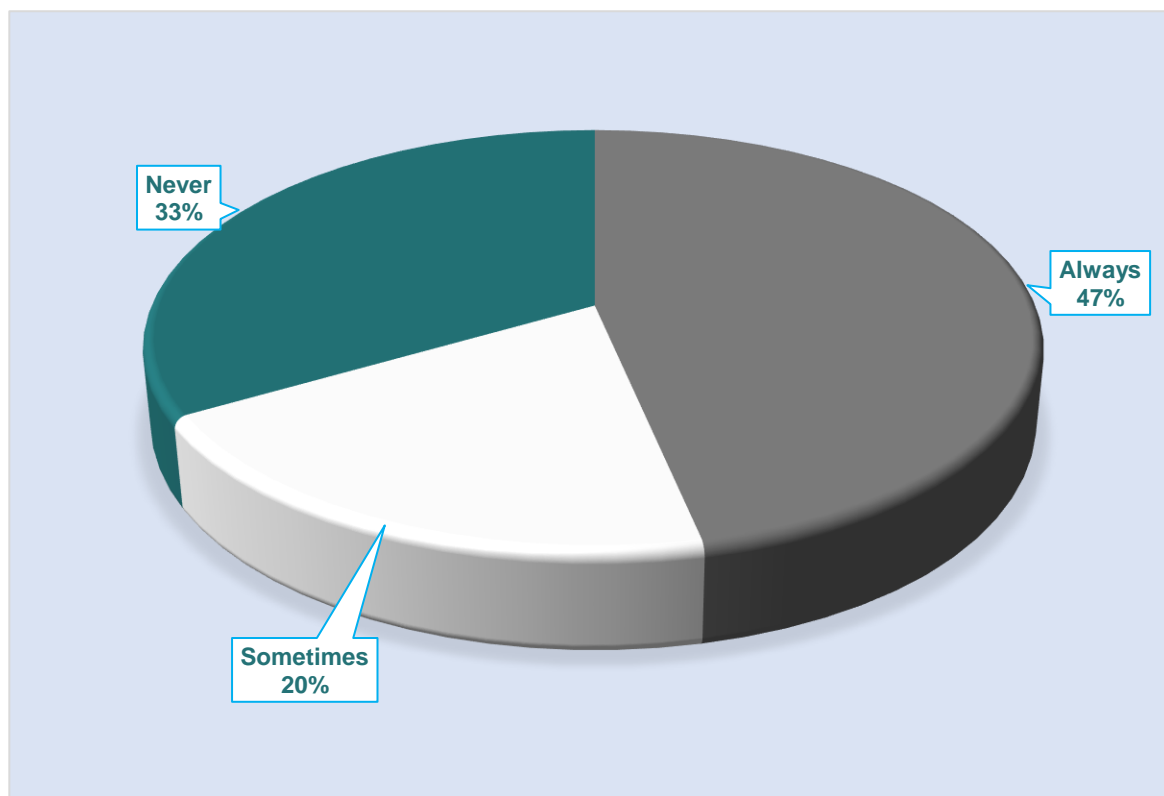
**Graphic No 15: During the lesson teacher is the passive agent.**



Source: Checklist directed to English teachers and students of Liceo de Miramar, 2019.

Result: 80% of the time teacher sometimes were the passive agents, on the other hand, 13% of the time teachers never were passive agents; hence, 7% of time, teachers always controlled the whole class.

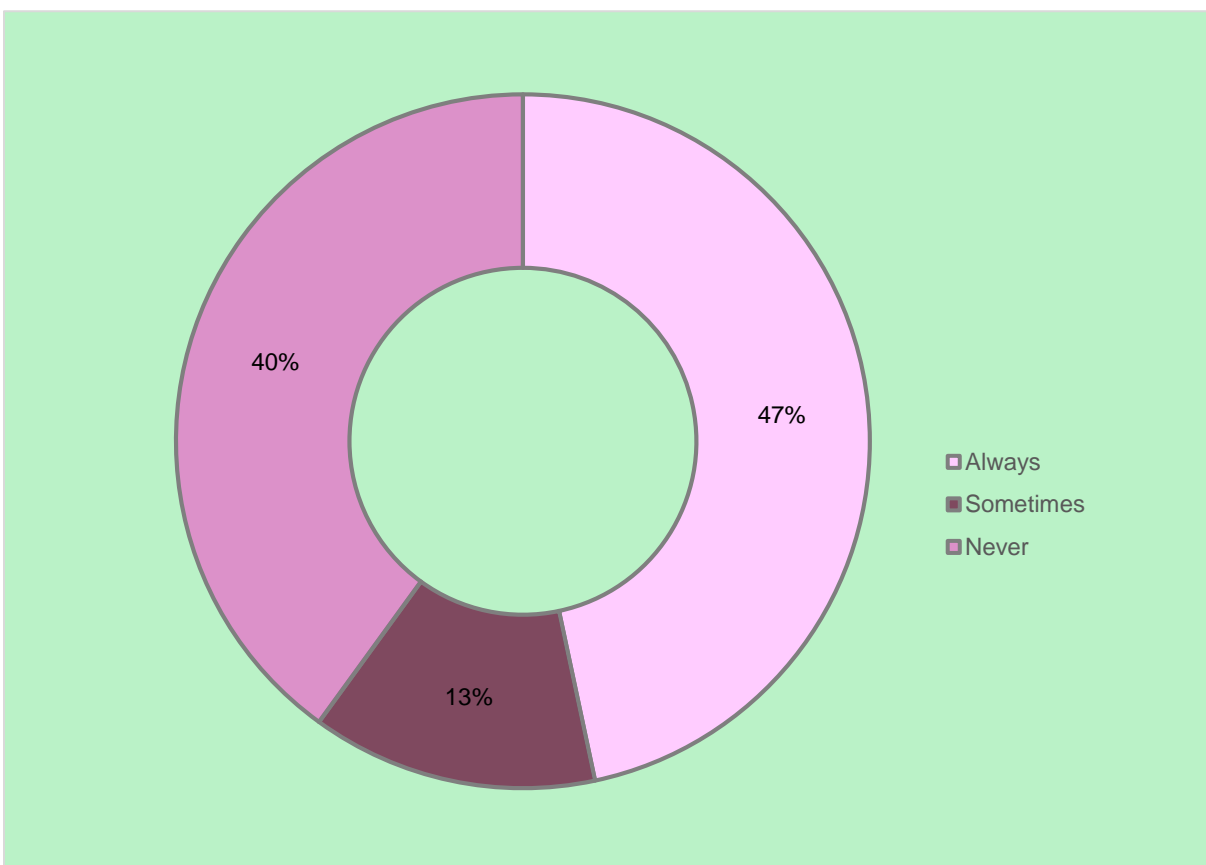
**Graphic No 16: During the task, teacher corrects students on their mistakes**



Source: Checklist directed to English teachers and students of Liceo de Miramar, 2019.

Result: 47% of the time the teachers always corrected students during the task; on the contrary, 33% of the time they never did a correction during the task phase; meanwhile, 20% of the time, teachers sometimes made corrections on their students.

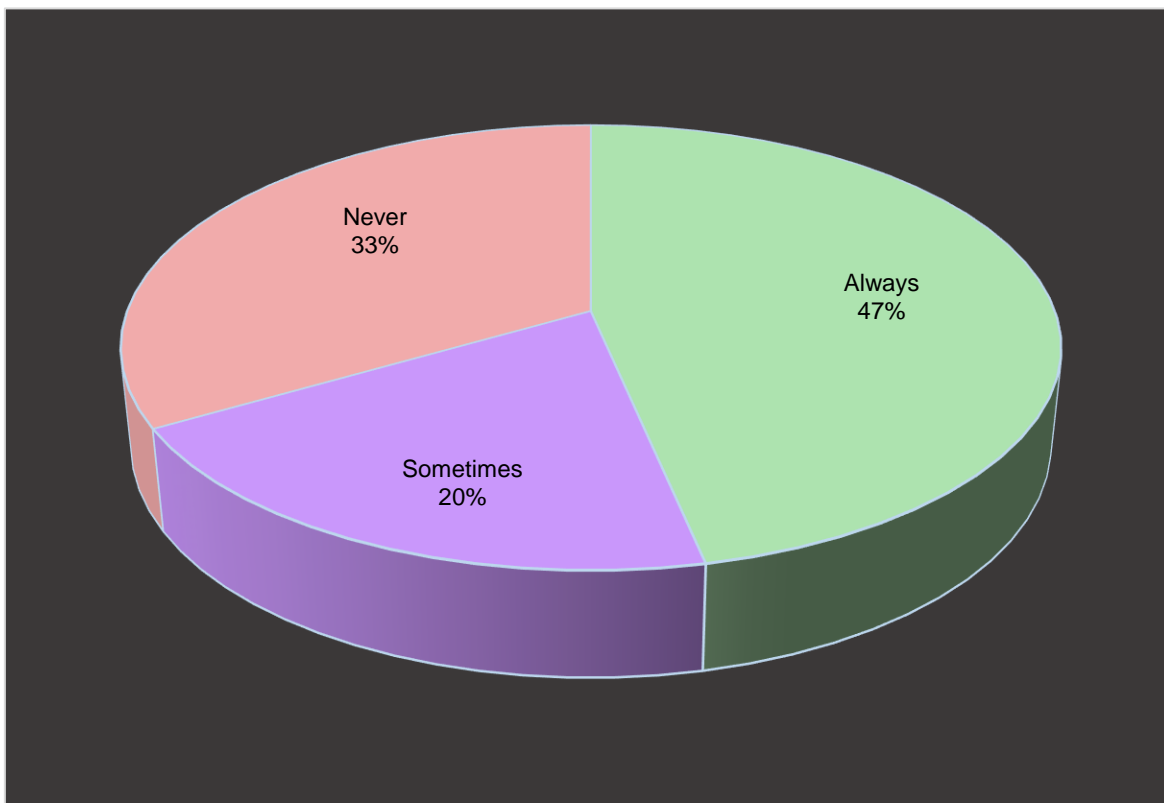
**Graphic No 17: During the task, teacher advises students to better perform the task**



Checklist directed to English teachers and students of Liceo de Miramar, 2019.

Result: 47% of the time during the task, teachers always gave pieces of advice to students; on the other hand, 40% of the time they never advised their students in charge.

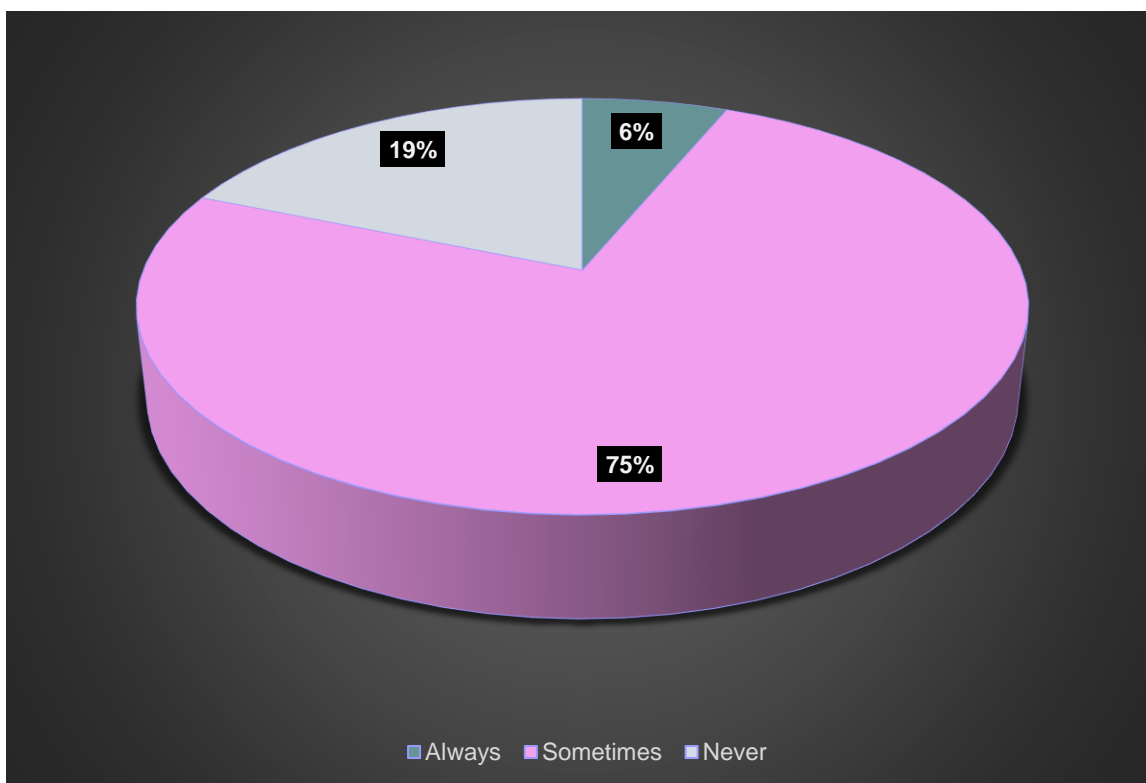
**Graphic No 18: At the end of the lesson, teacher clarifies ideas and makes a closure activity with the purpose to reinforce the learned**



Source: Checklist directed to English teachers and students of Liceo de Miramar, 2019.

Results: According to the information of the pie chart, teachers were observed about the frequency they clarify ideas and make a closure activity, during the observation time 47% of the time teachers always made a feedback at the end of the lesson; despite of that, 33% they never prepare extra activities to conclude the class; meanwhile, 20% of the time they sometimes brought with a closure activity.

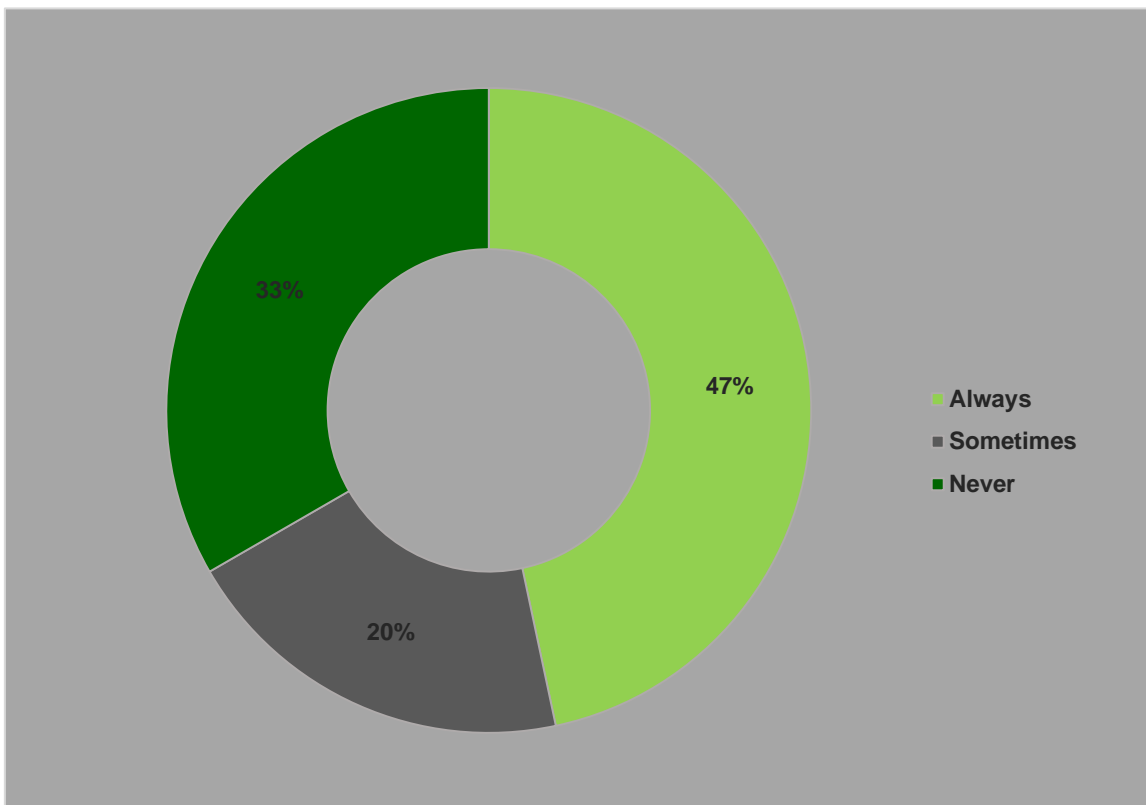
**Graphic No 19: Students are the active agents during the lesson**



Source: Checklist directed to English teachers and students of Liceo de Miramar, 2019.

Result: 75% of the time students were sometimes the active agents; meanwhile, 6% were always the main actors; hence, 19% of the time they never took the active role during the classes.

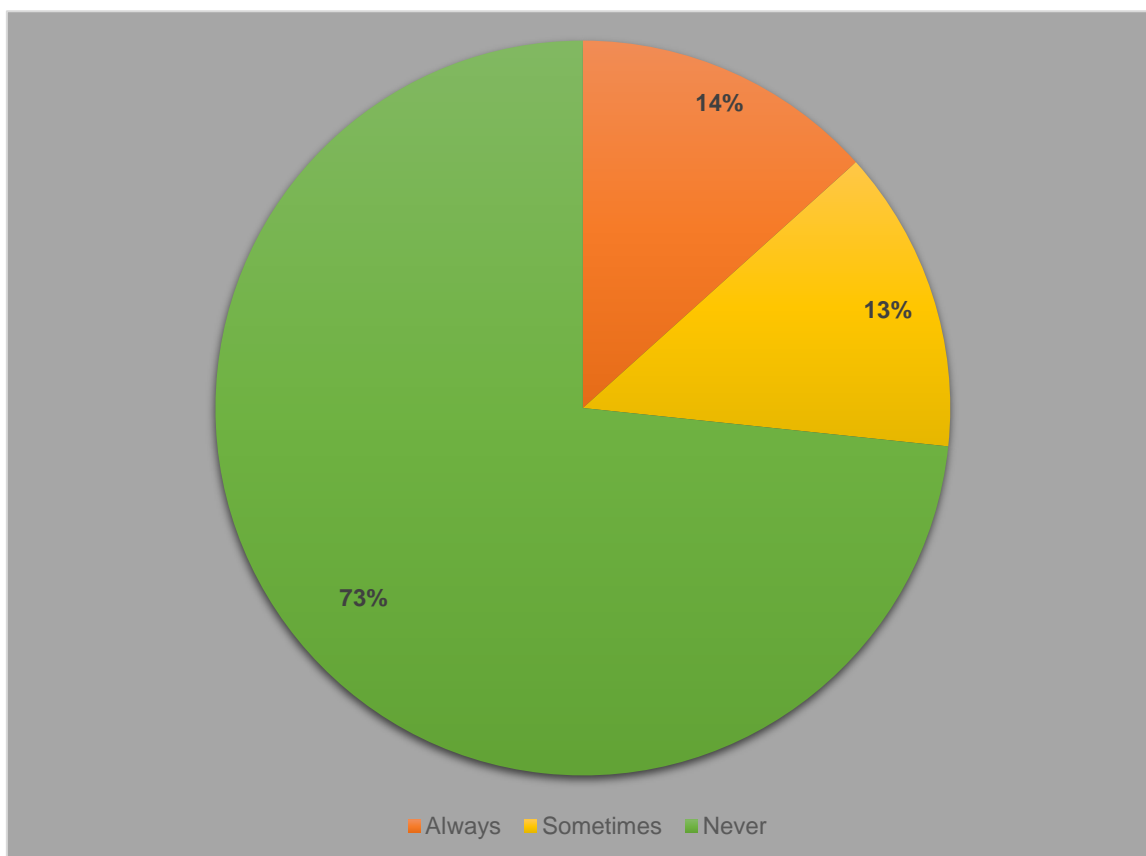
**Graphic No 20: Students construct their own knowledge with the already learned and the new taught**



Source: Checklist directed to English teachers and students of Liceo de Miramar, 2019.

Result: 47% of the time observed, students always constructed tasks with previous knowledge and the new learned during the lesson; despite of, 33% of the time they never achieved their task using old learning; meanwhile, 20% they sometimes did both things.

**Graphic No 21: In pairs or groups, students collaborate together to achieve the task**



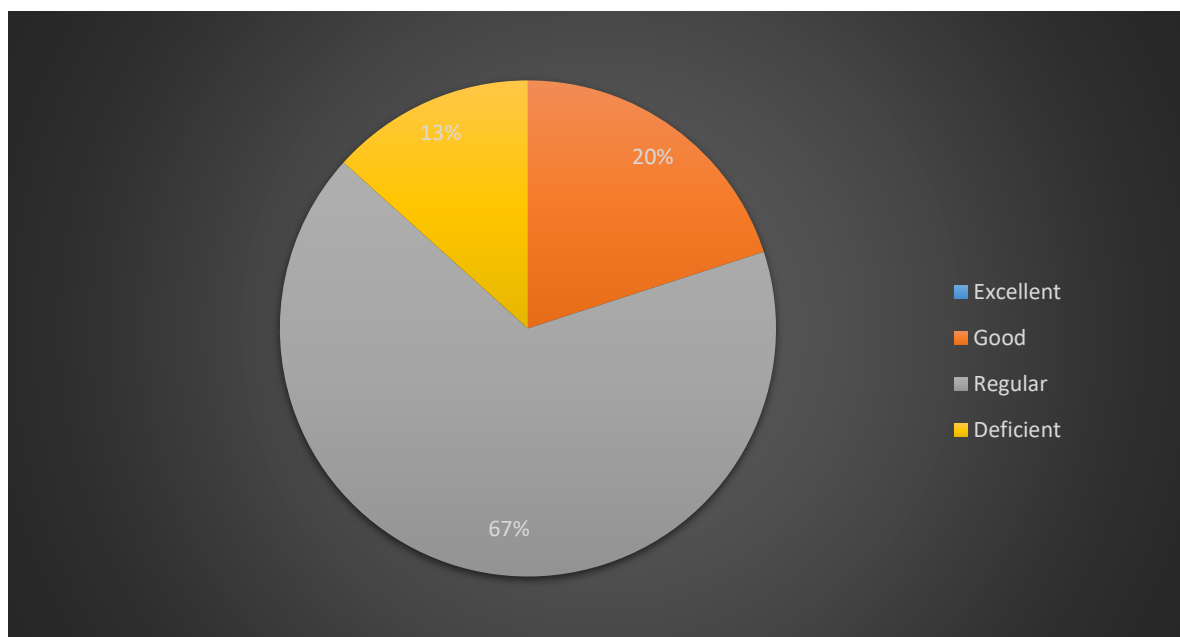
Source: Checklist directed to English teachers and students of Liceo de Miramar, 2019.

Result: 73% of the time observed, students never worked in pairs nor groups in the developing of tasks; furthermore, 14% of the time they always collaborated together to achieve the main goal; meanwhile, 13% of the time, they sometimes did group works or pair groups in the fulfillment of tasks.

### 4.3 Students' checklist

Student's checklist is directed to English eighth and ninth grade students of Liceo de Miramar. The observation aims to determine the performance of the students in the production of the target language under the Task-Base Approach. Below are found the results obtained of the observations.

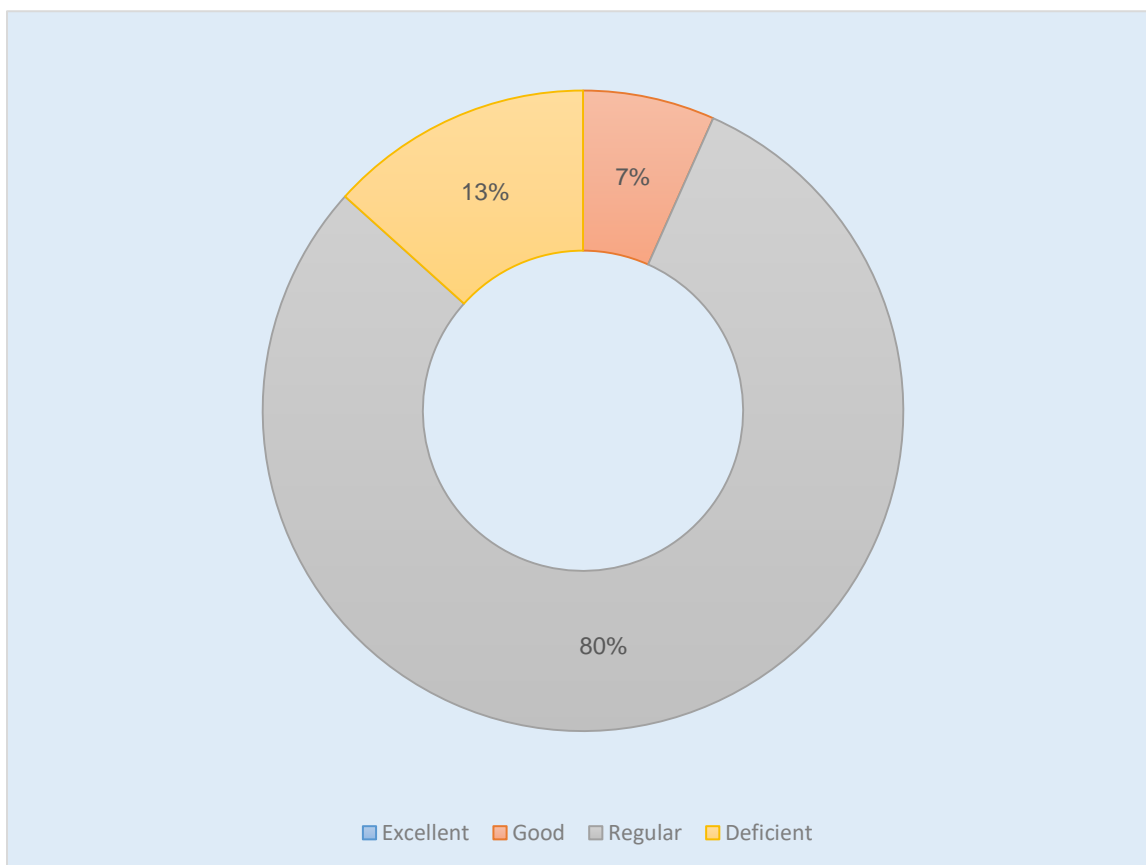
**Graphic No 22: Students' mastery in the production of the target language**



Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Results: 67% of the time students demonstrated a regular mastery in the production of the target language. On the other hand, 20% of the time, they showed a good handle in the target language; besides that, 13% showed a deficient performance in the use of the target language.

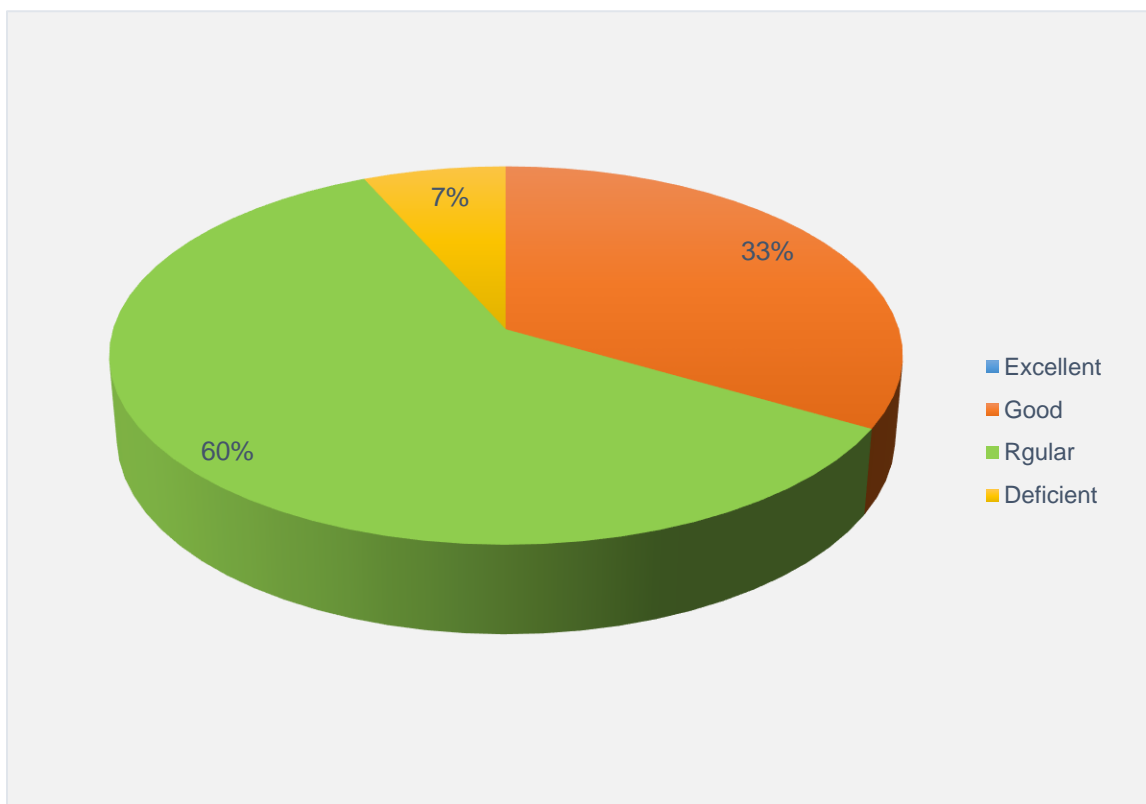
**Graphic No 23: Students show ability in the production of spoken language**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Result: 80% of the time students showed a regular ability in the speaking skill; on the other hand, 13% of the time, they orally produced with a deficient production; hence, only 7% of the sample demonstrated a good ability producing oral language.

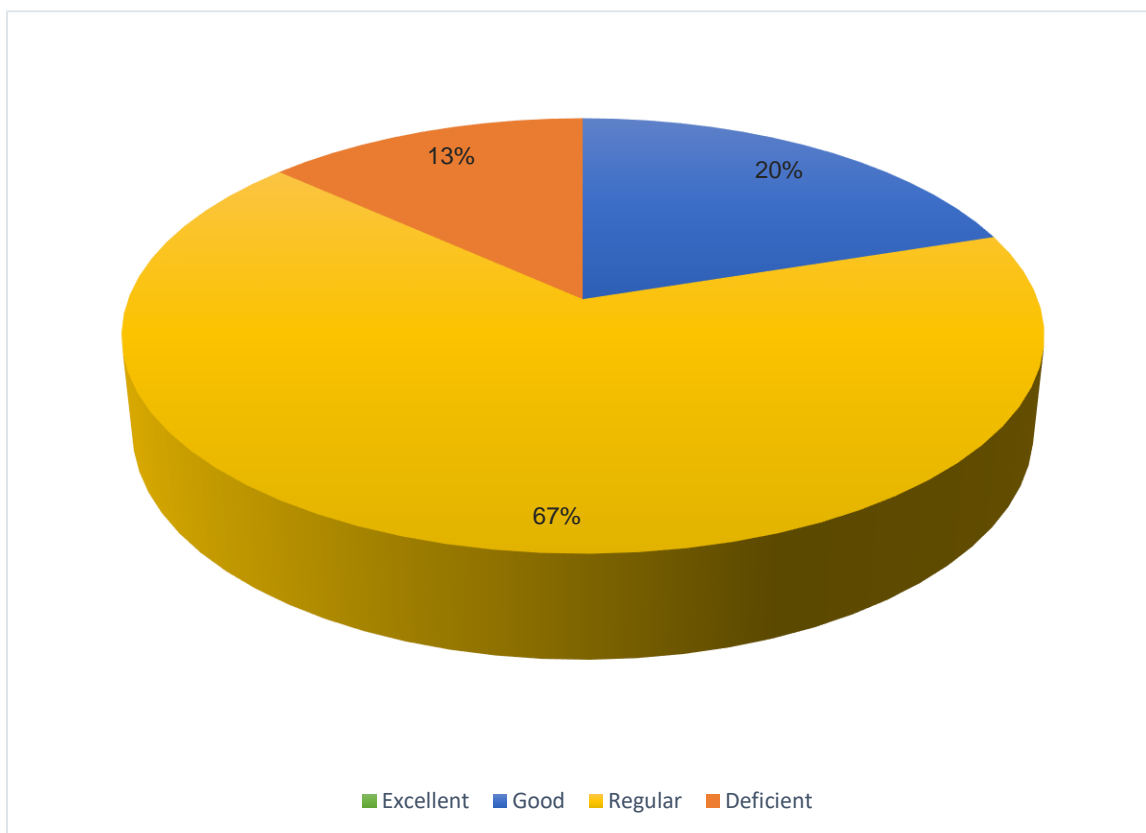
**Graphic No 24: Students show ability in the production of writing skill**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Result: According to the chart, students were observed during the development of the production of writing skill. 60% of the time, students showed a regular ability in the production of writing skill; whereas, 33% of the time students demonstrated a good use in the writing ability skill; meanwhile, 7% of the students had a deficient performance in writing.

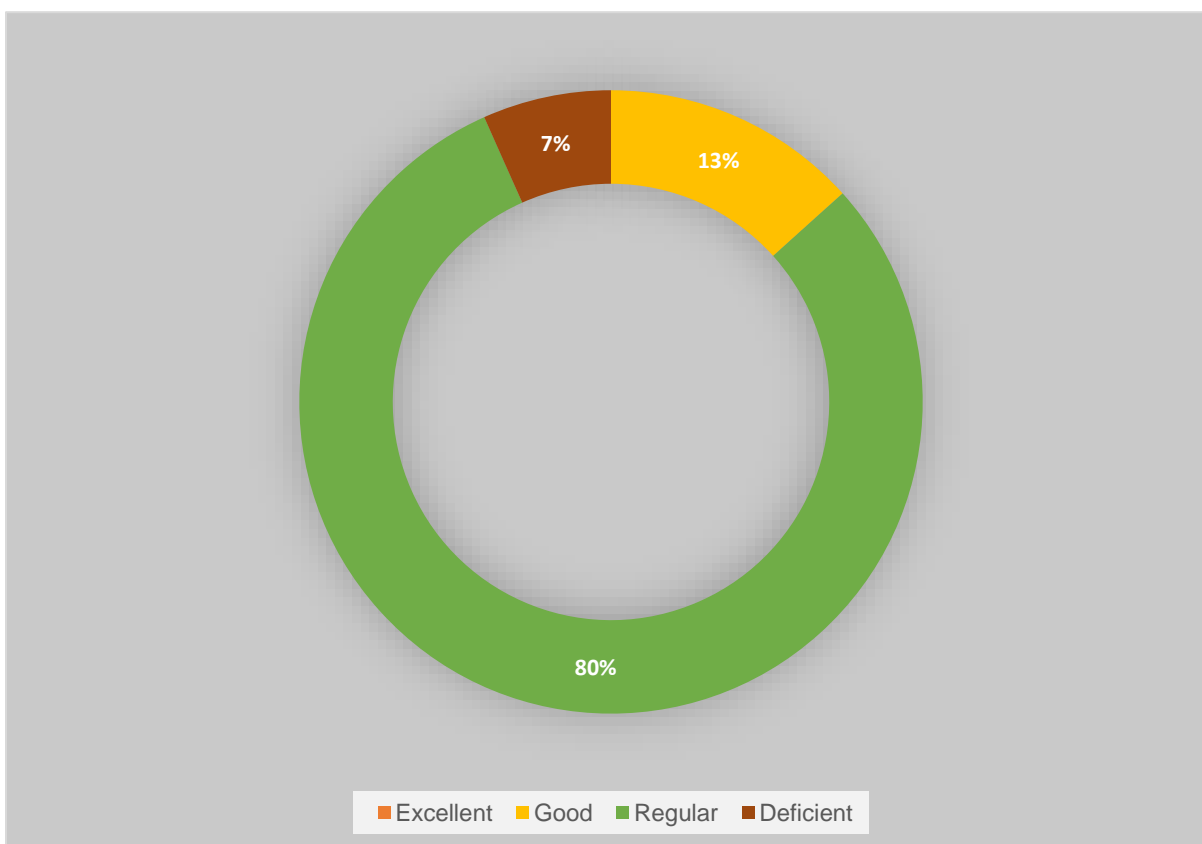
**Graphic No 25: Students interact with their pairs using the target language**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

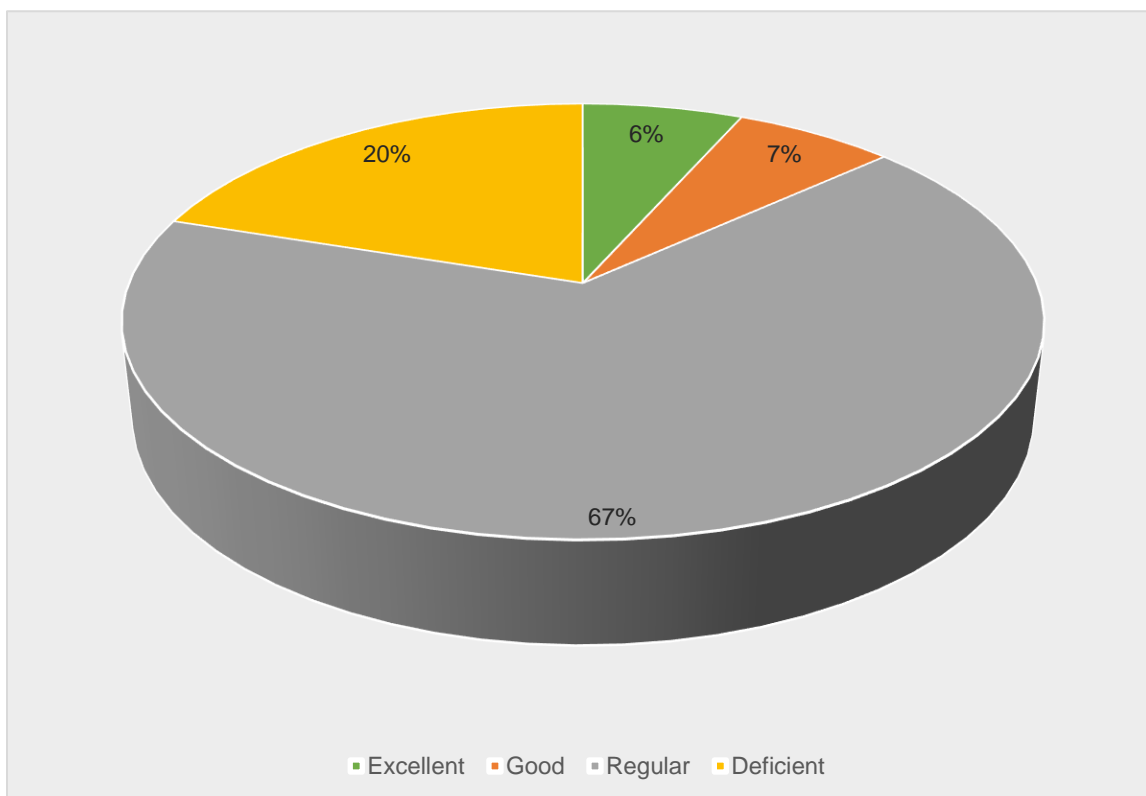
Result: According to the preceding graph, 67% of the time, students regularly used their target language to communicate with the rest of their partners; meanwhile, 20% of the students communicated in a good way with their classmates. Finally, 13% had a deficient communication when using the target language to communicate.

**Graphic No 26: Students only communicate with the teacher using only the target language**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

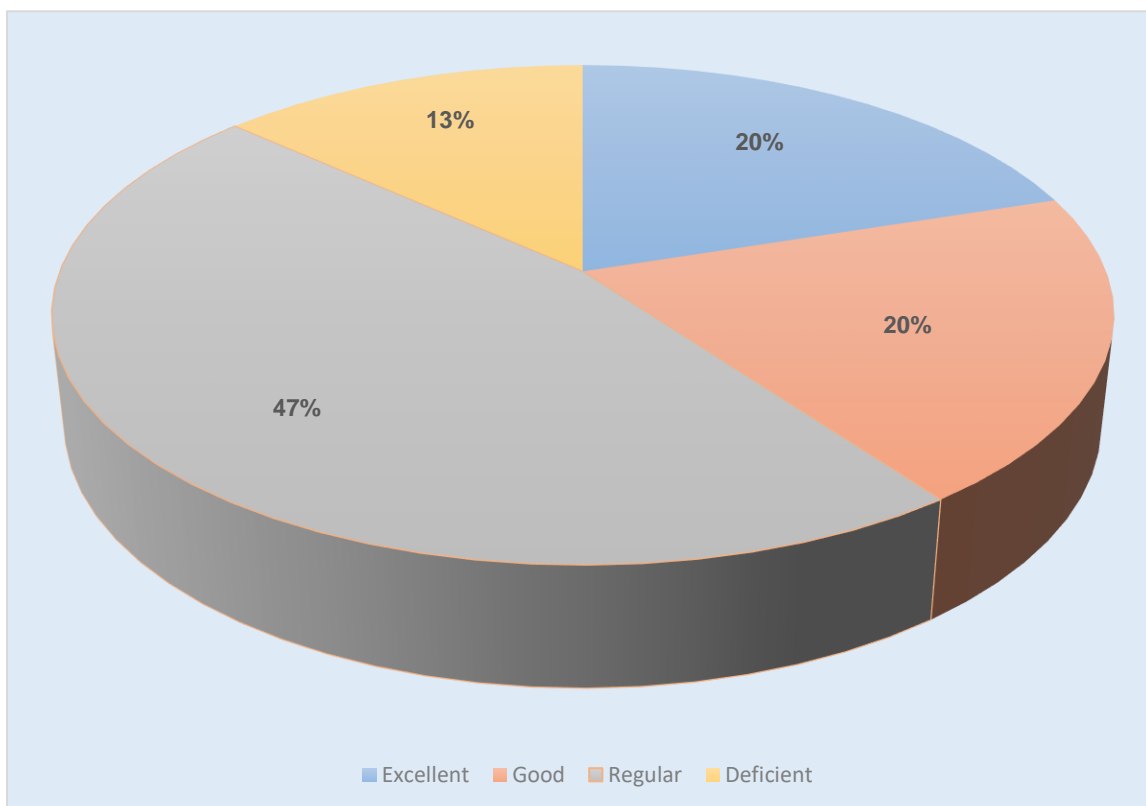
Result: According to the chart, students were observed in the production of the target language with the teacher, 80% of the time, the study sample regularly communicated with the teacher using the target language; whereas, 13% of the sample had a good communication with the tutor in charge. Then, 7% of the time students had a deficient oral communication with the teacher using the target language.

**Graphic No 27: Students fluency in the spoken ability**

Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Result: Dealing with students' proficiency (fluency in the production of oral communication), 67% of the time, the study sample had a regular fluency in the speaking skill, 20% of the time they had a deficient fluency in this area. 7% of the time, they had a good fluency. Lastly, 6% of the time the students showed an excellent fluency in their communication.

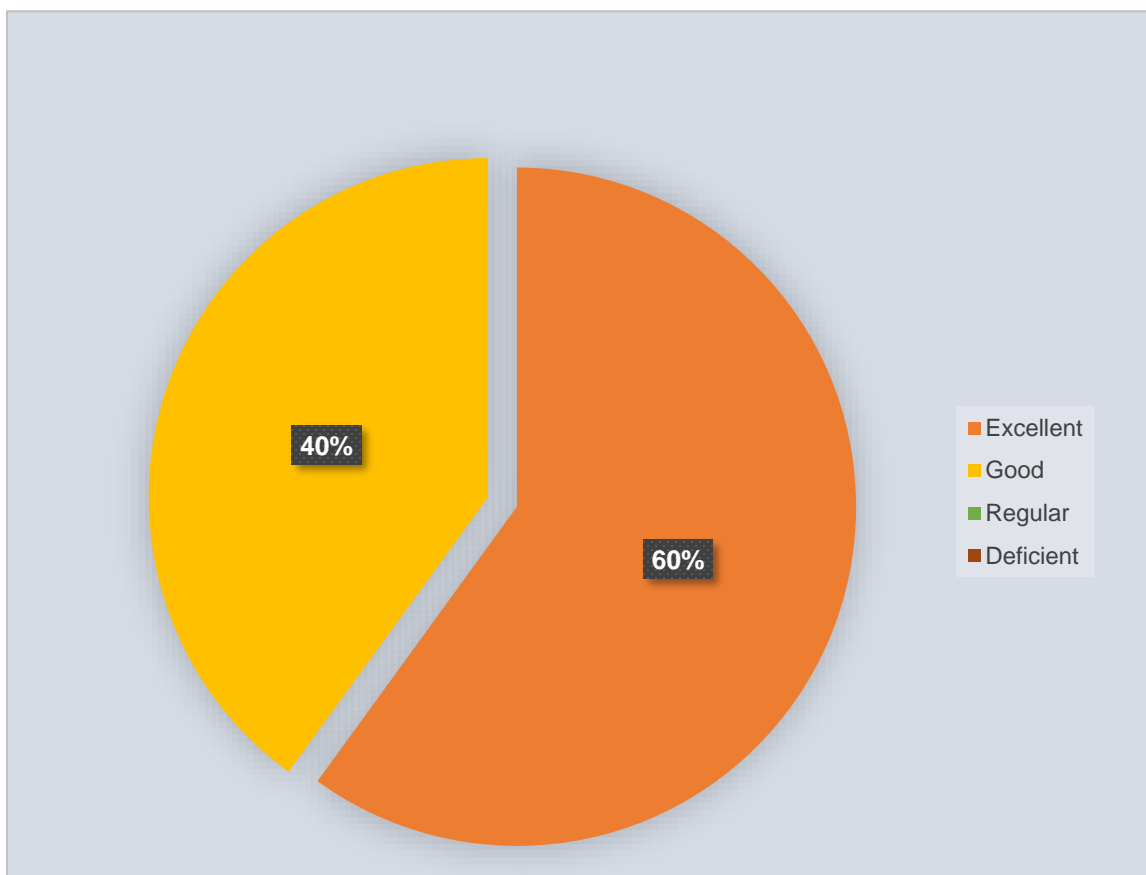
**Graphic No 28: Students present their tasks results using only the target language**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Result: Students were observed in the use of the target language at the time to present the tasks results, 47% of the time, they regularly presented their findings using the target language; whereas, 20% of the time, students had a good use of the target language; likewise 20% of the time, the students used the target language in an excellent way. On the other hand, 13% of the time, students deficiently used the target language at the moment to present their results.

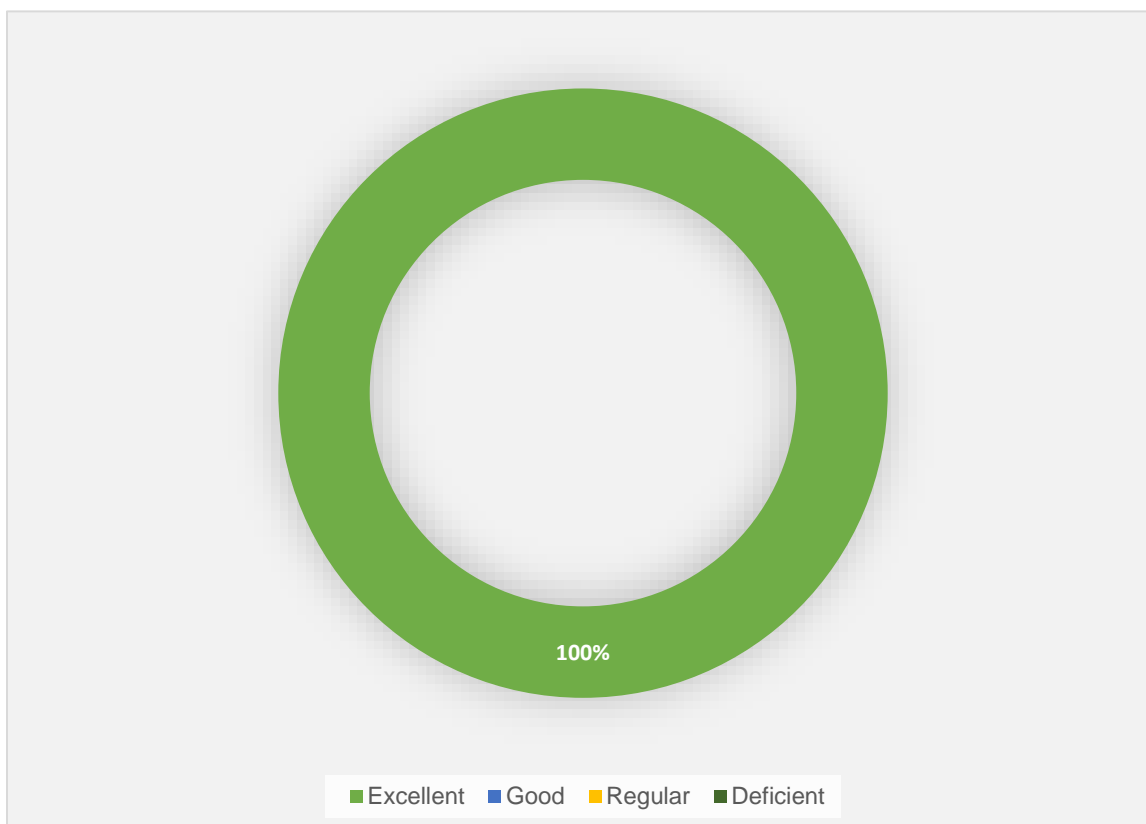
**Graphic No 29: Students understand and follow teachers' directions in the target language**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Result: According to data of the chart, 60% of the time, students excellent attended to the orders given by the teacher in the target language in an excellent way. The other 40% of the time, they understand in a good way what they had to do in the task.

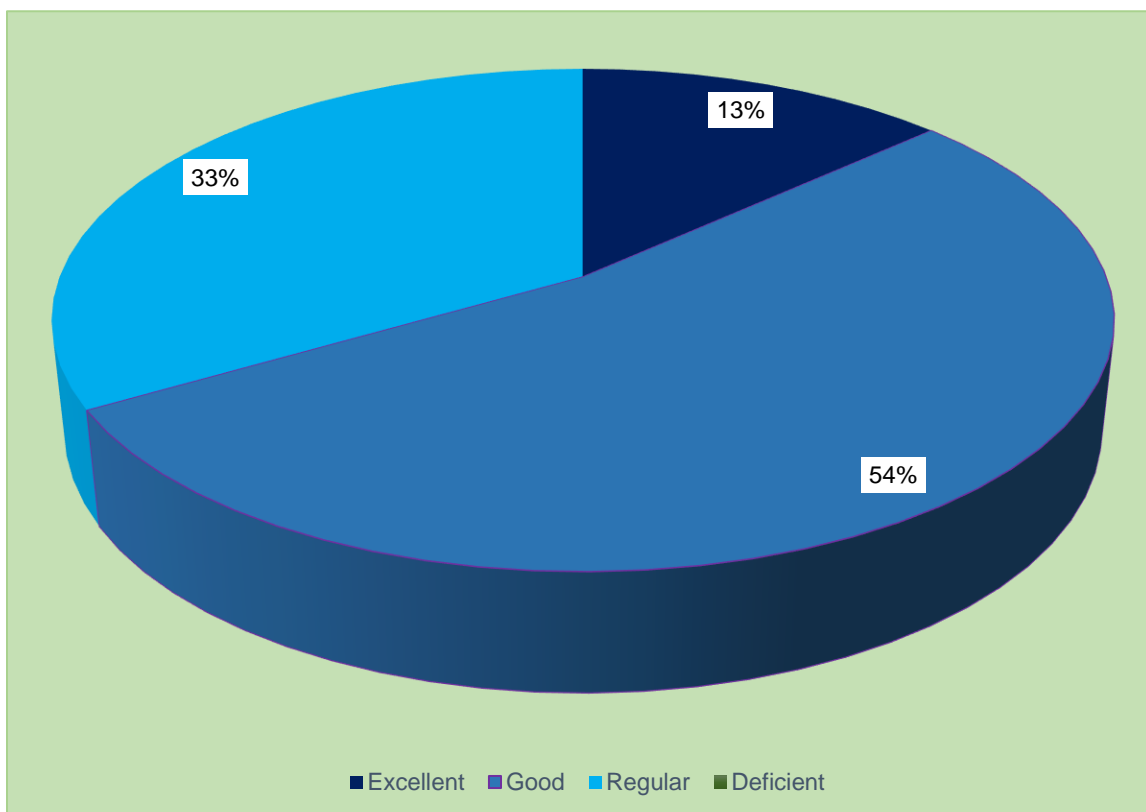
**Graphic No 30: Students use words, phrases, idioms related to the topic under instruction**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Result: Dealing with how often students use words, idioms and phrases related to the topic under instruction, a 100% of the time study sample used the vocabulary covered.

**Graphic No 31: Students offering opinions, thoughts, and ideas in the target language**



Source: Source: Checklist directed to English eighth and ninth grade students of Liceo de Miramar, 2019.

Result: 54% of the time, students gave in a good way their opinions and ideas, furthermore, 33% of the time, they did it in a deficient way. Finally, 13% did it in an excellent way.

## **CHAPTER V**

# **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions obtained from the instruments (the check list directed to English teachers, another one applied to eighth and ninth-grade students, and a checklist about the English teacher) This section also covers the recommendations the research prepared for the improvement of the teaching process.

## **5.1 CONCLUSIONS**

### **5.1.1 Conclusion regarding the problem of the research**

The writer concludes that there is a lack of knowledge and use of the Task-Based Approach among teachers. It can be affirmed that there is no real use of the approach as a learning method, despite it is the official one. Along the observation, only two times the Task-Based Approach was used.

### **5.1.2 Conclusions for the general objective**

The researcher concluded that teachers do not use the TBA during their classes. During the many activities observed most of them promoted the use of grammar. Teachers did not emphasize spoken production. Tasks were not relevant dealing with activities that normally students do. In general terms, according to the data collected there was no daily use of the Task-Based Approach.

### **5.1.3 Conclusions for the first variable**

The investigator concluded that teachers were omitting important stages when they used the Task-Based Approach in their lessons; for example, the pre-task stage and

post-task listening, these stages are essential for learning because they activate students, and give them a clear perspective of the topic to cover.

The author of the thesis concluded that teachers at the time to teach grammar compared or made differences between tenses, as well, students assimilated the differences and similarities between verbal times. This is something teachers were doing well according to the TBA.

It can be concluded that there was a lack of ICTs use, “Educating for a New Citizenship” promotes the use of technology. In the case of Liceo Miramar, educators had access to laptops, video projectors, Internet connection and audio system equipment. Teachers also asked students to use cellphones but no as a learning tool in tasks, just as helping tools for themselves.

Also, the researcher concluded that at the time building tasks, teachers were aware of relating and using previous knowledge with the new one, this challenged the student even more.

The researcher concluded that teachers at the time of building tasks were not using as many skills as possible. Ideally, TBL proposes the integration of skills in tasks, for example, reading-listening, listening-speaking, writing-reading-speaking.

It can be concluded that during the learning process, teachers at the time of building tasks or activities promoted individuality. On the contrary, “Educating for a New Citizenship” and the Task-Based Approach have in common the cooperation. In this respect, teachers did not follow the official curriculum.

It was also evident that at the time of building tasks, these were not relevant, meaningful, and immersed in a real-life context. Ideally, the Task-Based Approach promotes the construction of tasks based on those things students normally do; for example, inviting someone to a party, writing a text message giving news. During the observation time, teachers dedicated more chances to the development of activities rather than tasks.

Another important conclusion is that teachers were not paying enough attention to the spoken production. The new curricular reform and the Task-Based Approach pointed out that the spoken skill is a priority, because of the demands requested by MEP and the CEFR to be immersed in a globalized world. Moreover, teachers were giving attention to grammar exercises, and the completion of empty gaps with missing vocabulary or tenses.

#### **5.1.4 Conclusions for the second variable**

The researcher concluded that teachers in a certain way still did not know their role under Task-Based Approach. It was observed that teachers acted as the active agent of the class, and students were only listeners. TBA model proposes that teachers should always be the passive agents, this means, they should be a guide, an instructor, an advisor to help students perform the task in a better way.

Teachers focused on correcting students while they are performing the task. Ideally, the TBA model states teachers should advise the students to perform the task in a better way, but not doing corrections because it chunks the learning. TBA sees

students as independent agents and they can correct themselves making retro inspection with the knowledge they already have and using the new one learned now.

The researcher concluded that most of the time in the development of the tasks, students apply their previous knowledge, and add the new one covered in the topic. The Task-Base Approach makes explicit emphasis on using old knowledge and the new one in the resolution of tasks.

Students were not using the target language as a vehicle of communication. During the observation time, they used their mother tongue quite often to respond. In contraposition, according to the Task-Base Approach, students should give a predominance to the target language.

#### **5.1.5 Conclusions for the third variable**

The researcher of the thesis concluded that both eighth and ninth-grade students' second language performance was regular. During the four weeks of observation, students demonstrated insufficient production of the English language. They used their mother tongue even to ask for permission to go to the bathroom. Also, there were too many grammar errors in written activities or tasks. Students even came out with non-existent words in English.

The writer concludes student's spoken language ability are regular, in the time dedicated to observe, teachers did not give enough attention to the speaking skill, but when they did students in regular way they accomplish the demand, they made a lot of use of the mother tongue between students and professors, they invent new English

words, they make long spaces during the pauses and at the time to present the task results or the activities they use the mother tongue spite of completing their findings and work with their pairs in the target language.

Student's writing skill was regular. It was the skill that teachers promoted the most. To practice writing, students made a short invitation to their classmates to celebrate different activities. Also, they worked with lots of filling in empty spaces with celebrations around the world, grammar activities. They wrote about what they liked or disliked regarding TV programs. During the time observed, students handled writing better than speaking. They showed more participation and used the target language some more. Despite this, teachers worked with activities, but not tasks.

Another relevant conclusion is that at the time to communicate with their pairs, and with the teacher using the L2, their level was regular. They used the target language because the teacher requested it at the time to have a short conversation, to read a conversation between classmates. Based on the observation, the investigation subjects did not feel comfortable when they had to speak in English.

The investigator, based on the observation, concluded that when the students were asked to give opinions, ideas, thoughts; using words, idioms, and phrases related to the topic studied in class, they did not have the correct word intonation, the pitch of the voice, and fluency.

### **5.1.6 Conclusions for the hypothesis**

Based on the information and the results gathered, the researcher concluded that the Task-Based Approach is a great method for learning English as a second language. It can be stated that the teachers who took part in the research in general terms did not use the approach properly. As well, on those occasions, the teachers made use of the Task-Based Approach, learners used the L2 more. They also looked comfortable with the methodology and were more communicative with their classmates.

## **5.2 RECOMMENDATIONS**

### **5.2.1 Recommendations for first variable**

Based on the results obtained through the observation developed, and the results, these are the recommendations for the first specific objective, with the purpose to give some possible solutions.

- Teachers must get informed about TBA. They must update to the current trends in the field. They should read, research, investigate and inform about the correct use of TBA, to cope with the demands requested by the MEP.
- Teachers should consider group work. Working alone is boring, and TBA promotes the co-work because it is how the world functions, not only that but also, the pair group stimulates the use of the target language in the spoken skill.
- Teachers should develop as many skills as possible in the tasks. They have to prepare and elaborate on more tasks than activities. Skills integration is mandatory in the development of a task. Ideally, this union should follow the

coming pattern: listening-speaking, reading-writing, and reading-writing-speaking.

- Take advantage of ICTS. Teachers should make use of the technological resources available at the institution.

### **5.2.2 Recommendations for second variable**

The following are possible recommendations for the second specific objective, which deals with the roles' in teachers and students in Task-Based Approach.

- Teachers have to bear in mind that they must ensure students' understanding, providing advice and offering feedback on the process. They should check what their students are doing. On the other hand, the students are the main actors. They construct their learning by combining previous knowledge with the new one, by making use of the tools they own.
- The researcher also recommends to apply a closure activity as part of the post-task stage. In this activity students can correct their own mistakes.

### **5.2.3 Recommendations for third variable**

Based on the observation and results obtained, these are some recommendations for third specific objective.

- It is recommended to practice the target language outside the classroom. Students can do many activities or even hobbies while they practice English, they can listen to English music while they read the lyrics of the song, watch

programs in English, using English subtitles in social networks like NETFLIX, YouTube, Claro Video or just the T.V. Furthermore, they can get together with their classmates and practice some English through WhatsApp or any other message application.

- Use the social media to meet native English speakers. Students can use Facebook, Instagram, Twitter or any of the kind, to meet English native speakers of their age and keep in touch with them.
- It is recommended for students to present their tasks using only the target language, no matter if they have spelling errors, grammatical mistakes, fluency deficiency, the main idea is to produce language and with the constant use they will improve.
- It is recommended to Ministerio de Educación Pública to provide more English lessons.
- It is recommended to MEP to provide equal technological tools among their schools and high schools, no matter if they have few students or they are in rural areas.
- To provide more than one national training. MEP should train their teachers constantly with the intention to provide them the competences requested in “Educating for a New Citizenship” in aspects like ability in the technological equipment and correct use of Task-Base Approach.
- It is recommended to teachers to focus only in the Task-Base Approach as teaching method, this because TBA is the vehicle to have bilingual students.

## **CHAPTER VI: PROPOSAL**

## **6.1 PROPOSAL TITLE**

HANDS ON TBA

## **6.2 POPULATION**

English teachers of eight and ninth grade of Liceo de Miramar

## **6.3 OBJECTIVES**

### **6.3.1 General objective**

Stablish the correct use of Task-Based Approach as vehicle of learning English second language.

### **6.3.2 Specific objectives**

- Categorize the three main phases of Task-Based Approach and the type of tasks that can be developed during each stage.
- Stablish as much skills as possible in tasks design, giving special attention to the oral production.

## **6.4 CHRONOGRAM OF ACTIVITIES**

Due to the teacher's strike of APSE, the proposal could not be implemented. For that reason, the proposal serves as model of an ideal lesson plan under TBA instruction, and teachers can use it to have a clear vision how to plan three-lesson plan using Task-Based Approach with the new syllabus.

## 6.5 NECESSARY BUDGET FOR ITS DEVELOPMENT

The budget required for a three-lesson plan under TBA is very low because almost all the material can be found in the website of MEP and in the syllabus, the planning development what requires is the time searching for proper tasks, this because tasks should be adapted to student's ability and knowledge.

## 6.6 CONTENT AND PROPOSAL

The following plan is a three-lesson plan for eight grade students and servers as a model use for teacher's future planning.

Level 8th	Unit 3
<b>Scenario: Something to Celebrate!</b>	<b>Theme: 3.</b> Let's celebrate: Holidays and Festivals around the World.
<b>Enduring Understanding:</b> Celebrations, festivals, and traditions reflect people's cultural identity.	
<b>Essential Question:</b> Why is it important to celebrate special dates?	
<b>Linguistic Competencies</b>	<b>Goals:</b> <b>L.1.</b> understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations). <b>R.2.</b> follow a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures. <b>SI.2.</b> ask and answer about holidays and festivals in Costa Rica, Latin America and around the world. <b>W.2.</b> write a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b>  <b><u>Simple Present</u></b>  <b><u>Information-Yes/no questions</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> People gather to celebrate.</li> <li><input type="checkbox"/> Do you like Easter week?</li> <li><input type="checkbox"/> How do people celebrate Christmas?</li> </ul> <p><b>Vocabulary</b>  <u>Let's celebrate: Holidays around the world</u>  Carnival in Rio de Janeiro, Brazil, parade, samba, costumes, dance decorations, Chinese New Year, play, costumes, fireworks. Yi Peng Lantern Festival, Thailand. Buddhist merit, floating lights, The Carnival of Venice, Italy, Venetian masks, carnival, theaters troupes. La Tomatina, Throw tomatoes, Christmas, New Year, Thanksgiving, Easter, Halloween.</p>	<p>Describing the most important celebrations and festivals all around the world.</p>	<p><b>Psychosocial</b>  Respecting festivals, holidays and traditions of my country and others.</p>

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time total: 120 min (3 lessons)
Learners discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.	Follow a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.	<p style="text-align: center;"><b><u>Pre-teaching</u></b></p> <p><b>Routine:</b> Teacher calls the role and gives the news to the students.</p> <p style="text-align: center;"><b><u>Introducing</u></b></p> <p>Teacher introduces different celebrations around the world with slide show including information about the celebrations, in addition gives examples of simple tense and differences of present continuous.</p> <p style="text-align: center;"><b><u>Participating</u></b></p> <p><b>Warm up:</b> complete a crossword puzzle related to different festivals around the world.</p> <p style="text-align: center;"><b><u>Pre-reading</u></b></p> <p>Learners are given a page named “pre – reading activity” to guess a country. After that, teacher asks learners to provide the name of a famous festival that country has annually.</p> <p style="text-align: center;"><b><u>Reading first time</u></b></p> <p>Teacher reads some facts about Rio de Janeiro. After that, learners are given some pictures they must number according to the reading sequence. If you are going to Rio de Janeiro, you can enjoy....</p> <p style="text-align: center;"><b><u>Pair feedback</u></b></p> <p>Learners work in pairs to check their answer.</p> <p style="text-align: center;"><b><u>Post-reading</u></b></p> <p>Learners check their answers. After that, teacher asks learners to describe some words: samba, parade, balls, costumes, week-long. Also, asks learners to describe the Rio carnival.</p>	<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>25 min</p>
Learners ask and answer about holidays and festivals in Latin	Ask and answer about holidays and festivals in Costa Rica, Latin America	<p style="text-align: center;"><b><u>Speaking interaction</u></b></p> <p>Teacher asks learners to mention celebrations, holidays or festivals around the world they would like to participate in. Learners are given a chart they have to complete based on their preferences, in</p>	20 min

<p>America and around the World.</p> <p>Learners write text messages, postcards to friends about holidays, festivals or celebrations.</p>	<p>and around the World.</p> <p>Write a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p> <p>understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations).</p>	<p>addition; based on the chart, learners choose one of the options and complete a conversation.</p> <p><b><u>Task: Celebrating holidays, festivals and celebrations.</u></b></p> <p>Teacher lists some celebrations and holidays. In pairs, learners have to choose one and make an invitation to the other student using, or giving the best wishes to his birth-day, charismas Eve, etc. Students have to describe the food, the activities and costumes using for that day; all these using simple tense and WhatsApp application mobile.</p> <p><b><u>Organizing</u></b></p> <p>In pairs, learners prepare a presentation to expose the information they got.</p> <p><b><u>Rehearsing</u></b></p> <p>Learners practice their presentation.</p> <p><b><u>Producing</u></b></p> <p>Learners present the information in front of the class</p> <p><b><u>Post-task</u></b></p> <p>Learners listen and audio of different celebrations around the world. Students have to guess what celebration or holiday based in the characteristics given.</p>	<p>30 min.</p> <p>20 min.</p>
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The following is an example of three-lesson plan of ninth grade using TBA with the new syllabus and servers as model for future planning teachers.

Level 9 <sup>th</sup>	Unit 1
<b>Scenario:</b> Time to Have Fun!	<b>Theme 4:</b> The Most Fun I've Ever Had!
<b>Enduring Understanding:</b> Leisure activities help people get together, learn something new, stay out of trouble and have fun.	
<b>Essential Question</b> How do leisure activities benefit our life?	
<b>Linguistic Competencies</b>	<p><b>Goals:</b></p> <p><b>L.1.</b> understand specific information when people speak at normal speed about leisure activities. There may be a need to repeat particular words and phrases.</p> <p><b>SI.2.</b> ask and answer questions about experiences, events, past experiences.</p> <p><b>SP.2.</b> describe what is occurring in a film or book, and indicate their personal opinion about it.</p> <p><b>W.1.</b> write a short description of personal experiences without using an aid, such as a dictionary, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>

Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><b><u>Past tense</u></b></p> <p>Once, I went rafting with a couple of friends. We had a great time together.</p> <p><b><u>Past continuous:</u></b></p> <p>I was walking when I saw John. We were watching TV when the phone rang. The boy was taking a shower when he heard a weird sound.</p> <p><b><u>Vocabulary</u></b></p> <p>I had the best night ever last weekend! (the best time / party you have ever had) I have been enjoying my time at the party. Have you ever been to Italy? Pilates, yoga, spinning, athletics, do, go, play, tournaments, climbing, camping, skating, walking, hike, ride, fishing, swimming championships</p>	<p>Describing past experiences and storytelling.</p>	<p><b>Sociocultural</b></p> <p>Willingness to share fun times with others.</p>

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time total: 120 min (3 lessons)
Understand specific information when people speak at normal speed about leisure activities. There may be a need to repeat particular words and phrases.	Students can understand specific information in recorded audios.	<p style="text-align: center;"><b><u>Pre-teaching</u></b></p> <p><b>Routine:</b> Teacher calls the role and gives the news to the students.</p> <p style="text-align: center;"><b><u>Introducing</u></b></p> <p>Teacher contrasts on the board past simple tense vs past continuous, in the same way, teacher uses flash cards with different images of leisure activities.</p> <p style="text-align: center;"><b><u>Participating</u></b></p> <p><b>Warm up:</b> Teacher makes a tell story about what he/she did the last weekend using past continuous. Students have to add extra information to the story in order to continue the line.</p> <p style="text-align: center;"><b><u>Pre-listening</u></b></p> <p>Students watch a video in which the audio describes what teenagers are doing during the free time. Teacher asks to students for specific information about the video.</p> <p style="text-align: center;"><b><u>Listening for the first time</u></b></p> <p>Students are given a worksheet named My hobbies (4 teenagers). Students have to complete the information requested by listening an audio.</p> <p style="text-align: center;"><b><u>Pair-feedback</u></b></p> <p>Learners in trios or small groups they check their answers.</p>	<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>25 min</p>
Ask and answer questions about experiences, events, past experiences.		<p style="text-align: center;"><b><u>Post-listening</u></b></p> <p>In the trios or groups already formed, students ask to the rest of the group what they did last weekend, and they have to share the information obtained to the rest of the class using past simple.</p>	20 min

<p>Describe what is occurring in a film or book and indicate their opinion about it.</p>	<p>Students can describe what is happening at different situations.</p>	<p style="text-align: center;"><b><u>Speaking interaction</u></b></p> <p>In the trios or groups previous formed, students are given a paper named Leisure Time, which contains different pictures. Students have to respond the following orally:</p> <p>Describe the activities shown in the pictures. Do you practice any of them?</p> <p>Which of these activities do you consider to be healthier?</p> <p>What other activities do you do in you free time? What do you like about them?</p> <p>What activities would you suggest other people to do?</p>	<p>10 min</p>
<p>Write a short description of personal experiences without using an aid, such as a dictionary, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>	<p>Learners can describe situations that happened before using different tools.</p>	<p style="text-align: center;"><b><u>Task: Describing personal experiences.</u></b></p> <p>The teacher holds up a blank piece of paper. Then the teacher tells the learners it is a magic mirror, and that the mirror allows a person to look at themselves in the past. The teacher gives each learner a magic mirror and asks them to visualize a memorable story from their past. The learners draw a picture to illustrate their story. The students are given some time to work on their drawings.</p> <p style="text-align: center;"><b>Drafting</b></p> <p>The students write the story behind their magic mirror picture. The teacher monitors unobtrusively and provides help only if necessary.</p>	<p>30 min</p>

<p>understand specific information when people speak at normal speed about leisure activities. There may be a need to repeat particular words and phrases.</p>	<p>Learners are able to understand specific information in short audios.</p>	<p style="text-align: center;"><b>Revising</b></p> <p>In pairs, learners check their stories and give suggestions to each other.</p> <p style="text-align: center;"><b>Editing</b></p> <p>Learners correct any mistake found during peer correction and add the suggestions given by his/her partner.</p> <p style="text-align: center;"><b>Publishing</b></p> <p>The students stand up and find a partner to practice reading their story. Three volunteers read their stories to the class.</p> <p style="text-align: center;"><b><u>Post-task</u></b></p> <p>Teacher on the board pastes different pictures and next to the picture writes different names, then; students listen an audio tape which indicates the activity made and the name of the person, they have to choose the correct name based on the audio.</p>	<p>10 min</p>
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## **GLOSSARY**

**Approach:** The manner of following directions in order to accomplish something.

**A.P.S.E:** Acronym of Asociación de Profesores de Segunda Enseñanza. It is the major syndicate of high school professors of Costa Rica

**C.E.F.R:** Abbreviation of Common European Framework of Reference for Languages. It is a guide to measure foreign languages according to some standards.

**ICTS:** Meaning of Information and communications technology. Are technologies that serve as a learning tool.

**Learning:** Process of acquiring knowledge through study, teaching, experience and modeling.

**Liceo:** Teaching center for third cycle and diversified education.

**S.L:** Acronym of second language.

**S.L.A:** Abbreviation of second language acquisition.

**M.E.P:** Acronym of Ministerio de Educación Pública. The principal institution in charge of education in Costa Rica.

**Mother tongue:** language acquired during childhood taught in home and it is the main language where the learner born.

**Target language:** It is the language that someone is currently learning.

## **ANNEXES**

## Annex 1.

### Communicative Approach (CA) vs. Action-Oriented Approach (AOA)

CA	AOA
<b>Actions...</b>	<b>Actions...</b>
focus on the objectives and as means. Actions are limited to receive and reproduce <b>information</b> (acts of speech).	are meant to be for further actions, broader social <b>repetitive acts</b> (scenarios) for treatment of information.
are part of simpler tasks.	are more complex treatment of tasks or part of integrated mini projects.
are delivered since the beginning of the units.	(the majority of them) are repetitive along a week, months, or years.
are finished completely at the end of the tasks.	are open-ended. They cover more ample periods of time to develop <b>lifelong skills</b> or can be retaken later on.
usually last for a shorter time and are limited to a defined text, topic and time of interaction.	have certain period of time, or, at least, are subscribed within a certain timeframe.
are exchanges between a minimum group (such as pair-share/small groups).	are performed collectively.
	integrate both competences: co-linguistic and co-cultural dimensions in the common action.

Source: Source: MEP, *“Educating for a New Citizenship”*, 2016

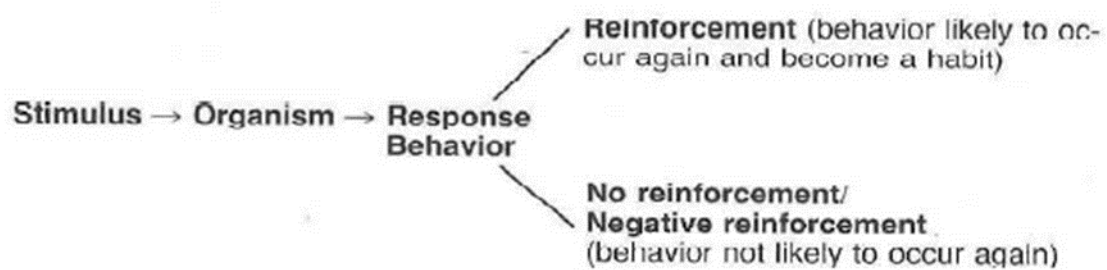
## Annex 2.

Table 1. Learning/Acquisition Differences

Learning	Acquisition
Conscious process	Subconscious process
Knowing the rules	Picking up the learning
Results in accuracy	Results in accuracy and fluency
Formal, traditional teaching helps	Formal, traditional teaching does not helps
Available for correction	Available for Automatic production

Source: Krashen's Five Proposals on Language Learning: Are They Valid in Libyan EFL Classes.

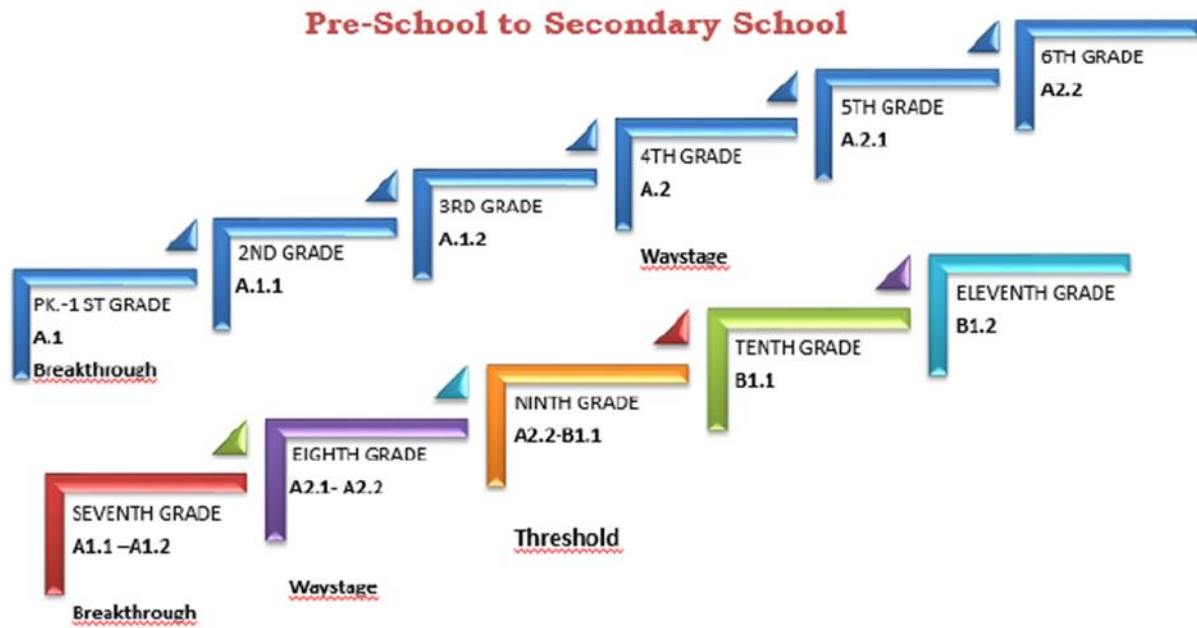
Ibrahim Abukhattala.

**Annex 3.**

Source: Approaches and Methods in Language Teaching Richards & Rodgers (1999, p.50)

## Annex 4.

## Proficiency Levels Projection for the English Curriculum



Source: MEP, "Educating for a New Citizenship", 2016

**Annex 5.**

Checklist directed to English eighth and ninth grade teachers to observe use of TBA in classroom.

<b>Checklist directed to English eighth and ninth grade teachers to observe use of TBA in classroom</b>			
<b>CRITERIA</b>	<b>A</b>	<b>S</b>	<b>N</b>
1. Teachers start with a warm up and set the scenario.			
2. Teachers teach grammar inducted.			
3. Teachers perform a pre-listening, pre-writing, pre-reading during the pre-task.			
4. Teachers make sure all understand the task.			
5. Teachers use as much skills possible in the tasks.			
6. Teachers create tasks individual or pair group purpose.			
7. Learners' task completion.			
8. Teachers monitor students while students perform the task.			
9. Tasks are relevant with real life purpose and meaningful.			
10. Teachers make emphasis on spoken production.			
11. Teachers perform a post-task listening.			
12. Teachers' feedback to the students at the end of the task.			
13. Teachers make use of technological sources.			
14. Teachers create tasks with low budget.			

Source: self-made.

**Annex 6.**

Checklist directed to teachers and students of English of eight and ninth grade to observe their roles under TBA classroom.

<b>Checklist directed to teachers and students of English of eight and ninth grade to observe their roles under TBA classroom.</b>			
<b>CRITERIA</b>	<b>A</b>	<b>S</b>	<b>N</b>
1. During the lesson teacher is the passive agent.			
2. During the task, teacher corrects students on their mistakes.			
3. During the task, teacher advises students to perform the task.			
4. At the end of the lesson, teacher clarifies ideas and makes a closure activity with the purpose to reinforce the learned.			
5. Students are the active agents during the lesson.			
6. Students construct their own knowledge with the already learned and the new taught.			
7. In pairs or groups, students collaborate together to achieve the task.			

Source: self-made.

**Annex 7.**

Checklist directed to the students of eighth and ninth grade to observe use of English second language proficiency under TBA instruction.

<b>Checklist directed to the students of eight and ninth grade to observe use of English second language performance under TBA instruction</b>				
<b>CRITERIA</b>	<b>EXC</b>	<b>G</b>	<b>R</b>	<b>DF</b>
1. Students' mastery in the production of the target language.				
2. Students show ability in the production of spoken language.				
3. Students show ability in the production of writing skill.				
4. Students interact with their pairs using the target language.				
5. Students only communicate with the teacher using the target language.				
6. Students fluency in the spoken ability.				
7. Students present their tasks results using only the target language.				
8. Students understand and follow teachers' directions the teacher in the target language.				
9. Students use words, phrases, idioms related to the topic under instruction.				
10. Students offering opinions, thoughts, ideas, in the target language.				

Source: Created by the researcher of this project.