

COSTA RICA MULTILINGUE:
A CASE STUDY OF THE FEATURES, ISSUES, AND IMPLICATIONS OF
THE NATIONAL ENGLISH PLAN

by

JOANNA GREER KOCH

(Under the Direction of Diane Brook Napier)

ABSTRACT

In 2008, Costa Rica launched a national program, *Costa Rica Multilingue*, to improve Costa Ricans' foreign language skills to meet the country's communication demands. With English being the prominent foreign language spoken in Costa Rica, the *Multilingue* program focuses on English instruction and the program is commonly referred to as the National English Plan. Depending on *Multilingue*'s success, Costa Rica will consider incorporating other languages, but presently the program is focusing on English.

The purpose of this research was to examine the features, issues, and implications of the *Costa Rica Multilingue* program. By utilizing a comparative case study approach, I examined the features and objectives of Costa Rica's National English Plan, the stakeholders that contribute to implementing the national program, the implementation issues from the perspectives of administrators and teachers who are administering the plan, as well as the perspectives from the international businesses who employ English-speaking employees. To present a holistic description of the case, I conducted interviews and observations of multiple stakeholders and sites, analyzed governmental and non-governmental documents, and reviewed photographs. In

applying a critical constant comparative methodological approach with reference to human capital theory and within the context of globalization, I answered my research questions about *Multilingue*'s features and implementation issues from each of the major stakeholders' perspectives. As a result, I identified five thematic findings of communication, culture, connections, commerce, and competitiveness, which reflected implications of English dominance, cross-cultural understanding, the global to local continuum, neocolonialism elements, and policy and practice issues.

The significance of this case study was three-fold. First, by examining the features of *Costa Rica Multilingue*, the study served as a multiple site case study for other countries interested to enacting a national English plan. Second, in examining the perspectives of administrators, teachers, and corporations with the program, the study provided a variety of perspectives to understand how education reform moves from a global mandate, then to a national policy, and following that to a local community and classroom practice. Third, by learning more about the implementation issues, the study presented the difference between the policy's ideal objectives and realistic practice implications.

INDEX WORDS: Costa Rica, multilingual, bilingual, English as a foreign language, globalization, human capital, English dominance, global to local continuum, policy versus practice

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JOANNA GREER KOCH

B.S., James Madison University, 2003

M.A., Teachers College, Columbia University, 2006

A Dissertation Submitted to the Graduate Faculty of the University of Georgia
in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2013

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JOANNA GREER KOCH

Major Professor: Diane Brook Napier

Committee: John Mativo

William Wraga

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
December 2013

DEDICATION

My dissertation is dedicated to my family who provided me with unconditional love and continuous support throughout my educational endeavors.

John Hicks Greer, Sr.

Joanne Hodge Greer

John Hicks Greer, Jr.

Darren Gregory Koch

ACKNOWLEDGEMENTS

There are many individuals who assisted me throughout the dissertation process that I would like to acknowledge and thank them for their contribution. First, the participants in my research study were all very gracious in allowing me to interview and observe their teaching practices. Without their support, I would not have had a successful field season, and I am indebted to their cooperation. My major professor, Dr. Diane Brook Napier, has provided me with exceptional mentoring throughout my doctoral program. Her scholarly expertise of the comparative and international education field, constant support, and constructive feedback provided me with invaluable guidance throughout my dissertation. I am extremely appreciative for Dr. Napier being my advisor throughout my doctoral studies. Drs. John Mativo and William Wraga were incredibly valuable committee members who presented additional viewpoints that made my dissertation more robust and interesting. I thank them both for providing their expert academic advice and recommendations through the dissertation process. My parents, John and Joanne Greer, were my first teachers in life who taught me the value of hard work, dedication, and perseverance. Without their love and support, I would not have had the tenacity to complete this dissertation. My husband, Darren Koch, has lovingly provided me with the encouragement to accomplish my dream of completing this dissertation. I am so grateful for his loving support and devotion. I also want to extend a heartfelt thank you to all of my family and friends who provided additional support during my doctoral studies. Furthermore, I am eternally grateful for God safely directing my path throughout all of my educational endeavors.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER	
1 THE RESEARCH PROBLEM	1
Introduction	1
Background to the Problem	2
Statement of the Problem	3
Rationale	5
Goals and Objectives	5
Research Questions	6
How the Study Was Conducted	8
Significance of the Study	9
Limitations of the Study	10
Structure of the Dissertation	11
2 LITERATURE REVIEW	13
Introduction	13
Costa Rica's Historical, Political, Economic, Cultural Contexts	14
Global Trends Influencing Educational Reform	30

Advocacy and Criticisms of National Foreign Language Programs	45
Conclusion	49
3 METHODOLOGY	51
Research Design and Theoretical Framework	51
Theoretical Perspectives	54
Research Questions	62
Setting of the Study	63
Research Sites and Participants	69
Roles of the Researcher	82
Data Types and Collection Procedures	85
Triangulation: Reliability, Validity and Verification	96
Data Analysis and Generating Findings	99
Gaps in the Data and Limitations	110
Timeline and Logistics	111
4 SITES IN THE CASE OF <i>COSTA RICA MULTILINGUE</i>	117
Description of the Sites and Participants	117
5 THE CASE OF <i>COSTA RICA MULTINIGUE</i>	172
Contributing Contextual Factors: Research Question One	173
Objectives and Features: Research Questions Two and Five	180
International, National, and Local Stakeholders: Research Questions Three and Five	197
Implementation Issues: Research Questions Four and Five	211
Thematic Findings	239

6	DISCUSSION, IMPLICATIONS, CONCLUSIONS.....	307
	Implications of the Study	307
	Directions for Future Research	324
	Lessons Learned.....	326
	Conclusion	329
	REFERENCES	330
	APPENDICES	
A	Interview Protocols	351
B	IRB Approval and Consent Form	365
C	Observation Guide	367
D	List of Collected Documents	368
E	Private School Brochure	370
F	Sample of Raw Data From Field Notes	371
G	Sample of Typed Reproduction of Written Field Notes	372
H	Raw Frequency Tabulation of Codes.....	373
I	Organization of the Major Findings and Codes.....	375
J	<i>Costa Rica Multilingue</i> Policy Decree as Published in <i>La Gaceta</i>	400
K	Howard Gardner’s Theory of Multiple Intelligences.....	402
L	Paul Hanna’s Expanding Horizons Approach	403
M	Peace Corps Lesson Plan for English Bachillerato Prep Course	404
N	Peace Corps Lesson Plan from <i>Time with Ticos</i> Handbook	405
O	Spelling Bee Flyer.....	406

LIST OF TABLES

	Page
Table 1: Research Sites	70
Table 2: Participants Interviewed	87
Table 3: Observation Schedule for School Sites.....	92
Table 4: Master List of Codes.....	103
Table 5: Themes with Related Codes	105
Table 6: Timeline of Fieldwork	113

LIST OF FIGURES

	Page
Figure 1: Research Matrix	7
Figure 2: Graphic Representation of Theoretical Perspective	54
Figure 3: Map of Costa Rica	64
Figure 4: Reconnaissance Research Site 1 of a rural, one-room school in San Luis, Costa Rica	65
Figure 5: Reconnaissance Research Site 1 of interior view of classroom in San Luis, Costa Rica	65
Figure 6: Reconnaissance Research Site 2 of a rural, one-room school in San Luis, Costa Rica	66
Figure 7: Reconnaissance Research Site 2 of interior view of classroom in San Luis, Costa Rica	66
Figure 8: Reconnaissance Research Site 3 of technical high school in Santa Elena, Costa Rica	67
Figure 9: Map of Costa Rica MEP and Costa Rica Multilingue Foundation	71
Figure 10: Map of School Sites	73
Figure 11: Map of Corporation Sites	74
Figure 12: Map of Peace Corps and Regional Education Advisor Site	75
Figure 13: Graphic Representation of Related Themes, Subthemes, and Codes	107

Figure 14: Costa Rica Ministry of Public Education’s Office Building, San Jose, CR (MEP Site)	118
Figure 15: MEP National English Advisor’s Office.....	120
Figure 16: Casa Presidencial, Edificio Langer Building where the Costa Rica Multilingue Foundation is located, San Jose, CR (CRMF Site).....	123
Figure 17: Costa Rica Multilingue Foundation’s Office Space.....	124
Figure 18: Costa Rica Multilingue Foundation’s Donation Flyers.....	125
Figure 19: Costa Rica Multilingue Foundation JumpStart Camps	125
Figure 20: Technology Corporation (CRS2 Site)	127
Figure 21: Technology Corporation (CRS2 Site)	129
Figure 22: International Hotel Corporation (CRS1 Site).....	131
Figure 23: Peace Corps Volunteer Manager and Regional Education Advisor Picture	135
Figure 24: Urban Public Primary School Exterior (UPPS5 Site)	137
Figure 25: Outside Courtyard at Urban Public Primary School (UPPS5 Site).....	138
Figure 26: Inside Hallway in Urban Public Primary School (UPPS5 Site).....	138
Figure 27: Teaching Schedule at Urban Public Primary School (UPPS5 Site).....	139
Figure 28: Classroom at Urban Public Primary School (UPPS5 Site)	141
Figure 29: Worksheet Activity from Urban Public Primary School (UPPS5 Site)	142
Figure 30: Front Area of Urban Public Primary School (UPPS6 Site).....	143
Figure 31: Courtyard of Urban Public Primary School (UPPS6 Site).....	143
Figure 32: Teacher’s Lounge at Urban Public Primary School (UPPS6 Site)	144
Figure 33: Schedule for One Classroom at Urban Public Primary School (UPPS6 Site)	145
Figure 34: Classroom at Urban Public Primary School (UPPS6 Site)	147

Figure 35: Worksheet Activity at Urban Public Primary School (UPPS6 Site).....	148
Figure 36: Outside of the Rural Public Primary School (RPPS9 Site).....	149
Figure 37: Street Location of the Rural Public Primary School (RPPS9 Site).....	149
Figure 38: Hallway at the Rural Public Primary School (RPPS9 Site)	150
Figure 39: English Teacher’s Classroom at the Rural Public Primary School (RPPS9 Site).....	151
Figure 40: English Teacher’s Classroom Projects at the Rural Public Primary School (RPPS9 Site)	152
Figure 41: Courtyard Mural at the Suburban Public Primary School (SPPS7 Site).....	153
Figure 42: Historic Library and Courtyard at the Suburban Public Primary School (SPPS7 Site).....	153
Figure 43: Gym Area at the Suburban Public Primary School (SPPS7 Site)	154
Figure 44: Computer Lab at the Suburban Public Primary School (SPPS7 Site).....	155
Figure 45: English Teacher’s Classroom at the Suburban Public Primary School (SPPS7 Site).....	155
Figure 46: Outside Gate for the Suburban Public Secondary School (SPSS8 Site).....	156
Figure 47: Inside Garden Area for the Suburban Public Secondary School (SPSS8 Site).....	157
Figure 48: Student Presentations at the Suburban Public Secondary School (SPSS8 Site)	158
Figure 49: Previous English Projects at the Suburban Public Secondary School (SPSS8 Site).....	158
Figure 50: Outside of the Rural Public Secondary School (RPSS10 Site).....	159
Figure 51: The Road the Leads to the Rural Public Secondary School (RPSS10 Site)	160
Figure 52: Cafeteria at the Rural Public Secondary School (RPSS10 Site)	161

Figure 53: English Teacher in Her Classroom at the Rural Public Secondary School (RPSS10 Site)	162
Figure 54: English Classroom at the Rural Public Secondary School (RPSS10 Site)	162
Figure 55: The Grounds at the Private School (PS4).....	163
Figure 56: Front Entrance of the Private School (PS4)	164
Figure 57: Garden Area at the Private School (PS4)	164
Figure 58: Receptionist Area at the Private School (PS4).....	165
Figure 59: Library at the Private School (PS4).....	165
Figure 60: Teacher Lounge at the Private School (PS4).....	166
Figure 61: Cafeteria at the Private School (PS4)	166
Figure 62: Outdoor Basketball Court at the Private School (PS4)	167
Figure 63: Teaching Schedule for the Third Grade Classroom at the Private School (PS4).....	168
Figure 64: Principal and English Coordinator at the Private School (PS4).....	169
Figure 65: English Teacher’s Third Grade Classroom at the Private School (PS4).....	170
Figure 66: Students Viewing a PowerPoint Presentation at the Private School (PS4).....	171
Figure 67: Global University “Effective Presentation Training” Sign at CRS1 Site	192
Figure 68: Posters Made with Peace Corps Volunteer for Rural Public Secondary School (RPSS10 Site)	210
Figure 69: Peace Corps JumpStart Student Workbook for RPSS10 Site	228
Figure 70: Focused Codes Related to Five Major Themes.....	240
Figure 71: Graphic Representation of the Communication Theme	243
Figure 72: Graphic Representation of the Culture Theme.....	250

Figure 73: Teaching Material from MEP <i>Dynamic Teaching Materials for I and II Cycles</i> CD-ROM.....	253
Figure 74: American Fast-Food Companies in San Jose, Costa Rica.....	254
Figure 75: American Company, Wal-Mart, in San Jose, Costa Rica	254
Figure 76: American Products, Barbie, at a Public School.....	255
Figure 77: Cultural Differences and Similarities in Textbook.....	259
Figure 78: American Basketball Game Referenced in Costa Rica Newspaper	262
Figure 79: Family Note About First Grade Oral Exam	264
Figure 80: Sample of Questions on National English Examination	268
Figure 81: Written Fifth Grade Exam for the UPPS6 Site.....	269
Figure 82: Graphic Representation of the Connections Theme.....	271
Figure 83: English Action Words Worksheet.....	274
Figure 84: Graphic Representation of the Commerce Theme	280
Figure 85: Graphic Representation of the Competitiveness Theme	290
Figure 86: Teaching Schedule for a Rural School in San Luis, Costa Rica	302

CHAPTER 1

THE RESEARCH PROBLEM

Introduction

With international commerce, technology, and travel continuing to increase, it has become necessary for a shared language to be utilized among individuals from different countries. As a result of such need, English has become the international lingua franca (working language) for individuals from different countries to use (Crystal, 2003). In response to the current expansion of English as an international language, many education policymakers are modifying policies to reflect the global trend. Policymakers foresee the teaching of English as a foreign language as the mechanism to strengthen the country politically through diplomacy, economically through commerce, and socially through tourism (Becker, 1975).

In particular, the Republic of Costa Rica implemented a national program for teaching English as a foreign language. On March 11, 2008, former President Oscar Arias Sanchez launched a national public interest program, *Costa Rica Multilingue* [Multilingual] (*Multilingue*), to improve Costa Ricans' foreign linguistic competency (Costa Rica Multilingue Foundation [CRMF], 2013a). As a national, public-private strategic alliance program, President Sanchez proclaimed that this initiative would be in the public interest in order to establish a country of bilingual citizens and increase its worldwide competitiveness (Estrategia Siglo XXI, 2013). To ensure the program receives support and funding, President Sanchez assigned governmental ministries such as the Ministry of Public Education [Ministerio de Educacion Publica] (MEP), international corporations, and nonprofit organizations such as the Costa Rica Multilingue

Foundation [Fundacion Costa Rica Multilingue] (CRMF) to work together as strategic partners in the program (CRMF, 2013a). Depending on *Multilingue's* success, Costa Rica will incorporate other languages. But at present, the country is focusing on the instruction of English as a foreign language to meet the country's economic needs for English-speaking Costa Ricans. As such, the Costa Rica Multilingue also became known as the National English Plan (Costa Rica Investment Promotion Agency [CINDE], 2012a).

Background to the Problem

The implementation of English-as-a-foreign language programs has increased throughout the world due several underlining reasons. First, countries have become increasingly interested in attracting multinational corporations to establish industries in the country and employ its citizens as skilled workers (Matear, 2008). As a result of countries striving to become more attractive to international corporations, their governments are implementing educational reform efforts that include linguistic skill training. Believing that English has the linguistic capital to open doors to a more prosperous future, countries implement national English language programs to improve the country's economic situation. For instance, China's Ministry of Education implemented an English foreign language policy because the Ministry believed English was the language for the country to experience economic success (Hu, 2007). However, Pennycook (2010) argued that such economic success will never be obtained by every citizen due to the country's schools experiencing a lack of resources and qualified teachers to adequately teach English. Nevertheless, countries such as Costa Rica foresee English as the foreign language that will attract international corporations and provide more working opportunities for all Costa Ricans (CRMF, 2008).

A second reason for the spread of English language programs pertains to countries attempting to provide more equitable educational opportunities (Matear, 2008). With English seen as the foreign language that will enhance employment opportunities and social mobility, governmental officials have implemented foreign language programs nationally to reduce inequalities in socially disadvantaged regions. In particular, Colombia's Ministry of Education implemented a national bilingualism project to reduce the perpetuation of privilege and inequality. Guerrero (2010) found that Colombia's Ministry implemented the program to provide public schools the same opportunities that private school students were receiving: English instruction. Countries such as Costa Rica also view English as the tool to promote equity among socially disadvantage groups.

A third reason for the expansion of national English language programs is that countries desire to increase its access to knowledge, science, research, and technology (Matear, 2008). English is viewed as the working language in the scientific and technical community, and it is necessary to possess the language skill in order to access information, contribute to technological advances, and communicate in scientific social networks (Guerrero, 2010). In particular, Costa Rica views English as the linguistic key to contributing to the research and technology field.

Statement of the Problem

With the world becoming more globalized through the growth of international businesses and trade, English has become recognized as the international language for communication, technology, diplomacy, science, and travel (Baker, 2001). Countries are responding to the linguistic need by implementing national educational policies to train its citizens to speak English. Given this reality, there are research studies that have examined countries' educational policies of teaching English as a foreign language (see for instance Sjöholm, 2004; Ross, 2008;

Sasaki, 2008). However, there is a limited amount of research that explains the features, implementation issues, and variety of perspectives of a Central American country's national plan for English. Most of the research that concerns a country's national plan for English involves European, Asian, and South American countries. To provide a comparative perspective, it is beneficial to study a Central American country's national plan for English instruction. Furthermore, the international education research community recognizes the importance of providing case studies that embody a particular country's contexts and situations in order for comparative research to be available.

Furthermore, the research that is currently available concerning a country's national foreign language policy views the research through Bourdieu's cultural capital theory, not necessarily through the globalization and human capital theoretical perspective (Collins, 1999; Lareau and Weininger, 2003; Silver, 2005). In utilizing a globalization and human capital theoretical lens, I examined Costa Rica's national foreign language program to understand how political, economic, and social globalized processes contributed to the policies' features and implementation issues. Additionally, I draw upon the human capital theory to explain the diverse perspectives of stakeholders involved in the development, administration, and instruction of the program. Lastly, although research studies are available that explain the features of a country's plan for foreign language instruction, minimal research is available that provides a variety of stakeholders' perspectives. In my study, I interviewed governmental administrators, nonprofit organizational officials, teachers, and corporate employers to provide a multitude of perspectives and to obtain comparative insights.

Rationale

With minimal research available that analyzes Costa Rica's national foreign language program's historical contexts, features, implementation issues, and perspectives, my research study provides additional theoretical insight to the field of comparative and international education. By examining the features and implementation issues of *Multilingue*, other countries can understand the feasibility of implementing a similar program. Additionally, by asking a variety of stakeholders about the national foreign language program, it is possible that the practice of teaching English as a foreign language will improve since there will be an opportunity for the interviewed administrators, teachers, and corporate employers to discuss the actual realities, strengths, and challenges of the program.

Goals and Objectives

The purpose of this study was to examine the features and implementation issues of Costa Rica's national foreign language program, *Costa Rica Multilingue*. By utilizing a case study approach, I examined the features and objectives of Costa Rica's national plan for English, the stakeholders that contribute to implementing the national program, the implementation issues from the perspectives of administrators and teachers who are administering the plan, as well as the perspectives from the international businesses who employ English-speaking employees.

There were several specific objectives for the study. The first objective of the study was to historically understand the political, economic, and cultural contexts that contributed to *Multilingue's* development. In examining the contexts, I wanted to understand the impact globalization had on these contexts that contributed to the implementation of a national foreign language program. Costa Rica views English as a global language, and by reforming the country's education agenda, the country views English as a resource towards political, economic

and cultural change. A second objective of the study was to understand the features and objectives of the national program. In examining the features and objectives, I aspired to understand the components and goals of *Multilingue* as well as how education reform moves from a global mandate, then to a national policy, and following to a local community and classroom practice. A third objective of the study was to understand the major organizations and individuals involved in the program, and how these entities contribute to the support of *Multilingue*. In doing so, I aimed to understand the influence of stakeholders in a national education policy. A fourth objective is to understand the implementation issues that emerged with implementing *Costa Rica Multilingue*. I analyzed the policy juxtaposed with the practice to reveal the benefits and challenges of implementing a national foreign language program. Finally, a fifth objective of the study was to gain the perspectives of administrators, teachers, and business employers who employ English-speaking Costa Ricans. In doing so, I wanted to understand the difference between the policy's ideal objectives and the realistic practice issues as explained by the multitude of perspectives.

Research Questions

In order to guide the study, there were five research questions that emerged from the study's goals and objectives. The research questions provided me with a framework on how to conduct the study and collect the data. In Figure 1, the research matrix highlights my research questions, rationale, data sources, and analysis methods utilized to examine the features and perspectives of *Costa Rica Multilingue*.

Figure 1

Research Matrix

<u>Research Questions</u>	<u>Rationale</u>	<u>Data Sources</u>	<u>Analysis Methods</u>
Question 1: What are the political, economic, and cultural contextual factors that contributed to the development of Costa Rica's national plan for English (Costa Rica Multilingue)?	To provide a historical analysis of the development of Costa Rica's National English Plan	<ul style="list-style-type: none"> • Government Documents • Non-Government Documents • Corporations and Industry Documents • Websites • Background Interviews • Photographs 	Transcription and thematic coding of data sources
Question 2: What are the features and objectives of Costa Rica Multilingue?	To provide an understanding of the components and goals of Costa Rica's national program for teaching English as a foreign language	<ul style="list-style-type: none"> • Interviews • Site Observations • Websites • Government Documents • Non-Government Documents • Corporation and Industry Documents • Photographs 	Transcription and thematic coding of data sources
Question 3: What are the roles of international, national, and local stakeholders in the implementation of the <i>Costa Rica Multilingue</i> program?	To understand who are the major organizations and individuals involved, and how the organizations and individuals support or contribute to implementing the national plan	<ul style="list-style-type: none"> • Websites • Documents • Interviews • Site Observations • Photographs • Field notes 	Transcription and thematic coding of data sources
Question 4: What are the issues that emerged with implementing the national plan for English?	To understand the application of the national plan and the realities of executing a national plan for teaching English as a foreign language	<ul style="list-style-type: none"> • Interviews • Site Observations • Websites • Documents • Photographs • Field notes 	Transcription and thematic coding of data sources
Question 5: What are the perspectives of the administrators, teachers, and employers toward the <i>Costa Rica Multilingue</i> ?	To understand the perspectives of the implementers, administrators, teachers, and employers involved in the national plan.	<ul style="list-style-type: none"> • Interviews • Site Observations • Websites • Documents • Photographs • Field notes 	Transcription and thematic coding of data sources

How the Study Was Conducted

In order to provide an intensive description and analysis of *Multilingue*, I used a multiple site comparative case study design. Creswell (2007) explains that a case study is applicable when the researcher wants to provide an in-depth understanding of a case within a “bounded system” to address a research problem through the use of multiple sources such as interviews, observations, and document analysis. For the study, the case was Costa Rica’s national foreign language program and in the research I examined the program’s features, historical contexts, implementation issues, and perspectives of administrators, teachers, nonprofit officials, and corporate employers.

For my research study, the multiple site case study included the Costa Rica Multilingual Foundation Headquarters located in San Jose, Costa Rica, the Costa Rica’s Ministry of Public Education located in metro San Jose, seven school sites throughout Costa Rica, three corporations that employ bilingual staff located in metro San Jose, Costa Rica, a Regional Education Advisory area in San Marcos, Costa Rica, and a Peace Corps Volunteer meeting area in San Marcos, Costa Rica. Since it was important to conduct the fieldwork where the participants will provide information about the program, the aforementioned sites involved interviewing individuals who have specialized knowledge about *Multilingue* (Creswell, 2007). At the sites, I interviewed CRMF and MEP administrators, principals and teachers at school sites, corporate employers, a MEP Regional Education Advisor (REA), and a Peace Corps volunteer manager. In doing so, I utilized judgment and purposeful sampling in selecting informants based on their expertise in order to provide information-rich data that would answer the research questions (Patton, 2002). Also, I used a convenience sampling as it “represents sites or individuals from which the researcher can access and easily collect data,” (Creswell, 2007, p.

126). In addition, I collected data by analyzing archival documents from the CRMF, MEP, school sites, and corporate websites, as well as photographs that I took at various research sites. Following such, I conducted observations at seven school sites.

Significance of the Study

The significance of the study was three-fold. First, in my research I examined the features of Costa Rica's national foreign language program, Costa Rica serves as a multiple site case study example for other countries interested to enacting national foreign language education programs. In utilizing the study's findings, further comparisons can be made concerning the components, objectives, and implementation issues of other national foreign language policies to provide understanding of what features are common among all programs. Additionally, there was relatively little information in the literature that discussed Central American countries' national foreign language programs. I intended for my research study to provide a new lens for the examination of national foreign language programs from a Central America's historical, political, economic, and cultural contexts.

Second, in examining the administrators, teachers, and corporations' perspectives with regard to the national foreign language program, the study provided a variety of perspectives. In other research studies, there was not a variety of major stakeholders' perspectives heard regarding the features and implementations issues of national foreign language programs, which does not provide a practical viewpoint of the foreign language program. In order to come up with constructive suggestions for policy and practice, scholars noted that it is necessary for researchers to examine the current programs by gaining multiple perspectives from participants and stakeholders (Lin & Martin, 2005). To learn more about Costa Rica's national foreign language program, I interviewed governmental officials, program administrators, principals,

teachers, and corporate employers to examine the strengths, problems, and challenges of *Multilingue*. Furthermore, in learning more about the diverse range of perspectives, I aimed to understand how education reform moves from a global mandate, then to a national policy, and following to a local community and classroom practice.

Third, by learning more about the practice of multilingual education, I intended to understand the difference between the policy's ideal objectives and realistic practice issues. Education reforms tend to be idealistic in believing all teachers are proponents of nation's policy and all students achieve simultaneously. However, teachers' and students' realities may differ from the policy's objectives. By researching the modifications of a top-down multilingual program to the local contexts, I aspired to understand whether the top-down policy's components and objectives have been complimentary or conflicting with the local teaching practices. By interviewing a Ministry of Public Education administrator in contrast with a teacher, my objective was to present the diverse range of perspectives that will illuminate whether the top-down policy is complimentary or conflicting with the local teaching practices. Therefore, my study contributes to the literature regarding policy and practice issues. Overall, I aimed for the study to demonstrate the aforementioned qualities, but it was important for me to also be aware of my study's limitations.

Limitations of the Study

There were three major limitations to my study. First, the length of time in the field was less than a month, but prior to entering the field I conducted pre-fieldwork research by analyzing policy documents, websites, and information collected from two reconnaissance trips. While in the field, I was very strategic with selecting participants for the study. Due to the time constraint in the field, I applied purposeful sampling of the primary stakeholders, which enabled me to

identify and interview the major stakeholders who are involved in designing and administering the program (Given, 2008). As a result, the study's findings are easier to replicate considering the stakeholder groups are available to other researchers. To assist with such a possibility, I also implemented an audit trail to allow for the possibility of replication.

The duration of the field data collection part of my study also impacted the observation site selection of the study, which occurred at seven schools. Again, due to time constraints, I selected one private school, two public primary schools in urban settings, one public primary in suburban settings, one public primary school in rural settings, one secondary school in a suburban setting, and one secondary school in a rural setting, which may limit the study's generalizability. In the future, it may be more beneficial to use more than seven schools to provide more understanding about *Costa Rica Multilingue*. Nevertheless, I ensured that data saturation occurred so the findings presented the features and implementation issues of Costa Rica's national foreign language program. Third, with only knowing a few Spanish conversational words and phrases, I was limited in speaking with Costa Ricans. However, my interactions with Costa Ricans was possible because I knew some Spanish and the individuals I spoke with in English were either bilingual, or I had an interpreter. Thus, I did not encounter any issues in collecting data. Overall, I recognized the limitations of the study, and I implemented protocols to ensure the study reflected the case of *Costa Rica Multilingue*.

Structure of the Dissertation

The dissertation includes five chapters, bibliography, and appendices. In Chapter One, I introduce the problem, provided a rationale for the study, stated the research questions, and explained the significance and limitations of the study. The second Chapter provides background to the study by presenting a comprehensive review of the scholarly literature. In Chapter Three, I

explain the research methodology including the design, theoretical framework, research questions, proposed data types, forms of data collection, ethical issues, and methods of analysis. In the fourth Chapter, I present the description of the sites and participants. Then, in Chapter Five, I present the study's findings in the case. In Chapter Six, I discuss the implications of the findings and conclusions. Lastly, the bibliography includes the references used and the appendices include the interview protocols, copies of the Internal Review Board approval and consent forms, samples of interviews notes and coding from reflexive journal, raw frequency tabulation of codes, sample of participants' responses and codes, policy documents, curriculum documents, as well as school brochures and flyers.

CHAPTER 2

LITERATURE REVIEW

Introduction

In the literature review, I provide background information concerning Costa Rica's national plan for English, discuss the global education reform trends, explore theoretical insights from previous research studies, and explain how the scholarly literature relates to my research study. By reviewing Costa Rica's historical, economic, socio-cultural, political-ideological, and general educational contexts, it was possible to understand the contexts that contributed to the implementation of Costa Rica's national plan for English. I also discuss the literature that explains global education reform trends that assisted my understanding of Costa Rica implementing the national plan from a comparative perspective.

Since the 1950s, the Republic of Costa Rica has experienced developmental successes that formed part of its political, economic, and socio-culturally contexts. Politically, Costa Rica has had the longest uninterrupted "period of democratic stability among nations with a presidential form of government," (Lehoucq, 2010, p. 54). Economically, since the 1950s, Costa Rica's Gross Domestic Product (GDP) per capita has tripled. Socio-culturally, between 1950 and 2000, Costa Rica's poverty dropped from 50 to 20 percent (Lehoucq, 2010). Scholars admit that the country's successes have been related to its ability to "adapt processes of global change to its own local situation...that have allowed the majority of the population to accommodate themselves slowly to new economic and institutional realities," (Molina & Palmer, 2007, p. 182). One recent reality is the implementation of *Costa Rica Multilingue*, which is a national public

policy program to teach Costa Ricans English as a foreign language in order to establish a country of bilingual citizens and increase its worldwide competitiveness (CRMF, 2011). As is evident in the literature, global trends have influenced Costa Rica's contexts and contributed to the development of educational reform priorities such as *Costa Rica Multilingue*.

Costa Rica's Historical, Political, Economic, Cultural Contexts

Historical Context

In order to provide background information on the historical contexts that contributed to Costa Rica's education system and the implementation of a national multilingual education policy, it was important for me to review the literature on Costa Rica's colonial and post-colonial history. From 800 AD until the Spaniards arrived in the sixteenth century, education in Costa Rica was experienced informally with the objective of integrating the young into the culture's agricultural way of life (Segreda, 2008). When Christopher Columbus came to Costa Rica in 1502, there were about 400,000 indigenous individuals with different languages and cultural ethnicities (Palmer & Molina, 2004). As the Spanish continued their conquest of Costa Rica, the indigenous population encountered disease and multiple battles that led to a decrease in the native population. By 1675, only five hundred indigenous individuals remained in Costa Rica (Palmer & Molina, 2004). As a result, the colonists gained "control of the agricultural and craft wealth produced by the indigenous populations," (Palmer & Molina, 2004, p. 10). Throughout the eighteenth-century, Costa Rica transformed into a colonial society that involved small and medium-sized family farms of agricultural production (Molina & Palmer, 2007). With the emergence of nineteenth-century, class divisions transpired among merchants and peasants, which also contributed to exploitation of the peasants or artisans who provided goods to the local merchants (Molina & Palmer, 2007).

Then in 1821, Costa Rica declared independence from Spain (Booth, 1998). With its independence, Costa Rica joined the other Central American countries to form the Central American Federal Republic, but the Federal Republic only existed until 1841 (Woodward, 1999). After the end of the Federal Republic, Costa Rica's political elites were in political power and many of them established policies that would be strictly beneficial to elites. With regard to education, Costa Rican political elites designated some funding to education and implemented English in secondary schools, but education was limited to "propertied, literate males who comprised ten percent of the population," (Booth, 2008, p. 720). Thus, at the beginning of Costa Rica's independence era, education was as not a right, but a privilege for the few.

With the emergence of the Liberal era, education reforms transpired to include the democratization of education (Segreda, 2008). In particular, Costa Rica adopted the General Law of Common Education in 1886 to provide common, free and obligatory primary education (Segreda, 2008). At the end of the nineteenth century, education reforms were focused on a new vision for the future in which economic development depended on an educated population (Segreda, 2008). As the country began to expand with the completion of the transcontinental railroad, governmental funding went to education and an increase in literacy transpired, which "eventually expanded the population of enfranchised citizens," (Booth, 2008, p. 721). Thus, Costa Rica began experiencing policy initiatives at the turn of the century that would extend education throughout the country (Palmer & Molina, 2004).

At the commencement of the 1900s, Costa Rica's economy prospered from coffee and banana exporting so politicians progressively dedicated additional funds to education (Palmer & Molina, 2004). Costa Rica's government envisioned education as a "tool for providing the modern state with much-needed trained personnel as it assumed broader and more complex

social functions, and for providing the growing industrial sector with technical and managerial staff it required,” (Edelman & Kenen, 1989, p. 148). As Costa Rica’s postcolonial era progressed, policymakers began viewing education as important pathway towards upward social mobility and developed educational reform priorities that prepare students to work in a globalized society (Edelman & Kenen, 1989).

After the civil war of 1948, Costa Rica developed new educational reform priorities as a result of international influences. First, in 1949, Costa Rica enacted its Constitution to reflect the notion that public schooling would be a constant learning process from the pre-school grades to the university (Edelman & Kenen, 1989). Following such, in 1950, Costa Rica joined the United Nations Education Science and Culture Organization (UNESCO), which is a specialized agency of the United Nations dedicated to sponsoring international education projects to ensure quality education for all (UNESCO-IBE, 1965). In order for Costa Rica to join UNESCO, a technical team for UNESCO visited the country to analyze the Costa Rica education system. After the visit, UNESCO requested Costa Rica to subscribe to UNESCO’s declarations including establishing technical education in high school so students could “receive the training necessary to qualify for new jobs that were being created as the modes of production of the developing country,” (Segreda, 2008, p. 132). As a result, in 1957, Costa Rica’s Fundamental Law of Education established objectives for Costa Rican education that reflected UNESCO’s declarations (Edelman & Kenen, 1989).

Following UNESCO’s visit, in 1965, the Organic Law of the Ministry of Education established Costa Rica’s Ministry of Public Education as the institution that would administer education to the country (Edelman & Kenen, 1989). In the same year, Costa Rica increased its participation in UNESCO and participated in UNESCO-International Bureau of Education’s

International Conference on Education. At the conference, Ministries of Education, including Costa Rica, adopted recommendation No. 59 of “teaching of modern foreign languages in secondary schools,” which meant that the “choice of the first foreign language may usually be dictated by the cultural, geographical, ethnic, economic, etc. needs of the country,” (UNESCO-IBE, 1965, p. 304). With Costa Rica’s supporting such a recommendation, the Ministry implemented foreign languages to be taught in secondary schools. Subsequently, the National Plan for Educational Development was approved in 1973 that restructured schooling into four educational cycles that included basic general education in primary education, followed by artistic, vocational, technical training in secondary education, and even English and French under the vocational training (Edelman & Kenen, 1989). Throughout the 1970s, Costa Rica accessibility to international loans facilitated an increase supply in state-sponsored social services including education. In particular, “state education funding increased from \$20.60 to \$35.10 per student per year (in 1970 prices),” (Wilson, 1998, p. 102).

The significance of Costa Rica joining UNESCO and subscribing to UNESCO’s declaration reflects the country being influenced by another organization’s expectations and reducing the Republic’s political power in structuring an independent educational agenda (McGinn, 1996). Also, Costa Rica had to designate additional resources to ensure the country was meeting the collaborative expectations. However, Costa Rica joined UNESCO at a time when the country was experiencing relatively high standards of living and a stable political structure, which would soon change (UNESCO, 1992).

With the emergence of the 1980s, Costa Rica began experiencing inflation, currency devaluing, decreased coffee, banana, and sugar prices, and a reduction in trade (Monge-Gonzalez & Torrentes-Garcia, 2012). In order to restore political and economic stability, Costa Rica

implemented new structural adjustment policies on the recommendations from international organizations, such as the World Bank and the International Monetary Fund, which indirectly reduced Costa Rica's role in policy management (Mulot, 2004). Although, international donor agencies provided financial support, Costa Rica's government adopted structural adjustment educational policies that reduced the government's involvement in education and increased the private sector's role (Arnove, Franz, & Torres, 2007). As a result, the structural adjustment policies facilitated fiscal austerity and reduced government intervention, which decreased educational spending, teacher quality, and educational demand (Buchmann & Hannum, 2001). In response to these policy cuts, experienced teachers left the profession, while inexperienced teachers dealt with the challenge of complying to newly implemented policies (Arnove, et al., 1996). Although Costa Rica's GDP increased after 1983, the restoration of investment in public education did not transpire until the 1990s (UNESCO, 1992).

As Costa Rica began experiencing some resolution to the country's debt crisis in the 1990s, the World Bank, Inter-American Development Bank, and the U.S. Agency for International Development (USAID) made educational policy recommendations in return for an education loan (UNESCO, 1992). Specifically, by providing \$1.1 billion in assistance, USAID provided Costa Rica support to assist the country's economic growth through policy reforms and trade liberalization (U.S. Dept. of State, 2013). Scholars argue that a country's dependency on multilateral agencies and international organizations constrained the country's political authority (Buchmann & Hannum, 2001). In other words, the policy's recommendations proposed by the agencies provided little decision-making power to the Costa Rican government (UNESCO, 1992).

As the 1990s progressed, international organizations began recommending equitable educational policy reforms. In particular, the World Conference on Education for All (EFA), sponsored by UNESCO, developed a global development agenda calling for universal primary education (UNESCO, 2011). Global development agendas influenced Costa Rica to restructure its basic national curriculum establishing a standard study plan for all Costa Ricans (Segreda, 2008). The emergence of international organizations making recommendations for global development continued into the next decade.

Throughout the millennium, multilateral agencies continued to be influential upon Costa Rica's educational policies and even contributed to development of the *Multilingue* policy (CINDE, 2012a). For instance, the United Nations' (UN) Millennium Development Goals (MDG) is a framework for development, and the UN's member states partner towards the pursuit of eight international development goals. Costa Rica is a UN member state that upholds all eight of the MDG. In particular, Goal 8, "developing a global partnership for development," which emphasizes the importance of "successful integration of young people into the labour market- especially youth from poor or underprivileged households-...for economic growth," (UN, 2007, p. 31). Costa Rica envisioned its citizens becoming bilingual in Spanish and English as a distinctive pathway for all students to take towards integration into the labor market. By being bilingual in Spanish and English, students have the potential of escaping poverty through employment in industries that require such linguistic skills.

UNESCO is another multilateral agency that has been influential to Costa Rica's educational policies and set guidelines of its current approach to language in education. UNESCO "supports bilingual and/or multilingual education at all levels of education," (UNESCO, 2003, p. 30). In 2001, UNESCO's Universal Declaration on Cultural Diversity was

adopted, which endorses the importance of multilingualism. Article six of the Action Plan for the implementation of the Declaration “defines the role that languages should play in the field of education including...the promotion of multilingualism from an early age,” (UNESCO, 2003, p. 25). In reviewing the literature that explained Costa Rica’s colonial and post-colonial history, I gained background information on the contextual factors that contributed to the implementation of *Multilingue*, which assisted in framing my study and understanding my findings. Although international organizations have contributed politically to the policy’s implementation, there are international corporations who have contributed to Costa Rica’s economic context and the implementation of Costa Rica’s national plan for English.

Economic Context

To understand further the contextual factors that contributed to the implementation of *Multilingue*, it was important for me to review the literature that described Costa Rica’s economic contexts as background information for my research study. From an economic perspective, the Costa Rican government has demonstrated its commitment to education by providing substantial funding towards the country’s education policies. By 2009, Costa Rica was providing additional economic resources to education by contributing 6.3 percent of the country’s GDP to education (Central Intelligence Agency [CIA], 2013). Notably, Costa Rica currently has a 98 percent literacy rate, which could be related to Costa Rica supporting education policies through government funding (UNESCO Institute of Statistics, 2012).

One reason why modern day Costa Rica society has had the opportunity to designate 6.3 percent of the country’s GDP to education is directly related to the country attracting international industries, which has allowed for financing new educational reform priorities. Costa Rica’s current President, Laura Chinchilla remarked that Costa Rica is “actively promoting Costa

Rica's integration into the world economy...[through] major strides in education," (Chandler, 2011). President Chinchilla explained that Costa Rica has "recognized that exports and investments are crucial for economic growth and the creation of new business ventures, jobs, and innovative production," (Chandler, 2011). With some industries requiring a command of English in order to interpret the instructions and communicate effectively with its English-speaking employees, Costa Rica has reformed its educational priorities to assist its citizens in becoming bilingual for employment (Aguilar-Sanchez, 2005). Elayaperumal Annamalai (2003) further explained that the economic value of being multilingual derives from "its ability to offer material reward to its speakers," (p. 123). For Costa Rica, the material reward of being multilingual would be a paycheck.

At the beginning of the twenty-first century, Costa Rica's Foreign Trade Promotion Body [Promotora de Comercio Exterior] (PROCOMER) and the Costa Rican Coalition for Development Initiatives [Coalicion Costarricense de Inciatiivas de Desarrollo] (CINDE) were designated by the Costa Rica's Ministry of Foreign Trade to attract foreign investment and establish investment programs (Monge-Gonzalez and Torrentes-Garcia, 2012). One of the investment programs has been *Multilingue*, and prior to implementation, Costa Rica attracted several international donors to contribute financially to the program (CRMF, 2008). Both the Inter-American Development Bank and the Costa Rica-United States of America Foundation have provided financial support of \$2.5 million for *Multilingue's* implementation (Ministerio de Educacion Publica (MEP, et al., 2007). High-technology businesses such as Intel, Microsoft, and Motorola have Central American headquarters located in Costa Rica and these industries have also provided funding for education. In particular, Hewlett Packard has provided over \$500,000 in equipment to Costa Rican schools; Scotiabank, a Nova Scotia bank, has donated thousands of

books to Costa Rican schools; Bridgestone Tires has provided funding for school building repair; and Procter and Gamble has committed funds to early child development programs (Williams, 2010). Morrow and Torres (2007) argued that the new global economy has allowed these companies to locate in areas where there is “cheaper or better-trained labor, favorable political conditions...and tax incentives,” (p. 92).

Furthermore, Costa Rica strives to be competitive labor force among other Central American countries. In recent years, Costa Rica has increased its international commerce relationship with North America in order to out bid any other Central or South America country from employment opportunities (IDB, 2011; Bolton, 2005). Some scholars would argue that the American corporations located in foreign countries such as Costa Rica reflect the United States’ capitalist interests and the U.S. is indirectly impacting “decision-making power” over other countries’ educational policies (Wickens & Sandlin, 2007). With English being the dominant language in the United States, American corporations in foreign countries such as Costa Rica can influence the Republic to implement the multilingual policy as a means of executing neocolonialism (Bray, 1993). Photis Lysandrou and Yvonne Lysandrou (2003) concurred that economic forces remain the major contributors to the spread of English throughout the world. Additionally, American corporations who are providing funding to national policies have stipulations for governments to use the corporations’ products (Wickens & Sandlin, 2007). With Costa Rica receiving funding from international companies to support *Multilingue*, the country has a financial motivation to follow the companies’ stipulations in order to continue to receive funding and provide its students with the linguistic skills to work in those international corporations.

Costa Rica also has one of the highest levels of foreign direct investment per capital in Latin America due to its overwhelming successful ecological tourism (eco-tourism) industry (CIA, 2013). Designated as the Green Republic, Costa Rica has English-speaking tourists visit the country for the Pura Vida (Pure Life), which has contributed to the need for bilingual employees (Spencer, 2011). For instance, as of 2003, the Costa Rican community of Monteverde, with a regional population of approximately forty thousand inhabitants, profited five million US dollars from its eco-tourism industry (Blum, 2008). With the increase in English-speaking tourists visiting Costa Rica, the country has implemented educational reforms such as *Multilingue* in order for Costa Ricans to speak English with its visitors.

Costa Rica's rural areas have a lack of access to quality education possibly due to physical inaccessibility, isolation, and family agricultural commitments (Lopez, 2007). However, Costa Rica implemented educational policies like *Multilingue* to represent the possibility of social mobility (MEP, 2004). For instance, the Costa Rica Multilingue Foundation piloted a computerized language program for primary and secondary students in rural areas to learn English independently because rural, remote areas may not have access to a proficient English instructor (IDB, 2011). However, rural schools are still not receiving the support compared to urban schools, which reflects the reality that the policy needs to consider the needs of the rural schools as much as the urban schools (MEP, 2011b). Nevertheless, Costa Rica has implemented *Multilingue* with the objective of increasing the possibility for social mobility amongst a diverse society (MEP, 2004). By reviewing the literature that explained Costa Rica's economic contexts, I accumulated background information to further understand the factors that contributed to the implementation of *Multilingue*, which assisted in framing my study and also prompted me to review the literature on Costa Rica's cultural contexts.

Socio-Cultural and Ecotourism Context

To further understand the contextual features of *Costa Rica Multilingue*, I reviewed the literature that discussed Costa Rica's socio-cultural and ecotourism contexts. In 2013, Costa Rica had a population of over four million people that consisted of ninety-four percent White/Mestizo, three percent Black/Afro-Costa Rican, one percent Indian, one percent Chinese, and one percent other (CIA, 2013). With regard to country's reported population, Costa Rica has a substantial immigration population, which includes two types of immigrants: the affluent and the developing-to-developing country immigrants. The affluent immigrants are originally from English-speaking countries such as the United States and European countries. Most of the affluent immigrants are retirees and expatriates (Spencer, 2011). During the 1980s, U.S. retirees and expatriates moved to Costa Rica due to its climate and the opportunity to purchase land for an inexpensive amount (Aguilar-Sanchez, 2005). By 2010, Costa Rica had fifty thousand individuals from the United States migrate to Costa Rica (U.S. Dept. of State, 2013). Some affluent immigrants have created intercultural linguistic spaces within Costa Rica's communities, which contributes to the country's multilingual demands and employment opportunities that require bilingualism (Spencer, 2011).

Developing-to-developing country immigrants also comprise Costa Rica's demographics with approximately ten percent of Costa Rica's population originating from Central American and Caribbean countries such as Nicaragua, El Salvador, and Jamaica (CIA, 2013). To be specific, seven percent of Costa Rica's population includes Nicaraguan immigrants (U.S. Dept. of State, 2013). Since the 1970s, Costa Rica has received South and Central American refugees who have fled civil war, dictatorships, guerrillas, and government death squads (Brown & Lawson, 1985). With Costa Rica's economic stability, agriculture employment opportunities, and

government funded education programs, refugees and immigrants have found Costa Rica an appealing place (Rodriguez & Cohen, 2005).

In the late 1980s and early 1990s, Costa Rica's ecotourism industry began to prosper, which initiated the use of English among the tourists and locals (Aguilar-Sanchez, 2005). Then in 2010, sixty-eight percent of Costa Rica's GDP resulted from tourism and the country had over 700,000 visitors from the United States (U.S. Dept. of State, 2013). As the eco-tourism industry continued to flourish, the need to employ bilingual individuals increased (Aguilar-Sanchez, 2005). Thus, Costa Rica's socio-linguistic contexts of affluent tourists also contributed to the Republic meeting the country's multilingual demands through the implementation of *Multilingue* (Spencer, 2011). Overall, Costa Rica's socio-cultural contexts of affluent immigrant, tourists, and developing-to-developing immigrants have influenced changes in the education system by adapting a curriculum that reflects the demands of a globalized society (Segreda, 2008). My review of the literature on Costa Rica's socio-cultural and ecotourism contexts helped me to understand some of the contextual factors that contributed to the implementation of *Multilingue*, but it was also necessary for me to review the literature to understand the political contexts as I describe next.

Political-Ideological Context

Among the contextual factors that contributed to *Multilingue*, political-ideological contexts were important for me to review in the literature. Costa Rica has continuously reformed its public policies in response to international political forces (Lehoucq, 2010). Specifically, international education organizations have emphasized the importance of quality education for all. Driven by Costa Rica's efforts to improve its quality of education, in 1951, Costa Rica joined UNESCO (Segreda, 2008). In 2003, UNESCO stated its position of support for multilingual

education as it “can make mother tongue instruction possible while providing at the same time the acquisition of languages used in larger areas of the country and the world,” (UNESCO, 2003, p. 17-18). The *Multilingue* policy reflects the UNESCO’s position that Spanish instruction can be taught in addition to other languages (*La Gaceta*, 2008). Other international organizations have also expressed support for multilingual education. In particular, UNESCO’s *Education for All* (EFA) Goal 3 of promoting learning and life skills has contributed to Costa Rica’s Ministry implementing similar work skill policies such as multilingual education (UNESCO, 2011). In relating to the globalization theory, Garcia (2009) argued that international organizations view language differences as a resource and multilingual education “seems to be only way to educate as the world moves forward,” (p.16).

With international political forces championing multilingual education, Costa Rica’s language ideology has encompassed the notion that multilingualism will be a resource for all Costa Ricans (Ruiz, 1984). Colin Baker (2001) argued that individuals with English bilingualism will have a competitive edge in the employment market. Due to Costa Rica’s spatial proximity to North America, the Republic most likely implemented the multilingual educational reform priorities in order for Costa Rica to strengthen its international commerce relationship with other developed English speaking countries such as the United States and for Costa Ricans to become globally connected, competitive, and marketable (Aguilar-Sanchez, 2005).

Some scholars argued that *Multilingue* supports the ideology that English is a superior language and Costa Ricans who know English will receive more power and wealth, which would perpetuate inequalities between those who are monolingual and bilingual (see for example Phillipson, 1992). By Costa Rica implementing a multilingual education policy, the country is subconsciously imposing the idea that English is power and the necessary tool for economic

success (Bolton, 2005). Costa Ricans who only know Spanish are deemed to work for lower paying jobs while bilingual Costa Ricans have access to more job opportunities within the technological and tourism industry (Aguilar-Sanchez, 2005). Additionally, Nicaraguan immigrants are subjected to secondary, low-paid, labor intensive jobs due to their lack of multilingualism while the English-speaking citizens are able to pursue well-paying jobs in the technological and tourism industry. In attempts to minimize Costa Rica's dual labor market system and ensure inequality does not continue, *Multilingue* was also implemented at the local community level to provide adults equality of access to learning English since being bilingual is an asset for anyone to obtain and Costa Rica wants everyone to have equal opportunities to learn English (Guerrero, 2010). In doing so, Costa Rica is promoting the ideology that education is the central agency to building a nation based on the idea that there is strength in multilingualism. In summary, my review of the literature on Costa Rica's political-ideological contexts presented the contextual factors that contributed to *Multilingue*'s implementation, which provides background information for my study. The review also influenced me to research Costa Rica's general education contexts as I describe in the next section.

General Educational Context

To further assist with understanding the contextual factors that contributed to the implementation of *Multilingue*, it was important for me to review the literature that described Costa Rica's general educational contexts. Through the implementation of several significant policies, Costa Rica has emphasized the importance of supporting general education in its society. From passing the General Law for Common Education in 1886, implementing the National Plan for Educational Development with assistance from UNESCO in 1970, to passing an amendment in the Costa Rican Constitution requiring six percent of the GDP to be invested in

education in 1997, modern day Costa Rica has been shaped through its general education context (Segreda, 2008). The fundamental ideas of the General Law for Common Education restructured education to be free and compulsory, which remains to be a forefront principle of the modern day Costa Rican education system (Wilson, 1998). Due to Costa Rica's early commitment to providing compulsory education, ninety-six percent of children completed primary education and seventy-four percent of children were enrolled in secondary education in 2010 (UNESCO Institute of Statistics, 2012). Additionally, Costa Rica has restructured its education system to be reflected of the UNESCO's *Education for All* (EFA) goals to ensure that all Costa Rican students have equal opportunity to attend primary and secondary schools (UNESCO, 2011). The idea of providing education for all contributed to the *Multilingue* policymakers piloting a computerized language program so students in rural and remote areas could have quality English instruction despite not having access to a proficient English instructor (IDB, 2011).

In the 1970s, Costa Rica reformed education to emphasize training its population for the workforce through the National Plan for Educational Development (Segreda, 2008). Costa Rica's National Plan for Educational Development restructured schooling into educational cycles and even included English instruction for secondary education students (Edelman & Kenen, 1989). Costa Rica restructured its general basic education system to operate on three cycles. First and second cycles, known as primary education in America, are organized into two cycles of three years of the core subjects of math, reading, science, and social studies. The third cycle, known as secondary education in America, is offered for three subsequent years consisting of advanced core subjects. Afterwards, students have completed the general basic education requirements and then select a specialized concentration offered at a technical, artistic, or academic school (MEP, 2011b). In particular, the Ministry opened professional technical schools in rural areas to provide

specialized degrees relating to the tourism and agricultural industries (MEP, 2004). Students who attend schools in rural areas have an opportunity to learn appropriate life skills for living in rural communities, which thrives on ecotourism (MEP, 2011b). With the Costa Rica education system embodying the notion of training students to work in the tourism industry, the Ministry of Public Education developed new educational strategic reform priorities to be reflective of the country's focus on economic development.

In 2010, Costa Rica's Ministry of Public Education (MEP) developed new educational strategic reform priorities with the objective of competing in the globalized market, as well as, promoting economic and socio-cultural development (MEP, 2011b). One of the ten educational reform priorities included developing student's productive and entrepreneurial capacity [through] appropriate skills for life and the world of work, including the management of other languages (MEP, 2011b). In attempts to be competitive throughout the globalized world, the instruction of English as a foreign language occurs so students will learn appropriate world skills such as management of languages (MEP, 2011a).

By examining Costa Rica's contexts, it has been evident that the country's educational reform priorities have been influenced by international organizations' agendas and corporations' influence. In particular, American financial institutions, companies, and tourists have contributed to Costa Rica's economic development, which has influenced Costa Rica's educational reforms. To further understand how international organizations and corporations have contributed to Costa Rica's reforms, it is pertinent to review the literature that examines the global trends that have influenced national educational reforms in comparison to Costa Rica's educational reforms.

Global Trends Influencing Educational Reforms

In reviewing the international and comparative education literature, I noticed several global trends that have influenced national education reform agendas. To provide the conceptual framework for my dissertation and to gain comparative insight, I related the global trends to *Costa Rica Multilingue*. Thus, in the following section I provide an overview of the global trends that are influencing educational reforms and relate the trends to what is occurring in Costa Rica.

Multilateral Organizations Involvement as a Global Trend

Historically, there has been a global trend of multilateral organizations, such as the World Bank and UNESCO, influencing countries' education policies (Wickens & Sandlin, 2007). Ginsburg and Megahed (2011) argued that international organizations such as the World Bank and USAID provide financial and technical resources that motivate countries to reform the country's educational initiatives. For instance, Shinn (2012) noted how teacher education policy reform in Palestine was greatly influenced by UNESCO, the World Bank, and the US Agency through donor-funded projects. Despite receiving international aid, the teacher education policy reforms were not effective because the Palestine's Ministry of Education did not have clear leadership and the policy needed a balanced collaboration between the international donors and local practices. Suarez (2007) explained that multilateral organizations are "receptor sites for transnational ideas", which means a country can be the carrier of global reform models at a national level (p. 52). However, international organizations' strategies or interests may not exactly work for that particular country (Ginsburg & Megahed, 2011). Nevertheless, the global trend of multilateral organizations motivating countries to reform their education priorities is present.

In particular, United Nations Educational, Scientific and Cultural Organization's (UNESCO) *Education for All* (EFA) Goal 3 calls upon countries to ensure "that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes," (UNESCO, 2011). In UNESCO *Education for All's* 2012 Global Monitoring Report on youth skills, primary and secondary education are noted as the most effective mechanism to developing the skills needed for work and life. However, the report states that most countries' primary and secondary schools are not educating students on the technical skills that are necessary for employment (UNESCO, 2012). As a result, young adults are most vulnerable to unemployment and poverty (UNESCO, 2012). UNESCO's Millennium Development Goal (MDG) of eradicating extreme poverty and hunger views productive and decent employment for all as one of the mediums toward the goal (UN, 2007). Both UNESCO's EFA and MDG regard youth unemployment as a global and national policy priority, and the organizations expect countries to develop youth's work skills through national educational programs (UNESCO, 2012).

Costa Rica has responded to the international organizations' charge of educating its youth on work related skills through its education reform policies that include training its students on English. Costa Rica's Ministry of Public Education implemented strategic policy priorities to further compete in the globalized market, as well as, promote economic and socio-cultural development. In attempts to remain competitive in the globalized world, the Ministry proposed opening technical specialties in professional technical schools of rural areas and strengthening the innovative strategies of the tourism and agricultural specialties (MEP, 2004). The Ministry argued that through such funding, students will have an opportunity to learn appropriate life skills for living in rural communities, which thrives on ecotourism (MEP, 2011b). Incidentally,

the ecotourism industry has an increased demand for bilingual ecotourism laborers due to the increased rate of English-speaking tourist visiting the Green Republic (Blum, 2008).

Also, in 2010, Costa Rica's Ministry of Public Education implemented ten strategic policy priorities to further compete in the globalized market by "encouraging schools to build a richer institutional identity, with greater autonomy on decision making and wider participation of the educational community," (MEP, 2011b). One of the ten strategic policies that would allow for such competition is "developing student's productive and entrepreneurial capacity [through] appropriate skills for life and the world of work, including the management of other languages," (MEP, 2011b). In attempts to remain competitive in the globalized world, the Ministry's English as foreign language policy would begin in the general basic education cycles and continue throughout the diversified secondary disciplines. In other words, the instruction of English language courses would exist in primary and secondary schools for forty-five minutes for five days a week (MEP, 2013a). The Ministry explained that through such implementation, students would learn appropriate world skills such as management of languages in order to be productive in the globalized market (MEP, 2011b).

Top-Down Policies as a Global Trend

Due to multilateral agencies influencing national education policies, there has also been a global trend of educational policies being designed from a top-down format, which can lead to overlooking the local communities' needs, ideologies, and practices (Canagarajah, 2005). Scholars agree that top-down policies do not always reflect the local communities' realities (Anderson-Levitt, 2003; Canagarajah, 2005; Napier, 2003). This is particularly the case since many educational systems worldwide are centralized, i.e. structured in a top-down manner, as the previous authors noted. Costa Rica is one of the countries with a centralized, top-down education

system. As mentioned by Hornberger (2009), top-down policies are typically unsuccessful if there is not bottom-up or local support. Shohamy (2006) explained that language policies do not take into account the reality that some students will not acquire the language in the policy's suggested length of time as some students may need more time to understand the language they are being taught in schools. It is also possible that multilingual education policies would contribute to marginalizing or excluding students who do not achieve the level of language proficiency as expected by the policymakers. Shohamy (2006) explained that language proficiency exams stipulate the linguistic competency and criteria for correctness. However, the reality is that Costa Ricans may have a *lingua franca* ("working") version of English that would be effective for the local contexts and businesses so language competency exams must reflect such a possible reality (Crystal, 2003).

Another issue concerns policymakers not consulting regularly with educational stakeholders to prevent insufficient implementation. A case in point occurred in 2001 when China implemented a foreign language policy to teach English in primary schools, yet the top-down policy implementation did not include requesting advisement from various stakeholders and local education agencies. As a result, local schools did not receive the adequate amount of teaching training and materials to implement the program successfully (Hu, 2007). An effective practice for implementing any education policy demands that all stakeholders be involved in the implementation of the policy's objective (Calderon, Slavin, & Sanchez, 2011). Scholars believe that policymakers must consult with the Ministry of Public Education to monitor that there are qualified teachers available to learn and teach English. Local education agencies should also be consulted to ensure there is an adequate amount of teaching materials. Lastly, policymakers should collaborate with teachers to improve instruction (Calderon, Slavin, & Sanchez, 2011).

Curriculum Implementation as a Global Trend

In relation to policies being designed from a top-down perspective, the process of curriculum implementation is another research field within the global trend of educational reforms. Over the past few decades of curriculum research, scholars have focused on three approaches to researching curriculum implementation that include the fidelity, mutual adaptation, and curriculum enactment perspective. The fidelity perspective relates to the “degree to which a particular innovation is implemented as planned and identifying the factors which facilitate or hinder implementation as planned,” (Snyder, et. al, 1992, p. 404). Consequently, the mutual adaptation involves a “process whereby adjustments in a curriculum are made by curriculum developers and those who actually use it in the school or classroom context, [which] implies a certain amount of negotiation and flexibility on part of both designers and practitioners,” (Snyder, et. al, 1992, p. 410). From the curriculum enactment perspective, a researcher will study how “curriculum is viewed as the educational experiences [are] jointly created by student and teacher,” (Snyder, et. al, 1992, p. 418). Overwhelming, the fidelity perspective has been the “most extensively documented approach to curriculum implementation research,” (Snyder, et. al, 1992, p. 40).

In relating the approaches to the case of *Multilingue*, my research study explored how Costa Rica’s national foreign language program reflects aspects of the fidelity and mutual adaptation perspectives. Specifically, by asking research questions that inquiry about the program’s features, objectives, and the implementation issues, I identified the factors that facilitate or hinder implementation as planned, which reflects aspects of the fidelity approach. Additionally, by asking research questions that inquiry about the roles, implementation issues, and perspectives of the designers and practitioners, I identified how the program is adapted

throughout the implementation process, which reflects aspects of the mutual adaptation approach. In utilizing both the fidelity and mutual adaptation perspectives, a more robust illustration of *Costa Rica Multilingue* was presented.

International Commerce as a Global Trend

Another global trend includes international companies, whose dominant operating language is English, establishing physical plants abroad and influencing the demand for English instruction amongst the local population (Burbules & Torres, 2000). For instance, developing countries in Asia, Africa, and South America have implemented English foreign language education to be globally competitive in attracting international corporations. A case in point is in 1987 when Singapore implemented English as the medium of instruction for the country's education system, which meant students took separate mother tongue classes to learn Chinese, Malay, or Tamil. English was made the medium of instruction based on Singaporeans arguing there was a market-driven demand for English speakers and students from disadvantage communities would be able to compete for English-speaking jobs (Hornberger & Vaish, 2009). The English language continues to be viewed by developing countries as the language that will attract international businesses and provide more economic opportunities compared to other languages (David & Govindasamy, 2005).

Returning to the case of Costa Rica, high-tech international companies such as Intel, Microsoft, and Motorola have Central American headquarters located in Costa Rica (Williams, 2010). With the high-tech companies being located in Costa Rica, the companies have provided funding to Costa Rican education policies to train Costa Ricans with necessary linguistic skills to work in their companies. The reality is whether Costa Rica's national foreign language program will effectively train students to have the linguistic skills to work for those companies.

Also, Costa Rica continues to be in global competition against other Latin American for foreign investment. For Costa Rica, the United States contributes to almost half of Costa Rica's exports, imports, and tourism, as well as, more than two-thirds of its foreign investment (U.S. Dept. of State, 2013). In analyzing Costa Rica's net inflows of foreign investment from 1997-2006, the U.S. contributes sixty-seven percent to Costa Rica, which is more than any other country in the world (International Trade Administration [Trade] & Association of American Chambers of Commerce in Latin America [AACCLA], 2008). In relation to Costa Rica's educational priorities, both the Inter-American Development Bank and the Costa Rica-United States of America Foundation have provided financial support of \$2.5 million to *Multilingue* program (MEP, et al., 2007). Due to the financial contributions, Costa Rica feels compelled to implement a foreign language program in order to continue receives American financial support. Furthermore, international English-speaking tourists and affluent immigrants visit Costa Rica and have bilingual communication demands (Aguilar-Sanchez, 2005). With such reality, international English-speaking tourists and immigrants have influenced Costa Rica to design education reform policies such as *Multilingue* to meet the labor demand needs of the ecotourism industry, which has contributed to me understanding my findings that English is becoming a dominant language throughout Costa Rica.

Language Dominance as a Global Trend

Another global trend is that of English being the dominant language selected for national foreign language education programs. Currently, English is seen as the international working language or lingua franca, especially in high-tech communication, scientific and medical field, air travel, and the Internet (Crystal, 2003). However, some scholars argue that referring to English's functionality as a world language for economic progress is actually glorifying English

and devaluing other languages (Phillipson, 1992). With seventy-five percent of the world's population not speaking any English, opponents of the national foreign language policies would argue that teaching English does not represent a language that will be useful with the rest of the world's populations (Garcia, 2009). Phillipson (1992) argued that countries have overemphasized the idea that English's functionality is useful throughout the world. Cha and Ham (2008) noted a case in point with regard to Korea's education policies demonstrating how the globalized impact of English far exceeds the functionality of the economic, political, and cultural conditions of the local society. Specifically, Korea has implemented a national education policy that teaches English as a foreign language, yet Korea has more direct economic, historical, and social relationships with China and Japan as the country's closest neighbors (Cha & Ham, 2008). Thus, Korea has implemented an education reform policy that does not respond to the country's linguistic needs or demands.

The World Englishes model critically analyzes the role of English dominance by questioning whether there really are unequal power dynamics and ideologies (Pennycook, 2001). Braj Kachru's "Three Circles of English" model analyzes societies within the "Inner Circle" where English is the primary language in the country such as the United States; the "Outer Circle" where English was spread throughout the country from colonization such as in African societies; and the "Expanding Circle" where English is used as a foreign language such as in Costa Rica (Kachru, 1985). In essence, the objective of Kachru's model was to highlight the "sociolinguistic realities" of each of the Circle societies (Bolton, 2005, p. 70). Some scholars argued that the "Expanding Circle" establishes norms set by native English speakers. In particular, an issue with the "Expanding Circle" is that "no latitude is given to learners to be themselves with their own identity or to strive for intelligibility rather than the perfect English

accent,” (Berns, 2005, p.86). In other words, the *Costa Rica Multilingue* policy is establishing an English standard for Costa Ricans to achieve by using the Common European Framework of Reference for Modern Languages, which prevents Costa Ricans to establish their own sociolinguistic identity of bilingualism (Berns, 2005). Yet, Kachru (1992) noted that there are multiple standards or hybrids of Englishes within the “Expanding Circle”. The “Expanding Circle” model contributed to me understanding my research findings that demonstrated the dominance of multiple standards or hybrids of Englishes throughout Costa Rica.

Through education policies, English is also seen as the dominant language that can be transferred to other cultures as a demonstration of economic power (Bolton, 2005). Phillipson (1992) explained such a phenomenon as “English linguistic imperialism”, which is “the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages,” (p. 47). Bolton (2005) stated that English educational policies demonstrate English linguistic imperialism by subconsciously imposing the idea that English is superior, and without knowing English, citizens will not have the linguistic tools for economic success. In response to the notion of linguistic imperialism, the Universal Declaration of Linguistic Rights (UDLR) was signed by several non-governmental organizations to support linguistic rights of individuals faced with the imposition of linguistic policies that undermine the speakers’ first language (UDLR, 2013). With strong reactions against teaching a former colonial language, the UDLR pressurized governments to be aware of the benefits and consequences of implementing national foreign language programs. To minimize conflict, countries have opted to implement multilingual policies to support the teaching of multiple languages.

As for Costa Rica, English is the most widely spoken foreign language in the country so the *Multilingue* program focused on English foreign language learning for Costa Ricans to have the linguistic skills for employment opportunities in the high-tech and ecotourism industries located in the country. Depending on *Multilingue*'s effectiveness, additional foreign languages will be incorporated; hence the program's name, *Multilingue* (CRMF, 2008). Costa Rican policymakers also view English as the language to strengthen the country's economic position in the world and create conditions to promote economic competitiveness (Aguilar-Sanchez, 2005). Canagarajah (2005) argued that the model of "one nation-one language" has become outdated due to the need to become "multiliterate" with multiple modes of technical communication. In the tourism, airlines, communications technology, and business employment market, individuals who are bilingual or multilingual have a competitive edge (Baker, 2001). Garcia (2009) explained that being bilingual provides individuals with linguistic capital as it provides a medium for interacting with others, which can contribute to the individual accruing more socioeconomic benefits. In Switzerland, workers who speak English earn twelve to thirty percent more than those who do not speak English (Grin, 2003). Additionally, linguistic skills are complementary to math, science, technology, and engineering skills so Costa Ricans learning English are learning skills that can assist in related fields (Garcia, 2009).

Immigration as a Global Trend

In reviewing the literature, I identified another global trend pertinent to my research as the manner in which immigrants are crossing borders in search of better economic and social opportunities. With the increase mobility of individuals, countries are modifying traditional education programs to meet the social demands of a more transnational population (Held & McGrew, 2003). As Costa Rica experiences a growth in its transnational population of affluent

and developing-to-developing migrants, the country's socio-cultural reality has influenced implementation of *Multilingue*. In order to have a language that allows individuals to transcend national borders, Costa Rica reformed its educational priorities to include the instruction of English as a foreign language to enable the country's population to communicate with another one (Aguilar-Sanchez, 2005).

Costa Rica's population is comprised of immigrants from affluent and developing-to-developing countries. Developing-to-developing country immigrants are approximately ten percent of Costa Rica's population originating from Central American and Caribbean countries such as Nicaragua, El Salvador, and Jamaica (CIA, 2013). It is estimated that between 300,000 to 500,000 Nicaraguans have migrated to Costa Rica for employment opportunities in the agriculture, construction, and domestic service industries (CIA, 2013). As a result of this migrant lifestyle, Nicaraguan students often move around, which usually impacts the students' education retention and graduate rates. By reviewing the literature that explained immigration in Costa Rica, I accumulated background information to further understand the cultural contexts that contributed to implementing *Multilingue*. Specifically, Costa Rica's affluent immigrants have influenced the country's educational policies to reflect the reality of preparing its citizens to live and work in a multilingual country, or face the reality that the country may lose skill workers to other countries.

Brain Drain as a Global Trend

Pertinent to understanding the contextual factors of *Multilingue*, another global trend that is impacting education policies involves counteracting the effects of losing its skilled workers due to the brain drain phenomena. Brain drain is when individuals with technical skills emigrate to a host country for employment while the country of origin experiences the draining of skilled

workers (Sreberny-Mohammadi, 1997). In Costa Rica's efforts to reduce the export of its intellectual talent to the West to learn English and gain employment, the country has implemented *Multilingue* to educate its students on English and assist in the students becoming competitive for jobs located in Costa Rica. The Republic is optimistic that proficient bilingual Costa Ricans will remain in Costa Rica and attract more international companies and technical industries to Costa Rica.

Regional Educational Inequalities as a Global Trend

To further understand the contextual factors that contributed to the implementation of *Multilingue*, it was important to review the literature that described regional educational inequalities as another global trend influencing education reforms. Specifically, developing countries have high levels of inequalities among its urban and rural schools. Rural areas typically have less primary education coverage than in urban areas. Secondary education coverage is even lower due to a significant portion of secondary school-age adolescents remaining at the primary level (Buchmann & Hannum, 2001). Language policymakers champion the idea that national foreign language programs will allow all students to become more marketable by learning English as a second language. However, Mar-Molinero (2000) explained that language policies often promise such opportunities, but in reality, students who dropout of school will be subject to low-paying jobs and further class divisions will emerge. Rassool (2007) suggested that inequalities are created within the process of a country becoming more globalized because the globalization process includes marginalization of human resources. Therefore, it is critical for policymakers to be aware of such a possible reality and ensure that support is provided to at-risk youth. One method Costa Rica is undertaking to ensure such support involves working with the Millennium Development Goals Achievement Fund, UNESCO, and its local governments to

teach English to at-risk youth who have left secondary schooling for future employment opportunities. The Republic believes in the opportunities that foreign language education can provide to vulnerable populations and intends to make sure its policies fulfill its promise (CRMF, 2013).

Furthermore, Costa Rica has ninety-six percent of its students completing primary education, yet less than fifty percent of Costa Rican students complete secondary education (UNESCO Institute of Statistics, 2012; Lopez, 2007). The reality is that a majority of students located in rural areas do not attend secondary schools due to physical inaccessibility to secondary schools and family agricultural commitments (Lopez, 2007). As a result of such a reality, these students dropout from school and do not obtain the necessary linguistic skills to be competent in English. In Costa Rica's case, the objective of training students with the linguistic skills for the workforce is in jeopardy if central education agencies are not proactive in retaining students in schools. To respond to such a reality, administrators must provide better accessibility to schools and demonstrate to families the benefits of staying in school. The Costa Rica Multilingue Foundation has been strategic in selecting economically depressed areas to pilot the teaching of English as a foreign language by utilizing computer software programs (CRMF, 2011). In particular, there were seventy-eight elementary schools and eighty high schools in Costa Rica that participated in Project EILE, which stands for Project Enseñanza del Inglés como Lengua Extranjera or Teaching English as a Foreign Language (IDB, 2011; CRMF, 2011). By doing so, Costa Rica is attempting to provide linguistic communication skills to students who face economic hardship and prepare them for the workforce. However, Costa Rica must also proceed beyond just implementing the policy to supporting the practice of teaching English a foreign language. Overall, this literature that explained Costa Rica's regional educational inequalities,

gave me further understanding of the background information that contributed to the implementation of *Multilingue*, which assisted in framing my study and also understanding my findings of the policy versus practice issues.

Lending and Borrowing as a Global Trend

To further understand the general education contexts that contributed to *Costa Rica Multilingue*, I researched the prevalent issue of lending and borrowing of educational policies. Prominent in comparative and international education research is the growth in studying and transferring educational practices among countries, which has been referred to as lending and borrowing (Arnove, 2007; Napier, 2011). In attempts to improve a country's educational policy and practice, countries have been "enviously eyeing the other's system and attempting to borrow elements of it," (Arnove, 2007, p. 6). For instance, Costa Rica has modeled the *Multilingual* program after Chile's *English Open Doors* national program, which also implemented English as a foreign language in publicly funded schools (MEP, et al., 2007). Costa Rica is motivated to implement *Multilingue* in order to be economically competitive with other Latin American countries. Costa Rica has "borrowed" Chile's educational policy in attempts to provide Costa Ricans with English language learning opportunities with the similar objective of attracting foreign investment and providing equitable access to social mobility (Matear, 2008). Not only in Chile, but the dominance of English has become a major feature in several countries' education policies including in the South Africa, China, Singapore, and the United States (Napier, 2011). Similar to Costa Rica, South Africa emphasizes the importance of learning English and becoming multilingual in order to gain employment (Napier, 2011). Thus, the global trend of English dominance as well as lending and borrowing education policies has influenced Costa Rica's educational reform priorities.

Training Teachers on English Pedagogy as a Global Trend

To further understand the general education contextual factors that contributed to *Costa Rica Multilingue*, I also reviewed the literature that discussed training teachers on English pedagogy. Teachers are the backbone of effectively implementing any educational policy, which means policy administrators must effectively train and continuously support teachers throughout the implementation process. In order to effectively teach students English, scholars admit that teachers must also be educated on the linguistic knowledge, cultural knowledge, and pedagogical competencies (Troike & Saville-Troike, 1982). An implementation issue involves adequately training educators on current second language instructional techniques and methodologies (CINDE, 2012a). Teachers need substantial time to learn English and obtain the pedagogical skills to teach English (Troike & Saville-Troike, 1982). Studies have shown that students who have teachers that understand basic English learn at a higher proficiency level (Matear, 2008). Even after a foreign language program has been implemented, it is critical to support teachers with further professional development. With Chile's *English Open Doors Program*, teachers are provided community workshops, local teaching networks, English language and teaching methodology courses, mentoring, and professional training from higher education institutions (Matear, 2008). Chile is providing support to teachers to ensure they are meeting the challenge of learning and teaching English. Costa Rica policymakers must also ensure teachers have an opportunity to reflect on their practice by collaborating with other teachers and discussing the program's challenges and successes (Garcia & Sylvan, 2011).

In a classroom context, it is also pertinent for teachers to apply sound pedagogical practices when teaching English as a second language (Garcia, 2009). Scholars explain that one pedagogical practice to facilitate an interactive hybrid multilingual classroom is to incorporate

code switching, which allows teachers and students to switch from English and Spanish during conversation (Canagarajah, 2005; Hornberger & Vaish, 2009). Code switching provides equal status to all learners and promotes awareness that English may have variations in its use (McKay, 2011). However, teachers must have the learner-centered pedagogy to know how to code switch in a classroom in order to utilize it (Anderson-Levitt, 2003). Thus, an implementation issue from a classroom perspective is to ensure teachers are trained on a repertoire of useful linguistic skills, such as code switching, in order to effectively instruct students on English as a second language.

With Costa Rica abolishing its military in 1948, the country is proud to acknowledge that it is one of the few countries in the world that has more teachers than soldiers (Wilson, 1998). Since the commencement of *Multilingue*, the Ministry of Public Education has provided courses to improve Costa Rican teachers' English language skills and train educators for teaching English as a foreign language (CRMF, 2011). Specifically, 3,983 teachers have been educated on listening and reading comprehension, oral expression, methods for English teaching, and how to develop didactic materials for teaching English (CRMF, 2011). International experts on teaching English as a foreign language have also provided workshops and visited schools in San Jose, Cartago, and Alajuela to assist with implementing remedial measures for conversational English classes (CRMF, 2011). However, it is critical that curriculum designers of the multilingual education policy ensure that Western culture is not capitalized in the learning resources, but instead the local cultures are used when providing context to the learning material (McKay, 2011).

Advocacy and Criticisms of National Foreign Language Programs

To further understand the general education contextual factors that contributed to *Costa Rica Multilingue*, and as background for my research questions focusing on the debate and

perceptions of foreign language programs, I also reviewed the literature that advocated for and criticized national foreign language programs.

Advocacy for National Foreign Language Programs

The literature reveals that proponents of national foreign language policies argue that being multilingual strengthens an individual's cultural awareness of their culture of origin and the foreign language's culture (Garcia, 2009). Multilingual education policies, such as *Multilingue*, allow individuals to be more culturally competent, which can assist in building cross-cultural skills for understanding and communication (Baker, 2001). Ecotourism is a major industry for Costa Rica, but biodiversity studies has also attracted scientists, which contributes to the country's need for bilingual tour guides at parks and protected areas (Aguilar-Sanchez, 2005). By Costa Ricans learning English through *Multilingue*, meaningful interactions between Costa Ricans and English-speaking tourists, biodiversity scientists, and migrants will hopefully transpire and contribute to more cultural awareness and environmental conservation.

Advocates also state that national foreign language programs serve as a national resource to challenge and transform the power hierarchies that exist by allowing every student the opportunity to learn a skill that was traditional reserved for the upper middle and elite (Kubota, 2005). Through the implementation of a foreign language education policy, it is possible that a more balanced social class structure will emerge. In Costa Rica's situation, the country has a stable middle class, but twenty-four percent of its population is at the national poverty level (World Bank, 2013). Private school enrollment consists of 10.3 percent of the country's youth, and generally the students are from upper middle and elite families (Aguilar-Sanchez, 2005). Students attending Costa Rica private schools receive Spanish and English language instruction daily, yet students in rural schools are lucky if they receive it periodically. Crystal (2003) argued

that national and local education agencies recognize how the foreign language programs can improve relationships among the traditionally subjugated and elite. Thus, *Multilingue* serves as a program for all students to learn a foreign language that was traditional reserved for the upper middle and elite Costa Ricans (Kubota, 2005). Furthermore, the country intends to reduce its poverty level through employment opportunities that customarily require bilingualism.

Scholars also argue that teachers may function as advocates of national foreign language program if they are treated as professionals and supported by the central authorities (Bailey, Burkett, & Freeman, 2008). But, if policymakers and administrators do not provide resources to the teachers, the educators will not be as effective in teaching English. Thus, teachers must be provided resources and receive continuous professional development. With *Multilingue* being a relatively new program, policymakers must consistently collaborate with teachers on curriculum adaptation, pedagogy, and remediation techniques.

As noted in the literature, local community and students' families may also function as advocates of a country's foreign language program (Edwards & Newcombe, 2006). Families are a pivotal party to motivate students to become bilingual. The reality of learning a foreign language will be challenging so it is necessary for the entire community to be proponents of the policy. In Wales, a highly innovative project advocated the benefits of being bilingual to families who were concern that early exposure to two languages would lead to confusion and cultural pride for Welsh language would diminish (Edwards & Newcombe, 2006). With grassroots efforts, the advocacy project challenged the myths associated with supporting English instruction, which allowed families to understand the benefits of bilingualism (Edwards & Newcombe, 2006). With regard to *Multilingue*, schools and teachers must work with local communities to break down the myths that learning English would result in language confusion

and diminish the use of Spanish. By reviewing the literature that advocated for national foreign language programs, I accumulated background information to frame my study, understand my findings, and also prompted me to review the criticisms of national foreign language programs.

Criticisms of National Foreign Language Programs

In researching the literature within the field of post-colonial studies, critics of the national foreign language policies argue that minority and indigenous languages are becoming marginalized with countries supporting a policy that teaches English as a second language (Kevlihan, 2007). Skutnabb-Kangas (2009) stated that some indigenous populations desire to maintain their language because they view it as a cultural core value. Costa Rica's minority groups consist of four percent Afro-Costa Ricans and one percent indigenous Costa Ricans with the main indigenous languages being Maleku, Guaymi, Cabacar, and Bri Bri (Minority Rights Group International, 2008). In the 1996, the Universal Declaration of Linguistic Rights was signed by several non-governmental organizations to support linguistic rights by all, which argues that communities are entitled to an education in their mother tongue language including indigenous or minority languages (UDLR, 2013). Some scholars would argue that by Costa Rica implementing *Multilingue*, the country is supporting the ideology that certain languages are superior over indigenous languages (Skutnabb-Kangas, 2009; Phillipson, 1992). However, Crystal (2003) argued that being bilingual in Spanish and English would provide Costa Ricans access to the world communities while minority and indigenous languages would remain a well-resourced regional language providing access to the local community. Rajagopalan (2005) explained that Costa Rica has not historically taught indigenous languages in schools so *Multilingue* is not necessarily preventing the teaching of indigenous languages. However,

policymakers intend to incorporate other languages into the policy so it is possible that indigenous language will be taught in the future.

Furthermore, Berns (2005) criticized multilingual education policies because the plans establish norms set by native English speakers and there is “no latitude given to learners to be themselves with their own identity or to strive for intelligibility rather than the perfect English accent,” (p.86). Braj Kachru’s World English theory contends that there can be a variety of Englishes (Bolton, 2005). Kachru explained that “there are as many Indian Englishes as there are languages of India,” (Kachru, 1992, p. 505). “The notion of one standard language – the Queen’s English, or American English – has to change; there are now multiple standard Englishes (Australian, Canadian, Caribbean, New Zealand, Indian, Nigerian, Philippine, Singaporean, and others),” (Kachru & Smith, 2009, p. 5). Furthermore, Kachru (1992) explained that there is a danger in such labeling, which will contribute to English hierarchies. Instead, scholars argue that the prospects of dismantling such linguistic binaries will be judged on the future flourishing of English as a world language (Kachru & Smith, 2009).

Conclusion

The literature I reviewed for my research provided me with the background information on Costa Rica’s historical, economic, socio-cultural, political-ideological, and general education contexts for my study and explained the circumstances that have influenced Costa Rica’s national plan for English. Also, in my review of the literature on the global trends that have influenced national education reforms, I obtained insights into the manner in which globalized processes have influenced Costa Rica to implement a national foreign language plan. Lastly, I reviewed mentioned scholarly literature that advocated and criticized national foreign language programs to understand possible contention with implementing a foreign language policy.

Overwhelmingly, the body of research helped me to frame my study in the appropriate comparative and international education as well as postcolonial contexts.

However, the current research is limited with regard to understanding a national foreign language program's features and implementation issues from a globalization and human capital theoretical perspective. There is also limited literature concerning national foreign language programs that provide the perspectives of governmental officials, nongovernmental administrators, principals, teachers, and corporations. By providing those multiple perspectives about the program's features and implementation issues, I aimed to contribute a more comprehensive and comparative understanding of a national foreign language program to the research field. In the following chapter, I discuss the methods I utilized to examine the features and implementation issues of Costa Rica's national foreign language program from multiple perspectives.

CHAPTER 3

METHODOLOGY

In Chapter Three, I discuss the methodology that I utilized in my research study. Methodology provides guidance for researchers to engage theoretically with the social world and the methods used to answer research questions (Hesse-Biber & Leavy, 2011). In the following sections, I explain my research design, theoretical framework, theoretical perspective, research questions, data types, data collection, reliability, validity, and verification, methods of data analysis, and finally I describe how I derived my findings as I constructed the case.

Research Design and Theoretical Framework

For my dissertation research, I utilized qualitative methodology to examine Costa Rica's national foreign language program, *Costa Rica Multilingue*. In designing and conducting my research, I heeded the recommendations of several methodologists, as follows. Qualitative research is "a distinct methodological tradition of inquiry that explores a social or human problem," (Creswell, 2007, p. 249). In studying a naturally occurring problem or issue, qualitative researchers strive to understand the meaning individuals have constructed to make sense of their experiences (Merriam, 1998). To understand the contexts or settings of a problem, qualitative researchers construct "a complex, holistic picture, analyze words, report detailed views of informants, and conduct the study in a natural setting," (Creswell, 2007, p. 249). However, qualitative research strives to involve a naturalistic inquiry that entails studying real-world situations in a non-manipulative manner in order to not have predetermined constraints on the findings (Fraenkel & Wallen, 2000). As Denzin and Lincoln (2000) noted, qualitative

researchers are situated in the world to observe and interpret phenomena in their natural settings by utilizing field notes, interviews, photographs, recordings, and memos. The qualitative researcher collects data in the field where participants' experience the issue or problem under study (Creswell, 2007). In applying the aforementioned recommendations, I conducted a qualitative study to observe and interpret the contexts and settings of *Costa Rica Multilingue* by situating myself within the field in a non-manipulative manner.

Specifically, in utilizing qualitative methodology, I researched Costa Rica's national foreign language program by examining the objectives, features, implementation issues, and views of informants. By doing so, I aimed to "reveal how all the parts work together to form a whole" as Merriam noted (1998, p. 6). In order to provide an intense description and analysis of the objectives, features, and implementation issues of Costa Rica's national plan, I utilized a case study methodology to examine the country's national foreign language program. Case study research is a type of approach in qualitative methodology that involves studying an issue through one or more cases within a bounded system, which is usually a setting or context (Creswell, 2007). A case study requires researchers to study a case over time in order to collect detailed, in-depth data that involves multiple sources of information from direct observations, interviews, documentation, archival records, participant observation, or physical artifacts (Hesse-Biber & Leavy, 2011). Case studies can range from the focus on one teacher, several learners, or an entire educational policy of a country (Richards, 2011). Comparative education scholars agree that when education policies are being studied, the researcher needs to analyze and describe in detail the education systems from the country's political, economic, and cultural contexts in order to fully understand the meaning of the educational phenomenon (Rust, 2003). By analyzing the

contexts, I demonstrated that global trends have influenced Costa Rica's political, economic, and cultural contexts and contributed to the country's national plan for English.

For my research study, the case was Costa Rica's national foreign language program, and I described the features and implementation issues of *Costa Rica Multilingue*. My research study embodied such an approach where I studied Costa Rica's national plan for English (a bounded system) at multiple sites. By collecting and analyzing data from several sites within the bounded system, I gained a more complete interpretation of *Costa Rica Multilingue*. The multiple sites include Costa Rica's Ministry of Public Education, Costa Rica Multilingue Foundation, four public Costa Rican primary schools, two public Costa Rican secondary schools, one private Costa Rican school, a Regional Education Advisory location, Peace Corps Volunteer training location, and three international corporations with Central American headquarters in Costa Rica. Originally, I did not intend to utilize a Regional Education Agency or Peace Corps Volunteer training location. But, by using an emergent flexible research design, I included the Regional Education Advisor and Peace Corps Volunteer Manager's interviews to deepen my understanding of the case. In doing so, I gathered more information about *Multilingue* that described the features and implementation issues of the national plan from multiple perspectives. In utilizing a case study methodology, I incorporated semi-structured interviews, observations, and document analysis to collect qualitative data. The interview questions revolved around the participant's perspectives of the case. Additionally, the observations consisted of six public Costa Rican schools and one private Costa Rican school to further understand the features and implementation issues of *Multilingue*. During my interviews, I also acquired documents to analyze the schools' curriculum, syllabi, schedules, instructional activities, and governmental policy documents.

Theoretical Perspectives

Theoretical perspective provides the researcher with a lens to view the world (Merriam, 1998). The researcher may utilize different theoretical perspectives in designing a research question to inquire further about the world's situations, issues, or problems. The theoretical perspective that related to my research study of examining the features and implementation issues of Costa Rica's national plan for English consisted of aspects from globalization and the human capital theory. I utilized elements of an overarching globalization theory, but viewed my data through a critical theoretical lens that included aspects of human capital theory and also the dialectic of the global and local. Consequently, I used a blended theoretical perspective in my research (see Figure 2).

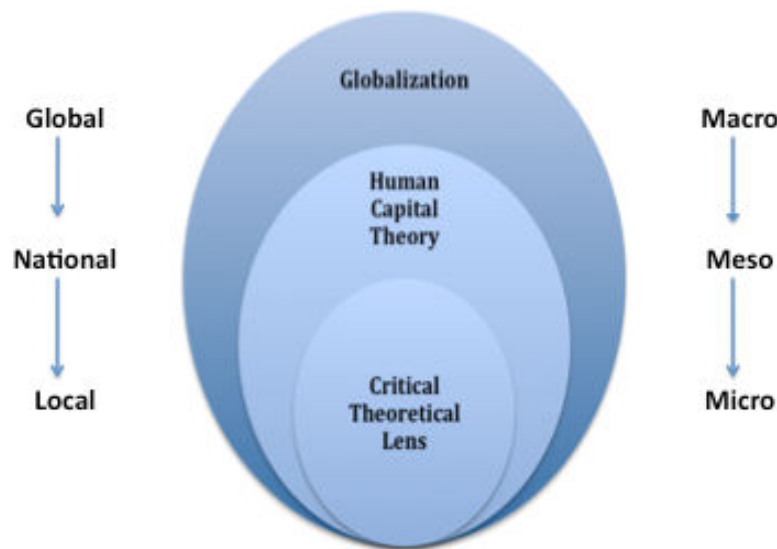


Figure 2. Graphic Representation of Theoretical Perspective

In the following overview, I describe the elements of my blended theoretical perspective that encompasses an overarching globalization theory from a critical perspective with aspects of human capital theory and the dialectic of the global and local.

Globalization Theory

To provide background knowledge behind globalization theory, the term globalization first appeared in the Webster's Dictionary in 1961 to describe the interconnectedness of social events and relationships (Kumar, 2003). Over the past decades since, the literature utilizing the notion of globalization has increased tremendously with contestation concerning its meaning. Several scholars have described and explained globalization theory, yet there has not been a consensus over a single commonly accepted definition (Kumar, 2003). However, in analyzing the different definitions of the globalization theory, there is a distinct component of approaching globalization from political, economic, and socio-cultural perspectives (Stohl, 2005). For instance, Tikly (2001) explained that scholars, such as Held, McGrew, Goldblatt, and Perraton (1999), view "globalization as a set of processes rather than a single 'condition', involving interactions and networks within the political, military, economic, and cultural domains as well as those of labour and migratory movements and the environment," (p. 156). Mittelman (2006) also contended that globalization represents historical transformation in the political, economic, and culture domains. Burbules and Torres (2000) described the crucial characteristics of globalization that embraces the political, economic, and cultural contexts. In applying the globalization theory to my study, I examined the impact globalization had on Costa Rica's political, economic, and cultural contexts.

In describing the guiding principles of globalization theory, it is necessary to discuss how different theorists apply globalization from a political, economic and cultural perspective. Rust

(2005) explained that globalization encompasses the political, cultural, and economic processes, but the political process specifically focuses on how the nation-state's sovereignty has surrendered to the international organizations and multilateral agencies. In other words, the nation's "power to make policy is supplanted by that of transnational corporations and organizations," (Pan, 2010, p. 319). Jones (1998) concurred with this position by arguing that political globalization can be seen by the absence of state sovereignty with the international organizations dominant over nations and a weakening of value attached to the nation-state (cited in Banya, 2005, p. 148). As a result, education policies are more globally uniform as seen with nations teaching students work skills for the global economy (Rust, 2005).

In relating the guiding principle of political globalization to my study, international organizations and multilateral agencies influenced Costa Rican policymakers to implement educational policies reflecting the idea of training students to contribute to the global economy (Rust, 2005). UNESCO's *Education for All* (EFA) Goal 3 and the United Nations' (UN) Millennium Development Goals (MDG) Goal 8 both promote the idea of teaching students' life skills for economic development. Following UNESCO and the UN's commitment to such goals, Costa Rica restructured its education policies to include work skills education that involved multilingual education (UNESCO, 2011; UN, 2007). Additionally, the Inter-American Development Bank and the Costa Rica-United States of America Foundation have contributed \$2.5 million to support the implementation of *Multilingue*, but the organizations have insisted on deciding on where to allocate the funds (MEP, et al, 2007). In utilizing a political globalization perspective in interviews, I asked questions to directors of international organizations and multilateral agencies about their influence and involvement in the implementation of the *Multilingue* policy. In using such a perspective, I was able to interpret and understand the

political contexts that contributed to the development of the plan, identifying the stakeholders and their roles in implementation, the issues involved in implementing the program, and whether there are differences between the policy's practices and teaching realities.

From an economic perspective, globalization is perceived through the means of production, distribution, and consumption of a dominating world market, which has placed an economic value on technical knowledge and multilingual skills (Torche, 2010). Burbules and Torres (2000) contended that globalization is “a reduction in barriers to the free flow of goods, workers, and investments across national borders; and, correspondingly, new pressures on the roles of worker and consumer in society,” (p.14). As a result of economic globalization, nations are becoming more competitive with each other and policymakers view education as a commodity and learners as the customers (Tikly, 2001; Schugurensky & Davidson-Harden, 2003). Nation-states are modifying the country's educational policies to train students on transnational skills, such as learning foreign languages, in order to be globally competitive with other nations (Pan, 2010). Also, globalization influenced international companies and investors to demand an educated population (Burbules and Torres, 2000).

In relating the guiding principle of economic globalization to my research study, Costa Rica associates economic development with enhancing student employment-related skills and competencies. Costa Rica desires to remain economically attractive to international industries from the United States, which accounts for 26.1 percent of the country's Gross Domestic Product (GDP), as well as, English-speaking tourists that account for sixty-seven percent of the country's GDP (CIA, 2013). As a result of Costa Rica's drive for economic development, Costa Rica has modified its educational policies to educate students on foreign languages in order to be globally competitive in attracting more international companies and prepare Costa Ricans for work,

especially in the eco-tourism industry. In utilizing an economic globalization perspective, I asked questions about the economic contexts that contributed to the development of the plan. By interviewing managers of Costa Rican corporations, I gathered data to interpret and understand the international industries' perspectives towards *Multilingue*. It was also through the use of such a perspective that I interpreted and understood my data regarding the economic contexts that contributed to the development of the plan, identifying the economic stakeholders and their roles in implementation, the plan's features and objectives that reflect economic competitiveness, and implementation issues that have emerged.

From a cultural perspective, globalization can be explained as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa,” (Giddens, 1990, p. 64). In other words, globalization has influenced individuals to be more transnational as national borders are open to the possibility of new goods, services, information, and even individuals (Kumaravadivelu, 2008). One mechanism is through communication technologies, such as the cell phone and Internet, which has diffused the distance between countries. Held, McGrew, Goldblatt, & Perraton (1999) contended that globalization has impacted “the widening, deepening, and speeding up of worldwide interconnectedness in all aspects of contemporary social life,” (p. 2). Furthermore, globalization has intensified of the global consciousness and communication in everyday practices, which transformed to reflect the diverse and migratory population (Tikly, 2001). The intensification of worldwide social communication and interconnectedness has influenced a mass migration of workers that require countries to invest in education to develop the human capital for work (Held, et. al, 1999). As a result, nation-states’

education systems are finding distinct ways to teach a transnational population, as well as contend with educating a diverse population that must communicate globally.

In relating the guiding principle of cultural globalization to my research study, globalization influenced Costa Rica's education policies to meet the social demands of a more transnational population. With an increasing amount of English-speaking tourists visiting Costa Rica each year, the country implemented educational reforms, such as *Multilingue*, in order for Costa Ricans to speak English with its visitors. Costa Rica's immigrant population also influenced the country's Ministry of Public Education to implement policies that provide opportunities for social mobility by learning a linguistic skill necessary for national and local employment in the ecotourism industry. Thus, Costa Rica strives to provide its population with the opportunity to be prepared to communicate with international companies and tourist. In utilizing a cultural globalization perspective, I asked research questions about the cultural contexts that contributed to the development of the plan. By interviewing the administrators, teachers, and employers, I asked questions about their perspectives to interpret and understand the cultural contexts that contributed to the development of the plan, the plan's features and objectives that reflect Costa Rica's cultural demands, identifying the stakeholders and their roles in implementation, and implementation issues that emerged.

Also related to the globalization theory is the global-to-local continuum in which global educational reforms are prone to transformation from the global to local levels (Napier, 2003). Specifically, there exists a "dialectic at work by which these global processes interact with national and local actors and contexts to be modified, and in some cases, transformed," (Arnove, 2007, p. 2). As a result, an array of policy modifications transpires between the global (macro), national (meso), and local (micro) levels (Arnove, 2007; Napier, 2003). When analyzing an

education policy, it is necessary to analyze the transformation the policy incurs from a global initiative to a national policy to then being implemented at the local community and classroom levels. In applying the global-to-local continuum, I critically examined whether the national plan as implemented from a top-down approach reflects the local communities' needs, ideologies, and practices. In asking research questions about the plan's features and implementation issues, I inquired about whether there was any disconnect between the ideal of the macro level policy and the reality of the micro level practice (refer to Research Questions Two, Three, and Four in the Research Matrix on page seven). Thus, in utilizing the globalization theory and dialectic of the global to local, I was applied a critical theoretical approach.

Critical Theory

For my research study, I viewed globalization through a critical theoretical lens. Critical theory involves examining the social institutions' power structures in order to empower humans to transcend any restrictions positioned on them by race, class, and gender (Creswell, 2007). By critiquing society, it is possible to reveal inequalities (Hesse-Biber & Leavy, 2011). From an educational perspective, critical theory analyzes educational systems to explore the historical, political, and economic contexts that contribute to inequalities and address social justice issues (Sirotnik & Oakes, 1986). Critical theory can also be extended to language policies, such as *Multilingue*, by critically analyzing the influences of economic, political, and cultural factors on a country's language policy (Tollefson, 2006). Using a critical theoretical lens allowed me to view the contexts where the learning takes place including "the larger systems of society, the culture and institutions that shape educational practice, the structural and historical conditions framing practice," (Merriam, 2002, p. 10).

By applying critical theory in examining education reforms influenced by globalization, it is necessary to inquire about how the educational policy is organized, who actually has access to the program, who can make changes to the policy, and whether there are power relations advancing the interest of one group while oppressing another (Merriam, 2002). In doing so, it is possible to reveal the dynamic relationships among historical, political, economic, and social structures that are providing power, constraining action, or inducing inequalities. In applying a critical globalization perspective, I critically examined the implementation and features of the *Multilingue* program to explore whether the policies are complimentary or conflicting with the local practices, and whether there are power relations advancing the interest of one group while oppressing another. By applying a critical global-local continuum perspective, I also examined the features of *Multilingue* to examine “interplay between globalizing and localizing forces,” (Jungck & Kajornsinsin, 2003). Also, I asked questions that allowed me to understand the interconnection and interdependences between different political, economic, and cultural levels and the factors that contributed to the country selecting a particular language over other languages (refer to Research Question One in the Research Matrix on page seven).

Human Capital Theory

Human capital theory also served as a necessary element in my theoretical framework to understand and frame my research study. Human capital theory argues that societies acquire economic benefits from investing in individuals, especially through education. The theory states that education policies are typically implemented on the justification of economic reasons rather than on educational significance (Sweetland, 1996). A prominent economist, Adam Smith, (1776) defined human capital as “the acquisition of such talents, by the maintenance of the acquirer during his education...those talents, as they make a part of his fortune, so do they

likewise that of the society to which he belongs,” (as cited in Sweetland, 1996, p. 343). In applying the human capital theory to education, schools are seen as an investment in human capital. The economic value of education disseminates from individuals, as producers, increasing their skills and investing in themselves as consumers (Rassool, 2007).

In relating the human capital theory to *Costa Rica Multilingue*, I considered that policymakers intended to implement a program that would develop Costa Ricans’ linguistic skills, which would eventually contribute to the individuals’ fortunes, as well as, the country’s economic development and social mobility (CRMF, 2011). By using the human capital in my theoretical framework, I asked research questions that explain the contexts that contributed to the plan’s implementation, the features and objectives of the plan, as well as the implementation issues. In doing so, I interpreted and understood my data from a human capital perspective in which the policy is seen as an investment in Costa Rica’s human capital by increasing the students’ linguistic skills through educational opportunities. The theoretical perspectives of human capital, globalization, and critical theory assisted me in exploring the answers to my research questions and the consideration of the global to local dialectic also helped me to make sense of my findings.

Research Questions

To guide my research study, I developed five research questions that reflected my goals and objectives for the case study. Throughout my research, I reflected back upon the research questions to ensure I was collecting data that would answer each research question. As a result of answering my research questions, a holistic case of *Costa Rica Multilingue* emerged. The following are the five research questions that I used in my study:

1. What are the political, economic, and cultural contextual factors that contributed to the development of Costa Rica's national plan for English (*Costa Rica Multilingue*)?
2. What are the features and objectives of the *Costa Rica Multilingue* program?
3. What are the roles of international, national and local stakeholders in the implementation of the *Costa Rica Multilingue* program?
4. What are the issues that emerged with implementing the national plan for English?
5. What are the perspectives of the administrators, teachers, and business employers toward the *Costa Rica Multilingue* program?

As referenced in Chapter One, the Research Matrix listed as Figure 1 on page seven provides a detailed explanation of my research questions, rationale for asking those questions, data sources used to answer the questions, and analysis methods utilized throughout my study. Next, I turn to an account of the study's setting and research sites.

Setting of the Study

The setting of the study was in the Republic of Costa Rica, a Central American country that borders the Caribbean Sea as well as the North Pacific Ocean and is located between the countries of Nicaragua and Panama (CIA, 2013). With 51,100 square kilometers, Costa Rica has seven provinces (CIA, 2013). I collected data within two provinces, San Jose and Heredia.

Figure 3 is a map of Costa Rica, and highlights the country's seven provinces. In later sections of Chapter Three, I will explain the specific settings of each site I visited to collect the data. But, prior to gaining access to the sites and participants, I initially explored the setting of the study during two reconnaissance trips to Costa Rica.



Figure 3. Map of Costa Rica

Source: Geology.com (2013). <http://geology.com/world/costa-rica-satellite-image.shtml>

Reconnaissance Trips

In February 2011, I first visited Costa Rica through a reconnaissance trip with Dr. Napier, my major professor. I spent almost two weeks in the Monteverde region of the Guanacaste Province in the Northwestern part of Costa Rica where I was able to visit two rural primary schools in a small town of San Luis and one technical high school in the small town of Santa Elena. At the first rural school in San Luis that I visited during my reconnaissance trip, the teacher did not speak any English and instruction occurred in a multi-grade, one- room school. As a result, English instruction did not occur (see Figures 4 and 5).



Figure 4. Reconnaissance research site 1 of a rural, one-room school in San Luis, Costa Rica



Figure 5. Reconnaissance Research Site 1 of interior view of classroom in San Luis, Costa Rica.

At the second rural school, the teacher spoke some conversational English words, but the instruction occurred in Spanish within the multi-grade, two-room school (see Figures 6 and 7).



Figure 6. Reconnaissance Research Site 2 of a rural, one-room school in San Luis, Costa Rica.



Figure 7. Reconnaissance Research Site 2 of interior view of classroom in San Luis, Costa Rica.

By visiting these rural schools, I was able to observe some of the teaching realities of Costa Ricans in rural areas. Neither school had bilingual teachers to provide English instruction. As a result, the students did not receive any English instruction. The technical high school did offer English since the Costa Rica Ministry declared English instruction mandatory for students in secondary schools (Figure 8). However, through informal conversations, students explained that they took private English classes to become conversational in English.



Figure 8. Reconnaissance Research Site 3 of a technical high school in Santa Elena, Costa Rica.

My first visit to Costa Rica provided me with insights about the teaching realities in rural Costa Rica and inspiration for my research. As noted in the literature review, Costa Rican rural primary schools have a shortage of teachers and instructional resources. I noticed from my reconnaissance trip that such a reality is the case as many Costa Rican rural primary students rarely receive English instruction due to not have an English teacher and resources to learn English. Although English is required in secondary schools throughout Costa Rica, rural primary

school students who do not receive English instruction until secondary schooling are dramatically behind learning English. As a result, rural school students typically only understand basic English vocabulary, which will limit possible job opportunities in the future. Being aware of such differences inspired me to select *Costa Rica Multilingue* as my dissertation topic in attempts to understand the policy practices compared to the teaching realities.

Then in March 2013, I visited Costa Rica for a second reconnaissance trip to set up potential sites for my research study, identify groups of informants, and collect letters of supports for my IRB application. I spent almost a week in San Jose, Costa Rica where I was able to meet with several individuals. On Monday, March 4th, I met with the National Advisor of English in Primary and Secondary Schools for Costa Rica's Ministry of Public Education. During that meeting, the advisor explained she would provide me with the Ministry's English curriculum for primary and secondary grades as well as additional training CDs given to English teachers. On Tuesday, March 5th, I met with principals and English teachers from two public schools. One public school was located in the inner city of San Jose and the other public school was located in the suburban area of San Jose. Both public schools offer English for forty-five minutes periodically throughout the week. On Wednesday, March 6th, I briefly met with principals and an English teacher at a private, bilingual school in San Jose. During my reconnaissance trip, I was already observing how the private school had more teaching resources and parental support, which motivated me to consider the public versus private school dimensions in my dissertation fieldwork. Also on Wednesday, March 6th, I met with the Executive Director of Costa Rica Multilingue Foundation to schedule an interview with her in order to understand the non-profit organizational perspective. On Thursday, March 7th, I spoke with a large international hotel concierge about the importance of hiring bilingual staffing. He explained that it would be

impossible for him to do his job without being bilingual. As a result of speaking with the hotel concierge, I was able to schedule a meeting with a human resource manager at the large international hotel to gain a corporate perspective of *Costa Rica Multilingue*.

The insights I gained from my second reconnaissance trip further motivated me to research Costa Rica's national plan for English. My trip provided me with an opportunity to meet a diverse range of individuals including administrators, teachers, and corporate personnel. As a result, I designed my research questions to understand the variety of perspectives shared by the diverse range of stakeholders involved in the implementation of *Multilingue*. Furthermore, all the participants were very friendly, which inspired me to feel comfortable in returning to Costa Rica as a researcher. When I returned to the United States, I obtained permission to conduct my research from the University of Georgia IRB, and I also obtained written confirmation of approval to conduct research in Costa Rica from the Costa Rica's Embassy. Afterwards, I proceeded to select my sites and participants for my research study.

Research Sites and Participants

Site Selection

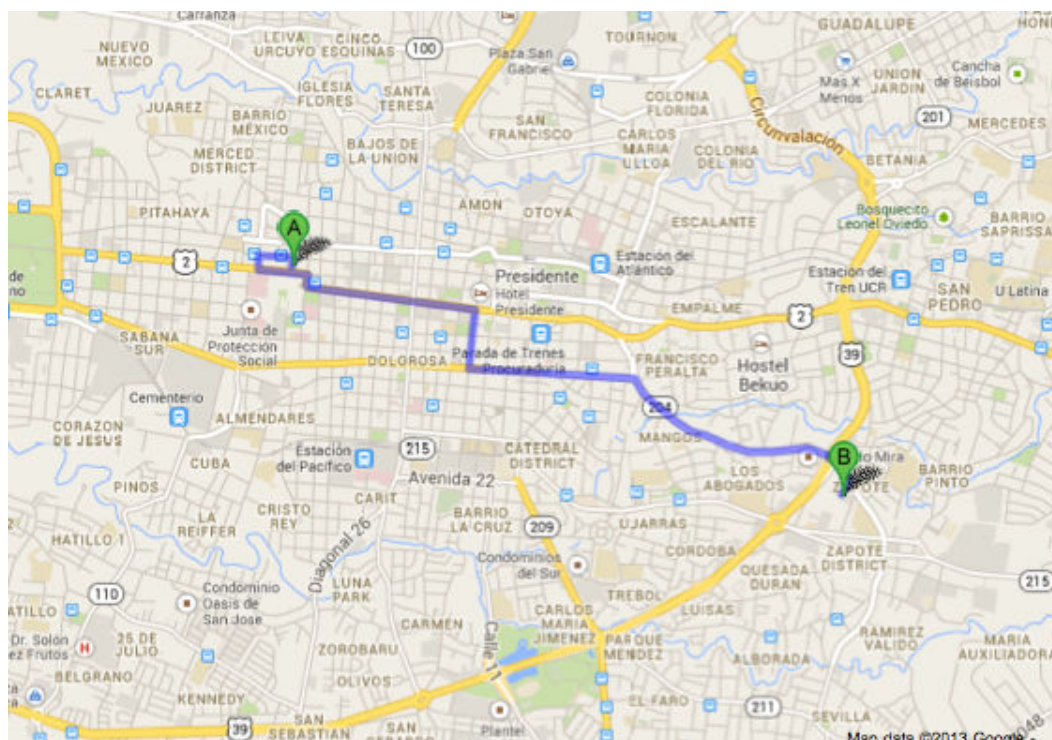
The research sites I selected for my research study were located in the provinces of San Jose and Heredia, Costa Rica. I utilized purposeful or judgment sampling in selecting the sites, which involved selecting sites with information-rich data to provide an in-depth understanding of the research problem (Patton, 2002). In order to gain a comprehensive understanding of the case, I aimed to select sites that would provide information-rich data. Thus, I selected governmental agencies, nonprofit organizations, school sites, and corporations. Table 1 provides a list of the research sites and the assigned acronyms for each site.

Table 1

Research Sites with Assigned Acronyms and Numbers

<u>Schools</u>	<u>Ministry of Public Education</u>	<u>Costa Rica Multilingue Foundation</u>	<u>Regional Education Advisory</u>	<u>Peace Corps Volunteer Management</u>	<u>Corporations</u>
<i>Reconnaissance Trip San Luis School Site 1 (RTSLS1)</i>	MEP Site	CRMF Site	REA Site	PCV Site	Hotel Corporation Site 1 (CRS1)
<i>Reconnaissance Trip San Luis School Site 2 (RTSLS2)</i>					Technology Corporation Site 2 (CRS2)
<i>Reconnaissance Trip Santa Elena School Site 3 (RTSES3)</i>					Technology Corporation Site 3 (CRS3)
Private School Site 4 (PS4)					
Urban Public Primary School Site 5 (UPPS5)					
Urban Public Primary School Site 6 (UPPS6)					
Suburban Public Primary School Site 7 (SPPS7)					
Suburban Public Secondary School Site 8 (SPSS8)					
Rural Public Primary School Site 9 (RPPS9)					
Rural Public Secondary School Site 10 (RPSS10)					

The Costa Rica's Ministry of Public Education (MEP) was selected as a site because it is Costa Rica's governmental entity that created the national curriculum to administer the national plan for English. The MEP is located in downtown San Jose, Costa Rica. When referencing the MEP as an interview site, I refer to it as the MEP Site. The Costa Rica Multilingue Foundation (CRMF) was selected as another site because it is a non-governmental, nonprofit organization that provides additional instructional and financial support to the national foreign language program. The Foundation is located in Zapote, San Jose, Costa Rica. Also, when I refer to CRMF as an interview site, I refer to it as the CRMF Site. Figure 9 provides a map with directional context of the Ministry and Foundation's location.

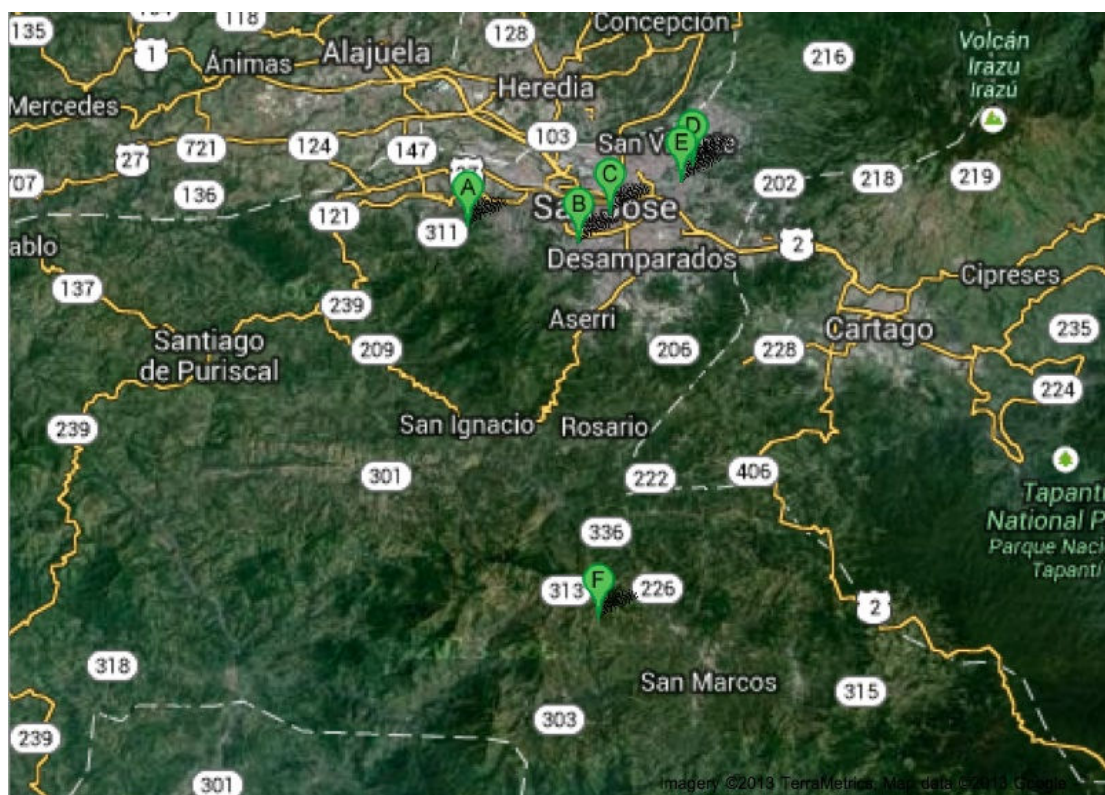


Note: Point A represents Costa Rica Ministry of Public Education (MEP Site)
Point B represents Costa Rica Multilingue Foundation (CRMF Site)

Figure 9. Map of Costa Rica Ministry of Public Education and Costa Rica Multilingue Foundation Sites

Source: Google maps (2013). <https://maps.google.com/>

With regard to the Costa Rican school sites, I initially selected primary and secondary schools based on convenience and accessibility. Since the Ministry and Foundation were located in the metro San Jose region, I decided to inquire about school sites in the metro San Jose region since I would already be in that area conducting interviews. Thus, I sent emails to Costa Ricans to inquire whether they knew any English instructors in schools throughout the metro San Jose region. Through several informants, I located two public urban primary schools and one private school in the metro San Jose region where I interviewed school principals and English teachers, as well as observe the classrooms where English instruction occurs. As such, I identified schools of interest from Costa Ricans who knew individuals with information-rich data (Creswell, 2007). Additionally, through snowball sampling, I gained access to other school sites. After my interview with Costa Rica's Ministry of Public Education, the English National Advisor accompanied me to one public primary school and one public secondary school in the San Jose province. Second, through an informant at the Costa Rica Multilingue Foundation, I was able to schedule interviews with English instructors at one rural public primary school and one rural public secondary school in the San Carlos area. Figure 10 provides a directional understanding of the location of the school sites. Refer to Table 1 for the full name of the school sites.



Note: Point A is the Private School (PS4); Point B is Urban Primary Public School (UPPS5); Point C is another Urban Primary Public School (UPPS6); Point D is the Suburban Primary Public School (SPPS7); Point E is Suburban Secondary Public School (SSPS8); Point F is the Rural Primary Public School (RPPS9) and Rural Secondary Public School (RSPS10)

Note: The road numbers are represented as white circles with the specific road number

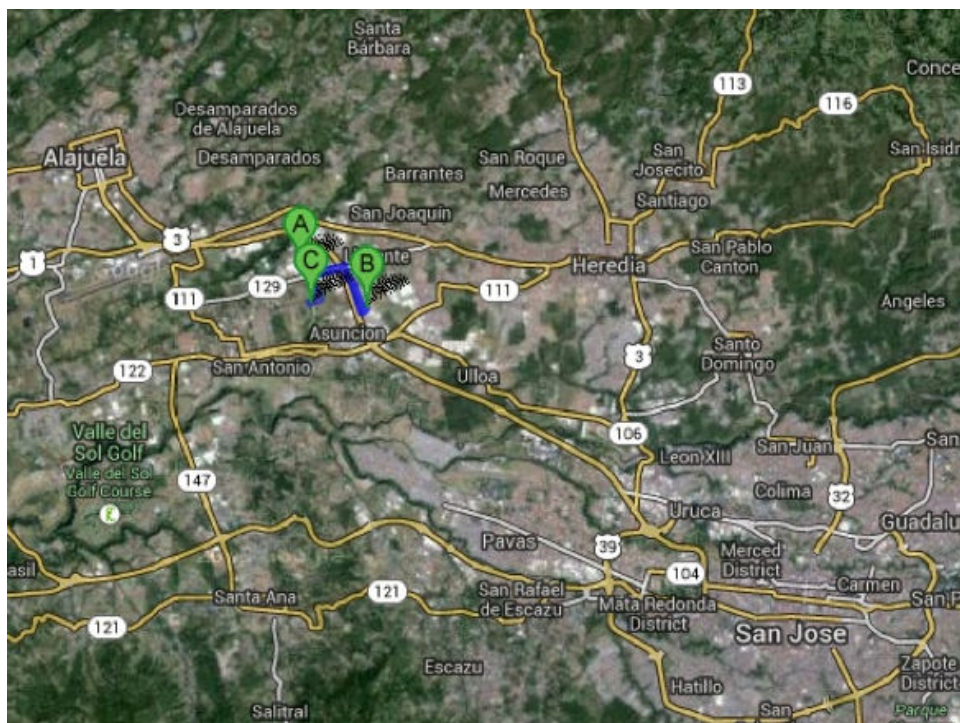
Figure 10. Map of School Sites

Source: Google Maps (2013). <https://maps.google.com/>

Aside from the school sites, I utilized purposeful or judgment sampling to select three international corporations located in San Jose, Costa Rica as other sites in my study in order to provide another perspective of the case study. With San Jose being the capital of Costa Rica, there are several international technical corporations located in San Jose, as well as, hotels that provide accommodations to English-speaking tourist and employees from international corporations. Thus, I interviewed a human resources manager of an international hotel corporation located in Heredia, Costa Rica, a human resources director of an international

computer technology corporation located in San Jose, Costa Rica, and a director of corporate affairs for an international computer technology corporation located in Heredia, Costa Rica.

Figure 11 shows the location of the corporate sites.



Note: Point A is Technology Corporation Site (CRS3), Point B is another Technology Corporation Site (CRS2), Point C is the Hotel Site (CRS1)

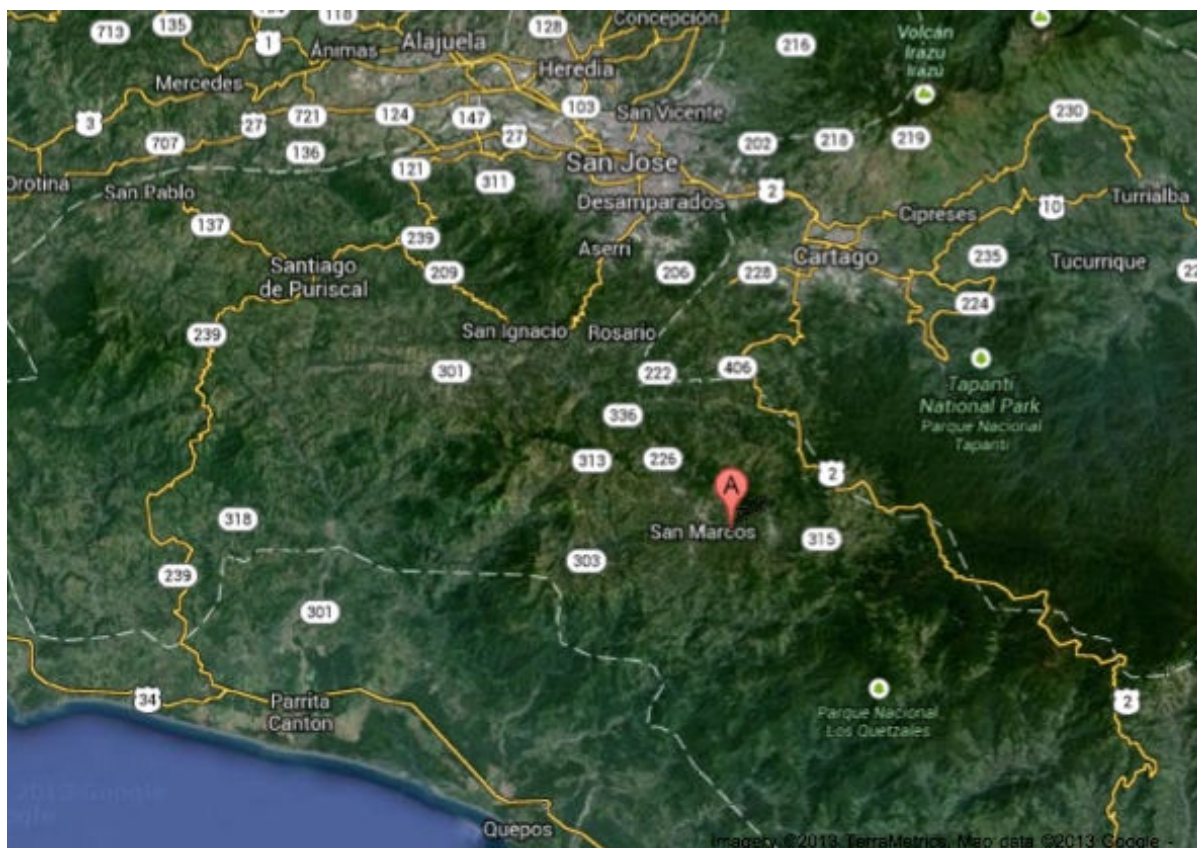
Note: The road numbers are represented as white circles with the specific road number

Figure 11. Map of Corporation Sites

Source: Google maps (2013). <https://maps.google.com/>

Once in the field, I gained access to another research site through snowball sampling where two individuals with information-rich data about the case were available to be interviewed (Creswell, 2007). Specifically, an informant at the Costa Rica Multilingue Foundation identified a Regional Education Advisor for English education (REA) and a Peace Corps volunteer manager who were training Peace Corps volunteers in San Marcos, Costa Rica. To gain access to

San Marcos from San Jose required me to take a two-hour, mountainous, tax-ride. Figure 12 provides a directional understanding of the location of the site.



Note: Point A is the Peace Corps Volunteer Management Site (PCV Site) and Regional Education Advisory Site (REA Site)

Note: The road numbers are represented as white circles with the specific road number

Figure 12. Map of Peace Corps and Regional Education Advisor Site in San Marcos, Costa Rica
Source: Google maps (2013). <https://maps.google.com/>

In Chapter Four, I present my findings as the case. In the findings, I first provide detailed descriptions of all the sites in my study.

Sample Selection

With the research study focusing on English instruction in Costa Rica, I initially utilized a stakeholder sampling to identify the major stakeholders who are involved in Costa Rica's national foreign language program development and implementation (Given, 2008). By using

stakeholder sampling, I identified the major stakeholder groups who were involved in designing and administering the national foreign language program, which included an administrator from the Costa Rican Ministry of Public Education, an administrator from the Costa Rica Multilingue Foundation, principals at Costa Rican private and public schools, English teachers at Costa Rican private and public schools, as well as human resource directors and a corporate affair director of Costa Rican international corporations. To narrow down to specific individuals in each of those stakeholders, I selected participants based on purposeful and judgment sampling in order to identify individuals who would provide information-rich data (Creswell, 2007). Initially, a graduate student who was originally from Costa Rica provided me with names of English teachers at one private and three public schools. Then, I found contact information on the Internet of an administrator at the Costa Rica Multilingue Foundation who was able to provide me with the Executive Director's contact information. Another informant at the Costa Rica Multilingue Foundation provided me with contact information for the English National Advisor at the Costa Rica Ministry of Public Education and a manager at an international technology corporation. I also found contact information on the Internet for another corporate manager at an international technology corporation. Furthermore, a hotel concierge provided me with contact information for the human resource administrator of an international hotel corporation. Then, in March 2013, when I traveled to Costa Rica for the reconnaissance trip I made in-person requests to interview the participants and followed-up with emails to ensure the participants' involvement in the study. Thus, participants were also selected based on their willingness to be interviewed and observed.

When I was in the field conducting my research in June 2013, an informant from the Costa Rica Multilingue Foundation provided me with contact information of two individuals

with information-rich data about the case. Specifically, a Regional Education Advisor for English education and a Peace Corps volunteer manager who were training Peace Corps volunteers in San Marcos, Costa Rica were available to be interviewed. However, it would require me to travel two-hours by taxi to the Regional Education Advisor and Peace Corps manager's location. Although, I did not include students as participants, I gained indirect insights about the students from school administrators and teachers. To further understand how these participants are major stakeholders, I provide profiles for each participant.

Participant Profiles

With *Costa Rica Multilingue* being a national priority, several key organizations and individuals are stakeholders in supporting the country's initiative.

Ministry of Public Education. In 1997, Costa Rica's Ministry of Public Education restructured its educational priorities to include English in primary and secondary education. Even though English became obligatory in Costa Rican education, there were inequalities that still existed due to lack of qualified teachers (Aguilar-Sanchez, 2005). Then in 2008, President Sanchez declared the teaching of English as a national priority. As a result, the Ministry of Public Education began immediately assessing the country's English teachers to determine their knowledge and decide what professional training needed to be implemented (CRMF, 2011). Additionally, the Ministry reformatted the English curriculum for the country's primary and secondary schools.

Currently, Costa Rica's national syllabus for English instruction is utilized as a "linguistic and cultural tool for communication, which complements education as a whole," (MEP, 2013c, p.16). The Ministry believes the English syllabus will help students with life and work that requires an average command of English in order to "allow them to participate actively

into the challenges of the global economy for the benefit of the country,” (MEP, 2013d, p. 14). Thus, the Ministry views English as a fundamental linguistic tool for students to “directly access scientific technological and humanistic information and in this way expand [the students’] knowledge of the world,” (MEP, 2013c, p. 13). With the Ministry being a major stakeholder in support of the country’s initiative of becoming a multilingual country, it was vital to interview a national English advisor for Costa Rica’s Ministry of Public Education to understand the governmental perspective. When interviewing a national English advisor, I asked questions regarding the historical events that lead to the creation of the national English syllabus, features and objectives of the program, the Ministry’s relationship with other stakeholders, and the Ministry’s overall perspective of the benefits and challenges of implementing the program (see Appendix A(i)).

Regional Education Advisors. Within the overall structure of the Ministry of Public Education, there are Regional Education Advisors who provide professional development to English instructors throughout Costa Rica. To provide a meso level perspective of the plan, I interviewed a Regional Education Advisor from a rural community. When interviewing the Regional Education Advisor, I asked questions about the REA’s role in implementing the plan, implementation issues at the meso level, and the REA’s overall perspective of *Multilingue* (see Appendix A(iii)).

Costa Rica Multilingue Foundation. Another key organization is the Costa Rica Multilingue Foundation, which is a nonprofit organization designated by the Presidency of the Republic to assist in training Costa Rican citizens, teachers, and students on English. With the establishment of the Costa Rica Multilingue Foundation in October 24th, 2008, the Foundation implemented several key projects that supported the country’s objective of becoming a

multilingual country. First, the Foundation organized free community conversation classes offered weekly in urban and rural communities to increase English proficiency in Costa Rica's adult population (CRMF, 2011). The community conversation program are a volunteer outreach initiative that places English-speaking resident volunteers into conversation groups with Costa Ricans who are interested in improving their English (CRMF Community Conversations, 2010). Second, the Foundation assisted with the training of Costa Rican educators on English teaching techniques after school throughout urban and rural areas (CRMF, 2011). The intent was to provide educators with the most current instructional techniques and methodologies on English language acquisition (CRMF, 2011). Third, Costa Rica primary and secondary aged students participated in pilot program, Project EILE, which utilized computers and technical teaching software to educate students on English (CRMF, 2011). Fourth, the Foundation currently provides day camps for incoming seventh-graders in rural areas to compensate for the lack of primary English teachers in rural areas (CRMF JumpStart, 2013). Overall, the Foundation's projects are part of the national plan to establish a country of multilingual citizens at the community, teachers, and students level.

With the Foundation being another major stakeholder in support of the country's initiative of becoming a multilingual country, it was important to interview the Executive Director of Costa Rica Multilingue Foundation to understand the non-governmental, nonprofit perspective. When interviewing the Executive Director, I asked questions regarding the historical events that lead to *Costa Rica Multilingue*, features and objectives of the program, the Foundation's relationship with other stakeholders, and the Foundation's overall perspective of the benefits and challenges of implementing the program (see Appendix A(ii)).

Peace Corps Volunteer Management. From informants at Costa Rica Multilingue Foundation, I gathered contact information to meet and interview a Peace Corps Volunteer Manager in order to understand the Peace Corps' role within the implementation of *Multilingue*. The Peace Corps Volunteer Manager also collaborates with the Regional Education Advisor in providing English instruction in rural public schools throughout the San Carlos area of Costa Rica. From interviewing the Peace Corps Volunteer Manager, I asked questions about the Peace Corps' historical involvement in teaching English throughout Costa Rica, the Peace Corps' role in implementing the national English plan, implementation issues, and overall perspective of *Multilingue* (see Appendix A(iv)).

Public Schools. In order to understand the features and implementation issues of Costa Rica's national plan for English education, it was essential for me to interview school administrators as well as interview and observe English teachers at public schools throughout Costa Rica. From contacts made in my March 2013 reconnaissance trip, I was able to schedule interviews and observations with public school teachers who teach primary age students English throughout the week. The public schools selected are not bilingual so the English instruction occurred for forty-five minutes periodically throughout the week. English teachers utilized the Ministry of Public Education's English syllabus that consists of cross-curricular thematic units to teach English. When interviewing school administrators and English teachers, I asked questions regarding the school's history for teaching English, features and objectives of the school's English program, the schools relationship with the Ministry, and the schools' overall perspective of the benefits and challenges of teaching English as a foreign language (see Appendix A(v-vi)).

Private Schools. To provide a comparative perspective, I interviewed two school administrators and an English teacher at a private, bilingual school in San Jose, Costa Rica.

Additionally, I observed the school's setting and English instruction. The bilingual private school educates preschool, primary, and secondary age students on the core subjects utilizing English and Spanish in oral and written work. More than sixty percent of the subjects are taught in English to ensure a holistic approach of English without decreasing the knowledge of Spanish. Additionally, students are able to take TOEFL examinations to ensure international collegiate admission (St. Jude School, 2013). When interviewing school administrators and English teachers, I asked questions regarding the school's history for teaching English, features and objectives of the school's English program, the schools relationship with the Ministry, and the schools' overall perspective of the benefits and challenges of teaching English to Costa Rican students (see Appendix A(v-vi)).

Corporations. To provide another perspective, I interviewed three officers at three different international corporations located in Costa Rica that employs bilingual employees. I accessed two of the corporate contacts' information by initially searching the Internet for "social corporate responsibility director" or "human resource manager" of corporations located in Costa Rica. I also gained another corporate official contact from the Costa Rica Multilingue Foundation. I first interviewed a human resource manager of an international hotel chain that is located in a business district of San Jose. In this business district, there are international technical and manufacturing corporations that have frequent international employees stay at this hotel. Due to the international clientele, it is necessary for the hotel to hire bilingual staff. Additionally, the hotel is a resort property near the city's airport so international English-speaking tourists frequently stay at the hotel, which only increases the demand for a bilingual staff. When I interviewed the human resource manager, I asked interview questions regarding the economic context that might have contributed to the need of Costa Rica becoming a bilingual country and

the overall benefits of being a Costa Rican who speaks Spanish and English (see Appendix A(vii)).

Second, I interviewed a human resource director of an international computer technology company and a corporate affairs director of another international computer technology company. Both companies were located in the Heredia, San Jose where a lot of international technical, pharmaceutical, and manufacturing corporations are located. When I interviewed both directors, I asked interview questions regarding the economic context that might have contributed to the need of Costa Rica becoming a bilingual country and the overall benefits of being a Costa Rican who speaks Spanish and English (see Appendix A(vii)). Throughout all my interviews with the participants, I was aware of my roles as a researcher as I describe next.

Roles of the Researcher

As a qualitative researcher, I was interested in understanding the features and implementation issues of Costa Rica's national foreign language program from multiple perspectives. But, in order to gain access to sites and make my research more credible, I knew I had to be conscious of my roles as a researcher as Creswell (2007) cautioned. Specifically, my roles as a researcher included considerations of an outsider perspective, biases, and ethical obligations.

Outsider Perspective

Despite having four years of Spanish instruction in high school, I recognized before I began my research study that I am an American with limited Spanish proficiency. Thus, I had an "outsider" perspective by being a non-Costa Rican, non-Spanish speaking researcher. As an "outsider", it was crucial to my research to establish trust among the participants in order to gain access to the research sites. One strategy I utilized was to locate formal and informal gatekeepers

whose approval would allow me to gain access and acceptance as an “outsider” (Hesse-Biber and Leavy, 2011). First, I contacted an American graduate student who was originally from Costa Rica who served as a key informant by contacting Costa Rican teachers to ask if the teachers would consider participating in my research study. Since the Costa Rican teachers knew the American graduate student well and trusted her, the teachers agreed to an introductory meeting with me. Then, when I met with the teachers during my reconnaissance trip, I was able to gain acceptance even though I was still an “outsider” due to me establishing a good rapport with the teachers. The teachers then acted as formal gatekeepers to gain access and approval from school administrators. Rapport was established by explaining to the administrators and teachers that I was a formal elementary school teacher who was conducting a research study for my doctoral degree. As a result of having establishing good rapport, the school administrators and teachers were comfortable to agree to interviews and observations. Although my “outsider” perspective of being a non-speaking American researcher did not prevent me from gaining access and approval from my participants, I recognized that I had biases concerning whom I selected as participants.

Language Barriers

As a researcher who was not bilingual, I recognized that there were language barriers for me to overcome. In conducting my research in the field, I spoke primarily to bilingual participants. However, there were two school administrators who did not speak English. During my second reconnaissance fieldwork, I mentioned my linguistic concerns to the teachers and they explained they would serve as interpreters during my interviews with administrative staff. Thus, it was important for me to established trust among my participants earlier on in order to feel comfortable acknowledging my linguistic limitations and asking for the teachers’ assistance during the interviews. Even more important was for me to trust my teachers’ abilities to

accurately translate the school administrators' interviews. To ensure the teachers were accurate in their interpretation, the teachers read back to the school administrators what I wrote down in my field notes.

I also acknowledged my language barriers within my field notebook. By making regular entries in my field notebook, I acknowledged my limitations of mainly speaking with bilingual participants with the objective of not allowing such assumptions to influence my study's validity. In doing so, I was able to schedule time for the Costa Rican English teachers to serve as interpreters during my interviews with school administrators who only spoke Spanish.

In two of my sixteen interviews, I used an interpreter. In particular, there were two school administrators who did not speak any English, and I asked the public school teachers to serve as interpreters. During the interviews, I did implement a member check strategy. Specifically, after writing down what I heard from the interpreter, I repeated back what I wrote down in my notebook to the interpreter who then repeated back what I wrote down to the interviewee. The interviewee would then confirm or correct what she heard to the interpreter, which was then explained to me. Due to such interpretation, there was a possibility that some information was lost. To mitigate such possibility, I made sure the interpreters were aware of my study's purpose, understood my research questions, acknowledged their role as an interpreter, and practiced the interview procedures prior to data collection as recommended by Edwards (1998). As suggested by Liamputtong (2010), I also viewed the interpreters as key informants who had cross-cultural understanding of the terms used by the school administrators and experts in the language. By taking such steps, I attempted to ensure my data collected from the interpreted interview was accurate.

Ethical Obligations and Permissions

My role as a researcher was to conduct an ethical research study where my methods would be used accurately and ensured sensitivity to all my participants (Hesse-Biber and Leavy, 2011). First, I followed the IRB protocol of submitting authorization letters of supports from the proposed research participants. Second, I contacted the Costa Rican Embassy located in Atlanta, Georgia to confirm that I was permitted to conduct research in Costa Rica for less than a month. Third, I provided all participants with consent forms to explain my research and request their permission to audio record the interview as well as take a photograph of the participant. Fourth, during my interviews, I remained impartial to my participants' responses in order to accurately represent their perspectives in my research study. Fifth, I did not provide any financial incentives to the participants for participating in my research study. After the interviews or observations, I did give the participants either a black or silver pen and teachers also received books to express my appreciation for their participation. Throughout my research, I maintained my ethical obligations in order to ensure I was collecting authentic data (refer to Appendix B(i)).

Data Types and Collection Procedures

In order to answer my research questions, I utilized a variety of data types to understand the issues that emerged with implementing the national English plan and the perspectives of the administrators, teachers, and corporate officials toward the plan. In using a variety of data types, I was able to collect a range of information and perspectives. Creswell (2007) argued that data types for case studies include interviews, observations, documents, field notes, and audiovisual materials. In the following section, I describe the variety of data types that I collected from the field within those types as well as the collection procedures I utilized for each data type.

Interviews

Researchers use interviews as one type of data collection that will address the research questions by allowing the researcher to understand another person's perspective (Merriam, 1998). In order to select my interviewees, I initially utilized judgment and purposeful sampling to identify the major stakeholders whose knowledge and opinion would provide me with insights on Costa Rica's English national foreign language program. I found through my own background research from scholarly literature that the major stakeholders involved in designing and administering the national foreign language program included the Costa Rican Ministry of Public Education, Costa Rica Multilingue Foundation, administrators of Costa Rican private and public schools, English teachers at Costa Rican private and public schools, and international corporations located in Costa Rica. To narrow down to specific individuals in each of those stakeholders, I selected participants based on purposeful and judgment sampling in order to identify individuals who would provide information-rich data (Creswell, 2007). As a result, I initially identified eleven participants to interview. However, during my fieldwork, I was able to identify more participants due to snowball sampling, which occurred when the interviewees identified more people who may have more information-rich data to contribute to the research study (Creswell, 2007). In the end, I was able to interview sixteen participants for my study.

In terms of collecting the data for my research study, I conducted interviews and observations over a two-week period in June 2013. During the initial meeting, I explained my research study and scheduled a specific day for the interview. As a result, the interviews were pre-arranged for a specific time and location. When I traveled back to Costa Rica to conduct the interviews in June 2013, I interviewed sixteen participants for my research study. The participants interviewed for my research study are listed on Table 2.

Table 2

Participants Interviewed

<u>Interviewee Number</u>	<u>Interview Date</u>	<u>Follow-Up Interview Date</u>	<u>Role</u>	<u>Abbreviations</u>
1	June 3, 2013	June 14, 2013	Hotel's Human Resource Manager	CRS1-HR
2	June 4, 2013		Private School Administrator	PS4-A
3	June 4, 2013		Private School English Coordinator	PS4-EC
4	June 4, 2013	June 12, 2013	Private School Teacher	PS4-T
5	June 5, 2013		Urban Public Primary School Administrator	UPPS5-A
6	June 5, 2013	June 11, 2013	Urban Public Primary School Teacher	UPPS5-T
7	June 6, 2013		Urban Public Primary School Administrator	UPPS6-A
8	June 6, 2013	June 13, 2013	Urban Public Primary School Teacher	UPPS6-T
9	June 7, 2013	June 13, 2013	MEP's National English Advisor	MEP-A
10	June 10, 2013		Rural Public Primary School Teacher	RPPS9-T
11	June 10, 2013		Rural Public Secondary School Teacher	RPSS10-T
12	June 10, 2013	June 17, 2013 (email)	Peace Corps Volunteer Manager	PCV-M
13	June 10, 2013		Regional Education Advisor	REA-A
14	June 11, 2013		Costa Rica Multilingue Foundation's Executive Director	CRMF-D
15	June 11, 2013		Technology Corporation's Human Resource Director	CRS2-HR
16	June 12, 2013		Technology Company's Corporate Affairs Director	CRS3-CP

The purpose of interviewing representatives from Costa Rica's Ministry of Public Education and the Multilingue Foundation was to understand the historical background of *Costa Rica Multilingue*, the features of the teaching English as a foreign language program, and the role of these organizations. Likewise, I interviewed the public school administrators and English teachers to understand the perspectives of those individuals who are administering or teaching the English curriculum. I then interviewed private school administrators and English teachers to provide a comparative perspective of teaching English in Costa Rican private school. Furthermore, I interviewed the corporate directors and human resource managers of international corporations to provide another perspective of the direct economic benefits of becoming bilingual in Costa Rica. During my fieldwork, an informant at the Foundation provided me with contact information for a Regional Education Advisor in a rural area of Costa Rica as well as a Peace Corps volunteer manager who assists with training Peace Corps volunteers. In order to understand the regional perspective of the Costa Rica's national foreign language plan, I knew I had to interview these two individuals to further understand the features and implementation issues of a national English plan from a rural area perspective.

Prior to interviewing the participants, I asked participants to sign a consent form permitting me to interview the participants (Appendix B(ii)). Also on the consent form, I asked for permission to audiotape the interview and take photos of school settings, contexts, and individuals. If agreed, the semi-structured interviews were digitally audio recorded, but I also took memo notes in my field notebook throughout the interview. If interviews were recorded, I transferred the audio file from the recording device and convert it to a digital mp3 file for me to listen to and analyze after the fieldwork. Specifically, I listened to the digital mp3 file and typed

out the recordings onto a Word document. If I did not tape the interview, I made sure I took detailed notes in my field notebook throughout the interview.

The interviews were conducted in a setting chosen to maximize the responsiveness of each participant so typically I interviewed them in a private office setting. During the face-to-face interviews, I used an interview protocol consisting of semi-structured and follow-up questions (Appendix A(i-vii)). Semi-structured interviews include a set of questions, but with the latitude for respondents to discuss information that the researcher might have not thought of in advance (Hesse-Biber and Leavy, 2011). In attempts to collect thick, rich data, I used a semi-structured design to allow the interview to develop when the participants discussed information that was relevant, but not necessarily asked in the interview question. Overall, the protocol allowed me to gain insights into my research questions (Hancock and Algozzine, 2011).

My interview questions were asked in English. If necessary, I had the teachers serve as interpreters for the school administrators' interviews. Only two school administrators' interviews needed interpreters and the other fourteen interviewees were bilingual. For interpreted interviews, I made sure the interpreter was aware of the research's purpose, questions, and procedures prior to the interview. During the interview, the interpreter used the protocol to ask the questions in Spanish then restate the interviewee's responses in English. I then repeated back what I heard from the interpreter and the interpreter restated it to the interviewee who either confirm or corrected. I discuss further the language barrier issue under the triangulation section.

Although my interview times varied, most of the interviews lasted around ninety minutes. To ensure accuracy, after I wrote down the participants' interview responses, I verified with the participant their responses. I also utilized follow-up questions and interviews to clarify any unanswered questions or not thoroughly discussed when the question was initially asked.

Overall, the data collected during the interviews provided me with useful information to assist in answering my research questions.

Observations

Although interviews are primary sources of data for case study research, observations can also serve as a research tool to provide firsthand data of the case. Observations allow the researcher to provide objective information about the case as suggested by Hancock and Algozzine (2011). As the researcher, I selected several classrooms to observe English instruction in order to provide dimensions of the features and implementation issues of Costa Rica's national plan for English. Merriam (1998) explains that researchers utilize observations to capture actual accounts of a setting instead of depending on secondhand perspectives as gathered from interviews. By observing the Costa Rican schools, I aimed to understand the features of English instruction in Costa Rican schools and provide a comparative perspective among the different schools. My role as a non-participant observer was to gather information about the case without participating. Before I observed any classroom, I did seek permission from the school administrators and teachers to ensure I had informed consent to observe instruction in several classrooms.

During the observations, I took field notes prior, during, and after the observation in my field notebook, which eventually became raw data. The observations lasted for one day for each school site, which allowed me to observe the multiple instructional periods for different grade levels. Throughout the observations, I utilized an observation guide to ensure I was being consistent with all my observations and providing full descriptions of what I was observing (Appendix C). Specifically, I took field notes on the participant's actions, interactions, overall atmosphere, and my own interpretations. I observed the entire school setting including the

classrooms, administrative offices, hallways, lunch areas, playgrounds, parent pick-up areas, and street surroundings around the school.

I also wanted to make sure that during my observations I was unobtrusive as possible during the English instruction so I sat in the back of the room. If granted permission in the consent form, I also took photographs of the school settings and classrooms. I minimized the amount of photographs I took during class time to ensure I was not distracting to what the students were learning. Lastly, I also wanted to recognize my biases before entering the classroom to ensure I did not prejudice my interpretations of what I was observing. Thus, I wrote in my field notebook any preconceived notions I had in attempts to identify and mitigate impartiality of my data collection. For instance, I did not want to presume that the private schools would be more instructionally advanced than the public schools. After acknowledging such an assumption, I mitigated such a thought by reminding myself to remain true to my observation guide and record the actions that I observed. Additionally, I wrote memos in my field notebook about emerging themes and issues that I observed. Overall, my observations provided me with a more holistic picture of Costa Rica's national plan for English. Table 3, I shows the observation schedule.

Table 3

Observation Schedule for School Sites

<u>Observation Number</u>	<u>Observation Date</u>	<u>School Site</u>	<u>Abbreviations</u>
1	June 4, 2013	Private School Santa Ana, Costa Rica	PS4
2	June 5, 2013	Urban Public Primary School Sabana Sur, San Jose, Costa Rica	UPPS5
3	June 6, 2013	Urban Public Primary School Tibas, San Jose, Costa Rica	UPPS6
4	June 7, 2013	Suburban Public Primary School Moravia, Costa Rica	SPPS7
5	June 7, 2013	Suburban Public Secondary School Moravia, Costa Rica	SPSS8
6	June 10, 2013	Rural Public Primary School San Carlos, Costa Rica	RPRS9
7	June 10, 2013	Rural Public Secondary School San Carlos, Costa Rica	RPSS10

Documents

In addition to utilizing interviews and observations, I reviewed documents to provide more information in answering my research questions. Documents can be written, visual, digital, and physical sources of data that help the researcher develop understanding and gain additional perspectives about the case study (Merriam, 2009). Prior to my field season, I searched for relevant documents that accurately and authentically provided information about Costa Rica's national plan for English. I began searching and obtaining online documents about the policy

from 2011 onwards and the research process continued throughout my field research. A list of the collected documents are noted in Appendix D. Specifically, I found several informative governmental and non-governmental documents on the Internet. As noted by Merriam (2009), Internet sources are electronic extension of data collection, which allow the researcher to widen the scope of data available. In particular, I found several policy documents online that explained the features, objectives, and stakeholders of *Costa Rica Multilingue*. The Ministry and Foundation websites provided me with background information on their role within the plan as well as policy documents and outlines that I utilized to understand the feature and objectives of *Multilingue*. When using the documents along with other data types, I was able to collect a rich source of information to answer my research questions.

When I was in the field, I was able to obtain government documents from the Ministry and public school sites, non-government documents provided by the Foundation and private school site, and corporate documents from the corporations that I used to provide further understanding of the contextual factors, features, objectives, and stakeholders' roles of *Costa Rica Multilingue*. Collecting government and non-government documents throughout my field research provided "contextual richness" and descriptive information about the case that interviews and observations insufficiently presented or to allow cross-verification of the information collected as recommended by Merriam (1998). The government documents included the Costa Rica's MEP curriculum syllabus for primary and secondary education, public school schedules, public school curriculum materials, Costa Rica's MEP learning activities materials, public school exam materials, and public school flyers. The non-governmental documents were from the Foundation and private schools, which included private school syllabus, curriculum materials, learning activities materials, private school brochures, Foundation's curriculum

guides, newspapers, and corporation brochures. I also collected visitors' brochures written in English at the Costa Rican Customs Office and the Costa Rican newspapers to understand the current events occurring throughout the country.

When I visited the Costa Rica's Ministry of Public Education, I was provided the curriculum syllabus for primary and secondary schools, as well as, a CD-ROM filled with learning activities and materials for English instruction. The Ministry officials explained to me that the learning activities CD-ROM would be provided to the English teachers during the summer training session so I was pleased to receive the up-to-date learning materials. At the public schools, I was provided school schedules and handouts from the day's lesson. The public school teachers also provided me with a copy of exams that students would take in the next couple of weeks and flyers to parents that explained what the exam would cover. I utilized the documents gathered from the public and private schools to analyze the similarities and differences among the institutions. The Costa Rica Multilingue Foundation also provided me with documents to use in my research study. The Foundation has a course of study for its Jumpstart camps. After my interview with the Foundation, the staff explained to me the Foundation's blog also contained lesson plans used at Jumpstart camps that I later analyzed.

Teaching materials. When I visited the private and public schools, I also obtained curriculum documents. At the private school, I reviewed the private school syllabus, curriculum materials, learning activities, and private school brochures. From the English teacher at the private school, I received an electronic copy of the private school's syllabus and curriculum plans for the week I observed. During class instructional breaks, I also had an opportunity to snap pictures of the textbooks pages used by the students. Furthermore, I was given the private school's brochures to further analyze the school's mission and goals, which I noted in my field

notebook (Appendix E). At the public schools, I reviewed the curriculum textbooks, materials, and learning activities used by the English teachers. I also took pictures of the curriculum textbooks, worksheets, and teaching scheduled in order to compare how English is taught in Costa Rican public schools. The findings from the teaching materials will be discussed in Chapter Four.

Field Notebook and Memos

When I was in the field, I kept a field notebook throughout my research that included my research schedule, interviews, observations, and memos. On the right side of the notebook, I wrote down data collected from interviews and observations. On the left side of the notebook, I wrote down memos about additional observation comments on issues or emerging themes, reminders to myself, and reflections. From my field experience, I filled up two field notebooks that provided additional insights into the features and implementation issues of *Multilingue*.

After each day in the field, I utilized the field notebook for constant comparative analysis by comparing the data collected from the interviews, observations, memos, and reflections. I was also able to compare the day's data collected with previous days' data collection, which allowed me to check whether or not I was answering my research questions. By retaining my data within the field notebook, I was also able to begin the coding process within the field. In doing so, I was able to assess whether or not follow-up interviews were necessary. As a result, the field notebook and memos served as integral data types within my data collection procedures.

Audiovisual materials

Audiovisual materials provided me with another data type to collaborate my findings from the interviews, observations, and documents. Creswell (2007) explained that audiovisual materials contribute to the researcher presenting a holistic analysis of the case. I took over four

hundred photographs of my observational settings in order to provide another descriptive angle of my research study and reminders of events and evidence of context as shown in the Figures # 14-86. During interviews and observations, I captured photographs of my observational settings and interview participants in order to further illustrate the findings of my research study. My photographs included the physical settings, participants, teaching materials, curriculum resources, and instruction to provide me with other versions of what I was observing and they further illustrate the features of Costa Rica's national plan for English. Before each classroom observation, I asked the participants' permission to take photographs of the classroom. Additionally, I asked other non-English teaching participants for permission to take photographs of the interview settings. By taking photographs of the classroom and interview settings, I was able to cross-verify what I observed in the field and I utilized the photos to further describe the features of Costa Rica's foreign language program. In utilizing all the documents, I cross-referenced the information gathered in the interviews with the data collected in the observations, documents, and photographs to ensure valid representations in the case.

Triangulation: Reliability, Validity, and Verification

Throughout my study, I strived to accurately represent the data, participants' perspectives, and insights collected from the field. To do this, I applied particular strategies of triangulation and verification. With regard to reliability, Lincoln and Guba (1985) explained that reliability demands that the data collected are consistent with the findings represented in the research. In other words, reliability refers "to the extent to which research findings can be replicated," (Merriam, 1998, p. 205). In my study, the strategies I used to establish reliability included producing an audit trail, triangulation, and explaining my position as an investigator. To produce an audit trail, I described in Chapters Three and Four my research process from start to

finish that includes records of how the research was planned, conducted, and analyzed. As mentioned by Lincoln and Guba (1985), to ensure reliability, I included raw data from written field notes (Appendix F), sample of typed reproduction of written field notes (Appendix G), data analysis that included raw frequency tabulation of codes (Appendix H), data reconstruction that included organization of the major findings and codes (Appendix I), and the interview and observation schedules. I documented the processes of coding and data display as well as generation of findings and themes. In doing so, my records make it apparent what steps I took throughout my research, which will enable another researcher to reflect upon the steps of the research process and how the research findings were generated. Also, by producing an audit trail, other researchers can evaluate whether the study could be used to replicate in another study. In this manner, I provided a systematic record of my research process.

Another strategy I used to ensure reliability involves triangulation. Triangulation is referred to as either the use of multiple methods, sources of data, investigators, or theories to confirm the research findings (Merriam, 2009). For triangulation, I utilized multiple data sources and theories to answer the research questions with intentions of deriving the same findings as recommended by Hesse-Biber and Leavy (2011). Specifically, the multiple data sources included interviews, observations, documents, and audiovisual materials. As a result, I validated the data through cross verification of more than one data source. For instance, if a teacher explained her teaching realities when teaching the Ministry's foreign language curriculum, I was able to check against what I observed in the classroom. Furthermore, I was able to cross check what the teachers were teaching against the Ministry's curriculum as I received from the Ministry the entire curriculum content from primary to secondary grades. In particular, I crossed checked interview data from the teachers' interviews by conducting follow-up interviews at later dates to

ensure reliability in the form of consistent responses. I also triangulated by using multiple theories to approach the data from different perspectives. Specifically, I utilized the globalization and human capital theory viewing my data through a critical lens. By using multiple theories, I was able to analyze my data from different theoretical perspectives that contributed to an emerging theme. For instance, one of the thematic findings of competitiveness emerged from the globalization and human capital theory with a critical viewpoint that private schools are preparing their students to be more competitive in the global work force than public schools due to implementing a bilingual school model.

For validity, I applied particular strategies to ensure that the research was internally valid. Internal validity concerns with the credibility of the research findings (Merriam, 2009). To strengthen the internal validity of a research study, Merriam (1998) suggested researchers to utilize certain strategies including member checks. For member checks, I allowed the participants to check some of the data I collected to ensure validity. At the interviews, I requested participants to verify that I accurately interpreted and noted their responses in my field notebook. When I returned to the United States and if additional verification was needed, I emailed the participants and asked for their clarification or confirmations.

In terms of reflexivity, Lincoln and Guba (2000) explained that “it is a process of reflecting critically on the self as a researcher,” (p. 183). One way of reflecting on oneself as a researcher is to explain ones’ partiality. I clarified my partiality in my field notebook and “roles of the researcher” statement. In my field notebook, I noted that I doubted or feared school administrators teachers would be honest in their assessment of whether students were actually learning English. So, in my interviews, I asked school administrators and teachers whether or not the students were learning English. In actuality, some school administrators and teachers

explained that some students were not learning English because the students were not practicing English outside of school. By acknowledging such a partiality in my field notebook, I made sure that my assumptions did not influence my study's validity, and instead allowed the participants to explain their perspective of *Costa Rica Multilingue*. In summary, I tried to enhance the rigor and trustworthiness of my research study through triangulation (Merriam, 2009). To further understand how I produced valid and reliable research, I next discuss the methods I utilized to analyze my data.

Data Analysis and Generating Findings

As Merriam (1998) noted, the process of data collecting and analysis are interrelated and occur concurrently throughout the research study. In particular, data analysis is a complex process of making sense of the data collected that will be used to answer the research questions (Merriam, 2009). Creswell (2007) explained that generally data analysis consist of preparing and organizing the data, coding, condensing the codes into themes, representing the data, and then presenting the data for further discussion. To explain in detail my data analysis procedures, I utilize Creswell's general data analysis strategies incorporation with Huberman and Miles' systematic approach to data analysis (Creswell, 2007; Huberman and Miles, 1994). As my overall data analysis strategy, I used constant-comparative analysis involving inductive processing in which the research establishes a pattern of codes and then continuously condenses the codes into themes as Creswell (2007) recommended. To explain in detail my data analysis strategy, I begin by explaining how I prepared and organized the data.

Preparing and Organizing the Data

Patton (2002) explained that the process of qualitative analysis begins during the data collection process. Prior to entering the field, I collected *Multilingue* policy information from the

Internet that I analyzed to provide background information about the plan. Specifically, I reviewed information gathered from documents obtained from the Ministry and Foundation's websites. When I entered the field, I continued the process of analysis by reviewing all of my interviews, observations, and documents collected during my data collection process.

Specifically, during and after each interview, I reviewed my interview notes written down on the right side of my field notebook. Then, on the left side of my interview notebook, I wrote down observational comments, memos, as well as emerging issues and themes. I wrote in different color pens to differentiate among interview notes, observational comments, and emerging issues and themes to make it useful when I was reviewing all my data. For an example, refer to Appendix F for a sample of interview notes and coding from my field notebook. Huberman and Miles (1994) suggested that writing margin notes within the field notes provide an opportunity for reflection. After an observation, I also reviewed my observation notes written down on the right side of my field notebook. Then I wrote down further observational comments, memos, emerging issues and themes on the left hand side of my notebook. I also color-coded my observation notes, memos, as well as any emerging issues and themes (see Appendix F). For interviews that were audio recorded, I listened to the recording, transcribed the interview in a Word document, compared the transcribed interview with my notes within my field notebook, and then wrote down and color-coded emerging issues and themes.

When I reviewed my interviews and observations within the field, I was moving back and forth between the data types to ensure that my research questions had been answered and getting prepared for subsequent interviews and observations. Upon completing all my interviews and observations, I gathered all information about the case together including interview transcripts, observation notes, memos, documents, and photographs to organize all of the data types. I

organized my data into piles of different data types that included notes from transcripts, observations, documents, and photographs.

Coding

After organizing the data types, I read through my interviews and observations within my field notebook and then made notes in the margin's column left side of my notebook (see Appendix F). I used open coding to form initial codes of a word or phrase that assigned a designation to the data that could potentially answer the research questions (Merriam, 1998; 2009). Most of the initial codes came from the participants or documents' exact wording, which Creswell (2007) referred to as in vivo codes. For instance, *tourism* was referenced by many participants as one of the reasons for implementing Costa Rica's national foreign language plan. As such, I wrote down *tourism* in the margin column to form as an initial code. I also assigned acronyms to each code. For *tourism*, I assigned the acronym, TR. Assigning codes to data is the beginning process of constructing categories or themes as explained by Merriam (2009). In Appendix G, I provide a sample typed reproduction of my interview notes shown in their original form of my field notes as noted in Appendix F.

In addition to open coding, I engaged in constant comparative analysis by comparing the interviews from different groups of participants, observations from different sites, and documents from different organizations. For instance, I compared data in the interviews from the school administrators, teachers, the government's Ministry of Public Education, the non-governmental Foundation, and corporations in order complete the holistic picture of *Costa Rica Multilingue*. I also triangulated the data to compare the data sources from different perspectives and across data sets. Additionally, I compared all data to be sure I had rich information that would present a descriptive case of Costa Rica's national foreign language program. For

instance, when the participants explained how knowing English would provide Costa Ricans with jobs, I open coded such explanation with the code, *jobs* (JB on Table 4). Then I compared the code, *jobs* (JB), across all the participants' interviews and other data sets. In doing so, I tabulated the codes to note the frequency or number of occurrences of each code among all of the interviews and other data sources (see Appendix H). As noted on Appendix H, I checked off on a sheet of paper the number of incidences that a code appeared in the data sets. For instance, I checked off the number of incidences that the code *jobs* was mentioned in the interviews, the Ministry of Public Education and Foundation's websites, Ministry of Public Education's primary and secondary education syllabus, corporate websites, Peace Corps publication for volunteers, Costa Rican newspapers, the official *Costa Rica Multilingue* document in *La Gaceta*, and the CINDE organizational overview. As a result, I tabulated twenty-nine incidences that *jobs* was mentioned throughout the data sets. I continued to tabulate the frequencies for each code by checking off the instances that a code was mentioned across the data sets (see Appendix H). In the end, I produced a raw tabulation of occurrences for each code as noted on Appendix H.

Condensing the Codes into Themes

After coding all the data, I reviewed all my codes several times and made a master list of the thirty-nine codes that came from my data shown in Table 4. The master list became an outline reflecting the recurring pattern of codes. Huberman and Miles (1994) argued that listing the frequency of codes is one strategy to condense the codes into themes and sub-themes. Therefore, on the master list, I listed the frequency of codes in sequential order from the most frequently noted, *communication*, which was noted fifty-five incidences, to the least frequently noted, *power*, which was noted two incidences.

Table 4

Master List of Codes

Code	Occurrences
Communication (COM)	54
Culture (CUL)	41
Connections (CNN)	34
Commerce (CMM)	32
Competitiveness (CMP)	30
United States (US)	29
Jobs (JB)	29
Opportunities (OP)	29
Time (TI)	29
Teacher Training (TRN)	28
Support (SUP)	28
Interested (IN)	27
Collaborations (CLL)	26
Lack of Resources (RES)	25
Relationships (REL)	25
Oral Communication (OC)	22
International Companies (CO)	22
Tourism (TR)	20
Intercultural (CNT)	20
Pop Culture (POP)	19
Create Language (CE)	18
Universal Language (UL)	18
Private and Public School Differences (PvP)	17
Urban and Rural School Difference (URD)	16
Comprehensive (COMPRES)	15
Parents (PRTS)	15
Skills (SK)	13
Interacting (INT)	13
Internet (IT)	12
Technology (TE)	12
Teacher Evaluation (EVAL)	11
Investment (INV)	11
Tests (TT)	10
Competence (CMPET)	10
Conflict (CN)	8
Prepared (PR)	8
English as a Tool (TL)	6
Development (DEV)	3
Power (PWR)	2

In order to collapse the codes into themes, I utilized the master list of codes to identify the major themes, based on their frequency of occurrence in the raw data as an indication of the prevalence of the particular issue or concept. Creswell (2007) suggested for researchers to narrow codes down to five or six themes. In applying such a suggestion, I reviewed the master list and data sets again, and I noticed that the top five most frequently found codes related to the other codes. Specifically, the most frequently found codes were *communication*, *culture*, *connections*, *commerce*, and *competitiveness*, which also embodied some aspect of the other thirty-four codes and so I designated these as my five themes. Merriam (2009) suggested that the themes need to encompass all the relevant data. Following such a suggestion, I found that after reviewing all my data sets again that the remaining thirty-four codes each related to one of the major themes. For instance, when I reviewed the data that I coded for *jobs*, it related to theme of *commerce*. Specifically, data from interviews and documents mentioned how knowing English would allow Costa Ricans to get jobs, which would contribute to more *commerce* throughout Costa Rica. I also noticed from the data that the theme *commerce* related to the codes of *international companies*, *tourism*, *investment*, and *development*. As a result, the theme of *commerce* related to the codes of *jobs*, *international companies*, *tourism*, *investment*, and *development*. I then proceeded to group the remaining codes under one of the major themes by reviewing all the data sets. Notably, there was not any crossover between the codes. Table 5 shows how the codes were placed under one of the themes.

Table 5

Themes with Related Codes

<u>Theme and Related Codes</u>	
Communication Theme:	
<u>Related Codes:</u>	<u>Occurrence:</u>
Oral Communication	22
Create Language	18
Universal Language	18
Interacting	13
Technology	12
Internet	12
English as a Tool	6
Culture Theme:	
<u>Related Codes:</u>	<u>Occurrence:</u>
United States	29
Support	28
Intercultural	20
Pop Culture	19
Parents	15
Tests	10
Connections Theme:	
<u>Related Codes:</u>	<u>Occurrence:</u>
Collaborations	26
Relationships	25
Conflict	8
Power	2
Commerce Theme:	
<u>Related Codes:</u>	<u>Occurrence:</u>
Jobs	29
International Companies	22
Tourism	20
Investment	11
Development	3
Competitiveness Theme:	
<u>Related Codes:</u>	<u>Occurrence:</u>
Opportunities	29
Time	29
Teacher Training	28
Interested	27
Lack of Resources	25

Private and Public School Differences	17
Urban and Rural School Differences	16
Comprehensive	15
Skills	13
Competence	10
Teacher Evaluation	11
Prepared	08

From further data analysis, I noticed that within the themes of *communication* and *competitiveness* the specific codes seemed to fall logically into some sub-themes. For instance, the codes that related to the theme *communication* were *oral communication*, *create language*, *universal language*, *interacting*, *technology*, *Internet*, and *English as a tool*. Through constant comparative analysis, the data revealed that the *communication* theme embodied the following three subthemes: *communicative learning resources*, *communicative learning methods*, and *English as a universal language*. Through further analysis, the codes for the *communication* theme fell within the three subthemes. Specifically, the subtheme of *communication learning resources* embodied the codes of *technology* and *Internet* as those codes were noted in the data sets as important learning resources to learn to communicate in English. The subtheme of *communicative learning methods* embodied the codes of *oral communication*, *interacting*, and *create language* as those codes were noted in the data sets as important learning methods to learn how to communicate in English. The subtheme of *English as universal language* embodied the codes of *English as a tool* and *universal language* as those codes were noted in the data sets as reasons for teaching English through *Multilingue*. Figure 13 shows the themes, subthemes, and related codes within each.

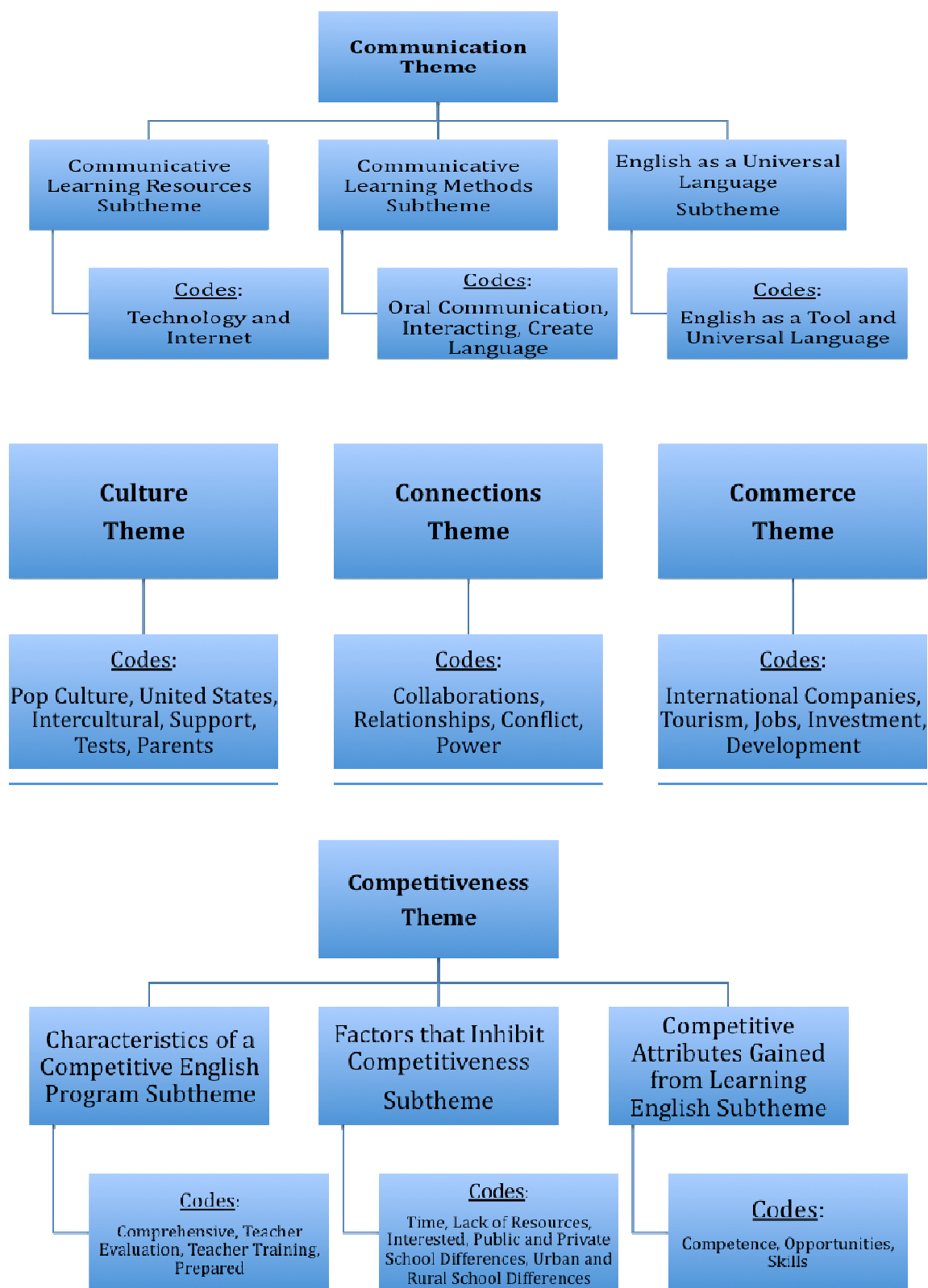


Figure 13. Graphic Representation of Related Themes, Subthemes, and Codes

Representing the Data

Creswell (2007) mentioned that one of the final phases of data analysis is in representing the data in a figure form, which is sometimes refer to as data display. As such, I created a graphic representation of my findings, which are displayed in Chapter Four for each of the thematic findings. The images demonstrate my initial codes from multiple sources that were then narrowed down into five themes to answer my research questions. Huberman and Miles (1994) explained that displaying the data allows the researcher to make contrasts and comparisons, which relates back to my objective of utilizing a constant-comparative approach to analyze the data. Table 4 and 5, Figure 13, as well as Appendix F, G, H, and I are also forms of data display in my study.

I also made sure I was answering the research questions not only through the established themes, but also by summarizing the findings from the data sets. Huberman and Miles (1994) argued for researchers to summarize the field notes on a separate summary sheet. In order to describe the case, I utilized that aforementioned approach to answer the research questions by comparing the findings from different data sets. In summarizing the findings on a summary sheet, I was able to view the similarities and differences among findings from the interviews, observations, documents, and photographs. Appendix I provides an example of how I organized the data sets for all research questions and noted the themes that related to the data. My objective in creating the Appendix I was to present another representation of how I constantly compared the data from descriptive words and phrases, to codes, and eventually to emerging themes.

Generating Findings

As previously described, I constructed themes and subthemes with the codes that encapsulated the data from all sets, especially from the data in the interviews, observations, and

documents, but also from all data sets and insights such as photographs and observations. In essence, each of the five themes contained the findings, which also provided answers to the five research questions. For instance, the theme *culture* related to the codes of *pop culture*, *United States*, *intercultural*, *support*, *tests*, and *parents*, which provided answers to the five research questions. Specifically, for the first research question of understanding the contextual factors that contributed to *Multilingue*, the data revealed that *pop culture* and the *United States' culture* were major contributing factors to the implementation of the policy. For the second research question about the features of the national plan, the data revealed that *intercultural understanding* was major focus within the MEP's syllabus. For the third research question about roles of stakeholders, the *culture of support* was evident in some of the stakeholders' associations. For the fourth research question, the *culture of tests* was a major implementation issue. Lastly, the perspectives of the participants explained that *parents* greatly influence the culture of students in whether they learn English. The aforementioned was just one example of how each theme related to specific codes and generated the findings or answers to my research questions. I will provide more detail of the findings within Chapter Four and Five.

After organizing, coding, and condensing the codes into themes, the process of data analysis reaches the end when no new insights transpire, which means the process has reached saturation (Merriam, 2009). In using the constant comparative approach, I attempted to saturate the codes by continuously reviewing all my data sets until I obtained no new information or I realized that no additional understanding transpired. Through such saturation, I was able to feel confident that I had extracted from the raw data as much insight and understanding as I could. From my findings, there were no leftover bits of data as each of the codes in my findings related to one of the five major themes. Even some codes that only had a small number of occurrences

were included in the sets of findings under the themes. However, there were some gaps in the data and limitations.

Gaps in the Data and Limitations

My research study was to examine the features and implementation issues of Costa Rica's national foreign language program from multiple perspectives. Although I interviewed and observed multiple stakeholders, I only had access to observe English teachers in a two Costa Rica provinces. Although Costa Rica has seven provinces, my sites were located in two provinces, San Jose and Heredia. Since my participants were selected by purposeful and snowball sampling, most of my participants worked and lived in the San Jose and Heredia provinces. As such, I did not gain the perspectives of stakeholders from other Costa Rican provinces. However, I did arrive at saturation with the data that I collected, which means I did not need to find new information to understand the features and implementation issues of *Costa Rica Multilingue* (Creswell, 2007) as represented in the data I obtained.

During my reconnaissance trip, I visited schools in the Montverde community where tourism is heavily prevalent. Montverde is located in the Alajuela province. For my research study, I did not have an opportunity to visit schools in the Guanacaste or Limon provinces where tourism is the major industry for the local communities. Even though I collected data that indicated that tourism is a major reason for implementing the program, it would have been interesting for comparative purposes to visit schools in provinces where tourism is the major source of income for the local community. In doing so, I would have observed whether or not students spoke English outside of the classroom since English tourists would be prevalent in their communities. Additionally, parents in high tourist areas might have been more interested in

helping students learn English since it would have been obvious to the entire community the direct financial benefit of being bilingual.

In my research study, I strived to interview and observe as many stakeholders as possible as previously mentioned. However, there are still some stakeholders that I did not seek IRB permission due to being a vulnerable population. I decided to not interview students because I felt that students were not necessarily involved in the implementation of the program, but more a participant of the program. Nevertheless, students are involved in the program and it might have been interesting in future research to learn about the students' perspectives. Furthermore, parents' perspectives are not part of the study, which presented a gap in the data from the local communities' perspective. To supersede such a gap, I gathered from my interviews that most of the stakeholders were parents so parental perspectives were indirectly present in my findings. Also, I asked research questions to the stakeholders about the parents' perspectives to ensure I was collecting data about the local communities, and I also obtained indirect insights about students and their views on English during my site visits.

Regarding real gaps in my data, I did not lose any participants from my original set. In fact, I was fortunate to add two participants, the Regional Education Advisor and the Peace Corps Manager. If gaps are real, missing pieces of needed data originally desired in the design, I was fortunate not to have any. The study limitations pertain to my only sampling in two of the provinces and in a modest number of sites. However, by building five dimensions or sets of "sites" into my study, I was able to build a strong case.

Timeline and Logistics

My interest in *Costa Rica Multilingue* began after I completed a reconnaissance trip in February 2011 where I observed how English was a prominent language throughout the country.

Between February 2011 and March 2013, I obtained and analyzed the MEP policies and other literature. After completing another reconnaissance trip to gain letters of support from possible study participants in March 2013 and receiving Institutional Review Board (IRB) approval in April 2013, I traveled to Costa Rica to begin my fieldwork in June 2013. The specific dates of my research study's fieldwork timeline are listed under Table 6, which shows the condensed period of field data collection that followed a longer period of pre-fieldwork activity in the study overall.

Table 6

Timeline of fieldwork in 2013

<u>Date</u>	<u>Fieldwork</u>
June 3, 2013	International Hotel (CRS1) <i>Heredia, Costa Rica</i> <ul style="list-style-type: none"> • Interview Human Resources Manager (CRS1-HR)
June 4, 2013	Private School (PS4) <i>Santa Ana, Costa Rica</i> <ul style="list-style-type: none"> • Interview Private School Administrator, English Coordinator, and English Teacher (PS4-A; PS4-EC; PS4-T) • Observe Private School Setting (PS4) • Observe Third Grade English Instruction at Private School (PS4)
June 5, 2013	Urban Public Primary School (UPPS5) <i>Sabana Sur, San Jose, Costa Rica</i> <ul style="list-style-type: none"> • Interview Public School Administrator and English Teacher (UPPS5-A; UPPS5-T) • Observe Public Primary School Setting (UPPS5) • Observe Cycle I English Instruction at UPPS5
June 6, 2013	Urban Public Primary School (UPPS6) <i>Tibas, San Jose, Costa Rica</i> <ul style="list-style-type: none"> • Interview Public School Administrator and English Teacher (UPPS6-A; UPPS6-T) • Observe Public Primary School Setting (UPPS6) • Observe Cycle I and Cycle II English Instruction at UPPS6
June 7, 2013	Ministry of Public Education (MEP Site) <i>San Jose, Costa Rica</i> <ul style="list-style-type: none"> • Interview MEP's National English Advisor (MEP-A) • Observe Suburban Public Primary School Setting and English Instruction • Observe Suburban Secondary School Setting and English Instruction
June 10, 2013	Rural Public Primary and Secondary Schools (RPPS9 and RPSS10) <i>San Carlos, Costa Rica</i> <ul style="list-style-type: none"> • Interview Rural Public Primary School English Teacher (RPPS9-T) • Interview Rural Public Secondary School English Teacher (RPSS10-T) Peace Corps Volunteer Management (PCV Site) <i>San Marcos, Costa Rica</i> <ul style="list-style-type: none"> • Interview Peace Corps Volunteer Manager (PCV-M)

Regional Education Advisory (REA Site)*San Marcos, Costa Rica*

- Interview Regional Education Advisor (REA-A)

June 11, 2013 **Costa Rica Multilingue Foundation (CRMF Site)***San Jose, Costa Rica*

- Interview Costa Rica Multilingue Foundation's Executive Director (CRMF-D)

June 11, 2013 **Technology Corporation Site (CRS2)***Belen, San Jose, Costa Rica*

- Interview Human Resource Director (CRS2-HR)

Follow-up Interview at:

- Urban Public Primary School (UPPS5)

June 12, 2013 **Technology Corporation Site (CRS3)***Heredia, Costa Rica*

- Interview Corporate Affairs Director (CRS3-CP)

Follow-up Interview at:

- Interview at Private School (PS4)

June 13, 2013 **Follow-up Interview at:**

- MEP (MEP Site)
- Urban Public Primary School (UPPS6)

June 14, 2013 **Follow-up Interview at:**

- International Hotel (CRS1-HR)

I stayed in San Jose, Costa Rica at a hotel for the entire time I was conducting my research. My routine included hiring a taxi as most of the sites were located anywhere from five miles to over a hundred miles away. The taxi cost was based on the distance I traveled so each of the trip's cost varied. Since my time in the field was limited, I had to maximize my time at each site and with each participant. Additionally, I knew I had to also be flexible with my schedule in case a participant needed to reschedule. The only interview appointment that needed to be rescheduled occurred with one of the corporations, but I was able to reschedule the interview for

the following week. Overall, all planned interviews occurred on time and I even had an opportunity to have follow-up interviews to ensure data saturation.

Although, I knew some basic Spanish words and common phrases, I was initially worried that I would have difficulty communicating with local Costa Ricans. However, even my taxi driver was moderately conversational in English so I did not have any difficulty with communicating about logistical matters. Furthermore, when walking downtown in San Jose, I was able to communicate with local Costa Ricans through a hybrid of English and Spanish words and phrases. With regard to needing an interpreter for my interviews, most of the participants knew English fluently. The school administrators were the only individuals I needed to assist with interpreting and the English school teachers served in that capacity. As a result, I did not hire an interpreter.

After I spent the day in the field, I returned back to my hotel at night to read over my interview notes, observations comments, review documents, and look at photographs. I also spent time on initial analysis to compare the data sources and to begin open coding. While in the field, I also performed member checks with the participants and set-up additional meetings to ask follow-up questions. When I returned from the field to the United States, I emailed participants to thank them for their participation, performed further member checks, and asked other follow-up questions.

The value of having two reconnaissance trips to Costa Rica provided me with initial exposure to Costa Rica's contextual factors that influenced the country to implement a national English plan as well as inspired me to conduct research on *Costa Rica Multilingue*. The first reconnaissance trip exposed me to schools in San Luis and Santa Elena area, which presented the teaching realities that occur in a rural school setting. Both trips also exposed me to the reality

that English is a prominent language spoken throughout Costa Rica, and how eco-tourism is a major industry that contributes to Costa Rica's economy and culture. As such, both trips provided me with some background information on Costa Rica's contextual factors that contributed to *Costa Rica Multilingue*. Being exposed to such realities inspired me to research *Costa Rica Multilingue* prior to entering the field, which subsequently provided me with key policy data before I began my fieldwork. Additionally, the second reconnaissance trip allowed me to get my bearings and plan properly for my fieldwork. Overall, the two reconnaissance trips provided me with the background information and logistical orientation to have a successful data collection experience within the field.

In Chapter Three I explained the research design and methodology utilized in my qualitative case study to answer my research questions. In doing so, I collected data that enabled me to construct the case containing my findings. Thus, in Chapter Four, I describe the sites and participants in the case of *Costa Rica Multilingue*.

CHAPTER 4

SITES IN THE CASE OF *COSTA RICA MULTILINGUE*

In this chapter, I describe the research sites and participants in my case study by providing an overview of each site and participants. In describing each site, I also indirectly answer my research questions from the data collected in interviews, observations, documents, and photographs. Also, I explain the participants from the three dimension levels that include the macro level perspectives that include the Ministry of Public Education, the Costa Rica Multilingue Foundation, technology and tourism corporations, and Peace Corps; the meso level perspective of the Regional Education Advisor; and the micro level perspectives from the school administrators and teachers in local public and private schools.

Description of the Sites and Participants

In order to develop a comprehensive description of the case, I visited several research sites and interviewed key participants that were involved as stakeholders in the National Plan for English. As a result, I present an overview of the research sites and participants involved in the implementation of *Costa Rica Multilingue*. The data on the research sites and participants addressed my research questions two, three, and four about the features of the *Multilingue*, the stakeholders' role and perspective, as well as implementation issues. In describing the sites and participants, I also illustrate the macro-meso-micro levels explaining how the stakeholders are involved in the National Plan.

Macro-Level

Ministry of Public Education (MEP Site). In order to gain macro-level perspectives for my case, I interviewed the National English Advisor of Costa Rica's Ministry of Public Education (MEP) to understand a governmental stakeholder's role and perspective in the teaching of the National Plan for English. In interviewing a National English Advisor, I asked questions regarding the contextual factors that lead to the creation of the national English syllabus, features and objectives of the program, the Ministry's relationship with other stakeholders, and the Ministry's overall perspective of the benefits and challenges of implementing the program, which I discuss later in the chapter. The Ministry of Public Education is located in the center of San Jose, Costa Rica, in the Edificio Raventos building (see Figure 14).



Figure 14. Costa Rica Ministry of Public Education's Office Building, San Jose, CR (MEP Site)

Costa Rica's Ministry of Public Education (MEP) is the governing body for the country's education system with the mission of providing quality education to all Costa Ricans in order to promote "human development and human capacity to live and integrate in a global society, based

on ingenuity, knowledge, and skills,” (MEP, Mission and Vision, 2013f). The MEP is delegated by Costa Rica’s General Law of Education No° 2298 to administer the Costa Rican educational system through the pre-school, primary, middle, and high school levels (MEP, 2004). The 2010-2014 ten strategic goals are noted on the MEP’s official website and express the vision and actions of the MEP. Strategic Goal three mentions developing students “optimal skills for the world of work, including the handling of other languages,” (MEP, Strategic Guidelines 2010-2014, 2013e). Due to the MEP having a goal of developing students’ foreign language competency, especially in English, my study involved interviewing the National English Advisor who advises the country’s administrators and teachers on English curriculum.

The National English Advisor’s office is located in the curriculum development department. The Advisor focuses mainly on cycle I and II English education, and her duties include “being in charge of designing the nation-wide projects for English instruction and creating the nation-wide English syllabus,” (MEP-A, Interview, June 7, 2013). The Advisor explained that she is in charge of twenty-seven regions in Costa Rica, and each region has a Regional Education Advisor (REA) with whom she works with to present “workshops related to different techniques and evaluations,” (MEP-A, Interview, June 7, 2013). I anticipated the National English Advisor to have a large office area, but in reality, the Advisor had a cubicle, bookshelf, and round table used for meetings. The National English Advisor granted me permission to take a photograph of her in her office (see Figure 15).

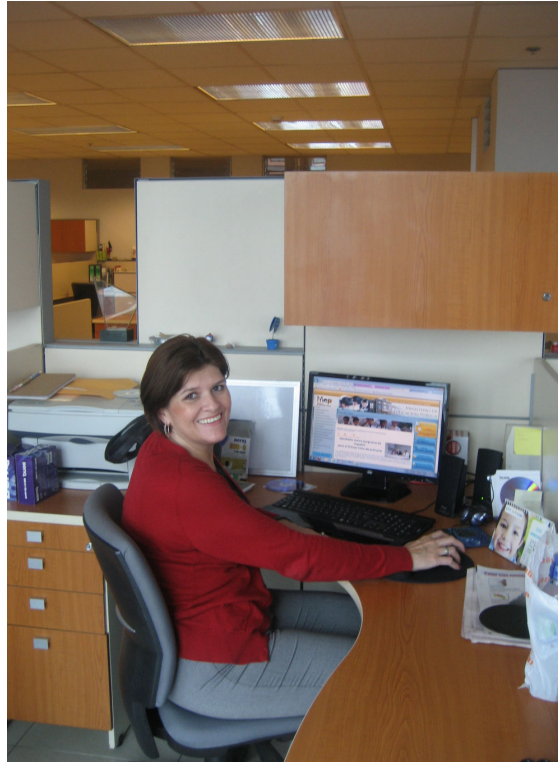


Figure 15. MEP National English Advisor's Office

During the interview, the National English Advisor said she had a bachelor's degree in teaching English and curriculum design from the University of Costa Rica. Also, the Advisor had twelve years of experience teaching primary and secondary English, worked as a REA for five years, and has been a National English Advisor for five years. Since the implementation of *Costa Rica Multilingue*, the Advisor explained she has worked with international specialists from the United States, Chile, and Philippines to "get some more English methodology ideas," (MEP-A, Interview, June 7, 2013). However, the Advisor was adamant that the MEP created the country's English syllabus for the teaching of English in public school. The Advisor provided me with a copy of the electronic version of English syllabus for preschool through high school. As noted in the MEP's English Cycle I, II, III, and Diversified Education Syllabi documents, the syllabi are designed around cognitive targets for grade level with topics that build upon each other (MEP, 2013a, b, c, d). For each grade level, the Syllabus document explains how the curriculum

progresses in skill level throughout each grade level and the cross-curricular themes that should be taught along with the skill (MEP, 2013a). For instance, the theme of socializing is taught in primary school in which students learn English greetings and that skill level progresses in difficulty throughout each grade (MEP, 2013a). The Advisor also presented me with an updated CD with learning materials that English teachers could use to teach English in their classroom. In analyzing the CD, the resources included teaching aids, materials, and articles on English teaching techniques. The Advisor explained that the CD resources came from the United States Embassy and the Internet. Thus, the major stakeholders that the Advisor continues to collaborate with even after designing and implementing the National Plan include the United States Embassy, Peace Corps, World Teach, public Costa Rican universities, and Regional Education Advisors. The Advisor also clarified the difference between *Costa Rica Multilingue* and the Costa Rica Multilingue Foundation by explaining that “the English national plan is a government idea and another name of the plan is Costa Rica Multilingue, which has several organizations that are part of the national priority, but the Costa Rica Multilingue Foundation is a private foundation.” (MEP-A, Interview, June 7, 2013). I provide detailed description of the MEP’s objectives, features, and the National English Advisor’s roles and responsibilities later in this chapter.

Costa Rica Multilingue Foundation (CRMF Site). The Costa Rica Multilingue Foundation (CRMF) is a nonprofit organization designated by the Presidency of the Republic in 2008 as one of the stakeholder groups that supports the country’s objective of becoming a multilingual country. On the CRMF’s website, the Foundation’s vision is to serve as a “catalyst for universal primary and secondary education that allows young people to obtain advanced knowledge of English and ensure the development of professional skills,” (CRMF Vision for

2018, 2013b). In order to meet such a vision, the major objectives for the CRMF is to encourage learning of English at every educational level by “improving the quality of language teaching in schools” in order “to improve the country’s competitiveness,” (CRMF Objectives, 2013c). There have been many projects the Foundation has implemented as part of the national plan to establish a country of multilingual citizens at the community, teachers, and students level. As noted on the CRMF JumpStart Blog website, the Foundation currently provides day camps, called JumpStart Camps, for incoming seventh-graders in rural areas to compensate for the lack of primary English teachers in rural areas (CRMF JumpStart, 2013)

At the CRMF Site, I interviewed the Executive Director of Costa Rica Multilingue Foundation to understand from a macro-level the non-governmental, nonprofit perspective of a national plan. Throughout the interview, I asked her the research questions regarding the contextual factors that contributed to *Costa Rica Multilingue*, features and objectives of the program, the Foundation’s relationship with other stakeholders, and the Foundation’s overall perspective of the benefits and challenges of implementing the program, which will be discussed in the findings section.

The Costa Rica Multilingue Foundation is located in Zapote, which is a community within San Jose, Costa Rica. The Foundation has a small office space within the Casa Presidencial, Edificio Langer building where several governmental offices are located (see Figure 16).



Figure 16. Casa Presidencial, Edificio Langer building where the Costa Rica Multilingue Foundation is located, San Jose, CR (CRMF Site)

With the Foundation being nonprofit, the Foundation’s Executive Director explained that “the office and electricity at Casa Presidencial are free” (CRMF-D, Interview, June 11, 2013). The Foundation’s staff consists of the Executive Director, one Peace Corps volunteer working as an office assistant, a curriculum development director, and an intern. The Executive Director’s main duties are to “direct the strategy of the Foundation for public relations and general coordinator of projects,” (CRMF-D, Interview, June 11, 2013). The Executive Director admitted to learning English from a private tutor in high school and then lived in England for nineteen years. As a result of living in England, the Executive Director is fluent in English and she “takes from that experience that learning a language is difficult and helps [her] understand what students are experiencing in learning English,” (CRMF-D, Interview, June 11, 2013). However, the Executive Director has not taught English as a second language in Costa Rican schools.

When I arrived at the Casa Presidencial office, I was required to show my passport to identify myself. Then the guard called the Foundation's office assistant to confirm my appointment with the Executive Director. I was provided directions to the Foundation's office where the Peace Corps volunteer greeted me. As I waited to be seen by the Executive Director, I did peruse the Foundation's flyers and maps displayed throughout the office (see Figure 17). The flyers were written in Spanish and described how an individual could donate to the Foundation (Figure 18). The map in the Executive Director's office was a map that displayed all the JumpStart camps that the Foundation has established (see Figure 19). The JumpStart camps will be explained further when I discussed the plan's features.



Figure 17. Costa Rica Multilingue Foundation's office space



Figure 18. Costa Rica Multilingue Foundation's donation flyers.



Figure 19. Costa Rica Multilingue Foundation JumpStart Camps

From my interview, I gained the sense of pride felt by the entire Foundation's staff in believing they were providing a JumpStart camp to areas that did not have any English teachers. Overall, the Foundation's staff continues to be motivated to bring English education to rural areas where access to English education is limited. Further description of the Foundation's roles and perspective will be discussed in the findings.

Technology Corporation (CRS2 Site). To provide another perspective of *Costa Rica Multilingue*, I interviewed employees of three large corporations located in Costa Rica. The first technology corporation was an international computer technology corporation where I interviewed the human resources director (CRS2-HR). The corporation was located in the Belen, San Jose where a lot of international technical, pharmaceutical, and manufacturing corporations are located. It is noted on the technology corporation's website that the Costa Rica's technology corporation employs over six thousand individuals to work in eight business units including printing, computing, software, and IT services. The website also explains that the company also delivers "high-quality multi-lingual services" that includes "customer operations" for "information technology support," as well as "networking and software support," (http://www8.hp.com/lamerica_nsc_cnt_amer/es/jobsathp/costa-rica/working-at-hp/hp-in-country.html). As noted on the company's *Costa Rica Global Delivery Center Overview* document, the company started operations in 2003. The document mentions the advantages in selecting Costa Rica for one of its Latin American locations includes receiving "Free Trade Zone benefits among best in Latin America" for exporting and investing, "lowest bilingual labor costs in the Americas", and "stable economy with large English speaking population" (Costa Rica's CRS2 Global Delivery Center Overview, 2004). With the technology company employing multilingual Costa Ricans, it was important to interview a human resource manager to understand the international company's perspective of the National English Plan

The Costa Rican technology corporation has four large office buildings that are visible from the Pan-American highway (see Figure 20). Within each of the office buildings, there are six levels and several business systems.



Figure 20. Technology Corporation (CRS2 Site)

I interviewed the human resource manager for the corporation's Costa Rica and Central America operations. The manager explained that the corporation is the second largest employer in Costa Rica (CRS2-HR, Interview, June 11, 2013). The manager explained her duties as "responsible for all human resources duties in Costa Rica and Central America that support the business units throughout the country," (CRS2-HR, Interview, June 11, 2013). The human resource manager learned English in Costa Rica by taking classes at universities. The manager has a bachelor degree in Human Resource Systems from a Costa Rican university and joined the corporation in 2007.

To enter the corporate park, proper identification was required by the front gate's security guard to allow my taxi driver and myself to enter the park. After providing my passport and entering the corporate park, my taxi driver drove me to building three. Once I was dropped off, I walked into building three where a receptionist asked me to show my passport again for identification purposes. The receptionist called for the Human Resources Manager to meet me in

the receptionist area. Upon meeting the Human Resources Manager, we went to the conference room to begin the interview. After the interview, I briefly walked through a customer service area where corporate employees were taking phone calls from customers around the globe. The corporate employees were sitting in cubicles with desktop computers and headpieces for answering phone calls in Spanish and English. I was not allowed to take a photo of the call center. I discuss details of the corporation's role within the National Plan later in the chapter.

Technology Corporation (CRS3 Site). I visited another international computer technology corporation where I interviewed the Director of Corporate Affairs. The second technology corporation is located in Heredia, Costa Rica, where there are also several international technical, pharmaceutical, and manufacturing corporations located nearby. The technology corporation's website states that the company in Costa Rica employs over three thousand individuals. The technology corporation mainly employs individuals in manufacturing and research, which has contributed to the "economic impact on the country...[as] a catalyst for other foreign direct investments," (<http://www.intel.com/content/www/us/en/corporate-responsibility/intel-in-costa-rica.html>). The company argues that by establishing its presence in Costa Rica in 1997, other technology companies were drawn to invest in the country. The technology company is also focused on education by providing financial assistance to schools "to promote twenty-first century skills," by "integrating technology within the classroom," and "donating computers and other digital equipment" to schools (<http://www.intel.com/content/www/us/en/corporate-responsibility/intel-in-costa-rica.html>). With the technology company being focused on education, it was important to interview a corporate affairs manager to understand the international company's perspective of the National English Plan.



Figure 21. Technology Corporation (CRS3 Site)

The corporation has three large office buildings that make up the corporate park (see Figure 21). Within each of the office buildings, there are eighteen different organizations. However, the corporation has three main centers that include “assembly and test center for factory of microprocessors, a global share center for Human Resources and Finance, as well as, an engineer design center that designs electronic circuits and interacts with other developers around the world,” (CRS3-CP, Interview, June 12, 2013).

The corporation began operations in Costa Rica in 1997 because the company “wanted to establish a Latin American assembly plant and Costa Rica had the free trade zone that gave tax incentives for foreign direct investment,” (CRS3-CP, Interview, June 12, 2013). The corporation employs over three thousand employees. Since the corporation’s operations in Costa Rica, the corporation has invested one million USD annually to local education programs. Specifically, the company’s TEACH program has donated computers to twenty schools in local areas (CRS3-CP, Interview, June 12, 2013).

I interviewed the Director of Corporate Affairs for the corporation's Central America operations. The Director explained her duties as "connecting the company with the external world such as with government corporate social responsibility, the MEP, different NGOs, media, and the community," (CRS3-CP, Interview, June 12, 2013). The Director learned English in Costa Rica by taking classes at seventeen years old. The Director has a bachelor degree from a Costa Rican university and joined the corporation in 1997.

When I arrived at the corporation's site, my taxi driver was required to show the guard my passport before entering the gates. When entering the corporate site, I walked to the "CR1 building" where a bilingual receptionist greeted me and asked for my passport in English (Field notes/Observation memo, June 12, 2013). While waiting for the Director of Corporate Affairs, I observed that most of the individuals waiting in the reception area were speaking in Spanish (Field notes/Observation memo, June 12, 2013). Then, the Director met with me in a conference room for almost an hour. Further explanation of the corporation's role within the National Plan will be discussed in the findings.

International Hotel Corporation (CRS1 Site). I also interviewed a human resource manager of an international hotel chain that is located in Heredia, Costa Rica. The hotel is located in an international business district where technical and manufacturing corporations are found and the airport is only miles away (see Figure 22). Thus, the international hotel has mainly international guests who stay there. Due to the international clientele, it is necessary for the hotel to hire bilingual staff. On the international hotel corporation's website, it mentions having the amenities that make it "perfect for an ideal Costa Rica vacation" or has "flexible meeting facilities [for] business travelers," (<http://www.marriott.com/hotels/travel/sjocr-costa-rica-marriott-hotel-san-jose/>). With around three hundred guest rooms and over 11,350 square feet of

meeting facilities, the hotel's website explains that it is hotel that caters to international visitors and business travelers with its close proximity to international corporate parks and tourist destinations (<http://www.marriott.com/hotels/travel/sjocr-costa-rica-marriott-hotel-san-jose/>).

The hotel is a resort style hotel that has conference rooms, spa, three restaurants, gift shop, and a tourism office. The tourism office includes a bilingual salesman that offers ecotourism trips throughout Costa Rica. The hotel staff that most notably knows English includes the “accounting, human resource, guest services, administration, sales, events, and banquets,” (CRS1-HR, Interview, June 3, 2013). Most of the international guests are either traveling for business or tourism. If the guest does not speak Spanish, then typically the guest will use English.



Figure 22. International Hotel Corporation (CRS1 Site)

The hotel began operations in Costa Rica on August 16th, 1996 because “Costa Rica is a travel destination with national parks, wildlife refugees, rain forests, beaches, which means the country has powerful assets to sale,” (CRS1-HR, Interview, June 3, 2013). The human resource

manager believes fifty percent of the guests are business related and fifty percent are tourists. Since the corporation's operations in Costa Rica, the corporation has had difficulty finding fluent English applicants, but eighty-percent of its staff has basic knowledge of English (CRS1-HR, Interview, June 12, 2013).

I interviewed the hotel's Human Resources Manager who explained her duties as "hiring, payroll, training new hires, and knowing Costa Rica law and policies for hiring," (Interview notes, June 3, 2013). The Manager started learning English in high school, but continue to take English classes to improve her linguistic skills. The Manager has a bachelor degree from a Costa Rican university and joined the corporation in 2000.

When my taxi arrived at the hotel, I was required to show proper identification to the security guard. After my taxi driver presented my ID to the security gate, the taxi was permitted to enter the hotel's property. Once I was dropped off by the taxi, I went to the front desks where the customer service agents spoke fluent English. While waiting for the Human Resources Manager, I observed that most of the individuals waiting in the lobby area were speaking in English (Field notes/Observation memo, June 3, 2013). The Manager met with me outside of the conference area. She explained that there were several conferences she was assisting with and needed to return to the conference area after our interview. When I interviewed the Human Resources Manager, I asked questions regarding the economic context that might have contributed to the need of Costa Rica becoming a bilingual country and the overall benefits of being a Costa Rican who speaks Spanish and English, which I discuss in the findings later in this chapter.

Peace Corps (PCV Site). Although I did not originally anticipate interviewing a Peace Corps Volunteer Manager, after speaking with several stakeholders about how Peace Corps has

played a significant role in English education throughout Costa Rica, I made an effort to interview a Volunteer Manager. Specifically, I interviewed a Peace Corps Volunteer Manager who administers training to Peace Corps volunteers in the San Marcos area of Costa Rica. The Peace Corps Volunteer Manager lives in San Marcos and works with the MEP and Foundation to provide training to the Peace Corps volunteers who will be working with Costa Rican English teachers.

As noted on the Peace Corps website, the Peace Corps began operations in Costa Rica in 1963 and has remained prominent since then by teaching rural Costa Rican communities English. To date, the Peace Corps organization have had more than 3,445 volunteers in Costa Rica and currently the Peace Corps have 136 volunteers serving in programs that focus on youth development, community economic development, business, and English education throughout Costa Rica (Peace Corps, 2013a). The Peace Corps Volunteer Manager started learning English in college, traveled to Missouri to get his Masters, then came back to Costa Rica to teach English. Overall, the Volunteer Manager has worked for Peace Corps for twenty years, and his duties include “teaching Peace Corps volunteers how to teach English grammar, reading, writing, and cultural differences within Costa Rica so they are ready for that cultural exchange,” (PCV-M, Interview, June 10, 2013).

I interviewed the Peace Corps Volunteer Manager at a coffee shop in San Marcos after he had a training session with new Peace Corps volunteer. He mentioned in the interview that the Peace Corps volunteers currently serving in San Marcos are recent U.S. college graduates who are fluent in Spanish (PCV-M, Interview, June 10, 2013). In interviewing the Peace Corps Volunteer Manager, I gained a sense of the contextual factors that contributed to *Multilingue*’s implementation as well as the Peace Corps’ contributing role to the Plan. Additionally, the Peace

Corps Volunteer Manager provided insight into the implementation issues from a rural perspective and the micro level teaching realities, which I discuss later in the findings section.

Meso-Level

Regional Education Agency (REA Site). Although I did not originally anticipate interviewing a Regional Education Advisor for English (REA), after speaking with the MEP's National English Advisor, she explained the importance of Regional Education Advisors play to the overall mission of the MEP (MEP-A, Interview, June 7, 2013). Specifically, the National English Advisor provides English training materials to the Regional Education Advisors for English to hold professional development for English teachers throughout a region (MEP-A, Interview, June 7, 2013). In order to understand the National Plan for English from a meso level, I made an effort to interview a Regional Education Advisor for English in a rural community area of Costa Rica. The MEP has twenty-seven Regional Education Agencies that provide provincial administration to schools in a localized region (MEP, 2004). Within those Regional Education Agencies, there are Regional Education Advisors for English who provide training sessions on pedagogy techniques and training resources from the MEP to English teachers (REA-A, Interview, June 10, 2013). I interviewed a Regional Education Advisor who works with teachers in San Marcos and San Carlos area of Costa Rica, which represented the meso level in my study.

The Regional Education Advisor explained that he learned English in high school, but also took extra classes while getting his English teaching degree in Costa Rica. Afterwards, he taught English for several years in Costa Rican schools and then became a REA in 2009. Overall, the Regional Education Advisor's duties include "observing teachers, modeling lessons, and training teachers to showing what can improve on," (REA-A, Interview, June 10, 2013). Thus,

the REAs work at the meso-level of the National Plan for English because REAs provide the local school teachers resources from the MEP such as the CD that was complete with learning activities and teaching methodology articles. In Costa Rica, there are twenty-seven Regional Education Advisors, but I gathered from interviewing teachers that some REAs are more active in providing resources to the teachers than others (REA-A, Interview, June 10, 2013).

I also interviewed the Regional Education Advisor at a coffee shop in San Marcos after interviewing the Peace Corps Volunteer Manager. The Peace Corps Volunteer Manager and Regional Education Advisor collaborate with one another by assigning Peace Corps volunteers to work with Costa Rican teachers. Specifically, the Regional Education Advisor assigns Peace Corps volunteers to work with primary and secondary English teachers who work in rural schools throughout the region of San Marcos. By doing so, the English teachers are afforded another resource for lesson planning and designing interactive learning activities (Field notes/Observation memo, June 10, 2013). The REA and Peace Corps Volunteer Manager gave me permission to take their photograph (see Figure 23).



Figure 23. Peace Corps Volunteer Manager and Regional Education Advisor Picture

In interviewing the REA, I gained a sense of the contextual factors that contributed to *Multilingue*'s implementation, the REA's contributing role to the Plan at the meso-level, and the implementation issues from a rural perspective and the micro level teaching realities, which will be discussed in the findings section.

Micro-Level

Urban Public Primary School (UPPS5 Site). In order to understand the features and implementation issues of Costa Rica's national plan for English education from a micro-level, I interviewed school administrators, as well as interviewed and observed English teachers at public schools throughout Costa Rica. At the urban public primary school site (UPPS5), I interviewed one school administrator and a primary school English teacher. By interviewing the school's assistant principal and English teacher, I asked questions regarding the school's history for teaching English, features and objectives of the school's English program, the schools relationship with the Ministry, and the schools' overall perspective of the benefits and challenges of teaching English to Costa Rican students, which will be discussed in the findings.

The public school is located in the Sabana Sur, which is an area of San Jose, Costa Rica. This inner city school is located on a major intersection of a four-lane street. There is a medical training college beside the school, which means there is a lot of traffic on the street (see Figure 24). Parents are seen walking the students to school, or a public city bus drops off the students.



Figure 24. Urban Public Primary School Exterior (UPPS5 Site)

The school does not have an outdoor recreational area for physical education, but instead an inner courtyard for students to play (see Figure 25 and 26). The school serves grades one through six, but the school day is split between cycles. Cycle I and II alternate between students attending in the mornings from 7am to 12:10pm or afternoons from 12:20pm to 5:25pm. There are over three hundred students that attend the school. Additionally, there is a cafeteria where most students eat the free lunch. The staff and students all wear school uniforms (Field notes/Observation at UPPS5, June 5, 2013).



Figure 25. Outside Courtyard at Urban Public Primary School (UPPS5 Site)



Figure 26. Inside Hallway in Urban Public Primary School (UPPS5 Site)

Administratively, the staff includes one principal and assistant principal. There are also two office assistants that work with the administration and one gentleman who serves as a

security guard. There are two teachers per grade level in the primary school. English is taught as a push-in class, which means the English teacher rotates to different classrooms for instruction. There is a cycle I English teacher and a cycle II English teacher, and English is taught forty-five minutes per day (Field notes/Observation at UPPS5, June 5, 2013). I took a picture of one of the cycle I's daily teaching schedule to analyze how often English was taught in the school (see Figure 27). As noted on the teaching schedule, English is taught every day for forty-five minutes (Field notes/Observation at UPPS5, June 5, 2013).

	Lunes	Martes	Miércoles	Jueves	Viernes
1	Español	Español	Matemática	Matemática	Español
2	Español	Español	Matemática	Inglés	Inglés
3	Recreo	Recreo	Recreo	Recreo	Recreo
4	Inglés	Inglés	Español	Matemática	ESTUDIOS
5	Matemática	ESTUDIOS	Español	Ciencias	ESTUDIOS
6	Recreo	Recreo	Recreo	Recreo	Recreo
7	Matemática	Religión	Física	Ciencias	Computo
8	Ciencias	Religión	Física	Español	Computo
9	Recreo	Recreo	Recreo	Recreo	Recreo
10	Ciencias	ESTUDIOS	Inglés	Español	Matemática

Figure 27. Teaching Schedule at Urban Public Primary School (UPPS5 Site)

The participants I interviewed were the assistant principal and the cycle I English teacher. The school's principal had been out of school due to a major surgery so the principal was not available. However, I interviewed the assistant principal in her office, which consisted of a desk and filing cabinets for curriculum materials. The assistant principal did not speak any English so

the English teacher was my interpreter. The assistant principal explained that her duties included assisting the school's principal by making sure the teachers are following the MEP program (UPPS5-A, Interview, June 5, 2013). The assistant principal has a Bachelors degree from a Costa Rican university and taught for several years prior before becoming an assistant principal.

The English teacher that I interviewed explained her role as "teaching English every class period with the MEP's plan as a guideline, but adapting it to the children," (UPPS5-T, Interview, June 4, 2013). The teacher learned English in high school and then majored in English Education in college, which she then received her Bachelors in English Teaching and a Licenciatura. The Licenciatura is a degree in between the Bachelors and Masters that teachers receive in order to get tenure at the school. The English teacher has taught at this school for ten years. The classrooms the English teacher uses are general education classrooms that have Spanish posters displayed throughout the room, a bulletin board with the class schedule, a chalkboard, hooks for book bags, as well as a teacher and student desks. The English teaches a total of 165 students throughout the day, which means there are around twenty students per classroom. There is electricity throughout the school, but most teachers do not turn on the ceiling's lights as there is no air conditioning. Instead, the windows provide enough light to come through the barred windows (see Figure 28).



Figure 28. Classroom at Urban Public Primary School (UPPS5 Site)

The basic routines of the English teacher consists of preparing for seven periods of English classes for grades one, two, and three. During my observations, each class period began with the English teacher saying “Good Morning, how are you, today?” and the class answered “good morning teacher, very well, and you?,” which the teacher responded “very well” and began instruction. Each of the class periods consisted of the teacher reviewing what was taught during last English class, reviewing basic English vocabulary, teaching the new English vocabulary, and then the students completing an activity. Each class completed a worksheet activity that required the students to cut and paste out basic English vocabulary. After students completed the activity, the teacher would check off that the students completed the activity. Most of the students needed to borrow pencils and scissors to complete the activity as the teacher explained “the students do not have always have pencils or scissors,” (UPPS5-T, Interview, June 5, 2013). Overall, the students were engaged in the worksheet, but the lesson ended when the bell rang (see Figure 29).

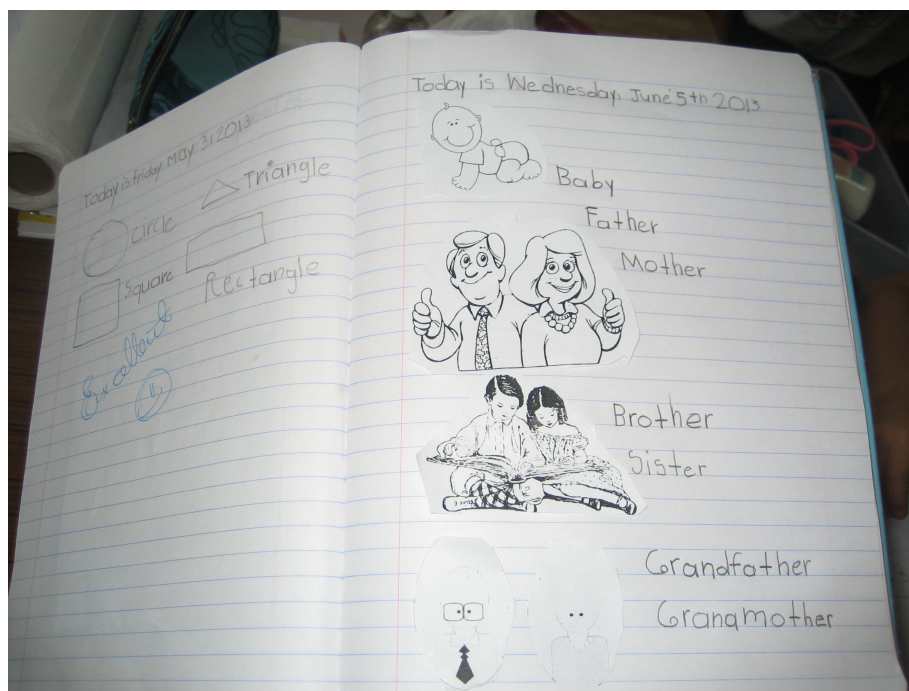


Figure 29. Worksheet activity from Urban Public Primary School (UPPS5)

Urban Public Primary School (UPPS6 Site). To provide a comparative perspective across school sites, I visited another urban public primary school site in San Jose, Costa Rica. At this school site, I interviewed one school administrator and a primary school English teacher. By interviewing the school's assistant principal and English teacher, I asked questions regarding the school's history for teaching English, features and objectives of the school's English program, the schools relationship with the Ministry, and the schools' overall perspective of the benefits and challenges of teaching English to Costa Rican students, which will be discussed in the findings.

This urban primary public school is located in Tibas, which is an area of San Jose, Costa Rica (see Figure 30). The urban school is located in a lower economic residential area. There are houses and some restaurants near the school. Parents are seen walking the students to school. The school does not have an outdoor grassy area for physical education, but instead an inner,

cement courtyard for students to play (see Figure 31). Within the courtyard, there is a statue of St. Mary, and pictures of St. Mary are displayed in every classroom.



Figure 30. Front area of Urban Public Primary School (UPPS6 Site)



Figure 31. Courtyard of Urban Public Primary School (UPPS6 Site)

The school serves grades one through six, but similar to the school site UPPS5, the school day is split between cycles. Cycle I and II alternate between students attending in the mornings from 7am to 12:10pm or afternoons from 12:20pm to 5:25pm. There are over 450 students that attend the school. Additionally, there is a cafeteria and a teachers' lounge (see Figure 32). The staff and students all wear school uniforms as is typical in Costa Rican schools (Field notes/Observation at UPPS6, June 6, 2013).



Figure 32. Teacher's Lounge at Urban Public Primary School (UPPS6 Site)

The school's administration includes one principal and one assistant principal. There are also two office assistants that work with the administration and one gentleman who serves as a security guard. There are two teachers per grade level in primary school. Similar to the school

site UPPS5, English is taught as a push-in class, which means the English teacher rotates to different classrooms for instruction. There is a cycle I English teacher and a cycle II English teacher. In contrast to the other public urban primary school, English is taught throughout the week for five periods. For certain days, the English teacher instructs the students for two consecutive periods (Field notes/Observation at UPPS6, June 6, 2013). The daily teaching schedule is shown in Figure 33. In analyzing the teaching schedule, students at this school receive English for forty-five minutes on Monday, ninety minutes on Wednesday, and ninety minutes on Thursday.

HORARIO					
Docente: Gustavo Céspedes Porras					
Sección 1-6					
MAÑANA					
LECC.	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1	Español		Inglés		Español
2	Inglés		Inglés		Español
3	Español		Español		E.Sociales
4	Ciencias		Español		E.Sociales
5	Cómputo		Matemática		Ciencias
6	Cómputo		Matemática		Ciencias
7	Ciencias		Ciencias		Matemática
TARDE					
LECC.	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1		Religión		Matemática	
2		Religión		Matemática	
3		Matemática		Español	
4		Matemática		Español	
5		E.Sociales		Inglés	
6		E.Sociales		Inglés	
7		Español		Ciencias	

Firma de la directora: *Beatriz Salazar*
Firma del docente: *[Signature]*

ESQUELA MIGUEL OBREGÓN UPPS6
DIRECCION

Figure 33. Schedule for one classroom at Urban Public Primary School (UPPS6 Site)

The participants I interviewed were the assistant principal and an English teacher.

Ironically, the school principal was also out on sick leave so I interviewed the assistant principal

in a classroom during a break. The assistant principal did not speak any English so the English teacher was my interpreter. The assistant principal explained that his duties included assisting teachers in teaching students by providing them help with their lessons (UPPS6-A, Interview, June 6, 2013). The assistant principal has a Bachelors degree in Education and a Masters in Administration from a Costa Rican university. He taught for several years prior before becoming the assistant principal two years ago. The assistant principal explained that English is “using the national curriculum plans from the MEP,” (UPPS6-A, Interview, June 6, 2013).

The English teacher that I interviewed explained her role as “facilitator that makes students aware of the importance of learning English so they can enjoy the lessons and learn what they are expected to learn based on the MEP’s curriculum,” (UPPS6-T, Interview, June 6, 2013). The teacher learned English in high school and then received a Bachelors and Masters in English as a Second Language from a Costa Rican university. The English teacher has taught at the school site for eight years. The English teacher uses other teachers’ classrooms that include a whiteboard, student desks, bulletin board with the class schedule, and a desk for the teacher. The English teacher educates a total of 225 students throughout the day, which means there are around twenty-five students per classroom for nine periods. There is electricity throughout the school, but there is no air conditioning (see Figure 34).



Figure 34. Classroom at Urban Public Primary School (UPPS6 Site)

The basic routines of the English teacher consists of preparing for nine periods of English classes for cycle I and II. There are two English teachers in the school, and they spilt the teaching responsibility between each other. During my observations, each class period begins with a prayer with the teacher stating the prayer in English and then the students respond in English. The teacher reviews the previous day's lesson, teaches the new English vocabulary, and the students complete an activity. From my observations, each student worked on the worksheet without any interruptions, but the worksheet only required the students to copy the English word onto the worksheet and color the picture (see Figure 35). After students completed the activity, the teacher checked that the students completed the activity. When the activity was complete the students were allowed to talk to their peers in Spanish until the bell rang.

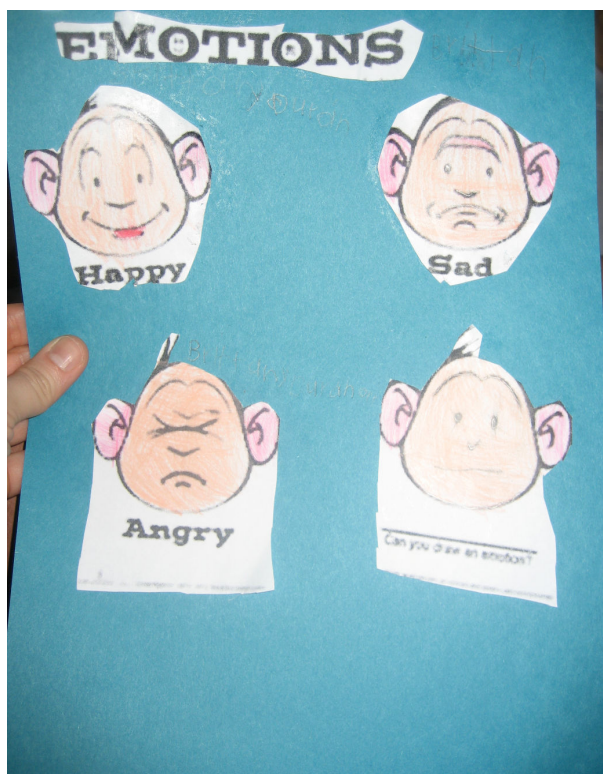


Figure 35. Worksheet Activity at Urban Public Primary School (UPPS6 Site)

Rural Public Primary School (RPPS9 Site). To provide another comparative perspective across school sites, I visited a third primary school site in rural San Carlos, Costa Rica. At the third school site, I interviewed a primary school English teacher. By interviewing the English teacher, I asked questions regarding the features and objectives of the school's English program, the teacher's relationship with the Regional Education Advisor, and the teacher's overall perspective of the benefits and challenges of teaching English to Costa Rican students, which I discuss in Chapter Five.

This rural public primary school is located in the San Carlos, Costa Rica (see Figure 36). The rural school is located in an agricultural area, and most of the students' families work on coffee plantations. The school is located on the main street of San Carlos where grocery stores and a church are located (see Figure 37).



Figure 36: Outside of the Rural Public Primary School (RPPS9 Site)



Figure 37: Street location of the Rural Public Primary School (RPPS9 Site)

The school serves grades one through six and the teacher instructs all grades on English from Monday through Friday. The school day begins at 7am and ends at 2:30pm. When the English teacher was interviewed, she explained that the school has approximately eighty students who attend the school with ten to fifteen students per grade. (RPPS9-T, Interview, June 10, 2013). Administratively, the staff includes six grade level teachers, one English teacher, one principal and assistant principal. There is one office assistant that works with the administration and one security guard (see Figure 38).



Figure 38. Hallway at the Rural Public Primary School (RPPS9 Site)

In this school, the English teacher explained during the interview that she has her own classroom (RPPS9-T, Interview, June 10, 2013). The English teacher also works at another rural school that is ten minutes away from the site I observed. At the teacher's second school, the teacher only teaches fifteen lessons per week to the entire rural school. Thus, the rural school receives about half as much English instruction as the school that I observed. Also, there are only thirty-five students at the second school site. The English teacher that I interviewed explained

her role as “to follow the MEP English objectives so students can speak with a native speaker freely,” (RPPS9-T, Interview, June 10, 2013). The teacher learned English in high school and then received a Bachelors degree in English from a Costa Rican university. At the school site I visited in San Carlos, the English teacher explained she had taught at the school site since 2007 (RPPS9-T, Interview, June 10, 2013). In my field notebook, I noted that the English teacher’s classroom includes a chalkboard, student desks, bulletin board with the class schedule, and a desk for the teacher (Field notes/Observation memo at RPPS9, June 10, 2013). The English teacher explained that she teaches a total of eighty students throughout the day, which means there are around ten to fifteen students per classroom for five lessons a week (RPPS9-T, Interview, June 10, 2013). As I noted in my field notebook, there is electricity throughout the school, but there is no air conditioning (Field notes/Observation memo at RPPS9, June 10, 2013) (see Figure 39).



Figure 39. English Teacher’s Classroom at the Rural Public Primary School (RPPS9 Site).

The English teacher's teaching schedule consists of preparing for six different grade levels of English classes for cycle I and II. She is the only English teacher in the school, and the only fluent English speaker in the entire school. The English teacher explained to me that "I develop the warm-up, present the topic, and practice it," (RPPS9-T, Interview, June 10, 2013). The day that I interviewed the rural teacher, the students left early for the day so I did not have an opportunity to observe instruction. The English teacher also collaborates with the Regional Education Advisor that I interviewed and Peace Corps volunteers to plan English lessons. Figure 40 depicts projects that students completed in the English classroom.



Figure 40. English Teacher's Classroom Projects at the Rural Public Primary School (RPPS9)

Suburban Public Primary School (SPPS7 Site). On the day I interviewed the MEP's National English Advisor, I had the opportunity to visit a public primary school in a suburban area with the English Advisor. The Advisor wanted me to visit an English learning lab that had donated desktop computers from the Skyes international corporation. By observing the English

classroom, I had another opportunity to observe the MEP's syllabus being taught that demonstrated the features and objectives of the school's English program, which will be discussed in the findings.

The suburban public primary school is located in the Moravia, Costa Rica (see Figure 41). The school is located near the center of the town. The school does have an outdoor grassy area for physical exercise (see Figure 42).



Figure 41. Courtyard Mural at the Suburban Public Primary School (SPPS7 Site)



Figure 42. Historic Library and Courtyard at the Suburban Public Primary School (SPPS7 Site)

The school serves grades one through six and the English teacher instructs all grades from Monday through Friday. The school day begins at 7am and ends at 2:30pm. There are approximately one hundred students who attend the school. Additionally, there is a gym area for recess (see Figure 43). The staff and students wear school uniforms (Field notes/Observation at SPPS7, June 7, 2013).



Figure 43. Gym Area at the Suburban Public Primary School (SPPS7 Site)

Administratively, the staff includes one principal and assistant principal. There is one office assistant that works with the administration and one security guard. The MEP's National English Advisor explained to me that at this school the English teacher has her own classroom. The MEP's English Advisor also said that the desktop were donated computers from Skyes, which is an international business processing outsource and technical support call center that has a corporate location in Costa Rica (MEP-A, Interview, June 10, 2013). Figure 44 depicts the computers in the English learning lab.



Figure 44. Computer Lab at the Suburban Public Primary School (SPPS7 Site)

The English teacher's classroom includes eight computers, whiteboard, round tables for the students' desks, bulletin board with the class schedule, and a desk for the teacher (Field notebook/Observation at SPPS7, June 7, 2013). There is electricity throughout the school, but there is no air conditioning (see Figure 45).



Figure 45. English Teacher's Classroom at Suburban Public Primary School (SPPS7 Site)

Suburban Public Secondary School (SPSS8 Site). On the day I interviewed the MEP's National English Advisor, she also took me to visit a suburban public secondary school (SPSS8). The Advisor wanted me to gain a comparative perspective of an English conversational class at a suburban secondary school. By observing the English classroom, I had an opportunity to observe the MEP's syllabus being taught to demonstrate the features and objectives of the school's English program, which will be discussed in the findings.

The suburban public secondary school is located in the suburban area of San Jose, specifically Moravia, Costa Rica (see Figure 46). The school is located in a residential area of the city. The school's hallways have a lot of garden areas filled with trees and plants (see Figure 46).



Figure 46. Outside Gate for the Suburban Public Secondary School (SPSS8 Site)



Figure 47. Inside Garden Area for the Suburban Public Secondary School (SPSS8 Site)

The school serves students in cycle III and IV and offers English classes twice a day as conversational classes and writing classes. The school day begins at 7am and ends at 2:30pm. The MEP's National English Advisor explained to me that there are several hundred students that attend the school, and the staff and students all wear school uniforms (MEP-A, Interview, June 7, 2013). Also, the MEP's English Advisor explained to me that the administrative staff includes one principal and assistant principal (MEP-A, Interview, June 7, 2013).

The English teacher's classroom includes a whiteboard, television, student desks, bulletin board with the class schedule, and a desk for the teacher (Field notes/Observation at SPSS8, June 7, 2013). There is electricity throughout the school, but there is no air conditioning. During my visit to the English classroom, students were presenting their projects that required them to discuss in English a community service project they would implement (Field notes/Observation

at SPSS8, June 7, 2013). After the presentations, students were asked questions in English about their project from both the teacher and students (see Figure 48). From my visit to the English classroom, I noticed that students had completed other presentation projects about other countries that included learning about other cultures (see Figure 49).



Figure 48. Students Presentation at Suburban Public Secondary School (SPSS8 Site)



Figure 49. Previous English Projects at Suburban Public Secondary School (SPSS8 Site)

Rural Public Secondary School (RPSS10 Site). To provide still another comparative perspective on Costa Rican schools, I visited a rural secondary school site in rural San Carlos, Costa Rica (RPSS10 Site). At the rural school site, I interviewed a secondary school English teacher. By interviewing the English teacher, I asked questions regarding the features and objectives of the school's English program, the teacher's relationship with the Regional Education Advisor, and the teacher's overall perspective of the benefits and challenges of teaching English to Costa Rican students, which will be discussed in the findings.

The rural public secondary school is located in the San Carlos, Costa Rica (see Figure 50). The rural school is located in an agricultural area, and most of the students' families work on coffee plantations. The school is located in a residential area of San Carlos where houses are nearby (see Figure 51). The school has a grassy area that is mainly used as a garden area.



Figure 50. Outside of the Rural Public Secondary School (RPSS10 Site)



Figure 51. The Road that Leads to the Rural Public Secondary School (RPSS10 Site)

The school serves students in cycles III and IV and offers English daily. The school day begins at 7am and ends at 2:30pm. There are approximately ninety students that attend the school. Additionally, there is a cafeteria and most students receive a free lunch (see Figure 52). The English teacher that I interviewed at the school told me that the staff and students wear school uniforms (RPSS10-T, Interview, June 10, 2013).



Figure 52. Cafeteria at the Rural Public Secondary School (RPSS10 Site).

When interviewing the English teacher, she explained that the administrative staff includes one principal and one assistant principal (RPSS10-T, Interview, June 10, 2013). There is one office assistant that works with the administration and one security guard. When I interviewed the English teacher at this school, I noticed the English teacher had her own classroom (Field notes/Observation at RPSS10, June 10, 2013). The English teacher who I interviewed explained her role as “to teach seventh through eleventh grade English using the MEP curriculum,” (RPSS10-T, Interview, June 10, 2013). The teacher learned English in high school and then received a Bachelors degree in English from a Costa Rican university. The English teacher has taught at the school site for only one year. The English teacher’s classroom includes a whiteboard, projector, student desks, bulletin board with the class schedule, and a desk for the teacher (Field notes/Observation at RPSS10, June 10, 2013). There is electricity throughout the school, but there is no air conditioning (see Figure 53 and 54).



Figure 53. English Teacher in Her Classroom at the Rural Public Secondary School (RPSS10 Site)

The English teacher explained that she teaches thirty lessons per week, which means five lessons for six groups. There are two English teachers in the school, but the English teacher does not collaborate with the other English teacher. Instead, she responded that she mainly collaborates with the Regional Education Advisor whom I interviewed and Peace Corps volunteers to present interactive lessons (RPSS10-T, Interview, June 10, 2013).



Figure 54. English classroom at the Rural Public Secondary School (RPSS10 Site)

Private School (PS4). To obtain additional comparative perspective, I visited a private bilingual school that educates preschool, primary, and secondary grades on core subject areas in both English and Spanish. I interviewed two school administrators and a primary school teacher. By interviewing school administrators and English teachers, I asked my questions regarding the school's history for teaching English, features and objectives of the school's English program, the schools relationship with the Ministry, and the schools' overall perspective of the benefits and challenges of teaching English to Costa Rican students, which will be discussed in the findings.

The private school is located in Santa Ana, which is a suburb of San Jose, Costa Rica. The school is surrounded by a fence and has several buildings (see Figure 55 and 56). The school has a large recreational area for physical education and a garden area (see Figure 57). The school has classrooms for preschool, primary, and secondary grades.



Figure 55. The Ground at the Private School (PS4)



Figure 56. Front Entrance of the Private School (PS4)



Figure 57. Garden Area at the Private School (PS4)

After entering the front entrance, I entered the main building that holds the administration office and a receptionist area (see Figure 58). From my visit, I noticed the private school has a cafeteria, library, outdoor basketball court, and a teachers' lounge (Field notes/Observation at PS4, June 4, 2013) (see Figure 59, 60, 61, 62). From my visit, I observed that the staff and students all wear school uniforms (Field notes/Observation at PS4, June 4, 2013).



Figure 58. Receptionist area at the Private School (PS4)



Figure 59. Library at the Private School (PS4)



Figure 60. Teacher Lounge at the Private School (PS4)



Figure 61. Cafeteria at the Private School (PS4)



Figure 62. Outdoor Basketball Court at the Private School (PS4)

The private school's administrative staff includes one school wide principal and an assistant principal, one primary principal and an assistant principal, and one secondary principal and an assistant principal. There is also an English coordinator who works with teachers in primary and secondary school. There are three teachers per grade level in primary school and subject area teachers in secondary school. All teachers are bilingual and infuse English within their teaching schedule (PS4-A, Interview, June 4, 2013).

There are over three hundred students in both the primary and secondary school here. Primary school grades are first through sixth grades and secondary school grades are seventh through eleventh grade. The primary school has six classes a day with English being for taught four hours throughout different subject areas. The English teacher explained to me during the interview that English is infused in math, science, social studies, reading, and language arts (PS4-T, Interview, June 4, 2013). For secondary grades, English is also infused in all the core subject areas, which allows the school to encompass a bilingual atmosphere. For the third grade

classroom that I visited, I took a picture of the daily teaching schedule (see Figure 63). As seen in the picture, the teaching schedule is written in English, and the private school infuses English throughout all the noted subject areas.

SCHEDULE: OWLS A



		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1	7:25-8:00	Language Arts	Spanish	Science	Math	Enrichment	7:30-8:00
2	8:00-8:30						8:00-8:30
BREAK	8:30-8:45						
3	8:45-9:15	Music	Math	Sports	Science	Social Studies	8:30-8:40
4	9:15-9:45						8:40 - 9:10
BREAK	9:45-9:55						9:10 - 9:40
5	9:55-10:25	Science	Social Studies	Language Arts	Mandarin	Spanish	9:40 - 9:50
6	10:25-11:00						9:50 - 10:20
BREAK	11:00-11:30						10:20 - 10:50
7	11:30-12:05	Math	Arts	Spanish	Language Arts	Language Arts	10:50 - 11:20
8	12:05-12:35						11:20 - 11:55
BREAK	12:35-12:50						11:55 - 12:35
9	12:50-1:25	French	Homeroom	Social Studies	Technology		
10	1:25-1:55		Philosophy				
	1:55-2:30	Homework	Homework	Homeroom	Homework		12:35 - 12:45

Figure 63. Teaching Schedule for the Third Grade Classroom at the Private School (PS4)

The participants I interviewed at the private school were the primary school principal, the school's English coordinator for primary and secondary grades, as well as a third grade teacher. I interviewed the primary school principal in her office, which consisted of a desk, round table, couch, and filing cabinets for curriculum materials (Field notes/Observation at PS4, June 4, 2013). The principal explained that her duties include "being academic dean that includes discussing discipline, situations with parents, teachers academic issues with teachers" (PS4-A, Interview, June 4, 2013). The principal received her Masters in Education from a Costa Rican university, taught for seventeen years prior to being a principal, and has been the principal for eight years. The English coordinator explained her duties as "to make sure English classes are

done correctly and teachers follow our English program. I also help teachers become better and get new ideas,” (PS4-EC, Interview, June 4, 2013). The English coordinator received her Masters in English Teaching from a Costa Rican university, taught for twenty-five years, and started being the English coordinator in September 2012. Both the principal and English coordinator learned English in private schools and college (see Figure 64). They both provided me permission to take their photograph.



Figure 64: Principal and English Coordinator at the Private School (PS4)

The English teacher that I interviewed explained her role as “a third grade English teacher that teaches social studies, math, science, English, and Spanish,” (PS4-T, Interview, June 4, 2013). She learned English at the university, received her Bachelors in English Teaching and Masters in ESOL and Culture from a Costa Rican university, and she has been teaching for ten years. She has taught at the current private school for five years. When I visited her classroom, I observed that her classroom had English posters displayed throughout the room, a classroom management chart, class schedule, a whiteboard, a flat screen TV, personal laptop, cubbies for

book bags, and student desks (Field notes/Observation at PS4, June 4, 2013). The private school's administrator explained that every classroom is equipped with Internet, overhead projector, and textbooks as purchased by the school (PS4-A, Interview, June 4, 2013) (see Figures 65 and 66). The teacher taught twenty-two students that consist of twelve boys and ten girls. There was electricity throughout the school, but the teacher did not turn on the ceiling lights as there was enough light coming in through the windows. There was not any air conditioning, but a fan that provided additional air circulation (Field notes/Observation at PS4, June 4, 2013). When lunchtime arrived, two-thirds of the class brought lunch from home while a third of the class purchased lunch from the cafeteria, which was in direct contrast to the free lunches provided to public school students (Field notes/Observation Memo at PS4, June 4, 2013).



Figure 65. English Teacher's Third Grade Classroom at the Private School (PS4)



Figure 66. Students Viewing a PowerPoint Presentation at the Private School (PS4)

In summary, this section provided descriptions and general features of the sites that I used in my study. Each of the sites provided me with different insights about the case from the macro-meso-micro levels. Specifically, the National English Advisor at the MEP, Executive Director of Costa Rica Multilingue Foundation, the Peace Corps Volunteer manager, and several managers at international corporations provided a macro level perspective of the case. The Regional Education Advisor of the MEP provided a meso-level perspective, and the school administrators and teachers at various public and private schools throughout Costa Rica provided a micro-level perspective of *Multilingue*. In Chapter Five, I provide the findings in my case related to my five research questions.

CHAPTER 5

THE CASE OF *COSTA RICA MULTILINGUE*

For my research study, I strived to provide a detailed description and analysis to construct the case of *Costa Rica Multilingue* encompassing the many dimensions of Costa Rica's national foreign language program. Within each dimension, I address my research questions that included describing the political, economic, and cultural contexts contributing to the plan (Research Question 1), the features and objectives of the program (Research Question 2), the stakeholders involved (Research Question 3), implementation issues (Research Question 4), and the participants' perspectives (Research Question 5). In the case of Costa Rica's national foreign language program, I also wanted the voices from the stakeholders' perspectives to be heard, which included the Ministry of Public Education, the Costa Rica Multilingue Foundation, international corporations, Peace Corps, Regional Education Agencies, as well as, school administrators and teachers in public and private schools (Research Question 3). Each dimension of the case captures the macro-meso-micro levels involved in the program and explains the differences between the policy and practice from a critical perspective. In addition to discussing the dimensions, I discuss the thematic findings that emerged in the research study, which are communication, culture, connections, commerce, and competitiveness. By discussing the dimensions of the case and themes, a holistic picture of the features and implementation issues of the case of *Costa Rica Multilingue* emerges in the case. To begin, I will describe the case by first explaining the contextual factors that contributed to implementation of the National English Plan.

Contributing Contextual Factors: Research Question One

In order to understand the development of Costa Rica's national plan for English, *Costa Rica Multilingue*, I first inquired about the political, economic, and cultural contextual factors that contributed to the plan's implementation. To provide evidence in the data for my first research question, I interviewed participants, observed research sites, as well as reviewed documents, websites, and photographs to gain a historical analysis of the first dimension of the case. Although my literature review did provide a scholarly review of the contextual factors, it was also important to ask background questions to the participants and analyze documents further to understand the contextual factors that contributed to plan's development in order to establish a foundation for examining the plan's features and implementation issues.

Political Contextual Factors

There are several political contextual factors that contributed to the development of Costa Rica's national plan for English. From my interviews with a variety of participants and document analysis from several sources, I gathered that the prominence of English in Costa Rica occurred initially from the country's collaborative initiatives with the United States. Due to the United States and Costa Rica both being democratic countries, a strong political relationship transpired early in the 1960s (MEP-A; PCV-M; REA-A, Interviews, June 7 and 10, 2013). After my interviews, I gathered from further research that in 1961 the United States approved the Foreign Assistance Act that established the United States Agency for International Development (USAID) to provide economic assistance to developing countries. Costa Rica was one of the first countries to receive economic assistance to support the country's education, health, and the environment (Peace Corps, 2013b). Also, in 1960, President John F. Kennedy implemented the

Peace Corps volunteer program in efforts to promote peace and progress in developing countries (US Embassy in Costa Rica, 2013).

Then in 1963, Peace Corps volunteers were assigned to Costa Rica to provide assistance in health, agriculture, and education. Specifically, in January 23, 1963, there were twenty-six Peace Corps volunteers who arrived in Costa Rica as English and science teachers in public secondary schools (Peace Corps, 2013b). As years progressed and Peace Corps remained prominent in the country, Costa Ricans began communicating with English-speaking individuals throughout the local communities.

Throughout the 1970s and 1980s, USAID provided funding to Costa Rica for further development in agriculture, electricity, and manufacturing industries (Peace Corps, 2013b). As such, Costa Rica viewed the relationship with the United States as a political partnership in development. The Ministry of Public Education's National English Advisor believes that the political agreements occurred due to Costa Rica's democratic political partnerships with the United States, which proved to provide political benefits for both the United States and Costa Rica (MEP-A, Interview, June 7, 2013).

Then in 1994, President Jose Maria Figueres was elected the President of Costa Rica and his administration implemented innovative education policies. Specifically, President Figueres requested Congress to designated six percent of the Gross Domestic Product to education and introduced English education in primary and secondary schools. However, the implementation of English into primary and secondary schools was not immediate or successful due to the amount of unqualified English teachers (MEP-A, Interview, June 7, 2013). The Peace Corps Volunteer Manager explained that even though English was implemented in primary schools, it was "only at a small scale and only in the central area of San Jose," (PCV-M, Interview, June 10, 2013).

With no uniform teaching standards, any public school teacher could decide they were capable of teaching English. The Regional Education Advisor mentioned how a lot of school principals would hire teachers with little English abilities, which meant students were not learning English even though Costa Rica's President made English a compulsory subject for primary and secondary schools. Thus, there was a great need for further political intervention to ensure qualified teachers were teaching English. Although the USAID mission in Costa Rica closed in 1996, Costa Rica continued its political partnership with the United States through other economic programs. As both countries continue to maintain a collaborative relationship with each other through other developments and investments, English became the prominent foreign language throughout Costa Rica (PCV-M, Interview, June 10, 2013).

Economic Contextual Factors

There are several economic contextual factors that contributed to the development of Costa Rica's National English Plan. From interviews with several participants and document analysis, I concluded that the prominence of English in Costa Rica continued to emerge through the influence of the country's commercial relationships with multinational companies, competition against Latin and Central American countries for foreign direct investment, increase in technical job opportunities, and growth of the tourist industry. In order to be a competitive country, the Costa Rica's Foreign Trade Promotion Corporation (PROCOMER) and Costa Rica Investment and Development Board (CINDE) was created to recruit more foreign direct investment (U.S. Dept. of State, 2012). Throughout the millennium, Costa Rica strived to develop more commercial relationships with multinational companies. One mechanism was through the Central America –Dominican Republic Free Trade Agreement (CAFTA-DR), which was implemented in 2009 to increase foreign direct investment (CIA, 2013). The Costa Rican

government recognized it needed additional commercial leverage to compete with other Latin American countries for multinational corporations and decided that English was the linguistic tool “to make a sale in international commerce,” (CRS1-HR, Interview, June 3, 2013). As a result of Costa Rica’s effort to recruit more foreign investment through economic policies, more multinational companies have established operations in the country.

Specifically, there are more than 250 multinational companies operating in Costa Rica and most of the companies utilize English in their daily business communication with world (CINDE, 2013). For instance, the international corporate officials that I interviewed noted how international companies with Central American headquarters located in Costa Rica “require the English language” to be used in business as “it is a universal language” (CRS2-HR; CRS3-CP; Interview, June 11 and 12, 2013). The technology corporate official from CRS3 explained that during a global meeting, English is the language that connects with other individuals from other countries (CRS3-CP, Interview, June 12, 2013). Furthermore, “the telecommunication sector has become a dynamic force in the Costa Rican economy, with \$384 million invested and 70,000 points of sale nationwide,” (US Embassy in Costa Rica, 2013). Notably, the language utilized in Costa Rica’s telecommunication sector is English (CRS2, Interview, June 11, 2013).

Through the country’s economic policies, Costa Rica has attracted foreign investment and multinational companies. However, most of the foreign investment and multinational companies originate from the United States. For instance, in 2011, the United States was the most important trading partner for Costa Rica in exports (38.1 percent) and imports (47.8 percent) as well as the country with the largest foreign direct investment in Costa Rica at 62.1 percent (CINDE, 2012c). Throughout my fieldwork, most participants were very aware and mentioned that Costa Rica’s foreign investment primarily comes from the United States and also

that America is Costa Rica's primary commercial partner (CRS1-HR; CRS2-HR; CRS3-CP, Interview, June 3, 11, 12, 2013). Due to that reality, the Costa Rican government recognizes that teaching English in schools would provide future job opportunities in the technological, industrial, and even the tourism industry.

Ecotourism is one of Costa Rica's major industries for economic development. In 2010, sixty-eight percent of Costa Rica's GDP resulted from tourism and the country had over 700,000 visitors from the United States (U.S. Dept. of State, 2013). Tourism has not only impacted Costa Rica economically, but tourists have impacted the need for a bilingual Costa Rica. When I interviewed an international hotel manager, she explained that most of the tourist visiting Costa Rica are English-speaking individuals and even the "non-Spanish speaking foreign tourists know and use English with the hotel staff," (CRS1-HR, Interview, June 3, 2013). Thus, English is the "lingua franca" or the working language utilized by tourists to communicate with Costa Ricans, especially in the tourism industry (PCV-M, Interview, June 10, 2013). Thus, ecotourism along with international commercial relationships and foreign direct investment have been the contextual factors that influenced Costa Rica to develop a national plan for English in order for the country to continue to develop economically.

Cultural Contextual Factors

Several cultural contextual factors contributed to the development of Costa Rica's national plan for English. From my interviews, document analysis, and observations, I discovered that English emerged as the country's second language through the influence of American pop culture entertainment, the Internet, media, commercialization, and again with the increase of English-speaking tourist visiting and retirees living throughout the country (MEP-A, Interview, June 7, 2013). Both the Peace Corps Volunteer Manager and Regional Education

Advisor mentioned how in the 1980s an increase exposure to American music, film, and television became part of the Costa Rican culture. Through such forms of entertainment, Costa Ricans began listening to English and incorporating Spanglish, a mix of Spanish and English, into their everyday language (PCV-M; REA-A, Interviews, June 10, 2013). Then, with the emergence of the Internet, the access to information became available to Costa Rica; however, the information was predominately in English. As a result, Costa Ricans had an increase “desire” to learn English in order “to gain access to information and technology,” (PCV-M, Interview, June 10, 2013).

As noted before, in the 1980s and 1990s, the United States began investing throughout Costa Rica, which meant companies, restaurants, and products with English words became visible throughout Costa Rican communities. Although European English-speaking countries were part of Costa Rica’s commerce, the United States became more influential than other European English-speaking countries due to its geographical vicinity. Costa Ricans increasingly became more familiar with English words and phrases through advertisements, products, and goods (PCV-M, Interview, June 10, 2013). As a result, English became a part of Costa Rica’s culture in a commercialized manner.

During my fieldwork, I observed several incidences of English embedded in the Costa Rica’s culture. While riding in my taxi, I heard radio stations broadcast DJs who spoke in English and played music with English lyrics. My taxi cab driver only listened to an English-speaking radio station, Radio Dos, because he was trying to learn English (Field notes/Memos, June 5, 2013). I observed television stations broadcasting American TV shows in English with Spanish subtitles and advertisements of American fast-food companies. Newspapers were available in English including *The Tico Times*, which is also available online (Field

notes/Memos, June 4, 2013). Billboards with English advertisements were visible from the roads. Restaurants with English menus provided customers with regular access to English vocabulary (Field notes/Memos, June 6, 2013). Thus, in everyday occurrences, the Costa Rican culture embodies English as a dominant second language.

Additionally, I observed Costa Ricans interacting with English-speaking individuals regularly through tourist ventures (Field notes/Memos, June 7, 2013). The tourism industry in rural Costa Rica has motivated many local Costa Ricans to learn English in order to gain employment (CRS1-HR, Interview, June 3, 2013). Furthermore, English-speaking retirees interact with local Costa Ricans in their daily residential and commercial relationships. Although the interaction may occur through a hybrid of Spanish and English, tourists and retirees are able to communicate with locals. As a result, cultural relationships develop between Costa Ricans and English-speaking individuals, which produces further need for a common language (PCV-M, Interview, June 10, 2013).

With all the aforementioned political, economic, and cultural influences, on March 11, 2008, former President Oscar Arias Sanchez launched a national public interest program, *Costa Rica Multilingue*, to promote a national English plan in efforts to establish a bilingual country (CRMF, 2013a). Although not specifically referenced in the decree, the Costa Rica Multilingue became also known as the “National English Plan” in “response to the country’s needs to comply with the productive sector’s increasing demand for human capital with English language proficiency,” (CINDE, 2012a). With the enactment of the national decree, President Sanchez assigned governmental ministries such as the Ministry of Public Education, international corporations, and nonprofit organizations such as the Costa Rica Multilingue Foundation to work together as strategic partners in executing the features and objectives of the program (IDB,

2011). Thus, in presenting the plan's features and objectives, I will introduce multiple stakeholder's perspectives to provide a holistic illustration of the case.

Objectives and Features: Research Questions Two and Five

To provide a comprehensive description of *Costa Rica Multilingue*, I examined the plan's objectives and features. In reference to research questions two and five, I present the objectives and features of Costa Rica's national plan for English education as participants explained in interviews, as I observed at sites or visits, and as mentioned in documents and websites as well as in photographs. Since there are multiple stakeholders involved in implementing the plan, I will also include the perspectives of the governmental and non-governmental officials, administrators, teachers, and corporate managers to provide a critical lens towards the plan and policy.

Objectives

In examining the objectives of Costa Rica's National English Plan, I will explain the plan from the governmental, nonprofit foundational, school administrative, educator, and corporate perspectives. The *Costa Rica Multilingue* policy was published online in the *La Gaceta*, which is Costa Rica's official online government diary of decrees (see Appendix J). Appendix J shows the actual *Costa Rica Multilingue* decree as published in *La Gaceta*. When former President Sanchez enacted the *Costa Rica Multilingue* decree, N° 34425-MEP-COMEX, in 2008 declaring a national public interest and national government initiative called *Costa Rica Multilingue*, he summoned the public and private sectors to "promote knowledge and mastery of foreign languages in the Costa Rican population," (*La Gaceta*, 2008, p. 6). As noted in the decree, Costa Rican government wanted public and private sectors to support foreign language programs centered on developing Costa Ricans foreign communication skills to "allow Costa Ricans labor

opportunities that the globalized world presents,” (*La Gaceta*, 2008, p. 6). Thus, the Costa Rican government believed that implementing the national multilingual initiative would “improv[e] the productive capacity and entrepreneurial student populations,” and “develop human resources to raise the country’s competitiveness needed to succeed in international markets,” (*La Gaceta*, 2008, p. 6). In other words, by learning English as a foreign language, students would gain the necessary communication skills to be successful in the workforce, which would ultimately contribute to Costa Rica being globally competitive in the world economy. However, President Sanchez recognized that it would take the public and private sector collaborating to accomplish such an objective.

One of the major public entities that President Sanchez called upon was the Costa Rica’s Ministry of Public Education (MEP). MEP is the administrator of the country’s education system that oversees the preschool, primary, and secondary public education levels. From a macro level of administering the foreign language program, the MEP is the entity that designed the curriculum and directs the public schools in administering the English as foreign language curriculum. Within each of the MEP’s English Syllabi, the MEP notes that the objectives of Costa Rica’s national plan for English is for “students to develop communicative competence, to gain knowledge of a new culture, new beliefs and attitudes as well as to develop their full potential in order to become productive members of Costa Rican society,” (MEP Cycle II Syllabus, 2013b, p. 19). Furthermore, the syllabus created by the Ministry to teach English was written “to help the students face life and work situations which require an average command of English, with the desire that this preparation will allow them to participate actively into the challenges of the global economy for the benefit of the country,” (MEP Cycle III Syllabus, 2013c, p. 10). Notably, the Ministry officially used the phrase “average command of English”

implying that the Ministry strives for students to be conversational English, which contrasts with the “mastery” level mentioned in President Sanchez’s original decree (MEP-A, Interview, June 7, 2013).

To provide a macro-level perspective of the policy’s objective, I interviewed several major stakeholders involved in *Costa Rica Multilingue*. First, I interviewed the MEP’s National English Advisor who echoed the same language mentioned in the MEP’s Syllabus documents. The MEP’s National English Advisor explained that teaching English as a foreign language is to train “leaders for the future” and have “citizens that know about our culture and other cultures,” (MEP-A, Interview, June 7, 2013). Also, she mentioned that the MEP believes there are more specific goals for teaching English throughout the cycles. In primary schools, the goal of teaching English is “to motivate students to learn another language so they have more access to more resources...open their minds because they are not only learning a language, but learning a culture,” (MEP-A, Interview, June 7, 2013). However, in secondary schools, the goal of teaching English is for “the students to be prepared to get a better job even though they study culture and values, they are focusing on the future,” (MEP-A, Interview, June 7, 2013). The MEP foresees English as the “linguistic and cultural tool for communication” with other cultures (MEP Cycle III Syllabus, 2013c, p. 19). Thus, the MEP believes there are two complementary goals for teaching English as a foreign language: learn English to learn another language and culture that will give students the linguistic and cultural tools to prepare them for the future. The MEP is not alone in sharing this goal for teaching English in Costa Rica as many other stakeholders confer with such objectives.

The international hotel and technology corporate officials also provided their macro-level perspective of the objective for the National English Plan. Predominately, the corporate officials

foresaw the Plan's objective as training Costa Ricans on English linguistic skills in order to have a bilingual country that will be more attractive for international corporations and further foreign investment (Field notes/Memos, June 3, 11, and 12, 2013). In particular, one corporate manager mentioned how companies in Costa Rica need one common language to communicate commercial agreements with foreign countries, and often the language used is English (CRS3-CP, Interview, June 12, 2013). Thus, the corporate manager's perspective is similar to the perspective proposed by President Sanchez in which he initiated the plan to develop Costa Ricans English communication skills in order to be competitive in the international markets.

The Costa Rica Multilingue Foundation's Executive Director believed that the Plan's objective included establishing a national public-private alliance with governmental and non-governmental organizations to initiate additional English programs that would train individuals on English (CRMFD, Interview, June 11, 2013). As noted on the Foundation's informational brochure, the Foundation has worked with the other public-private organizations such as the Ministry of Public Education and the Peace Corps to improve the quality of English instruction and ensure English instruction to Costa Rican students (CRMFD Brochure, 2013). On the Foundation's JumpStart blog website, the Foundation explained that it created the JumpStart camps to provide the same quality of education in rural areas and poor communities in urban areas and works with the Peace Corps Volunteers to operate the camps (CRMFD JumpStart, 2013). The Foundation's Executive Director believes that training all Costa Ricans on English would make Costa Rica more "competitive by attracting foreign investment and providing a highly qualified bilingual workforce to work for those companies," (CRMFD, Interview, June 11, 2013). Another stakeholder that collaborates with the Foundation throughout those projects is the Peace Corps.

From the Peace Corps perspective, the national plan for English was implemented to give Costa Ricans the opportunity to learn English in order to be “international citizens and have the capability to be global thinkers,” (PCV-M, Interview, June 10, 2013). The Peace Corps manager believes that Peace Corps works as foreign agents to assist in meeting that objective. Peace Corps works not only with the MEP, but also with the Foundation. Specifically, Peace Corps works with the Foundation by assisting with implementing the Foundation’s projects that train students on English during summer camps. The Peace Corps also works with the MEP by training Peace Corps volunteers on the MEP’s syllabus to assist rural school teachers in teaching the English curriculum (CRMF Jumpstart, 2013).

To provide a meso level perspective of the Plan’s objective, I interviewed a Regional Education Advisor who explained that the objectives of the plan is two-fold that includes training students to have access to more job opportunities and promoting intercultural interaction between individuals from different cultures. The REA believes that English provides Costa Ricans with the competency for future intellectual and social development since speaking two languages “perhaps allow for two solutions to a problem. Learning English is an intellectual opportunity to open minds and develop further competency that will be needed for the students’ future,” (REA-A, Interview, June 10, 2013).

For a micro-level perspective of the Plan’s objective, I interviewed public school administrators and teachers to further understand *Costa Rica Multilingue*. The public school administrator from the urban public primary school Site 5 believed the objective of the plan is to provide students with future job opportunities as “English is the second language in Costa Rica’s commercial relationships” and also to broaden students’ understanding of their culture as well as other cultures (UPPS5-A, Interview, June 5, 2013). To provide another viewpoint, the private

school administrator believed the objective is to give the students “more opportunities in all sense through jobs, relationships, knowledge and communication as English makes life easier by communication around the world easier,” (PS4-A, Interview, June 4, 2013). Overall, both the private and public school administrators have the perspective that Costa Rica’s plan for English instruction is to train students with the linguistic skills for future employment with corporations located in Costa Rica that originate from the United States. Furthermore, the school administrators believe English-speaking tourists and residents have also transformed Costa Rica into a multilingual country, which has increased the need for more bilingual Costa Ricans (Field notes/Memos, June 4, 5, and 6, 2013).

Overwhelmingly, the public school teachers explained that the national plan’s objective in teaching English is to teach students English in order for the students to get better jobs (Field notes/Memos, June 5, 6, and 10, 2013). Specifically, the jobs could involve individuals working in the global market to working in the tourism industry. One public school teacher also believed English is a “universal language that connects many cultures and people from different countries,” (UPPS5-T, Interview, June 5, 2013). Most of the public school teachers knew about the *Costa Rica Multilingue* plan as the national English plan with the objective of making Costa Rica bilingual by 2020. Even though most of the teachers did not foresee Costa Rica reaching that specific goal, the teachers agreed that students would have an easier life in the future if the students learned conversational English (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interviews, June 5, 6, and 10, 2013). One teacher mentioned that students who learn English would have a “linguistic tool for jobs and understand people to communicate with different cultures,” (RPSS10-T, Interview, June 10, 2013). Comparatively, the private school teacher was even more specific in explaining that if Costa Rican students wanted to attend college and be successful,

students needed to know and speak English at least at the conversational level. The private school teacher agreed that English is necessary for job opportunities, but believed knowing English was necessary for college as well. She explained that students must know English to understand some of the reading materials in college classes, as well as, know English to have access to job opportunities and higher salaries (PS4-T, Interview, June 4, 2013). However, the public and private school teachers found that the National English Plan's objective hard to meet, especially due to the features of the program.

Features

In building the case regarding the features of *Costa Rica Multilingue*, I aimed to explain the features of the plan from interviews, observations, and document analysis. With regard to the Ministry of Public Education, the features of the plan are executed throughout the structure of Costa Rica's public education system. As noted in a PowerPoint from the MEP's Office of the Curriculum Development, the primary and secondary school grades are divided into Cycles. Within the primary schools, the grades are divided into cycle I and cycle II. Cycle I includes first, second, and third grades where students learn English through listening and oral communication. Cycle II includes fourth, fifth, and sixth grades where students learn English through listening, oral communication, writing, and reading modalities. Within the secondary schools, there are cycle III, diversified education, and technical education. Cycle III consists of seventh, eighth, and ninth grades where students learn English through more advanced listening, oral communication, writing, and reading modalities. Diversified education consists of tenth, eleventh, and twelfth grades where students can concentrate in a technical, academic, or artistic branch. Technical branches include an industrial, commercial, agricultural, or service mode. Academic branch consists of academic, environmentalist, humanistic, or scientific mode. Artistic

branch involves attending an art college. English is taught in each of the diversified education branches from the listening, oral communication, writing, and reading modalities (MEP, 2011b).

When the National English Plan was first enacted in 2008, the MEP immediately assessed all the English teachers to ensure they had the linguistic knowledge and understanding to teach English. As a result, English assessments were administered throughout Costa Rica. Afterwards, the English teachers who scored at A1 (beginner) and A2 (elementary) levels on the Common European Framework of Reference were required to attend training sessions. Then, the MEP required all new English teachers to have a collegiate degree in English before being hired (CRMF, 2011; MEP-A, Interview, June 7, 2013). As a result, the National English Plan ensured Costa Rican students were receiving instruction from qualified teachers to teach the MEP's curriculum.

The MEP created the curriculum to support the instruction of English in Costa Rican public schools. The National English Advisor explained that the methodology and ideas were borrowed from other countries, but not necessarily the entire curriculum model. For instance, the Advisor stated that Costa Rica borrowed teaching English methodology from the curriculum experts in the United States (MEP-A, Interview, June 7, 2013). When analyzing the MEP's Cycle I English Syllabus document, the methodology approaches referenced were primarily from American curriculum specialists and theories (MEP, 2013a). For instance, Howard Gardner's theory of Multiple Intelligences is referred throughout the MEP's Cycle I and II English Syllabi document as a methodology approach that should be utilized in teaching of English in the cycle I and II grade levels (see Appendix K). Within the MEP's Cycle II English Syllabus document, it states that "English Elementary Teachers must check their planning in every stage of the procedures to analyze if the activities and the performance task selected help to develop the

students' multiple intelligences," (MEP, 2013b, p. 30). Lending and borrowing is apparent throughout the MEP's syllabus, and the National English Advisor explained that such methodological approaches were the best approaches to teaching English as a foreign language (MEP-A, Interview, June 7, 2013). In analyzing the MEP's Cycle I and II English Syllabus document further, it is obvious that the MEP utilizes American curriculum approaches to teach students about English. For instance, cycle I and II utilizes Paul Hanna's Expanded Horizons approach to divide the syllabus into four main study blocks that included myself, my surroundings, Costa Rica as my extended world, and the world as a common village (see Appendix L). By utilizing Paul Hanna's expanding horizons approach, the MEP believes that the American curriculum model is a current and effective technique to teach students English through a four main study block. In this regard, the MEP's syllabus reflects the trend of lending and borrowing, which will be discussed further in Chapter Five.

Overall, MEP's syllabus provides teachers with the content that should be taught in the classroom, but not the scope or sequence of how to teach the content. In doing so, the Ministry allows the teachers freedom to decide how to implement the syllabus. The National English Advisor explained that the syllabus is updated around every decade so the MEP will begin revising the syllabi in 2014 (MEP-A, Interview, June 7, 2013). However, teachers receive annually training from the MEP through Regional Education Advisors who present professional development programs. The materials presented in the professional development programs are designed by the MEP and submitted to the Regional Education Advisor through CD-ROMs that have provide teaching strategies, articles on methodology, and computer games. When I interviewed the National English Advisor, she provided me with a copy of the latest professional development CD-ROM (see List of Collected Documents as Appendix D).

The Regional Education Advisors acknowledged that the MEP does provide professional development materials and resources to the Advisors, but sometimes the Advisors do not meet with each individual English educator. As a result, there are some English teachers who reported that they never receive any additional teaching resources from the MEP because the Regional Education Advisor does not meet with them (UPPS5-T and UPPS6-T, Interviews, June 5 and 6, 2013). More discussion about the implementation issues will be discussed later in this chapter. However, it is important to note that the role of the Regional Education Advisor is to provide additional support to English educator. The Regional Education Advisor is essential in some rural areas as resources and materials are typically limited in all rural schools (REA-A, Interview, June 10, 2013). Some Regional Education Advisor work directly with Peace Corps managers to find Peace Corps volunteers who will work with teachers in rural areas.

To supplement lack of resources in the rural areas, Peace Corps Volunteer Manager explained that volunteers work with rural English teachers on lesson planning, locating additional resources, and implementing teaching strategies. In doing so, the rural English teachers have additional support in implementing the MEP's syllabus (PCV-M, Interview, June 10, 2013). For example, the Peace Corps provided Volunteers with a handbook titled, *English Bachillerato Prep Course*, that provides material to help English teachers prepare secondary students for the MEP's English graduation examination. Within the handbook, there are fourteen lessons that coincide with the MEP's English syllabus. An example of a lesson plan found in the handbook is noted in Appendix M. As noted on the travel lesson plan, the students will work in pairs to review travel-related nouns and definitions in English by matching the flashcards to the definitions. Afterwards, the students will read through text prompts to answer reading comprehension questions (see Appendix M). The Peace Corps Volunteer Manager explained

Volunteers work side by side with the teachers in implementing the lessons (PCV-M, Interview, June 10, 2013).

The Costa Rica Multilingue Foundation is also involved in the features of the plan by providing additional support in teaching English to Costa Rican students and implementing programs that will improve the quality of language instruction in schools (CRMF Brochure, 2013). Since the Foundation was created following the decree in 2008, there have been several projects that have carried out the plan's objective. As noted in the CRMF's *Community Conversation Program Volunteer Handbook*, the CRMF's Community Conversations groups formed in 2009 that provided opportunities for English-speaking volunteers and residents to train Costa Rican adults on English within a community group setting (CRMF Community Conversation, 2010). Additionally, Project EILE (Teaching of English as a Foreign Language) was a pilot program funded by the Inter-American Development Bank and Costa Rica-USA Foundation that carried out a research project on primary and secondary schools. In the pilot program, students learned English from a computer program that was utilized once a day for an hour. The results from the pilot program revealed that primary students learned more English from using the computerized program than secondary students (CRMF Project EILE Research Findings and Opportunities, 2013). Currently, the Foundation's focus is on the JumpStart Camps project that provides students in rural areas the opportunity to learn English at summer camps for incoming seventh graders. Most of the Jumpstart teachers are Peace Corps volunteers that provide the English training to the Costa Rican students (CRMF-D, Interview, June 11, 2013).

Multinational corporations are also involved in the plan from a macro level. Specifically, the *Costa Rica Multilingue* policy calls upon both the public and private sector to initiative activities and programs that "aims to develop the linguistic capabilities of the Costa Rican

population,” (La Gaceta, 2008, p. 6). In my interviews, corporate human resources managers for a large technology company and an international hotel chain explained that since the plan was implemented, employees of major corporations have offered additional English training to support their employee’s English vocabulary and practice their pronunciation. By doing so, one of the corporate site’s interviewee explained that corporations strive to provide its employees with a “twenty-first century skill required to be competitive for foreign investment and communicate for commercial agreements,” (CRS1-HR, Interview, June 3, 2013). After the interview, I spent some time observing the surroundings of the hotel. During my observations of the conference area, I noticed that the Hotel’s Global University was having a seminar titled “Effective Presentation Training” for the hotel employees who work for the company throughout Costa Rica (see Figure 67). From my interview with the CRS1’s human resources manager, she explained that the training includes presentation strategies in English to train hotel employees on sales strategies (CRS1-HR, Interview, June, 3, 2013). Furthermore, the human resources manager explained that most of the employees who work with customers are conversational or fluent in English and the linguistic skill is very important in “making international sales,” (CRS1-HR, Interview, June 3, 2013).

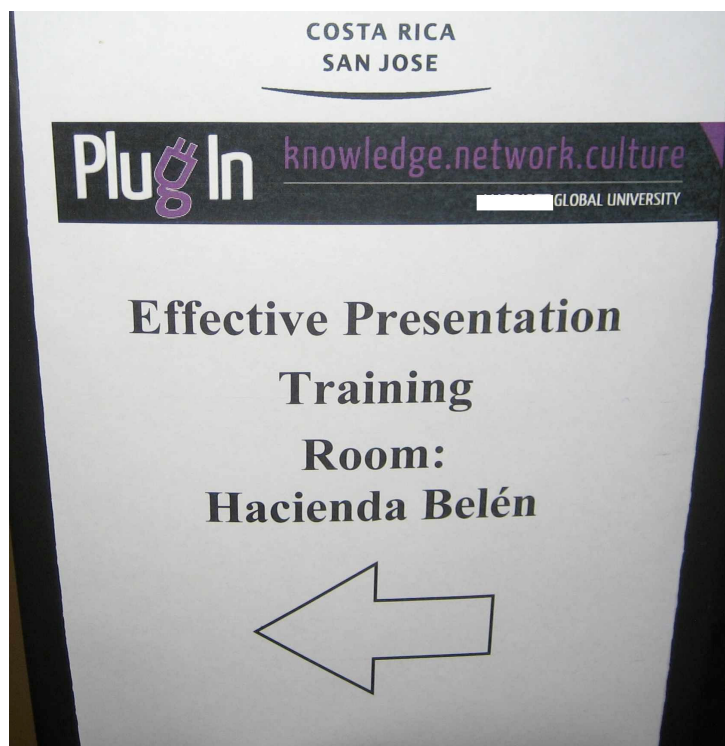


Figure 67. Global University “Effective Presentation Training” Sign at CRS1 Site

To obtain further understanding of the features of the National English Plan, I investigated the plan’s features at the micro level by interviewing school administrators and teachers. When I interviewed administrators and teachers at public schools, they explained that plan’s features are in compliance with the Ministry’s expectations (UPPS5; UPPS6; RPPS9; RPSS10, Interviews, 2013). Although public schools follow the Ministry’s syllabus, each particular public school decides how the syllabus is implemented. To understand how the policy was practiced, I observed primary and secondary schools, as well as, schools in urban and rural areas to analyze whether the features of the plan were different in those contexts. Additionally, since the National English Plan was a private and public initiative, I also observed private schools to gain a contrasting perspective.

In the urban public primary school, the English teachers I observed and interviewed taught cycle I students English in listening and speaking modalities, and cycle II students were

taught listening, speaking, reading, and writing. According to the teachers, the MEP does not want cycle I students to incorporate reading and writing in their lesson plans (UPPS5-T; UPPS6-T, Interview, June 5 and 6, 2013). In reviewing the MEP's Cycle II English Syllabus, the document does explain that reading and writing are "secondary skills, used to reinforce the oral skills," and should be incorporated in cycle II (MEP, 2013b, p. 22). Most of the urban public primary teachers view the MEP curriculum only as guidelines and adapt the MEP's syllabus to the children's needs. Since the MEP does not provide books to the English teachers, the teachers explained that they have to ask the students' families to purchase the books (UPPS5-T; UPPS6-T, Interview, June 5 and 6, 2013). If a student's family does not provide any money for the books, the teacher usually pays for the books. The teaching resources are limited to the teacher so a lot of teachers have to buy the resources using their own money. Overall, the teachers use Internet resources to find worksheets for the lessons. Some teachers complained that they still use a blackboard and chalk, as well as, have no technology access. The only resource the principal recently purchased for the teachers was a CD player (UPPS5-T, Interview, June 5, 2013). Logistically, the primary schools require students of cycle I and II to alternate coming in the morning and afternoon from Monday through Friday. The urban public primary teachers do not have their own classroom, but rotate around the school to teach English. The urban public primary teachers teach for forty-five minutes per class period. The teachers teach 250 students English, which can be overwhelming when it is time to give the oral exams (UPPS5-T, Interview, June 5, 2013). Cycle I students are required to take three oral exams and three listening exams while Cycle II students are required to take three oral exams and three written exams (MEP-A, Interview, June 7, 2013)

At the rural primary public school, the English teacher teaches at two schools in which one school receives thirty lessons per week and the other rural school receives only fifteen lessons. The teacher at the rural public primary school teaches eighty students at one school and only thirty-five students at the other school. Typically, the families purchased the books, but sometimes the teacher has to pay for the books that are not purchased by the families. The rural school does have both cycle I as well as cycle II, and the school follows the MEP's syllabus. Additionally, the rural primary school does follow the MEP's standard lesson plan of warm-up, present topic, and practice (RPSS10-T, Interview, June 10, 2013).

The main difference between the urban and rural primary public schools includes the rural teachers having their own classroom in which the students come to the teacher's classroom for English instruction (Field notes/Observations at RPPS9, June 10, 2013). In doing so, the students receive the complete forty-five minutes of instruction. In contrast, the urban primary teachers sometimes lose opportunities to teach due to other programs or requirements by the schools (Field notes/Observations at UPPS5; UPPS6, June 5 and 6, 2013). However, the rural school teacher explained that she does not typically lose teaching time because there are not as many programs implemented by the school administration (RPPS9-T, Interviews, June 10, 2013). Additionally, the rural school teacher explained having access to Peace Corps volunteers who provided extra resources to help support the MEP's syllabus (RPPS9-T, Interviews, June 10, 2013). The rural public school did have a whiteboard in comparison to the urban public schools still having a blackboard (Field notes/Observations at RPPS9, June 10, 2013).

In contrast, the rural public secondary school teaches English in every grade for thirty lessons a day, five lessons a week within six periods per day. The MEP does not provide materials that secondary school teachers can utilize to teach their lessons. The rural public

secondary English teacher that I interviewed explained utilizing materials that she received from a conference held by the U.S. Embassy (RPSS10-T, Interview, June 10, 2013). The English teacher I interviewed explained that she received one book and made photocopies of that book for all of her students. The students did pay for the photocopies, but she did not have difficulty getting the families to pay for the photocopies. Other resources that the English teacher utilizes are CDs she receives from her Regional Education Advisor, videos from the Internet, her personal laptop, a projector from the school, and homemade resources made by her and her Peace Corps volunteer. Notably, the rural secondary school teacher that I interviewed believed her Peace Corp volunteer was one of the most important assets to her teaching English successful because “the students can speak to a native English speaker,” (RPSS10-T, Interview, June 10, 2013). One of the major challenges faced by all secondary school teachers is the eleventh grade national English examination that must be passed by the student if that student wants to attend college. As such, secondary school teachers feel the pressure to teach to the test, which reduces the interactive lessons that the teachers would like to implement (RPSS10-T, Interview, June 10, 2013).

Similarly, the suburban secondary school English teachers face the same challenge of teaching towards the national English examination. From my visit to the suburban secondary school, the MEP’s National English Advisor explained that the English teachers are also left with purchasing their own materials for the classroom and students are required to purchase their own books (MEP-A, Interview, June 7, 2013). In contrast with the rural secondary schools, the MEP’s National English Advisor explained that the suburban schools divide their English courses into a listening and speaking course and a writing and reading course in order to spend more time with each of the learning modalities (MEP-A, Interview, June 7, 2013). From my visit

to the suburban public secondary school Site 8 (SPSS8), I observed how the listening and speaking eleventh graders were able to demonstrate conversational English, yet the writing and reading eleventh graders struggled with producing English (Field notes/Observation at SPSS8, June 7, 2013).

To provide another perspective, I also visited a private, bilingual school that provides four periods of instruction only in English from Kindergarten through secondary schools. Students at the private school are exposed to English for four hours a day in a variety of subject areas. On the private school's brochure, it explains that the mission of the school involves "promoting the acquisition of a solid bilingual English-Spanish knowledge" (see Appendix E). In other words, the school teaches math, science, social studies, and reading in English and Spanish. Additionally, the private school's administration designed the curriculum, which means the school does not follow the MEP's syllabus (PS4-A, Interview, June 4, 2013). When I visited a third grade classroom, I noticed that the classroom had a flatscreen TV, an overhead projector, and textbooks published by American companies (Field notes/Observation at PS4, June 4, 2013). I also noticed that the textbooks used by the teachers were from Houghton Mifflin Harcourt Publishing, which is a Boston based publishing company (Field notes/Observation at PS4, June 4, 2013). The school administrator explained that the entire staff is bilingual, which fosters a Spanish and English learning environment (PS4-A, Interview, June 4, 2013). In contrast to the public schools, the administrators at the private school are also bilingual. Since all the teachers speak English, the teachers are able to collaborate with planning curriculum that incorporates both Spanish and English. Furthermore, the private school teachers only have to teach a classroom of twenty-eight students. The private school third grade teacher that I interviewed explained that she loves working in a school where the "teachers support one another and the

administrators allow you to be flexible in your planning,” (PS4-T, Interview, June 4, 2013). In contrast, in every public school that I observed I did not notice any administrator speaking English (Field notes/Observation memo, June 5 and 6, 2013). There might have been some administrators who knew some conversational phrases, but majority of the public school administrators only knew Spanish. As such, it made it difficult for the English teachers to feel as though they could collaborate with the school administrators on lesson plans. To provide further understanding of the international, national, and local stakeholders, I will explain the roles of each stakeholder involved in the *Costa Rica Multilingue* program as it emerged in my data.

International, National, and Local Stakeholders: Research Questions Three and Five

In reference to research question three, there are several international, national, and local stakeholders that have roles in the implementation of *Costa Rica Multilingue*. To answer research question three, I interviewed participants, observed at research sites, as well as reviewed documents, websites, and photographs to gain an understanding of the stakeholders’ roles. The roles of international, national, and local stakeholders involved in the implementation of the foreign language program will also be explained from the perspectives of the interviewees, which will also answer research question five. In explaining the stakeholder roles, I learned how the international, national, and local roles represent the macro-meso-micro level of policy development and implementation.

International Stakeholders of CRML (Macro Level)

The international stakeholders involved in the *Costa Rica Multilingue* include United Nations Educational, Scientific and Cultural Organization (UNESCO), Inter-American Development (IDB), Intel, Procter & Gamble, Porter Novelli, the United States Embassy, the British Embassy, and Peace Corps (CRMF, 2013e). IDB, Intel, Procter & Gamble, and Porter

Novelli provided funding and equipment to implement the CRMF's Project EILE, which was a pilot test to study the impact that computer technology has on English acquisition in 130 public schools (CRMF, 2013e). UNESCO provided funding for the training of Costa Ricans in Upala to learn English language skills for employment opportunities (UNESCO, 2013). The MEP's National English Advisor explained that the United States Embassy and the British Embassy have provided several methodology books to assist with understanding how to teach English as a foreign language when the MEP was designing its English syllabus. Although the British Embassy has not provided such resources lately, the United States Embassy remains a major international stakeholder in providing resources, workshop trainings, books, software, and scholarships for administrators and educators to travel to the United States for TOEFL conferences (MEP-A, Interview, June 7, 2013).

During my fieldwork, the National English Advisor provided me with a CD-ROM that English teachers throughout Costa Rica would receive. The CD-ROM contained pedagogical and didactic materials to assist educators in teaching students English. The English National Advisor explained that the US Embassy provided many of the resources (MEP-A, Interview, June 7, 2013). For example, the *English Teaching Forum* magazine is a quarterly journal for teachers and learners of English as a foreign language abroad that is published by the United States' Department of State. The MEP's National English Advisor downloaded and saved several articles from the magazine to share with Costa Rican English teachers as a professional development resource. The articles provide teachers with learning activities, resources, and English lessons (Field notes/Memos on Teaching Materials, July 16, 2013). As such, the United States has been very influential in collaborating with the Costa Rica to provide teaching resources to implement Costa Rica's English as a foreign language program.

The MEP's National English Advisor also mentioned that Peace Corps and World Teach serve as a major international stakeholder in implementing the English program. These American organizations have primarily provided American teachers and teacher training resources to rural schools in Costa Rica. When the National English Plan was first implemented, the MEP's National English Advisor explained that there were a lot of unqualified English teachers in the public schools. To address such a need, the MEP worked collaboratively with Peace Corps and World Teach to assist in training Costa Rican English teachers on appropriate linguistic and pedagogy skills. Thus, the two organizations became and still remain critical in meeting a teaching reality of training Costa Rican English teachers in rural areas (MEP-A, Interview, June 7, 2013). During my fieldwork, the National English Advisor provided me with a CD-ROM that English teachers can use in teaching English and one file included a Peace Corps Volunteer training guide. The training guide is called *TEFL with Ticos: Your Guide to Teaching English as a Foreign Language in Costa Rica*, which provides sixty lesson plans with the purpose of guiding the Volunteers to contribute lesson plan ideas to Costa Rican English teachers. For example, Lesson 3 within the training guide is a lesson that allows students to practice their English skills through an engaging charades activity about different professions (see Appendix N). In essence, the Peace Corps works collaboratively with the Costa Rican English teacher to assist in implementing the national English curriculum at the micro level of Costa Rican rural schools.

There are two other major international stakeholders that are also multinational corporations. Skyes and Intel have provided financial resources and computers to Costa Rican schools. At the suburban public primary school, I visited an English computer learning lab within the school that had eight computers donated by Skyes (Field notes/Observation at SPPS7, June 7,

2013). From my interview with the MEP's National English Advisor, Skyes was instrumental in providing computers to several urban and rural schools to establish English computer learning labs after the country announced the National English Plan (MEP-A, Interview, June 7, 2013). However, to my surprise, the English teacher that I observed was not utilizing the computers donated by Skyes. Instead, the English teacher was instructing using flash cards to teach basic English vocabulary (Field notes/Observation at SPPS7, June 7, 2013). Thus, even though there are international stakeholders providing resources to implement Costa Rica's national foreign language policy, the reality of the situation demonstrates that the teachers are not utilizing the donated technology to teach English.

There are other international stakeholders that have also contributed to the Costa Rica Multilingue Foundation's objectives. *English UK* is a similar program in the United Kingdom that has acted as a "big brother to guide and assess the Foundation," (CRMF-D, Interview, June 11, 2013). Therefore, lending and borrowing has occurred between the Foundation and *English UK* with regard to how the Foundation has implemented its programs to be in align with the National English Plan. As mentioned before, the United States and British Embassy have also provided teaching resources to JumpStart camps, which has allowed for English language camps to be available for students in rural Costa Rica. Also, an American university provided "international teaching expertise and investment for the Project EILE program," which assisted with some of the financial costs in piloting the program (CRMF-D, Interview, June 11, 2013). Currently, the Foundation's Executive Director explained that the Foundation is in need of donations and seeks assistance from private donors, which have included professionals and educators from the United States (CRMF-D, Interview, June 11, 2013). In summary, several

international stakeholders have contributed to the implementation of *Costa Rica Multilingue* in a collaborative manner with national stakeholders.

National Stakeholders of CRML (Macro Level)

The national stakeholders involved in the implementation of *Costa Rica Multilingue* consist of the Costa Rica Multilingue National Support Commission, the Ministry of Public Education, the MEP's Regional Education Advisors, Costa Rica Multilingue Foundation, and corporations located in Costa Rica. As noted on Costa Rica Multilingue Foundation's website, the Costa Rica Multilingue National Support Commission is comprised of the Presidency of the Republic, Ministry of Public Education (MEP), Ministry of Foreign Trade (COMEX), Ministry of the Economy, Industry, and Trade (MEIC), National Learning Institute (INA), Costa Rican Investment Board (CINDE), National Council of Public University Rectors (CONARE), Union of Private University Rectors (UNIRE), and the Twenty-First Century Strategy (http://www.crmultilingue.org/inicio/?page_id=15&lang=en). When the *Costa Rica Multilingue* decree was announced, the Presidency of the Republic called upon all of the aforementioned entities to collaborate together for the promotion of a bilingual country. The Presidency of the Republic wanted the Commission to work collaboratively to "contribute to economic, technical or any other means of collaboration, to the extent of their capabilities and without prejudice to the fulfillment of their own goals, with activities that promote knowledge and mastery of foreign languages in the Costa Rican population," (*La Gaceta*, 2008, p. 6). The Presidency also wanted the "public institutions, state and non-state cooperate to facilitate actions to the Ministry of Education, the National Institute of Learning and language institutes, develop programs and projects aimed at empowering people in tongues foreign" (*La Gaceta*, 2008, p. 6). Thus, the Ministry of Foreign Trade (COMEX), Ministry of the Economy, Industry, and Trade (MEIC),

Costa Rican Investment Board (CINDE), and the Twenty-First Century Strategy organization provided funding for projects implemented by the Ministry of Public Education (MEP), National Learning Institute (INA), National Council of Public University Rectors (CONARE), and Union of Private University Rectors (UNIRE). As noted on CONARE's website, CONARE is the Costa Rican organization that regulates the country's public universities and defines the "licentiate" or teaching license qualifications (<http://www.conare.ac.cr/index.php/conare/mision-y-vision.html>). INA explains on its website that is a public institution that provides vocational training to Costa Ricans and provides an English Certification to adults seeking employment (<http://www.ina.ac.cr/faq/>). Furthermore, UNIRE's website states that it is governing organization that oversees the Costa Rican private universities and provides accreditation to the private universities (<http://www.unire.or.cr/acerca-de-nosotros/>).

In essence, the MEP, INA, CONARE, and UNIRE are all educational institutions that provide English training to the Costa Rican population from preschool through adulthood. As noted on *CRMF's Third Annual Report*, the most significant project that the Costa Rica Multilingue National Support Commission supported involved the MEP collaborating with the INA, CONARE, and UNIRE to ensure English teachers were effectively trained on English pedagogy. Specifically, in 2008, the project consisted of evaluating all English teachers on their English competency. For the English teachers that did not score a C1 level or higher on the Common European Framework of References for Languages, the teachers attended training courses aimed at increasing the English teachers' proficiency to teach English courses in public schools (CRMF, 2011).

Aside from the Costa Rica Multilingue National Support Commission, the MEP's role in the implementation of the National English Plan was to ensure the Costa Rica public schools'

syllabus for preschool, primary, and secondary English education encompassed appropriate educational methodologies to teach English. As mentioned before, in 2008, all current MEP English teachers were required to take the TOEFL test to assess their English levels to ensure they were qualified to teach English. If teachers did not pass the TOEFL test, the teachers were required to have additional training to ensure they knew the appropriate methodology and pedagogy to teach English. The National English Advisor explained that the MEP also worked with international education specialists from the United States to ensure the MEP teachers were trained on the appropriate pedagogy to teach English (MEP-A, Interview, June 7, 2013). Additionally, MEP provided additional workshop trainings and materials to those teachers who were not adequately trained to teach English. Currently, the MEP continues to provide training to English teachers by providing the Regional Education Advisors with software to use during professional development programs to further support local public school teachers (MEP-A, Interview, June 7, 2012).

Costa Rica Multilingue Foundation serves in the private-public partnership as a nonprofit foundation that supports the national decree to provide “the country’s population with the communicative skills that allow for greater personal and professional development, increasing possibilities for access to universal knowledge and higher-paying employment,” (CRMF Brochure, 2013). The Foundation’s Executive Director explained that the Foundation strives towards that goal by operating several projects that encourage the learning of English and collaborating with the Peace Corps, Regional Education Advisors, and local community volunteers. Currently, the Foundation is focusing on the JumpStart Camps to provide English training to raising seventh grade students in rural areas in order for the students to know basic English, which will help the students transition from primary to secondary schools. Since the

rural schools are the ones lacking in English teachers, the Foundation wants to provide students in rural areas with basic English skills in order to reduce the learning curve between primary to secondary English courses (CRMFD, Interview, June 11, 2013).

In interviewing the corporations in Costa Rica, I learned that the two major technological companies work with other companies headquartered in Costa Rica to ensure they are supporting the government through social responsibility programs. One of the human resources managers of a major technological company explained that “companies align together to share concerns with the Costa Rican Congress about the country’s competitiveness,” which indirectly influenced the Costa Rican government to implement the National English Plan (CRS3-CP, Interview, June 12, 2013). Specifically, the major technological company collaborates with Protector Gamble, HP, Cisco, CitiBank, Sykes, and Bridgestone Tires whenever they need to address a need to Congress (CRS3-CP, Interview, June 12, 2013). Although corporations in Costa Rica may receive incentives to invest in Costa Rica, the corporations have motivated the Costa Rican government to set policies that make the country competitive for investment, which includes the implementation of *Costa Rica Multilingue*.

Regional Stakeholders of CRML (Meso Level)

The Regional Education Advisor explained in the interview that the Advisor’s role is to assist the English teacher in developing their English teaching abilities. The Advisor supports the English teacher by presenting additional training as provided by the Ministry. The Advisor also provides resources and teaching strategies to the English teachers. In particular, the Regional Education Advisor that I interviewed worked in a rural area of Costa Rica. The Advisor explained that “I wanted to give English teachers what I did not have when I taught English in schools,” (REA-A, Interview, June 10, 2013). One resource that the Advisor provides the rural

English teachers is Peace Corps volunteers. In providing rural public school English teachers with Peace Corps volunteers, the Advisor believes the teachers are gaining access to a native English speaker who can assist with designing more interactive and oral communication activities. Thus, the Regional Education Advisor is an individual who works at the meso level of the *Multilingue* plan, but also connects the macro level of the MEP's syllabus with the micro level of the local school systems.

Local Stakeholders of CRML (Micro Level)

The local stakeholders involved in the implementation of *Costa Rica Multilingue* include the local public school administrators, the private school administrators, public school English teachers, and the private school teachers. The local public school administrators are involved in the National English Plan by providing the English teachers with the “freedom to plan as they see fit using the MEP's program,” (UPPS5-A, Interview, June 5, 2013). Unfortunately, none of the school administrators whom I interviewed at the public urban and rural schools spoke English. As a result, the English teachers at these schools are not able to receive assistance with their lesson plans or teaching methods. In response to a lack of support, the school administrators explained that they believe the best way to support the English teachers is to provide the teachers with “flexibility” in planning, teaching, and assessing students' English skills (UPPS5-A; UPPS6-A, Interviews, June 5 and 6, 2013). The public school English teachers explained that they understand that the school administrators do not have the linguistic proficiency to support them instructionally. However, the public school English teachers wish the administrators would understand that when the teachers are planning the English lessons, they do not want to plan in Spanish and then have to translate the lesson plans in English (UPPS5-T; UPPS6-T, Interviews, June 5 and 6, 2013). Thus, there is some contention between the realities of English teachers'

planning and the expectations of the school administrators. Other than that contention, the English teachers have solid professional relationships with the school administrators. Whenever the English teachers need resources, the school administrators try to find financial support to fund the English teachers request. For instance, one rural public primary school teacher wanted to hold a school-wide Spelling Bee in English (Appendix O). Through much persistence, the school administrator was able to find some funds to be used as the prize money for the winner of the Spelling Bee (RPPS9-T, Interview, June 10, 2013).

In contrast to the public school administrators, the private school administrators that I interviewed were fluent in English. As a result, the private school teachers were able to collaborate with the administrators to address any curriculum issues or teaching techniques. Since the entire private school operates on a bilingual model, teachers are incorporating English in every curriculum. Overall, the role of the private school administrators is to support teachers with academic, discipline, and parental issues. Specifically, academic dean for English education coordinates the English program, which consists of addressing the needs of the teachers, teacher training, and providing new ways to teach the curriculum. By having more than one school administrator that speaks English, the bilingual teachers are able to receive assistance with implementing the English curriculum, yet “feel flexible to adjust the curriculum to their classroom,” (PS4-T, Interview, June 4, 2013). Also, the private school administrators are in the main role of designing the English curriculum, which means the teachers can receive feedback on their lesson plans that they implement. Another comparison between the private and public school administrators is seeking out international sponsors and financial resources. The private school administrators are able to locate sponsors to fund their programs. From my interviews and observations of the private school, I noticed that Adidas was an international sponsor for

physical education (PS4-A, Interview and Observation notes, June 4, 2013). The primary school administrator explained that the school won a physical education grant from Adias that provided physical education uniforms and equipment to the private school students (PS4-A, Interview, June 4, 2013). I also noticed when I was observing the private school classrooms that students utilized textbooks from American publishing companies (Field notes/Observation at PS4, June 4, 2013).

According the third grade teacher at the private school, the private school teachers' main role is to "teach English in an integrated manner that allows students to learn English in the way they can apply it through creative activities," (PS4T, Interview, June 4, 2013). The teacher also explained that most of the time the private school teachers work collaboratively with other teachers from the grade level. In doing so, the private school teachers can work together to design their lesson plans and problem-solve any teaching difficulties they may encounter. The lesson plans are shared among each grade level, which also means the grade level teachers utilize each others' "creative activities" to ensure they are teaching English (PS4T, Interview, June 4, 2013). When I observed instruction in the third grade classroom at the private school, I noticed that the teacher reminded students to speak in English during instruction (Field notes/Observation at PS4, June 4, 2013). According to the third grade teacher, teachers are able to utilize technology to design lesson plans that were interactive and engaging for the students (PS4-T, Interview, June 4, 2013). Also, the teacher explained that the major role of the private school teachers is to ensure the implementation of the National English Plan was for the teachers to keep the families involved in the school curriculum. From my visit to the private school, the private school teacher explained that most of the private school parents were able to speak conversational English, but I did not observe everyone speaking English (Field

notes/Observation at PS4, June 4, 2013). Thus, the private school teacher reported that they face similar issues as the public school teachers of motivating students to practice English outside of the school (PS4-T, Interview, June 4, 2013). Since some of the private school parents do not know English, students are not able to practice English at home, which could make a significant difference in the level of English competency the students demonstrated in school (PS4-T, Interview, June 4, 2013).

When I interviewed the urban public primary school teacher, the teacher explained that her role within the implementation of *Costa Rica Multilingue* is to “facilitate” English lessons so students can “learn based on the curriculum given,” (UPPS6-T, Interview, June 6, 2013). The urban public primary school teacher explained that public school teachers follow the MEP’s syllabus, but have the flexibility to plan the specific English lessons for each grade level. The urban public primary school teachers explained that they plan entirely on their own with no school administration assistance, no major assistance from REAs, or the other grade level teachers. Additionally, the urban public primary school teachers do not have technology resources to incorporate twenty-first century skills that will assist in students learning English. There are no native English speakers who volunteer in the classroom so the only practice students receive is the forty-five minutes instructional periods that occurs five times a week. The urban public primary school teacher also explained that the teachers do not receive additional funding from administrators or families unless the English teachers request money from the families to purchase the English textbook. In contrast, when I observed the suburban public secondary school, the MEP’s National English Advisor explained that the secondary schools have more English teachers to collaborate since the schools have an oral and listening English teacher as well as a reading and written English teacher (MEP-A, Interview, June 7, 2103).

When interviewing the rural public primary school English teacher, the English teacher explained that her role in the English plan is to “follow the MEP’s objectives of having cycle I students speaking and listening English while cycle II students are producing English in all four skills of speaking, listening, writing, and reading,” (RPPS9-T, Interview, June 10, 2013). The public secondary school teacher also explained that she viewed her role as “to help students communicate in English with other cultures,” (RPPS9-T, Interview, June 10, 2013). Thus, the primary school teachers foresees her role as an opportunity to give primary students the skills to understand basic English while the secondary school teachers foresees her role to prepare the students to communicate with other people in order to understand people and “live the language,” (RPPS9-T, Interview, June 10, 2013). To accomplish both objectives, the public rural school teachers follow the MEP objectives, but also receive additional support. The public rural primary and secondary schools receive teaching assistance from the REA and Peace Corps volunteers. During my interviews, the public rural primary and secondary schools explained how important the Peace Corps volunteer was to their teaching practice. The teachers explained how the Peace Corps volunteers provide additional resources, teaching techniques, and coaches the teachers. For instance, the Peace Corps volunteers collaborated with the teacher to make classroom posters that explain how to say the alphabet in English, common English phrases, and a pronouns chart (see Figure 68). By having a Peace Corps volunteer in the rural schools, the teachers explained that students are able to use those resources made by a native English speaker to communicate with the Peace Corps volunteer, which strengths the students’ communication skills.

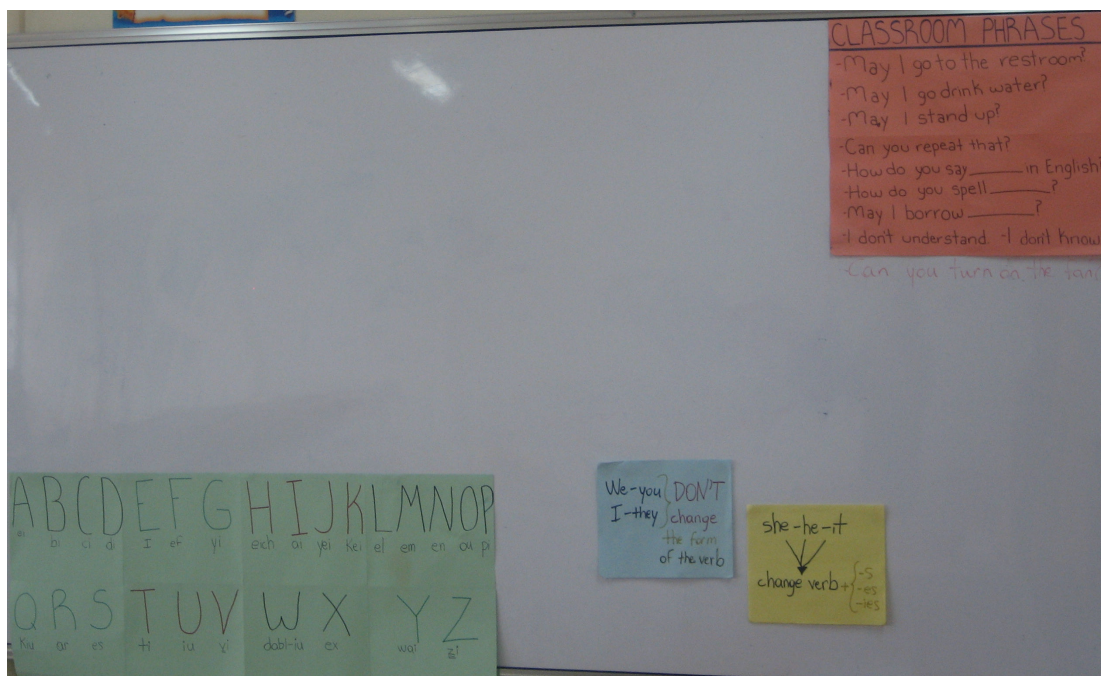


Figure 68. Posters Made With Peace Corps Volunteers for Rural Public Secondary School (RPSS10 Site)

In comparison, the urban public primary school teachers explained that they do not have active REA (UPPS5-T; UPPS6-T, Interviews, June 5 and 6, 2013). Most urban school teachers explained that they have never met their REA nor receive any support from the REA. From my observations, the REA in San Carlos schools was very involved in supporting the English teachers. Not only did the REA have monthly meetings, but the REA was able to request Peace Corps volunteers to work in the rural schools assisting the English teachers in planning and instructing.

However, when I visited and observed at the rural San Luis schools in Monteverde during my reconnaissance trips, there was no mentioning of an REA, nor were there any English teachers in the area that could collaborate with the San Luis school teachers. Thus, each rural school in Costa Rica appears to be different in its role of implementing the National Plan for English. Some rural schools have the support from other organizations while some rural schools

do not even have English teachers present in the schools. Additionally, families in the rural public schools might be limited in their abilities to provide practice at home with the students. As such, the rural public school teachers may have a lot of teaching issues when the realities reveal that the schools are the only place where rural students are exposed to English. In order to explain further the teaching realities and issues of the Costa Rica Multilingue, I next discuss the implementation issues involved in the National English Plan.

Implementation Issues: Research Questions Four and Five

In reference to research question four, all of the participants explained the issues that emerged with implementing the National Plan for English. Through my observations and interviews, I was able to observe and ask participants about the challenges and strengths of the plan as well as any recommended changes to the National English Plan. In explaining the implementation issues, I addressed research question five on the perspectives of administrators, teachers, and corporations towards *Costa Rican Multilingue*. The following sections will discuss the challenges and strengths in implementing *Costa Rica Multilingue* as well as changes suggested by the stakeholders that should be made to the Plan.

Challenges in Implementing the CRML Plan

To understand the implementation issues, I asked participants about the challenges faced with the implementation of the plan. From the perspective of the Ministry of Public Education (MEP), in the beginning of the national plan, “it was a challenge to find quality college graduates who could teach English in primary school,” (MEP-A, Interview, June 7, 2013). Prior to the national plan for English, the MEP’s National English Advisor explained that anyone could teach English without an English degree. Once the *Costa Rica Multilingue* was implemented, the MEP collaborated with the National Council of Public University Rectors (CONARE) to evaluate

current English teachers linguistic skills and provide training courses to those who did not pass the examination (MEP & CONARE Agreement, 2009). The MEP's National English Advisor explained that the MEP and CONARE agreement has provided more qualified English teachers. But, the current challenge that the MEP faces in implementing the national plan includes ensuring that English teachers are not only teaching basic English vocabulary, but incorporating conversational skills through interactive activities. The MEP's National English Advisor accompanied me to a suburban public primary school where the English teacher had computers in her classroom and bookshelves of teaching resources, yet the English teacher only utilized flashcards to teach basic English vocabulary. Furthermore, the English teacher did not encourage interaction among all the students to foster the students' oral communication skills (Field notes/Observation at SPPS7, June 7, 2013). Thus, the MEP's National English Advisor believes there is a major challenge in encouraging English teachers to motivate the students to work collaboratively in listening and speaking English with one another.

The Peace Corps Volunteers' manager echoes the same sentiments of the National English Advisor in that national plan incurred an initial challenge of not having effectively prepared English teachers in the public schools. The Peace Corps manager explained that "English teachers were using poor strategies to teach English" (PCV-M, Interview, June 10, 2013). Thus, the public school students were not learning English at all. As a result, the *Costa Rica Multilingue* plan allowed for more training of English teachers as well as the hiring of more qualified English teachers. Since then, more Master level English teachers are in urban public schools and more licensed English teachers work in rural public schools. However, there are still disparities between the rural and urban schools. The Peace Corps Volunteer Manager believes

the MEP can assist with providing more resources to schools by buying the textbooks for the English teachers (PCV-M, Interview, June 10, 2013).

With regard to the Costa Rica Multilingue Foundation's perspective, the initial challenge in implementing *Costa Rica Multilingue* concerned financial issues. The Foundation's Executive Director explained that the Foundation did not receive enough funding from the previous Presidency of the Republic to operate all of its projects. Although the previous Presidency of the Republic, President Sanchez, did invest in millions to train English teachers, the Foundation still lacked the funding to support all of its projects. Specifically, the Executive Director stated that she "worked six months with no salary and had to find money to manage projects, sometimes make-up projects to make money, but that diverts attention to the main goals," (CRMF-D, Interview, June 11, 2013). As noted in the Foundation's *Third Annual Report*, the Foundation's donations have contributed to "13,480 hours of teacher training" in 2011 (CRMF, 2011). Currently, the Presidency of the Republic provides the office space and electricity to the Foundation for free, but the Foundation does not have a substantial amount of money to fund all of its projects. As a result, the Foundation has limited its main goals to providing English instruction in rural areas through JumpStart camps and working with the INA to provide quality English certificates. The Foundation's Executive Director explained that the current Presidency, President Chinchilla, believes "there has been enough money given to the Foundation and now it needs to be given to something else," (CRMF-D, Interview, June 11, 2013). But, the Foundation's Executive Director argues that in order to continue making progress there has to be continuous financial support from the Presidency.

The corporate official of the international hotel provided the perspective that the National English Plan motivated companies to provide additional training to employees (CRS1-HR,

Interview, June 3, 2013). Initially, the hotel corporation hired private tutors to help employees with “pronunciation and vocabulary enhancement,” but then budget cuts prevented the corporations in offering private English tutoring. Thus, a major challenge with the implementation of the National Plan is financially supporting English tutoring classes for employees who want “further advancement” with their English linguistic skills (CRS1-HR, Interview, June 3, 2013). However, the corporate official explained that a lot of employees still seek private tutoring on their own for “personal satisfaction,” (CRS1-HR, Interview, June 3, 2013). Therefore, the National English Plan has motivated some corporate employees to learn English so more job opportunities would be available to them.

In gaining a meso-level perspective of the policy, the Regional Education Advisor believed the National English Plan’s initial challenge was ensuring eleventh grade students were prepared for the national English examination that requires all eleventh graders to pass in order to be admitted into college. As noted on the MEP’s Director of Management and Quality Assessment’s website, in order to graduate high school, all eleventh graders must pass the National English Examination, which is an English reading comprehension test that only evaluates the students’ English reading skills and not their English listening, speaking, or writing skills (<http://www.dgec.mep.go.cr/>). The Regional Education Advisor explained that the eleventh grade examination is only a reading comprehension test so a lot of English teachers are “teaching to the test instead of teaching oral communication, listening, and writing,” which is part of the MEP’s curriculum (REA-A, Interview, June 10, 2013). The Regional Education Advisor also stated that English teachers are challenged to find “the time to promote listening, speaking, and writing” when the English reading examination is very important to the students’ future (REA-A, Interview, June 10, 2013). The Regional Education Advisor believes that the MEP might need to

consider implementing reading and writing into the cycle I in order to start preparing primary students for the reading comprehension test earlier than in secondary grades.

From the perspective of the public school administrators, they saw that when the plan was initially implemented that the English teachers were not effectively trained by the universities to teach primary and secondary English (UPPS5-A; UPPS6-A, Interview, June 5 and 6, 2013). One public school administrator explained that “English teachers had different levels of education and some teachers were trained better than others,” (UPPS5-A, Interview, June 5, 2013). As a result of not passing the exam, the public school administrator admitted that some teachers attended training courses aimed at increasing their English proficiency in order to teach English courses in public schools (UPPS5-A, Interview 5, 2013). In the meantime, the schools had difficulty locating teachers who were adequately trained to teach English. As more English teachers graduated from university programs with quality credentials, the MEP was able to hire qualified English teachers (MEP-A, Interview, June 7, 2013). However, the public school administrator explained that despite hiring teachers with better training and credentials, the MEP has still not provided adequate funding to pay for teaching materials. The current challenges faced by school administrators are locating the financial resources to pay for teaching materials and developing parental support to encourage students to learn English. One school administrator explained that a lot of families do not motivate students to learn English because the families do not know English themselves (UPPS5-A, Interview, June 5, 2012). The school administrator explained that some Costa Rican families do not either have the motivation to learn English, the time to learn English, or see the direct benefit to learning English (UPPS5-A, Interview, June 5, 2013).

Although the private school was operating on a bilingual model prior to *Costa Rica Multilingue*'s implementation, the private school administrator did explain she knew there would be challenges in implementing the national plan. Specifically, the private school administrator believed the public schools would have difficulty in scheduling enough English instruction time to accomplish the plan of training students to become bilingual. The school administrator did not believe forty-five minutes is enough time for students to learn English. Additionally, she thought public schools should incorporate English in more subject areas. The school administrator also believed that English teachers in public schools have "a vocational attitude about English" and need "to be more creative" in their instruction (PS4-A, Interview, June 4, 2013). The school administrator reportedly believes there is still a major difference in the linguistic level of a private school student compared to public school student because private schools devote more instructional time to English. She explained that "the differences between private and public is that a first grader at [our private school] is equivalent to a third grader from a public school because of time of exposure to English," (PS4-A, Interview, June 4, 2013). Nevertheless, the private school does incur challenges with implementing its own English curriculum including motivating students to use English outside of the classroom. The administrator does admit that families are invested in their children learning English, but students do not practice English outside of the classroom. She reportedly believes that in order for the private school students to becoming proficient in English, students need to practice English outside of school. Another challenge of the private school is motivating teachers to become more creative with their English instruction. Although she believes there are excellent teachers, it is "not an easy task" for teachers "to adjust the curriculum to try to be creative" especially when they receive some students with little English training (PS4-A, Interview, June 4, 2013). Whenever the private

school does receive a student with little English, the student is placed in the ESOL (English as a Second Language) classroom to learn English with a small group of students. As a result, the classroom teachers are able to find assistance in providing the services that will meet the needs of a student with little English skills. In contrast, public schools do not have any remedial services such as ESOL, and instead, the public school English teacher has to provide such services (UPPS5-T, Interview, June 5, 2013).

From the perspective of the urban public school teachers, the initial challenge was meeting the requirements set by the MEP. Specifically, the MEP provided the English teachers with a syllabus that required a lot of time to teach the requirements. It was difficult for the teachers to teach all the requirements and feel as though the students will pass the evaluations. For instance, an English teacher at an urban public primary school explained that “we have to rush it sometimes” to make it through all the requirements and give evaluations of the students progress (UPPS5-T, Interview, June 5, 2013). From my visits to the urban public school, I observed incidences when the English class was cancelled due to a school-wide assembly, or the general classroom teacher needed some of the English teachers time to complete a lesson (Field notes/Observation at UPPS5; UPPS6, June 5 and 6, 2013). Another challenge is the school administrators do not regard English as a priority subject. In particular, an urban public primary school English teacher mentioned how one administrator wanted to reduce the amount of hours the students were receiving English instruction. However, the English teacher informed the MEP what was occurring and the MEP stepped in to explain that it is a MEP requirement for students to receive English instruction. The teacher explained to me that “the MEP supported us because they think English is important, and I appreciate that we have support from the MEP,” (UPPS5-T, Interview, June 5, 2013).

There are still challenges faced by the teachers that revolve around receiving families' support and meeting each student's learning needs. In particular, the urban public primary school teacher at Site 5 explained that one of the current challenges include the family not working with students at home or motivating students to practice English. The teacher explained that students are not practicing at home and some of the families do not foresee the importance of learning English (UPPS5-T, Interview, June 5, 2013). Another urban public primary school teacher at Site 6 explained that since most of the families did not have English instruction in school, they do not know English and cannot practice English with their children. The urban public primary school teacher explained that some families provide additional English tutoring for their children outside of school, which the teacher believes makes a big difference in each student's learning needs (UPPS6-T, Interview, June 6, 2013).

Another current challenge faced by the public school teachers involves teaching in an inclusive classroom with students of different learning needs. The urban public primary school teacher at Site 5 explained that some students are more advanced at English than others and some students have special needs that require the teacher providing more assistance. The teacher explained that the MEP's requirements do not factor in students with special needs nor provide English teachers with the correct professional development on how to adjust their lesson plans to meet those students' needs (UPPS5-T, Interview, June 5, 2013). In my visits to the urban public primary school Site 5, there was one classroom that included a student with autism. The English teacher at Site 5 explained to me that she had difficulty planning lessons with his needs. As such, the student was not receiving the instruction that met his particular learning needs (Field notes/Observation at UPPS5, June 5, 2013). The urban public school teachers individually reported during the interviews that they had experienced challenges when the plan was

implemented that included the difficulty of meeting the syllabus requirements set by the MEP, not having the initial support of the school administrators, and continue to face current challenges of not having the families invested in students learning English and meeting the needs of the students in an inclusive classroom (UPPS5; UPPS6, Interviews, June 5 and 6, 2013).

From the perspective of the rural public primary school teacher, the teacher explained in the interview that the initial challenge of the plan concerned having qualified teachers teach in the rural public schools. The teacher explained that in San Carlos not a lot of interaction with native English speakers occurs so it was hard to find a qualified English teacher. Thus, after the plan was implemented, the MEP sent University of Costa Rican trainers to provide additional English training to the English teachers in San Carlos. Furthermore, the Costa Rican universities established course requirements and licensures for individuals who were interested in teaching English (RPPS9-T, Interview, June 10, 2013). Currently, the challenges include not having access to technology and resources to teach English in an interactive method. The teacher explained that the most effective method to teaching English would be to include interactive, communicative activities so the primary students can practice their oral and listening English skills. From my visit to the English teacher's classroom at Site 9, the teacher does not have any computers for students to use the MEP's computer lab programs or a projector to display videos of native English speakers (Field notes/Observation at RPPS9, June 10, 2013). Also, this rural public primary school teacher shares the same challenges as the urban public primary teachers that I interviewed with having unmotivated students who do not practice English outside of school, not enough time to teach all the MEP objectives, and students with different learning abilities. Thus, a current challenge faced by many Costa Rican educators may well be to motivate students to practice English at home despite not having an adult they can practice with,

teaching all the required content as noted in the MEP's syllabus, and meeting the individuals students' learning needs (RPPS9-T, Interview, June 10, 2013).

From the perspective of the rural public secondary school teacher, the challenges of implementing a national plan for English is ensuring that the secondary school students are completing the English program in a competitive manner as compared to the private secondary school students. The rural public secondary school teacher explained in the interview that she is concerned that the public school students will not communicate properly and be ready to compete for jobs against private school students. The rural public secondary school teacher believes that rural students do not communicate well in English since they have limited opportunities to interactive with native English speakers. As a result, the teacher explained that she has to remain diligent in planning lessons that allow students to effectively practice oral communication. One method is to work collaboratively with the Peace Corps volunteer who is a native English speaker. The Peace Corps volunteer provides "cultural understanding and native English speakers' accents," which helps the students practice their oral communication (RPSS9-T, Interview, June 10, 2013). Furthermore, the teacher explained that some students are so behind in understanding English that it is challenging to keep students interested in learning English. One method she uses is to make the learning activities "related to students' context through songs, music, art, and games," (RPSS9-T, Interview, June 10, 2013).

From the perspective of the private school teacher, the challenges concern how some students speak English conversationally while other students have difficulty with speaking English. The private school teacher explained that some students have more natural ability to converse in English. From my visits at the private school, I noticed there were students who were already speaking conversational English while some were only able to state basic English

phrases (Field notes/Observation notes at PS4, June 4, 2013). The teacher explained that students who use the English language outside of the classroom tend to have more experience, which means the students are able to practice and increase their linguistic skills. As a result, another challenge faced by the private school teacher is not being able to move at a steady pace throughout the curriculum because there are students with different linguistic needs (PS4-T, Interview, June 4, 2013). The teacher explained that some students need more assistance with a concept, which requires the teacher to use both English and Spanish in re-explaining a concept. From my visits of the private school teacher's third grade class, I did notice how the teacher had to scaffold her instruction with some students in order for them to understand how to solve the word problem (Field notes/Observation memos at PS4, June 4, 2013). To provide assistance, the teacher utilized code-switching to provide suggestions in English and Spanish on how to solve the word problem (Field notes/Observation notes at PS4, June 4, 2013).

Strengths of the CRML Plan

When interviewing the participants of my study, I asked for their perspective about the strength of the *Costa Rica Multilingue* plan. The MEP's National English Advisor explained that the strength in implementing the national plan derived from "the whole government being involved in teaching English and several organizations are a part of the national priority," (MEP-A, Interview, June 7, 2013). In having the government and multiple organizations behind the objective of *Costa Rica Multilingue*, the MEP had the opportunity to collaborate with universities to strengthen the teaching curriculum at Costa Rican colleges to ensure teachers were trained on effective English pedagogy, which produced the MEP and CONARE Agreement (MEP & CONARE, 2009). Another strength in implementing the national plan is ensuring that students are "learning the language for better jobs, pay, and scholarships to college," (MEP-A,

Interview, June 7, 2013). The National English Advisor believes that teaching English to primary and secondary students will allow the students to have more opportunities in the future as well as learn about different cultures. Also, she believes that most students are interested in learning English, but it requires teachers to continue motivating the students to practice the language.

The Costa Rica Multilingue Foundation's Executive Director has a similar perspective regarding the strength of the national plan. Initially, the Executive Director explained that the strength of the plan was having governmental and non-governmental entities support the Plan and then collaborate together to promote English education throughout the country. She explained that "the Presidency, MEP, organizations, and citizens all thought it was very important to learn English," (CRMF-D, Interview, June 11, 2013). As noted in the Foundation's *Report of Work for 2011-2012* document, several organizations worked together to fund the Foundation's pilot project, Project EILE, which included the Inter-American Development Bank, MEP, Intel, Costa Rica-United States Foundation, and some American universities (CRMF, 2012). Through the collaborating efforts, the Foundation was able to assess the teaching of English through Project EILE, which the results showed that technology does help elementary students learn English as noted in the *CRMF's Project EILE's Research Findings* report (CRMF Project EILE Research Findings and Opportunities report, 2013). Currently, one of the major strengths of the National Plan concerns the Foundation working with the Peace Corps and REAs to implement the JumpStart camps, and also having the Peace Corps volunteers assist with the camps' curriculum development (CRMF-D, Interview, June 11, 2013).

The corporate officials from corporate sites also mentioned from their perspective the strength of *Costa Rica Multilingue*. The human resources manager from the technology corporation Site 2 believes the Plan encourages the country to view English as a necessary

language for commerce and cultural relationships. As a result of the National English Plan being implemented, she explained that the country recognized the reality that English is important to the success of “attracting foreign investment,” (CRS2-HR, Interview, June 11, 2013). The corporate official from the technology corporation Site 3 explained that English is used “as a common language for global meetings,” and if it is necessary there is a “hybrid of English and Spanish used in meetings,” (CRS3-CP, Interview, June 12, 2013). With the implementation of the National Plan, the international hotel human resources manager believes the government made it a priority to support English education in schools (CRS1-HR, Interview, June 3, 2013). Furthermore, the human resources manager from the technology corporation Site 2 believes that the National Plan made the private and public sectors “understand the need for English education, but there is still progress to be made,” with providing more English education hours in public school as compared to the hours received by the private schools (CRS2-HR, Interview, June 11, 2013).

From interviewing Peace Corps Volunteers’ manager, he mentioned there are several strengths that transpired due to the implementation of *Costa Rica Multilingue*. First, the implementation of the National Plan promoted “more prepared teachers and increased the amount of English teachers with Masters degrees,” (PCV-M, Interview, June 10, 2013). The Peace Corps Volunteers manager explained that prior to the implementation of the National Plan, there were no degree requirements for English teachers. Additionally, he explained the MEP did not promote English teachers to get a Masters degree. As a result of the plan, the manager stated that more qualified English teachers are teaching in public schools and these teachers even have Masters degrees (PCV-M, Interview, June 10, 2013). Second, the Peace Corps manager explained that the plan’s implementation motivated the MEP to increase professional

development through the REA, which allowed for more rural schools to have support that was more centralized. With the rural schools having more support in their region, he said that the English teachers are able to collaborate with an Advisor who can give the teachers' suggestions and resources (PCV-M, Interview, June 10, 2013). Third, the Peace Corps Volunteer manager explained that the National English Plan increased the amount of Peace Corps volunteers working in Costa Rica. With the implementation of the National English Plan, more Peace Corps volunteers are now able to assist rural school teachers with lesson plans and activities resources (PCV-M, Interview, June 10, 2013). However, I observed during my reconnaissance trips that there are still some areas where the Peace Corps organization is not present.

When interviewing the Regional Education Advisor, he believed the strength of *Costa Rica Multilingue* included the private and public organizations collaborating on activities that promote English linguistic skills. From the REA's experience in San Carlos, the Peace Corps volunteers work well with primary and secondary English teachers to improve their teaching techniques and assist with teaching Costa Rican students. With the Peace Corps collaborating with rural schools, the REA's stated that students in rural areas are able to practice their English with native English speakers, which helps the students build their English vocabulary and pronunciation. Furthermore, the REA explained that the Peace Corps volunteers are able to work with teachers on incorporating interactive activities that engage and motivate students to learn English (REA-A, Interview, June 10, 2013).

The public school administrators both explained from their perspective that the strength of the national plan was making the English lessons a mandatory requirement for primary schools (UPPS5-A; UPPS6-A, Interviews, June 5 and 6, 2013). The public school administrator from the urban public primary school Site 5 explained that the national plan allowed for English

teachers to teach five mandatory lessons a week in primary schools. Also, she said that the MEP also created the curriculum to be “more applicable to students’ lives,” which allowed the students to relate to English curriculum (UPPS5-A, Interview June 5, 2013). The school administrator from the urban public primary school Site 6 believed that although the MEP requires five lessons per week, some administrators believe more lessons are needed in order for students to learn English. He explained that the English teachers do not have a lot of time to teach the MEP’s curriculum, review any material not originally understood, and evaluate the teachers. Thus, to strengthen the national plan, more time needs to be devoted to teaching English (UPPS6-A, Interview June 6, 2013).

In interviewing the private school administrator, her perspective is that the strength in the National English Plan is “how the entire country recognizes the need for English as any professional individual worldwide needs to speak English as it is an international language and many cultures use to communicate,” (PS4-A, Interview, June 4, 2013). The private school administrator commends President Sanchez for calling upon the public and private sectors to recognize the need for English instruction in efforts to communicate with other cultures. As noted in the *Costa Rica Multilingue* policy decree, President Sanchez believed it would take the entire country to accomplish the goal of becoming a bilingual country (*La Gaceta*, 2008). The school administrator also addressed a particular strength of the private school’s effort to train students on English. In particular, the administrator explained that one aspect the public schools should consider is providing additional ESOL classes for students with little English training.

The urban public primary school teacher at Site 5 explained that the strength of the National English Plan is that the MEP does support the teachers in believing that students need to receive five lessons per week. When the school administration wanted less time to be given to

English instruction, the teacher explained that the MEP made sure that request did not occur (UPPS5-T, Interview, June 5, 2013). The urban public primary school teacher at Site 6 also believed that students are more interested in learning English when they can relate the language to their own culture as well as other cultures (UPPS6-T, Interview, June 6, 2013). As noted in the MEP's English Syllabus for Cycle I, the MEP did designed a curriculum that is contextualized to include the Costa Rican culture as well as other cultures to provide students with intercultural understanding (MEP, 2013a). For instance, in the MEP's English Syllabus for Cycle I, one of the syllabus' objective is "to help Costa Rican children become sensitive to other cultures and broaden their knowledge of the world," (MEP, 2013a).

From the rural public primary school teacher's perspective, the strength of teaching English as a national plan involves having an administration and families that financially supports her teaching. In contrast to the other teachers she works with, the rural public primary school teacher explained that the school administration at the rural public primary school does support the English teacher in believing English is beneficial for all students to learn. Thus, the school administration supports her in implementing programs that engage students in learning English outside of the classroom. For instance, she said that the school administrators were very helpful in finding a space to hold the Spelling Bee (RPPS9-T, Interview, June 10, 2013). Also, parents provided money to the teacher whenever the teacher requested it for supplies. She explained that although some parents may not see the benefit of learning English, the families always provide money for the English teacher to buy teaching supplies (RPPS9-T, Interview, June 10, 2013).

The rural public secondary school teacher explained from her perspective that the strength of the teaching English as national plan includes having access to the Peace Corps

volunteers. As a native English speaker, Costa Rican students are able to practice their communication skills. The teacher believes that students are more interested in learning English when they communicate with the native English speaker. Furthermore, the Peace Corps volunteer helps the teacher “prepare materials, works with the students, give ideas on homework to make it interesting,” (RPSS10-T, Interview, June 10, 2013). Thus, by Costa Rican government making it a national priority and working collaboratively with the United States Embassy, rural schools were able to work with the Peace Corps organization. Since students in the rural areas have limited access to native English speakers, the teacher believes that the Peace Corps volunteer provides rural school teachers with teaching ideas and resources that contribute to the rural secondary school students having a more competitive chance in learning English for the workforce (RPSS10-T, Interview, June 10, 2013). For instance, the Peace Corps volunteer provided the rural school secondary school’s English class with the JumpStart student workbook prepared in collaboration by the Costa Rica Multilingue Foundation, Peace Corps and the United States Embassy to be used in JumpStart camps as well as for English teachers to have extra resources (see Figure 69). Students can practice their English using activities that are listed in the workbook.

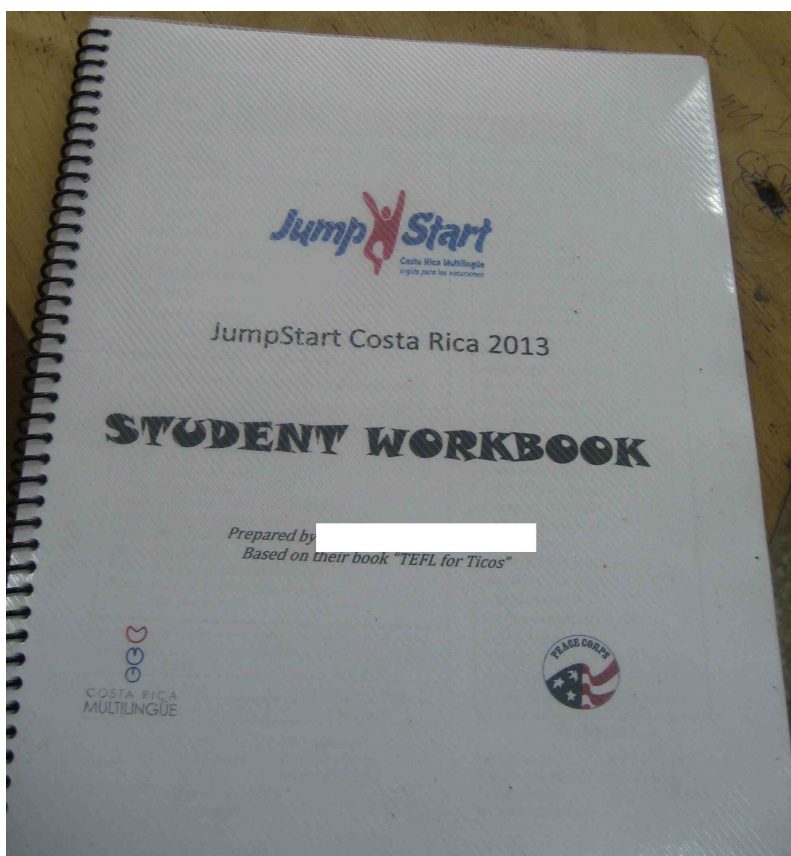


Figure 69. Peace Corps' JumpStart Student Workbook for RPSS10 Site

In contrast, the private school teacher explains that the strength of teaching English as national plan derives from the school administrating being flexible and supportive in the teaching of English. The teacher explained how there are challenges in teaching English, but the school administrators really motivate and provide support to the teachers. Additionally, the private school provides technology resources that make teaching English easier because the teacher can utilize videos, PowerPoint, and the Internet to engage the students in learning English. The teacher explains that by the students having access to technology, the students are able to have “meaningful learning from providing projects and hands-on activities” (PS4-T, Interview, June 4, 2013). Due to the differences between the private and public school’s English education, there are still some changes that need to be made to the National English Plan.

Suggested Changes and Overall Opinion of the CRML Plan

To gain a further perspective of the *Costa Rica Multilingue*'s implementation issues, I asked each participant in my study to suggest any changes that should be made to the National English Plan and provide their overall opinion of the Plan. From the MEP's National English Advisor's perspectives, there are several changes to the National English Plan that should be implemented. First, the MEP would like to "collaborate with the [Costa Rica Multilingue] Foundation by having the Foundation asking for the MEP's help in advisement of projects to ensure rules are not broken," (MEP-A, Interview, June 7, 2012). From my interviews, I perceived tensions between the MEP and the Foundation due to the Foundation implementing projects in public schools without asking the MEP's permission. For instance, the Foundation implemented the pilot project, Project EILE, without advisement from the MEP. The MEP believes that cycle I students should only listen and speak English, but Project EILE encourages writing and reading, which is in violation of the MEP's syllabus. Thus, one of the major changes that the MEP would like to implement is having the Foundation ask for advisement before any projects in public schools begins (MEP-A; CRMF-D, Interview, June 7 and 11, 2013). Second, the National English Advisor explained that the MEP would like for the teachers to encourage more interaction with the students through computer or small group activities. The National English Advisor believes that to foster students' English conversational skills, it is the teacher that has to facilitate the interaction. She explained that English teachers are incorporating more translating activities than applying the language. Although students would learn more if they could apply English in other subject areas, the National English Advisor knows that the "staffing does not allow for it," since there is usually only one or two English teachers per school (MEP-A, Interview notes, June 7, 2013). Third, the National English Advisor believes the MEP should

consider implementing more English reading and writing in second and third grade. The review of the MEP syllabus will occur in 2014 and at that time, the National English Advisor might collaborate with the United States Embassy and Peace Corps volunteers to assess whether English reading and writing would be appropriate to include in the second and third grade. Overall, the MEP's National English Advisor believes that *Costa Rica Multilingue* is a "great idea because the whole government is involved in teaching English," (MEP-A, Interview, June 7, 2013). However, the Advisor does not think it is possible for Costa Rican public school students to become bilingual unless they take additional tutoring or attend a school that is bilingual.

The Costa Rica Multilingue Foundation's Executive Director also believed there are several changes the National Plan needed to implement in order to strengthen its objectives. First, she explained that the MEP and Foundation need to work more collaboratively in efforts to support quality English training in public schools. After the results of Project EILE were provided to the MEP, the MEP was provided "the results that showed what works in the system, limitations, and reality, but the MEP did not use results," (CRMF-D, Interview, June 11, 2013). Thus, the Foundation's Executive Director wants the MEP to collaborate with the Foundation to ensure quality English education for all Costa Ricans. Second, the Executive Director of the Foundation explained she listened to the English teachers' concerns about not having enough time to teach the English. The Foundation's Executive Director believes that in order for the National Plan to be effective, there needs to be a commitment from the principals to make English instruction a priority and view it "as a complementary subject," (CRMF-D, Interview, June 11, 2013). In particular, the teachers at rural schools, without a strong REA support or Peace Corps volunteers, lack training opportunities. Thus, the Foundation's Executive Director believes the principals need to support English teachers in attending more training opportunities.

Third, the CRMF's Executive Directors stated that the English teachers need to incorporate more learning activities and not just teach vocabulary. She explained that students will learn English more if they are able "to live the language through activities," (CRMF-D, Interview, June 11, 2013). The Executive Director believes students are learning English in the JumpStart camps because of the interactive approach, and she would like to see more schools incorporate such an approach. Overall, the Executive Director of Costa Rica Multilingue Foundation believes *Costa Rica Multilingue* has provided Costa Rica with the pathway towards becoming bilingual, but "need a strong political commitment between the government and MEP to ensure quality instruction as well as efforts to reach those are no longer attending schools," (CRMF-D, Interview, June 10, 2013).

When I interviewed the corporate officials, they explained that there are changes that should be made to the National Plan is in providing more English instruction to the students in public schools. The human resources manager from the technology corporation, CRS2, explained that "most applicants have private school or university education and most applicants need at least a C1 level on the European Framework to work in corporate positions," (CRS2-HR, Interview, June 11, 2013). She explained that there are significant disparities faced by Costa Ricans who do not speak English, as they are almost entirely unable to apply for corporate positions at international companies. The corporate official at the technology corporation, CRS3, believed that the MEP needs to increase the number of English instructional hours that students receive in a week in order for English to become "a tool for students to become successful in the economy and to help close the social gap," (CRS3-CP, Interview, June 12, 2013). Additionally, the hotel corporation's human resources administrator believed that more conversational clubs need to be offered throughout Costa Rica to encourage Costa Ricans "to discuss and talk in

English more often,” (CRS1, Interview, June 3, 2013). Overall, each stakeholder had their own ideas of the changes that need to be made to the National Plan for English in order to accomplish the objective of making Costa Rica a bilingual country. From a critical perspective, the changes suggested by the stakeholders are meaningful, yet some are not realistic. For instance, it will be difficult to increase the number of English teaching hours in public schools without hiring more English teachers to teach those classes. As explained by the MEP’s National English Advisor, the MEP is experiencing budget cuts, which restricts the funding to hire additional English teachers (MEP-A, Interview, June 7, 2013). Nevertheless, the corporate officials from the hotel and technology corporations are all in strong favor of *Costa Rica Multilingue* because they use English in their profession, know the importance of English at their companies, and agree that the teaching of English should be a private and public concern (CRS1-HR; CRS2-HR; CRS3-CP, Interviews, June 3, 11, and 12, 2013).

When I interviewed the Peace Corps Volunteer Manager, he explained there are several changes that should occur to the National Plan. First, he explained that the MEP needs to incorporate the four skills of listening, speaking, reading, and writing in all grades to ensure students are exposed to all the modalities of English. In doing so, the teachers will prepare the students from the first day of primary school for the eleventh grade examination and counteract the “teaching to the eleventh grade test” that is occurring in secondary schools (PCV-M, Interview, June 10, 2013). Second, the Peace Corps manager explained that there are “big differences between the urban and rural schools with regard to the resources, infrastructure, and level of teacher preparations” that need to be addressed by the MEP to ensure quality English instruction (PCV-M, Interview, June 10, 2013). The Peace Corps manager believes that if those differences are not addressed then the National Plan will not meet its objective of becoming a

bilingual country. When asked if students are learning English, the Peace Corps manager explained that “yes, they are learning English especially in technical high schools,” but not all students are meeting the expectations needed for the job market (PCV-M, Interview, June 10, 2013). In order for Costa Rica to become bilingual, more communicative approaches must be taken in the schools to allow students to practice communicating. It should be noted that this is a single informant’s view that provides some perspective, but it is important to be cautious about generalizing from it.

In understanding the policy from a meso level, the Regional Education Advisor that I interviewed explained that a change that should be implemented includes modifying how English teachers are trained at the university. He explained that “teachers are not shown effective methods of teaching language through modeling in real classrooms,” (REA-A, Interview , June 10, 2013). In other words, this REA wants the Costa Rican universities to allow English teachers to student teach in English classrooms to understand what methods would work best in teaching English. This REA believes that if the student teachers were placed in the English classroom there would be more qualified English teachers in public schools. Overall, the REA believes the plan at least promotes students to strive to become bilingual and “makes students more critical thinkers” about the world around them (REA-A, Interview, June 10, 2013).

To provide perspectives from the micro-level, it was also important to address the public school administrators’ perspective with regard to the type of changes that should occur to the National English Plan. The school administrator from the urban public primary school, Site 6, explained that students need to receive more English instruction, not just forty-five minutes a day. In doing so, the school administrators believe students will have more opportunities for conversations with one another, which will increase the students’ oral communication skills

(UPPS6-A, Interview, June 6, 2013). Another school administrator from the urban public primary school, Site 5, explained students need more native English speakers visiting the schools and interacting with the students (UPPS5-A, Interview, June 5, 2013). In contrast, the rural public schools have access to Peace Corps volunteers that enable students to interact and practice their English oral skills with a native English speaker (RPPS9-T, Interview, June 10, 2013). Thus, one major difference between some rural and urban teaching realities is urban teachers do not have access to native English speakers compared to some rural school teachers who do have access to Peace Corps volunteers, but this benefit is possibility irregularly distributed. Overall, the school administrator at the urban public primary school Site 5 believes students are learning English, but teachers must promote more conversation between the students instead of requiring students to repeat back the vocabulary (UPPS5-A, Interview, June 6, 2013).

In contrast, from the private school administrator's perspective, the change that should occur with regard to the national plan for English is to include "more production of English by reading, speaking, and comprehending it," (PS4-A, Interview, June 4, 2013). The school administrator believes that both the private and public schools need to not only teach English through oral and listening skills, but to incorporate more reading and comprehension. Although the cycle I students in public schools do not receive English reading or writing, the school administrator believes that incorporating all the four modalities will increase the students understanding of English. Overall, the private school administrator believes *Costa Rica Multilingue* does contribute to more Costa Rican students learning English, which will allow every "student to grow as a person, communicator, and extend the student's understanding of different cultures," (PS4-A, Interview, June 4, 2013).

Since the teachers are the essential contributors to the National Plan, it was necessary to inquire about their perspective on changes that should be made to the policy. From perspective of the urban public primary school teacher at Site 6, the change she would recommend to the national plan for English involves incorporating English into other subject areas, including writing and reading in cycle II, and encompassing more intercultural context in the MEP's syllabus. She believed that in order for the public school to compete with the private schools, English must be incorporated into other content areas, and five, forty-five minute lessons a day will never be enough for students to learn English well enough to be bilingual (UPPS6-T, Interview, June 6, 2013). The other urban public primary school teacher at Site 5 mentioned how she tutors public school students' after school as the families want their children to have more English instruction. One method she uses is to incorporate other content areas, which fosters an immersed curriculum that broadens the students' English vocabulary (UPPS5-T, Interview, June 5, 2013). In doing so, the students are able to speak English conversationally and apply their understanding to other content areas. Additionally, the urban public school teacher at Site 5 believed that incorporating writing, reading, and grammar in cycle I and II would allow students to learn English in a comprehensive and useful manner. The teacher explained that cycle I students are only learning English through oral and listening production, which does not allow the students to practice reading and writing. The teacher believes that in order to learn English, the students need to be exposed to the four learning modalities. Also, students in cycle I and cycle II do not learn grammar until cycle III and diversified education grades. Thus, the teachers believe there is a learning curve when transitioning from cycle II and III (UPPS5-T, Interview, June 5, 2013). Lastly, the urban public primary school teacher from Site 6 wanted even more inclusion of the United States and European culture so students are able to learn about the

cultures because “the culture of other countries are linked with the language,” (UPPS6-T, Interview, June 6, 2013). The urban public primary school teacher from Site 6 believed that in the future the students would communicate in English with individuals from other countries so it is important for the students to know about the individuals’ culture. Thus, incorporating more cultural knowledge in the English curriculum would be beneficial to the overall objective of the national plan for English. From a critical perspective, it is not surprising that the Costa Rican English teachers would buy into the notion that English is dominant and necessary to learn considering their profession embodies the teaching of English. Thus, Costa Rican English teachers are more than likely believe that Costa Rican students need to learn English as it is the language that the English teachers know and teach. Overall, both urban public primary school teachers feel as though *Costa Rica Multilingue* has made the country aware of the need for English, but it is still difficult to make an entire country bilingual.

When I interviewed the rural public primary school teacher, she explained that she wanted other primary school teachers to understand that the English course is just as important as the other subject areas. The teacher I interviewed mentioned that the other teachers in the school do not view English as important as math or science. Also, the other teachers want the English teachers “to plan like other classes,” and the English teacher feels as though her class cannot be compared with other subjects (RPSS9-T, Interview, June 10, 2013). The English teacher wants the “same respect as other subjects” and not be compared against the other subject areas in regards to how she plans, instructs, and evaluates because she is teaching a language that embodies different methods and approaches (RPSS9-T, Interview, June 10, 2013). Furthermore, the rural public primary school teacher wants the parents to understand the importance of students attending the college in the future. She explained that families in rural areas did not

attend college so they do not foresee the benefits of attending college. To attend college in Costa Rica, students must pass an English evaluation test. Thus, the teacher must encourage her students to learn English in order to learn the linguistic skills to be admitted into college. Also, the teacher must change the perspective of the families to understand the benefits of attending college (RPSS9-T, Interview, June 10, 2013). Lastly, the rural public primary school teacher appeared to agree with the urban public primary school teacher that grammar should be included in cycle I and II because she believes students cannot communicate “without knowing personal pronouns and verbs,” (RPSS9-T, Interview, June 10, 2013). The teacher believed that including grammar will allow students to understand English in all the four modalities. Overall, the teacher believes *Costa Rica Multilingue* has provided the rural school teachers more training in the beginning of its implementation in order to “give new generations a tool for a better life and improve our country by having more job opportunities,” (RPSS9-T, Interview, June 10, 2013).

From the rural secondary school teacher’s perspective, the change recommended by the teacher includes the MEP providing actual textbooks to all students to ensure teachers are using materials that encourage proper communication. The rural secondary school teacher explained to me that it is extremely difficult to locate and buy the English textbooks that students will use to learn English. Although the teacher recognizes that in order to “live the language,” she needs to prepare interactive activities, she said it would be helpful to her if the “MEP would tell us the materials we should use that encourage proper communication,” (RPSS10-T, Interview, June 10, 2013). From the interview with the MEP’s National English Advisor, she explained that the MEP does not provide English textbooks to any Costa Rican schools so it is a teaching reality that all teachers must face in locating and buying English textbooks for their students (MEP-A, Interview, June 7, 2013). From my visits to the public schools, the teachers explained that they

paid for the textbooks through family donations and their own money (UPPS5; UPPS6; RPPS9; RPSS10, Interview, June 5, 6, and 10, 2013). Overall, the rural public secondary school teacher “does not think all of Costa Rica will become bilingual because of time and resources that are limited in the schools and it takes longer to become bilingual than five lessons a day,” (RPSS10-T, Interview, June 10, 2013). But, she believes it is possible for students to learn English if they study beyond what is taught in primary and secondary schools.

In contrast, the private school teacher explained that the change she would implement to address some of the implementation issues would be to promote “students speaking more of English outside of the classroom,” (PS4-T, Interview, June 4, 2013). The private school teacher explained that teaching only in the classroom does not allow the students to experience the language. She explained that in order to becoming bilingual, the students must practice at home and school. Although students are making progress, the private school teacher view it as a slow process and to become bilingual will take the more efforts than just learning at school. Overall, the private school teacher believes *Costa Rica Multilingue* encouraged the entire country to learn English for “more opportunities and better salaries,” (PS4-T, Interview, June 4, 2013).

In summary, I presented an array of stakeholders’ perspectives about *Costa Rica Multilingue*’s implementation issues to address research question four and five. Earlier on in Chapter Four, I addressed my research questions one, two, and three by describing the contextual factors that contributed to the plan, features and objectives of the program, and the major stakeholders that were involved in the policy. Through each research question, a dimension of the case was presented to highlight the macro-meso-micro levels involved in the program. Next, in the remaining section of this Chapter, I present my findings as they emerged in five themes that cut across of the research questions.

Thematic Findings

When analyzing my data, there were five themes that emerged in my findings. Specifically, the themes are communication, culture, connections, commerce, and competitiveness. I constructed these themes on the basis of the number of occurrences for a given code, as an indication of the significance of the issue or item. For instance, the theme of culture was selected as a major thematic finding. Through my data analysis, I found that some codes related to certain aspects of the themes. For instance, the code *tourism* related to the themes of culture, commerce, and competitiveness. Although some codes related to multiple themes, I found in my data analysis that each code was associated with one dominant theme. For instance, the code of *tourism* was predominately present in the theme of *commerce*. If the code was predominately present in the theme, I assigned a capital X underneath the theme and for that code. If there are certain aspects of the theme represented by a code, I assigned a capital O underneath the theme and for that code. Figure 70 provides a representation of how the focused codes are related to the five major themes and which code predominately related to one theme.

Figure 70

Focused Codes Related to the Five Major Themes

Major Themes Across All Findings

Code	Communication	Culture	Connections	Commerce	Competitiveness
United States	O	X	O	O	O
Jobs				X	O
Opportunities				O	X
Time	O				X
Teacher Training					X
Support		X	O		O
Interested	O				X
Collaborations	O		X	O	O
Lack of Resources	O				X
Oral Communication	X		O		
International Companies		O		X	O
Tourism	O	O		X	
Intercultural	O	X	O		O
Pop Culture	O	X			
Universal Language	X	O		O	
Create Language	X	O	O		
Private and Public School Differences			O		X
Relationships	O	O	X		O
Urban and Rural School Differences		O			X
Comprehensive	O				X
Parents		X	O		
Skills	O			O	X
Interacting	X		O		
Internet	X	O		O	
Technology	X	O	O	O	O
Teacher Evaluation	O				X
Investment		O		X	

Tests	O	X			O
Competence	O				X
Conflict			X		O
Prepared					X
English as a Tool	X	O		O	O
Development				X	
Power			X		

Note: X= code is predominately present in that theme

O = certain aspects of the theme are present in this code

In discussing my thematic findings, I am also addressing my research questions. For instance, when I discuss the theme “culture,” all five research questions about *Costa Rica Multilingue*’s contextual factors, features, objectives, stakeholder roles, implementation issues, and perspectives are interwoven through that thematic finding.

Communication as a Thematic Finding

The first theme that emerged throughout the data in my research study was the theme of communication. Since the code of *communication* was the most prevalent code in my data findings with fifty-four instances and it related to other codes, communication emerged as a thematic finding (see Table 4 and 5). Interviewees mentioned communication through phrases such as “communication is part of being human beings” and in Costa Rica it is important to “communicate with others using a global language such as English since there are a lot of people from other non-English speaking countries in Costa Rica” (UPPS6-T; MEP-A, Interview, June 6 and 7, 2013). Since there were numerous codes that related to the theme of communication, I arranged the codes under three subtheme groups of communicative learning methods, communicative learning resources, and English as a universal language. The subtheme of communicative learning methods related to the codes of *oral communication*, *interacting*, and *create language* because the data showed that these codes were most often in reference to the learning methods used to learn to communicate in English. The subtheme of communicative learning resources related to the codes of *technology* and the *Internet* because the data revealed that technology and the Internet were the most frequently mentioned as learning resources to learn to communicate in English. Also, the subtheme of English as a universal language related to the codes of *universal language* and *English as a tool* because the data revealed that English

was seen as a universal language and a tool to communicate. Figure 71 illustrates that the theme of communication with the subtheme and codes along with the research questions addressed.

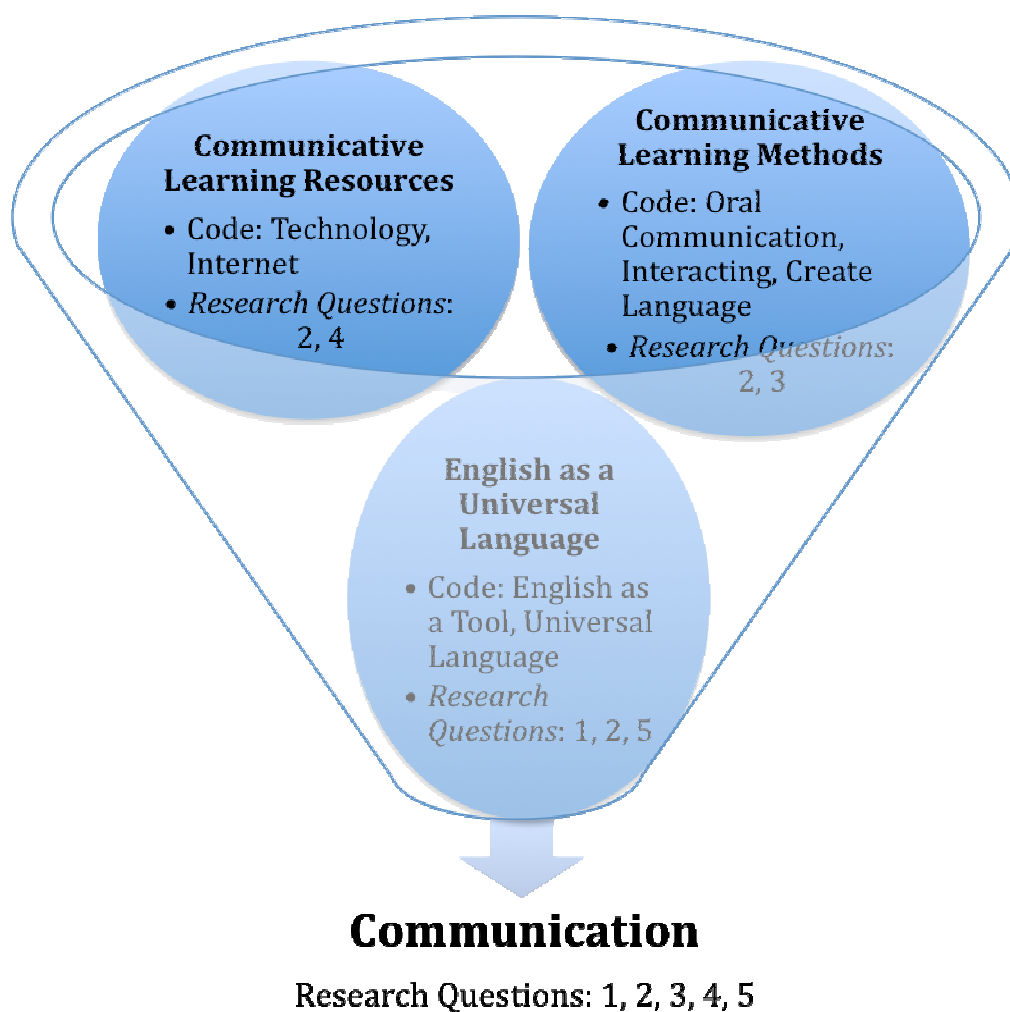


Figure 71. Graphic Representation of the Communication Theme

In the data for each of my research questions, the theme of communication emerged in the findings. For instance, in reference to research question one, the contextual factors that contributed to the development of *Costa Rica Multilingue* involved “the need to communicate with tourists,” as well as “to get a decent job, you need to speak English” (UPPS6-T, Interview, June 6, 2013). Additionally, the technical company’s corporate affairs manager mentioned that

“the United States is our number one commercial partner so it is very important for our country to communicate with the number one,” (CRS3-CP, Interview, June 12, 2013). The features and objectives of *Costa Rica Multilingue* refer to research question two, and the *Costa Rica Multilingue* policy states that one of the objective is for “Costa Ricans to better develop greater communications skills,” in order to communicate with the rest of the world (LaGaceta, 2013).

The private school administrator echoed such sentiments by explaining that the National English Plan’s objective is for students to learn “English to grow as a person and as a communicator” in order to “effectively communicate with other people in Costa Rica who do not speak Spanish” (PS4-A, Interview, June 4, 2013). One of the objectives in MEP’s English Syllabus for cycle I and II is “to encourage the use of English to communicate cultural, social, economical, and personal aspects in order to grow a citizen committed to the development of the country,” (MEP, 2013b, p. 37). Research question three referred to the roles of the stakeholders in implementing *Costa Rica Multilingue* in which the theme of communication related to assisting with providing teachers with ways to teach English communicative learning methods. From the perspectives of the MEP’s National English Advisors, public and private school administrators, and public school teachers I interviewed, communicative learning methods include oral production, interacting, and creating (PS4-A; PS4-T; UPPS5-A; UPPS5-T; UPPS6-A; UPPS6-T; MEP-A; RPPS9-T; RPSS10-T, Interview, June 4, 5, 7, and 10, 2013). As far as research question four, the implementation issues embodied the communication theme were noted by the MEP’s National English Advisors, public and private school administrators, and public school teachers mentioning the communicative learning resources that are most important to teaching English were the Internet and technology equipment to assist students with learning English in an interactive manner (PS4-A; PS4-T; UPPS5-A; UPPS5-T; UPPS6-A; UPPS6-T; MEP-A; RPPS9-

T; RPSS10-T, Interview, June 4, 5, 7, and 10, 2013). Findings for the fifth research question revealed that the theme of communication was part of the public school English teachers' overall perspective concerning their support for the Policy. The public school teachers explained that they viewed English as a universal language necessary for all Costa Ricans to know in order to be able to communicate globally so it is important to teach primary and secondary students English (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5, 6 and 10, 2013). To provide further explanation as to how communication emerged as a thematic finding, I next discuss the subtheme groups and codes as related to the research questions.

Communicative Learning Methods. As a subtheme to the communication theme, the communicative learning methods included the codes of *oral communication*, *interacting*, and *create language*. *Oral communication* was referenced twenty-two incidences in the data sets. In the interviews, the private and public school teachers would mention how important it was for their students to have time orally communicating in class (PS4-T; UPPS5; UPPS6-T; RPPS9; RPSS10, Interview, June 4, 5, 6, and 10, 2013). The private school teacher explained that “most important thing for me is make students be able to orally communicate in English” (PS4-T, Interview, June 4, 2013). The MEP's National English Syllabus document also emphasizes oral communication in every grade level as the main focus of the curriculum. Specifically, the MEP's English Syllabus stated that “the teacher should design varied teaching procedures to create a highly motivating atmosphere to encourage meaningful communication,” (MEP, 2013b, p. 20). From the MEP's National English Advisor and public school administrators' perspectives, to meet the objective of the National Plan for English requires teachers to plan lessons around the idea of increasing the students' oral communication skills, which can be accomplished by students interacting with each other and creating the language through activities (MEP-A;

UPPS5-A; UPPS6-A, Interview, June 5, 6, and 7, 2013). From a critical perspective, I observed that the private school and the public secondary schools provided more opportunities for the students to orally communicate with one another through group work and presented group projects that required the students to orally communicate in English with one another. From my visits at the public primary schools, I observed very limited opportunities for the students to orally communicate with one another as many of the activities were worksheets where students completed it individually and did not involve speaking (UPPS5; UPPS6, Observation notes, June 5 and 6, 2013).

The code of *interacting* was also found in the data sets thirteen incidences as a communicative learning method. As far as interacting, the private and public school teachers believed that providing students with interactive English lessons are the most effective in students becoming bilingual. For instance, the rural public secondary school teacher explained that “the teaching methods that are most effective are the ones that make the teaching process more interactive. For example, when I give students oral dialogues or role plays, that is effective because they can do team work and work with their colleagues,” (RPSS10-T, Interview, June 10, 2013). In doing so, the students will be able to “live the language,” or “create the language” (RPSS10-T, Interview, June 10, 2013).

Furthermore, the code of *create language* was also found in the data sets in eighteen incidences as a communicative learning method. The MEP National English Syllabus document stated that teachers need to “stress social interaction in learning” because “one learns in the second language through cooperative interactional activities,” (MEP English Syllabus, 2003b, p. 29). From a critical perspective, although the MEP National English Syllabus encourages teachers to implement interactional activities, the private school and the suburban public

secondary school were the only two schools that I observed implementing such methods by having the students present collaborative projects where students interacted and practice their English with other (Field notes/Observation at PS4; SPSS8, June 4 and 7, 2103).

Communicative Learning Resources. As far as the communicative learning resources used to implement communicative learning methods, the *Internet* and *technology* resources were each found in the data sets twelve incidences. In interviews, the public and public school teachers mentioned that utilizing the Internet and technology resources such as their laptops and CD players allowed them to implement communicative learning methods. The private school teacher, urban public school teachers, and rural public school teachers mentioned that they found most of their teaching activities from the Internet (PS4-T; UPPS5-T; UPPS6-T; RPPS9-T; RPSS10, Interview, June 4, 5, 6, and 10, 2013). The rural public primary school teacher mentioned the importance of using the “computer to show videos to students” and “play songs” in order to create an interactive communicative learning environment (RPPS9-T, Interview, June 10, 2013). When asked if there were more technology resources that could be helpful in meeting the objectives of the National Plan for English, urban public primary school teachers mentioned “projectors” to display “videos, songs, and PowerPoint presentations,” (UPPS5-T; UPPS6-T, Interview, June 5 and 6, 2013). From a critical perspective, the MEP National English Advisor was aware of the teachers desire for more technology resources. However, the Advisor contended that PowerPoints are not necessarily going to provide more communicative learning approaches. Instead, the Advisor wants “the whole group interacting and speaking in English, not just listening,” which the National English Advisor believes would happen when a projector displays videos and PowerPoint presentations (MEP-A, Interview, June 7, 2013). From my visits to the private school, I observed the third grade teacher utilize PowerPoint to briefly present the

material and then encouraged the students to speak in English by asking questions about the information off of each slide so it is possible to utilize PowerPoint as a communication resource to promote speaking and interacting in English (Field notes/Observation at PS4, June 4, 2013).

In analyzing the MEP National English Syllabus document, the syllabus explains that teachers should utilize particular resources “to enhance the learning experience” by “exposing student to different charts, grids and resources such as: big books with stories with sequencing pictures, thematic, pneumonic and semantic pictures, poems, riddles, musical games, songs, puppets shows and fairy tales,” (MEP’s Cycle I Syllabus, 2003a, p. 83). The urban and rural public school teachers explained that they have never received any of those resources from the MEP or their school (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5, 6, and 10, 2013). Thus, from a critical perspective, the MEP’s English syllabus does not reflect the realities that teachers face in trying to meet the expectations of the MEP. The MEP also suggested in their English syllabus “electronic references” that teachers could refer to that would assist with other communicative learning methods and resources. However, the urban and rural public school teachers explained to me that the MEP never offered to provide them with computers to utilize the Internet websites (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5, 6, and 10, 2013). Instead, the English teachers reported that they had to purchase their own laptops in order to view the Internet resources suggested by the MEP. As a result, urban and rural public school teachers have limited resources that help them meet all of the MEP requirements in teaching English (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5, 6, and 10, 2013).

English as a Universal Language. In analyzing the MEP English Syllabus document, the document stated that the reason for teaching English in Costa Rica is because “the large number of individuals who speak English either as their first or as a second or foreign language

justifies the fact that English is considered a universal language. Likewise, within the scientific, technological and humanistic spheres, English is a fundamental linguistic tool,” (MEP’s cycle II Syllabus, 2003b, p. 13). The code of *English as a universal language* was mentioned eighteen incidences in the data sets, and there were six occurrences when the code of *English as a tool* was also mentioned. From my interview with the Regional Education Advisor, English is not seen as a Western or American language. Instead, Costa Rican views English as a “global language because many countries speak English,” (REA-A, Interview, June 10, 2013). The Costa Rica Multilingue Foundation published a donation brochure that expresses the same notion that “communicative skills, particularly foreign-language skills, become a doorway to new worlds,” (CRMF Brochure, 2013). Overall, Costa Rica views English as a linguistic tool for communication. With the implementing of *Costa Rica Multilingue*, English became known as the “official first foreign language,” (PCV-M, Interview, June 10, 2013).

The MEP National English Syllabus document also places heavy emphasis on students understanding “the importance of speaking English in the community and Costa Rica,” (MEP, 2013b, p. 40). The MEP’s National English Advisor also explained English has now become part of Costa Ricans everyday language, and there are even “English words that we mix with Spanish, which means there is a hybrid of English and Spanish” used in Costa Rican communities (MEP-A, Interview, June 7, 2013). From my interview with the MEP’s National English Advisor, I sensed that English is viewed by Costa Ricans not just another language that they can use to communicate with each other, but a universal language that is now becoming part of the Costa Rican culture (MEP-A, Interview, June 7, 2013).

Culture as a Thematic Finding

Culture was the second theme that emerged in my research study. The code of *culture* became a theme because it was one of the most prevalent codes, occurring in forty-one instances, and aspects of the code *culture* related to other codes (see Table 4 and 5). Although I explicitly asked about the cultural factors of the plan in my research questions, my interviewees continued to mention different dimensions of culture throughout the interviews. Predominately, interviewees would mention culture through phrases such as “English is part of our culture and we love our culture,” and “English is a part of us as Costa Ricans,” as well as “English is around us everywhere” (CRS1-HR; UPPS5-T, Interview, June 3 and 5, 2013). The theme of culture also related to the codes of *United States*, *support*, *intercultural understanding*, *pop culture*, *parents*, and *tests*. The theme of culture did not prompt me to construct sub-themes as I had done in the first major theme that was previously discussed. Figure 72 illustrates that the theme of culture and how the codes are interrelated to the theme and the research questions.

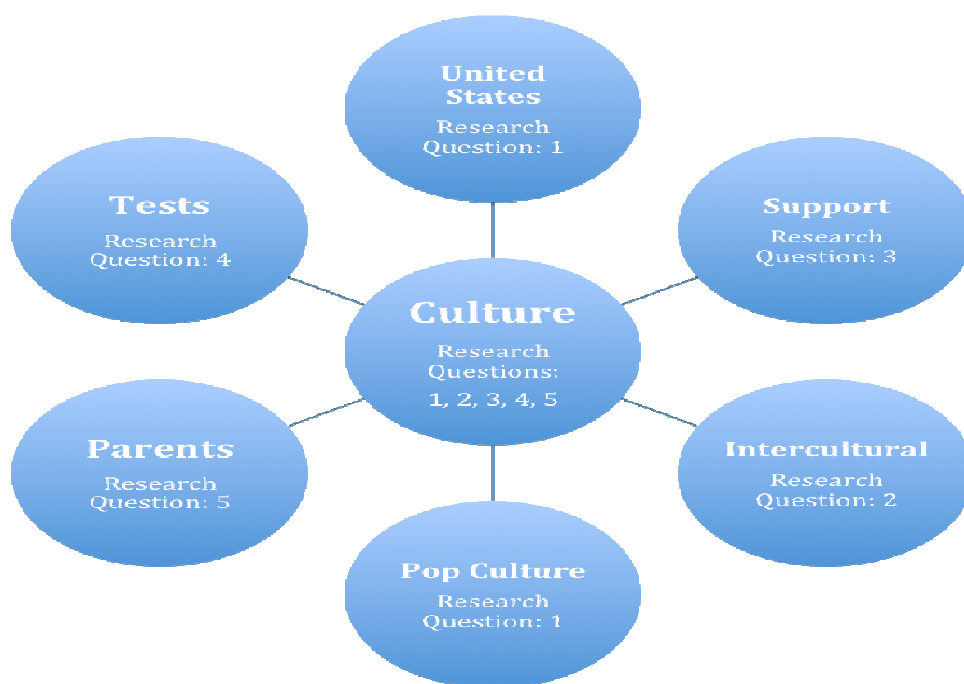


Figure 72. Graphic Representation of the Culture Theme

In each of my research questions, the theme of culture emerged in the data findings. For instance, in reference to research question one, Costa Rica's culture involved "cultural relationships with English-speakers in the tourism, scientific, and technological areas that was influenced by the United States" (UPPS5-A, Interview notes, June 5, 2013). Additionally, the Peace Corps Volunteer manager mentioned how "English became part of Costa Rica society through pop culture and globalization" (PCV-M, Interview notes, June 10, 2013). Research question two refers to the features and objectives of *Costa Rica Multilingue* and the findings revealed that culture is part of the Ministry of Public Education's overall education policy as noted in the MEP's *Educational Policy Towards the XXI Century* policy document. Specifically, the MEP's education policy towards the XXI century includes "encourage the learning of a foreign language that would allow for the increase in exchanges with other cultures," (MEP, 2013g, p. 11). The MEP National English Advisor echoed such sentiments when she explained that Costa Rican students will gain "intercultural understanding" through the study of English to become "leaders and citizens that know our culture and other cultures," (MEP-A, Interview notes, June 7, 2013). Research question three referred to the roles of the stakeholders in implementing *Costa Rica Multilingue* in which culture was distinguished as gaining a culture of support from the international stakeholders, but lacking a culture of support from national and local stakeholders. As far as research question four, the implementation issues embodied the theme culture through the subtheme of tests. Each participant explained how *Costa Rica Multilingue* was implemented when the teachers were evaluated on their English skills, the students are continuously evaluated on what they are learning, and individuals are evaluating themselves based on their proficiency level. Pertinent to the fifth research question, culture was mentioned by the school administrators and teachers in regards how students spoke English in

the school culture, but not outside of school with their parents (PS4; UPPS5; UPPS6; RPPS9; RPSS10, Interview, June 5, 6, and 10, 2013).

United States' Culture. American culture was mentioned in the data sets in twenty-nine incidences. In particular, the CRMF's Executive Director and Peace Corps Volunteer Manager mentioned how the United States' culture has influenced Costa Rica to implement the National English Plan. The Foundation's Executive Director explained that the United States' "culture has rubbed into Costa Rica," through "American companies, tourists, and TV programs," (CRMF-D, Interview, June 11, 2013). The Peace Corps Volunteer Manager mentioned how the Costa Rican culture has now become similar to the United States politically since "our democracy is sustained upon the same principals of the United States," economically through the "major brands, companies, and firms you find in Costa Rica," and culturally through "music, movies, radio, TV, and literature," (PCV-M, Interview, June 10, 2013). When asked if the United States' culture was part of Costa Rica due to being geographically close, a rural public secondary school teacher explained that "not talking geographically close, but close as in similar cultures. I think we are more comfortable with the United States," (RPSS10-T, Interview, June 10, 2013). When pushed further to respond whether China's culture would be the next culture to influence Costa Rica, the teacher explained that "I think China is a different culture than Costa Rica with dress, food, and interests," (RPSS10-T, Interview, June 10, 2013). Overall, participants expressed the same sentiment as mentioned by a public school teacher saying "American culture is very influential to us and we see them as friends," (MEP-A, Interview notes, June 7, 2013).

The MEP National English Advisor provided me with a CD-ROM of teaching materials that embody aspects of American culture. The teaching materials included references to American fairy tales, holidays, weather patterns, and famous politicians. For instance, one

teaching material included a storybook that illustrated famous African Americans and the different jobs that a student could pursue (see Figure 73). In this aspect, the MEP is encouraging Costa Rican public school teachers to teach about American culture through literature. From a critical perspective, it is probable that Costa Rican students are not familiar with Jesse Jackson, which would not make a direct connection to the Costa Rican students' lives.

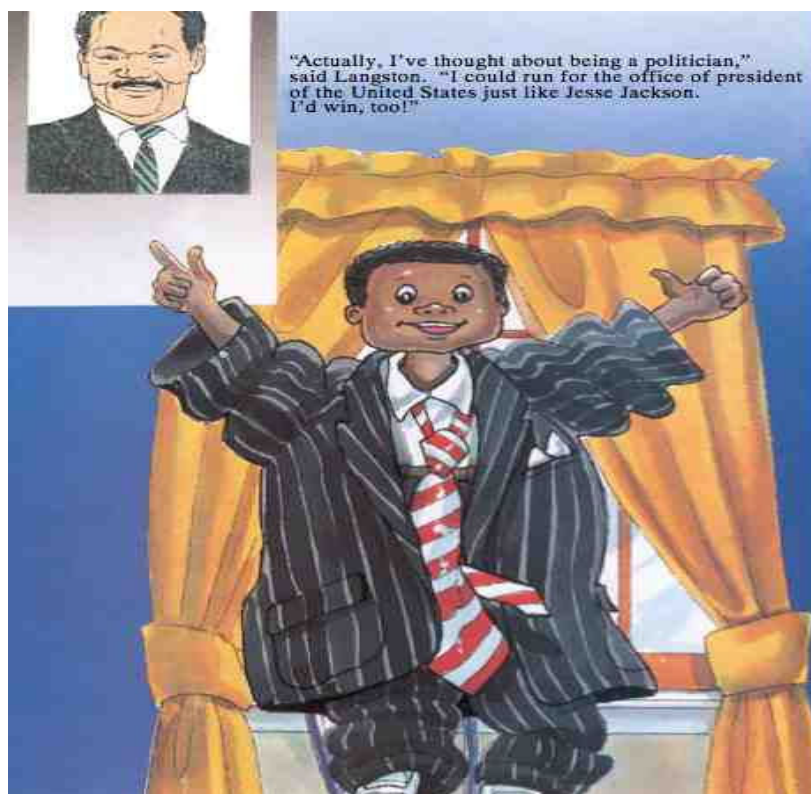


Figure 73. Teaching Material from MEP Dynamic Teaching Materials for I and II Cycles CD-ROM

When I traveled to different sites throughout Costa Rica, I observed how prevalent aspects of the United States' culture was in relation to Costa Rica's culture. Additionally, I noticed at schools that Costa Rican students owned book bags that were decorated with Disney and Barbie characters. As mentioned by the Costa Ricans I interviewed, American companies, restaurants, TV programs, and literature are part of Costa Rica's modern culture. Figure 74, 75,

and 76 illustrate how American restaurants, companies, and products are immersed in Costa Rica's culture.



Figure 74. American Fast-food companies in San Jose, Costa Rica



Figure 75. American Company, Walmart, in San Jose, Costa Rica



Figure 76. Image of American products, Barbie, at a Public School

Viewing this from a critical theoretical lens, I suggest that what Costa Ricans perceive as America's culture is in fact Americanization or American capitalism. With Costa Ricans believing that American culture only involves commercial goods, services, and education, it is possible that Costa Rica's authentic culture is being eroded and that it will transform into a more Americanized capitalistic culture.

Support. *Support* was another code that emerged in the findings with regard to culture dimensions, and it appeared in the data sets twenty-eight times (see Table 4 and 5). For instance, the notion of a culture of *support* was evident from the multiple stakeholders that are involved in the implementation of *Costa Rica Multilingue*. As noted in the *Costa Rica Multilingue* policy document as decreed by President Sanchez, the National Plan for English must be “supported by all the organs, institutions and public bodies and non-state as well as by the different organizations civil society or the private sector who are interested in cooperating in the success with it,” (*La Gaceta*, 2013). From my visits with the interviewees from the MEP, CRMF, and corporations, I commented in my field notebook how “institutions, organizations, and industries were vocal in support of the policy’s implementation” (Field notes/Observation memos, June 3,

7, 11, and 12, 2013). For instance, an the Regional Education Advisor mentioned how “international and national organizations support the English programs and teachers in and out of the classroom,” (REA-A, Interview, June 10, 2013). As mentioned in the Costa Rica Multilingue Foundation’s *Third Annual Report*, the Peace Corps have provided administrative support to the Foundation by having “volunteers in school and rural communities” to “improve the English abilities of Costa Ricans” (CRMF, 2011, p.2). International businesses have also provided financial support to providing resources towards the teaching of English. Intel has donated computers and other digital equipment to over twenty area schools (Costa Rica’s Intel, 2013). Nationally, the MEP and Foundation were very adamant throughout the interviews about the importance of supporting the National Plan. The MEP’s National English Advisor mentioned providing teaching resources to the Regional Education Advisors who then present professional development programs to the English teachers for further training (MEP-A, Interview, June 7, 2013). The Foundation’s Executive Director also mentioned providing support to the rural communities through its JumpStart summer camps (CRMF-D, Interview, June 11, 2013). Furthermore, the public school teachers from UPPS5 and RPPS9 sites mentioned how the principals would provide “economic support” whenever they could by providing CD players, funds for Spelling Bees, and money to purchase textbooks that parents could not afford (UPPS5-T; RPPS9-T, Interview, June 5 and 10, 2013).

However, a critical standpoint, the culture of support is not universal or consistent. The Foundation’s Executive Director explained that the current Presidency has not provided consistent financial support to the implementation of *Multilingue* as compared to President Sanchez. The Executive Director admitted that “the last administration supported English education very much and invested millions of dollars in teacher training. During this

government, even though it is the same MEP, that investment has stopped. The current government has said that enough money has been given to English and it needs to be given to something else,” (CRMF-D, Interview, June 11, 2013). From a local level, the rural public school teacher was admitted that principals and parents do not “support English as much as other subjects,” (RPPS9-T, Interview, June 10, 2013). The teacher continued by saying “I have to promote English within the school to get the same respect as other subjects. The principal does give what I ask, but I have to force them to see that English is important,” (RPPS9-T, Interview, June 10, 2013). Another teacher mentioned how she had to repeatedly ask the principal for a CD player before she received one (UPPS5-T, Interview, June 5, 2013). Some urban school teachers mentioned not having any professional development training from their Regional Education Advisor, which meant the urban school teachers are not receiving the same level of support as compared to the rural school teachers who do have strong support from their REAs (UPPS5-T; UPPS6-T, Interview, June 5, 2013). From my visits at the private school, I noticed the private school administrator met with English teachers in her office to provide additional curriculum support and review their lesson plans (Field notes/Observation at PS4, June 4, 2013). The private school teacher explained that “the school always supports teaching of English through support from administration” by giving curriculum resources, lesson plans, as well as “flexibility in adjusting the curriculum,” (PS4-T, Interview, June 4, 2013). In applying Snyder’s (1992) mutual adaptation perspective of curriculum development, private schools reflect the perspective that implementing the English curriculum will involve adjustments, and the private school allows for flexibility on part of the private school’s curriculum designers and teachers when making adjustments to the curriculum. From a critical perspective, the main reason the culture of support is available in private schools compared to public schools appears to be because the private

school administrators are bilingual so they understand the adjustments being recommended by the teachers and recognize the need for flexibility as a method of supporting its teachers.

Intercultural Understanding. *Intercultural understanding* was another code that emerged in the findings as a dimension of culture, and it appeared in the data sets in twenty incidences (see Table 4 and 5). From the MEP Cycle I English Syllabus document, it was evident that the MEP is promoting intercultural understanding as an important topic in its current English syllabus. Specifically, the MEP's syllabus states that the purpose for teaching English as

“Learning a foreign language also means developing an awareness and knowledge of other cultures. So, Costa Rican children will be exposed to a world different from their own. They will be able to appreciate the moral, spiritual and aesthetic values of a new culture, and at the same time appreciate Costa Rican idiosyncrasies, values, traditions, and customs. In addition, children will develop feelings of solidarity and brotherhood that will enable them to contribute to the improvement of their society,” MEP's Cycle I Syllabus, 2013a, p.16.

When asked further to explain what intercultural understanding meant to the participants, most individuals articulated the same sentiments as mentioned by the Peace Corps manager by defining intercultural understanding as “an interaction between different cultures that leads to understanding,” (PCV-M, Interview, June 10, 2013). The urban public primary school teacher at Site 6 explained that English “is a bridge that connects many cultures and people from different countries,” which contributes to an understanding (UPPS6-T, Interview, June 6, 2013). In the textbook utilized by public elementary school teachers, there were lessons teaching about the similarities and differences of cultures (see Figure 77). In Figure 77, Costa Rican public school students are comparing the differences in greetings from Latin America to the United States and Canada. Students are learning that some greeting styles are different in Latin America and the United States. For instance, as noted in Figure 77, the textbook suggests that Latin America women “normally kiss once” in Latin America and “women sometimes hug each other or simply

nod” in the United States or Canada. As such, the English teachers are utilizing teaching materials that teach about English through different cultural understanding because as the teachers explain, “culture and language must be linked,” (UPPS6-T, Interview, June 6, 2013).

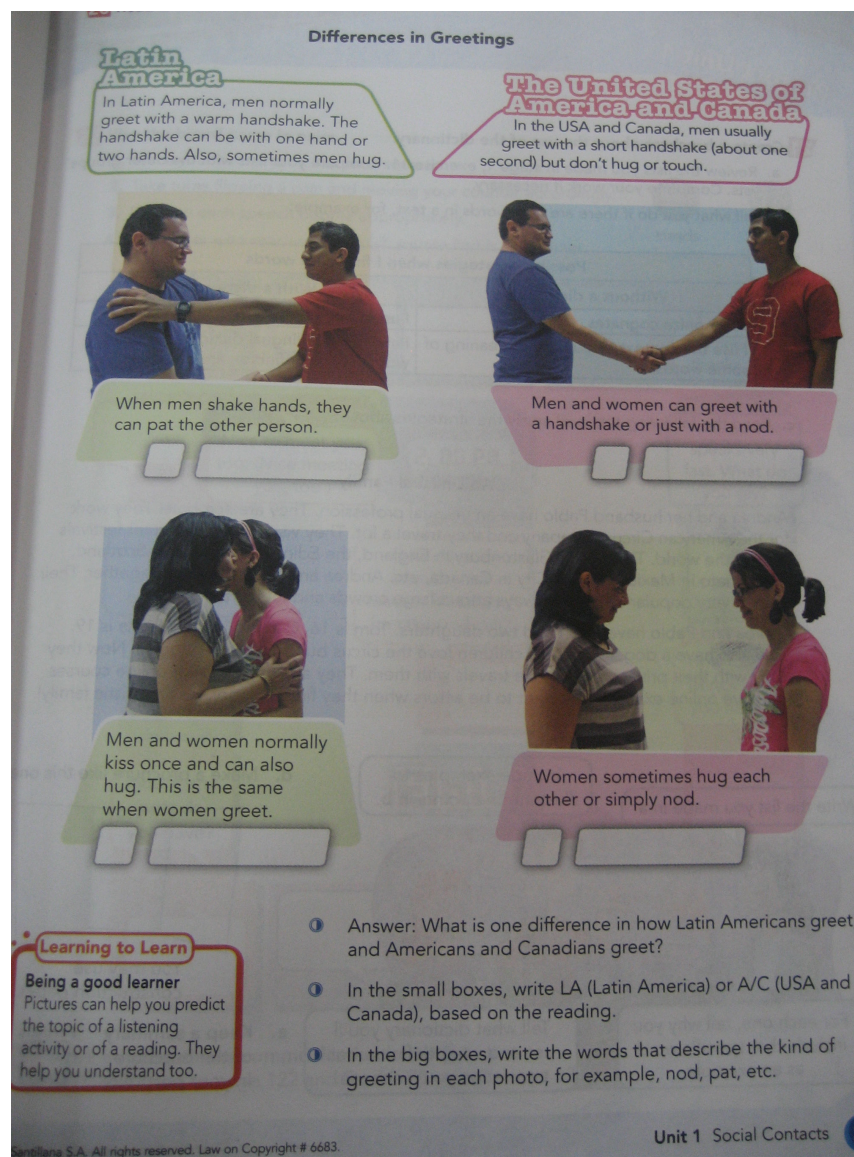


Figure 77. Cultural Differences and Similarities in Textbook

The urban public primary school teacher at Site 6 also wanted the MEP “to include more about the United States culture or England culture” in the MEP’s curriculum to provide further intercultural understanding, (UPPS6-T, Interview, June 6, 2013). However, from a critical lens,

teachers explained that teaching a culture is more difficult than teaching a language, “teaching a culture is one of my weaknesses. I think I am missing that part,” (UPPS6-T, Interview, June 6, 2013). Thus, even though it is part of the MEP’s syllabus to teach students about different cultures to foster their intercultural understanding, the teacher does feel unprepared to instruct on different cultures. Nevertheless, the MEP has contextualized the English syllabus to encompass intercultural understanding, which the teacher agrees “is a good thing because it talks about customs, typical dress, everything related to our culture. In that way, the students are learning that in an appropriate way to be able to transmit it to other people,” (UPPS6-T, Interview, June 6, 2013). Even the MEP’s National English Advisor acknowledges that one of the objectives for the National Plan for English is “to have critical thinking skills and teach them to be tolerant of other cultures. If they have an opportunity to visit our countries, they will not have cultural shock,” (MEP-A, Interview, June 7, 2013). However, to accomplish such an objective, I wrote down in my field note that the “MEP needs to be more aware of the teaching realities faced by educators” and provide additional professional development to assist teachers in “feeling more prepared to teach about cultures,” (Field notes/Observation memo after MEP Interview, June 7, 2013).

The Costa Rican Investment Promotion Agency (CINDE) also published an educational overview for foreign investors and companies. The CINDE educational overview document explains that “amid the private schools, there are world-class institutions with a cultural emphasis on the United States,” (CINDE, 2012a, p. 5). In analyzing the document, it is clear that the CINDE is promoting the idea that Costa Rican private schools emphasize the United States’ culture in order to attract international investors. From my visits at the private school, I wrote down in my notebook that the private school teacher emphasize to the students the importance of learning to speak English in order to “understand tourists and visitors from English speaking

countries,” during the students’ presentations about Costa Rican environmental parks (Field notes/Observation memo at PS4, June 4, 2013). At both the public and private school levels, an intercultural understanding is emphasized, as it is a reality for the Costa Rican culture.

Pop Culture. *Pop culture* was another code that emerged in the findings as a dimension of culture, and it appeared in data sets in nineteen incidences (see Tables 4 and 5). Throughout the interviews, participants would mention how pop culture has continued to influence Costa Rica to learn English. In the 1980s, America’s pop culture became prominent in Costa Rica through music, television, and the media. Then the Internet served as another medium for America’s pop culture to be instantly available to Costa Ricans. The Peace Corps manager explained that “Costa Ricans started listening to American bands and wanted to know what they were saying, which meant pop culture pushed the desire for people to learn English,” (PCV-M, Interview, June 10, 2013). The public school teachers also explained that Costa Rica’s pop culture is similar to America’s pop culture because students watch American movies in Costa Rica theaters, watch American TV shows via satellites, and listen to music on English-speaking radio stations (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5, 6, and 10, 2013). Throughout my field work, I noticed that Costa Rican students would be singing lyrics to American music, radio stations played American music and had English-speaking DJs, satellite televisions provided access to American TV stations, shows, and games, as well as, American newspapers and magazines were available for purchase in the grocery stores (Field notes/Observation memo, June 10, 2013). During my field work, I bought the Costa Rican newspaper, *La Republic*, which typically references American pop culture in its daily news. For example, Figure 78 references a Costa Rican newspaper, *La Republica*, in which an article discusses the National Basketball Association’s (NBA) Finals with the Spurs and Miami Heat in

the championship. With English being part of Costa Rica's pop culture, the rural public secondary school teacher explained that students are more motivated to learn English in order to know about American pop culture (RPSS10-T, Interview, June 10, 2103).



Figure 78. American Basketball Game Referenced in Costa Rican Newspaper

From a critical perspective, it is possible that students are not necessarily interested in knowing English to become bilingual, but instead just to understand pop culture. Therefore, even though English is part of Costa Rica's pop culture, I gather that students are not necessarily learning English with the National Plan for English's objective of becoming bilingual, but are learning English for entertainment purposes.

Parents. *Parents* was another code that emerged in the findings and it appeared in the data sets in fifteen incidences. I interpreted these incidences as evidence of a “culture of learning instilled in students by their parents, to one degree or not at all. Every private and public teacher mentioned in the interviews that parents were one of the contributing factors in whether a student is learning English. One urban public school primary teacher explained that “the place where students’ live influences the way they learn,” (UPPS5-T, Interview, June 5, 2013). Overall, the urban public primary teachers that were interviewed admitted that most parents view English as an important language for their student to learn (UPPS5-T; UPPS6-T, Interview, June 5 and 6, 2013). However, one teacher mentioned that there are some parents that do not feel it is important, and if the parents do not feel it is important to learn English, then the “kids do not do the work” (UPPS5-T, Interview, June 5, 2013). The rural public primary school teacher explained that “sometimes the parents do not support the students in doing their homework. Some parents do not make an effort,” (RPSS9-T, Interview, June 10, 2013). To keep parents informed on the English material that students are learning and the English exam date, public school teachers provide notes to families about the topics for exams. For instance, the teacher at the urban public primary school Site 6 provided families with the following note to explain of the topic of the exam and the importance of not missing the exam (Figure 79).

Topics for Oral test 1st Grade 2013 (II Term)

Objectives	Contents
Recognize family members	Father, mother, brother, sister, grandfather and grandmother
Identify Feelings	Happy, sad, angry, tired
Recognize actions	Jumping, running, sleeping, walking

Los temas han sido previamente estudiados en clase y los estudiantes tienen toda la información en sus cuadernos, libros y extra clase. Se aplicara la prueba oral en las lecciones de Ingles, de acuerdo al horario tienen establecido, durante la semana del 13 al 19 de junio, durante las lecciones de Ingles. Al final indico la fecha en la que corresponde a su hijo (a) realizar la prueba. NO se repona el examen en otra fecha que no sea la indicada, salvo que presenten dictamen médico de la CCSS dentro de los tres días hábiles después de aplicada la prueba, indicando que el estudiante el día y a la hora del examen estuvo enfermo.

A su hijo (a) le corresponde realizar la prueba oral de Ingles el día: ____ de junio del 2013

Firma del Padre o encargado _____

Figure 79. Family Note About First Grade Oral Exam

The note states “The issues have been previously studied in class and students have all the information in their notebooks, books, and extra class. Oral test will be applied in English lessons, according to the established schedule, during the week of 13 to 19 June during English lessons. At the end, there is a date that corresponds to your child to do the test. No other exam date will be given, except if you present a medical note within three business days after the test applied, indicating that the student on the day and time of the examination was sick. Your child should perform oral test of English (blank) June day of 2013. Signature of parent or guardian,”. Teachers require parents or guardian to sign the form making it known to the family that students will be taking an oral English exam.

The rural primary school teacher I interviewed stated that some parents believe there is no use for the student to learn English as the community thrives on agriculture (RPSS9-T, Interview, June 10, 2013). In contrast, the urban public school teacher explained that “the whole

environment helps them learn English,” which meant that when a student lives in “a house where a parent barely has second grade English or the parents are not there,” the student’s home culture does not encourage or assist the student in learning English (UPPS6-T, Interview, June 6, 2013). Although the parents may not contribute to the students practicing or using English outside of the classroom, a majority of the public school parents contributed to paying for English textbooks. Since the MEP does not provide English textbooks, it is the responsibility of the parents to buy the English textbooks for their children. The rural public secondary school teacher explained that if the parents could not afford to purchase the English textbooks, photocopies were made or the school administration would pay for the students’ English textbooks (RPSS10-T, Interview, June 10, 2013).

The Foundation’s Executive Director had a different perspective about parents not encouraging their children to learn English by explaining that some parents do not know how to help their students learn English because they do not know English. Additionally, the Executive Director stated that “sometimes parents do not know how the school works so they do not get involved with asking for more English instruction. They want their children to know English, but they do not know how to ask for it. So the Foundation brings awareness to the local community to ask for English in their schools,” (CRMF-D, Interview, June 11, 2013). From my visits to the urban and rural public schools, I observed that a majority of the parents did not know English. At the two urban public primary school I visited, I watched parents picked up their students from school, and I did not hear any parent speak English with the English instructor (Field notes/Observation at UPPS5; UPPS6, June 5 and 6, 2013). For instance, at one of the urban primary schools I visited, parents were picking up report cards from each teacher, and when the parents spoke with the English teacher, they only spoke Spanish to the English instructor (Field



notes/Observation at UPPS6, June 6, 2013). Thus, I understood the Executive Director's point about some students having parents or families who do not know how to speak English. In contrast, the private schools had more parents who spoke English with the English teacher. For instance, when I visited the private primary school, I walked with the third grade teacher and students to the carpool lot where parents picked up their children. About half of the parents spoke English with the third grade teacher, which meant students had parents who were bilingual (Field notes/Observation at PS4, June 4, 2013). Thus, it appears that Costa Rican students whose parents speak English are afforded the significant advantage of practicing English at home, which will contribute to the student learning English.

Testing Culture. *Tests* was another code that emerged in the findings related to the theme of culture, and it appeared in the data sets in ten incidences (see Table 4 and 5). Tests related to the incidences when teachers discussed the National English Examination as well as the evaluations given throughout the school year. With regard to the National English Examination, the MEP Costa Rica requires eleventh graders to pass the *Bachillerato de Ingles* (English graduate exam called English Baccalaureate test) test in order to be admitted to graduate and be admitted into college (MEP, 2013h). The National English Examination is an English reading comprehension test that only evaluates the students' English reading skills and not their English listening, speaking, or writing skills (MEP's Director of Management and Quality Assessment, 2004). Even though the MEP's secondary English syllabus requires secondary English teachers to teach all four learning modalities, the National English Examination forces the public secondary teachers to focus mainly on teaching students English reading comprehension skills (RPSS10-T, Interview, June 10, 2013). In contrast, the Regional Education Advisor explained that the National English Plan promotes oral communication, "but at the end,

the students are evaluated on reading comprehension. So teachers are working on reading comprehension instead of oral communication due to the test,” (REA-A, Interview, June 10, 2013). In other words, public secondary teachers are teaching to the test, and “the teachers do not have time to promote listen or speaking,” (REA-A, Interview, June 10, 2013). As a result, secondary students are not learning all the linguistic skills in order to become bilingual, which is in contrast to the purpose of *Costa Rica Multilingue*. The Foundation’s Executive Director admits that there is conflict between the National English Plan and the National English Examination by stating that “the reading comprehension test is multiple choice, but if you want to encourage people to talk, that is not the way to do it,” (CRMF-D, Interview, June 11, 2013).

To provide a perspective of what the National English Examination would encompass, the Figure 80 provides a sample of a reading comprehension question that a student would have to answer on the text (MEP’s Director of Management and Quality Assessment, 2004). From a critical perspective, to answer the question correctly, students would have to be able to read in English and make an inference that “losing their jobs” is similar to “can be fired in any moment,” which is making an assumption that losing jobs is equivalent to being fired.

Read the text and choose the correct option to complete each idea.

<p style="text-align: center;">Anthony Durán Telephone Operator</p> <p>As a directory assistance operator, I give out hundreds of telephone numbers every day. I sort of like talking to people all day. I earn around \$20,000 a year. But I don't feel very secure, because a lot of operators are losing their jobs because of automation. Computers do everything these days, so, I'm studying to be a computer programmer at night school.</p> 	<p style="text-align: center;">Kimberly Evans Physical Therapist</p> <p>In my job, I mainly work with athletes who have sports injuries. Sometimes the athletes are famous, and that's always exciting. My salary is good - \$38,000 a year - and I always have a lot of patients. Doctors are too busy to do physical therapy these days, and they're happy to give the work to specialists like me.</p> 
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39) According to the text, _____ can be fired in any moment.

- A) Anthony
- B) the directory assistant
- C) specialties like Kimberly
- D) athletes with sport injuries

Figure 80. Sample of Questions on National English Examination

With regard to the evaluations given in the public schools, primary and secondary teachers are required to give six English examinations throughout the year. For cycle I, students take three speaking and three listening exams. For cycle II and III, students take six exams that cover listening, speaking, reading, and writing skills. When I observed the urban public primary schools, the teachers were preparing students for the oral and listening examination that would be administered in a couple of weeks (UPPS5; UPPS6, Observation notes, June 5 and 6, 2013).

The urban public primary school teacher at Site 6 provided me with the written exam that fifth graders would take in the coming weeks (see Figure 81).

Written Test I Term/ Fifth Grade

Total Points 47 pts.

Total Percentage 25%

Time Available 80 minutes

Grade _____

Group 5- _____

Student's name _____ Date _____

Parent's signature _____

General Instructions:

- ◆ Read each item carefully.
- ◆ Use black or blue ink. Complaints won't be accepted if your answer is written in pencil.
- ◆ Do not use correction pen. Complaints won't be considered if you use white-out.
- ◆ Be organized and neat. All the parts must be written clearly. Answers with corrections will not be taken into consideration if there is a complaint.
- ◆ Be sure that you have all the pages. The test has six pages and four parts.
- ◆ When handing out the test, sign the act on the teacher's desk.

III Part. Classify the following words in the corresponding column. 30 points (1 point each).

1) Earache 2) diet 3) cramp 4) dengue 5) rash
 6) Chest pain 7) cough syrup 8) mumps 9) lungs 10) exercise
 11) X rays 12) cough 13) blood test 14) headache 15) runny nose
 16) Fever 17) sneezing 18) sore throat 19) stomachache 20) kidneys
 21) Prescription 22) heart 23) influenza 24) chicken pox 25) injection shot
 26) Rest in bed 27) band aid 28) pills 29) brain 30) trachea

Disease	Treatment	Symptom	Internal Body Part

Figure 81. Written Fifth Grade Exam from the UPPS6 Site

The fifth grade students at the urban public primary school were recently studying diseases. The exam would require students to identify the corresponding the disease, treatment, symptom, and internal body part. Teachers were concerned about whether or not the students would pass the tests. Thus, there was a lot of teaching time devoted to reviewing and administering the test. However, one public school teacher explained that “English is a language and it cannot be forced into an evaluation like other courses,” (UPPS5-T, Interview, June 5, 2013). Additionally, the teacher felt “pressure” and “rush to meet the needs of the evaluation system” (UPPS5-T, Interview, June 5, 2013). From my interview with the urban public school teacher at Site 6, the teacher mentioned that one change she would make to the National Plan for English is to not put so much pressure on testing the students English because the teachers are “teaching a language,” and the evaluations should be “less binding” to make the students “motivated to learn English” (UPPS6-T, Interview, June 6, 2013). In doing so, the English teachers said that they hope the students will focus on learning English and not concern with passing the test.

Connections as a Thematic Finding

The third thematic finding in my research study was the theme of connections. The code of *connections* occurred in thirty-four instances throughout my data and related to other codes, prompting me to construct connections as a thematic finding (see Table 4 and 5). The interviewees mentioned connections through phrases such as “Costa Rica has strong connections with English-speaking countries,” and “we use English as the language to connect with other countries” (PCV-M; CRS3-CP, Interview, June 10 and 12, 2013). The theme of connections related to my codes of *collaborations*, *relationships*, *conflict*, and *power* (see Table 4 and 5).

Figure 82 illustrates that the theme of connections and the codes that are interrelated to each other and the research questions.

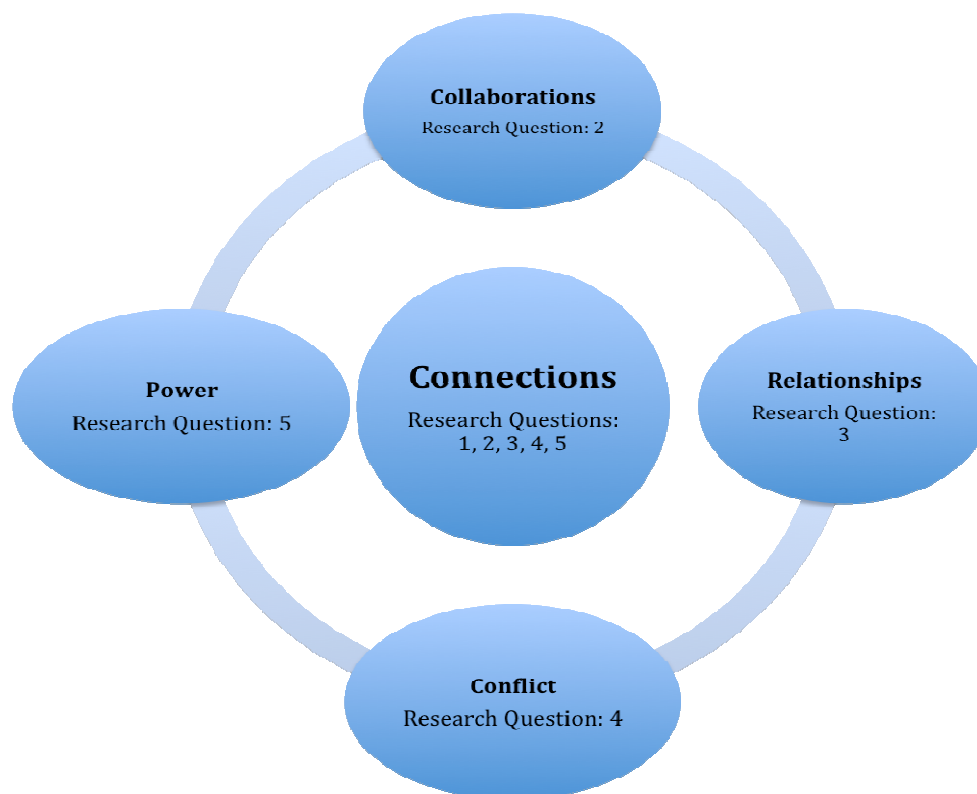


Figure 82. Graphic Representation of the Connections Theme

For each of my research question, the theme of connections emerged in the data and findings. In reference to research question one, the contextual factors that contributed to the development of *Costa Rica Multilingue* involved “the free trade agreement that makes a bigger connection between Costa Rica and other countries,” and “political connections with the United States Embassy and Peace Corps,” as well as “we are all connected through the Internet” (MEP-A; CRS3-CP, Interview, June 7 and 12, 2013). The features and objectives of *Costa Rica Multilingue* refer to research question two, and the findings revealed that students were becoming “connected to other cultures through learning about them,” (MEP-A, Interview, June 7, 2013). The MEP’s English Cycle II Syllabus document also wants students to make

connections with each other by having teachers “promote the child to collaborate in class activities,” (MEP, 2013b, p, 83). Research question three referred to the roles of the stakeholders in implementing *Costa Rica Multilingue* in which the theme of connections related to the code of relationships. Specifically, the National English Plan promoted working relationships among the stakeholders because the Plan made a “connection with the external world, the government, Ministry of Public Education, different NGOs, the media, and the community,” (CRS3-CP, Interview, June 12, 2013). As far as research question four, the implementation issues embodied the connections theme through a code of *conflict*. From my interviews and observations, I gathered there was “conflict” between some stakeholders when implementing the plan. Specifically, I noted in my field notebook that there seemed to a “conflict in the Ministry and Foundation’s relationship” as the Foundation wanted to establish JumpStart programs in the MEP’s public schools that conflicted with the Ministry’s rules, which will be discussed further under the *conflict* code (Field Notes/Observation memos, June 10, 2013). Data for the fifth research question revealed that the theme of connections was part of the participants’ perspectives concerning *Costa Rica Multilingue*. Although the United States had strong political, economic, and cultural connections to Costa Rica, my interview with the rural public secondary school teacher at Site 10 revealed that she believed that “the power of imperialism” contributed to the two countries being political, economical, and culturally connected (RPSS10-T, Interview, June 10, 2013). To provide further explanation as to how connections emerged as a thematic finding, I will discuss the *collaborations*, *relationships*, *conflict*, and *power* codes that relate to the connections theme.

Collaborations. As a code under the connections theme, *collaborations* was mentioned in the data sets in twenty-six incidences. In the MEP English Syllabus’ Objectives for cycle I, the

MEP want students to make connections with each other by having teachers “lead the child to ask for help and to collaborate with others,” (MEP, 2013a, p. 71). The MEP’s National English Advisor explained there has to be “a balance between the teacher talking and students interacting among each other,” and the MEP wants “students to work in groups to interact among each other,” (MEP-A, Interview, June 7, 2013). Even the technology company’s corporate affairs manager at Site 3 that I interviewed believed that “teachers must motivate students to collaborate with one another to do research, have creative thinking,” (CRS3-CP, Interview, June 12, 2013).

However, from a critical perspective, I did not observe a lot of creative thinking occurring in the public primary schools where it is most applicable to foster creative thinking through activities. Most of the English teachers in the public primary schools required students to complete either worksheets or cut-and-paste activities. Additionally, from my observations in the primary public schools, I did not notice a lot of collaboration among students. Instead, the activities required students to work individually on worksheets or the cut-and-paste activity. During my visit to the urban public primary school Site 6, I collected a worksheet that students were working on (Field Notes/Observation at UPPS6, June 6, 2013). The worksheet required the students to work independently by coloring the worksheet that contained English action words (see Figure 83). In doing so, the students were not engaging in the MEP’s objective of “collaborating with others” as the students were working individually on a color activity (MEP, 2013a, p. 71). Thus, it is evident that although the MEP objective includes collaborations, in reality the teachers are not following the MEP policy.

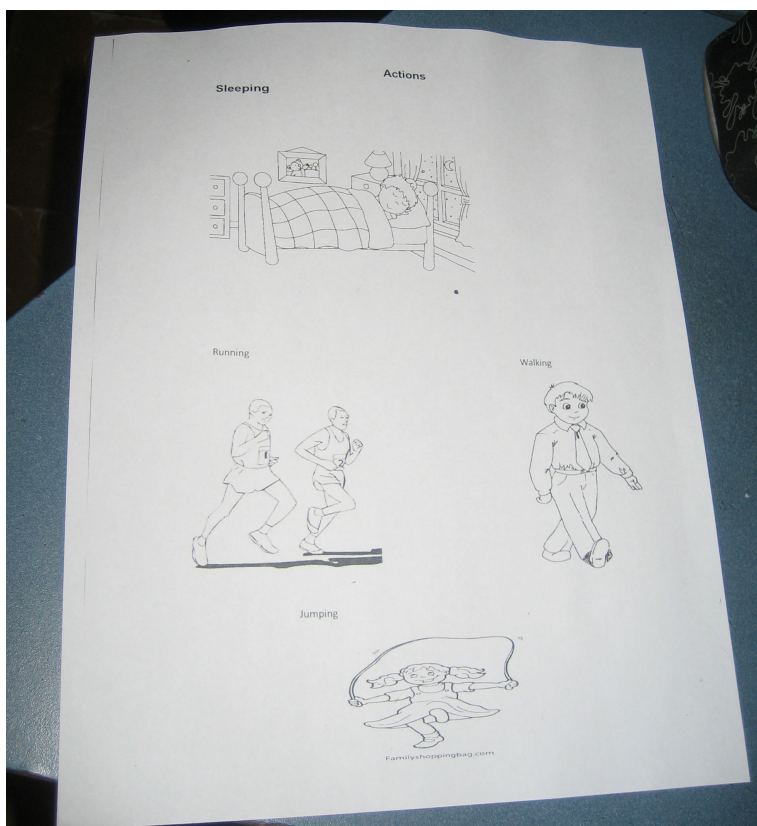


Figure 83. English Action Words Worksheet

Relationships. *Relationships* was another code under the connections theme that was referenced in the data sets in twenty-five incidences (see Table 4 and 5). The *Costa Rica Multilingue* policy encourages relationships between the public and private stakeholders in specifically referencing that the “public institutions, state and non-state may cooperate to facilitate actions to the Ministry of Education, the Instituto Nacional de Aprendizaje (INA), and the language institutes, develop programs and projects aimed at empowering people in tongues foreign,” (La *Gaceta*, 2008). The MEP National English Advisor mentioned how it has an “excellent relationship with the United States Embassy’s Cultural Office, and the Cultural Office gives the MEP a lot of resources for workshops” as well as “books and software,” (MEP-A, Interview, June 7, 2013). The National English Advisor also mentioned how it has a good working relationship with Intel, World Teach, and Peace Corps who all provided either

computers or resources to assist in implementing the National English Plan (MEP-A, Interview, June 7, 2013). The Peace Corps manager also articulated how its strong relationship with the MEP has allowed for Peace Corps teacher to have access to “train and then co-teach, plan, and facilitate English teaching with the Costa Rican teachers,” (PCV-M, Interview, June 10, 2013). The Peace Corps has had a long-standing relationship with Costa Rica since the 1960s when President John F. Kennedy implemented the Peace Corps volunteer program (US Embassy in Costa Rica, 2013). Due to the Peace Corps and the Ministry of Public Education’s relationship, the National Plan for English is being implemented in some rural Costa Rican public schools.

In my visits at a rural public primary (Site 9) and secondary school (Site 10), I observed that the Peace Corps volunteers’ relationships with the teachers provided the teachers with instructional resources such as classroom management posters to hang on the wall and instructions on how to make student whiteboards (Field notes/Observation, RPPS9 and RPSS10, June 10, 2013). The rural public secondary English teacher explained that “the Peace Corps volunteer helps me with planning fun activities to go along with the curriculum,” and “making resources like the whiteboards” (RPSS10-T, Interview, June 10, 2013). The Peace Corps volunteer also helps the teacher with English words that are not common to Costa Ricans like the word “muffins”. The teacher explained that “we were learning about muffins at a grocery store and it is not common in Costa Rica, but [the Peace Corps volunteer] explained muffins to the students,” (RPSS10-T, Interview, June 10, 2013). However, from a critical perspective, not all rural schools receive Peace Corps volunteers so there are a lot of Costa Rican rural schools that are lacking in that opportunity to make a connection with the organization.

The Foundation has also established relationships to benefit the Foundation in meeting its goals within the *Costa Rica Multilingue* policy. The Foundation’s relationship with the Peace

Corps promotes the JumpStart camps as most of the staff of the camps are Peace Corps volunteers. On the CRMF JumpStart camp's blog website, the Foundation noted how important the Peace Corps' partnership is to the Foundation by saying "for 2013, CRMF expanded JumpStart through the invaluable support of volunteers from the United States Peace Corps' TEFL project. For 2014, CRMF plans to enhance its Peace Corps partnership, but also work with other volunteers to make JumpStart available to all Costa Rican communities," (<http://jumpstartcostarica.blogspot.com/p/what-is-jumpstart-costa-rica.html>). Additionally, the CRMF's Executive Director noted that the Foundation's relationships with Intel and HP has contributed to the companies providing computers for the Foundation's pilot program, Project EILE (CRMF-D, Interview, June 11, 2013). As noted on the Foundation's *Third Annual Report* document, the Foundation has a strong relationship with the National Learning Institute (INA), which has contributed to establishing English courses for Costa Ricans to take if they did not score a C1 level on the Common European Framework of reference for Languages during high school (CRMF, 2011). The Foundation's Executive Directors explained that the next objective is to offer students at INA a voluntary certification so the individuals that get English training can use the certificates as a market tool," (CRMF-D, Interview, June 11, 2013). From a critical perspective, despite the Foundation having a solid relationship with the INA, I surmised from interviews that there remains some conflict between the Ministry of Public Education and the Foundation.

Conflict. *Conflict* was code within the theme of connections as noted in the data sets in eight incidences (see Table 4 and 5). From my interviews with the MEP National English Advisor and the Foundation's Executive Director, they both suggested that there has been conflict between the two organizations. For instance, the MEP National English Advisor

mentioned how the Foundation and the MEP are both stakeholders involved in the implementation of *Costa Rica Multilingue*. But, the MEP also provides the Foundation “permission to implement programs in the Ministry’s schools,” (MEP-A, Interview, June 7, 2013). However, the MEP’s National English Advisor explained that the MEP has “certain rules” and some of the Foundations’ programs “are breaking the MEP’s rules,” (MEP-A, Interview, June 7, 2013). As noted in the CRMF *First Annual Report*, Project EILE was one of the Foundation’s initial project when the *Costa Rica Multilingue* policy was implemented (CRMF, 2008). Project EILE requires primary and secondary students to write, read, listen, and speak English by utilizing a computer program (CRMF, 2008). However, the MEP English Cycle I Syllabus document does not promote writing and reading English because the Ministry believes listening and speaking need to be focused on the early grades (MEP, 2013a). Thus, Project EILE was not necessarily “following the rules of the MEP,” (MEP-A, Interview, June 7, 2013). Additionally, the Foundation’s main project is currently JumpStart camps, which allows raising seventh graders in rural areas to attend a summer English camp for free (CRMF JumpStart, 2013). Although the MEP’s National English Advisor “really loves” the idea of a camp for “students who have not received English in primary school” to learn English in “fun and innovated ways,” the Ministry is not involved in the program because they do not want to “force students to attend camps during their vacation time,” (MEP-A, Interview, June 7, 2013).

The Costa Rica Multilingue Foundation’s Executive Director responded that the results of Project EILE should have been utilized by the MEP as the pilot program “explained what works within our system, limitations, and reality,” (CRMF-D, Interview, June 11, 2013). However, the MEP “didn’t use the results” (CRMF-D, Interview, June 11, 2013). As a result of conflicting ideologies and viewpoints, the Foundation and MEP do not have a solid relationship

despite having programs that could provide “assessment and research” on current English education in Costa Rica (CRMF-D, Interview, June 11, 2013). The Foundation’s Executive Director explained that she hopes that when a new President is elected in 2014, there will be more of a working relationship between the Foundation and Costa Rica’s Ministry of Public Education (CRMF-D, Interview, June 11, 2013).

Power. *Power* was a code within the theme of connections that was mentioned by two interviewees in two incidences (see Table 4 and 5). Although there were not many incidences of *power*, I found it significant to discuss it as it presented another critical angle to my other research findings. Specifically, one rural public secondary school teacher mentioned that although the United States has strong political, economic, and cultural connections to Costa Rica, she believes that the United States’ “power” led to Costa Rica implementing a National English Plan (RPSS10-T, Interview, June 10, 2013). She explained that the United States is a powerful country that has contributed to Costa Rica wanting a connection with the dominant country to increase its dominance in the world. Furthermore, the Regional Education Advisor explained that to promote economic and social development, it is important to have a connection with a powerful country and to be connected with the United States, “English is the language we need,” (REA-A, Interview, June 10, 2013). Thus, a contributing factor to *Costa Rica Multilingue*’s implementation includes Costa Rica wanting a strong economic connection with a powerful country in order for Costa Rica to transform from a developing country to a developed country.

From a critical perspective, I asked the rural public secondary school teacher whether the United States’ powerful connection to Costa Rica reflected imperialism. She explained that it did reflect imperialism, but the teacher explained that Costa Rica wants a relationship with the United States in order to become a powerful country. She explained that the “United States

political, cultural, and economic power is over other countries as well,” so Costa Rica is not necessarily the only developing country in the world that wants to have a connection with the United States (RPSS10-T, Interview, June 10, 2013). The urban public primary school teacher also noted that Costa Rica has connections with other powerful non-Spanish speaking countries such as China. But, English has become a powerful language due to living in a “globalized world where English is now everywhere,” (UPPS5-T, Interview, June 5, 2013). Thus, the urban and public school teachers from Site 5 and Site 10 foresee learning English as a powerful mechanism to connecting to the world, especially when the international commerce utilizes English as the universal working language.

Commerce as a Thematic Finding

The fourth theme in my research study was the theme of commerce. The code of *commerce* occurred in thirty-two instances throughout my data and embodied aspects of other codes, which prompted me to construct commerce as a theme (see Table 4 and 5). Commerce was mentioned in interviews through phrases such as “the importance of English in Costa Rica has been influenced from commerce,” (PS4-EC, Interview, June 4, 2013). The theme of commerce also related to my codes of *jobs*, *international companies*, *tourism*, *investment*, and *development*. Figure 84 illustrates that the theme of commerce and the codes that are related to the theme and research questions.

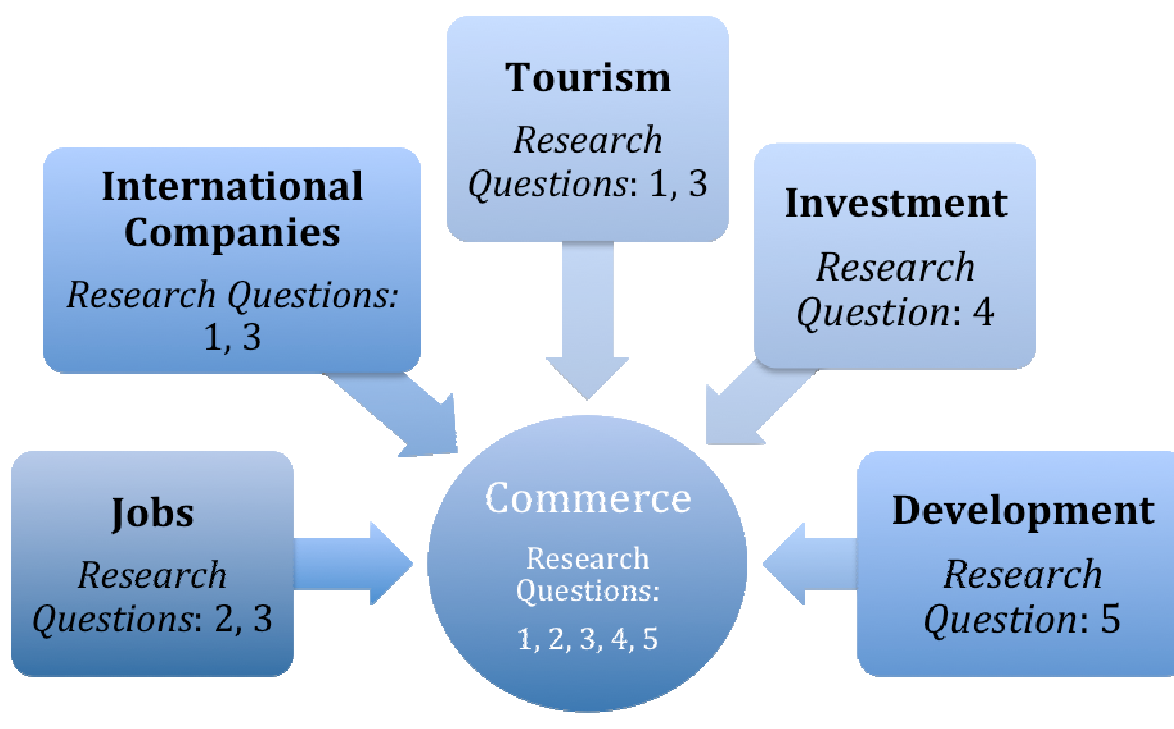


Figure 84. Graphic Representation of the Commerce Theme

For each of my research question, the theme of commerce was presented in the data findings. In reference to research question one, the contextual factors that contributed to the development of *Costa Rica Multilingue* included “English as the language of business worldwide” and English becoming a “priority because of multinational corporations and tourism is a big business,” in Costa Rica (MEP-A; REA-A, Interview, June 7 and 10, 2013). The features and objectives of *Costa Rica Multilingue* refer to research question two, and the findings revealed that the main objective involved “training students in English to get better jobs as you need to speak English to get jobs” (UPPS5-T, Interview, June 5, 2013). For instance, the MEP English Cycle I and II Syllabus document stated that students learning English will gain “an education that prepares the students for productivity and employment” (MEP, 2013a, p. 12). Research question three referred to the roles of the stakeholders in implementing *Costa Rica*

Multilingue in which the theme of commerce related to the codes of *jobs*, *international companies*, and *tourism*. From the technical corporation Site 2's *Costa Rica Global Delivery Center Overview* document, the advantages that were noted in establishing a location in Costa Rica was because "Costa Rica offers a stable economy with a large English-speaking population, highly educated workforce with improving technical skills, [and] lowest bilingual labor costs in the Americas," (Costa Rica's CRS2 Global Delivery Center Overview, 2004). From the perspectives of the human resource manager of the international hotel I interviewed, "to sale the best of Costa Rica, English is needed," (CRS1-HR, Interview, 3, 2013). Thus, in order for Costa Ricans to get jobs at international companies and in the tourism industry, it was important for the entire country including the government, educators, and corporations to support the implementation of *Costa Rica Multilingue*. As far as research question four, the implementation issues embodied the commerce theme through the code of *investment*. From my interviews, I gathered that funding the National English Plan requires continual investment from international, national, and local individuals to ensure the teaching of English is well supported. The fifth research questions revealed that the theme of commerce was part of the participants' perspectives in believing that teaching Costa Ricans English will contribute to transforming Costa Rica into a "developed country" (CRS3-CP, Interview notes, June 12, 2013). To provide further explanation as to how commerce emerged as a thematic finding, I will discuss further the codes.

Jobs. The code of *jobs* was referenced in the data sets in twenty-nine incidences (see Table 4 and 5). The *Costa Rica Multilingue* policy explains that one of the main reasons for the policy being implemented is for jobs because "the development of language skills allow for Costa Rican labor opportunities that the globalized world presents," (*La Gaceta*, 2008). In

analyzing the MEP's tenth and eleventh grade English syllabus, it is recommended that teachers "reinforce the importance of English in our every day life and especially, the job projection that require proficiency in English," (MEP, 2013d, p. 36). With the tenth and eleventh grade syllabi, there are several units where "jobs" are the focus for tenth and eleventh graders to learn about the jobs in Costa Rica's tourism industry, jobs that demand English proficiency, and comparing career opportunities in Costa Rica to the United States. Some suggested activities to reinforce the importance of jobs include "asking [students] to bring newspaper ads to the class [and] list the different professions that demand this requisite. Ask the students to make phone calls to those places to find out the conditions and salaries offered," (MEP, 2013d, p. 36).

Interviewees also discussed jobs when mentioning the main objective for the implementation of *Costa Rica Multilingue*. Overwhelming, school administrators, teachers, and corporate managers believed that students would be able to get good jobs if they can speak English (UPPS5-A; UPPS6-A; UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5, 6, 10, 11, 2013). The Regional Education Advisor echoed such sentiments by stating that "people who speak English will have more chances to get a job because you speak two languages," (REA-A, Interview, June 10, 2013). The international hotel's human resource manager explained that the international companies such as Protector Gamble, Emerson, Intel, HP, pharmaceutical companies, hotels, and tourist companies need Costa Ricans to speak English in order to "make sales" (CRS1-HR, Interview, June 3, 2013). The rural public secondary school teacher explained that "Costa Rica is teaching English for technical jobs because it is important to know English to understand the instructions and standards as all the standards come in English" at the technical jobs (RPSS10-T, Interview, June 10, 2013). Additionally, individuals that work for international

companies have to speak English in order to communicate with other employees from around the world and English is the working language used.

In taking a critical view, I asked interviewees whether knowing English would provide more job opportunities to Costa Ricans even if the applicant did not have a college degree, and the interviewees explained that there are a lot of jobs available without a college degree. For instance, an urban public primary school teacher explained that “even without a college degree, you can get a job really fast. My brother knew English and he got a job without a college degree working for a pharmaceutical company,” (UPPS5-T, Interview, June 5, 2013). The international hotel’s human resource manager and both interviewees from the technology corporations mentioned hiring individuals with no college degree if the applicant could speak English because it was a skill necessary for jobs in hotel services and call centers at the technology corporations (CRS1; CRS2; CRS3, Interview, June 3, 11, 12, 2013). Therefore, my findings from interviews revealed that being bilingual in Spanish and English will open doors to job opportunities at international companies even without a college degree.

International Companies. As a code to the commerce theme, *international companies* was mentioned in the data sets in twenty-two incidences (see Table 4 and 5). With over two hundred international companies operating in Costa Rica, the country implemented the *Costa Rica Multilingue* with the intentions of “improving the business climate in the country” by introducing the National English Plan in order “to succeed in international markets,” (*La Gaceta*, 2008, p. 6). The MEP’s National English Advisor echoed such sentiments by saying “President Oscars [Sanchez] wanted to attract multinational companies so people need to speak English, and [if we teach English], the companies will find people who are skillful to work for those companies,” (MEP-A, Interview, June 7, 2013). The Costa Rican Investment Promotion Agency

(CINDE) announced in their annual report that international companies have “generated more than US \$574 million and 8,236 direct employment,” (CINDE, 2012b, p.13). Thus, the *Costa Rica Multilingue*’s objective of attracting international companies continues to be realized as the annual report stated that “these numbers establish a new record for Costa Rica,” (CINDE, 2012b, p. 13).

Interviewees from international companies agreed that one of the reasons the companies established operations in Costa Rica was because the country had citizens who were bilingual (CRS1-HR; CRS2-HR; CRS3-CP, Interview, June 3, 11, 12, 2013). Corporate managers from international companies and hotel further explained that the majority of their employees are conversationally or fluent in English. Specifically, one technology corporation interviewee explained the company wants “applicants to have at least a C1 level on the European Framework. For technical jobs, we need fluency,” (CRS2-HR, Interview, June 11, 2013). The international hotel human resource manager explained that “even the housekeeping have a basic knowledge of English,” (CRS1-HR, Interview, June 3, 2013). Thus, in order for Costa Ricans to get jobs at international technical or tourism companies, it is necessary for the applicant to have a basic command of English. Without English-speaking Costa Ricans, the international companies cannot operate in Costa Rica as many of the companies require their international employees to speak English during international conferences or meetings. For instance, both technology corporations expressed the need for English to be used in meetings with the companies’ international offices. Furthermore, the technology corporations’ employees need to read in English to understand the technical instructions (CRS2-HR; CRS3-CP, Interview, June 11 and 12, 2013).

Tourism. As a code to the commerce theme, *tourism* was mentioned in data sets in twenty incidences. One of the major reasons English is prominent in Costa Rica is due to the large amount of English tourists that visit Costa Rica annually. As mentioned by the international hotel human resource manager, “tourism is one of the biggest income to Costa Rica,” (CRS1-HR, Interview, June 3, 2013). The Costa Rican Tourism Board reported on its website that over two million visitors from around the world visited Costa Rica in 2011, and over 850,000 were from the United States (Costa Rica Tourism Board, 2013).

In analyzing the MEP tenth and eleventh grade English syllabus, there is a unit for students to study “tourist attractions offered by Costa Rican communities” in order to understand the “similarities and differences about local/international tourism in Costa Rica, cultural awareness towards topics related to tourism, [and] advantages and disadvantages of tourism in Costa Rica,” (MEP, 2013d, p. 49). The MEP’s National English Advisor also explained that one of the economic contextual factors that contributed to National Plan for English being implemented is “Costa Rica has a lot of tourist and we need people to speak English to the tourists. If you go to Guanacaste you will see Four Seasons Hotel and they need people to speak English,” (MEP-A, Interview, June 7, 2013).

When I interviewed the international hotel human resource manager, she explained that “most tourists are English, and it is a hotel requirement to know English, especially in guest services, accounting, human resources, administration, sales, events, and banquets,” (CRS1-HR, Interview, June 3, 2013). From my own observations at the hotel, the staff either spoke with the guests in English or Spanish. Therefore, in order for the hotel to be at service for the guests, it is a “requirement for the staff to know English,” (CRS1-HR, Interview, June 3, 2013). Additionally, there are other worker categories in the tourist sector that I did not formally

interview, but I heard from these individuals how important English is in their jobs. For instance, every taxi driver I utilized to visit my field sites spoke some English. When asked about English in Costa Rica, the taxi drivers explained that almost every passenger they drive are English-speaking tourists. When asked further why this is a common occurrence, the taxi drivers explained that English is a second language in Costa Rica (Field notes/Memos from Informal Conversations, June 3, 4, 10, 2013).

I also asked interviewees how English-speaking tourist were received by the general Costa Rica population. As noted by the Foundation's Executive Director, "Costa Ricans see tourists as friends who bring welfare and job opportunities into the country," (CRMF-D, Interview, June 11, 2013). As noted on the Costa Rica Tourism Board's website, tourism is one of the country's main source of income. Additionally, the Tourism Board's website explains that "the official language is Spanish. The second language for a large portion of the population is English," (Costa Rica Tourism Board, 2013). The international hotel's human resource manager believes that without tourist, Costa Rica would not have the successful level of commerce it receives annually from tourism (CRS1-HR, Interview, June 3, 2013).

Investment. As a code falling under the commerce theme, *investment* was mentioned in the data sets in eleven incidences. The *Costa Rica Multilingue* policy document stated that the *Multilingue* policy was implemented with the goal of "attracting investment, trade openness and inclusion of Costa Rica in the global economy," (La Gaceta, 2008, p. 6). Interviewees mentioned investment in reference to Costa Rica implementing *Costa Rica Multilingue* to secure and increase foreign investment as well as to invest in the country's overall commercial success. The Foundation's Executive Director echoed such sentiments by explaining that "if we want to keep the investors that we already have and attract more, we have to teach English in schools,"

(CRMFD, Interview, June 11, 2013). Since this is one of the major international companies invested in Costa Rica, the company's corporate affairs manager explained that "the country depends on foreign investment and most of the investment comes from the United States. The United States is the number one commercial partner so it is very important for our country to communicate with the number one, which means learning English," (CRS2-HR, Interview, June 11, 2013). When President Sanchez implemented *Costa Rica Multilingue* he provide incentives to attract foreign investors including having a Free Trade Zone that provides incentive for foreign companies located in Costa Rica. President Sanchez was well-aware that other Latin and Central American countries were trying to attract foreign investment and the former President believed the Free Trade Zone along with *Costa Rica Multilingue* would be solid incentives to attract foreign investment (CRMFD, Interview, June 11, 2013). In doing so, Costa Rica was investing in the country's overall commercial success.

The Costa Rican Investment Promotion Agency (CINDE) reported in their annual report that "in 2012, forty new high-technology investment projects confirmed their decision to establish their operations in Costa Rica in the following sectors: high technology, services, life sciences, advanced manufacturing and clean technologies," (CINDE, 2012b, p. 8). However, from a critical perspective, the Foundation admits that the Costa Rica government has reduced its investment in *Costa Rica Multilingue* because the government believes "enough money has been given to English and it needs to be given to something else" (CRMFD, Interview, June 11, 2013). As a result, the reality is that the policy is not being completely supported these days by the Costa Rican Presidency, which impacts the practice of teaching English. Thus, Costa Rica's government is not adequately investing in the policy in order to contribute to the development of Costa Rica as a bilingual country.

Development. As another code within the commerce theme, the code of *development* was mentioned in the data sets in three incidences. Currently, on the World Bank's website, Costa Rica is listed as "an upper middle-income country [that] has experienced steady economic expansion over the past twenty-five or so years, primarily due to the implementation since the late 1980s of a strategy of outward-oriented, export-led growth, openness to foreign investment and gradual trade liberalization," (World Bank, 2013). The 2013 International Human Development indicator ranks Costa Rica at sixty-two on the "High Human Development" rankings (HDR, 2013). However, Costa Rica is still listed under the United States' Central Intelligence Agency's website as "developing country" (CIA, 2013). From a critical perspective, it is interesting to note the different categories in which certain organizations and countries list Costa Rica in regards to the country's development. It could be suggested that the United States views Costa Rica as "developing" in comparison to the United States being a "developed country". However, Costa Rica is striving to become more developed by attracting more foreign direct investment.

The MEP English syllabus document for all cycles refers to development explicitly in saying "by means of the acquisition of a foreign language, Costa Rican students are getting the opportunity to broaden their knowledge of the world and to participate in the development of the XXI century Costa Rican society," (MEP, 2013a, p. 17). Therefore, the MEP believes that teaching English is contributing to the development of Costa Rica by training students on a foreign language that will promote economic development. However, from a critical perspective, the Foundation's Executive Director believes the Costa Rica government has not adequately supported the policy. In particular, the Foundation's Executive Director believes that "you cannot come up with a national plan that is very important for the development of the country

and the good of the people by providing employment and skills unless you assign resources to the organization,” (CRMF-D, Interview, June 10, 2013). As a result, although the policy has been implemented with the objective of developing Costa Rica into a bilingual country for the continued success of the country, in reality, the policy is not being funded to meet its objectives according to the Foundation’s Executive Director.

Competitiveness as a Thematic Finding

The fifth theme in my research study was the theme of competitiveness. Since the code *competitiveness* occurred in thirty instances throughout my data and related to other codes, I constructed competitiveness as a thematic finding (see Table 4 and 5). For instance, the *Costa Rica Multilingue* policy document notes the significance of “the country's education policy has among its purposes with the objective of developing human resources to raise the country's competitiveness needed to succeed in international markets,” (La Gaceta, 2008, p. 6). The Regional Education Advisor explained that the reason for *Costa Rica Multilingue* becoming a national priority is because “it is linked to competitiveness as Costa Rica has to be competitive through its human resources,” (REA-A, Interview, June 10, 2013). The theme of competitiveness related to several codes. Since there were numerous codes that related to competitiveness, I arranged the codes under three subtheme groups when I discerned that they fell into three logical sub-theme sets (see Figure 13). In particular, the subtheme groups included the characteristics of a competitive English program, factors that inhibit competitiveness in the English programs, and competitive attributes gained from learning English. Figure 85 illustrates that the theme of competitiveness with the subthemes and codes, along with the research questions that coincide.

<h2 style="text-align: center;">Competitiveness</h2> <p style="text-align: center;">Research Questions: 1, 2, 3, 4, 5</p>		
<p><u>Characteristics of a Competitive English Program</u></p> <ul style="list-style-type: none"> • <i>Codes:</i> Comprehensive, Teacher Evaluation, Teacher Training, Prepared • <i>Research Questions:</i> 2, 3, 5 	<p><u>Factors that Inhibit Competitiveness</u></p> <ul style="list-style-type: none"> • <i>Codes:</i> Time, Lack of Resources, Interested, Public and Private School Differences, Urban and Rural School Differences • <i>Research Questions:</i> 4, 5 	<p><u>Competitive Attributes Gained from Learning English</u></p> <ul style="list-style-type: none"> • <i>Codes:</i> Competence, Opportunities, Skills • <i>Research Questions:</i> 2, 5

Figure 85. Graphic Representation of the Competitiveness Theme

For each of my research questions, the theme of competitiveness emerged in the data findings. To begin, I will highlight some of the data findings, but I will discuss in greater detail the findings when I discuss the subthemes of competitiveness. In reference to research question one, the contextual factors that contributed to the development of *Costa Rica Multilingue* involved “Costa Rica being competitive for foreign investment and tourist industries,” in comparison “to other Latin and Central American countries” (RPSS10-T, Interview, June 10, 2013). The features and objectives of *Costa Rica Multilingue* refer to research question two, and the findings revealed the main objective involved “strengthening students’ English skills” that will lead “to being competitive for more opportunities and opening doors to the world,” (UPPS5-T, Interview, June 5, 2013). The MEP’s English Syllabus document also notes that “the country needs qualified people in order to increase productivity and improve the spirit of competitiveness,” and the “learning and teaching of English in our educational system” is one of

the mechanism to increase the country's competitiveness (MEP, 2013a, p. 18). Research question three referred to the roles of the stakeholders in implementing *Costa Rica Multilingue* in which the theme of competitiveness related to the characteristics of a competitive English program. From the perspectives of the MEP, school administrators, and teachers I interviewed, "comprehensive instruction" and "quality teacher training and evaluations" are necessary for a competitive English program (Interview notes, June 4, 5, 7, 2013). For research question four on the implementation issues, the competitiveness theme emerged as the factors that inhibit a competitive English program. For instance, from my interviews, I gathered that the "lack of resources" and "time" inhibit teachers from teaching English in a competitive manner especially when comparing "the public to private schools" and "the urban to the rural schools" (PS4-T; UPPS5-T; UPPS6-T; RPPS9-T; RPPS10-T, Interview, June 4, 5, 10, 2013). In the data on fifth research questions, the theme of competitiveness was part of the MEP's National English Advisor and Regional Education Advisor's perspectives in knowing English will provide Costa Ricans with competitive attributes such as "critical thinking skills and tolerance for other cultures" as well as "competence to problem solve" (MEP-A; REA-A, Interview, June 7 and 10, 2013).

Characteristics of a Competitive English Program. As a subtheme to the competitiveness theme, the characteristics of a competitive English program included the codes of *comprehensive*, *teacher evaluation*, *teacher training*, and *prepared* (see Figure 85). The code of *comprehensive* appeared in the data sets in fifteen incidences (see Table 4 and 5). Although, the MEP's Cycle I and II Syllabus document does not require public primary school teachers to teach English using the four modalities, the document does state that teachers should have a comprehensive lesson that includes "reading and writing skills introduced gradually to

complement listening and speaking skills,” (MEP, 2013b, p. 20). From the MEP Cycle III Syllabus document, the MEP recommends teachers implementing a comprehensive English program by teaching English through listening, speaking, reading and writing. In particular, the Cycle III Syllabus document explains that “emphasis is given to the four basic linguistic abilities: listening and reading comprehension, oral and written production. An equal amount of classroom time should be devoted to the development of each of the four linguistic skills. In this sense, any learning activity in the development of a topic should take into consideration the integration of these skills,” (MEP, 2013c, p. 19). In my visits to the public secondary schools’ Site 8 and 10, I did not observe “an equal amount of classroom time” devoted to all four linguistic abilities (Field notes/Observation notes at SPSS8; SRPSS10, June 7 and 10, 2013). Instead, I observed more emphasis towards the listening and speaking through group presentations and class discussions (Field notes/Observation notes at SPSS8; SRPSS10, June 7 and 10, 2013). In contrast, the third grade private school teacher explained that it was important for her third graders to learn English using all four modalities in several subjects throughout the school day (PS4-T, Interview, June 4, 2013). When I visited the private school’s third grade class, I did in fact observe instructed in English throughout the day that involved listening, speaking, writing, and reading throughout the math, science, and social studies lessons (Field notes/Observation notes at PS4, June 4, 2013). The public school primary teacher at Site 5 did explain that one of the changes she wished the MEP would make to the current English syllabus was including the four modalities into the curriculum (UPPS5-T, Interview, June 5, 2013).

As a subtheme of the characteristics of a competitive English program, the code of *teacher evaluation* was mentioned in the data sets eleven times (see Table 4 and 5). After the declaration of *Costa Rica Multilingue*, the MEP and the National Council of Public University

Rectors (CONARE) made a “specific agreement between the MEP and CONARE for the execution of the initiative Costa Rica Multilingue” to evaluate and improve the English teachers on their linguistic and teaching skills (MEP & CONARE Agreement, 2009). As noted in the Agreement, MEP first evaluated the primary and secondary English teachers and then the National Council of Public University Rectors provided training courses to those who needed additional training (MEP & CONARE Agreement, 2009). In the Foundation’s *Third Annual Report*, the report explained that the Test of English for International Communication (TOEIC) was utilized to test almost four thousand Costa Rican English teachers (CRMF, 2011). The MEP National English Advisor explained that teachers who did not score an intermediate level on the English evaluation were in “two to three years of training able to speak better English. The teachers moved from a lower level to an intermediate level after,” (Interview notes, June 7, 2013). The Foundation’s *Third Annual Report* explained that within the teachers who passed the courses, there were eleven percent that reached C1, thirty-two percent that reached B2 level, fifty-two percent that reached B1 level, and only five percent remained at A2 level (CRMF, 2011). Thus, the MEP National English Advisor believes the teacher evaluations did indeed make the National English Plan more competitive by improving the English teachers’ linguistic skills. The Foundation’s Executive Director concurred with such a notation by explaining that “the quality of the education system is directly proportional to the quality of teachers you have and the only way to get qualified teachers is through constant training,” (CRMF-D, Interview, June 11, 2013).

The code of *teacher training* related to the characteristics of a competitive English program and was mentioned in the data sets twenty-eight times. *Teacher Training* related to the competitiveness theme because in the MEP’s English Cycle I Syllabus, it states that in order to

“improve the spirit of competitiveness,” it is necessary to effectively train teachers on the correct pedagogy to teach Costa Rican students English (MEP, 2013a, p. 18). Currently, the MEP provides Regional Education Advisors training materials in order to present training sessions to teachers throughout the school year. Through such professional development, the MEP believes the REA are training the English teachers on current methodology to effectively teach English in Costa Rican public schools. However, the Regional Education Advisor I interviewed explained to me that regardless of the additional training, “the linguistic level of the teachers and the methods they use are not the best,” (REA-A, Interview, June 10, 2013). During my research, the MEP’s National English Advisor provided me with a CD filled with professional development materials that she explained would be provided to Regional Education Advisors in the months ahead. When I reviewed the documents on the CD, there were articles, instructional activities, and games that English teachers could utilize for their classrooms. However, from a critical perspective, the materials on the CD were primarily from linguistic professionals and scholars who worked in the United States. The National English Advisor explained to me that the United States Embassy lends the resources to the MEP to use for English teacher training sessions. In analyzing the documents on the CD, the MEP is borrowing English teaching methodologies from other countries as noted in those training materials. When asked about the other countries the MEP refers to when designing its national curriculum, MEP explained that the United States Embassy and Peace Corps “help us a lot” with providing resources on “how to teach English methodology” that include “multiple intelligences, communicative approach, and total physical response” (MEP-A, Interview, June 7, 2013). The MEP National English Advisor regards the resources and international specialists from the United States as “competitive” training sources to ensure the National English Plan is effective. Although the MEP believes it is providing the

teachers with training resources that give the country a competitive edge, the reality is that there are factors that are inhibiting the Plan's competitiveness as noted by many of the stakeholders I interviewed and observed.

The code of *prepared* was also mentioned throughout the data sets in eight incidences in relation to the characteristics of a competitive English program. As mentioned in the MEP & CONARE Agreement (2009), teachers were not prepared to teach English prior to the implementation of the National Plan for English, which promoted the evaluation and training of English teachers throughout Costa Rica. The Peace Corps Volunteer Manager explained that "English teachers were afraid to speak English with their students because they were not prepared to teach English. English teachers used poor strategies to teach English so that hinder the learning of English," (REA-A, Interview, June 10, 2013). The MEP's National English Advisor explained that after the teachers were evaluated on their linguistic skills and then provided training, it was important to ensure that future teachers at the universities were receiving effective training to teach English. The MEP's National English Advisor explained that "the challenge was that the universities were graduating teachers who were able to teach high school, but not elementary school. So, the universities had to teach student teachers how to teach young children in elementary school," (MEP-A, Interview, June 7, 2013). Thus, the MEP and the National Council of Public University (CONARE)'s established "a plan for strengthening the teaching and learning of English in Institutions throughout the Costa Rican higher education system," as noted in the National Council of Public University's *Strengthening English in Public Universities* plan (CONARE, 2009). The plan consisted of training the teachers on English methodology for primary school teachers, purchasing computer equipment, and providing observations of actual classroom teaching, which make for a more "competitive" English

program (CONARE, 2009). As a result of improving the English teacher evaluation and teacher training programs, the Regional Education Advisor believes that “we have more prepared teachers now” (REA-A, Interview, June 10, 2013).

Factors Inhibiting Competitiveness. As a subtheme to the competitiveness theme, there were many incidences within my findings when factors inhibiting competitiveness were mentioned (see Table 4 and 5). The codes that related to the factors inhibiting competitiveness are *time*, *lack of resources*, *interested*, *public and private school differences*, and *urban and rural school differences* (see Figure 85). The code of *time* was mentioned in the data sets in twenty-nine incidences. From my interviews with the teachers at school Sites 5, 6, 9, and 10, I gathered that “time” inhibit teachers from teaching English in a competitive manner (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5 and 10, 2013). For instance, the teacher at the urban public primary school mentioned that she “wish more time was given to English” instead of only forty-five minutes a day (UPPS6-T, Interview, June 6, 2013). From my visits at the urban public primary schools Site 5 and 6, I noticed that the instructional “time” provided to the teachers only allowed for short lessons on English vocabulary followed by a worksheet or cut-and-paste activity. Thus, there was not enough time for the teachers to extend the lesson to include group work where students could practice their English speaking skills (Field notes/Observation at UPPS5 and UPPS6, June 5 and 6, 2013). Additionally, the rural public secondary school teacher explained that some of the MEP programs take time away from teaching English, which means that at the end of the week, the number of English lessons that are suppose to be taught “are not taught because there are other projects that take time away from English instruction,” (RPSS10-T, Interview, June 10, 2013). From my visits at the urban public primary school Site 5, I noticed an environmental education program that took an entire class period from the students’

schedules. As a result, a third grade class did not receive any English instruction on that particular day (Field notes/Observation at UPPS5, June 5, 2013). The Regional Education Advisor explained that a lot of rural secondary school teachers also complain that they “do not have time to promote listen or speaking or other skills” because the teachers feel compelled to spend more time on reading comprehension since the “eleventh grade exam only tests reading comprehension,” (REA-A, Interview, June 10, 2013). As a result, the lack of time remains to be an inhibitor in ensuring Costa Rica students are receiving English instruction in order to be competitive in the future.

Another code that related to the factors that inhibit competitiveness was *lack of resources*, which was mentioned in the data sets in twenty-five incidences. When I asked the public school teachers the major challenge in implementing the National English Plan, overwhelming the teachers responded by saying there was a *lack of resources* (UPPS5-T; UPPS6-T; RPPS9-T; RPPS10-T, Interview, June 5, 6, and 10, 2013). For instance, the urban public primary school teacher at Site 6 believed that she could be more effective teachers if there were more “technological resources” available to enhance the English instruction and make students more “competitive like the private schools,” (UPPS6-T, Interview, June 6, 2013). From my visits at the public schools, I noticed that teachers had a laptop, videos downloaded from the Internet, English charts, flash cards, and textbooks, which the teachers responded with “I pay for all the resources,” (Field notes/Observations at UPPS5; UPPS6; RPPS9; RPSS10, June 5,6, and 11, 2013). The MEP’s National English Advisor expressed awareness of such teaching reality by saying “teachers complain they do not have enough resources,” but the Advisor believes “there are free resources in the world such as ads, newspapers, and pictures that can be used,” (MEP-A, Interview, June 7, 2013). Additionally, the MEP’s National English Advisor believes that even

when teachers receive the resources, “they only translate and do not use the resources for creative learning,” (MEP-A, Interview, June 7, 2013). From my visits at the public primary schools, I observed the teacher mainly producing translation activities instead of creative learning activities that allowed students to work with each other (Field notes/Observation at UPPS5; UPPS6; SPPS7, June 5, 6, and 10, 2013). At the suburban primary school in particular, I noticed the English educator used flash cards to teach basic English vocabulary despite having a classroom with eight computers and a bookshelf of resources that could have been utilized (Field notes/Observation at SPPS7, June 7, 2013). Thus, from a critical perspective, some public school teachers receive a lot of resources, yet never utilize them to enhance English instruction. The Foundation’s Executive Director concurred that resources are not always necessary to enhance English instruction as she found the most effective way to teach was mainly providing students with “speaking activities” that do not necessarily require resources (CRMF-D, Interview, June 11, 2013).

The code of *interested* occurred in the data sets in twenty-seven occurrences, which I also found related to the factors that inhibit the competitiveness of the National English Plan. If students are not interested in learning English in the classroom, the MEP’s National English Advisor explained that the students “do not learn English,” (MEP-A, Interview, June 7, 2013). The MEP’s National English Advisor is concerned that if teachers are only incorporating basic vocabulary lessons than the students may become frustrated or unmotivated. Specifically, the MEP’s National English Advisor explained that “we do not want the students to be frustrated with English, we want the students to acquire motivation,” which requires the teachers to plan creative activities that engage the students in using English (MEP-A, Interview, June 7, 2013). From my visit at the urban public primary school, I noticed that some students are bored during

the English lesson because the teacher was not presenting an interesting or engaging lessons. For instance, I observed students laying down their heads on the desk instead of working on their English vocabulary worksheet, which demonstrated that some public primary students were uninterested (Field notes/Observation at UPPS5, June 5, 2013). In contrast, the public secondary schools and private schools provided more creative activities to the students, which kept the students interest. Specifically, the private primary school classroom I observed required students to create and present projects on Costa Rican national parks. The students were able to apply their English learning in a creative manner, which kept the students motivated and interested in English (Field notes/Observation at PS4, June 4, 2013). In the secondary primary school classroom, I also observed students interested in learning English through similar create and present projects where students were required to design a community service project. I observed that the students were able to work in groups to create a poster that illustrated the community service project as well as present their poster to the entire class. Overwhelming, all the students in the class were interested in working on the project and presenting the design to the class in a fun, interesting manner (Field notes/Observation at SPSS8, June 7, 2013). Thus, in order for Costa Rican schools to implement competitive English programs, it is necessary for the students to be interested in the language, which could be fostered throughout creative learning activities.

The code of *public and private school differences* was mentioned seventeen incidences in the data sets, which I found related to factors that inhibit the competitiveness of the National English Plan. Since the overall objective of *Multilingue* is to make the entire country bilingual, it is important to explain how receiving an education from public and private school differs, and in reality, directly impacts whether Plan contributes to the country's competitiveness. From my interviews, the major stakeholders explained that there were major differences between receiving

a public and private school education in Costa Rica. Several teachers alluded to the notion that there was a difference in students who learn English in the private and public schools (PS4-T; UPPS5-T; UPPS6-T; RPPS9-T; RSS10-T, Interview, June 4, 5, 6, and 10, 2013). Specifically, a public school teacher explained that “for public school students, you cannot become fluent in English without going to the university. For private school students, students are fully immersed and become conversationally English by second or third grade,” (UPPS6-T, Interview, June 6, 2013). Then by the time the private school student graduates private school, the student is typically fluent in English. As a result, the private school students have a “competitive advantage” in obtaining employment or going to college over public school students. From a critical perspective, it seems impossible for the National English Plan’s objective to be accomplished when in reality the public school students do not receive the same type of education that would contribute to them becoming bilingual. Thus, the MEP’s objective of “improving the spirit of competitiveness” is in actuality only being realized by private school students.

Furthermore, the code of *urban and rural school differences* were noted in the data sets in sixteen occurrences, which related to the factors that inhibit competitiveness of the National English Plan. The MEP’s National English Advisor explained that “teachers in urban settings have more opportunities to attend workshops, seminars, attend university courses, and private institution classes,” (MEP-A, Interview, June 7, 2013). As a result, the MEP’s National English Advisor is concerned that rural teachers are not trained on the current MEP’s “English teaching pedagogy,” which can impact how competitively trained the rural school students are in comparison to urban school students (MEP-A, Interview, June 7, 2013). The Foundation is also concerned about the urban and rural differences by explaining that “if you do not provide the

same quality of education in rural areas or poor communities in urban areas then you will not support a strong middle class,” (CRMFD, Interview, June 11, 2013).

When I interviewed the rural school primary and secondary teacher, they confirmed that it was difficult to attend university courses and private institution classes due to logistics (RPPS-9; RSS10-T, Interview, June 10, 2013). However, the particular rural school teachers that I interviewed explained how their Regional Education Advisor and Peace Corps volunteer made up for those limitations because they both provided workshops and seminars that were about the MEP’s “English teaching pedagogy”. But, when I reflect upon the observations I made at another rural school in San Luis, I noticed that English was not taught in the local community’s rural schools nor were there English resources to provide any basic English instruction. Figure 85 is a picture of the teaching schedule for the San Luis’ primary school that I visited during my first reconnaissance trip. As noted in the picture, English is not noted on the teaching schedule, which implies English is not taught at the rural primary school (see Figure 86). The reason English was not taught in the San Luis’ school is due to not having access to an English teacher. Thus, it is probable to suggest that not all rural schools in Costa Rica have English classes scheduled due to staffing issues.

HORAS	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
7:00am – 7:40am	ESPAÑOL	EST. SOCIALES	CIENCIAS	EST. SOCIALES	ESPAÑOL
7:40am – 8:20am	ESPAÑOL	EST. SOCIALES	CIENCIAS	EST. SOCIALES	ESPAÑOL
8:20am – 8:40am	RECREO	RECREO	RECREO	RECREO	RECREO
8:40am – 9:20am	MATEMÁTICA	ESPAÑOL	ESPAÑOL	MATEMÁTICA	AGRICULTURA
9:20am – 10:00am	MATEMÁTICAS	ESPAÑOL	ESPAÑOL	MATEMÁTICAS	AGRICULTURA
10:00am – 10:10am	RECREO	RECREO			
10:10pm – 10:50am	MATEMÁTICAS	MATEMÁTICAS			

HORAS	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
11:30am – 12:10am	ESPAÑOL	EST. SOCIALES	CIENCIAS	EST. SOCIALES	ESPAÑOL
12:10am – 12:50am	ESPAÑOL	EST. SOCIALES	CIENCIAS	EST. SOCIALES	ESPAÑOL
12:50am – 1:20am	RECREO	RECREO	RECREO	RECREO	RECREO
1:20pm – 2:00pm	MATEMÁTICA	ESPAÑOL	ESPAÑOL	MATEMÁTICA	AGRICULTURA
2:00pm – 2:40pm	MATEMÁTICAS	ESPAÑOL	ESPAÑOL	MATEMÁTICAS	AGRICULTURA
2:40pm – 2:50pm	RECREO	RECREO			
2:50pm – 3:30pm	MATEMÁTICAS	MATEMÁTICAS			

Figure 86. Teaching schedule for a Rural School in San Luis, Costa Rica

The Peace Corps manager explained to me that there are one-room schools throughout Costa Rica that do not have any English teachers. Most of the time the one-room schools have “teacher who teaches all the subjects for all grades,” and consist of “less than twenty students,” (PCV-M, Interview, June 10, 2013). As a result, the students of the one-room schools do not receive any English instruction until secondary schooling, which by that time, the students are typically behind in becoming bilingual. Therefore, there are differences even among rural schools that contribute to whether the National English Plan will teach Costa Rican students English in a competitive manner, or the Plan will only allow some of the Costa Rican students to obtain the competitive advantage of being bilingual.

Competitive Attributes. As a subtheme to the competitiveness theme, the competitive attributes that students acquired from learning English included the codes of *competence*, *opportunities*, and *skills* (see Figure 85). Competitive attributes was mentioned by the MEP’s

National English Advisor and the Regional Education Advisor in explaining that English will provide Costa Ricans with competitive attributes such as “critical thinking skills and tolerance for other cultures” as well as “competence to problem solve” (MEP-A; REA-A, Interview, June 7 and 10, 2013). The code of *opportunities* was mentioned in data sets in twenty-nine incidences relating to the competitive attributes acquired from learning English. From my interviews with the MEP, REA, Peace Corps Volunteer Manager, school administrators and teachers, I gathered that if students learned English, they would have “better opportunities in life,” (PS4-A; PS4-EC; PS4-T; UPPS5-A; UPPS5-T; UPPS6-A; UPPS6-T; MEP-A; REA-A; PCV-M; RPPS9-T; RPSS10-T, Interview, June 4, 5, 6, 7, 10, 11, 2013). The opportunities in life that interviewees mentioned included career, educational, and socializing opportunities. The current President of Costa Rica, Laura Chinchilla, noted in the Foundation’s *Third Annual Report* that “the world provides more and more opportunities to our population, requiring our immediate action in response...one of our most important tasks is to ensure modern, accessible education aligned with the real needs of a competitive world,” (CRMF, 2011, p. 3). President Chinchilla continues by saying that the Costa Rica Multilingue Foundation, board, and associates make the objective “clearer today than ever before,” (CRMF, 2011, p. 3).

The Regional Education Advisor believed that learning English “provides people with career opportunities. If you speak two languages, you will have a double change for career opportunities,” (REA-A, Interview, June 10, 2013). The careers most frequently mentioned by the MEP, REA, Peace Corps Volunteer manager, school administrators, and teachers were in the technical, tourism, corporate sales and marketing, and research fields (PS4-A; PS4-EC; PS4-T; UPPS5-A; UPPS5-T; UPPS6-A; UPPS6-T; MEP-A; REA-A; PCV-M; RPPS9-T; RPSS10-T, Interview, June 4, 5, 6, 7, 10, 11, 2013). As far as educational opportunities, the MEP’s National

English Advisor mentioned how *Costa Rica Multilingue* was implemented to train Costa Ricans with the linguistic skills to have “the opportunity to study at different universities and have access to most literature in the world are goals for the MEP,” (MEP-A, Interview, June 7, 2013). Specifically, the Regional Education Advisor explained that “most of the scientific research is written in English so it is important to know English for educational opportunities,” (REA-A, Interview, June 10, 2013). In Costa Rica, knowing English is not only a prerequisite to admission to a Costa Rican college, it is also necessary to be able to read in English since most of the research is written in English. The private school teacher mentioned that even some of the collegiate lectures at Costa Rican universities are in English, which means to succeed in college, it is important to be able to listen and speak in English (PS4-T, Interview, June 4, 2013).

Furthermore, the Foundation’s Executive Director believes that being able to speak English provides Costa Ricans the “opportunity to interact with people from different parts of the world,” which is a major objective of *Costa Rica Multilingue* (CRMF-D, Interview, June 10, 2013). Since most of the individuals who visit Costa Rica are English-speaking individuals, it is important to speak English for career opportunities in the tourism industry as well as socializing opportunities that foster tolerance of different cultures. Due to the career, educational, and socializing opportunities acquired by knowing English, the major stakeholders all agree that *Costa Rica Multilingue* should be a national priority so all Costa Ricans can acquire such competitive attributes.

The code of *skills* was mentioned in data sets in thirteen incidences relating to the competitive attributes acquired from learning English. Interviewees mentioned several competitive skills that Costa Ricans would acquire through the National English Plan. Specifically, the Regional Education Advisor mentioned that Costa Ricans would initially

acquire the English speaking, listening, reading, and writing skills that are necessary to be competitive as “global thinkers” (REA-A, Interview, June 10, 2013). The Regional Education Advisor explained that “if you speak two languages in your mind, then you perhaps have two solutions to a problem,” which allows Costa Ricans to have the critical thinking skills necessary to be successful in the global economy. Additionally, the MEP believed that by knowing another language, Costa Ricans are “becoming tolerant of other cultures,” which is a necessary skill when living in a multicultural country (MEP-A, Interview, June 7, 2013). By learning another language, Costa Ricans are able to learn more about others, which also fosters acceptance for others. The Foundation’s *Third Annual Report* document mentioned *skills* when discussing how international experts from the United States have visited Costa Rican schools to work with teachers and students on “oral skills and high-use vocabulary” at English workshops as well as at primary and secondary schools (CRMF, 2011, p. 8).

In relating the notion that being bilingual will provide Costa Ricans with skills, the code of *competence* occurred in ten incidences throughout the data sets, which related to the competitive attributes acquired from the implementation of the National English Plan. When interviewing the private school teacher, “competence” related to Costa Ricans “becoming more intelligent” by being bilingual, which is seen as a competitive attribute in the global economy (PS4-T, Interview, June 4, 2013). The MEP English Cycle I Syllabus document describes how “learning English as a foreign language in Costa Rica will allow students to develop communicative competence,” (MEP, 2013a, p. 19). In other words, the MEP English Cycle II Syllabus document is structured to develop the students’ knowledge of “how to begin and end conversations, what topics may be talked about in different times of speech events, knowing which address forms should be used with different persons,” which the MEP believes are

important to being a competent communicator (MEP, 2013b, p. 87). From my visits at the urban public primary schools, the teachers are fostering that learning approach (Field notes/Observation at UPPS5; UPPS6, June 5 and 6, 2013). For instance, in fourth grade, the MEP English Cycle II Syllabus document explains that students will learn “ways to exchange formal and informal greetings, introductions and leave-takings, ways of extending and accepting invitations,” (MEP, 2013b, p. 43). From my observation at the urban public primary school Site 6, I noticed that students do practice formal greetings with their teachers at the beginning of each class, which does foster the students’ “communicative competence” (Field notes/Observation at UPPS6, June 6, 2013). Thus, one of the strengths of the National English Plan is strengthening the students’ communicative competence as that attribute does allow students to be competitive in the workforce, especially in the tourism industry.

In this chapter, I presented the findings from my research as the case of *Costa Rica Multilingue*. I first explained the findings that addressed the research questions. Then, I discussed the five themes, sub-themes, and the codes within the themes that emerged throughout my data, which pertained to my five research questions. In Chapter Six, I will discuss the issues that emerged and implications of the findings. Lastly, I will draw conclusions about lessons learned from my study and directions for future research.

CHAPTER 6

DISCUSSION, IMPLICATIONS, CONCLUSIONS

In utilizing a case study approach, I examined the features and implementation issues of Costa Rica's national plan for English, *Costa Rica Multilingue*. Specifically, I interviewed multiple participants, observed several sites, analyzed documents, and reviewed photographs to holistically explain the case of *Multilingue*. After analyzing my findings, I constructed a thorough description of the case that answered my five research questions and addressed my findings as five major themes. In Chapter Five, I present the implications of the case study's thematic findings. In discussing the implications, I explain the general and universal issues that emerged as well as how my findings relate to other research findings. Following that discussion, I explain how the theoretical perspectives and methodology I chose served my research. I also discuss directions for future research as related to the case. In closing, I describe lessons I learned from my research experience.

Implications of the Study

There were five thematic findings that emerged from my case study. The thematic findings of communication, culture, connections, commerce, and competitiveness represent the general and universal issues within the data. Some of the findings related to other research findings, which meant the case of *Costa Rica Multilingue* was typical in that the findings were similar or standard to what many researchers' report. However, there were some findings that did not relate to the findings of other research, which made the case uncommon in that the findings

were unconventional to what other researchers' report. In the following section, I discuss the implications of my findings in the case of *Costa Rica Multilingue*.

English Dominance: “English is the Universal Language”

The thematic finding of communication relates to the universal issue of English dominance as I discussed in Chapter Four. In essence, all of the stakeholders I interviewed foresaw English as the language to communicate with the rest of the world. To Costa Ricans, English is seen as the international working language or lingua franca for the high-tech, scientific and tourism field, as well as language most frequently used on the Internet. Thus, it is no surprise that my research also reflects the Costa Rican reality that English is the dominant language selected for most national foreign language education programs (Crystal, 2003). However, some scholars argue that to reference English as a world language is actually overemphasizing English's functionality in the world, which also idealizes English and devalues other languages (Phillipson, 1992). However, unlike Cha and Ham's (2008) research that demonstrated how English far exceeds the functionality in Korea's economic, political, and cultural conditions, Costa Rica does have more direct economic, historical, and social relationships with English-speaking countries such as the United States. Through interviews with officials from international corporations and hotels, my findings demonstrated that Costa Rica has more direct economic and social relationships with the United States than any other country (CRS1-HR; CRS2-HR; CRS3-CP, Interview, June 3, 11, 12, 2013). Furthermore, Costa Rica has implemented an education reform policy that responds to the country's linguistic needs or demands as the United States is the largest foreign investor in the country and English-speaking tourists are the most prominent in the ecotourism industry. In this regard, the case of *Costa Rica*

Multilingue is typical as the findings are similar to other reports that countries implement education reform policies that reflect the country's linguistic social needs or economic demands.

Some scholars have also argued that national English educational policies demonstrate English linguistic imperialism by subconsciously imposing the idea that English is superior, and without knowing English, citizens will not have the linguistic tools to communicate in the world (Bolton, 2005). With such a strong reaction against teaching a former colonial language, some countries have implemented multilingual policies to support the teaching of multiple languages instead of emphasizing English. As far as Costa Rica, English is the most widely spoken foreign language in the country so the *Multilingue* program centered on English education to allow Costa Ricans to gain the linguistic skills for employment opportunities in the country's high-tech and ecotourism industries. However, Costa Rica is open to incorporating the teaching of other languages in the future, but the MEP's National English Advisor explained that due to financial and staffing constraints the *Multilingue* program has focused on English instruction (MEP-A, Interview, June 7, 2013). The MEP's National English Advisor also explained that some primary and secondary schools also offer French or Chinese, but because English is seen as the "language for the globalized world" most schools put their emphasis on English instruction (MEP-A, Interview, June 7, 2013).

There are some scholars that criticize multilingual education policies because the programs implement norms established by native English speakers and there is "no latitude given to learners to be themselves with their own identity or to strive for intelligibility rather than the perfect English accent," (Berns, 2005, p. 86). From a critical theoretical perspective, Costa Rica does utilize the Common European Framework of Reference for Languages in establishing the linguistic proficiency levels. Although the Framework is commonly used by most non-English

speaking countries as a frame of reference on an individual's English skills, most of the Costa Rican high-tech corporations and international hotel chains desire an applicant to have a B1 level (intermediate) or higher. From my interviews, I concluded that Costa Rica is not concerned with losing their identity in striving to be proficient in English as most interviewees want to “grow as a communicator” by learning more about English (PS4-A, Interview, June 4, 2013). However, the issue remains that the policy may contribute to economic inequalities. Specifically, some Costa Ricans may become bilingual and gain access to more employment opportunities while the monolingual Costa Ricans will not have such opportunities, resulting in elite bilingualism. Thus, the policy must ensure that Costa Ricans, especially public school students, receive the same opportunity to learn English as Costa Ricans who attend private schools or take private English classes.

For Costa Ricans, learning English does not mean they will not also communicate in Spanish. From my interviews, I gathered that some Costa Rican also speak Spanglish in their communities, which means certain words are hybrids of Spanish and English (CRS1-HR; UPPS6-T, Interview, June 3 and 7, 2013). In referencing Braj Kachru's World English theory, there can be a variety of Englishes (Bolton, 2005). Throughout my fieldwork, I noticed how Costa Ricans have their own variety and accent of English that incorporates “a mix of Spanish and English” (Field notes/Observation Memos, June 7, 2013). Kachru (1992) explained there is a danger in labeling languages in their pure form as it will contribute to English hierarchies. Instead, linguistic binaries should be dismantled, and English should be seen a world language (Kachru & Smith, 2009). From my fieldwork, I observed Costa Ricans communicating in their own version of English, which reflects the notion that there is not one standard form of English (Field notes/Observation Memos, June 3 and 10, 213). Thus, Costa Rica is an example of a

country where English is viewed as a global language that allows Costa Ricans to communicate with others from different countries in the world. In some regards, Costa Rica is a unique case because the citizens are openly accepting of the dominance of English in their culture, yet relishes in having the linguistic skills to communicate to the rest of the world.

By Costa Rica embracing English as a dominant foreign language, the implication is that the country has implemented and funded educational policies that reflect the communication demands of the country. With English-speaking tourists visiting the country and transnational corporations searching for bilingual employees, Costa Rica has provided a program to assist its citizens in learning a necessary linguistic skill. In utilizing the globalization theory, it is possible to understand how *Costa Rica Multilingue* reflects the intensification of worldwide social communication and interconnectedness, which has influenced Costa Rica to invest in education to develop its human capital (Held, et. al, 1999). In viewing the case from the human capital theory, Costa Rica believes teaching its citizens a universal language will not only allow its citizens to communicate globally, but contribute to the country's development. From a critical theoretical perspective, although the program has been established and funded, interviewees explained how there needs to be more modification to ensure that all teachers are receiving the necessary resources to teach English and more emphasis is placed on oral production to increase students' communication skills. Nevertheless, *Costa Rica Multilingue* reflects the country's efforts to communicate with the rest of world through the implementation of the National Plan for English. As such, in the global landscape of English dominance, Costa Rica is fairly typical, but in the details of the case and of the extent to which Costa Rica is openly embracing English, Costa Rica is a rare case.

Cross-Cultural: “English is Part of Our Culture”

From the findings of my research study, Costa Ricans view English as part of their culture, which has contributed to the implementation of *Costa Rica Multilingue*. The thematic finding of culture relates to three general issues of Americanization, intercultural understanding, as well as lending and borrowing. From my interviews and observations, the findings revealed that Costa Ricans view English as part of their culture due to having regular interaction with America’s pop culture, cuisine, brands, corporations, and politics (Field notes/Observation Memos, June 5 and 10, 2013). However, from a critical theoretical perspective, Costa Ricans are associating America’s pop culture and cuisine as a complete cultural representation of America’s culture when in reality the United States embodies a vast array of cultures. English is disseminating into Costa Rica’s culture due to the process of globalization in which the intensification of worldwide social relations has opened national borders to goods, services, information, and even individuals (Giddens, 1990; Kumaravadivelu, 2008). In viewing such a phenomenon through the globalization perspective, the expansion of American restaurants, music, movies, and stores into Costa Rica has contributed to English being a part of Costa Rica’s society. Through the purchase of goods and services, access to music and media, and interaction with tourist, the English language has become relevant and accessible to Costa Ricans. One might conclude that the implication of English being a part of Costa Rica also means that Costa Rica’s authentic cultural heritage is becoming transformed through its cross-cultural association with the United States. As a result of Americanization transforming Costa Rica’s culture, English has become part of the Costa Rican culture. The case of *Multilingue* has been somewhat typical from the sense of English becoming part of Costa Rica’s culture through Americanization.

However, my findings revealed that the National English Plan's objective also included promoting intercultural understanding. The literature agrees with such notion that national foreign language policies can strengthen an individual's cultural awareness of their culture of origin and the foreign language's culture (Garcia, 2009). Multilingual education policies, such as *Multilingue*, contribute to Costa Ricans becoming more culturally competent, which can build cross-cultural skills for understanding and communication (Baker, 2001). The implications of Costa Ricans learning English includes more meaningful interactions between Costa Ricans and English-speaking tourists, biodiversity scientists, and migrants. The globalization theory assisted me with drawing that conclusion because being multilingual allows individuals from different cultures to learn about each other's culture through the ease of "worldwide interconnectedness" of the Internet and international travel (Held, et. al, 1999). Thus, the case of *Multilingue* has reflected a typical case from the sense of contributing to more intercultural understanding.

The literature also states that the students' local culture and family play a pivotal role in whether the students will learn English (Edwards & Newcombe, 2006). Viewing this from a critical perspective, the findings from the *Multilingue* case revealed that the students' local culture in rural areas does not necessarily view the benefits of learning English, which means there is not a lot of support in motivating students to practice their English at home. The implication of such a reality is that English is not necessarily part of every Costa Rica's culture, especially for Costa Ricans living in rural areas. Teachers in rural areas have to be fierce proponents of *Multilingue* and face the challenge of changing the perspectives of the local culture that it is beneficial to learn English. There is research that shows how effective grassroots efforts can be in advocating for families to understand the benefits of bilingualism (Edwards & Newcombe, 2006). With regard to *Multilingue*, my findings suggest that rural schools and

teachers in Costa Rica need to work with local communities to explain the long-term benefits that students will receive if they learn English. Without such advocating, English will not necessarily be part of every Costa Rican's culture.

Global to Local Continuum: “English Connects Us to the World”

From my findings, the major stakeholders of *Multilingue* believe English truly connects Costa Rica to the rest of the world. Global organizations like the Peace Corps are connected to the National English Plan through collaborative relationships with Regional English Advisors and local teachers in rural communities. In essence, English is the language that is being utilized to connect global organizations with local communities. The thematic finding of connections relates to the general issue of international organizations and their involvement in developing countries' education policies, which has been well documented in the literature (Wickens & Sandlin, 2007; Ginsburg and Megahed, 2011; Shinn, 2012; Suarez, 2007). With regard to the case of *Multilingue*, my findings revealed that Costa Rica has strong connections with the Peace Corps international organization and their relationship has contributed to that implementation of the National English Plan. The MEP's National English Advisor and Regional Education Advisor explained how important the role of the Peace Corps has been in providing training and resources to Costa Rican English teachers throughout rural communities. Without the Peace Corps volunteers' assistance, the rural teachers mentioned in interviews that they would not have gained the methodology or teaching resources to teach rural students English. Although the literature reveals that some international organizations provide unnecessary assistance to developing countries, such findings are not the case for *Multilingue*. From my observations and interviews, I gathered that the teachers in rural schools are grateful for the assistance provided by the Peace Corps, especially with the organization providing additional training and resources to

the rural teachers. Due to the Peace Corps volunteers, students in rural schools also have access to a native English speaker, which contributes to Plan's objective in providing Costa Rican with the skills to have intercultural relationships. The case of *Costa Rica Multilingue* is somewhat uncommon in the sense that the relationship with the Peace Corps international organization has successfully contributed to the features and implementation of Costa Rica's English foreign language program.

With Costa Rican rural schools establishing a connection with the Peace Corps, the implication is that the rural teachers have more assistance in meeting the policy's objective. From a globalization perspective, the transnational effort of the Peace Corps organization has contributed to the dissemination of the knowledge of English pedagogy and methodology. Costa Rican rural school teachers now has the opportunity to collaborate with the international organization in order to better prepare rural students to learn English. From a critical perspective, the collaboration may reflect a post-colonial development perspective where a previous colonial country is enforcing its educational practices onto the indigenous population. But, from my findings, the Costa Rican teachers view the collaboration from a beneficial and intercultural relationship. By Costa Rica establishing a collaborative relationship with an international organization, the implication is that Costa Rican students have access to connect with the rest of the world.

Second, the thematic finding of connections also relates to the universal issue of the global to local continuum or dialectic as I described in Chapter Three. Specifically, there is a global trend of educational policies being implemented from a top-down format wherein the macro level policy does not always reflect the local communities' needs, ideologies, and practices at the micro level (Anderson-Levitt, 2003; Canagarajah, 2005; Napier, 2003). As a

result, there can be a disconnect between the policy's expectations that are set at the macro level and the implementation practices at the micro level. Shohamy (2006) explained that the ideal national language policies often do not take into account the reality that some students need more time to acquire the language than suggested by the policy. As a result, the national language education policies could contribute to marginalizing or excluding students who do not achieve the level of language proficiency as stipulated by passing the linguistic competency exam. I found that the case of *Multilingue* does reflect that typical occurrence of some students needing more time to learn the language, which can contribute to excluding students from further education opportunities. In particular, every public school teacher that I interviewed explained that the MEP guidelines are sometimes difficult to accomplish due to the lack of time devoted to English instruction (UPPS5-T; UPPS6-T; RPPS9-T; RPSS10-T, Interview, June 5, 6, and 10, 2013). Time is a factor that hinders the implementation of the curriculum, which reflects the fidelity curriculum implementation perspective. With the school only allowing for forty-five minutes of instruction, it is difficult for students to learn English at a proficient level.

Additionally, Costa Rica eleventh grade students must pass the National English examination in order to attend college, which can be difficult for students who do not read English well since the exam only test the students' reading comprehension level. As a result of not passing the examination, Costa Rican students are excluded from attending college. By marginalizing students who do not pass the National examination, Costa Rica is not taking into account the reality that some students are learning English in local communities where English is only taught in secondary schools. Furthermore, some Costa Ricans may only have a lingua franca ("working") version of English that would be effective for the local contexts and businesses, but the English competency exam prevents students from being admitted into college to gain a

business degree. The implications of the disconnect between the ideal of the macro level policy and the reality of the micro level practice is that *Multilingue*'s objective of producing an entire country of English speaking citizens will not be met. From a human capital theoretical perspective, if Costa Rica is serious about creating a bilingual country, there needs to be some modifications to the National English Plan to ensure all students have the opportunity to learn English. The MEP officials might consider speaking with the teachers next time the MEP's National English syllabus is revised to ensure the micro level realities are being considered when creating the MEP's syllabus at the macro level, which would also involve more of a mutual adaptation perspective.

Additionally, it is a common issue worldwide that there are policymakers at the macro level who do not regularly consult with stakeholders at the meso and micro levels. The literature revealed that effective national policies involve the macro level continuously consulting with the meso and micro levels to ensure that there are qualified teachers available to teach, adequate amount of teaching resources, and opportunities for professional development teachers to improve instruction (see for instance Calderon, Slavin, Sanchez, 2011; Napier, 2011). The case of *Multilingue* revealed the findings that the MEP at the macro level does stay in contact with the meso level by providing the Regional Education Advisors with teaching resources for professional development with local teachers. However, there was also a disconnect between some Regional Education Advisors and local teachers. In interviewing the urban public school primary teachers, they explained they did not have any contact with their REA, and instead the teachers had to rely on themselves for further professional development (UPPS5-T; UPPS6-T, Interview, June 5 and 6, 2013). From a critical perspective, the implication of the disconnect between the meso and micro level is that the roles of the stakeholders are not being fulfilled,

which indirectly means the policy's objective are not being met and the trickle-down implementation process is hindered. Lack of resources and professional development opportunities are factors that hinder the complete implementation of the curriculum. Although the policy is being primarily implemented from a fidelity approach, the teachers are forced to adapt the curriculum to meet the needs of the local circumstances, which in reality means the policymakers should consider implementing more of a mutual adaptation approach whereby curriculum modifications are made by both designers and practitioners. As has been documented widely in the comparative and international education research, it is critical for the MEP to ensure that every local teacher receives support from the meso and macro level in order for *Multilingue*'s objective to be realized and Costa Rica can linguistically connect with the rest of the world.

Neocolonialism: “English is the language of commerce worldwide”

From the findings of my study, Costa Ricans view English as the language of commerce worldwide, which has facilitated the implementation of *Costa Rica Multilingue*. The thematic finding of commerce relates to the universal issue of neocolonialism. International corporations located in Costa Rica have influenced the Republic's decision to implement *Multilingue* as a means of executing neocolonialism (Bray, 1993). Neocolonialism pertains to the control of the nation-state by external powers despite appearing to have independence and international sovereignty, when in reality, the nation-states' economic system and political policies are influenced by outside forces such as international corporations (Wickens & Sandlin, 2007). From the findings in my case, international companies and tourists have acted as an influential force towards Costa Rica implementing a national English as a foreign language plan by demanding of more bilingual employees. Another issue in the literature is that international companies whose

operating language is English and who implement physical plants in developing countries tend to influence the demand for English amongst the local population (Burbules and Torres, 2000; Hornberger & Vaish, 2009). The case of *Costa Rica Multilingue* is typical of other cases where English is viewed as the language to attract international businesses and provide more economic opportunities to its citizens (David & Govindasamy, 2005). The case of *Multilingue* revealed that high-tech international companies and international hotels have influenced Costa Rica to implement the National English Plan because jobs at these international companies demand English linguistic skills and so the Plan serves their agenda. As a result, Costa Rica implemented the policy to develop its human resources in order to attract international businesses. However, the reality is that most Costa Ricans who work for those companies have advanced English training beyond primary and secondary education. In my interviews with human resources and corporate affairs managers of the international companies, they explained that Costa Ricans who attend public primary and secondary education usually only receive basic English proficiency, but in order to become bilingual, the student needs to take additional tutoring or college courses. In contrast, the private school students who attend bilingual schools have the competitive advantage of graduating from private school with enough English competency to gain employment at one of those international companies. The implication is that despite the policy providing the opportunity for “all” public school students to learn English, public school students face inequalities in terms of not receiving as much English instructional opportunities as private school students. As a result, the cycle of employment inequality continues as the students who are gaining employment at international companies are ones who either attended private schools or took additional coursework after secondary schooling.

The findings in my case also revealed that Costa Rica desires to remain globally competitive against other Latin American countries for foreign investment. The international corporate managers explained how the Free Trade Zone stimulated the corporation to establish itself in Costa Rica. With almost seventy percent of Costa Rica's foreign investment comes from the United States, Costa Rica wants to continue to attract investment for the United States and views English as the language to remain competitive (Trade & AACCLA, 2008). However, taking a critical view, I suggest that the United States was not necessarily drawn to Costa Rica because of the talent pool of bilingual applicants. Instead, the United States was drawn by the tax incentives, which reflects the notion that Costa Rica's economic system and political policies are influenced by outside forces. The implications of my findings reveal that in order for Costa Ricans to be employed by these companies, it is prudent for the applicant to have a working language of English. Consequently, the *Costa Rica Multilingue* plan and the desire for English perpetuate linguistic inequality in Costa Rica.

Additionally, the findings in my case relate to other research that explains that international English-speaking tourists and migrants have influenced Costa Rica to design education reform policies such as *Multilingue* to meet the labor demands of the ecotourism industry (Aguilar-Sanchez, 2005). In my interview with the international hotel human resource manager, she made it clear that English is the language most frequently used by tourists, which increased the country's need for bilingualism. From a human capital perspective, *Costa Rica Multilingue* was implemented to develop Costa Ricans' linguistic skills in order to increase the country's economic and social development. Thus, the implication of such reality is that Costa Rica is capitalizing upon one of its largest industry, ecotourism, through the development of its citizens' linguistic skills. Costa Rica recognizes that to draw more individuals towards visiting

and living in the country, Costa Rica must increase its citizens' communication skills and *Multilingue* includes the language that will drive the country towards more commerce. In this regard, it is possible that Costa Rica is selling out to capitalism by embracing a national foreign language plan. However, if Costa Rica truly views English as another beneficial language to learn without diminishing the importance of its first language, Spanish, then Costa Ricans will indeed be bettering themselves by becoming bilingual individuals.

Policy Versus Practice: “English Makes Costa Rica More Competitive”

From the findings of my study, Costa Ricans view English as the language that makes Costa Rica more competitive, which has contributed to the implementation of *Costa Rica Multilingue*. The thematic finding of competitiveness relates to the general issue of policy versus practice. Costa Rican policymakers view English as the language to strengthen the country's economic position in the world and create conditions to promote competitiveness (Aguilar-Sanchez, 2005). Other research has shown that countries that recognize the need for “multiliterate” individuals who are bilingual or multilingual will be competitive in the world (Baker, 2001). Furthermore, being bilingual provides individuals with linguistic capital as it provides a medium for interacting with others, which can contribute to the individual accruing more socioeconomic benefits (Garcia, 2009; Grin, 2003). Although the findings from my case reveal that the policy allows for Costa Rica as a country to be economically competitive against other countries, at the practice level, there are some inequalities that prevent competitiveness at the local level because Costa Rica is dividing the country into “haves” and have nots”.

My findings reveal that Costa Rica's rural areas have less English education coverage than in urban areas (Field notes/Observation at RPPS9 and RPPS10, June 10, 2013). Costa Rica champions the ideal that *Multilingue* will allow all students to become more competitive by

learning English as a second language, but in reality, some rural areas do not have any English instruction. Rassool (2007) suggested that inequalities are created within the process of a country becoming more globalized because the globalization process includes competition among citizens and the marginalization of human resources. The implication of such reality for Costa Rica policymakers is the need to ensure that the practice of teaching English is equitable among urban and rural areas. One practice Costa Rica is undertaking to ensure such support is the Foundation's JumpStart programs. Jumpstart programs provide rural seventh graders free English camps in order to prepare them for secondary school (CRMFD, Interview, June 11, 2013). From a human capital perspective, the Foundation is attempting to provide opportunities to rural students who face economic hardship and provide them with some English skills. However, from a critical perspective, JumpStart will only provide a basic English level, which will not allow the rural students to be as competitively trained as urban or private school students.

Additionally, the policy of *Multilingue* will not be competitive without effectively training and continuously supporting the public school teachers. The literature shows that students who have teachers with higher levels of English proficiency will learn more English (Matear, 2008). The findings of my case revealed that in 2008 the MEP evaluated English teachers to ensure qualified English teachers were teaching in public schools. As a result of the teacher evaluation, only the qualified teachers were teaching English as a foreign language in public schools. Then, educational experts from the United States also became involved in training the less qualified English teachers, which assisted with implementing remedial measures (MEP-A; CRMFD, Interview, June 7 and 11, 2013). The implication is that the MEP believed Costa Rica needed to borrow educational experts from the United States in order to competitively train its teachers.

For instance, the MEP English Cycle I and II Syllabus utilizes the American curriculum approach of Paul's Hanna's expanding horizons to teach Costa Rican students about themselves, their surroundings, Costa Rica as their extended world, and the world as a common village (Appendix L). In some sense, the MEP is utilizing an older thematic social studies approach to teach primary school students' English vocabulary and phrases about themselves, their family, community, and Costa Rica. Nevertheless, in utilizing Paul Hanna's expanding horizons approach, the MEP is participating in the lending and borrowing of English as a second language methodology from American scholars. The case of *Multilingue* is very typical as the practice of lending and borrowing occurs throughout the world, and Costa Rica believes that by borrowing methodology, ideas, and materials from the United States, it is competitively training its English teachers.

The *Multilingue*'s objective is to teach Costa Ricans English in order to be more competitive. Findings in the literature reveal that national foreign language policies can challenge and transform the power hierarchies that exist by allowing every student the opportunity to learn a skill that was traditional reserved for the upper middle and elite (see for instance Kubota, 2005). Through *Multilingue*'s implementation, it is possible that a more balanced social class structure might emerge throughout Costa Rica. However, my findings reveal that students attending Costa Rica private schools receive four hours of English language instruction daily, yet public school students are only receiving forty-five minutes of English once a day. The implication is that despite implementing an avowedly equitable National English Plan, there remains an educational gap between public and public schools. From a human capital perspective, public school students will be less competitive in the workforce compared to private school students due to the lack of English education received. Therefore, the MEP and school

administrators might consider including more hours of English instruction and in training teachers so the students can be more competitive. Although the *Multilingue* policy has potential of meeting its objective, the practice of teaching English needs to be competitively equitable among the urban, rural, and private schools. In summary, my research to construct an in-depth case of *Costa Rica Multilingue* revealed a blend of widely documented features and universal issues. However, in the Costa Rica context, there were some distinctive features of *Costa Rica Multilingue* regarding the embracing of English as Costa Rica's other dominant language.

Directions for Future Research

After researching a national English as a foreign language policy, there are many directions I could pursue for future research. First, it would be interesting to research further the teaching realities faced by Costa Rican public rural and urban teachers. From my research on *Multilingue*, I realize the important role that English teachers play in the plan's objective. By continuing the research study by focusing only on the teachers, it is possible to provide more data to assist the MEP in understanding the challenges teachers experience in meeting all the expectations within the MEP's syllabus. During my interviews, teachers admitted to not being able to meet all the MEP's syllabus expectations due to a lack of time. Therefore, it would be interesting to be in the field for the entire school year to understand the pedagogical areas that challenge the teachers in meeting the MEP's expectations. With more research time in the field, more research could occur on the challenges faced by English teachers in meeting the expectations of the National English Examination. Since that examination is extremely important for Costa Ricans to be admitted into college, it would be beneficial for more research to be completed on the challenges faced by the teachers in preparing students for the examination.

Second, if given the opportunity to complete additional fieldwork, it would be beneficial to explore other regions of Costa Rica where the population consist of more ecotourist, immigrants, and Costa Ricans who also speak French. For instance, the Guanacaste area is a very prominent area for ecotourism. By spending more time in Guanacaste, I could continue to explore the influence ecotourism has on residents of the Guanacaste province learning English in order to gain employment in that region. Additionally, researching in Guanacaste would provide further understanding of the contextual factors that contributed to *Costa Rica Multilingue* as well as understand the implementation issues teachers in that region encounter. Additionally, the area of Limon, Costa Rica is a prominent ecotourism area, but there are also a lot of French speaking Costa Ricans. It would provide another research angle to analyze the impact the National English Plan is having in an area where some of the population speaks French. Furthermore, it would be interesting to also research near the border of Costa Rica and Nicaragua to understand how teachers are teaching English to immigrants. Thus, there are several other research angles that could be perused.

Third, it would be interesting to take a comparative perspective by comparing another non-English speaking country's national English as a foreign language policy. In doing so, it would be beneficial to the field of comparative and international education to examine the features and implementation issues of Costa Rica's policy in comparison to another country. During the Costa Rica Multilingue Foundation interview, the Executive Director explained that Chile has the *English Open Doors* policy that reflects similar features as *Costa Rica Multilingue*. In comparing both policies' features and implementation issues, it would be possible to further understand the challenges and strengths that countries encounter when implementing a national English as a foreign language program.

Lessons Learned

Professionally, I learned as a researcher the value that each participant contributes to one's research study. When I decided to conduct my research in Costa Rica, I was somewhat intimidated in my limited Spanish abilities. Despite the National English Plan utilizing my first language, I thought it would be impossible to conduct a quality research study without knowing Spanish. However, I realize throughout my reconnaissance trips and field research, how gracious and open the participants I interviewed were throughout my research study. First, the contacts at the Foundation were very helpful in providing me with the MEP's National English Advisor's contact information. Second, a naturalized American doctoral student who was originally from Costa Rica provided me with several Costa Rica private and public school teachers. Third, through my own Internet research, I was able to find contact information for the international corporations. With each contact agreeing to be interviewed, I felt my nervousness subside. When I spent a week in Costa Rica preparing for my fieldwork, I was pleasantly surprised at how welcoming my participants were to agreeing to participate in my research study. I anticipated the participants being hesitant to be interviewed, but each individual that I asked to participate agreed to be interviewed. Additionally, some participants provided documents and websites that provided me with information for my research. When I was collecting my data, several participants provided me with more contacts who helped to add to my picture of *Costa Rica Multilingue*. I was even more elated when those participants agreed to be interviewed at such short notice. Interestingly, the participants explained that the National English Plan provides the students with intercultural understanding, but in actuality, the participants were practicing that trait by being available for my interviews.

Personally, I learned to value the journey I traveled throughout my dissertation. In

retrospect, each of my doctoral classes provided a comprehensive preparation for my dissertation. Although I did not realize at the time, I began preparing for this dissertation during the first week of my doctoral program. First, my major professor's research field of comparative and international education provided me with further understanding of globalization, critical, and human development theories. Additionally, my coursework presented me with further ideas about curriculum development. Then as I ventured on a reconnaissance trip with my major professor, I continued to forge towards my research study by gaining the perspective that English was a prevalent language in Costa Rica. Through more research and classes, I learned about *Costa Rica Multilingue*, which I used as a continuous research focus in my studies. Although I am nearing the end of this season of field research, my interest in *Multilingue* will continue even after my dissertation.

Overall, I learned that for a truly thorough understanding of the case, I would need to continue my research in Costa Rica long-term to document more changes that occur over the years. For long-term research studies, it would be beneficial to analyze whether or not *Costa Rica Multilingue* will achieve its objective of teaching all Costa Ricans English in order to become a bilingual country. Although I do not believe the entire Plan will fail as there are several Costa Ricans already learning English and becoming bilingual because of the implementation of the policy, I am uncertain as to whether it is possible for all Costa Ricans to learn English and for the entire country to become bilingual due to the limited amount of time devoted to learning English in public schools. Also, there are a lot of Costa Ricans who no longer attend school or dropped-out of school prior to the Plan's implementation, which would impede on the possibility of an entire country becoming bilingual. However, if the government properly funds and supports the National English Plan, it is possible more Costa Ricans will become bilingualism.

In retrospect, I believe my methods and theoretical perspective choices served me well in supporting my efforts to accurately present my findings from the research study. In utilizing a qualitative case study method, I was able to construct a case that embodied the participants' perspective of *Costa Rica Multilingue*. Additionally, in applying a blended globalization, human capital, and critical theoretical perspectives to my study, I was able to view the findings from a critical lens that embodied aspects of globalization and human capital. Although I only interviewed sixteen participants, I believe the methods and perspectives I used contributed to me accurately portraying their perspective of *Costa Rica Multilingue*. Also, I believe each of my participants were honest in sharing their perspective of the Plan as they expressed contentment over the Plan's strengths and frustration over challenges of the program. For instance, both the MEP's National English Advisor and Costa Rica Multilingue Foundation's Executive Director expressed disbelief that Costa Rica would become a bilingual country without more time devoted to the teaching English and hiring more qualified English teachers to teach in very rural areas of Costa Rica. Additionally, the private and public school teachers expressed concern that their students need more support at home to ensure they will pass the English examinations. Thus, there is nothing substantial that I would change about my research study as I feel as though my methods and theoretical perspectives provided me with the structure to build the case of *Costa Rica Multilingue*. Possibly, with more time in the field, I would have had more opportunities to visit very rural schools. However, I feel as though my reconnaissance trips provided some context of those areas.

In the end, I surmised that *Costa Rica Multilingue* is a multi-faceted case with many features and issues that will evolve as the program progresses. What I learned from my research experience is the importance of examining any policy's features and implementation issues from

multiple perspectives. By interviewing stakeholders, observing multiple sites, and analyzing documents, policies, teaching materials, as well as photographs, I was able to begin to understand the complexity of implementing a national foreign language program from a top-down policy design to the reality of the practice of teaching English in local schools. Overall, I learned how vital it is for any national policy to continue to hear the voices of those at every level in order to address the policy's challenges and reinforce the practices' strengths.

Conclusion

Through the implementation of *Costa Rica Multilingue*, the teaching of English as a foreign language has become a national priority for Costa Rica. By examining *Multilingue*'s features and implementation issues, my research serves as a case in point for other countries interested in enacting a national English as foreign language program. In analyzing the program's features and implementation issues, my findings revealed how globalization has impacted Costa Rica to teach English and the idea of training its citizens for human capital motivated Costa Rica to implement *Costa Rica Multilingue*. By examining a diverse range of perspectives, in my study I demonstrated the strengths and challenges of the *Multilingue* program. The national public-policy program will continue to be examined by the major stakeholders as well as the entire country. Even though the goal of becoming a multilingual country has not been achieved, the plan's features and implementation issues will contribute to whether or not the objective of *Multilingue* becomes a reality for Costa Rica.

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APPENDIX A(i)

INTERVIEW PROTOCOLS

Ministry of Public Education Interview Questions

(Anticipating a semi-structured interview with follow-up questions)

Background Information:**1. Describe your professional role with the Ministry of Public Education:**

- What are your job duties?
- When did you learn English?
- Have you taught English as a second language in a Costa Rican school before?

Contextual Factors:**2. Explain the history of Costa Rican schools teaching English?**

- When was English first implemented in schools?
- What are the political, economic, and cultural contexts that contributed to the development of Costa Rica's national plan for English?
- How/why is English part of Costa Rica society?

Features/Objectives:**3. Describe Costa Rica's national plan for English:**

- How/why/when was this program implemented?
- Explain the objectives and features.
- Why do you think English was select over other languages?
- What are the goals for teaching English as a foreign language?
- Why is English an important to language to teach to Costa Rican students?

Stakeholders:**4. Describe who are the actors involved in the implementation of the plan.**

- Who are the international stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the national stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the local stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?

Implementation Issues:**5. What were the implementation issues when implementing Costa Rica's national priority for teaching English as a foreign language?**

- How was the national curriculum designed? (themes, units?)

- Did the Ministry observe any other countries' national curriculum to get ideas?
- Were there any international organizations or agencies' policies that the Ministry utilized in creating or implementing the plan?
- What challenges did you face by the Ministry in implementing and supporting the Plan?

Perspective:

- 1. Why do you think Costa Rica Multilingue (teaching English as a foreign language) is a national priority?**
- 2. How do your students benefits from learning English as a foreign language?**

Follow-Up Questions

8. Explain how the Ministry and Costa Rica Multlingue collaborate?
9. Describe the resources you provide teachers to teach the national curriculum.
10. From your observations, what teaching methods are most effective in teaching English as a foreign language?
11. From speaking with local administrators and teachers, what (if any) changes do they suggest making with regard to the curriculum?
12. From your observations and discussion with administrators and teachers, are the students learning English?
 - Describe some outcomes that you are expecting this year
 - Why or why not is the program effective?
13. Are there any differences between the policy's objectives and the teaching realities?
14. What differences do urban and rural schools/teachers face with the implementation of the plan?

APPENDIX A(ii)

Costa Rica Multilingue Foundation Interview Questions

(Anticipating a semi-structured interview with follow-up questions)

Background Information:**1. Describe your professional role with the Costa Rica Multilingue Foundation:**

- What are your job duties?
- When did you learn English?
- Have you taught English as a second language in a Costa Rican school before?

Contextual Factors:**2. Explain the history of Costa Rican schools teaching English?**

- When was English first implemented in schools?
- What are the political, economic, and cultural contexts that contributed to the development of Costa Rica's national plan for English?
- How/why is English part of Costa Rica society?

3. Describe the Costa Rica Multilingue Foundation:

- How/why/when was the foundation established?
- Explain the objectives, features, and programs

Features/Objectives:**3. Describe Costa Rica's national plan for English:**

- How/why/when was this program implemented?
- Explain the objectives and features.
- Why do you think English was select over other languages?
- What are the goals for teaching English as a foreign language?
- Why is English an important to language to teach to Costa Rican students?

Stakeholders:**4. Describe who are the actors involved in the implementation of the plan.**

- Who are the international stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the national stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the local stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?

Implementation Issues:**5. What were the implementation issues when implementing Costa Rica's national priority for teaching English as a foreign language?**

- How was the national curriculum designed? (themes, units?)
- Did the Ministry observe any other countries' national curriculum to get ideas?
- Were there any international organizations or agencies' policies that the Ministry utilized in creating or implementing the plan?
- What are challenges did the Foundation face in implementing and supporting *Multilingue*?

Perspective:**6. Why do you think Costa Rica Multilingue (teaching English as a foreign language) is a national priority?****7. How do your students benefits from learning English as a foreign language?****Follow-Up Questions**

8. Explain how the Ministry and Costa Rica Multlingue collaborate?
9. Does the Foundation have their own curriculum for teaching English as foreign language?
 - How does the curriculum work with the Ministry's curriculum?
10. Describe the resources you provide teachers to teach English as a foreign language.
11. From your observations, what teaching methods are most effective in teaching English as a foreign language?
12. From speaking with local administrators and teachers, what (if any) changes do they suggest making with regard to the curriculum?
13. From your observations and discussion with administrators and teachers, are the students learning English?
 - Describe some outcomes that you are expecting this year
 - Why or why not is the program effective?
14. Are there any differences between the policy's objectives and the teaching realities?
15. What differences do urban and rural schools/teachers face with the implementation of the plan?

APPENDIX A(iii)

Regional Education Advisor Interview Questions

(Anticipating a semi-structured interview with follow-up questions)

Background Information:**1. Describe your professional role:**

- What are your job duties?
- When did you learn English?

Contextual Factors:**2. Explain the history of Costa Rican schools teaching English?**

- When was English first implemented in schools?
- What are the political, economic, and cultural contexts that contributed to the development of Costa Rica's national plan for English?
- How/why is English part of Costa Rica society?

3. Describe the Regional Education Advisor involvement in *Costa Rica Multilingue*:

- Explain the objectives, features, and programs

Features/Objectives:**3. Describe Costa Rica's national plan for English:**

- How/why/when was this program implemented?
- Explain the objectives and features.
- Why do you think English was select over other languages?
- What are the goals for teaching English as a foreign language?
- Why is English an important to language to teach to Costa Rican students?

Stakeholders:**4. Describe who are the actors involved in the implementation of the plan.**

- Who are the international stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the national stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the local stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?

Implementation Issues:**5. What were the implementation issues when implementing Costa Rica's national priority for teaching English as a foreign language?**

- How is the Regional Education Advisor involved with the Ministry and the Foundation in creating or implementing the plan?
- What are the strengths and challenges faced in implementing and supporting *Multilingue*?

Perspective:**6. Why do you think Costa Rica Multilingue (teaching English as a foreign language) is a national priority?****7. How do your students benefit from learning English as a foreign language?****Follow-Up Questions**

8. Explain how the Ministry and Costa Rica Multilingue collaborate?
9. Describe the resources you provide teachers to teach English as a foreign language.
10. From your observations, what teaching methods are most effective in teaching English as a foreign language?
11. From speaking with local administrators and teachers, what (if any) changes do they suggest making with regard to the curriculum?
12. From your observations and discussion with administrators and teachers, are the students learning English?
 - Describe some outcomes that you are expecting this year
 - Why or why not is the program effective?
14. Are there any differences between the policy's objectives and the teaching realities?
15. What differences do urban and rural schools/teachers face with the implementation of the plan?

APPENDIX A(iv)

Peace Corps Interview Questions

(Anticipating a semi-structured interview with follow-up questions)

Background Information:**1. Describe your professional role:**

- What are your job duties?
- When did you learn English?

Contextual Factors:**2. Explain the history of Costa Rican schools teaching English?**

- When was English first implemented in schools?
- What are the political, economic, and cultural contexts that contributed to the development of Costa Rica's national plan for English?
- How/why is English part of Costa Rica society?

3. Describe the Peace Corps involvement in *Costa Rica Multilingue*:

- How/why/when was the foundation established?
- Explain the objectives, features, and programs with the Ministry and Foundation

Features/Objectives:**3. Describe Costa Rica's national plan for English:**

- How/why/when was this program implemented?
- Explain the objectives and features.
- Why do you think English was select over other languages?
- What are the goals for teaching English as a foreign language?
- Why is English an important to language to teach to Costa Rican students?

Stakeholders:**4. Describe who are the actors involved in the implementation of the plan.**

- Who are the international stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the national stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?
- Who are the local stakeholders involved in implementing the program? Why do you think these individuals are involved? What are their roles in implementation?

Implementation Issues:**5. What were the implementation issues when implementing Costa Rica's national priority for teaching English as a foreign language?**

- How was Peace Corps involved with the Ministry and the Foundation in creating or implementing the plan?
- What are the strengths and challenges faced in implementing and supporting *Multilingue*?

Perspective:**6. Why do you think Costa Rica Multilingue (teaching English as a foreign language) is a national priority?****7. How do your students benefit from learning English as a foreign language?****Follow-Up Questions**

8. Explain how the Ministry and Costa Rica Multilingue collaborate?
9. Describe the resources you provide teachers to teach English as a foreign language.
10. From your observations, what teaching methods are most effective in teaching English as a foreign language?
11. From speaking with local administrators and teachers, what (if any) changes do they suggest making with regard to the curriculum?
12. From your observations and discussion with administrators and teachers, are the students learning English?
 - Describe some outcomes that you are expecting this year
 - Why or why not is the program effective?
14. Are there any differences between the policy's objectives and the teaching realities?
15. What differences do urban and rural schools/teachers face with the implementation of the plan?

APPENDIX A(v)

Teacher Interview Questions

(Anticipating a semi-structured interview with follow-up questions)

Background Information:**1. Describe your professional role:**

- What are your job duties?
- When did you learn English?
- Where did you go to college and what was your major?
- When did you start teaching English as foreign language at your school?

Contextual Factors:**2. Describe your school's English as foreign language program.**

- How/why/when was this program implemented?
- Explain the objectives and features.
- Why do you think English was select over other languages?
- How/why is English part of Costa Rica society?
- What are the goals for teaching English as a foreign language?

Features/Objectives:**3. Explain how your school teaches English as foreign language:**

- Describe your teaching schedule and daily routines for teaching English as a foreign language
- Describe the resources you use to teach the national curriculum.
- Why do you think English as a foreign language program is a national priority?
- Have you heard about *Costa Rica Multilingue*

Stakeholders:**4. Describe the individuals who work with you in teaching English as a foreign language.****Implementation Issues:****5. Describe the challenges and strengths you face in teaching English as a foreign language.**

- If you could make some changes with regard to teaching English as a foreign language, what would you want to do?

Perspective:**6. From your teaching experiences, are the students learning English?**

- Describe some student outcomes that you are expecting this year
- Why or why not is the program effective?

7. Do you think it is important for students to learn English? Why/why not?

Follow-Up Questions

8. From your observations, what teaching methods are most effective in teaching English as a foreign language?

9. Are there any differences between the school's expectations and the teaching realities?

APPENDIX A(vi)

Principal Interview Questions

(Anticipating a semi-structured interview with follow-up questions)

Background Information:**1. Describe your professional role:**

What are your job duties?

- Describe your educational degree.
- When did you learn English? (or Did you learn English?)
- Did you teach prior to being a principal?
- When did you start being a principal at your school?

Contextual Factors:**2. Describe your school's English as foreign language program.**

- How/why/when was this program implemented?
- Explain the objectives and features.
- Why do you think English was select over other languages?
- How/why is English part of Costa Rica society?
- What are the goals for teaching English as a foreign language?

Features/Objectives:**3. Explain how your school teaches English as foreign language:**

- Describe the teaching schedule and daily routines for teaching English as a foreign language
- Describe the resources teachers can use to teach the curriculum.
- Why do you think English as a foreign language program is a national priority?
- Have you heard about *Costa Rica Multilingue*

Stakeholders:**4. Describe the individuals who assist the school in implementing the national curriculum.**

- What administrative support do teachers receive in teaching English?

Implementation Issues:**5. Describe the challenges and strengths you observe teachers face in teaching English as a foreign language**

- If you could make some changes with regard to the national English as a foreign language curriculum and instruction, what would it include?

Perspective:**6. From your teaching experiences, are the students learning English?**

- Describe some student outcomes that you are expecting this year
- Why or why not is the program effective?

7. Do you think it is important for students to learn English? Why/why not?**Follow-Up Questions**

8. From your observations, what teaching methods are most effective in teaching English as a foreign language?

9. Are there any differences between the national curriculum policies and the school's realities?

APPENDIX A(vii)

Corporate Manager Interview Questions

(Anticipating a semi-structured interview with follow-up questions)

Background Information:**1. Describe your professional role:**

- What are your job duties?
- When did you learn English?
- When did you start working for the company?

Contextual Factors:**2. How and why is English part of the Costa Rica society?****Features/Objectives:****3. Why do you think learning English as a foreign language program is a national priority?**

- Have you heard about *Costa Rica Multilingue*?
- Why do you think English was selected over other languages?

Stakeholders:**4. What roles do you think international corporations or individuals contributed in Costa Rica deciding to implement an English as a foreign language program?**

- How often do employees interact with other employees/guests from English-speaking countries?
- How has tourism impacted your corporate business?
- For Hotel: What language do most tourists speak?

Implementation Issues:**5. Describe how frequently employees utilize English in their daily work duties:**

- What language do most guests speak with your employees?
- Do you provide any additional training to your employees to learn English?

Perspective:**6. Do you think it is important for Costa Rican students to learn English? Why/why not?****7. How would students' benefits from learning English as a foreign language?**


- In your line of work, is it necessary for the applicant to be conversational English or fluent in English?

Follow-Up Questions

8. From your experiences, what percentage are most applicants fluent in English or conversational English?
9. What is the average amount of years of English instruction does an employee who interacts with English-speaking customer hold?

APPENDIX B(i)

IRB APPROVAL

 The University of Georgia Office of The Vice President for Research DHHS Assurance ID No. : FWA00003901	Institutional Review Board Human Subjects Office 612 Boyd GSRB Athens, Georgia 30602-7411 (706) 542-3199 Fax: (706) 542-3360 www.ovpr.uga.edu/hso
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APPROVAL FORM

Date Proposal Received: 2013-04-14 **Project Number:** 2013-10889-0

Name	Title	Dept/Phone	Address	Email
Dr. Diane Brook Napier	PI	Workforce Education, Leadership, and Social Foundations 431 Aderhold Hall 706-542-7399	706-227-0166	dnapier@uga.edu; welbf@uga.edu
Ms. Joanna Greer Koch	CO	Workforce Education, Leadership, and Social Foundations of Education		jgreer@uga.edu

Title of Study: Examining the Features and Implementation Issues of Costa Rica's National Foreign Language Program: A Case Study of Costa Rica Multilingual

45 CFR 46 Category: Administrative 2 Parameters: None;	Change(s) Required for Approval: Revised Consent Document(s);
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Approved : 2013-04-23 **Begin date :** 2013-04-23 **Expiration date :** 2018-04-22

NOTE: Any research conducted before the approval date or after the end data collection date shown above is not covered by IRB approval, and cannot be retroactively approved.

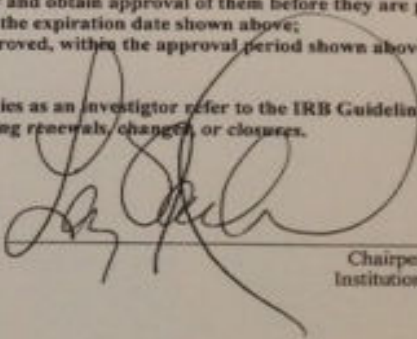
Number Assigned by Sponsored Programs:	Funding Agency:
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Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:

- ... of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;
- ... of any significant changes or additions to your study and obtain approval of them before they are put into effect;
- ... that you need to extend the approval period beyond the expiration date shown above;
- ... that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to the IRB Guidelines. Use the attached Researcher Request Form for requesting renewals, changes, or closures. Keep this original approval form for your records.


 Chairperson or Designee,
 Institutional Review Board

APPENDIX B(ii)

CONSENT FORM

CONSENT FORM

I, _____, agree to participate in a research study titled "EXAMINING THE FEATURES AND IMPLEMENTATION ISSUES OF COSTA RICA'S NATIONAL FOREIGN LANGUAGE PROGRAM: A CASE STUDY OF COSTA RICA MULTILINGUE" conducted by Joanna Greer Koch from the Department of Workforce Education, Leadership, and Social Foundations at the University of Georgia under the direction of Dr. Diane Brook Napier, College of Education, University of Georgia. I understand that my participation is voluntary. I can refuse to participate or stop taking part at anytime without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The purpose for this study is to understand the features, objectives, and implementation issues of Costa Rica's national foreign language program, *Costa Rica Multilingue*.

If I volunteer to take part in this study, I will be asked to do the following things:

- If I volunteer to be interviewed, I will allow Joanna Greer Koch to ask me interview questions for a two-hour maximum per visit for no more than two visits with possible follow up by phone or email.
- If I volunteer to be observed, I will allow Joanna Greer Koch to observe the school and classroom instruction.

I will not benefit directly from this research.

No discomforts or stresses are expected.

No risk is expected from this research study.

No individually-identifiable information about me, or provided by me during the research, will be shared with others without my written permission, except if required by law.

Audio recording (if applicable) will be transcribed/analyzed and then destroyed or modified to eliminate the possibility of being identified.

The investigator will answer any further questions about the research, now or during the course of the project.

I give my permission for the researcher to digitally audio record the interview.
Circle one: YES / NO Initial _____

I give my permission for the researcher to take photographs of myself and the observation site.
Circle one: YES/NO Initial _____

I understand that I am agreeing by my signature on this form to take part in this research project and understand that I will receive a signed copy of this consent form for my records.

Name of Researcher _____	Signature _____	Date _____
Telephone: _____		
Email: _____		

Name of Participant _____	Signature _____	Date _____
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Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

APPENDIX C

OBSERVATION GUIDE

Setting

1. In what area/city is the site located?
2. Describe the outside surroundings and structure of the site.
3. Describe the inside surroundings and structure of the site.
4. Describe the classroom's features by explaining:
 - a. What level is the school and grade?
 - b. How many students are in the classroom?
 - c. Describe the room's arrangement including desk, chalkboard, equipment
 - d. Are there books/supplies/materials/technology resources?

Operation

1. Describe the company's type of work/teaching schedule.
2. Describe how the staff interacts with one another.
3. How many individuals are present in the observation setting.
4. In the classroom:
 - a. Describe the lesson being observed.
 - b. What materials and/or technology are being used?

Individuals

1. Describe the participants in the observation setting.
2. Describe the administrators/managers' role.
3. Describe the teachers/corporate staffs' role.
4. How many individuals are administrators or managers?
5. How many individuals are teachers or corporate staff?

Interactions

1. What language are the participants speaking?
2. In the hotel, what language are the guests speaking?
3. In the schools, what language are the students/parents speaking?
4. In the classroom, what does the teacher and student interaction look like?
5. Describe how the participants interact with one another.
6. Is English the dominant language being used in the interaction?

Impression

1. Are the students engaged in the lesson?
2. What are my observer's comments or memos to myself?
3. Important direct quotes and summarize conversations

APPENDIX D

LIST OF COLLECTED DOCUMENTS

Online Documents

- Costa Rica MEP mission, vision, and strategic goals information
- Costa Rica MEP Development of Costa Rican Education document
- Costa Rica MEP Baccalaureate tests information
- Costa Rica MEP Director of Management and Quality Assessment's National English Test Sample
- Costa Rica MEP and CONARE Agreement on Execution of Costa Rica Multilingue
- Costa Rica Multilingue Foundation mission, objectives, and policies information
- Costa Rica Multilingue Foundation Informational-Donation brochure
- Costa Rica Multilingue Foundation Report of Work for 2011-2012
- Costa Rica Multilingue Foundation Third Annual Report
- Costa Rica Multilingue Foundation First Year Work Program Report
- Costa Rica Multilingue Foundation Community Conversation Volunteer handbook
- Costa Rica Multilingue JumpStart blog
- Costa Rica Multilingue Policy from La Gaceta's "Decreto 34425-MEP-COMEX DEL 11/03/2008"
- Costa Rica Corporate Site 1 description information
- Costa Rica Corporate Site 2 Global Delivery Center Overview
- Costa Rica Corporate Site 3 mission and goals information
- Costa Rica Tourism Board Yearly Report
- Central Intelligence Agency The World Factbook
- CONARE mission and vision information
- CONARE Strengthening English in Public Universities document
- Costa Rica Investment Promotion Agency (CINDE) education overview document
- Instituto Nacional de Aprendizaje (INA) mission, objectives, and policies
- IDB *Costa Rica's Children Learn English for a Future with No Borders* article
- MEP *Capacitacion a Docentes de Ingles en Servicio del MEP* document
- MEP/UNESCO Costa Rican Development of Education document
- MEP/COMEX/MEIC/INA/CINDE/Estrategia Siglo XXI *Plan Nacional de Ingles* document
- International Trade Administration [Trade] & Association of American Chambers of Commerce in Latin America [AACCLA] United States contributing to Costa Rica's economy document
- Peace Corps Welcome Volunteers Publication
- UNIRE mission, policy, and objectives
- United Nation Development Goals
- UNESCO-IBE International Conference on Education proceedings

- UNESCO Education for All policies
- UNESCO-CRMF Partnership news article
- UNESCO *Education in a Multilingual World* document
- UNESCO *Case Study of Costa Rica* document
- UNESCO Institute of Statistics document about Costa Rican statistics
- US Department of State information on Costa Rica
- United States Embassy information on Peace Corps in Costa Rica
- Universal Declaration of Linguistic Rights Declaration
- World Bank Costa Rica overview

Governmental Electronic Documents

- Costa Rica Ministry of Public Education Cycle I, II, III, and Diversified Syllabus (CD-ROM)
- Costa Rica MEP learning activities materials (CD-ROM)
- Costa Rica MEP PowerPoint of Costa Rican educational system
- Costa Rica Multilingue Foundation *Project EILE Research Findings* Report

Governmental Hard Copy Documents

- Public school teaching schedules
- Public school learning worksheets
- Public school exam materials
- Public school flyers

Non-Governmental and Corporate Hard Copy Documents

- *La Republica* newspaper
- CRS2 Corporate brochure
- Costa Rica Customs Office brochure
- Private School brochures
- Private School syllabus
- Private School teaching schedule
- Private School learning worksheets
- Costa Rican Tourism Map

APPENDIX E

PRIVATE SCHOOL BROCHURE

se fundada en el año 1963; cuenta con personal altamente calificado y graduado en la Enseñanza Preescolar, Primaria y Secundaria.

Visión

- Ser una institución educativa que guíe a cada estudiante a desarrollar sus potencialidades y a cultivar su mente, cuerpo y espíritu, fortaleciendo a la vez su actitud en favor de la biodiversidad.

Misión

Promover el desarrollo integral de la persona, propiciando la adquisición de conocimientos y una sólida formación bilingüe inglés-español, además de otros idiomas y reforzando valores morales, espirituales, religiosos, ecológicos y de la sociedad costarricense.

School
The ecological way of learning!

REQUISITOS PARA LA MATRICULA

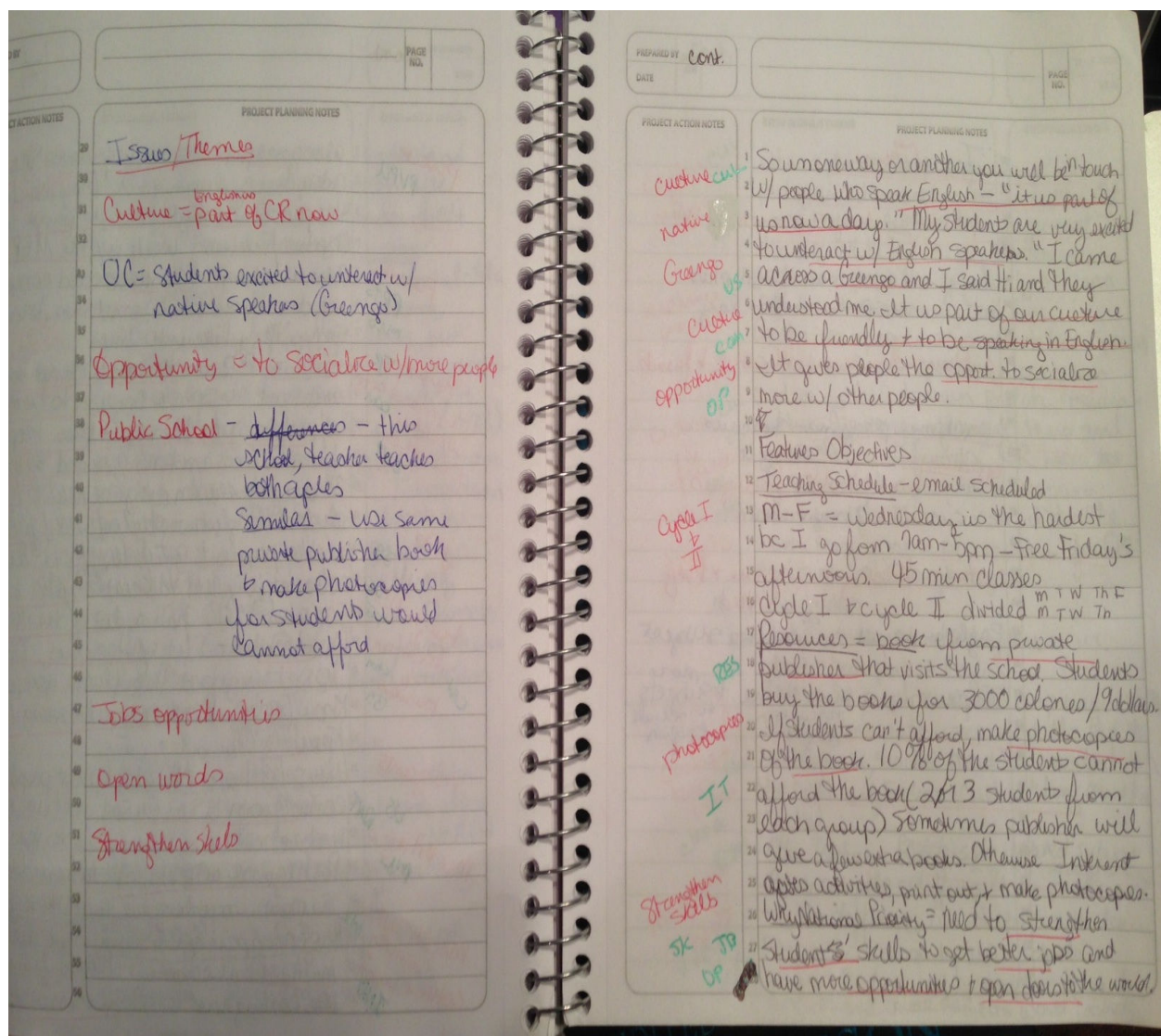
1. Historia Clínica. (Documento que entrega la Institución)
2. Examen Auditivo-Visual. (Preescolar - Primaria)
3. 2 Fotos tamaño pasaporte.
4. Expediente y certificación de notas, notas de traslado.
5. Fotocopia del carné de vacunas. (Preescolar - Primaria)
6. Entrevista con la Psicopedagoga o Psicóloga de la escuela.
7. Fotocopia de la cédula o pasaporte de los padres.
8. Original de la constancia de nacimiento o fotocopias de pasaporte del estudiante.
9. Carta de conducta de la Psicóloga o Psicopedagoga de la escuela que proviene.
10. Informe de calificaciones de años anteriores.
11. Evaluaciones Psicológicas y Psicopedagógicas si fuera necesario.
12. Constancia de que están al día con las obligaciones económicas.
13. Una vez aprobada la matrícula, llenar documentos en Secretaría.
14. Para que sea efectiva la matrícula, se debe presentar original y copia del último reporte de notas de la escuela de donde procede, en donde se indique que fue aprobado el año.

Servicios:

1. Transporte: Cuenta con servicio de transporte de medio viaje o completo en toda la gran área metropolitana. Su costo depende de la distancia. Este servicio se solicita al realizar la matrícula.
2. Psicología y Psicopedagogía. Servicio que se ofrece a los docentes y estudiantes con el fin de prevenir y atender las diferencias individuales. Estos servicios no ofrecen terapia individual. En los casos en que se considere necesario, se informará a los padres y madres de familia para que asistan a consulta privada fuera de la institución.
3. Laboratorio de Computación
4. Atención a Adecuaciones Curriculares
5. T-Box
6. Sola - Comedor
7. Librería y Tienda

APPENDIX F

SAMPLE OF RAW DATA FROM FIELD NOTES



APPENDIX G

SAMPLE OF TYPED REPRODUCTION OF WRITTEN FIELD NOTES

ISSUES/THEMES	CODES	SCHOOL SITE INTERVIEW
<p>Culture = English part of CR now</p> <p>OC = students excited to interact with native speakers (Greengo)</p> <p>Opportunity = to socialize with more people</p>	<p>CUL</p> <p>US</p> <p>COM</p> <p>OP</p>	<p>So in one way or another you will be in touch with people who speak English – “it is part of us now days.”</p> <p>My students are very excited to interact w/ English speakers. “I came across a Greengo and I said Hi and they understood me.” It is part of our culture to be friendly and to be speaking in English. It gives people the opportunity to socialize more w/ other people.</p> <p>Features/Objectives</p> <p>Teaching Schedule – email scheduled</p> <p>M-F = Wednesday is the hardest bc I go from 7am-5pm-Free Friday’s afternoons. 45 min classes cycle I and cycle II divided M,T,W,Th,F</p> <p>Resources = book from private publisher that visits the school. Students buy the books for 3000 colones/9 dollars. If students can’t afford, make photocopies of the book. 10% of the students cannot afford the book (2/3 students from each group) sometimes publisher will give a few extra books. Otherwise Internet gives activities, print out, and make photocopies.</p> <p>Why National Priority = need to strengthen students’ skills to get better jobs and have more opportunities and open doors to the world.</p>
<p>Public School = differences-this school teacher teaches both cycles. Similar – use same private publisher book and make photocopies for students who cannot afford</p>	<p>RES</p>	
<p>Job Opportunities</p> <p>Open Worlds</p> <p>Strengthen Skills</p>	<p>IT</p> <p>SK</p> <p>JB</p> <p>OP</p>	

APPENDIX I

ORGANIZATION OF THE MAJOR FINDINGS AND CODES

Research Questions	Major Findings	Codes
<p>Question 1: What are the political, economic, and cultural contextual factors that contributed to the development of Costa Rica's national plan for English (Costa Rica Multilingue)?</p>	<ul style="list-style-type: none"> Political: <u>Documents:</u> Peace Corps Volunteer Publication – In 1963, US volunteers brought to CR <u>Websites:</u> US Embassy in Costa Rica – provide assistance to support CR's education, health, and environment; 1970s and 1980s USAID; Peace Corps website-1963 <u>Background Interviews:</u> Competition among other countries; President Figueres and President Oscar; influence from United States; Communicate with English-speaking countries; United States Embassy and Peace Corps; Free Trade Zone; tax incentives to attract international companies; Connection with US and Peace Corps; US number one commercial partner; Government encourage multinational companies to establish Central American headquarters; Public-Private Partnership; Costa Rica has good relationship with US <u>Photographs:</u> Peace Corps Economic: <u>Documents:</u> La Republic newspaper; Aguilar-Sanchez, 2005-ecotourism <u>Websites:</u> US State Department – CAFTA-DR in 2009; visitors 700,000; PROCOMER and Investment Bank; CINDE-250 multinational companies use English; 38.1 percent exports and 47.8 percent imports from US; US Embassy in Costa-telecommunication sector with \$384 million invested <u>Background Interviews:</u> Most tourists are English-speaking; International Companies use English; Requirement to make a sale in international commerce; Ecotourism; Get a decent job; Commercial relationship with U.S.; competitive for foreign investment and tourist industries; International companies; GDP support towards English; Economic Development; Hire and Train Professional 	<p>Communication:</p> <ul style="list-style-type: none"> - English as a universal language - English as a tool <p>Culture:</p> <ul style="list-style-type: none"> - Pop Culture - United States <p>Connections (Peace Corps)</p> <p>Commerce:</p> <ul style="list-style-type: none"> - Tourism - International Companies <p>Competitiveness</p>

	<p>Teachers; Tool for the future; Better life; Make Costa Rica a Developed Country; study medicine or be a doctor, need English; lingua franca</p> <p><u>Photographs</u>: American stores; Pop Culture; Tourism; International Companies; Public School Students' bookbags</p> <ul style="list-style-type: none"> • Cultural: <u>Documents</u>: CINDE, 2011-National Decree; CD-ROM with teaching materials; La Republica <u>Websites</u>: CINDE-national public interest program; CRMF website; IDB website <u>Background Interviews</u>: English a part of the culture through Music, TV, Restaurants, Internet, Technology, Holidays; Interact with International Visitors and Retires; Use to Communicate Universally; rubbed off; pop culture; Geographical vicinity; Second Language in Costa Rica; Connect to Other Cultures through learning; Cultural Relationship with English-speakers in the tourism, scientific, and technological areas; Tourism; English part of culture, love it, everywhere; bilingual country; globalized world where use English words instead of Spanish words; Pop Culture; communicate with tourists; Global language; common language <u>Field notes</u>: Taxi-Radio Dos; Tico Times; Billboards <u>Photographs</u>: Private and Public School classrooms; Restaurants 	
<p>Question 2: What are the features and objectives of Costa Rica Multilingue?</p>	<ul style="list-style-type: none"> • Features: Interviews: <ul style="list-style-type: none"> - Teachers: <ul style="list-style-type: none"> - Private: four periods of one hour of English instruction; eight periods a day; resources include TV, Internet, overhead projector, textbooks, own material, 1 year plan from administration; flexible planning; conferences; integrated subjects, immersion; need to connect everything; team plan with other grade level teachers; design creative activities; use grammar lessons to build on each other; 200 students in primary school, teaches 28 students; comprehensive 	<p>Communication:</p> <ul style="list-style-type: none"> - Technology - Internet - Oral Communication - Interacting - Create Language - English as a universal language - English as a tool <p>Culture:</p> <ul style="list-style-type: none"> - Intercultural

	<p>- Urban Public: program implemented 16 years ago where there was no curriculum (1997); now follow the MEP curriculum; 1st cycle is listening and speaking and reading/writing is 2nd cycle; intercultural; MEP curriculum is a guideline and adapt to the children; need more resources-black board, chalk, CD player, photocopies, books; more culture; TOELK test showed teachers teaching English did not know English informed them to take English classes; forty-five minute classes; cycle I and cycle II are divided M-F; book from Costa Rican publisher and students buy the books; Internet resources used; 6 exams (3 oral and 3 speaking); 1100 in whole school, but teaches 250 students; want projector</p> <p>- Rural Elementary Public: work for two schools; 1 school get 30 lessons and one get 15 lessons from 7-2:30pm, Mon-Fri, for 45 mins; 1st cycle work on oral and 2nd cycle works on four skills. 1st school has 80 students and 2nd school has 35 students; started classes in 2000, mandatory by MEP, 4 English teachers since then. Teacher goal is for students to be interested in learning English. Internet; Lesson plan includes warm-up, present topic, and practice; resources include personal computer, books, flash cards, Internet, whiteboard, posters, but teacher busy them all. Use songs and videos; Need a projector</p> <p>- Rural High Public: long and difficult to accomplish and MEP does not make its own material; wish MEP would make book or worksheets for teachers; not easy for teachers to create materials; get materials from conferences through Center for Culture and the US Embassy was there ; received one book and made photocopies for all students and the students paid for the photocopies; PC volunteers provide planning and activities; teach 30 lessons, 5 lessons per group, 6 groups; 11th grade mandatory English test; resources include books, CDs with books, Internet, videos, own laptop, speakers, projector, homemade white boards; need to interact</p> <p>School Administrator</p>	<p>Connections:</p> <ul style="list-style-type: none"> - Collaborations <p>Commerce:</p> <ul style="list-style-type: none"> - Jobs <p>Competitiveness:</p> <ul style="list-style-type: none"> - Comprehensive - Teacher Evaluation - Teacher Training - Prepared - Competence - Opportunities - Skills
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	<p>- Private: Primary cycle is first through third grade and secondary cycle is fourth through sixth grade and all subjects taught in English except Spanish, PE, Art, Music, Technology, and Religion. For fourth and sixth, Social Studies and Math include more Spanish because advanced context. English taught in all of high school. 4 skills emphasized. Mandarin and French taught, but English taught because used more in the world. English taught 9 lessons a week, plus 6 lessons in Math, Science, Social Studies, and Technology (75% taught in English). St. Jude curriculum, Internet, Computers, Flatscreen TVs. Reviewing common core in changing the curriculum. Next year, might plan to have more subjects in English and 75% proficient in all four skills</p> <p>- Public: Teaching students the basic vocabulary for conversation purposes and complete exercises to waken the listening part of the students. Some teachers more dedicated than others. Use MEP material, chalk board, CD player, and teachers have freedom to plan was they want. National curriculum plans that are general plans for each English instructor, taught five times a week. Teachers use computers, photocopies, books, songs, and role play.</p> <p>- MEP: English taught in cycle 1, 2, 3, and diversified education. Prepared; Cycle 1 is oral and listening. Cycle 2 is four skills. Cycle 3 is offered 100% in Costa Rica schools. 12th year is the technical schools offer extra year of English. Coverage for cycle I and II is 87%. Need for oral communication; US embassy and Peace Corps helped with training English teachers. Implemented in 1994 by President Figueres because English needs to be learned in elementary schools. teacher evaluation; MEP uses own curriculum, but refers to the European Framework for English Standard levels. Methodology and specialists ideas are borrowed, but not curriculum models. Collaborate; Culture connects; Now Public universities helping to train English teachers on MEP evaluation system. Cooperative</p>	
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	<p>interactional activities; cultural shock; Cognitive targets and similar grade level topics that build upon each other. Borrowing from US on teaching English methodology, Chile and Phillippines to incorporate arts in teaching English. In 2005, MEP designed current syllabus and revise every ten years. Consider asking WorldTeach and Peace Corps. CRUSA helped with designing software programs.; Teacher training; Teachers use official MEP syllabus, evaluation documents, workshop techniques</p> <ul style="list-style-type: none"> - CRMF: Compulsory subject in 1990s through President Figueres to meet the need for more English speaks in labor force as 200 foreign companies in Costa Rica; President Oscar decided to make a public-private partnership with CRMF being established in 2008 to work as a nonprofit foundation to provide Costa Rican with the communicative skills for employment and higher salaries. President Oscar gave money for many projects in beginning, but with government turn over the programs did not get support. Had too many projects in mind. Right now, features are Jumpstart to train rural students English at summer camps and working with INA and private universities to get communities English training certificates. Need strong government leadership in next election year; teacher evaluation - Corporations: provide additional training support to employees for pronunciation/vocabulary enhancement - REA: President Oscars interested in having a bilingual country bc of CAFTA; President Oscars was friend of Marta Blanco so started CRMF as a governmental partner for opportunities to learn English and provide potential workers for companies. Teacher training; Intercultural; collaborate; In 1995, did not have professionals teaching English in primary schools and hired teachers with little English abilities and no Masters degrees. Now, hire teachers with Master degrees in English; prepared 	
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	<p>- Peace Corps: National plan started in 2008 by President Oscars. English selected because the language of business worldwide and more professionals teach English. English been in High School since 1960s and PC volunteers came in 1963 to support English program. In 1995, English started in elementary, but only in central area of San Jose. Super rural areas and very small room schools do have own English teacher; prepared</p> <p><u>Observations:</u> Resources in schools- technology; REA collaboration with rural schools; CD player-technology; exams part of the syllabus; having own classroom for rural school teachers; teaching schedule different for each school; resources different for each school; 11th grade examination; twenty-first century skills interested; Hotel's Global University for effective presentation; Rural vs. Urban differences with classroom arrangement, time, procedure, programs involved, blackboard vs. whiteboard; Suburban students struggle with writing/reading not so much with listening/speaking; Private vs. Public-private have more supplies/technology resources and American textbooks; bilingual staff only at private schools; worksheets</p> <p><u>Websites:</u> CRMF's website for English teachers CEFR score, about Project EILE and Inter-American Development Bank and Costa Rica-USA Foundation for pilot programs; company's websites; JumpStart camps; CINDE</p> <p><u>Documents:</u> Private school brochure with promoting bilingual education; MEP's PowerPoint with Cycle Levels; MEP-COMEX, La Gaceta, 2008 – features are oral communicating, interacting, collaborations, opportunities; Howard Garnder's theory (MEP Syllabus) – multiple intelligences/competence; lending borrowing/collaboration, four modalities; Paula Hanna's expanding horizon approach; MEP Syllabus-interacting activities on CD-ROMs, technology utilized for computer games; oral communication emphasized; CRMF Brochure: public-private organizations;</p>	
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	<p>Peace Corps Bachillerato Prep Course handbook for lesson plans; CRMF's Community Conversation Handbook groups; worksheets</p> <p><u>Photographs</u>: School Photographs; Rural Schools vs. Urban Schools resources; textbooks; Public vs. Private Schools technology; teaching materials in different schools; CRMF posters on the walls; Effective Presentation Training Photograph; worksheets</p> <ul style="list-style-type: none"> • Objectives: <p>Interviews:</p> <ul style="list-style-type: none"> - Teachers: <ul style="list-style-type: none"> - Private: English is important for student to learn because world is different now and students need to know English for jobs. For elementary students it is to communicate and for high school it is to go to college, more opportunities, and salaries. - Urban Public: English is important for business purposes to train students for the future to get better jobs; English speaking companies come here and it is a global market and they need people to speak English. Reason for implementing the policy was due to getting jobs, tourism and English is universal language that connects many cultures and people from different countries so students need to communicate with them. Also, gives public school students the advantages that private school students get from knowing second language. Competitive for opportunities and doors to the world; CR has a lot of business ties to the United States with retirees and investors; students learning English to have more opportunities and open doors to the world; it is part of the Costa Rican culture. - Rural Elementary Public: 1st cycle objective is to speak and listen to get main idea; 2nd cycle is the four skills. Issues such as time and different intelligences difficult to accomplish objective. Jobs; English is seen as an official language and gives students a tool for jobs and easy life. Want a bilingual country. 	
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	<ul style="list-style-type: none"> - Rural High Public: the main objective is making Costa Rica bilingual by 2020. As a teacher the goal is to help student communicate with other people, which includes culture to understand people and avoid conflict; job; help students with independent and get good employment; contradiction for MEP to cover everything while doing good activities. Live and create the language - School Administration: - Private: giving the students more opportunities in all sense, jobs, relationships, knowledge, and communication. Knowing English makes life easier and makes communication around the world easier. Next year, want to have immersion in all subjects. - Public: to teach students English so they can get jobs; English is the second language in Costa Rica's commercial relationship; broaden the students' culture; get better jobs opportunities and for recreational purposes because English is used worldwide. Did not hear about CR Multilingue. - MEP: In elementary school, the goal is to motivate students to learn another language so they have access to media and resources and learn a culture. The focus is to enjoy the language and have fun by being introduced to the love of language. Intercultural understanding; We want students to acquire motivation. In secondary school, the idea is for the students to be prepared to get a better job. The focus is on the future and having leaders and citizens that know our culture and other cultures. To learn how to communicate with other people from other countries in Costa Rica. - CRMF: the objective of the plan is linked to competitive. Companies trying to attract foreign investment for services and CR wants to provide highly qualified trilingual workforce for foreign investors. Foundation's objective is 2 min lines of work, which is improving the quality of 	
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	<p>English instruction and coverage; trying to provide same quality of education in rural areas and poor communities in urban areas to support strong middle class.</p> <ul style="list-style-type: none"> - Corporations: To sell Costa Rica to multinational companies, English is needed and will be used for foreign direct investment; need one common language to communicate with commercial agreements; 21st century skill required to be a developed country; to be competitive for foreign investment; jobs; to be connected to the rest of the world - REA: For Costa Rica to be connected to the rest of the world, English is needed; competence for social development; provide people with opportunities; MEP promoting intercultural for an interaction between different cultures; job and educational/intellectual opportunities; competency for the future to gain access to information. - Peace Corps: There are MEP's goals and then there are PC's goals, which are to be foreign agents working in Costa Rica. Everyone goal is to produce fluent English speakers to be international citizens and capability to be more global thinkers. <p><u>Observations:</u> English is seen as a tool for jobs by all participants' interviews; Teachers believe English is a universal language that connects different countries as noted in their class assignments and conversations with their students; critically-corporations' employees do not all speak English among each other nor do teaching faculty and administration</p> <p><u>Websites:</u> CRMF's website-CRMF Jumpstart works with the Peace Corps</p> <p><u>Documents:</u> MEP-COMEX, La Gaceta, 2008-objective of the policy for jobs, oral communication, interacting, skills, competence p.6; MEP Cycle II and III Syllabus for communicative competence and linguistic tools</p> <p><u>Photographs:</u> Policy document, MEP office, CRMF office, School's posters and worksheets; School Environment Pictures</p>	
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<p>Question 3: What are the roles of international, national, and local stakeholders in the implementation of the <i>Costa Rica Multilingue</i> program?</p>	<ul style="list-style-type: none"> • International: Interviews: <ul style="list-style-type: none"> - Teachers: <ul style="list-style-type: none"> - Private: teachers do not work directly with international stakeholders. - Public urban: teachers do not work directly with international stakeholders. - Public rural: Peace Corps volunteers - School Administration: <ul style="list-style-type: none"> - Private: Emma Jones, designed the English curriculum originally from the United States; United States Common Core curriculum; Addias provided funding for PE; UN for the “Global Compact”; US Space Camps and DARE program. - Public: do not get a lot of support from international organizations directly. - MEP: US Embassy provided workshops, books, access to resources/software, international specialists to help with training, provided money for scholarships to go to US for TOEFL conference and visit other elementary and high schools; Multinational corporations such Skyes and Intel give resources and computers; support; relationships; World Teach provides teachers and teaching resources; British Embassy a while ago provided books to schools. - Public: At the first school, no international companies were involved. - CRMF: Inter-American Development Bank (IDB) invested; US and British Embassy with JumpStart cmaps; English UK is big brother to guide and assess us; individual investors; international company investors – Intel, Procter & Gamble, Porter Novelli; relationships’ Peace Corps for training purposes; Texas A&M University for international expertise and investment for Project EILE - Corporations: to make sells to other corporations and tourists; sell best of CR; support; relationships; communicate with international companies and tourists; donate computers; need fluency or conversational; 	<p>Communication:</p> <ul style="list-style-type: none"> - Oral Communication - Interacting - Create Language <p>Culture:</p> <ul style="list-style-type: none"> - Support <p>Connections:</p> <ul style="list-style-type: none"> - Relationships <p>Commerce:</p> <ul style="list-style-type: none"> - Jobs - International Companies - Tourism <p>Competitiveness:</p> <ul style="list-style-type: none"> - Comprehensive - Teacher Evaluation - Teacher Training - Prepared
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	<p>tourism</p> <ul style="list-style-type: none"> - REA: WorldTeach and US Embassy bring experts to help train teachers on English methodology; Intel donates computers for computer labs; Peace Corps brings volunteers to assist teachers in teaching - Peace Corps: Peace Corps organization comes to support English programs and teachers in/out of the classroom. Relationships with Rural schools; PC volunteers are trained and then co-teach/plan/facilitate with the Costa Rica teachers. <p><u>Observations</u>: Visit to Suburban school with computer learning lab from Skyes International; Visits with technology firms and CRMF; REA and Peace Corps in rural schools</p> <p><u>Websites</u>: CRMF-international stakeholders, Project EILE test with 130 public schools; UNESCO funding for Project EILE at Upala</p> <p><u>Documents</u>: MEP's CD-Rom-teaching resources from English-speaking countries including US with articles from English Teaching Forum magazine, TEFL with Ticos for Peace Corps volunteers and teachers; CRMF Third Annual Report</p> <p><u>Photographs</u>: Skyes International computer lab, Peace Corps teaching resource for rural schools, suburban school with flash cards teaching English</p> <ul style="list-style-type: none"> • National: <ul style="list-style-type: none"> Interviews: <ul style="list-style-type: none"> - Teachers: <ul style="list-style-type: none"> - Private: work with private school administrators to understand the school's curriculum. - Urban Public: some teachers may work with Regional Education advisors from MEP who gives training materials from MEP, but some teachers do not have a REA. - Rural Public: MEP provides training resources to REA. REA work with teachers, have meetings, provides resources. - School Administration: <ul style="list-style-type: none"> - Private: Does not work with the MEP, 	
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	<p>but does observe the Costa Rica school calendar. Examines other bilingual, private schools such as Lincoln.</p> <ul style="list-style-type: none"> - Public: Teachers follow the MEP program; CRMF provided course and materials to the schools. - MEP: Public universities provide workshops for teachers; TOELK test training; teacher evaluation; Teacher training; MEP provides workshops and software to the REA to train the local teachers; tourism; prepared; comprehensive instruction and quality teacher training and evaluations - CRMF: MEP for guidelines and syllabus; CRUSA for resources; Presidency of the Republic for providing the office space; Presidency of the Republic for the starting of the private-public alliance; teacher evaluation; COMEX for investment and resources; INA for national learning institutes to train the teachers; CINDE for investment; CONARE for public university trainings; Twenty-First Century Strategy for public-private alliance; UNIRE for private university trainings - Corporations: to communicate with other national companies within Costa Rica; interact with tourists in Costa Rica; government gives companies incentives to invest in Costa Rica such as the free trade zone; companies align together to share concerns with Congress about country's competitiveness; tourism - REA: MEP trains and hires English teachers. In 2008, TOLEK test assessed the English levels of teachers. MEP brings American experts to teach teachers good methodology. Teacher training; Relationships; MEP trains REA to train the local teachers; prepared - Peace Corps: MEP has a system where REA assists teachers with training. But, American Peace Corps teachers support the English program and Costa Rican teachers with lessons. Relationships; Peace Corps 	
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	<p>provides trained volunteers to develop CRMF JumpStart camps; prepared</p> <p><u>Observations</u>: site visits to the CRMF, MEP provide context of their role of collaborating, conflict, relationships</p> <p><u>Websites</u>: CRMF describes Costa Rica Multilingue National Support Commission; CONARE's website for mission; INA's website for mission; UNIRE's website for mission; Tourism Board</p> <p><u>Documents</u>: La Gaceta – policy describes the Commission to work together towards the promotion of bilingual country, MEP and INA develop programs; CRMF's Third Annual report describes the CRM National Support Commission in detail and the TOEFL test for teachers; CRMF's Brochure for private-public partnership description and the CRMF's role</p> <p><u>Photographs</u>: photographs from the CRMF's maps/office space, MEP's office</p> <ul style="list-style-type: none"> • Regional and Local: <ul style="list-style-type: none"> Interviews: <ul style="list-style-type: none"> - Teachers: <ul style="list-style-type: none"> - Private: collaborate with teachers from grade level and share plans. Lesson plan for each other, put it together, share it, and teach same activities. Parents compare what each grade level is doing; comprehensive instruction and quality teacher training and evaluations; more comprehensive - Urban Public: co-worker who teachers cycle 2 English for collaborative planning; administration does not speak English so they are providing support, even want the teachers to plan in Spanish; instead the administration gives them freedom to plan; less REA support; parents do not provide much support, but when asking for money, most parents do provide the funds; some teachers work mainly on their own because English is an isolated subject; comprehensive instruction and quality teacher training and evaluations - Rural Public: local Peace Corp volunteers provides lesson plans and becomes another 	
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	<p>classroom helper; parents provide financial support; principal provides some financial support and freedom to plan; relationships</p> <ul style="list-style-type: none"> - School Administration: - School Administration: <ul style="list-style-type: none"> - Private: academic principals for addressing curriculum revisions, coordinators of the school for lesson plan ideas, parents for home support, teachers for implementing the curriculum and feeling flexible to adjust to their classroom. - Public: Administrators give teachers freedom to plan as they see fit using the MEP's program. Teachers do not get a lot of support from other individuals, even parents. - MEP: Public universities give training to teachers in local communities; REA advises local teachers - CRMF: all local Jumpstart camps, local individuals including principals, REA, local leaders for learning space, transportation, and teaching as Fnd can't do it from San Jose. Organize locally, but Fnd gives financially. Trying to increase awareness locally and want more parents involved to demand English in schools. Parents do not know how to ask for more English in schools. - Corporations: employ local Costa Ricans who speak English and train those who do not know English; provide funding to social corporate responsibilities program that include giving schools money for computers and books - REA: REA supports and trains local English teachers and finds support through Peace Corps volunteers. REA works with Peace Corps volunteers who are training or supporting the local English teachers. - Peace Corps: Local Costa Rican teachers are trained by Peace Corps American volunteers and then teach/co-teach the plans. <p><u>Observations:</u> Private school utilized technology and interactive projects that</p>	
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	<p>incorporated the four modalities, reminded students to speak in English, spoke with families in English; Public schools utilize mainly worksheets and speak with families in English; Private school has more bilingual staff to collaborate; Public primary schools has 1-2 English teachers; Public secondary schools have English teachers that teach for different modalities; Peace Corps made posters with rural school teacher; Private school has Adias posters and American textbooks; REA supports rural schools</p> <p><u>Documents</u>: Spelling Bee from rural secondary school to show financial support from administration; worksheets as teaching materials</p> <p><u>Photographs</u>: Pic of REA with PCVM; School Sites from private vs public; rural vs urban; primary vs secondary; Pic of Adias from private school; pic of American textbook in private school; Posters made by PC for rural school</p>	
<p>Question 4: What are the issues that emerged with implementing the national plan for English?</p>	<p>Interviews:</p> <ul style="list-style-type: none"> Teachers: <ul style="list-style-type: none"> Private: Challenge – half students speak English and practice the language or comes naturally; students do not use language outside classroom; not moving too fast for the students' need; tests Strength – technology, motivating teachers and administrator supports teaching of English by being flexible with teachers; opportunities; competence. Change – students speaking more of English outside of the classroom; private vs public Urban Public: evaluation is too strict and makes teachers rush to take towards the exam; English curriculum needs to be more flexible and not meet the needs of the evaluation system, but the students; Challenge - time to teach English is restricting, but MEP supported the English teachers when the principal wanted to give priority to other subjects and take teaching English time away; tests; working as a team, family-teacher, parent because do not care; technology; inclusive classroom with special needs students because supervise them a 	<p>Communication:</p> <ul style="list-style-type: none"> Technology Internet <p>Culture:</p> <ul style="list-style-type: none"> Tests <p>Connections:</p> <ul style="list-style-type: none"> Conflict <p>Commerce:</p> <ul style="list-style-type: none"> Investment <p>Competitiveness:</p> <ul style="list-style-type: none"> Lack of Resources Interested Public and Private School Differences Urban and Rural School Differences

	<p>lot; lack of resources Strength – MEP supporting the teachers when asking for the five lessons to remain; English curriculum is contextualized and based on culture; opportunities Change – time to teach is limited, but wishes there were more English taught in other subjects; incorporate writing, reading, and grammar; include more US or European culture; incorporate English into other courses; urban vs rural</p> <p>Rural Public Elementary: parents do not know English so difficult to practice at home; not a lot of extra time to teach; different student intelligences; do not interact with native speakers; UCR trainers came six years ago to provide additional English training, but that stopped 2 years ago. Challenge – space – cement, technology is limited, resources are limited, dealing with parents because they do not support students in homework; tests; time; opportunities; lack of resources Strength – have own classroom and principal supports her; work in a community that supports her by parents giving money for supplies. Change – co-workers see English as another subject; teaching a language so plan differently; some parents do not see students going to university as important so changing their perspective; include more grammar like verbs.</p> <p>- Rural Public High School: Challenges – finishing program in a competitive manner where students understand and comprehend English; getting students interested in the subject; students communicate properly; time; making exams for oral communication; tests; lack of resources Strength – having a lot of resources like PC volunteer who is a native English speaker; opportunities. Change – curriculum resources where MEP give the materials and get activities that encourage proper communication; technology</p> <ul style="list-style-type: none"> • School Administration: <ul style="list-style-type: none"> - Private: Private school aware that the national plan allowed for more instruction of English in public schools, but need more subjects taught in English and for a longer 	
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	<p>period of time. Differences between private and public is 1st grader at St. Jude is equivalent of a 3rd grader from public school; time of exposure to English in limited and teachers have a vocational attitude about English. Challenges with St. Jude – to use English more outside of the classroom; receiving students with little English where they attend a ESOL class; getting teachers to be more creative; motivating students do practice more. Strength – ESOL class for additional assistance; using English in the classroom; the country recognizes the need for English as any professional worldwide needs to speak English as it is an international language and many cultures use to communicate. Change – want more production of English (reading, speaking, comprehending).</p> <p>- Public: Students need more support from families to be effective. Challenge- teachers have different levels of education and some teachers more trained better than others; universities need to train teachers with standards; financial help from the government to pay for materials. Strength – number of lessons per week, which is 5 mandatory lessons, but could use more time; the MEP summarized the curriculum to make it more applicable to students' lives including themes. Changes – invite more native speakers to interact with students; more time to practice English; use more music and songs in the lessons; students have more conversations with one another; increase the oral part of students speaking</p> <ul style="list-style-type: none"> • MEP: lending and borrowing from US, Chile, and Philippines; international organization influence through WorldTeach and Peace Corps that helped with implementing the MEP syllabus. Challenges – At the beginning the challenge was graduating quality teachers who could teach English in elementary school. Conflict; Now, universities are teaching elementary school English methodology. But, now more translations than teaching occurring; challenge to get students, not just teachers to speak in English as students are not producing but listening; more interaction among the 	
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	<p>students; more games and activities needed; challenge when vacation period occurs as students forget English. Strength – the whole government is involved in teaching English and several organizations are a part of the national priority; students are motivated and interested to learn English; attracting multinational corporations for future jobs; students are learning about different cultures and learning the language for better jobs, pay, and scholarships to college; opportunities; skills. Change – encourage more interaction with the students through activities for more communication; collaborate with the Foundation by having the foundation asking for MEP help in advisement of projects to ensure rules are not broken; more immersion like the bilingual schools, but the staffing does not allow for it; might change syllabus to include reading and writing in second and third grade</p> <ul style="list-style-type: none"> • CRMF: observed benchmarks from Colombia, panama, Chile, English UK for ideas and help; need for investment Challenge – in the beginning and now was financial issues and worked six months with no salary and had to find money to manage projects; conflict; sometimes make-up projects to make money, but diverts attention to main goals and get office and electricity free; need more leadership in the government. Strength – through assessing the programs, research showed technology does help elementary students learn English; curriculum designed by the PC volunteers for JumpStart camps; relationship with Peace Corps and some REA in rural areas. Change – MEP received the results that showed what works in the system, limitations, and reality, but the MEP did not use results and need more government support; administration and teachers suggest more hours to teach English; some lack of commitment from principals because they do not think it is important for them to go to training and viewed as a complementary subject; students need to live the language through activities; rural schools face staffing issues and rural teachers lack 	
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	<p>training opportunities and can't collaborate.</p> <ul style="list-style-type: none"> • Corporations: providing additional training to employees; hired private tutors until budget cuts; managers take additional classes for advancement and personal satisfaction; use as a common language for global meetings; hybrid of English and Spanish used in meetings; most applicants have private school or university education; most applicants need C1 level on European Framework or fluency • REA: Challenge – 11th grade reading comprehension test, teachers teaching to the test instead of teaching oral communication; teachers do not have time to promote listening or speaking; linguistic level of teachers is not best, which means no interaction with teachers; divided opinion about whether cycle I students need to learn reading and writing; time; skills Strength – REA working with teachers to promote interactive activities; teachers working together with native speakers to improve linguistic levels once a month; community centers to train students outside of schools Change – how teacher being trained in university; teacher not shown effective method of teaching language through modeling in real classrooms. • Peace Corps: Challenge – lack of preparation of the English teachers; teachers were afraid to speak bc not prepared; teachers used poor strategies to teach English; MEP does not have enough money to buy books. Strength – now more prepared teachers, teachers with Masters degree; REA became more supported by providing more training; More international programs such as the Peace Corps supporting the plan; Classroom sizes are smaller; Now students more exposed to English daily. Change – teachers teaching to 11th grade test and results not changing. Need to emphasis oral communication and four skills. Urban vs Rural schools have big differences in resources, infrastructure, and level of teacher preparations, which are no English teachers or poorly qualified. <p><u>Observations:</u> Suburban primary public school</p>	
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	<p>teacher had computers, but did not use them instead used flashcards; Public Primary School had special needs student who did not receive additional invention as the Private School has their own ESL and special needs classroom; Public School had English classes cancelled due to school-wide assembly; General classroom teacher needed more time to complete lesson; Private School utilizes code-switching; Rural schools do not have as much technology as private school, yet rural school had more technology resources than urban and suburban had the most technology; private school students speak more conversationally than public school students; more assistance from the private school teacher in the math word worksheet; Some students have photocopy books in public schools</p> <p><u>Websites</u>: CRMF for Foundation's Third Annual Report on CRMF website; CRMF for its Project EILE's Research Findings; MEP's Director of Management and Quality Assessment website about the 11th grade test; CRMF for its Report of Work for 2011-2012 document; MEP's Bachillerato test; CINDE</p> <p><u>Documents</u>: La Gaceta provided the goal for the country to become bilingual; MEP's Syllabus for intercultural understanding and be sensitive to cultures; MEP and CONARE Agreement to evaluate English teachers; Peace Corps involved with JumpStart student workbook; CRMF's Project EILE's Research Findings report to show technology helps elementary students to learn English; CRMF for Foundation's Third Annual Report on the 13, 480 hours of teacher training; math word worksheets at the private school; CRMF Report of Work for 2011-2012 document that describes the organizations that were part of the Project EILE;</p> <p><u>Photographs</u>: Spell Bee flyer that demonstrated school administrators interest in English programs; Peace Corps provides Jumpstart workbook to students; Peace Corps involved with rural schools</p>	
Question 5: What are the perspectives of the administrators, teachers, and	<p>Interviews:</p> <ul style="list-style-type: none"> • Teachers: <ul style="list-style-type: none"> - Private: slower progression seen in third grade compared to upper elementary; more improvement in writing and oral language; 	<p>Communication:</p> <ul style="list-style-type: none"> - English as a universal language - English as a tool

<p>business employers toward the Costa Rica Multilanguage?</p>	<p>hands-on activities work the best to create meaningful learning experiences; time to do activities affected by test; sometimes students' needs require more teaching time of English; private vs. public; need to change the 11th grade reading comprehension test for written and oral exams; hard to use English in students' home because not native language; more comprehensive</p> <ul style="list-style-type: none"> - Urban Public: students are learning English, but only the vocabulary and basic things like colors, numbers, personal information and cannot handle a conversation. Students have to take extra courses outside of school. MEP is expecting too much with the resources we have now. English is universal language and important to get a job and communicate with a lot of people in Costa Rica as it is everywhere; parents; best way to teach English with by being active with games and role play; time; some parents do not feel English is important, mainly because they do not know English; there are a lot of programs in the schools that take time away from teaching English; urban vs. rural; don't get a lot of resources, but make do with the resources. There are some students with no motivation or goals in life, but if they learned English they would have more opportunities; opportunities; parents reality is different because expecting to produce in notebook, but produce orally; run out of resources fast; private vs. public; not all the MEP expectations will be met because students needs are different - Rural Elementary Public: students learning English, but not speak with native English speakers freely; can tell the students are learning through reviews; parents; Important for students to learn English because live in a country where English is a tool; opportunities; time; requirement to speak English for a job especially call centers; urban vs. rural; best method to teach students is activity and participation; private vs. public; universal language; teacher promotes English within the school and students do not speak English 	<p>Culture:</p> <ul style="list-style-type: none"> - Parents <p>Connections:</p> <ul style="list-style-type: none"> - Power <p>Commerce:</p> <ul style="list-style-type: none"> - Development <p>Competitiveness:</p> <ul style="list-style-type: none"> - Comprehensive - Teacher Evaluation - Teacher Training - Prepared - Lack of Resources - Interested - Public and Private School Differences - Urban and Rural School Differences - Competence - Opportunities Skills
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	<p>outside of the classroom; resources</p> <p>Rural High Public: training for tech jobs and company jobs, where all standards come in English. English connects the world. English well known because of US imperialism and having power over other countries. Power; Universal language; time; Most students passing the exam, but some students do not study. private vs. public; Program does try to relate to the students' contexts and get them aware of different cultures. Opportunities; Important for students to learn English for working opportunities and become more intelligent. Interactive teaching method works the best; urban vs. rural; It would be better for MEP to give the content and the resources to do it. Does not think the CR will become bilingual because of time and resources that are limited and it takes longer to become bilingual than five lessons a day; resources</p> <ul style="list-style-type: none"> • School Administration: <ul style="list-style-type: none"> - Private: effective program, but want teachers to communicate more with others in English outside of classroom; more native speakers. Opportunities; National plan allow students to learn language, which will allow the students to grow as a person, communicator, extend cultural background, under cultures, and get more involved; want to see more oral production and revising curriculum to incorporate more reading skills; difficult for students who come from other countries with no English skills; project-based learning is the best to teach English; provide more opportunities for students to construct the language and enjoy learning the language; education is specific to the culture of the school. Public: most effective way to teach is to live the experience as context is important to learn; make the context real in learning English; opportunities; also more kinesthetic and interactive. National policies and teaching realities can be different if teachers do not take efforts to improve teaching English. English needs to be more challenging in the curriculum; 	
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	<p>important for students to communicate with people from other countries, work on the computer, and work on technological jobs; English allows students to get more effective jobs.</p> <ul style="list-style-type: none"> • MEP: Great idea because the whole government involved in teaching English; The national plan was to make a bilingual Costa Rica for 2017, but it is not possible with just five lessons a week; urban vs. rural; skills; multinational corporations prefer working with Costa Ricans instead of another Central American country and need people for those jobs and speak to tourists; English open the students' minds and learn to communicate with other people in Costa Rica; critical thinking skills and tolerance; Spanglish; interested; Teacher training; teacher evaluation; competence; it is a priority because multinational corporation and tourism is big business in CR and need a lot of English speaking employees; resources; students are learning basic English words, but ideally the program would be more effective if fully immersed; opportunities; students cannot have a whole conversation; urban teachers have more opportunities to attend workshops, seminars, attend courses than rural; prepared • CRMF: The national plan provides people with better job opportunities and makes CR more competitive for foreign investment and tourist industries. teacher evaluation. The goal is to provide immediate needs of foreign investment in CR and help attract more companies and then long-term needs are quality and working with INA and private universities to explore English training opportunities and then get a certificate as a marketing tool and working with MEP. Need for development; urban vs. rural; opportunities; Can make CR bilingual, but need a strong political commitment and change policies with Ministry to ensure quality instruction and change 11th grade test. Main reason for English over other languages is tourism, multinational companies, and strong influential relationship with US. Parents. Students are learning English through 	
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	<p>JumpStart and students less afraid to use English words.</p> <ul style="list-style-type: none"> • Corporations: English is a must because it open doors in business and better job opportunities; English is a tool for students to become successful in the economy and help close the social gap; world is connected using the English language; need more English classes and discussion clubs in schools to collaborate in school; developed country; technology may be used to teach English, but students need to collaborate with one another; believe English is a requirement for jobs so needs to start in intensively in primary school • REA: the plan is to make a bilingual Costa Rica, make students more critical thinkers, and have more job opportunities, interact with people from different parts of the world. Power; Global language; official first foreign language; competence; opportunities; skills; Teacher training; Striving to get the community involved and fulfill the needs of teachers that I did not have as a teacher. critical thinking skills and tolerance; Provide teachers with more modeling of good methodology; prepared • Peace Corps: The plan is to make a bilingual Costa Rica and certain agencies supports it as a national priority. Students are learning English mainly in high school; competence; prepared; students are not meeting the expectations of the general public and job market; opportunities; Need more highly communicative approaches with contextualized and student based lessons. <p><u>Observations:</u> Private and Public Schools to show the classroom settings including the environment, lesson plans, worksheets, materials, books, schedule, technology, projects, and tests; Private school and Suburban Secondary school had more interactive activities; communicative competence</p> <p><u>Websites:</u> MEP's mission and goals, XXI strategy; CRMF for its mission, goals, collaborations, annual reports; MEP's Director of Management and Quality Assessment website about the 11th grade test; Corporation's websites for mission and goals; World Bank, HRD, CIA for development</p> <p><u>Documents:</u> La Gaceta provided the government</p>	
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	<p>perspectives of the importance of multilingue; MEP's Syllabus for details of the English curriculum; MEP's CD-Rom with teaching resources; MEP and CONARE Agreement to show the process of evaluating teachers; Peace Corps' Volunteer Handbook and Workbooks to show involvement; CRMF's Project EILE's Research Findings report to show technology helps elementary students to learn English; CRMF for Foundation's Third Annual Report on the 13, 480 hours of teacher training; Public schools worksheets; Private Schools worksheets and projects; parents flyer</p> <p><u>Photographs</u>: Private and Public Schools settings to show the differences between the classrooms including the worksheets, materials, books, schedule, technology, projects, and tests</p>	
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APPENDIX J

COSTA RICA MULTILINGUE POLICY DECREE AS PUBLISHED IN LA GACETA

LA GACETA 130 años 1878-2008
de circulación continua

DIGITAL

Diario Oficial

La Uruca, San José, Costa Rica, viernes 28 de marzo del 2008

₡ 235,00 A.50 CXXX N° 61 - 60 Páginas

Declarada de Interés Público y Nacional

GOBIERNO LANZA INICIATIVA:
“COSTA RICA MULTILINGÜE”

Pág. 6



Foto: Juan Rodríguez

COMPETENCIA LINGÜÍSTICA. La Presidencia de la República y los ministerios de Educación Pública y Comercio Exterior decretaron la iniciativa “Costa Rica Multilingüe”, para dotar a los estudiantes y a la ciudadanía, en general, de las competencias lingüísticas que le permitan a los costarricenses aprovechar las oportunidades laborales que el mundo globalizado presenta, estimulando, de esa manera, un mayor desarrollo personal y profesional.

Nuevas reglas a Organizaciones Auxiliares **Págs. 41-43**
BANCO POPULAR MODIFICA EL FONDO DE CAPITAL DE RIESGO

MUNICIPALIDAD DE ALFARO RUIZ
REGLAMENTA AUDITORÍA INTERNA **Págs. 43-45**

5°—Que en razón de lo anterior se hace necesario homogenizar la forma y contenido de presentación de las diversas memorias anuales institucionales, para lo que se dictan en esta norma los requisitos correspondientes. **Por tanto,**

DECRETAN

Requisitos sobre la forma y contenido de las Memorias Anuales Institucionales

Artículo 1°—Entiéndase por memoria anual institucional, el informe de gestión que presentan los ministerios y las instituciones del sector público descentralizado institucional ante la Asamblea Legislativa cada año, dentro de los primeros quince días del primer período de sesiones extraordinarias.

Artículo 2°—Las memorias anuales institucionales deberán ser elaboradas conforme a las disposiciones contenidas en esta normativa, tanto en cuanto a aspectos formales como sustantivos. Deben ser un instrumento de evaluación que refleje, al menos, las tareas ejecutadas para cumplir las prioridades definidas por el Plan Nacional de Desarrollo y el Plan Operativo Institucional.

Artículo 3°—Las memorias anuales institucionales deberán contener como mínimo las siguientes secciones:

- Introducción.
- El organigrama institucional vigente, que contendrá una descripción de las diferentes áreas de trabajo y un recuento del número de funcionarios, así como su clase (clasificación de puestos).
- Una descripción sobre las políticas y programas prioritarios o estratégicos para la institución, establecidos en el Plan Nacional de Desarrollo y en el Plan Operativo Institucional.
- Un informe sobre el cumplimiento de las metas establecidas en el Plan Nacional de Desarrollo y en el Plan Operativo Institucional, para lo cual se podrán utilizar como guía, los instrumentos de evaluación del Área de Evaluación y Seguimiento de MIDEPLAN, los cuales se encuentran en el sitio electrónico, www.mideplan.go.cr.
- Un Análisis de los siguientes aspectos:
 - Los problemas y las limitaciones encontrados.
 - Las tareas pendientes al año correspondiente a la memoria institucional. En cada memoria anual institucional se deberá incluir un informe de las acciones realizadas para concluir con las tareas pendientes del año anterior.
- Cualquier otro aspecto que se considere relevante para dar cuenta del trabajo realizado a lo largo del año.
- Conclusiones sobre el cumplimiento de sus metas.

Artículo 4°—Rige a partir de su publicación.

Dado en la Presidencia de la República.—San José, a los veinticinco días del mes de febrero del dos mil ocho.

ÓSCAR ARIAS SÁNCHEZ.—El Ministro de la Presidencia, Rodrigo Arias Sánchez y el Ministro de Planificación Nacional y Política Económica, Roberto J. Gallardo Niñez.—1 vez.—(Solicitud N° 37199).—C-38960.—(D34418-26074).

N° 34425-MEP-COMEX

EL PRESIDENTE DE LA REPÚBLICA Y LOS MINISTROS DE EDUCACIÓN PÚBLICA Y COMERCIO EXTERIOR

De conformidad con las atribuciones que les conceden los artículos 50, 77, 78, 140 incisos 3), 18) y 20); y 146 de la Constitución Política; los artículos 25, 27 párrafo primero y 28, párrafo 2, inciso b) de la Ley General de la Administración Pública, Ley N° 6227 del 2 de mayo de 1978; y la Ley de Creación del Ministerio de Comercio Exterior y de la Promoción del Comercio Exterior de Costa Rica, Ley N° 7638 del 30 de octubre de 1996.

Considerando:

I.—Que la integración de Costa Rica con el mundo ha propiciado el aumento de los intercambios en todos los ámbitos, lo que presenta a los costarricenses amplias oportunidades que podrían aprovecharse de mejor manera desarrollando mayores capacidades de comunicación. Del mismo modo, las condiciones actuales de competitividad del país llevan a plantearse diversos retos, como lo es el desarrollo de competencias lingüísticas que permitan a los costarricenses aprovechar las oportunidades laborales que el mundo globalizado presenta.

II.—Que dotar a la ciudadanía de las competencias lingüísticas que le permitan un mayor desarrollo personal y profesional es un interés legítimo del Estado, consagrado constitucionalmente en el deber de promover y proveer la educación a la población nacional.

III.—Que como parte de las metas sectoriales en materia de educación contenidas en el Plan Nacional de Desarrollo 2006-2010 “Jorge Manuel Dengo Obregón” se plantea el “establecer un modelo curricular que fortalezca la calidad y la pertinencia de la educación, para la creación de las capacidades humanas necesarias para competir e integrarnos a la economía global a base de productividad, ingenio, conocimiento y destreza”. Asimismo, como parte del Contrato con la Ciudadanía del Sector Educación, existe un compromiso de implementar y ejecutar un plan de mejoramiento de la capacidad productiva y emprendedora de las poblaciones estudiantiles.

IV.—Que la Política Educativa del país cuenta entre sus propósitos con el objetivo de formar recursos humanos que eleven la competitividad del país necesaria para triunfar en los mercados internacionales. Todo con el fin de propiciar las condiciones que permitan mejorar la competitividad de

las empresas, con visión de cadena productiva, mediante la articulación de esfuerzos interinstitucionales e intersectoriales, en pos de la promoción de acciones concretas de mejora en el clima de negocios del país.

V.—Que el Gobierno de la República concibe que la política de comercio exterior y de promoción de inversiones se complementa y articula internamente en conjunto con las políticas de competitividad económica y educación de la población nacional, en concordancia con las metas propuestas en el Plan Nacional de Desarrollo 2006-2010, al considerar que el crecimiento económico es un instrumento de política social idóneo para aumentar el bienestar de la población y lograr una reducción sustancial de la pobreza.

VI.—Que el crecimiento económico es el resultado de combinar los estímulos y oportunidades que ofrece el mercado con una activa política estatal de promoción de la competitividad de los diferentes sectores de la economía y el incremento de las capacidades nacionales mediante el aumento del nivel educativo de los habitantes de la República. De modo que el objetivo central de toda la acción estatal y, en especial de las políticas en materia de comercio exterior y promoción de inversiones es incrementar el bienestar de la ciudadanía.

VII.—Que para alcanzar las metas propuestas en el Contrato con la Ciudadanía del Sector Comercio Exterior, en especial la aceleración del crecimiento económico y su sostenibilidad mediante la atracción de inversiones, la apertura al comercio internacional y inserción de Costa Rica en la economía mundial, es indispensable llevar a cabo una serie de acciones que tienen que ser planificadas y ejecutadas de manera coordinada entre las distintas entidades relacionadas con la acción estatal.

VIII.—Que lo anterior plantea la necesidad de que la iniciativa gubernamental que persigue el desarrollo de las capacidades lingüísticas de la población costarricense, sea apoyada por todos los órganos, instituciones y entes públicos estatales y no estatales, así como por las distintas organizaciones de la sociedad civil o del sector privado que tengan interés en cooperar en el éxito con ésta. Asimismo, el Gobierno considera que para la articulación efectiva de la iniciativa multilingüística nacional y de las actividades, planes, proyectos y programas que se implementen como parte de su desarrollo, que ésta debe ser declarada de interés público y nacional. **Por tanto,**

DECRETAN:

DECLARATORIA DE INTERÉS PÚBLICO Y NACIONAL LA INICIATIVA GUBERNAMENTAL DENOMINADA “COSTA RICA MULTILINGÜE”

Artículo 1°—Se declara de interés público y nacional la iniciativa gubernamental denominada “Costa Rica Multilingüe”, así como las actividades, planes, proyectos y programas que se desarrollen como parte de dicha iniciativa.

Artículo 2°—Las dependencias del Sector Público y del Sector Privado, dentro del marco legal respectivo, podrán contribuir con recursos económicos, técnicos o mediante cualquier otro medio de colaboración, en la medida de sus posibilidades y sin perjuicio del cumplimiento de sus propios objetivos, con las actividades que promuevan el conocimiento y dominio de lenguas extranjeras en la población costarricense.

Artículo 3°—Las instituciones públicas, estatales y no estatales, podrán cooperar para facilitar las acciones que permitan al Ministerio de Educación Pública, al Instituto Nacional de Aprendizaje y a los institutos de idiomas, desarrollar los programas y proyectos dirigidos a capacitar a la población en lenguas extranjeras.

Artículo 4°—Rige a partir de su publicación en el Diario Oficial La Gaceta.

Dado en la Presidencia de la República.—San José, a los once días del mes de marzo del dos mil ocho.

ÓSCAR ARIAS SÁNCHEZ.—El Ministro de Educación Pública, Leonardo Garrido Rímolo.—El Ministro de Comercio Exterior, Marco Vinicio Ruiz Gutiérrez.—1 vez.—(Solicitud N° 13808).—C-59420.—(D34425-26718).

N° 34429-J

EL PRESIDENTE DE LA REPÚBLICA Y LA MINISTRA DE JUSTICIA

Con fundamento en los incisos 3) y 18), del artículo 140 de la Constitución Política de Costa Rica, en el artículo 271 de la Ley General de la Administración Pública, Ley N° 6227 del 2 de mayo de 1978, Ley N° 6545 del Catastro Nacional del 25 de marzo de 1981, Ley N° 2755 y sus reformas, Ley de Inscripción Derechos Individuales, Ley General de Caminos Públicos, Ley de Construcciones, artículos 4 y 7, y en el Código Civil, artículos 375, 378, 400 y 474,

Considerando:

1°—Que mediante el Decreto Ejecutivo 34331 publicado en el Diario Oficial La Gaceta de 27 de febrero del 2008, se emitió el Reglamento a la Ley de Catastro Nacional.

2°—Que dicho Reglamento establece como plazo para su vigencia 30 días después de su publicación (art. 99), por lo que la entrada en vigencia de esta nueva normativa sería el próximo día 27 de marzo del corriente.

3°—Que a la fecha no se han dictado algunos lineamientos generales ni tampoco ha sido posible la realización de las capacitaciones necesarias para que el personal operador de esta normativa conozca las nuevas regulaciones a fin de facilitar una transición y la no afectación del servicio público. **Por tanto,**

APPENDIX K

HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

MULTIPLE INTELLIGENCES THEORY

Verbal/linguistic	Logical/mathematical	Visual spatial	Bodily/kinesthetic	Musical/rhythmic	Interpersonal	Intrapersonal
<ul style="list-style-type: none"> • Reading • Vocabulary • Formal Speech • Journal/Diary Keeping • Creative Writing • Poetry • Verbal Debate • Impromptu Speaking • Humor/Jokes • Storytelling 	<ul style="list-style-type: none"> • Abstract Symbols/Formulas • Outlining • Graphic Organizers • Number Sequences • Calculation • Deciphering Codes • Forcing Relationships • Syllogisms • Problem Solving • Pattern 	<ul style="list-style-type: none"> • Guided Imagery • Active Imagination • Color Schemes • Patterns/Designs • Painting • Drawing • Mind-Mapping • Pretending • Sculpture • Pictures 	<ul style="list-style-type: none"> • Folk/Creative Dance • Role Playing • Physical Gestures • Drama • Martial Arts • Body Language • Physical Exercise • Mime • Inventing • Sports Games 	<ul style="list-style-type: none"> • Rhythmic Patterns • Vocal Sounds/Tones • Music Composition/Creation • Percussion • Vibrations • Humming • Environmental Sounds • Instrumental Sounds • Singing • Tonal Patterns • Music Performance 	<ul style="list-style-type: none"> • Giving Feedback • Intuiting Others' Feelings • Cooperative Learning Strategies • Person-to-Person Communication • Empathy Practices • Division of Labor • Collaboration Skills • Receiving Feedback • Sensing Others' Motives • Group Projects 	<ul style="list-style-type: none"> • Silent Reflection Methods • Met cognition Techniques • Thinking Strategies • Emotional Processing • "Know Thyself" Procedures • Mindfulness Practices • Focusing/Concentration Skills • Higher-Order Reasoning • Complex Guided Imagery • "Centering" Practices

"RELANZAMIENTO DE LA EDUCACIÓN COSTARRICENSE"

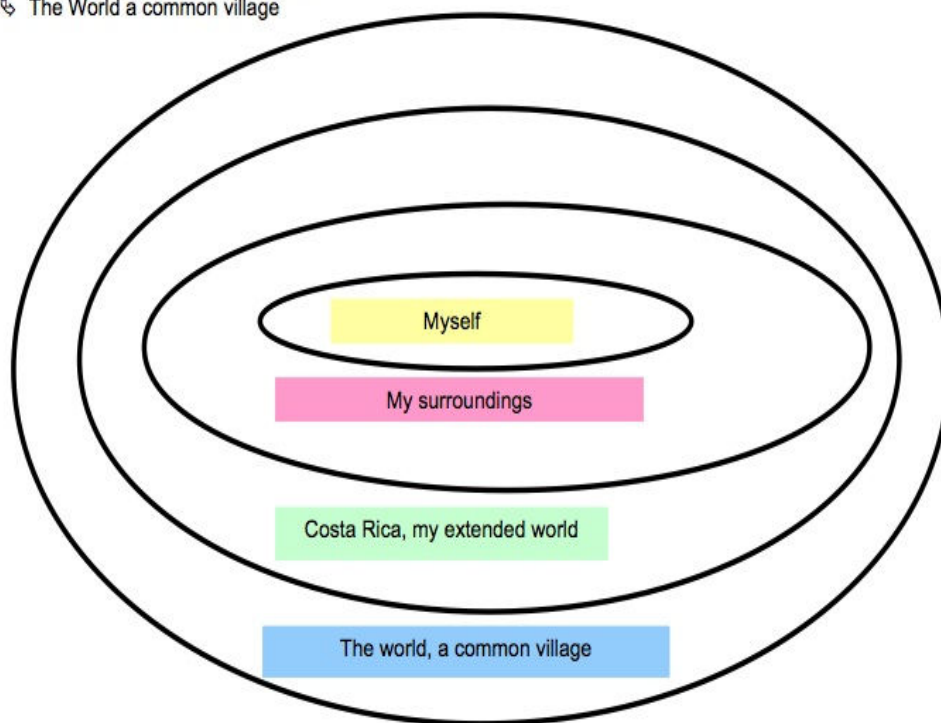
APPENDIX L

PAUL HANNA'S EXPANDING HORIZONS APPROACH

38

This Syllabus is divided in four main study blocks:

- ↳ Myself
- ↳ My surroundings
- ↳ Costa Rica, my extended world
- ↳ The World a common village



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APPENDIX M

PEACE CORPS LESSON PLAN FOR ENGLISH BACHILLERATO PREP COURSE

Lesson 8: Travel

	Instructional sequence	Materials
Motivation	Give pairs of students an envelope containing travel-related nouns and their definitions in English. The partners should match the nouns with their definitions. When they are finished, give them the travel information packet and have them review their answers.	envelopes with travel-related nouns
Information	<p>Turn to the travel-related verbs page. Students should work in small groups to read through the sentences and underline the verb in parenthesis (written in Spanish). Correct the answers as a class, this time highlighting the correct verbs.</p> <p>Give each student 10 blank flashcards and instruct them to look back through previous lessons' vocabulary and select 10 important words that they do not already know. They should write those words on the flashcards, in Spanish on one side and in English on the other. Give them one minute to study those words in silence.</p> <p>Have students line up in two face-to-face lines with their flashcards. One line of students should begin by quizzing the person in front of them on their 10 words, showing them Spanish translation if they get them wrong. Then the other line of students should do the same thing, quizzing their partners on their words. When they have finished, the students should give 2 words they have already memorized to their partner and receive 2 new ones in return. Change partners and repeat several times until students (hopefully) have given away all of their original, already-memorized words.</p> <p>Discuss the use of flashcards as a study method.</p>	<p>information packets</p> <p>flashcards</p>
Practice	Students should work in partners to read through the three texts and answer the questions, writing down the number of the line in the text where that answer can be found. Review answers as a class and reward teams with the most correct answers.	information packets
Application	As homework, the students should read and respond to the practice texts.	

APPENDIX N

PEACE CORPS LESSON PLAN FOR ENGLISH BACHILLERATO PREP COURSE

Lesson 3
Charades with Professions

		Materials	Time
OBJECTIVES: students will be able to...	-Utilize professions and the phrase "What do you do?" in a conversation -Use common interjections in context		1 hour
KEY VOCABULARY	See Lesson 3-4 Review Sheet		
MOTIVATION	-Ask "What does he/she do?" as you flip through the professions illustrations. Write the name of each profession on the board. -Ask "Who is a _____?" of the class with each profession. On the board, write we are and all of the class' professions underneath. -Do a ball toss in the circle asking "What do you do?" and answering.	Professions.pdf	15 min.
INFORMATION	-Ask students what they do and comment with an interjection. -Write the interjections on the board and elicit their translations. Practice pronunciation. On the board write up a checklist of all of the parts of a conversation that have already been taught: greetings, How are you?, What is your name?, What do you do?, interjections, and goodbyes. -Have the class help you write a conversation between the professionals in two photographs. Double-check the checklist to make sure that all of the areas have been covered in the conversation. -Have the class practice reading the conversation.	Professions.pdf	15 min.
PRACTICE	-Pass out professions photos to each student. -Students pair up according to the background color of the photo. -In partners, students write out a conversation in 2 colors to be presented to the class. -Partners practice and present the conversations.	profession magazine photos Paper for each pair Colored pencils	15 min.
APPLICATION	-Write the question What does he/she do? on the board. Below, write He/She is a _____ . Then write Yes, I am a _____! -Students play team charades with the professions. To play, split the class into two teams. Put a set of slips of paper with professions on them in front of each team. When the teacher says, "Go!" one student from each team runs to the front, grabs a slip of paper randomly and acts it out (no speaking) to their team. Teammates must say, "He is a doctor!" to guess correctly. The actor must say, "Yes, I am a doctor!" Then the actor tags a new actor and becomes a guesser. The team to get through all of their words first wins.	Slips of paper with professions for charades	10 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

APPENDIX O

SPELLING BEE FLYER

