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Thesis Submitted to Obtain the

Licensure in English with Concentration in Translation

TRANSLATION OF TWO DOCUMENTS OF BENJAMIN HERRERA ANGULO
SCHOOL

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I recognized all the learnings that I got in courses such as Technical Translation, Text Correction, Commercial Translation, Advanced Spanish Redaction, and Literary Translation; because thanks to this knowledge I can write my thesis, how to translate since English to Spanish and viceversa, how to detect a mistake in my translations, and how can I naturalize a text into the target language. On the other side, I recognize the work of the thesis corrector, who checked and corrected some mistakes in grammar in the thesis, and my thesis tutor who during the elaboration of my investigation gave me information about how I could work with different chapters, also he gave me advice about how I could do better every detail of the thesis that needed to be changed and helped me in how I could do my investigation. I also recognize God for making it possible to choose my thesis tutor, grammar corrector, and reader; also, for allowing me to work with great perseverance on this thesis until the end.

Dedicatory

I want to dedicate this investigation to my mother Jeannette Fonseca Mendoza who supports me in everything that implies university, and not only everything that implies what university is, but also for giving me words of motivation to keep going to achieve my goals with effort, hard work and perseverance. Additionally, I want to dedicate this investigation to her because she has always accompanied me in periods of registration at the university, also because there were moments when I felt that I did not have enough strength to do something, because maybe I failed, she always gave me the necessary motivation to recover my best attitude. I dedicate this work to her because I remember in a course, where the teacher did not explain the theory, she called to help for me to have enough information related to the theory of the course to pass the course and continue in the major. I want to dedicate this investigation to myself because I did not doubt myself in following the pieces of advice that my thesis tutor gave me to correct some mistakes in my thesis, and also because I had to make many sacrifices to work on my thesis, thus if it were not for those sacrifices, maybe my thesis would not be finished. Another person that I want to dedicate this work is to my foster dad Luis Enrique Jimenez Raventos, who passed away on November 30th, 2009, because he showed me the importance of study, he gave me an excellent quality of life, for assumed the role of dad and for make me know the real meaning of effort, fight for my dreams, and do not give up even that the process is too long for me.

Abstract

In this research, a translation of both documents will be carried out. These documents belong to Benjamín Herrera Angulo School. One of them is the study program, which is written in English, and the other is the internal normative, written in Spanish. The target language for the study program will be Spanish, and for the internal normative, it will be English. This means that the study program will be translated into Spanish, and the internal normative will be translated into English.

For the translation process, different AI systems will be used to search for the most natural translation possible, ensuring a fluent reading process free from errors, ambiguity, cacophony, and other linguistic issues. Another purpose of using AI tools is to research word meanings, since both English and Spanish contain terms with multiple meanings. Therefore, Gemini will be used to determine the correct meaning of specific terms, even if they are technical.

Before beginning the translation, a reading process will be conducted to create a glossary. Any unknown terms will be added to the glossary along with their corresponding equivalents. When the first version of the translations is ready, a revision process will be conducted to detect mistakes. Once those mistakes have been identified, a correction chart will be used, in which the linguistic level of the mistake, the technique used to solve the problem, and the corrected fragment will be recorded.

After the correction process and once the final version is free of errors, the color-coding process will begin. In the color-coding stage, colors will be assigned to represent

specific translation techniques. During this process, each word, fragment, or paragraph will be highlighted with the corresponding color according to the technique applied.

At the end, regardless of the theory included in the research, some of my personal conclusions will be added, such as unexpected results, recommendations, and a restatement of the objectives.

Resumen en español

En esta investigación se llevará a cabo la traducción de ambos documentos. Estos documentos pertenecen a la Escuela Benjamín Herrera Angulo. Uno de ellos es el programa de estudio, que está escrito en inglés, y el otro es la normativa interna, escrita en español. El idioma meta para el programa de estudio será el español, y para la normativa interna será el inglés. Esto significa que el programa de estudio será traducido al español, y la normativa interna será traducida al inglés.

Para el proceso de traducción se utilizarán diferentes sistemas de inteligencia artificial con el fin de buscar la traducción más natural posible, asegurando un proceso de lectura fluido y libre de errores, ambigüedades, cacofonías y otros problemas lingüísticos. Otro propósito del uso de herramientas de IA es investigar el significado de las palabras, ya que tanto en inglés como en español existen términos con múltiples significados. Por lo tanto, se usará Gemini para determinar el significado correcto de términos específicos, incluso si son técnicos.

Antes de iniciar la traducción, se realizará un proceso de lectura para crear un glosario. Cualquier término desconocido será añadido al glosario junto con sus equivalentes correspondientes. Cuando la primera versión de las traducciones esté lista, se llevará a cabo un proceso de revisión para detectar errores.

Después del proceso de corrección y una vez que la versión final esté libre de errores, comenzará el proceso de código de colores. En esta etapa, los colores se asignarán para

representar técnicas de traducción específicas. Durante este proceso, cada palabra, fragmento o párrafo será resaltado con el color correspondiente según la técnica aplicada.

Al final, se añadirán algunas conclusiones personales, tales como resultados inesperados, recomendaciones y una reformulación de los objetivos.

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Chapter I

Introductory Framework

This chapter frames the study's main thesis: effective translation, especially using AI tools, relies on careful human analysis to ensure natural and accurate language adaptation. The chapter reviews previous research, outlines the general and specific objectives of the project, defines its scope and expectations, and states the guiding problem. It also introduces AI tools in translation, emphasizing critical engagement with their suggestions, so that human expertise directs the translation process, ensuring the result prioritizes naturalness and meaning over machine-produced output.

Machines can perform the translations, but they achieve their best results with human input. Human guidance is what enables them to fulfill their purpose. Translation can be defined as the process of adapting a text to the grammar, idioms, and culture of another language. Its goal is to make the text understandable for readers who do not speak the original language, or for those who prefer a more comfortable reading experience.

In ancient times, translation was not done on paper or computers. The Rosetta Stone from ancient Egypt is a clear example. It contained official decrees and laws, which were later translated by various nations into other languages. Many years later, the Romans translated most of Greek literature into Latin. Later, religious texts such as the Bible were translated. Originally in Hebrew, the Bible's first translation was into Greek, making it accessible to a wider audience. Centuries later, the invention of printing sped up translation. Globalization, diplomacy, and technology further reduced the time required. As a result,

translation now provides access to literary works, movies, videos, news, video games, interviews, and manuals in many languages.

1.1 Problem Statement

How to show English Teaching students to use AI properly as a tool in the translation process, making human intervention outweigh the AI system?

1.2 Objectives of the investigation

1.2.1 General Objective

1. To identify different translation techniques to naturalize the source language in two documents into the target language.

1.2.2 Specific Objectives

1. To use a glossary to highlight unknown terms and find appropriate equivalents based on meaning.

2. To examine various AI tools that assist in producing accurate and natural translations.

3. To apply correction and revision procedures after translating the documents.

1.3 Justification of the study

Around the world, there are different countries, and many of them do not share the same language. This linguistic diversity highlights the importance of translation as a means of breaking cultural barriers and fostering better communication. Translation involves more than just replacing words between the source and target languages; it is a process that requires analyzing the text, understanding idiomatic expressions, and conveying the same message or idea naturally in another language.

Over the years, Artificial Intelligence (AI) has emerged through platforms such as ChatGPT, Gemini, and Computer-Assisted Translation (CAT) tools to support translators in their work. Translation encompasses various fields, including literary, legal, commercial, medical, and educational translation—each requiring the adaptation of technical terminology to the target language's characteristics.

This research is guided by the thesis that while AI tools like ChatGPT and Reverso can support translation, human intervention ensures accuracy and naturalness. The project will provide Benjamin Herrera Angulo School with translations of two documents—one Spanish to English, one English to Spanish—using AI tools strategically. A glossary will support fluent and meaningful outcomes. The research will also demonstrate for university students how AI, when properly used, can enhance but not replace responsible translation, especially with specialized terminology.

Alongside AI tools, virtual dictionaries should be used, such as those provided by the Royal Spanish Academy for Spanish and Oxford, Cambridge, and Merriam-Webster for English. These dictionaries help translators and students find equivalents based on meaning, rather than word similarity, which is essential in glossary development. Although virtual translators such as Google Translate exist, it is not necessary in this investigation due to their tendency to produce literal translations that can result in false cognates. Instead, Reverso will be used as it provides more natural and accurate alternatives.

The significance of this investigation lies in showing students how to handle unfamiliar terms using resources like ChatGPT, Reverso, Gemini, glossaries, and dictionaries, prioritizing understanding, and naturalness over direct translation. The goal is to promote fluency in the target language while maintaining accuracy and equivalence in meaning.

1.4 Antecedents

This section discusses prior research in translation, which includes the use of color coding, translation techniques, and comparisons of translations from English to Spanish and vice versa. These studies come from various Costa Rican universities, both public and private, where translation is offered as a major.

The first study was conducted by Jimena Morales in 2024. The translated documents came from APAMI Wildlife Rescue Center. One document addressed entrance protocols, cleaning procedures, Monkey Park Foundation rules, and staff responsibilities at the rescue center. The other documented the experience of Mikka Nurmikko during her visit. Morales (2024, p. 10) stated: “Data analysis tools were used to collect the necessary information for

the interpretation of the texts, such as a color-coding to identify the different translation procedures, tables to represent the analysis of both texts, and a glossary with relevant terminology.” This demonstrates that various tools, such as color coding, glossaries, and analytical tables, were used to achieve accurate and clear translations in accordance with the nature of the target language.

The second antecedent, by Graciela Echavarría, has similarities with the previous study but focuses on different texts: one about migrant entrepreneurship in Costa Rica, and another about Apartotel Don Francisco in Escazú. The documents highlight procedures for foreigners to start businesses and reasons to visit the hotel. Echavarría (2016, p. 10) explained “This analysis has the purpose of proving the importance of the usage of the translation procedures when translating any type of text in order to obtain a natural and faithful target text.” This indicates the use of various procedures such as transposition, modulation, and literal translation to ensure a natural and faithful translation.

The third study, by Andrea Feliu (2020), involved documents from Universidad Nacional de Costa Rica about global warming and the use of technology in language fields. She explained “The researcher analyzed the documents and, based on the analysis, selected the best translation methods and techniques to apply to the documents.” As in previous studies, she used color coding and glossaries to ensure the final translation conveyed the same ideas in a different language.

The fourth study, by Natalia Alvarado (2020), involved biology-related articles from the same university. These texts required deep terminology research, highlighting the importance of glossaries in scientific texts. Alvarado (2020, p. 10) mentioned, “It was found

that most of the texts presented the characteristic elements of scientific texts (no redundancies, direct, and presenting scientific vocabulary).” This illustrates the linguistic features typical of scientific translation and the need for specialized terminology management.

The fifth antecedent focused on medical translation and was conducted by Mario Araya in 2023. It involved translating complex medical documents. Araya (2023, p. 9) stated “The work also highlights an in-depth analysis of the source text and the process used in the translation, which covers a series of points including grammar structures, vocabulary, text style, and translation techniques.” This reinforces the importance of detailed analysis in technical translation fields.

The final antecedent is different from the rest, as it compares two translations of Harry Potter and the Deathly Hallows: one by a fan and the other by a professional translator. Mónica Gómez (2015, p. 7) noted, “The nature of these changes shows that the official translation tends toward acceptability, while the fan translation is adequacy oriented.” This comparison illustrates the contrast between professional and informal translations, highlighting issues of consistency, reader familiarity, and stylistic choices.

1.5 Scope

This research aims to achieve the proposed objectives by translating two documents into the target language. A key goal is to analyze and apply appropriate translation techniques that result in clear, fluent, and natural translations. These techniques may include transposition, modulation, literal translation, equivalence, explication, amplification, and omission. Before beginning the translation, the documents must be thoroughly read to ensure

comprehension. Misinterpretation can result in inaccurate translations. Once the content is understood, the appropriate techniques are to be chosen and applied.

Another key step is the development of a glossary for unknown terms. This glossary is to include precise equivalents, identified through reliable resources such as the Royal Spanish Academy for Spanish and the Oxford or Cambridge dictionaries for English. Reverso is to be used instead of Google Translate, as it offers contextually accurate and natural equivalents, while Google Translate often provides literal (and sometimes incorrect) translations.

AI tools like ChatGPT, Gemini, and CAT tools support the translation process. However, the intention is not to translate the entire document automatically. Instead, these tools are used to explore equivalent expressions, verify terminology, and combine their strengths to produce a final translation.

Finally, once the documents have been translated, a revision process must be conducted. This includes a review of stylistic, semantic, morphological, lexical, and orthographic elements to ensure that the final versions meet high standards of clarity, naturalness, and accuracy, ultimately benefiting the Benjamin Herrera Angulo School.

Chapter II

Theoretical Framework

The theoretical framework is the chapter that covers the theories relevant to the topic being investigated. Since the focus is on translation, this chapter will explain the translation methods, what text analysis is, discuss different text styles, and talk about the types of stylistic scale. Throughout all the chapter, there will be detailed information regarding the translation methods that were investigated, different text styles that can be find across translation, and the stylistic scale that a text is written. However, there are few recent books, though older ones still provide relevant information.

2.1 Text Analysis

The text analysis is an analytical process focused on everything that can be considered as a text, provided that the written product accomplishes everything that implies a text, such as coherence, cohesion, absence of mistakes, correct usage of punctuation marks, and ideas expressed in paragraphs. Marimón (2008, p.17) says the following: “consists in the re-structuring or retrieval of information, both explicit and implicit, which this [text] provides to listeners, in our case readers, for their correct interpretation.” Taking into consideration the previous statement, a text analysis seeks the real interpretation of a text. The text analysis is divided into the text style and its stylistic style, and in translation, this process is necessary to avoid mistakes at the stylistic level.

2.1.1 Text Styles

Description: The description style is about describing a person, animal, or thing. This type of text uses copulative verbs, adjectives, and names; and also these texts are present in compositions that are written to inform about something, even if it is a rule, a manual, an information source that can be found on the internet, program studies, laws, etc. Rodriguez (2005, p. 576) states that: “The descriptive text or fragment of text consists of an ordered and objective exposition (as far as possible) of the significant features carried by the object or concept in which we look.”

Discussion: This type of text has the purpose of persuading a person or a group of persons to take a position on a controversial topic, such as politics, abortion, the judicial system, different philosophies, if god exist or not, topics related about family as parenting, what would be change in laws of maintenance and many others; so the most important in this style is that these texts try to persuade somebody about a controversial topic. Zarzar (2018, p.102) says the following information: “allows to attack or defend an opinion in order to persuade and convince the reader or listener.” Therefore, in the previous information, it can be said that discussion styles attack, not in the sense of feeling wrong with somebody, a specific opinion, or maybe defend it as it would be a debate.

Dialogue: This style makes use of colloquial language, which means that in these texts, some idioms and terms are very common in daily life that are not used in official or legal documents. Ruiz (2011, p. 55) says the following information: “whose purpose is

dialogic social interaction.” With that information, it can be said that what can be found on these texts is the social interaction across a dialogue where two persons are talking.

Narrative: This style has more presence in texts that are related to literature, for example, novels, comics, short stories, and tales, because all of them try to tell a story that is composed of a beginning, climax, and ending. Additionally, the majority of these texts account for the presence of characters. García (1998, p. 19) states that: “series of events that we can isolate from this text through an abstractive process.” The previous statement mentions that in these texts, it can be seen that facts that the reader cannot see, but he/she imagine them while reading the text.

2.1.2 Stylistic Scales

Every text has its own style, whether in terms of formality, generality, level of difficulty, emotional tone, or the function it performs according to what it intends to communicate. This is known as the stylistic scale, which refers to the range of possible writing styles, including formality, generality, and emotional tone.

Formality: The scale formality means what is the level of formality is; this scale evaluates if the text is written in a colloquial, neutral, or formal way. This type of scale have more presence in memorandums in case of lawyers, daily conversations, and official documents of a specific government. According to David Crystal (2018, p.514) “relating to situations that are socially careful or correct (formal) or otherwise (informal).” This means that the formality scale is focused on the manner of talk or writing in a colloquial or formal way.

Generality: The generality scale means the difficulty of text in its comprehension, so this means that the generality scale is a kind of analysis that says if the vocabulary that is in the text is understandable for all readers or just for experts. For that Peter Newmark (1988, p.14) have created the next scale:

Simple The floor of the sea is covered with rows of big mountains and deep pits.
 Popular The floor of the oceans is covered with great mountain chains and deep trenches.
 Neutral (using basic vocabulary only) A graveyard of animal and plant remains lies buried in the earth's crust.
 Educated The latest step in vertebrate evolution was the tool-making man.
 Technical Critical path analysis is an operational research technique used in management.
 Opaquely technical (comprehensible only to an expert)

This scale allows translators to analyze and evaluate how difficult the text is, and if it is opaquely technical, this means that a glossary is necessary.

Emotional Tone: The emotional tone means if the text expresses an emotion or not, but if the text does not express any emotion, this means that the text is in the understatement classification within emotional tone. Dessal (2020) says the following: “modulates the content of what is communicated” Additionally, analyzing the emotional tone can help translators avoiding ambiguity, misunderstanding, and maintain the fidelity of the original text into the translation.

2.3 Translation Methods

Written Translation: The written translation is about translating different texts with their corresponding fidelity, which means that what the text says, even if it is a document, web page, contract, book, manual, description of a product, commercial, article, post in different social medias and medical exams or recipe must have the same information according to the structure of the target language to promote a clear and fluent translation. Garrido (n.d) mentions the following: “Written translation is much more than passing words from one language to another; it is about conveying messages with clarity, precision, and cultural sensitivity.” Considering the previous information want to say that culture and precision are taken into consideration to get as a result a translation that is adapted to the needs of the client.

Oral Translation: Translation not only covers the need in the written area, but also includes the oral area. The oral translation is interpretation; in interpretation, there is not a translator, there is an interpreter. This is because the translator takes time to read a specific text to understand it; however, the interpreter listens to what the person says, processes the information, and projects it to the audience or the people who listen to what the interpreter is saying. The interpretation is practiced at press conferences, UN meetings, court hearings, virtual meetings, diplomatic negotiations, and trade negotiations. According to Del Pilar (2024) “The linguistic interpretation is performed orally and in synchrony with the original transmission, that is to say, the receiver receives the translated message in real time.” This means that the interpreter is a messenger who analyzes the information and transfers it in real

time. In interpretation, there are many types, each one with different practices, which include simultaneous interpretation, consecutive interpretation, and sight translation

Consecutive interpretation: The consecutive interpretation is where the interpreter listens first, takes notes about important details of what the client says, takes their time, and starts interpreting the statement to interpret. The advantage of this practice is that interpreters always have in their hands a notebook where he or she can take notes. Aranda (2016, p. 68) says the following information: “Because of the heavy memory work this entails, interpreters must use note taking to remember ideas, numbers and dates and although there are general rules, each interpreter develops its own system of notes” this means that the taking notes is a great advantage because interpreter must remember every detail, and additionally each interpreter have his own ways to take notes such as symbols, letters or draws that only interpreter understand. This type of interpretation is used in press conferences, speeches, etc.

Simultaneous interpretation: This is one of the most practiced interpretations because here is where the interpreter processes the information in real time, so this means that the interpreter goes three to four seconds before the speaker, and while the speaker talks, the interpreter must catch and paraphrase everything that the speaker says. In this practice interpreter does not have a notebook, but he has other tools as headphones and a microphone with a control panel; additionally, the interpreter is in a non-noisy cabin. Centoira (2015, p. 86) mentions that “The main skills required of a simultaneous interpreter are agility and choice. There is no time to choose between one voice or another because a minimal delay can lose the thread of the speech.” With this statement, we can prove that simultaneous interpretation requires excellent preparation from the interpreter, a preparation that implies

catching the message instantly, paraphrasing, and listening carefully. Between the consecutive and the simultaneous interpretation, the simultaneous has a high level of difficulty.

Sight Translation: Previously, it has been mentioned two interpretations where the interpreter deals with everything that the speaker says; however, when it comes to sight translation, interpreters deal with texts written in the source language. Therefore, the sight translation means that as the interpreter reads the text, he also translates it according to the reading rhythm. This type of interpretation has a certain similarity to simultaneous interpretation and the only difficulty is in the next statement of Capel (2008, p. 107)

consists in reproducing orally a written text in another language at the same time as it is read, usually after having made one or two silent readings, but without time to carry out a complete textual analysis, as in the case of a written translation.

In written translation, we have the time to analyze the text completely, but in sight translation, that opportunity does not exist.

Specialized Translation: As it knows, translation deals with different documents, and each one has complex terminology, and this means that those terms can only be understood by experts of a specific profession; from other side, the translator must investigate about the meaning of terms, create glossaries, use dictionaries to have the context at the hand, and if it is necessary use AI tools. Pacheco (2020) says the following: “is considered to be specialized when it requires the use of a specific vocabulary and the content of the document is technical, scientific or meets a set of strict standards.” In the previous information, we can confirm that

specialized translation has complex vocabulary and standards that translators must accomplish in their progress. Some of the documents that require a specialized translation are legal, medical, and literary translations.

Chapter III

Methodological Framework

The Methodological Framework presents information about the different methods of investigation used during research. This chapter explains various methods for collecting and analyzing research data, supporting researchers in attaining their expected results.

Investigations may be qualitative, quantitative, or mixed.

A methodological framework explains the procedure to get the expected results in research, which could be based on laws, economy, accountancy, science, literature, health, translation, teaching, social problems, politics, movies, psychology, mental disorders, or other purposes to solve a problem in a specific institution, school, or other fields depending on the method of investigation. According to Azuero (2018), “The methodological framework is mostly the third chapter of the thesis and is the result of the systematic and logical application of the concepts and foundations outlined in the theoretical framework” (p. 113). This means that the Methodological Framework is the part of the thesis where all the information from the previous chapter, which is the Theoretical Framework, is applied to the practice of finding the results that are expected to be found.

Even though the researcher may have his or her objectives clear, sometimes in many circumstances, the results are not expected at all. However, this can only be proved in chapter 4, which is the space where the results pass to an analysis process, imposed by the researcher.

3.1 Research Approach

When it talks about the Research Approach, it is about what kind of research is going to be done. The purpose of the research approach is that a researcher chooses how he or she would like to carry on his or her investigation, showing the results that were obtained. The types of research are quantitative, qualitative, and mixed. Therefore, these types of research are explained in this section.

Quantitative: This is the type of research where researchers focus on numbers, percentages, and numerical quantity. Therefore, those aspects are the way the results can be shown, considering the objectives of the research and what the investigator wants to achieve mathematically. The results of this type of investigation are collected in a survey, most of them with percentages for the investigation. According to Jain (2023), “Using rigorous statistical and mathematical techniques, this method concludes structured surveys, controlled experiments, or other defined data collection methods” (para 1). The previous information explains that the results of experiments of quantitative research can be shown by statistics with the ideal control. These researchers are made to show the results by numbers, and in literature, the process of quantitative research cannot be used. This type of research answers the question of quantity.

Mixed: Mixed research combines both quantitative and qualitative methods in a single investigation. The researcher collects and analyzes both numerical data, such as statistics and charts, and descriptive information, providing a more comprehensive understanding of the subject. According to Rus (2020), “The reason is that the human being is a complex entity and, therefore, this type of research should preferably be used” (para 2).

In complex studies, a mixed approach allows the researcher to present results using different types of data gathered during the research process. This approach is common in areas such as science, economics, and sociology, where both numerical evidence and detailed descriptions improve the depth of analysis.

Qualitative: This type of research approach is different from the previous approaches because in this one, there is no numerical statistical order to show the obtained results.

Qualitative research does not focus on numbers, percentages, statistics, or graphic representations to show the results, but qualitative research focuses on trying to analyze the cause and effect of any event. It also explains the development and the objectives. According to Vera (nd), " Unlike descriptive, correlational, or experimental studies, rather than determining the cause and effect relationship between two or more variables, qualitative research is more interested in knowing how the dynamics occur or the process in which the issue occurs"(p. 1). This indicates that the purpose of qualitative research is to analyze causes, effects, reasons, procedures, and resolutions, such as the ending of an event.

Some of the characteristics of the qualitative investigation are the following:

1.It is a method of investigation where the description can be witnessed when trying to explain something, and the results are written according to the researcher's interpretation.

2.The data is not written by numbers as in the quantitative approach.

3.The investigation is sometimes interactive.

4.Every detail on the results, if it is related to the objectives and topic, must be taken into consideration.

5. In every stage of the investigation, until the end, the objectives are always taken into consideration.

On the other hand, the qualitative investigation has its phases, which are the definition of the problem, design of the investigation, data collection, analysis of data, and the informative phase.

Definition of the problem: This phase is the beginning of the research, where the research starts with a question; however, that question is not simple. With this question, you can find the basis for what the research is about, what it is going to focus on, and what you are trying to obtain as a result when the time comes to collect the necessary data, analyze it, and explain the results. According to Guerrero (2016), “one of the tasks of research is precisely to find out if the definition of the problem is correct” (p. 5). The information says what the purpose of this section is, which is to make sure that the research problem is connected with the objectives. Every investigation starts with the researcher’s question.

Investigation Design: The investigation design is the next phase after defining the problem. This is the phase in which the investigator looks for resources that are ideal to complement and support the investigation. For example, a researcher can use a survey, an experiment, whether social, scientific, or psychological, an interview, reading a novel, or a literary composition, among others. According to Rodriguez (1996), “It places the researcher in the empirical world and determines the activities that will have to be carried out to achieve the proposed objective.” (p. 3). Taking into account this information, it can be confirmed that this is the moment in which the researcher is thinking about how to achieve the objectives of

the investigation and choose the corresponding resource depending on the area that is investigating. Here, the researcher is looking for the necessary instruments.

Viewing the scope of the study: This phase, which is called viewing of the scope of the study, consists of what the expectations of the researcher are, and what he or she would like to achieve and show as the investigation progresses, considering the established objectives. According to San Feliciano (2023), “It is the limit that the study will have, how far it will go, and to what degree it will be able to answer the research question” (para 15). Taking into consideration the previous statement, there is a limit to the scope of the study. For that reason, the researchers must be sure that all their expectations can relate to the objectives of the investigations. Additionally, those expectations must be about the topic that is being developed. In this stage, the researcher explains and demonstrates the results when gathering the data.

Interpretation of Results: Once the researcher has chosen the necessary instruments, defined his objectives, made the question for the investigation about what he or she would like to do, and collected all the results, it is time to describe the results that the researcher has obtained, and how they were obtained. The researcher must talk about the results in his or her own words and according to what was seen at the moment of the process of collecting data. It is worth mentioning that in this phase, it is defined if the researcher got everything that he or she wants or not. According to Quintana (2006), “This action corresponds to the observable beginning of the research and takes place through the deployment of one or several strategies of contact with the reality or realities under study” (p. 3). With that information, it can be

confirmed that the interpretation of the results is the phase in which it is defined whether they are the ones expected or not.

Explanation phase: The explanation phase is where the results have been collected with the chosen method, and it is the phase where the researcher says if the results are expected or if he finds different results, if those results connect with the selected topic and objectives, or maybe he did not find any results.

Additionally, in the explanation phase, the researcher explains how he or she finds the results with the comparison of evidence, which can be used as support for where he or she gets that result and why the researcher obtains certain conclusions. According to Civalero (2016), “In this way, the researcher not only reaches a greater understanding of the phenomenon under study but also shares that understanding with others.” (slide 7). This means that the results are written for the comprehension of the researcher. This is the final stage of the investigation, the phase where he or she shows whether the objectives were achieved according to the expected ones.

The qualitative investigation has its advantages and disadvantages, which are the following:

Advantages: The advantages of the qualitative investigation are that it facilitates the process of analysis if the investigation is about a hypothesis, and the qualitative investigation offers the opportunity to have as evidence the information that has been acquired at the moment of the action. According to Shuttleworth (2006), “Qualitative research methods are not as dependent on sample size as quantitative methods. A case study, for example, can generate significant results with a small sample group” (par. 12). It can be said that in

qualitative research, the researcher may delve more into their results. In this kind of research, there is no presence of numbers or percentages, which means that a researcher is free to express his interpretation of the results from his perspective.

Disadvantages: One disadvantage of qualitative information is that, compared with the quantitative investigation, the researcher does not count with a population. A population is the number of people who should answer the questions of the survey, which implies that the results are not accurate because there is not clear percentage that can give a clear summary of the result. The investigation would count only with the connotation of the researcher. According to Hernandez (2013), “Another disadvantage is that this research method is very time-consuming and can take months or even years” (slide 4). That means that the qualitative investigation demands much time, but it depends on the objectives of the researcher because with more objectives the research taked more time in the analysis and the investigation so that the results connect with the objectives. In qualitative research, the survey cannot be considered to get the expected results.

3.2 Research Design

The research design consists of the instruments that a researcher uses to get the results, and once he has the results explained, he gets the conclusions that come as a result of the data collection process. Those designs are investigation-action, phenomenological design, narrative design, and ethnographic design.

Investigation-Action: The Investigation-action design refers to the necessary actions to get the needed results. This can be put into practice in case the surveys have open or closed questions, reading a text that belongs to the literature, and in an interview. According

to Salas (2019), “In this type of research, people belonging to a group or community actively participate in the research process, contributing to the identification of the problem under study and the identification of possible solutions” (par. 4). That means that in this design we find the presence of social interactions between the researcher and the population, but that depends on the researcher. These designs can be put into practice in qualitative and quantitative research.

Phenomenological Design: The phenomenological design is used to study different social phenomena. This can be analyzed through psychology or sociology through the behaviors of humans, or reactions in many circumstances at the social level. According to Escudero & Cortez (2018), “It consists of the study of social phenomena taking into account the perspective of the social actors themselves” (p. 51). The previous information means that the study or result of that investigation emerged from the participants who account with the characteristics of the social phenomena which the researcher has focused on. This investigation is more common in different areas such as psychology, sociology, social networks, trends, and likes.

Narrative design: The narrative focuses on some sources of information such as books, magazines, theses, internet web pages, internet videos, and among others. The information source, in the case of narratives, takes its basis from the experiences of people, and those experiences could be about a historical fact such as the civil war of Costa Rica in 1948, foreign immigrants, victims of specific violence or harassment, and military veterans who participated in a war or many of them. According to Batatina (2017), “Regarding its use in the educational context, it allows the researcher to take notes and construct stories about

what was observed, talked about or done, to later reflect and make decisions that enrich the study.” (p. 127). That information means that in this type of investigation, the researcher must reflect carefully on the testimony of the interviewed to conclude. This design is more common in journalism.

Ethnographic Design: The ethnographic design is one that exclusively touches on topics related to culture. It can be said that thanks to this investigation, people have the opportunity to learn more details about different cultures in the world, which could be the Chinese culture, Afro-descendant culture from some region in America or Europe, indigenous culture, Middle-East culture, European culture, and others. According to Arellano (n.d.), “In this model, the researcher aims to understand the reality of the values, symbols, and concepts represented in a certain culture. An ethnographer seeks to understand the beliefs and practices of a community to observe how they function and describe them” (para. 17). Considering the previous information, the ethnographic design tries to introduce to people the traditions, celebrations, typical food, and everything that can identify that culture in an investigation; however, that depends on what the researcher wants to do. Through this research, people can discover new cultures that they did not know before.

Descriptive Design: The descriptive design is an investigation that has its purpose of explaining, with the acquired information, different theories, phenomena, features of characters, and so on. In the case of literature, the plot of a novel or tale, the symbols, themes, and all the elements imply a literary analysis. According to Salomao (2023), “The primary goal of descriptive studies is to provide a detailed and accurate account of a phenomenon or population, typically using various data collection techniques such as

surveys, interviews, and observations. (para. 2). This means that descriptive design gives information about what the researcher analyzed, considering the results. Descriptive designs are more commonly used in literature.

3.3 Information Sources

On the internet or in libraries, the researcher can find different information sources, which have the function of supporting the information of researcher; however, an important detail to take into consideration is that the information must be related to the topic that is being investigated. The types of information sources that exist are primary, secondary, and tertiary sources.

Primary Sources: The primary sources are the ones found in libraries or on digital library platforms on the internet. According to Silvestrini & Vargas (2008), “They can be found in traditional printed formats such as books and serial publications; or in special formats such as microforms, video cassettes, and compact discs” (p. 2). Considering the previous information, sources have different ways that can be found. These sources are common in informative books.

Secondary Sources: Secondary sources refer to information that is compiled in a thesis or document. These types of sources, as primary sources, can be found in physical libraries or digital libraries, but the difference is that these sources have quotations from the original author. According to Miranda & Acosta (2008), “They are based on pre-prepared data, such as data obtained from statistical yearbooks, the Internet, the media, and databases, processed for other purposes, articles and documents related to the disease, books, theses, official reports, etc.” (p. 1). That means that secondary sources are used as evidence of other

information written by other authors. These sources, despite having an author, may permit other authors to use them as supporting details.

Tertiary Sources: The tertiary sources are those sources that are easy to find compared to the previous two, because these sources, instead of being found in libraries, can be found on other web pages exclusive to articles. The articles can be used as a secondary or tertiary source or as supporting details. According to Coll (2021), “Simple academic works, such as a final degree project, could also be considered a source of tertiary information” (para. 2). In other words, these sources are often found in academic essays. In summary, the tertiary sources are a mix of Primary and Secondary sources.

3.4 Analysis Categories

3.4.1 Translation

For some, translation means finding a word in another language that sounds similar. However, translation is not just about similar sounds. True translation transfers main ideas, messages, statements, paragraphs, texts, letters, documents, subtitles, and more—from one language to another. It does so according to the target language’s nature, grammar structure, and rules. Jeremy Munday (2022, p. 30) mentions the following:

The process of translation between two different written languages involves changing from an original written text (the source text or ST) in the original verbal language (the source language or SL) to a written text (the meta text or MT) in a different verbal language (the target language or TL).

The previous information confirms the earlier explanation of translation. For example, it is the process of transferring a written text from English into Spanish. The translator should focus on conveying the main idea, not just matching similar-sounding words. It is important to consider the meaning and the nature of the Spanish language. Therefore, translation means making a text express the same statement in another language.

One of the characteristics of translation is to keep the fidelity of the original text, which means keeping the type letter, extension of margins, the size of letters, the tense that is written, even passive voice, active voice, present tense, past tense, or future tense; because for the contrary, the meaning of the text could be changed unnecessarily. Jimenez (2021) says the following: “The translation should as far as possible imitate the format of the original document” this implies that the translation not only must have the same message expressed in other language, but also make that text keep the same format regarding speaking style, tense, vocabulary, Point of View in case of literary translation, and structure of the document.

Another characteristic of translation is that the translator must have more than simply a computer, cellphone, and AI Tools; they must also possess knowledge of both their native language and the second language to translate every text effectively. Salceda (2023) mentions that “Every translator has at least two languages as working tools: his mother tongue and a foreign language.”. The previous information means that the knowledge of both languages is also a tool, such as a glossary, Chat GPT, Reverso, or CAT Tools. Knowledge of a native and a second language is one of the most important tools for offering an effective translation.

An important characteristic of the translation is that once the text is translated, it is important to check it so that there are not any kind of grammatical or orthographic errors, because an error of any type can be a great source of misunderstanding. Pacheco (2020) tells the next information: “Obviously, a good translation does not present any spelling, grammatical or conjugation errors.” With the previous information, it can be confirmed that a finished translation must be shown in the absence of errors.

Nowadays, we live in a globalized world, and this means that we interact with different cultures, traditions, languages, and people; additionally, for example in the meetings of United Nations different people not speak the same language as others because in every meeting there are people of different continents around the world is here where is necessary break that limitation regarding communication and is the fact that not all people can understand different languages. To break this limitation, technology is not enough because translation is needed. According to Wang & Gu (2023) “Translation and interpretation (T&I) are forms of communication because their main function is to facilitate communication between people separated by language barriers.” Analyzing the previous information, it can be demonstrated that the importance of and their purpose of translation is to make communication easier, breaking the barriers of culture and diverse languages. Therefore, the importance and purpose of translation is to break down the barriers of culture and foreign languages, facilitating communication between people whose native language is not the same as others.

3.4.2 Translation Methods

Written Translation: The written translation is the process that is carried out on different written texts. By this process, the translators have more time to analyze, check, look for an equivalence, and make corrections

Oral Translation: Is better known as interpretation, and depending on the type of interpretation, the interpreter has time to take notes or not. In this process, translators do not have enough time to convey the main message to the target language as in written translations.

Sight Translation: This translation is made in written texts, but in this case, translators do not have a computer in front. Therefore, this translation is made at the rhythm that the translator reads, so this means that while the translator is reading in a loud voice, he is translating too.

3.4.3 Translation Procedures

Literal Translation: A Technique that focuses on searching for a word that shares similarities in sound and meaning.

Transposition: Changes of position to adapt the source language to the target language.

Crossed Transposition: Changes of position between the noun and adjective.

Explicitation: placement of elements that the original text does not have to naturalize the translation into the target language.

Modulation: Multiple changes are applied to give form to an idiom in the target language.

Formal Equivalence: Equivalence that emphasizes the structure of the sentence or text.

Cognitive Equivalence: Equivalence that emphasizes the information of the text,

Dynamic Equivalence: Equivalence is most used in literary translation, which offers the same experience of reading in the original language.

Amplification: This is when information of the target language is extended to give more context.

Omission: A Technique that eliminates an unnecessary element in the correction process, and the elimination of a component that the translator does not need in the process.

3.5 Data Collection Instruments

3.5.1 Text Analysis Chart

The text analysis chart is a kind of chart that includes the name of the text, the text style, scale of formality, scale of generality, scale of emotional tone, text function, and type of translation. That chart will be done in Chapter V once the translations are done.

3.5.2 Color Coding

The color coding is the process of highlighting the words found in a text, paragraph, or page in a specific color; each color within the color coding represents a translation technique, and those translation techniques are: Literal Translation, Equivalence,

Transposition, Crossed Transposition, Modulation, Explicitation, Amplification, and Omission.

3.5.3 Glossary

The glossary is a personal dictionary of the translator, but it only includes terminology that translators do not know their meaning or the corresponding equivalent in the target language. Every day, translators deal with different documents where many of them could be so many terms that maybe the translator is not familiar with at all, because they are terms that only experts know their meaning deeply. Wyant (2020) states that: “Glossaries are key elements to achieve faster and better-quality translations” with that information, it can be said that if the goal is achieve a translation that saves time, and accomplish with the standards of quality, the glossary is the resource that can help translators to achieve as final result a translation with good quality in short time. Additionally, the glossary enhances the knowledge of translators in vocabulary.

Function: In the English and Spanish languages, many words have more than one meaning, and sometimes some words can generate confusion, ambiguity, false cognates, meaning distortion, and polysemy; all this can be possible if there is no correct usage of the function of the glossary. Regarding the function of the glossary, Helzer (2025) states that: “is a tool to improve translation accuracy by specifying translations for words that have multiple meanings.” This aims to say that the function of a glossary is to find the corresponding equivalent of an unknown term, considering its meaning, and thereby avoiding confusion in the meaning of the text.

There are different ways of creating a glossary. A glossary can be created manually in a digital document or by hand in a notebook, with the assistance of AI, or by finding a glossary exclusively in medicine, education, technology, science, etc.

3.6 Collection, Data Process, and Data Analysis

The process of collecting data is the following: the first step is the reading process of the two documents, this process has the purpose of understanding the information of both documents, later all the unknown terms goes to the glossary to find his meaning and their corresponding equivalence, after to get the meaning of each term, it start with the process of translation with assistance of AI Tools as Chat GPT and Gemini, then when it has the draft; the process of correction start to get the final result which is a translation adapted to their corresponding target language

Chapter IV

Translations

4.1 Translation from English into Spanish

Transformación curricular: un avance decisivo hacia la Nueva Ciudadanía

En el marco de una concepción renovada del fortalecimiento educativo, visión integral que hemos denominado Educar para una nueva ciudadanía, distintas iniciativas innovadoras hemos puesto en marcha. Estas incluyen procesos de gestión más dinámicos y abarcadores, proyectos ambiciosos con un impacto integral dentro del Ministerio de Educación Pública, y evidentemente una serie de cambios sustantivos en el ámbito propiamente educativo. La transformación curricular que ha producido nuevos programas de estudio para el ciclo lectivo 2017 es un claro ejemplo de ello.

Hablamos de una transformación curricular pues se trata de un cambio integral que supone el dominio de habilidades y, en el caso de los idiomas, de competencias. Buscamos que la persona estudiante no solo esté en el centro del hecho educativo, sino que se haga cada vez más responsable de su propio proceso de aprendizaje, el cual responda claramente a las expectativas, ilusiones, sueños y retos de un ciudadano, una ciudadana del nuevo milenio. Propiciamos un aprendizaje más dinámico, más creativo, más desafiante.

De la misma forma, hemos ubicado toda labor de renovación y cambio dentro del MEP en el contexto de las tendencias internacionales del presente en el ámbito educativo. La transformación curricular no es una excepción: de ahí la importancia de que los nuevos programas se ubiquen en el marco de parámetros internacionales de calidad y pertinencia.

Con los nuevos programas pretendemos dar pasos significativos para construir una verdadera ciudadanía planetaria: orientada hacia sí misma y hacia la sociedad, hacia lo local, -con una fuerte marca de identidad-, y hacia lo global. Una ciudadanía que actúa para el beneficio de la colectividad, que asume la responsabilidad de pensar, de soñar y de crear las condiciones idóneas para desarrollar una

sociedad participativa que asegure una mejor calidad de vida para todas y para todos. Buscamos seres humanos libres, autónomos, críticos y autocríticos, con un desarrollo integral.

Buscamos un ser humano conocedor profundo de su contexto y de su historicidad, capaz de interiorizar las necesidades de los demás, de ser respetuoso de la diferencia, colaborador, activo, socialmente responsable, que asuma compromisos, que participe activamente en la búsqueda de soluciones, que piense por sí mismo, que establezca conexiones y que genere cambios; una persona capaz de trabajar con otras, con pensamiento holístico, que se reconecte con el arte, la cultura y las tradiciones, que piense y contextualice lo local y lo global, conocedora de los grandes desafíos de nuestro tiempo, que valore la naturaleza y contribuya a reproducirla; una persona con inteligencia emocional y espiritual, que piense integralmente. Ciudadanía respetuosa de los derechos humanos, comprometida con el desarrollo sostenible. Una nueva ciudadanía digital que convierta las posibilidades que brindan las tecnologías de información y comunicación en una oportunidad inédita de aprendizaje, participación, colaboración y proyección.

En fin, con una educación renovada construimos una Nueva Ciudadanía para la vida en común y le abrimos novedosas posibilidades de desarrollo a nuestros niños, niñas y jóvenes. Este es nuestro compromiso y también nuestra inspiración.

Sonia Marta Mora Escalante Ministra de Educación

“Educating for a New Citizenship”

I. INTRODUCCIÓN

El desarrollo de la aptitud comunicativa en inglés es una aspiración y una exigencia de la sociedad costarricense hacia el sistema educativo. Los avances y la cobertura ampliada en el uso de las tecnologías de información y comunicación (TIC) tales como transporte que permite a muchas personas viajar, negociar y comunicar más rápido a través del mundo. Dentro de este contexto, el inglés se ha convertido en el idioma de comunicación internacional e intercultural; y del comercio entre países. Tiene el estatuto de una lengua franca, el idioma para la transmisión del conocimiento científico y académico; y la puerta principal a tecnologías de última generación.

Hablar inglés fluidamente es una de las habilidades a desarrollar en las personas estudiantes del siglo XXI para acceder a mejores oportunidades de vida. El sistema educativo costarricense está comprometido con alcanzar la meta de tener ciudadanos bilingües, que hablen dos o más idiomas, por medio de un currículo integral y articulado desde el kínder hasta la secundaria. Dado este mandato, el nuevo currículo ha sido secuenciado de manera que las personas estudiantes alcancen un nivel mínimo de dominio del inglés de A2 al finalizar la educación primaria y B1 o B2 (dependiendo del plan de estudio) al finalizar la educación secundaria

progresivamente, de acuerdo con los niveles descritos por el Marco Común Europeo de Referencia para los idiomas (MCER). Para alcanzar esta meta, currículo, enseñanza, aprendizaje y evaluación tiene que estar alineado al nivel del salón de clase al igual que las pruebas nacionales.

El inglés se ha convertido en una lengua franca, y el idioma de la comunicación internacional. Millones de personas alrededor del mundo, procedentes de varios idiomas y contextos culturales, usan el inglés para interactuar de manera presencial o remota. En 2008, el inglés fue declarado de interés nacional para mejorar la competitividad del país, y fortalecer el sector productivo (decreto ejecutivo 34425-MEP-Comex, La Gaceta N°61, 2008). Para cumplir con esto, el MEP ha tomado los siguientes pasos en concreto hacia el aumento del dominio del idioma inglés tanto en docentes como estudiantes:

- a. Aplicar a los docentes el TOEIC-MEP para determinar su nivel inicial en cuanto al dominio del inglés con los estándares de referencia establecidos en el Marco Común Europeo de Referencia, resultados del cual han sido usados para diseñar e implementar cursos de capacitación para mejorar la habilidad comunicativa del idioma de los docentes y sus métodos de enseñanza.

b. Aplicar a las personas estudiantes el examen TOEIC-Bridge para determinar su nivel inicial en cuanto al dominio del inglés con los estándares de referencia establecidos en el Marco Común Europeo de Referencia.

c. Alinear a los descriptores de nivel del MCER al nuevo currículo y ampliarlo para reflejarlo en el contexto costarricense. Con respecto a esto, el nivel A2 fue establecido como un requisito de egreso para personas estudiantes de escuela primaria y B1 o B2 para personas estudiantes de escuela secundaria, dependiendo de los planes de estudio del currículo correspondiente (p.ej. cantidad de lecciones de inglés por semana, y/o organización de los grupos.)

d. Reconceptualizar las relaciones entre la enseñanza, el currículo y la evaluación, donde el **aprendizaje** está concebido como la **meta de la educación**.

e. Reconceptualizar las evaluaciones en el salón de clase, y en contextos de pruebas estandarizadas y así como su función en proporcionar información basada en evidencia para cerrar brechas de aprendizaje como generar evidencia exitosa en el aprendizaje.

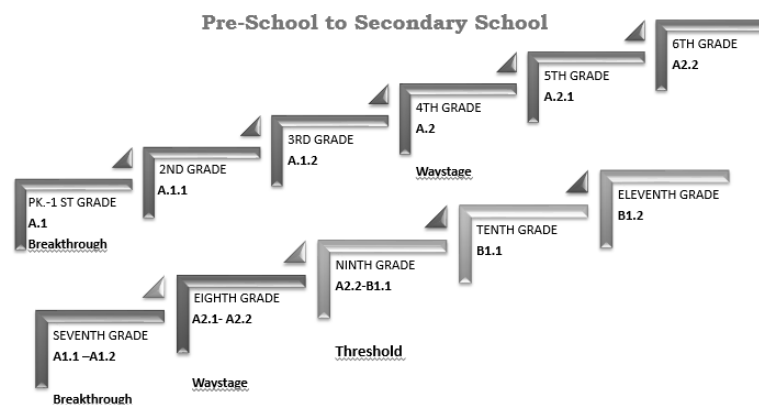
f. Promover un Festival Nacional de inglés como un

medio de apoyo al desarrollo de las personas estudiantes en cuanto al idioma en el centro educativo.

g. Diseñar un currículo establecido del idioma inglés desde preescolar hasta la escuela secundaria que atienda a las necesidades de un puesto de trabajo en el contexto global.

La gráfica 1 presenta los niveles de dominio establecidos en el MCER tal como se aplica al currículo del idioma inglés en Costa Rica a través de los niveles de grado. Estos niveles serán adoptados en 2017, comenzando con primer y séptimo grado. Para 2021, se espera que progresivamente las personas estudiantes alcanzarán el nivel A2 al final del segundo ciclo y B1 al final de la educación diversificada.

Proyección de los niveles de dominio para el currículo de inglés.



“Educating for a New Citizenship”

Las gráficas 1 y 2 presentan los niveles de dominio del MCER junto con los indicadores de desempeño para el ciclo que corresponde. Estos indicadores establecen que las personas estudiantes son capaces de lograr con el idioma meta al comunicarse. Desde que el MCER no especifica como el idioma está integrado (p.ej., leer para escribir) en contextos de la vida real, estos indicadores de resultados han sido expandidos para el contexto costarricense.

Tabla 1 de descriptores costarricenses generales de acuerdo con los niveles de dominio del idioma inglés del MCER para primer y segundo ciclo.

<p>Usuario Básico</p>	<p>A1</p>	<ul style="list-style-type: none"> • Puede presentarse él/ella misma y a otras personas y puede preguntar y responder preguntas sobre detalles personales como donde él/ella vive, personas que él/ella conoce, y cosas materiales que él/ella tiene. • Puede interactuar de manera sencilla, siempre y cuando la otra persona hable despacio y con claridad, y está listo(a) para ayudar. • Puede entender y utilizar el lenguaje cotidiano y familiar en ámbitos interpersonales y transaccionales así también como expresiones formulaicas orientadas a la satisfacción de necesidades concretas y acorde a su nivel. • Puede mostrar habilidades limitadas al uso de la estructura gramatical (p.ej., puntuación, uso de la mayúscula, y patrones de oración). <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., formas verbales del tiempo presente), socio-cognitivos (p.ej., estrategias de asociación), socio-afectivos (p.ej., estrategias de cooperación y adaptabilidad) adecuados al nivel A1, al grado escolar, y a la edad, para integrar contenidos del tema visto en clase a textos orales y escritos, para elaborar un producto orientado a la meta (mini proyectos), basado en una secuencia integrada de actividades dentro de algún dominio, panorama, o tema determinado. Los recursos lingüísticos incluyen formas gramaticales y significados; los recursos sociocognitivos incluyen diferentes estrategias metacognitivas (planificación) y cognitivas (revisión); y los recursos socioafectivos consisten en estrategias tales como la cooperación y la adaptabilidad. • Puede usar recursos digitales y de telecomunicación adecuados al nivel A1, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a etapas críticas de la retroalimentación del proceso creativo. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar el objetivo del panorama. • Puede manifestar conocimiento y desarrollo de disposiciones no cognitivas (tales como esfuerzo, perseverancia, compromiso, empatía, y concentración).
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	A2	<ul style="list-style-type: none"> • Puede entender oraciones y expresiones de uso frecuente relacionadas al ámbito interpersonal y transaccional (como información personal y familiar muy básica, compras, geografía local)
Usuario Básico		<p>y empleabilidad).</p> <ul style="list-style-type: none"> • Puede comunicar de manera sencilla actividades rutinarias que requieren un intercambio sencillo y directo de información de temas de conocimiento y cotidianos utilizando estructuras de oración simple. • Puede describir en términos sencillos aspectos de su vida personal, entorno más cercano, y temas relacionados con necesidades inmediatas. • Puede usar con exactitud algunas estructuras sencillas, pero sistemáticamente aún se percibe errores básicos (p.ej., tiempos verbales, uso de preposiciones, y artículos). <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., tiempo verbal en pasado), socio-cognitivos (p.ej., estrategias grupales), y socio-afectivos (p.ej., estrategias de cooperación o de solicitud de aclaración) adecuados al nivel A2, al grado escolar, y a la edad, para integrar contenidos del tema visto en clase a textos orales y escritos con el propósito de elaborar un producto orientado a la meta (mini proyecto), basado en una secuencia integrada de actividades dentro de un mismo dominio, panorama, o tema determinado. Los recursos lingüísticos incluyen formas gramaticales y significados; los recursos sociocognitivos implican diferentes estrategias metacognitivas (monitoreo) y cognitivas (obtención de recursos); y los recursos socioafectivos que consisten en estrategias tales como la cooperación y la adaptabilidad. • Puede usar recursos digitales y de telecomunicación adecuados al nivel A2, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a etapas críticas de la retroalimentación del proceso creativo. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar el objetivo del panorama. • Puede manifestar conocimiento y desarrollo de disposiciones no cognitivas (tales como el esfuerzo, la perseverancia, el compromiso, la empatía, y la concentración).

Tabla 2 de descriptores costarricenses generales de acuerdo con los niveles de dominio del idioma inglés del MCER para Tercer Ciclo y Educación Diversificada

Usuario Básico	A1	<ul style="list-style-type: none"> • Puede entender y usar expresiones cotidianas y frases muy básicas orientadas a la satisfacción de necesidades concretas. • Puede presentarse él/ella misma y a otras personas y puede preguntar y responder preguntas sobre detalles personales como donde él/ella vive, personas que él/ella conoce, y cosas materiales que él/ella tiene. • Puede interactuar de manera sencilla, siempre y cuando la otra persona hable despacio y con claridad, y esté listo(a) para ayudar. • Puede mostrar habilidades limitadas al uso de estructuras gramaticales simples y convenciones como la puntuación, y el uso de la mayúscula. <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., formas verbales del tiempo presente), socio-cognitivos (p.ej., estrategias de asociación), socio-afectivos (p.ej., estrategias de cooperación y adaptabilidad) adecuados al nivel A1, al grado escolar, y a la edad, para integrar contenidos del tema visto en clase a textos orales y escritos con el propósito de elaborar un producto orientado a la meta (mini proyectos), basado en una secuencia integrada de actividades dentro de un mismo dominio, panorama, o tema determinado. Los recursos lingüísticos incluyen formas y significados gramaticales; los recursos sociocognitivos implican diferentes estrategias metacognitivas (planificación) y cognitivas (revisión); y los recursos socioafectivos que consisten en estrategias tales como la cooperación y la adaptabilidad. • Puede usar recursos digitales y de telecomunicación adecuados al nivel A1, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a etapas críticas de la retroalimentación del proceso creativo. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar la meta del panorama. • Puede manifestar conocimiento y desarrollo de disposiciones no cognitivas (tales como esfuerzo, perseverancia, compromiso, empatía, y concentración).
	A2	<ul style="list-style-type: none"> • Puede entender oraciones y expresiones de uso frecuente relacionadas con temas de mucha relevancia (p.ej., como información personal y familiar muy básica, compras, geografía local, y empleabilidad). • Puede comunicar de manera sencilla actividades rutinarias que requieren un intercambio sencillo y directo de

<p>Usuario Básico</p>	<p>A2</p>	<p>Información sobre temas conocidos y cotidianos.</p> <ul style="list-style-type: none"> • Puede describir en términos sencillos aspectos de su vida personal, entorno más cercano, y temas relacionados con necesidades inmediatas. • Puede usar con exactitud algunas estructuras sencillas, pero sistemáticamente aún se percibe errores básicos (p.ej., tiempos verbales, uso de preposiciones, y artículos). <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., tiempo verbal en pasado), socio-cognitivos (p.ej., estrategias grupales), y socio-afectivos (p.ej., estrategias de cooperación o de solicitud de aclaración) adecuados al nivel A2, al grado escolar, y a la edad, para integrar contenidos del tema visto en clase a textos orales y escritos con el propósito de elaborar un producto orientado a la meta (mini proyecto) basado en una secuencia integrada de actividades dentro de un mismo dominio, panorama, o tema determinado. Los recursos lingüísticos incluyen formas y significados gramaticales; los recursos sociocognitivos implican diferentes estrategias metacognitivas (monitoreo) y cognitivas (obtención de recursos); y los recursos socioafectivos que consisten en estrategias tales como la cooperación y la adaptabilidad. • Puede usar recursos digitales y de telecomunicación adecuados al nivel A2, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a etapas críticas de la retroalimentación del proceso creativo. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar la meta del panorama. • Puede manifestar conocimiento y desarrollo de disposiciones no cognitivas (tales como esfuerzo, perseverancia, compromiso, empatía, y concentración).
<p>Usuario Independiente</p>	<p>B1</p>	<ul style="list-style-type: none"> • Puede entender los puntos principales de un discurso claro y estándar sobre temas familiares que se encuentran con frecuencia en el trabajo, escuela, y el tiempo libre, como programa de televisión o radio cuando el discurso es relativamente despacio y claro. • Puede entender textos que consisten principalmente en vocabulario de uso cotidiano o en el ámbito laboral. • Puede entender la descripción de eventos, sentimientos, y deseos en cartas personales. • Puede desenvolverse en muchas situaciones de las cuales se presenten mientras viajan en una región donde se hable el idioma. • Puede entrar a una conversación improvisada sobre temas de conocimiento,

		de interés personal, o
Usuario Independente	B1	<p>que corresponda a la vida cotidiana (p.ej., familia, pasatiempos, trabajo, viaje y eventos recientes).</p> <ul style="list-style-type: none"> • Puede producir textos breves y cohesionados sobre el tema, del cual tiene conocimiento, o interés personal. • Puede narrar la trama de un libro o película y describir la reacción personal. • Puede describir experiencias, eventos, sueños, aspiraciones, ambiciones, dar breves razones y explicaciones de opiniones y planes. • Puede expresarse con un grado razonable de precisión en situaciones familiares, y predecibles; y posee suficiente vocabulario para hablar sobre la familia, pasatiempos, intereses, trabajo, viaje, noticias y eventos recientes. <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., formas complejas del verbo), socio-cognitivos (p.ej., estrategias de deducción/inducción, e inferencia) y socio-afectivo (p.ej., estrategias de cooperación o de solicitud de aclaración) adecuados al nivel B1, al grado escolar, y a la edad, para integrar contenidos del tema visto en clase a textos orales y escritos con el propósito de elaborar un producto orientado a la meta (mini proyecto) basado en una secuencia integrada de actividades dentro de un mismo dominio, situación, o tema determinado. Los recursos lingüísticos incluyen formas y significados gramaticales; los recursos sociocognitivos implican diferentes estrategias metacognitivas (evaluar) y estrategias cognitivas (obtención de recursos); y los recursos socioafectivos que consisten en estrategias tales como la cooperación y la adaptabilidad. • Puede usar recursos digitales y de telecomunicación adecuados al nivel B1, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a etapas críticas de la retroalimentación del proceso creativo. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar la meta del panorama. • Puede manifestar conocimiento y desarrollo de disposiciones no cognitivas (tales como esfuerzo, perseverancia, compromiso, empatía, y concentración).

II. ¿PORQUE UN NUEVO CURRÍCULO DE INGLÉS?

La reforma del currículo de inglés tiene como propósito alcanzar cuatro objetivos principales:

En primer lugar, las personas estudiantes necesitan un currículo actualizado que refleje el conocimiento, las destrezas, y las capacidades lingüísticas necesarias para comunicarse en una amplia variedad de contextos del uso del idioma, y desenvolverse satisfactoriamente con información que las personas estudiantes pueden encontrar en pleno siglo XXI. El análisis de necesidades (Informe de Diagnóstico: Programas de Estudio de Inglés para Preescolar, Primaria y Secundaria, 2015), que fundamentó esta reforma, indicó que algunos de los contenidos meta de los programas de estudio de preescolar, primaria y secundaria habían perdido relevancia, según lo que manifiestan los reportes anecdóticos en conjunto por parte del personal docente y estudiantados. Segundo, las personas estudiantes, quienes reciben lecciones de inglés en primaria y secundaria, no están alcanzando los niveles esperados de dominio del idioma inglés después de los once o doce años de enseñanza. Entre otros aspectos, estas limitantes pueden atribuir al hecho que el reciente currículo falle específicamente en cuanto al nivel de dominio del idioma inglés que se espera que las personas estudiantes alcancen al final de cada ciclo, y al hecho que en contextos de evaluaciones tanto en salón

“Educating for a New Citizenship”

de clase como en pruebas estandarizadas sistemáticamente no están alineados al currículo y a la enseñanza. Tercero, para que los ciudadanos se comuniquen de manera efectiva en el contexto global y enfrentar los retos de un mundo interconectado, ellos necesitan tener una serie de capacidades. Purpura (2016) resume las siguientes capacidades:

A través de los años, las fuerzas geopolíticas y tecnológicas en el ámbito laboral han incrementado los conocimientos, destrezas, y capacidades (CDC) que la gente necesita para su desempeño en sus trabajos. Lo que pedimos ahora es leer, escuchar, y sintetizar un número abundante de información de varias fuentes por medio de varias modalidades; búsqueda de información, examinar su exactitud, evaluar su aplicación, y usar tecnologías de comunicación para colaborar en equipos, cuyos miembros representen una comunidad global diversa (Consejo Nacional de Investigación, 1999, 2001). Lo más importante es que muchos de nosotros se nos piden hacerlo en un segundo idioma, lengua extranjera, o de herencia (L2), lo que requiere capacidades para comunicar ideas y establecer relaciones de manera respetuosa a nivel cultural (p. 190).

Adicionalmente, él afirma que:

Para salir adelante en este ámbito, los usuarios de un segundo idioma tienen que demostrar que ellos tienen las destrezas necesarias para procesar la información, razonar desde la evidencia, tomar decisiones, resolver problemas, autorregularse, colaborar, y aprender; todo esto se necesita hacer en su segundo idioma L2 (p. 190).

Esta perspectiva está alineada con el concepto de la educación para que una ciudadanía nueva mantenga a las personas estudiantes del siglo XXI tengan que integrarse proactivamente en un mundo globalizado mientras fortalece su identidad nacional y global.



MINISTERIO DE
EDUCACIÓN PÚBLICA

GOBIERNO
DE COSTA RICA

Dirección Regional de Educación
San José Oeste
Supervisión Circuito 03



4.2 Translation from Spanish to English

MINISTRY OF PUBLIC EDUCATION SAN JOSÉ WEST REGIONAL EDUCATION DIRECTORATE

EDUCATIONAL 03 CIRCUIT

BENJAMÍN HERRERA ANGULO SCHOOL

INTERNAL NORMATIVE

San José – Costa Rica
Aprobado en 2024



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INTRODUTCION

This document contains the **internal normative** of **Benjamín Herrera Angulo School**, through which **the institutional management of the educational center— operational, organizational, and functional** —shall be governed.

We uphold the right of the **Educational Community** to be properly informed about the **philosophy, pedagogical model, and management**, as well as the responsibilities of each member who is part of our **Educational Community**.

As a **High-Quality Educational Institution**, our commitment is in favour of the **comprehensive protection of the children**, within the framework of the principles of legality, transparency, objectivity, and impartiality. Therefore, this document aims not only for our users and interested parties to be aware of our **institutional management model**, but also to commit to it and to become inclusively involved in the continuous improvement, development, and expansion of our Educational Center, which belongs to everyone.

For the purposes of this regulation, “internal normative” will be understood as the set of dispositions, organization, functions, and responsibilities of the educative community pertaining to Benjamín Herrera Angulo School regarding their academic structure and administrative. Every student and parent or legal guardian involved in this educational process must adhere to it.

Our institution aims to achieve excellence in the educational process. It offers the following levels and services of the educational system: Pre-K education: Transition and Interactive II; General Baic Education I and II Cycles; Special Education, emotional and behavior problems services, the Support Service for Learning Difficulties under fixed conditions, all in accordance with the aspirations established in the aims and objectives of Costa Rican education.



As a **general objective**, we aim to provide the student population with Pre-K education, Cycle I and II, General Basic Teaching, and Special Education with a high-quality educational service at both the institutional and classroom levels, prioritizing ongoing staff training and professional development, as well as research and methodologies to improve academic performance. Likewise, we seek to implement an efficient and effective administration that supports the optimal functioning of educational services and all tasks related to the administrative management.



HISTORICAL ANTECEDENTS OF THE SCHOOL

1. Historical Review

The **Benjamín Herrera Angulo School** is located in the central district of the county of Escazú, County #2 of the Province N°1, San José, and was founded in 1967.

It began its work under the direction of Professor Rafael Ángel Borbón with a team of ten classroom teachers.

Through municipal management, this school was renamed Benjamín Herrera Angulo in honor of a distinguished music teacher and a prominent figure in the county, to commemorate his memory.

Thanks to the efforts of all those who, in one way or another, contributed to the founding of this school, the county of Escazú now has another school distinguished by its quality, effort, and its outreach to the Escazú community.

On March 7th, 2017, the 50th anniversary of the founding of the school was celebrated. On this occasion, Mr. Rafael Ángel Borbón Vargas, the first principal, was present and he received a well-deserved tribute. He was honored by having the Institutional Library named after him, in recognition of his great dedication during the first years of the institution, starting in 1967.

INTERNAL NORMATIVE SCHOOL

INSTITUTIONAL CONTEXT

PHILOSOPHY

As a holistic being, humankind seeks to develop itself in all dimensions. To facilitate this process, the philosophy of the school considers that together, with academic improvement, the development of human understanding, inclusivity, diversity, and the full expression of the personality should also be encouraged. An environment that promotes mental, moral, and physical health is created in order to awaken in students the recognition and appreciation of ethical, aesthetic, civic, moral, environmental, and religious values, so that they may become persons with sense of responsibility, who value work and respect human dignity.



Within this institutional philosophy, the three philosophical functions, which the Educational Policy is based on, are present, namely:

- 1. Humanism:** It is assumed that the purpose of education is the integral development and self-realization of the person. Therefore, efforts are made to promote and strengthen their development to its maximum potential, in connection with the context to which the person belongs. It seeks to cultivate in the person the love for oneself, for others, for the several forms of life, and all other elements of the immediate environment and the cosmos as a whole, and it promotes the development of an ethical and aesthetic sense, as well as citizen participation and proactivity within a democratic system.
- 2. Rationalism:** It is considered that the student, through interaction with principles, theories, and laws, as products of several areas of scientific endeavor and part of the cultural heritage of humanity, students will have the opportunity to experience, reflect, and rebuild these knowledges through inquiry.
- 3. Constructivism:** It is assumed that the person is a builder of knowledge through interaction with reality. The student is the protagonist of their learning process, about knowledge and skills, especially when educative environments are promoted, which facilitate the socialization and interaction with others.

The Education is conceptualized as a permanent formative process that is inherent to the person. It is viewed as a social process, through which learning experiences are lived, contributing to the development of capacities, abilities, skills, and values with which the person will contribute to the well-being of others.

The Education should aim for ethical teaching, with an aesthetic and civic sense, to can provide to the students the necessary tools, and support the changes required by today's society.

In that sense, it is important to highlight that education occurs both in formal and non-formal contexts. Therefore, the family, the community, support organizations, communication media, and other institutions are elements to be taken into consideration as valuable educative agents

Chapter V

Data Analysis

This chapter constitutes the analytical component of the investigation and is dedicated to the data analysis. First, interpretation of the results obtained throughout the translation process will be done, where in accordance with the objectives of the study and the expectations initially established, this section evaluates whether artificial intelligence systems such as ChatGPT and Gemini have exceeded the expectations, if there were unexpected results during the translation process, or both do not accomplished enough their role as translating tools.

Furthermore, this chapter incorporates a text analysis chart in which the stylistic features of both translated documents from Benjamín Herrera Angulo School are systematically examined. Specifically, the chart identifies the text style, scale of formality, scale of generality, and scale of emotional tone present in each translation. Upon the text analysis is finished, a color-coding process will be carried out. This process involves highlighting words, phrases, or segments within the text using specific colors of which corresponds to a particular translation technique.

The translation techniques analyzed in this study include Literal Translation, Equivalence, Transposition, Crossed Transposition, Modulation, Explication, Amplification, and Omission. The corresponding colors assigned to each technique are presented in the following section.

Literal Translation
Equivalence
Transposition
<u>Crossed Transposition</u>

Modulation
Explicitation
Amplification
Omission

At the end of the chapter there are two glossaries, which was necessary do it before translating both documents, because during the process of learning there were founded unknown terms, so once that a unknown term is found, it should go to the glossary to look for the most accurate and natural equivalence to use it in the process of translation.

5.1 Analysis and interpretation of the results

The analysis of the translation results indicates that ChatGPT demonstrated a higher level of effectiveness in Spanish-to-English translations compared to English-to-Spanish translations. This difference became evident during the evaluation of lexical equivalence, terminological accuracy, and textual naturalness in the translated documents.

In the case of English-to-Spanish translations, several limitations were identified. ChatGPT frequently provided literal equivalents for terms such as “learners” or “students”, which did not align with the institutional terminology established by the Ministry of Public Education (MEP). While general Spanish usage would allow terms such as “aprendices” or “estudiantes”, MEP official documents systematically employ expressions such as “persona estudiante” and “estudiantado”. As a result, the translations generated by ChatGPT required multiple modifications to ensure terminological consistency and institutional adequacy. These modifications were necessary to adapt the texts to the target language conventions and to naturalize sentences and paragraphs according to the communicative norms of MEP.

From an analytical perspective, these findings suggest that ChatGPT is not fully reliable for English-to-Spanish translation tasks when specialized institutional terminology is required. Consequently, an in-depth review of MEP internal normative and official documents was conducted in order to familiarize the researcher with the specific lexical patterns and discourse conventions used in this context. Furthermore, consultation with subject-matter experts, such as teachers from Benjamín Herrera Angulo School, contributed to validating the appropriate Spanish terminology found in official MEP documentation.

Conversely, the analysis of Spanish-to-English translations revealed a lower need for post-editing. In most cases, ChatGPT produced translations that were linguistically natural and contextually appropriate. However, minor revisions were still required, mainly related to sentence structure and punctuation. Despite these adjustments, the overall quality of Spanish-to-English translations was notably higher, indicating a stronger performance of the AI system in this translation.

Additionally, another AI system employed in this study was Gemini, used in conjunction with external linguistic resources such as Reverso Context and the RAE dictionary to analyze unfamiliar terms identified in the glossary. Gemini was mainly applied during the translation process, particularly in tasks related to lexical interpretation and semantic clarification.

The analysis of the results shows that Gemini demonstrated a high level of effectiveness in identifying word meanings when its outputs were contrasted with authoritative sources such as the RAE dictionary. This triangulation process allowed for the verification of definitions and the assessment of terminological accuracy. Moreover, the use of Reverso Context facilitated the examination of multiple contextual equivalences, which contributed to selecting the most appropriate translation according to usage and discourse context.

From a data analysis perspective, these findings indicate that Gemini exceeded initial expectations in lexical research tasks, especially when supported by external reference tools. Its performance proved to be particularly valuable in reducing ambiguity and supporting informed decision-making during the translation process. Consequently, Gemini functioned as a complementary analytical tool rather than as an autonomous translation system, enhancing the overall reliability and quality of the final translated texts.

Finally, once both translation processes were completed, the initial versions were subjected to an error analysis. The most recurrent errors identified were morphological and semantic in nature. Therefore, a systematic revision and correction phase was implemented to refine the translations and produce final versions free of errors. This post-editing stage was essential to ensure accuracy, coherence, and compliance with institutional and academic standards.

5.1.1 Text Analysis

Text Analysis	Name of the Text							
	Educar para una nueva ciudadanía: Programa de estudio de inglés Primer Ciclo de la Educación General Básica							
Text Style	Description		Discussion		Dialogue		Narrative	
	x							
Formality	Officialese	Informal	Official	Colloquial	Formal	Slang	Neutral	Taboo
			x					
Generality	Simple	Educated	Popular	Technical	Neutral	Opaquely Technical		
				x				
Emotional Tone	Intense	Factual	Warm	Understatement				
				x				

Text	Name of the Text							
Analysis	Normativa Interna							
Text Style	Description x	Discussion		Dialogue	Narrative			
Formality	Officialese	Informal	Official x	Colloquial	Formal	Slang	Neutral	Taboo
Generality	Simple	Educated	Popular	Technical x	Neutral	Opaquely Technical		
Emotional	Intense	Factual	Warm	Understatement				
Tone				x				

5.1.2 Color coding

5.1.2.1 Color coding of texts from English into Spanish

Transformación curricular: un avance decisivo hacia la Nueva Ciudadanía

En el marco de una concepción renovada del fortalecimiento educativo, visión integral que hemos denominado Educar para una nueva ciudadanía, distintas iniciativas innovadoras hemos puesto en marcha. Estas incluyen procesos de gestión más dinámicos y abarcadores, proyectos ambiciosos con un impacto integral dentro del Ministerio de Educación Pública, y evidentemente una serie de cambios sustantivos en el ámbito propiamente educativo. La transformación curricular que ha producido nuevos programas de estudio para el ciclo lectivo 2017 es un claro ejemplo de ello.

Hablamos de una transformación curricular pues se trata de un cambio integral que supone el dominio de habilidades y, en el caso de los idiomas, de competencias. Buscamos que la persona estudiante no solo esté en el centro del hecho educativo, sino que se haga cada vez más responsable de su propio proceso de aprendizaje, el cual responda claramente a las expectativas, ilusiones, sueños y retos de un ciudadano, una ciudadana del nuevo milenio. Propiciamos un aprendizaje más dinámico, más creativo, más desafiante.

De la misma forma, hemos ubicado toda labor de renovación y cambio dentro del MEP en el contexto de las tendencias internacionales del presente en el ámbito educativo. La transformación curricular no es

una excepción: de ahí la importancia de que los nuevos programas se ubiquen en el marco de parámetros internacionales de calidad y pertinencia.

Con los nuevos programas pretendemos dar pasos significativos para construir una verdadera ciudadanía planetaria: orientada hacia sí misma y hacia la sociedad, hacia lo local, -con una fuerte marca de identidad-, y hacia lo global. Una ciudadanía que actúa para el beneficio de la colectividad, que asume la responsabilidad de pensar, de soñar y de crear las condiciones idóneas para desarrollar una

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Buscamos un ser humano conocedor profundo de su contexto y de su historicidad, capaz de interiorizar las necesidades de los demás, de ser respetuoso de la diferencia, colaborador, activo, socialmente responsable, que asuma compromisos, que participe activamente en la búsqueda de soluciones, que piense por sí mismo, que establezca conexiones y que genere cambios; una persona capaz de trabajar con otras, con pensamiento holístico, que se reconecte con el arte, la cultura y las tradiciones, que piense y contextualice lo local y lo global, conocedora de los grandes desafíos de nuestro tiempo, que valore la naturaleza y contribuya a reproducirla; una persona con inteligencia emocional y espiritual, que piense integralmente. Ciudadanía respetuosa de los derechos humanos, comprometida con el desarrollo sostenible. Una nueva ciudadanía digital que convierta las posibilidades que brindan las tecnologías de información y comunicación en una oportunidad inédita de aprendizaje, participación, colaboración y proyección.

En fin, con una educación renovada construimos una Nueva Ciudadanía para la vida en común y le abrimos novedosas posibilidades de desarrollo a nuestros niños, niñas y jóvenes. Este es nuestro compromiso y también nuestra inspiración.

Sonia Marta Mora Escalante Ministra de Educación

“Educating for a New Citizenship”

I. INTRODUCTION

The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world. Within this context, English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific and academic knowledge, and the main door to cutting-age technology.

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary

education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). To achieve this goal, curriculum, teaching, learning and assessment have to be aligned at the classroom level as well as in the national test.

English has become a lingua franca, the language of international communication. Millions of people all over the world with the most diverse languages and cultural backgrounds are using English to interact in person and digitally. In 2008, English was declared a national interest to improve the country's competitiveness to bolster the productive sector (decreto ejecutivo 34425-MEP-Comex, La Gaceta N°61, 2008). In order to accomplish this, MEP has taken the following concrete steps towards increasing the English Language Proficiency of both teachers and students:

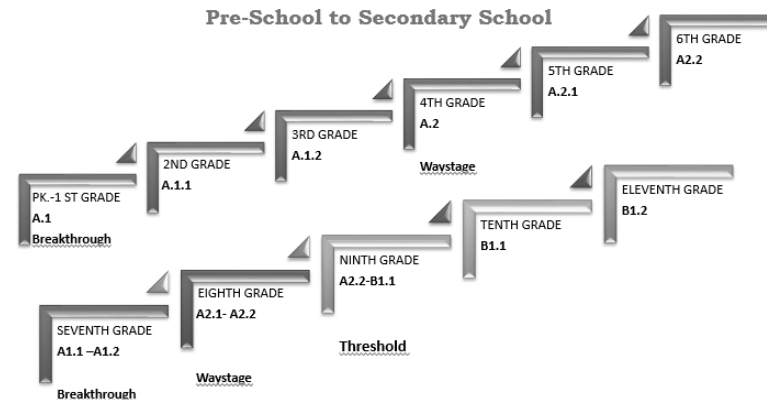
- a) Administering to teachers the TOEIC-MEP to determine their baseline English proficiency level with reference to standards articulated in the Common European Framework of Reference, the results of which have been used to design and implement training courses to improve the communicative language ability of teachers and their teaching practices.

- b) Administering to students the TOEIC-Bridge test to determine their baseline English language proficiency level with reference to standards articulated in the Common European Framework of Reference.
- c) Aligning the band descriptors of the CEFR into the new curriculum and extending them to reflect the Costa Rican context. In this respect, the A2 band was established as an exit requirement for primary school learners and B1 or B2 for high school students, depending on the study plans of the respective curriculum (e.g., number of English lessons per week, and/or organization of groups).
- d) Revising the relationships between teaching, curriculum and assessment, where **learning** is conceptualized as the **target of education**.
- e) Revising assessment in classroom and standardized testing contexts and its role in providing empirically based information to both close learning gaps and generate evidence of learning successes.
- f) Promoting a National English Festival as a way to support learners' language development at school.

- g) Designing an articulated English language curriculum from preschool to high school that responds to workplace needs in the global context.

Figure 1 presents the proficiency levels articulated in the CEFR as it applies to the English language curriculum in Costa Rica across the grade levels. These levels will be adopted in 2017 starting with first and seventh grade. By 2021, it is expected that progressively the learners will reach level A2 at the end of the Second Cycle and B1 at the end of Diversified Education.

Proficiency Levels Projection for the English Curriculum



Tables 1 and 2 present the CEFR proficiency bands along with performance indicators for the respective cycles. These indicators articulate what learners are able to accomplish with the target language when communicating. Since the CEFR does not specify how language is integrated (e.g., reading to write) in real-life contexts, these performance indicators have been expanded for the Costa Rican context.

Table 1 Costa Rican general descriptors according to CEFR English proficiency bands for First and Second Cycles

<p>Basic User</p>	<p>A1</p>	<ul style="list-style-type: none"> • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can understand and use familiar everyday language in the interpersonal and transactional domain and formulaic expressions aimed at the satisfaction of needs that are concrete and level-appropriate. • Can show limited ability to use grammatical structures (e.g., punctuation, capitalization, and sentence patterns). <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A1 level, grade level, and age appropriate linguistic (e.g., present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within some domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	<p>A2</p>	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to the interpersonal and transactional domain (such as very basic personal and family information, shopping, local

<p>Basic User</p>	<p>geography, and employment).</p> <ul style="list-style-type: none"> • Can communicate routine tasks requiring a simple and direct exchange of information on familiar and routine matters using simple sentence structures. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to exhibit basic systematic errors (e.g., verbs tenses, use of prepositions, and articles). <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
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Table 2 Costa Rican general descriptors according to CEFR English proficiency bands for Third Cycle and Diversified Education

Basic User	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can show limited ability to use simple grammatical structures and conventions such as punctuation, and capitalization. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of

Basic User	A2	<p>information on familiar and routine matters.</p> <ul style="list-style-type: none"> • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles). <p>EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
Independent User	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure like a radio or TV program when the delivery is relatively slow and clear. • Can understand texts that consist mainly of high frequency everyday or job-related language. • Can understand the description of events, feelings, and wishes in personal letters. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can enter unprepared into conversation on topics that are familiar, of personal interest, or

<p>Independent User</p>	<p>B1</p>	<p>pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</p> <ul style="list-style-type: none"> • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can narrate a story from a book or film and describe personal reaction. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about my family, hobbies and interests, work, travel, and news and current events. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
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II. WHY A NEW ENGLISH CURRICULUM?

The English curriculum reform responds to four main concerns:

First of all, learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners. The needs analysis (Informe de Diagnóstico: Programas de Estudio de Inglés para Preescolar, Primaria y Secundaria, 2015) that informed this reform suggested that some of the target contents of pre-school, elementary and secondary school's curriculum had lost pertinence as manifested by anecdotal reports collected from teachers and students. Secondly, learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction. Among other things, these shortcomings could be attributed to the fact that the current curriculum fails to specify the English language proficiency level that students are expected to attain at the end of each cycle and to the fact that the assessments in both classroom and standardized testing contexts are not systematically aligned with curriculum and instruction. Thirdly, for citizens to communicate effectively in the global context and to face the

challenges of an interconnected world, they need to possess a number of competences. Purpura (2016) summarized these competences as follows:

Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190).

In addition, he stated that:

To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2 (p. 190).

This view is in line with the concept of education for a new citizenship that maintains that 21st century learners must integrate proactively in a globalized world while strengthening their national and global identity.

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Transformación curricular: un avance decisivo hacia la Nueva Ciudadanía

En el marco de una concepción renovada del fortalecimiento educativo, visión integral que hemos denominado Educar para una nueva ciudadanía, distintas iniciativas innovadoras hemos puesto en marcha. Estas incluyen procesos de gestión más dinámicos y abarcadores, proyectos ambiciosos con un impacto integral dentro del Ministerio de Educación Pública, y evidentemente una serie de cambios sustantivos en el ámbito propiamente educativo. La transformación curricular que ha producido nuevos programas de estudio para el ciclo lectivo 2017 es un claro ejemplo de ello.

Hablamos de una transformación curricular pues se trata de un cambio integral que supone el dominio de habilidades y, en el caso de los idiomas, de competencias. Buscamos que la persona estudiante no solo esté en el centro del hecho educativo, sino que se haga cada vez más responsable de su propio proceso de aprendizaje, el cual responda claramente a las expectativas, ilusiones, sueños y retos de un ciudadano, una ciudadana del nuevo milenio. Propiciamos un aprendizaje más dinámico, más creativo, más desafiante.

De la misma forma, hemos ubicado toda labor de renovación y cambio dentro del MEP en el contexto de las tendencias internacionales del presente en el ámbito educativo. La transformación curricular no es una excepción: de ahí la importancia de que los nuevos programas se ubiquen en el marco de parámetros internacionales de calidad y pertinencia.

Con los nuevos programas pretendemos dar pasos significativos para construir una verdadera ciudadanía planetaria: orientada hacia sí misma y hacia la sociedad, hacia lo local, -con una fuerte marca de identidad-, y hacia lo global. Una ciudadanía que actúa para el beneficio de la colectividad, que asume la responsabilidad de pensar, de soñar y de crear las condiciones idóneas para desarrollar una

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Sonia Marta Mora Escalante Ministra de Educación

“Educating for a New Citizenship”

I. INTRODUCCIÓN

El desarrollo de la aptitud comunicativa en inglés es una aspiración y una exigencia de la sociedad costarricense hacia el sistema educativo. Los avances y la cobertura ampliada en el uso de las tecnologías de información y comunicación (TIC) tales como transporte que permiten a muchas personas viajar, negociar y comunicar más rápido a través del mundo. Dentro de este contexto, el inglés se ha convertido en el idioma de comunicación internacional e intercultural; y del comercio entre países. Tiene el estatuto de una lengua franca, el idioma para la transmisión del conocimiento científico y académico; y la puerta principal a tecnologías de última generación.

Hablar inglés fluidamente es una de las habilidades a desarrollar en las personas estudiantes del siglo XXI para acceder a mejores oportunidades de vida. El sistema educativo costarricense está comprometido con alcanzar la meta de tener ciudadanos bilingües, que hablen dos o más idiomas, por medio de un currículo integral y articulado desde el kínder hasta la secundaria. Dado este mandato, el nuevo currículo ha sido secuenciado de manera que las personas estudiantes alcancen un nivel mínimo de dominio del inglés de A2 al finalizar la educación primaria y B1 o B2 (dependiendo del plan de estudio) al finalizar la educación secundaria

progresivamente, de acuerdo con los niveles descritos por el Marco Común Europeo de Referencia para los idiomas (MCER). Para alcanzar esta meta, currículo, enseñanza, aprendizaje y evaluación tiene que estar alineado al nivel del salón de clase al igual que las pruebas nacionales.

El inglés se ha convertido en una lengua franca, y el idioma de la comunicación internacional. Millones de personas alrededor del mundo, procedentes de varios idiomas y contextos culturales, usan el inglés para interactuar de manera presencial o remota. En 2008, el inglés fue declarado de interés nacional para mejorar la competitividad del país, y fortalecer el sector productivo (decreto ejecutivo 34425-MEP-Comex, La Gaceta N°61, 2008). Para cumplir con esto, el MEP ha tomado los siguientes pasos en concreto hacia el aumento del dominio del idioma inglés tanto en docentes como estudiantes:

- a. Aplicar a los docentes el TOEIC-MEP para determinar su nivel inicial en cuanto al dominio del inglés con los estándares de referencia establecidos en el Marco Común Europeo de Referencia, resultados de cual han sido usados para diseñar e implementar cursos de capacitación para mejorar la habilidad comunicativa del idioma de los docentes y sus métodos de enseñanza.

b. Aplicar a las personas estudiantes el examen TOEIC-Bridge para determinar su nivel inicial en cuanto al dominio del inglés con los estándares de referencia establecidos en el Marco Común Europeo de Referencia.

c. Alinear a los descriptores de nivel del MCER al nuevo currículo y ampliarlo para reflejar el contexto costarricense. Con respecto a esto, La gráfica 1 presenta los niveles de dominio establecidos en el nivel A2 fue establecido como un requisito MCER tal como se aplica al currículo del idioma inglés en Costa Rica a través de los niveles de grado. Estos niveles serán adoptados en 2017, comenzando con primer y séptimo grado. Para 2021, se espera que progresivamente las personas estudiantes alcancen el nivel A2 al final del segundo ciclo y B1 al final de la educación secundaria, dependiendo de los planes de estudio del currículo correspondiente (p.ej., cantidad de lecciones de inglés por semana, y/o organización de los grupos.)

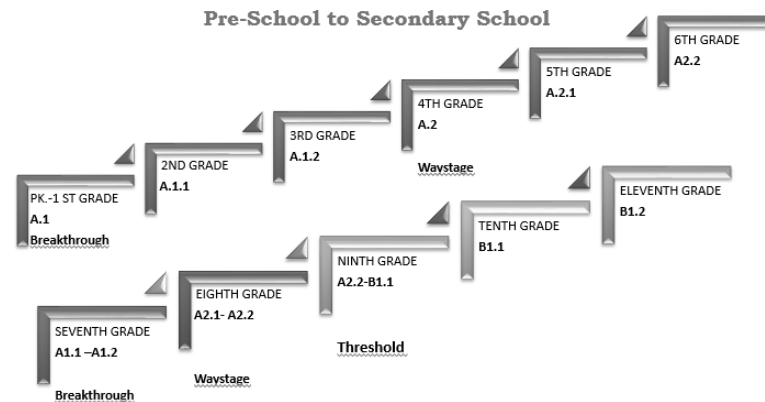
d. Reconceptualizar las relaciones entre la enseñanza, el currículo y la evaluación, donde el aprendizaje está concebido como la meta de la educación.

e. Reconceptualizar las evaluaciones en el salón de clase, y en contextos de pruebas estandarizadas y así como su función en proporcionar información basada en evidencia para cerrar brechas de aprendizaje como generar evidencia exitosa en el aprendizaje.

f. Promover un Festival Nacional de inglés como un medio de apoyo al desarrollo de las personas estudiantes en cuanto al idioma en el centro educativo.

g. Diseñar un currículo establecido del idioma inglés desde preescolar hasta la escuela secundaria que atienda a las necesidades de un puesto de trabajo en el contexto global.

Proyección de los niveles de dominio para el currículo de inglés.



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Las gráficas 1 y 2 presentan los niveles de dominio del MCER junto con los indicadores de desempeño para el ciclo que corresponde. Estos indicadores establecen que las personas estudiantes son capaces de lograr con el idioma meta al comunicarse. Desde que el MCER no especifica como el idioma está integrado (p.ej., leer para escribir) en contextos de la vida real, estos indicadores de resultados han sido expandidos para el contexto costarricense.

Tabla 1 de descriptores costarricenses generales de acuerdo con los niveles de dominio de idioma inglés de MCER para primer y segundo ciclo.

<p><u>Usuario Básico</u></p>	<p>A1</p>	<ul style="list-style-type: none"> • Puede presentarse él/ella misma y a otras personas y puede preguntar y responder preguntas sobre <u>detalles personales</u> como donde él/ella vive, personas que él/ella conoce, y cosas materiales que él/ella tiene. • Puede interactuar de <u>manera sencilla</u>, siempre y cuando la otra persona hable despacio y con claridad, y está listo(a) para ayudar. • Puede entender y utilizar el <u>lenguaje cotidiano y familiar</u> en <u>ámbitos interpersonales y transaccionales</u> así también como <u>expresiones formulaicas</u> orientadas a la satisfacción de <u>necesidades concretas</u> y acorde a su nivel. • Puede mostrar <u>habilidades limitadas</u> al uso de la <u>estructura gramatical</u> (p.ej., puntuación, uso de la mayúscula, y <u>patrones de oración</u>). <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER : INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar <u>recursos lingüísticos</u> (p.ej., <u>formas verbales del tiempo presente</u>), <u>socio-cognitivos</u> (p.ej., <u>estrategias de asociación</u>), <u>socio-afectivos</u> (p.ej., <u>estrategias de cooperación o adaptabilidad</u>) adecuados al nivel A1, al grado escolar, y a la edad, para <u>integrar contenidos del tema</u> visto en clase a <u>textos orales y escritos</u>, para <u>elaborar un producto orientado a la meta</u> (mini proyectos), basado en <u>una secuencia integrada de actividades dentro de algún dominio, panorama, y tema determinado</u>. Los <u>recursos lingüísticos</u> incluyen <u>formas gramaticales</u> y significados; los <u>recursos sociocognitivos</u> incluyen diferentes <u>estrategias metacognitivas</u> (planificación) y <u>cognitivas</u> (revisión); y los <u>recursos socioafectivos</u> consisten en <u>estrategias</u> tales como <u>la cooperación y la adaptabilidad</u>. • Puede usar <u>recursos digitales y de telecomunicación</u> adecuados al nivel A1, grado escolar, y a la edad para <u>investigar, planificar e implementar el mini proyecto</u>. • Puede dar, recibir, y responder a <u>etapas críticas</u> de la <u>retroalimentación del proceso creativo</u>. • Puede usar <u>recursos lingüísticos</u> adecuados al nivel y a la edad para <u>integrar información proveniente de la lectura, el escucha u otras fuentes</u> para presentarlas desde <u>una habilidad a otra</u> (p.ej., <u>escuchar para hablar, leer para escribir</u>) y así alcanzar el objetivo del panorama.
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		<ul style="list-style-type: none"> • Puede manifestar conocimiento y desarrollo de disposiciones no cognitivas (tales como esfuerzo, perseverancia, compromiso, empatía, y concentración).
	A2	<ul style="list-style-type: none"> • Puede entender oraciones y expresiones de uso frecuente relacionadas al ámbito interpersonal y transaccional (como información personal y familiar muy básica, compras, geografía local)

Usuario Básico

y empleabilidad).

- Puede comunicar **actividades rutinarias** que requieren un **intercambio sencillo y directo** de información de **temas de conocimiento y cotidianos** utilizando **estructuras de oración simple**.
- Puede describir en **términos sencillos** aspectos de su vida personal, **entorno más cercano**, y temas relacionados con necesidades inmediatas.
- Puede usar con exactitud **algunas e estructuras sencillas**, pero **sistemáticamente aún se percibe errores básicos** (p.ej., **tiempos verbales**, uso de preposiciones, y artículos).

EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS

- Puede usar recursos lingüísticos (p.ej., **tiempo verbal en pasado**), **socio-cognitivos** (p.ej., **estrategias grupales**), y **socio-afectivos** (p.ej., **estrategias de cooperación o de solicitud de aclaración**) adecuados al nivel A2, al grado escolar, y a la edad, para integrar **contenidos del tema visto en clase a textos orales y escritos**, para elaborar un **producto orientado a la meta** (mini proyecto), basado en una **secuencia integrada de actividades dentro de un mismo dominio, panorama, y tema determinado**. Los **recursos lingüísticos** incluyen **formas gramaticales** y significados, los **recursos sociocognitivos** incluyen diferentes **estrategias metacognitivas** (monitoreo) y **cognitivas** (obtención de recursos); y los **recursos socioafectivos** que consisten en estrategias tales como **la cooperación y la adaptabilidad**.
- Puede usar **recursos digitales y de telecomunicación** adecuados al nivel A2, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto.
- Puede dar, recibir, y responder a **etapas críticas de la retroalimentación del proceso creativo**.
- Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la **lectura, el escucha u otras fuentes** para presentarlas desde una **habilidad a otra** (p.ej., **escuchar para hablar, leer para escribir**) y así alcanzar el objetivo del panorama.
- Puede **manifestar** conocimiento y desarrollo de **disposiciones no cognitivas** (tales como **esfuerzo, perseverancia, compromiso, empatía, y concentración**).

Tabla 2 de **descriptores costarricenses** generales de acuerdo con los **niveles de dominio de idioma inglés de MCER** para **Tercer ciclo y Educación Diversificada**.

<p>Usuario Básico</p>	<p>A1</p>	<ul style="list-style-type: none"> • Puede entender y usar expresiones cotidianas y frases muy básicas orientadas a la satisfacción de necesidades concretas. • Puede presentarse él/ella misma y a otras personas y puede preguntar y responder preguntas sobre detalles personales como donde él/ella vive, personas que él/ella conoce, y cosas materiales que él/ella tiene. • Puede interactuar de manera sencilla siempre y cuando la otra persona hable despacio y con claridad, y está listo(a) para ayudar. • Puede mostrar habilidades limitadas al uso de estructuras gramaticales simples y convenciones como la puntuación, y el uso de la mayúscula. <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., formas verbales del tiempo presente), socio-cognitivos (p.ej., estrategias de asociación), socio-afectivos (p.ej., estrategias de cooperación o adaptabilidad) adecuados al nivel A1, al grado escolar y a la edad, para integrar contenidos del tema visto en clase a textos orales y escritos, para elaborar un producto orientado a la meta (mini proyectos), basado en una secuencia integrada de actividades dentro de algún dominio, panorama, y tema determinado. Los recursos lingüísticos incluyen formas gramaticales y significados; los recursos sociocognitivos incluyen diferentes estrategias metacognitivas (planificación) y cognitivas (revisión); y los recursos socioafectivos consisten en estrategias tales como la cooperación y la adaptabilidad. • Puede usar recursos digitales y de telecomunicación adecuados al nivel A1, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a etapas críticas de la retroalimentación del proceso creativo. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar el objetivo del panorama. • Puede manifestar conocimiento y desarrollo de disposiciones no cognitivas (tales como esfuerzo, perseverancia, compromiso, empatía, y concentración).
	<p>A2</p>	<ul style="list-style-type: none"> • Puede entender oraciones y expresiones de uso frecuente relacionadas al ámbito interpersonal y transaccional (como información personal y familiar muy básica, compras, geografía local y empleabilidad) • Puede comunicarse en actividades simples y rutinarias que requieren un intercambio sencillo y directo de

<p><u>Usuario Básico</u></p>	<p>A2</p>	<p>Información sobre <u>temas conocidos y cotidianos</u>.</p> <ul style="list-style-type: none"> • Puede describir en <u>términos sencillos</u> aspectos de su vida personal, <u>entorno más cercano</u>, y temas relacionados con necesidades inmediatas. • Puede usar con exactitud algunas <u>e estructuras sencillas</u>, pero sistemáticamente aún se percibe <u>errores básicos</u> (p.ej., <u>tiempos verbales</u>, uso de preposiciones, y artículos). <p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., tiempo verbal en pasado), socio-cognitivos (p.ej., <u>estrategias grupales</u>), y socio-afectivos (p.ej., <u>estrategias de cooperación o de solicitud de aclaración</u>) adecuados al nivel A2, al grado escolar, y a la edad, para integrar <u>contenidos del tema visto en clase a textos orales y escritos</u>, para elaborar un <u>producto orientado a la meta</u> (mini proyecto), basado en una <u>secuencia integrada de actividades dentro de un mismo dominio, panorama, y tema determinado</u>. Los <u>recursos lingüísticos incluyen formas gramaticales y significados</u>; los <u>recursos sociocognitivos incluyen diferentes estrategias metacognitivas (monitoreo) y cognitivas (obtención de recursos)</u>; y los <u>recursos socioafectivos que consisten en estrategias tales como la cooperación y la adaptabilidad</u>. • Puede usar <u>recursos digitales y de telecomunicación</u> adecuados al nivel A2, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a <u>etapas críticas de la retroalimentación del proceso creativo</u>. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar el objetivo del panorama. • Puede <u>manifestar conocimiento y desarrollo de disposiciones no cognitivas</u> (tales como <u>esfuerzo, perseverancia, compromiso, empatía, y concentración</u>).
<p><u>Usuario Independiente</u></p>	<p>B1</p>	<ul style="list-style-type: none"> • Puede entender los <u>puntos principales de un discurso claro y estándar</u> sobre <u>temas familiares</u> que se encuentran con frecuencia en el trabajo, la escuela, y el tiempo libre, como <u>programa de televisión o radio</u> cuando el discurso es relativamente despacio y claro. • Puede entender textos que consisten principalmente en <u>vocabulario de uso cotidiano</u> o en el ámbito laboral. • Puede entender la descripción de eventos, sentimientos, y deseos en <u>cartas personales</u>. • Puede desenvolverse en muchas situaciones de las cuales se presenten mientras viajan en una <u>región donde se hable el idioma</u>.

		<ul style="list-style-type: none"> • Puede entrar a una <u>conversación improvisada</u> sobre temas de conocimiento, de <u>interés personal</u> o
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<u>Usuario</u> <u>Independiente</u>	<u>B1</u>	<p>que corresponda a la <u>vida cotidiana</u> (p.ej., familia, pasatiempos, trabajo, viaje y <u>eventos recientes</u>).</p> <ul style="list-style-type: none"> • Puede producir <u>textos breves y cohesionados</u> sobre el tema, del cual tiene conocimiento, o <u>interés personal</u>. • Puede narrar la trama de un libro o película y describir la <u>reacción personal</u>. • Puede describir experiencias, eventos, sueños, aspiraciones, ambiciones, <u>dar breves razones y explicaciones</u> de opiniones y planes. • Puede expresarse con un grado razonable de precisión en <u>situaciones familiares</u>, y predecibles; y posee suficiente vocabulario para hablar sobre la familia, pasatiempos, intereses, trabajo, viaje, noticias y <u>eventos recientes</u>.
		<p>EXTENSIÓN DE LOS ESTANDARES DEL MCER - INTEGRACIÓN DE HABILIDADES LINGÜÍSTICAS</p> <ul style="list-style-type: none"> • Puede usar recursos lingüísticos (p.ej., <u>formas complejas del verbo</u>), socio-cognitivos (p.ej., <u>estrategias de deducción/inducción, e inferencia</u>), y socio-afectivos (p.ej., <u>estrategias de cooperación o de solicitud de aclaración</u>) adecuados al nivel B1, al grado escolar, y a la edad, para integrar <u>contenidos del tema</u> visto en clase a <u>textos orales y escritos</u>, para elaborar un <u>producto orientado a la meta</u> (mini proyecto) basado en una <u>secuencia integrada de actividades</u> dentro de un mismo dominio, panorama, y tema determinado. Los <u>recursos lingüísticos</u> incluyen <u>formas gramaticales y significados</u>; los <u>recursos sociocognitivos</u> incluyen diferentes <u>estrategias metacognitivas</u> (evaluar) y <u>estrategias cognitivas</u> (obtención de recursos); y los <u>recursos socioafectivos</u> que consisten en estrategias tales como la cooperación y la adaptabilidad. • Puede usar <u>recursos digitales y de telecomunicación</u> adecuados al nivel B1, grado escolar, y a la edad para investigar, planificar e implementar el mini proyecto. • Puede dar, recibir, y responder a <u>etapas críticas</u> de la retroalimentación del <u>proceso creativo</u>. • Puede usar recursos lingüísticos adecuados al nivel y a la edad para integrar información proveniente de la lectura, el escucha u otras fuentes para presentarlas desde una habilidad a otra (p.ej., escuchar para hablar, leer para escribir) y así alcanzar el objetivo del panorama. • Puede manifestar conocimiento y desarrollo de <u>disposiciones no cognitivas</u> (tales como esfuerzo, perseverancia, compromiso, empatía, y concentración).

II. ¿PORQUE UN NUEVO CURRÍCULO DE INGLÉS?

La reforma del currículo de inglés tiene como propósito alcanzar cuatro objetivos principales:

En primer lugar, las personas estudiantes necesitan un currículo actualizado que refleje el conocimiento, las destrezas, y las capacidades lingüísticas necesarias para comunicarse en una amplia variedad de contextos del uso del idioma, y desenvolverse satisfactoriamente con información que las personas estudiantes pueden encontrar en pleno siglo XXI. El análisis de necesidades (Informe de Diagnóstico: Programas de Estudio de Inglés para Preescolar, Primaria y Secundaria, 2015), que fundamentó esta reforma, indicó que algunos de los contenidos meta de los programas de estudio de preescolar, primaria y secundaria habían perdido relevancia, según lo que manifiestan los reportes anecdóticos en conjunto por parte del personal docente y estudiantados. Segundo, las personas estudiantes, quienes reciben lecciones de inglés en primaria y secundaria, no están alcanzando los niveles esperados de dominio del idioma inglés después de los once o doce años de enseñanza. Entre otros aspectos, estas limitantes pueden atribuir al hecho que el reciente currículo falle específicamente en cuanto al nivel de dominio del idioma inglés que se espera que las personas estudiantes alcancen al final de cada ciclo, y al hecho que en contextos de

evaluaciones tanto en salón de clase como en pruebas estandarizadas sistemáticamente no están alineados al currículo y a la enseñanza. Tercero, para que los ciudadanos se comuniquen de manera efectiva en el contexto global y enfrentar los retos de un mundo interconectado, ellos necesitan tener una serie de capacidades. Purpura (2016) resume las siguientes capacidades:

A través de los años, las fuerzas geopolíticas y tecnológicas en el ámbito laboral han incrementado los conocimientos, destrezas, y capacidades (CDC) que la gente necesita para su desempeño en sus trabajos. Lo que pedimos ahora es leer, escuchar, y sintetizar un número abundante de información de varias fuentes por medio de varias modalidades; búsqueda de información, examinar su exactitud, evaluar su aplicación, y usar tecnologías de comunicación para colaborar en equipos, cuyos miembros representen una comunidad global diversa (Consejo Nacional de Investigación, 1999, 2001). Lo más importante es que muchos de nosotros se nos piden hacerlo en un segundo idioma, lengua extranjera, o de herencia (L2), lo que requiere capacidades para comunicar ideas y establecer relaciones de manera respetuosa a nivel cultural (p. 190). Adicionalmente, él afirma que:

Para salir adelante en este ámbito, los usuarios de un segundo idioma tienen que demostrar que ellos tienen las destrezas necesarias para procesar la información, razonar desde la evidencia, tomar decisiones, resolver problemas, autorregularse, colaborar, y aprender; y todo esto se necesita hacer en su segundo idioma (p. 190).

Esta perspectiva está alineada con el concepto de la educación para que una ciudadanía nueva, el cual sostiene que las personas estudiantes del siglo XXI tengan que integrarse proactivamente en un mundo globalizado mientras fortalece su identidad nacional y global

“Educating for a New Citizenship”



MINISTERIO DE
EDUCACIÓN PÚBLICA

GOBIERNO
DE COSTA RICA

Dirección Regional de Educación
San José Oeste
Supervisión Circuito 03



5.1.2.2 Color coding of texts from Spanish into English

**MINISTERIO DE EDUCACION PÚBLICA
DIRECCION REGIONAL ~~DE~~ EDUCACION
SAN JOSÉ OESTE**

CIRCUITO EDUCATIVO 03

ESCUELA BENJAMÍN HERRERA ANGULO

NORMATIVA INTERNA

San José – Costa Rica
Aprobada en ~~e~~ 2024



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INTRODUCCIÓN

El presente documento, contiene la **normativa interna** de **la Escuela Benjamín Herrera Angulo** por medio ~~de la~~ cual se regirá la **gestión institucional**, tanto **operativa, organizacional y funcional** del Centro Educativo.

Defendemos el derecho de la **Comunidad Educativa**, a estar debidamente informada, de la **filosofía, modelo pedagógico y de gestión**, así como responsabilidades de cada uno de los competentes que integran nuestra **Comunidad Educativa**.

Como una **Institución Educativa de calidad**, nuestro compromiso, a favor de la **protección integral de los niños**, en el marco del principio de legalidad, transparencia, objetividad e imparcialidad. Es por ello, ~~que~~ en el presente documento, se pretende que nuestros usuarios y sujetos interesados, no sólo la conozcan, sino que se comprometan con nuestro **modelo de la gestión institucional** y se integren de forma inclusiva en el mejoramiento continuo, desarrollo y expansión de nuestro Centro Educativo, que es de todos.

Para los efectos de este Reglamento, se entenderá por “normativa interna”, el conjunto de disposiciones, organización, funciones y responsabilidades de la comunidad educativa perteneciente a **la Escuela Benjamín Herrera Angulo** respecto ~~a~~ su estructura académica y administrativa. A ésta debe ajustarse todo estudiante y encargado (a) de familia involucrado en este proceso educativo.

Nuestra Institución, tiene como objetivo **la** excelencia en su quehacer educativo. Cuenta ~~con~~ los siguientes niveles y servicios del sistema educativo: Educación Preescolar: Transición e Interactivo II, Educación General Básica I y II Ciclos, Educación Especial, Servicio de Problemas Emocionales y de Conducta, el Servicio ~~de~~ Apoyo en Problemas ~~de~~ Aprendizaje en condición fija, sujeto a las aspiraciones contenidas en los fines y objetivos de **la** educación costarricense.



Como **objetivo general**, nos hemos propuesto; aportar a la población estudiantil de los niveles de Preescolar, I y II ciclos de la Enseñanza General Básica y Educación Especial un servicio educativo de calidad a nivel institucional y de aula, priorizando acciones de capacitación y actualización permanente del personal, en investigación y metodologías para mejorar el rendimiento académico. Asimismo, la implementación de una administración eficiente y eficaz que respalde el funcionamiento óptimo de los servicios educativos y las tareas relacionadas con la gestión administrativo.



ANTECEDENTES HISTORICOS DE LA INSTITUCIÓN

1. Reseña Histórica

El **Centro Educativo Benjamín Herrera Angulo** está ubicado en el distrito central del cantón de Escazú, cantón #2 de la provincia N°1; San José y su fundación data del año 1967.

Inició sus labores bajo la dirección del Profesor Rafael Ángel Borbón con un equipo de diez docentes ~~de~~ grupo.

Por gestión municipal este centro educativo pasó ~~a~~ llamarse Benjamín Herrera Angulo en honor a un distinguido profesor ~~de~~ música, personaje destacado en el cantón, para así honrar su memoria.

Gracias al esfuerzo de todas aquellas personas ~~que de~~ una forma o ~~de~~ otra colaboraron en la fundación de esta institución hoy cuenta el cantón de Escazú con otro centro de enseñanza ~~que se~~ distingue por su calidad, esfuerzo y proyección hacia la misma.

El 7 de marzo del 2017 se cumplieron 50 años de la fundación de este centro educativo, en esta ocasión se contó con la presencia de Don Rafael Ángel Borbón Vargas Primer director ~~a quien se le~~ brindó un merecido homenaje; honrándolo al Bautizar la Biblioteca institucional con su nombre como un gran honor por el gran empeño en su labor al inicio de las funciones de la institución, 1967.

NORMATIVA INTERNA ESCUELA

CONTEXTO INSTITUCIONAL

FILOSOFÍA

Como sujeto integral, ~~el~~ ser humano querrá desarrollarse en su totalidad. Para facilitar este proceso ~~se ha~~ considerado en la filosofía de la escuela, que en paralelo con ~~el~~ mejoramiento académico se estimule el desarrollo de ~~la~~ comprensión humana, inclusividad, diversidad y el desenvolvimiento pleno de su personalidad, creando para ello, un ambiente en donde ~~se~~ propicie la salud mental, moral y física, para despertar en ~~la~~ persona estudiante, el reconocimiento y aprecio por ~~los~~ valores éticos, estéticos, cívicos, morales, ambientales y religiosos, para que sean personas con sentido de responsabilidad, amantes ~~del~~ trabajo y respetuosos ~~de la~~ dignidad humana.



Dentro de esta filosofía institucional están presentes las tres funciones filosóficas de las que se nutre la Política Educativa, a saber:

1. **Humanismo:** Se asume que el propósito de la educación es la formación integral de la persona y ~~su~~ autorrealización, por tanto, se busca propiciar y potenciar al máximo su desarrollo, en relación con el contexto de pertenencia. Se procura cultivar en la persona el amor por sí misma, por ~~sus~~ semejantes, por las diversas formas de vida y todos los otros elementos del entorno inmediato y del cosmos en su totalidad y se promueve el desarrollo de un sentido ético y estético, así como ~~la~~ participación y la proactividad ciudadana dentro de un sistema democrático.

2. **Racionalismo:** Se considera que el estudiantado en interacción con ~~los~~ principios, ~~las~~ teorías, y ~~las~~ leyes, como productos de ~~las~~ diversas áreas del quehacer científico y ~~que~~ forman parte del capital cultural de ~~la~~ humanidad, tendrá la oportunidad de vivenciar, reflexionar y reconstruir esos conocimientos a partir de ~~la~~ indagación

3. **Constructivismo:** Se asume que la persona es constructora del conocimiento a partir de ~~la~~ interacción con ~~la~~ realidad. El estudiantado es protagonista de su proceso ~~de~~ aprendizaje, de saberes y capacidades, especialmente cuando se promueven ambientes educativos que favorecen la socialización y la interacción con ~~los~~ demás.

La Educación es conceptualizada como un proceso formativo permanente; es inherente a la persona. Se le visualiza como un proceso social, mediante el cual se vivencian las experiencias de aprendizaje; contribuyen a la formación de capacidades, habilidades, destrezas y valores con los cuales la persona contribuirá al bien.

La educación debe aspirar a una enseñanza ética, con un sentido estético y ciudadano para poder dar herramientas a los estudiantes y ~~así~~ sustentar los cambios ~~que~~ requiere la sociedad actual.

En ese sentido es importante destacar que ~~la~~ educación ocurre tanto en la dimensión escolarizada como en la no escolarizada; por lo cual, la familia, la comunidad, organismos ~~de~~ apoyo, medios ~~de~~ comunicación y otras instancias; son elementos por tomarse en cuenta como agentes educativos de gran valor.



MINISTERIO DE
EDUCACIÓN PÚBLICA

GOBIERNO
DE COSTA RICA

Dirección Regional de Educación
San José Oeste
Supervisión Circuito 03



MINISTRY OF PUBLIC EDUCATION

**SAN JOSÉ WEST REGIONAL
EDUCATION DIRECTORATE**

EDUCATIONAL CIRCUIT 03

BENJAMÍN HERRERA ANGULO SCHOOL

INTERNAL NORMATIVE

**San José – Costa Rica
Approved in 2024**



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INTRODUCCION

This document contains the internal normative of Benjamín Herrera Angulo School, through which the institutional management of the educational center—operational, organizational, and functional—shall be governed.

We uphold the right of the Educational Community to be properly informed about the philosophy, pedagogical model, and management, as well as the responsibilities of each member who is part of our Educational Community.

As a High-Quality Educational Institution, our commitment is in favour of the comprehensive protection of the children, within the framework of the principles of legality, transparency, objectivity, and impartiality. Therefore, this document aims not only for our users and interested parties to be aware of our institutional management model, but also to commit to it and to become inclusively involved in the continuous improvement, development, and expansion of our Educational Center, which belongs to everyone.

For the purposes of this regulation, “internal normative” will be understood as the set of dispositions, organization, functions, and responsibilities of the educative community pertaining to Benjamín Herrera Angulo School regarding their academic structure and administrative. Every student and parent or legal guardian involved in this educational process must adhere to it.

Our institution aims to achieve excellence in the educational process. It offers the following levels and services of the educational system: Pre-K education; Transition and Interactive II; General Basic Education I and II Cycles; Special Education, emotional and behavior problems services, the Support Service for Learning Difficulties under fixed conditions, all in accordance with the aspirations established in the aims and objectives of Costa Rican education.



As a general objective, we aim to provide the student population with Pre-K education, Cycle I and II, General Basic Teaching, and Special Education with a high-quality educational service at both the institutional and classroom levels, prioritizing ongoing staff training and professional development, as well as research and methodologies to improve academic performance. Likewise, we seek to implement an efficient and effective administration that supports the optimal functioning of educational services and all tasks related to the administrative management.



HISTORICAL ANTECEDENTS OF THE SCHOOL

1. Historical Review

The Benjamín Herrera Angulo School is located in the central district of the county of Escazú, County #2 of the province N°1, San José, and was founded in 1967.

It began its work under the direction of Professor Rafael Ángel Borbón with a team of ten classroom teachers.

Through municipal management, this school was renamed Benjamín Herrera Angulo in honor of a distinguished music teacher and a prominent figure in the county, to commemorate his memory.

Thanks to the efforts of all those who, in one way or another, contributed to the founding of this school, the county of Escazú now has another school distinguished by its quality, effort, and its outreach to the Escazú community.

On March 7th, 2017, the 50th anniversary of the founding of the school was celebrated. On this occasion, Mr. Rafael Ángel Borbón Vargas, the first principal, was present, and he received a well-deserved tribute. He was honored by having the Institutional Library named after him, in recognition of his great dedication during the first years of the institution, starting in 1967.

INTERNAL NORMATIVE SCHOOL

INSTITUTIONAL CONTEXT

PHILOSOPHY

As a holistic being, humankind seeks to develop itself in all dimensions. To facilitate this process, the philosophy of the school considers that together, with academic improvement, the development of human understanding, inclusivity, diversity, and the full expression of the personality should also be encouraged. An environment that promotes mental, moral, and physical health is created in order to awaken in students the recognition and appreciation of ethical, aesthetic, civic, moral, environmental, and religious values, so that they may become persons with sense of responsibility, who value work and respect human dignity.



Within this institutional philosophy, the three philosophical functions, which the Educational Policy is based on, are present, namely:

1. Humanism: It is assumed that the purpose of education is the integral development and self-realization of the person. Therefore, efforts are made to promote and strengthen their development to its maximum potential, in connection with the context to which the person belongs. It seeks to cultivate in the person the love for oneself, for others, for the several forms of life, and all other elements of the immediate environment and the cosmos as a whole, and it promotes the development of an ethical and aesthetic sense, as well as citizen participation and proactivity within a democratic system.

2. Rationalism: It is considered that the student, through interaction with principles, theories, and laws, as products of several areas of scientific endeavor and are part of the cultural heritage of humanity, students will have the opportunity to experience, reflect, and rebuild these knowledges through inquiry.

3. Constructivism: It is assumed that the person is a builder of knowledge through interaction with reality. The student is the protagonist of their learning process, about knowledge and skills, especially when educative environments are promoted, which facilitate the socialization and interaction with others.

The Education is conceptualized as a permanent formative process that is inherent to the person. It is viewed as a social process, through which learning experiences are lived, contributing to the development of capacities, abilities, skills, and values with which the person will contribute to the well-being of others.

The Education should aim for ethical teaching, with an aesthetic and civic sense, to can provide to the students the necessary tools, and support the changes required by today's society.

In that sense, it is important to highlight that education occurs both in formal and non-formal contexts. Therefore, the family, the community, support organizations, communication media, and other institutions are elements to be taken into consideration as valuable educative agents.

5.1.3 Glossary

5.1.3.1 Glossary from English into Spanish

English	Spanish
Framework	Estructura/Contexto/Marco
Legal Foundation	Fundamento legal
Pedagogical Conceptualization	Conceptualización Pedagógica
The Socio-Constructivist Approach	Enfoque Socio-Constructivista
Holism	Holismo
Critical Pedagogy	Pedagogía Crítica
Object of Study	Objeto de estudio
Pedagogical Approach	Enfoque Pedagógico
The Common European Framework of Reference for Languages in the Costa Rican Context	El Marco Común Europeo de Referencia para las lenguas en el contexto costarricense
The Action-Oriented Approach	El enfoque por acciones
The Role of Tasks	La función de las tareas
Project-Based Learning	Aprendizaje basado en proyectos
Pedagogic Use of Technologies	Uso pedagógico de la tecnología
Pedagogical Model	Modelo Pedagógico
Mediation of Learning	Aprendizaje Mediado

5.1.3.2 Glossary from Spanish into English

Spanish	English
Acciones Correctivas	Corrective Actions
Filosofía Institucional	School Philosophy
Adecuaciones Curriculares	Curricular Adjustments
Procedimiento Ordinario de Matricula	Standard Enrollment Process
Para efectos administrativos / Expediente SIPIAD	For Administrative Purposes / SIPIAD File
Valor Porcentual por componentes de materias	Percentage value by subject components
normativa interna	Internal Normative
gestión institucional	Institutional management
a estar debidamente informada	to be properly informed
Comunidad Educativa	Educational Community
Institución Educativa de calidad	High-Quality Educational Institution
protección integral de los niños	comprehensive protection
Es por ello, que,	Therefore
Necesidades Educativas Especiales	Special Educational Needs
modelo pedagógico	pedagogical model

Chapter VI

Conclusions and Recommendations

6.1 Purpose of the Conclusion

The purpose of the conclusion is to summarize the main points and results of the study. It is also important to analyze the achievement of the objectives, draw conclusions, and evaluate unexpected results. Additionally, a researcher can determine whether the research question should be restated to expand the scope of the studied topics and achieve better results.

6.2.1 To identify different translation techniques to naturalize the source language in two documents into the target language.

Some of the techniques that have been identified the most in the color coding were Crossed transposition, used for changing the position between the adjective and the noun depending on the nature of the target language, equivalence, used for looking for a word from the meaning and not from the how similar is the sounds of the word, explicitation, which it was used even more in the translation English to Spanish because to naturalize a text in Spanish some elements as articles for example was necessary to add although that there are not in the original text, and Literal Translation, even the literal translation was the main cause of some false cognates sometimes literal translation is necessary with the condition of make that translation sounds natural according to the target language. The techniques less used were modulation, which was used to create a different sentence without changing the main idea of the document, because the objective of translation is to adapt a text or document to the target language, even if it is necessary to change some structures of the source language to get the most natural translation into the target language, also one of the less used techniques was omission because in the translation

English to Spanish was not necessary enough but in the Spanish to English translation was necessary to eliminate some elements of Spanish language to make that the translation sounds natural at the English language.

6.2.2 To use a glossary to highlight unknown terms and find appropriate equivalents based on meaning.

Before translating both documents into their corresponding target language, a glossary must be created because during the process of reading, some unknown terms were found; so to get their most accurate equivalent, it was necessary to use platforms as Gemini, Reverso, dictionaries as oxford or RAE, and it had to be consulted with experts what it means each term that is found on the glossary to process with the translation.

6.2.3 To examine various AI tools that assist in producing accurate and natural translations.

During the examination of ChatGPT and Gemini, it can be concluded that the following: both are great AI systems, but they are not enough calibrated. This means that a translator can make use of it with the condition of not opting for the copy and paste technique, because sometimes the AI system may have some mistakes, as equivalences are not accurate enough, making in there would result in some false cognates, translations that are not clear enough. Therefore, a translator can use AI systems, but the translator must analyze him/herself the translation offered by ChatGPT and make some changes using other words that could connect even better to the main idea of the document.

6.2.4 To apply correction and revision procedures after translating the documents.

After getting the first version of both translations, it has been detected some mistakes in both translations, such as errors, false cognates, ambiguity, and discordance between genre and number. Therefore, a correction and editing process was necessary to read each sentence that has a mistake, analyze where the mistake is, find a solution, change words to the most accurate equivalent possible, and then prepare the definitive version with the absence of mistakes.

6.3 Restatement of the Research Question: How to show English Teaching students to use AI properly as a tool in the translation process, making human intervention outweigh the AI system?

Answering that question, the proper usage of these AI systems is the following: first, command them to translate the text that they wish to have translated, read aloud the translation that AI system offer, analyze in which part of the text modifications are necessary to make that sound natural to the target language, do the changes that student consider that is necessary to do, and then get the definitive translation with the condition of keep the main idea of source text. Therefore, the most important aspect in the usage of an AI system is not to use copy and paste, instead of it analyze and modify the necessary elements to get a more natural translation.

6.4 Recommendations

Some of the recommendations are the following:

1. Do not use AI systems all the time, because sometimes those systems can give us wrong translations, so it is necessary that students or translators can make use of their analytical skills, and make the necessary changes, keeping the main idea.

2. Before translating, it is important to create a glossary to have more support apart from the AI systems.

3. Do not use literal translations all the time. At the beginning, we suppose that English and Spanish are too similar, but at the moment of translation for this fact, we fall into the trap of false cognates, resulting in a translation that lacks naturalness in the target language. Therefore, the use of equivalence is a good option to get the most natural translation.

4. After finishing the translation, the translation should pass to the process of reviewing and correcting, because the fact that the translation is already finished does not mean that the first version is the final result, because sometimes to get the final result, with the absence of mistakes, should pass to the correction process to unless make that translation have absence of mistakes.

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Anexxes



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Dirección Regional de Educación
San José Oeste
Supervisión Circuito 03
Esc. Benjamín Herrera Angulo



Escazú, 15 de agosto de 2025

Señores
Universidad Internacional de las Américas
Presente

Reciban un cordial saludo.

Por este medio, La suscrita MSc. Elizabeth Chacón Madrigal en calidad de directora de la Escuela Benjamín Herrera Angulo, código presupuestario 0405, ubicada en la ciudad de Escazú, le brinda la autorización al estudiante José Andrés Zárate Fonseca, cédula 118110856, para que realice la traducción de la normativa interna institucional y del plan de estudios de inglés de segundo ciclo como parte de su trabajo de tesis.

Cordialmente,



MSc. Elizabeth Chacón Madrigal
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Transformación curricular: un avance decisivo hacia la Nueva Ciudadanía

En el marco de una concepción renovada del fortalecimiento educativo, visión integral que hemos denominado Educar para una nueva ciudadanía, distintas iniciativas innovadoras hemos puesto en marcha. Estas incluyen procesos de gestión más dinámicos y abarcadores, proyectos ambiciosos con un impacto integral dentro del Ministerio de Educación Pública, y evidentemente una serie de cambios sustantivos en el ámbito propiamente educativo. La transformación curricular que ha producido nuevos programas de estudio para el ciclo lectivo 2017 es un claro ejemplo de ello.

Hablamos de una transformación curricular pues se trata de un cambio integral que supone el dominio de habilidades y, en el caso de los idiomas, de competencias. Buscamos que la persona estudiante no solo esté en el centro del hecho educativo, sino que se haga cada vez más responsable de su propio proceso de aprendizaje, el cual responda claramente a las expectativas, ilusiones, sueños y retos de un ciudadano, una ciudadana del nuevo milenio. Propiciamos un aprendizaje más dinámico, más creativo, más desafiante.

De la misma forma, hemos ubicado toda labor de renovación y cambio dentro del MEP en el contexto de las tendencias internacionales del presente en el ámbito educativo. La transformación curricular no es una excepción: de ahí la importancia de que los nuevos programas se ubiquen en el marco de parámetros internacionales de calidad y pertinencia.

Con los nuevos programas pretendemos dar pasos significativos para construir una verdadera ciudadanía planetaria: orientada hacia sí misma y hacia la sociedad, hacia lo local, -con una fuerte marca de identidad-, y hacia lo global. Una ciudadanía que actúa para el beneficio de la colectividad, que asume la responsabilidad de pensar, de soñar y de crear las condiciones idóneas para desarrollar una

sociedad participativa que asegure una mejor calidad de vida para todas y para todos. Buscamos seres humanos libres, autónomos, críticos y autocríticos, con un desarrollo integral.

Buscamos un ser humano conocedor profundo de su contexto y de su historicidad, capaz de interiorizar las necesidades de los demás, de ser respetuoso de la diferencia, colaborador, activo, socialmente responsable, que asuma compromisos, que participe activamente en la búsqueda de soluciones, que piense por sí mismo, que establezca conexiones y que genere cambios; una persona capaz de trabajar con otras, con pensamiento holístico, que se reconecte con el arte, la cultura y las tradiciones, que piense y contextualice lo local y lo global, conocedora de los grandes desafíos de nuestro tiempo, que valore la naturaleza y contribuya a reproducirla; una persona con inteligencia emocional y espiritual, que piense integralmente. Ciudadanía respetuosa de los derechos humanos, comprometida con el desarrollo sostenible. Una nueva ciudadanía digital que convierta las posibilidades que brindan las tecnologías de información y comunicación en una oportunidad inédita de aprendizaje, participación, colaboración y proyección.

En fin, con una educación renovada construimos una Nueva Ciudadanía para la vida en común y le abrimos novedosas posibilidades de desarrollo a nuestros niños, niñas y jóvenes. Este es nuestro compromiso y también nuestra inspiración.

*Sonia Marta Mora Escalante
Ministra de Educación*

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I. INTRODUCTION

The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system. Advances and extended coverage in the use of information and communication technologies (ICT) as well as transportation are allowing more people to travel, do business and communicate faster across the world. Within this context, English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific and academic knowledge, and the main door to cutting-age technology.

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary

education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR). To achieve this goal, curriculum, teaching, learning and assessment have to be aligned at the classroom level as well as in the national test.

English has become a lingua franca, the language of international communication. Millions of people all over the world with the most diverse languages and cultural backgrounds are using English to interact in person and digitally. In 2008, English was declared a national interest to improve the country's competitiveness to bolster the productive sector (decreto ejecutivo 34425-MEP-Comex, La Gaceta N°61, 2008). In order to accomplish this, MEP has taken the following concrete steps towards increasing the English Language Proficiency of both teachers and students:

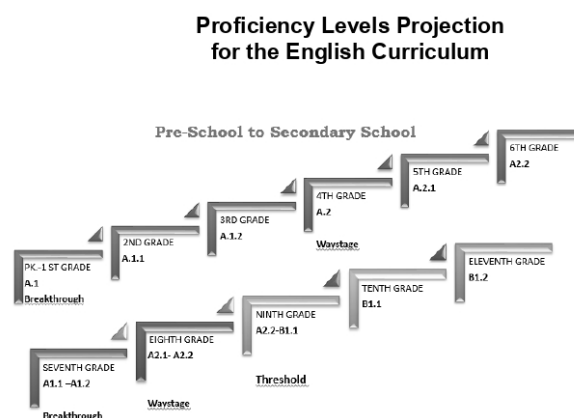
- a) Administering to teachers the TOEIC-MEP to determine their baseline English proficiency level with reference to standards articulated in the Common European Framework of Reference, the results of which have been used to design and implement training courses to improve the communicative language ability of teachers and their teaching practices.

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- b) Administering to students the TOEIC-Bridge test to determine their baseline English language proficiency level with reference to standards articulated in the Common European Framework of Reference.
- c) Aligning the band descriptors of the CEFR into the new curriculum and extending them to reflect the Costa Rican context. In this respect, the A2 band was established as an exit requirement for primary school learners and B1 or B2 for high school students, depending on the study plans of the respective curriculum (e.g., number of English lessons per week, and/or organization of groups).
- d) Revisioning the relationships between teaching, curriculum and assessment, where **learning** is conceptualized as the **target of education**.
- e) Revisioning assessment in classroom and standardized testing contexts and its role in providing empirically based information to both close learning gaps and generate evidence of learning successes.
- f) Promoting a National English Festival as a way to support learners' language development at school.

- g) Designing an articulated English language curriculum from preschool to high school that responds to workplace needs in the global context.

Figure 1 presents the proficiency levels articulated in the CEFR as it applies to the English language curriculum in Costa Rica across the grade levels. These levels will be adopted in 2017 starting with first and seventh grade. By 2021, it is expected that progressively the learners will reach level A2 at the end of the Second Cycle and B1 at the end of Diversified Education.



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Tables 1 and 2 present the CEFR proficiency bands along with performance indicators for the respective cycles. These indicators articulate what learners are able to accomplish with the target language when communicating. Since the CEFR does not specify how language is integrated (e.g., reading to write) in real-life contexts, these performance indicators have been expanded for the Costa Rican context.

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Table 1 Costa Rican general descriptors according to CEFR English proficiency bands for First and Second Cycles

<p>Basic User</p>	<p>A1</p>	<ul style="list-style-type: none"> • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can understand and use familiar everyday language in the interpersonal and transactional domain and formulaic expressions aimed at the satisfaction of needs that are concrete and level-appropriate. • Can show limited ability to use grammatical structures (e.g., punctuation, capitalization, and sentence patterns). <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A1 level, grade level, and age appropriate linguistic (e.g., present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within some domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	<p>A2</p>	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to the interpersonal and transactional domain (such as very basic personal and family information, shopping, local

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<p>Basic User</p>	<p>geography, and employment).</p> <ul style="list-style-type: none"> • Can communicate routine tasks requiring a simple and direct exchange of information on familiar and routine matters using simple sentence structures. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to exhibit basic systematic errors (e.g., verbs tenses, use of prepositions, and articles). <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario, and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
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Table 2 Costa Rican general descriptors according to CEFR English proficiency bands for Third Cycle and Diversified Education

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Basic User	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can show limited ability to use simple grammatical structures and conventions such as punctuation, and capitalization. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of

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<p>Basic User</p>	<p>A2</p>	<p>information on familiar and routine matters.</p> <ul style="list-style-type: none"> • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles). <p>EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
<p>Independent User</p>	<p>B1</p>	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisurelike a radio or TV program when the delivery is relatively slow and clear. • Can understand texts that consist mainly of high frequency everyday or job-related language. • Can understand the description of events, feelings, and wishes in personal letters. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can enter unprepared into conversation on topics that are familiar, of personal interest, or

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II. WHY A NEW ENGLISH CURRICULUM?

The English curriculum reform responds to four main concerns:

First of all, learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners. The needs analysis (Informe de Diagnóstico: Programas de Estudio de Inglés para Preescolar, Primaria y Secundaria, 2015) that informed this reform suggested that some of the target contents of pre-school, elementary and secondary school's curriculum had lost pertinence as manifested by anecdotal reports collected from teachers and students. Secondly, learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction. Among other things, these shortcomings could be attributed to the fact that the current curriculum fails to specify the English language proficiency level that students are expected to attain at the end of each cycle and to the fact that the assessments in both classroom and standardized testing contexts are not systematically aligned with curriculum and instruction. Thirdly, for citizens to communicate effectively in the global context and to face the

challenges of an interconnected world, they need to possess a number of competences. Purpura (2016) summarized these competences as follows:

Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190).

In addition, he stated that:

To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2 (p. 190).

This view is in line with the concept of education for a new citizenship that maintains that 21st century learners must integrate proactively in a globalized world while strengthening their national and global identity.

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CIRCUITO EDUCATIVO 03

ESCUELA BENJAMÍN HERRERA ANGULO

NORMATIVA INTERNA

San José – Costa Rica
Aprobada en el 2024



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INTRODUCCIÓN

El presente documento, contiene la **normativa interna** de la **Escuela Benjamín Herrera Angulo** por medio de la cual se regirá la **gestión institucional**, tanto **operativa, organizacional y funcional** del Centro Educativo.

Defendemos el derecho de la **Comunidad Educativa**, a estar debidamente informada, de la **filosofía, modelo pedagógico y de gestión**, así como responsabilidades de cada uno de los competentes que integran nuestra **Comunidad Educativa**.

Como una **Institución Educativa de calidad**, nuestro compromiso, a favor de la **protección integral de los niños**, en el marco del principio de legalidad, transparencia, objetividad e imparcialidad. Es por ello, que, en el presente documento, se pretende que nuestros usuarios y sujetos interesados, no sólo la conozcan, sino que se comprometan con nuestro **modelo de la gestión institucional** y se integren de forma inclusiva en el mejoramiento continuo, desarrollo y expansión de nuestro Centro Educativo, que es de todos.

Para los efectos de este Reglamento, se entenderá por “**normativa interna**”, el conjunto de **disposiciones, organización, funciones y responsabilidades de la comunidad educativa perteneciente a la Escuela Benjamín Herrera Angulo respecto a su estructura académica y administrativa. A ésta debe ajustarse todo estudiante y encargado (a) de familia involucrado en este proceso educativo.**

Nuestra Institución, tiene como objetivo la excelencia en su quehacer educativo. Cuenta con los siguientes niveles y servicios del sistema educativo: Educación Preescolar: Transición e Interactivo II, Educación General Básica I y II Ciclos, Educación Especial, Servicio de Problemas Emocionales y de Conducta, el Servicio de Apoyo en Problemas de Aprendizaje en condición fija, sujeto a las aspiraciones contenidas en los fines y objetivos de la educación costarricense.



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Como **objetivo general**, nos hemos propuesto, aportar a la población estudiantil de los niveles de Preescolar, I y II ciclos de la Enseñanza General Básica y Educación Especial un servicio educativo de calidad a nivel institucional y de aula, priorizando acciones de capacitación y actualización permanente del personal, en investigación y metodologías para mejorar el rendimiento académico. Asimismo, la implementación de una administración eficiente y eficaz que respalde el funcionamiento óptimo de los servicios educativos y las tareas relacionadas con la gestión administrativa.



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ANTECEDENTES HISTORICOS DE LA INSTITUCIÓN

1. Reseña Histórica

El **Centro Educativo Benjamín Herrera Angulo** está ubicado en el distrito central del cantón de Escazú, cantón #2 de la provincia N°1; San José y su fundación data del año 1967.

Inició sus labores bajo la dirección del Profesor Rafael Ángel Borbón con un equipo de diez docentes de grupo.

Por gestión municipal este centro educativo pasó a llamarse Benjamín Herrera Angulo en honor a un distinguido profesor de música, personaje destacado en el cantón, para así honrar su memoria.

Gracias al esfuerzo de todas aquellas personas que de una forma o de otra colaboraron en la fundación de esta institución hoy cuenta el cantón de Escazú con otro centro de enseñanza que se distingue por su calidad, esfuerzo y proyección hacia la misma.

El 7 de marzo del 2017 se cumplieron 50 años de la fundación de este centro educativo, en esta ocasión se contó con la presencia de Don Rafael Ángel Borbón Vargas Primer director a quien se le brindó un merecido homenaje; honrándolo al Bautizar la Biblioteca institucional con su nombre como un gran honor por el gran empeño en su labor al inicio de las funciones de la institución, 1967.

NORMATIVA INTERNA ESCUELA

CONTEXTO INSTITUCIONAL

FILOSOFÍA

Como sujeto integral, el ser humano querrá desarrollarse en su totalidad. Para facilitar este proceso se ha considerado en la filosofía de la escuela, que en paralelo con el mejoramiento académico se estimule el desarrollo de la comprensión humana, inclusividad, diversidad y el desenvolvimiento pleno de su personalidad, creando para ello, un ambiente en donde se propicie la salud mental, moral y física, para despertar en la persona estudiante, el reconocimiento y aprecio por los valores éticos, estéticos, cívicos, morales, ambientales y religiosos, para que sean personas con sentido de responsabilidad, amantes del trabajo y respetuosos de la dignidad humana.



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Dentro de esta filosofía institucional están presentes las tres funciones filosóficas de las que se nutre la Política Educativa, a saber:

1. **Humanismo:** Se asume que el propósito de la educación es la formación integral de la persona y su autorrealización, por tanto, se busca propiciar y potenciar al máximo su desarrollo, en relación con el contexto de pertenencia. Se procura cultivar en la persona el amor por sí misma, por sus semejantes, por las diversas formas de vida y todos los otros elementos del entorno inmediato y del cosmos en su totalidad y se promueve el desarrollo de un sentido ético y estético, así como la participación y la proactividad ciudadana dentro de un sistema democrático.
2. **Racionalismo:** Se considera que el estudiantado en interacción con los principios, las teorías, y las leyes, como productos de las diversas áreas del quehacer científico y que forman parte del capital cultural de la humanidad, tendrá la oportunidad de vivenciar, reflexionar y reconstruir esos conocimientos a partir de la indagación
3. **Constructivismo:** Se asume que la persona es constructora del conocimiento a partir de la interacción con la realidad. El estudiantado es protagonista de su proceso de aprendizaje, de saberes y capacidades, especialmente cuando se promueven ambientes educativos que favorecen la socialización y la interacción con los demás.

La Educación es conceptualizada como un proceso formativo permanente, es inherente a la persona. Se le visualiza como un proceso social, mediante el cual se vivencian las experiencias de aprendizaje; contribuyen a la formación de capacidades, habilidades, destrezas y valores con los cuales la persona contribuirá al bien.

La educación debe aspirar a una enseñanza ética, con un sentido estético y ciudadano para poder dar herramientas a los estudiantes y así sustentar los cambios que requiere la sociedad actual.

En ese sentido es importante destacar que la educación ocurre tanto en la dimensión escolarizada como en la no escolarizada; por lo cual, la familia, la comunidad, organismos de apoyo, medios de comunicación y otras instancias, son elementos por tomarse en cuenta como agentes educativos de gran valor.