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FACULTAD DE FILOSOFÍA Y LETRAS
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE
SISTEMA DE ESTUDIOS DE POSGRADO**

**MAESTRÍA EN SEGUNDAS LENGUAS Y CULTURAS
CON ÉNFASIS EN INGLÉS COMO LENGUA EXTRANJERA PARA
ALUMNADO ADULTO**

**The Techniques Used by a Teacher to Trigger Effective Cognitive
Learning Processes and Enhance Appropriate Reading Skills in the
EFL Class in Primary School: A Critical Research Paper**

JENNIFER KRISTINE ROJAS PINTO

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Heredia, 14 de noviembre, 2011

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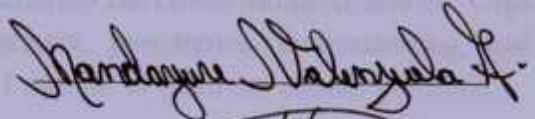
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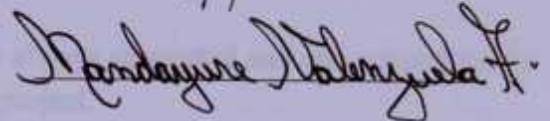
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Resumen

La lectura es esencial para desarrollar el conocimiento en varios ámbitos de la vida; sin embargo, muchos estudiantes costarricenses no están interesados en leer o no saben cómo analizar un texto. La maestra de inglés como lengua extranjera puede contribuir a incrementar el gusto por la lectura entre los estudiantes y enseñarles a analizar su contenido. Por lo tanto, los educadores tienen que escoger técnicas apropiadas para activar el desarrollo cognitivo de los alumnos durante la lectura e incrementar la motivación. Esta investigación presenta los resultados de un estudio que se realizó en la escuela Elisa Soto Jiménez, la misma ubicada en San Pedro de Santa Bárbara de Heredia en donde se analizaron las técnicas que utilizó la maestra de inglés para enseñar a leer junto con el proceso cognitivo que estas activaron. Los sujetos de la investigación fueron la docente y cuatro grupos (1-1, 2-1, 3-1, 4-1) de la escuela. Esta es una investigación cualitativa que incluyó observaciones, cuestionarios, entrevistas, y listas de control para recoger la información. Finalmente, algunas recomendaciones se dan al Ministerio de Educación Pública y a la docente observada.

Palabras claves: Desarrollo cognitivo/ Etapas de la lectura/ Promoviendo el interés por la lectura/ La lectura en la lengua extranjera/ La lectura en español/ Teorías para enseñar a leer/ Inglés como lengua extranjera en la escuela costarricense/ Español en la escuela costarricense.

Trabajo presentado para optar al grado de Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto, según los establece el Sistema de Estudios de Postgrado de la Universidad Nacional, Heredia, Costa Rica.

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Abstract

Reading is essential and has to be encouraged since childhood; nevertheless, many Costa Rican students are not interested in reading or do not know how to analyze a text. EFL teachers can contribute to enhance reading using the target language, but they have to know about the appropriate techniques to trigger the students' cognitive learning in reading and increase reading interest. This paper portrays the findings of the investigation carried out at Elisa Soto Jiménez elementary school in San Pedro de Santa Bárbara de Heredia where the techniques that the teacher used to teach reading were analyzed along with the cognitive process that they triggered. The subjects of the study were the EFL teacher and four groups (1-1, 2-1, 3-1, 4-1) in the primary school. This is a qualitative study; observations, questionnaires, interviews and tally sheets were used to gather the data. Finally, some recommendations are pointed out to the Ministry of Public Education and the observed teacher.

Keywords: Cognitive Development/ Reading stages/ Promoting interest in reading/ Reading in a foreign language/ Reading in Spanish/ Reading approaches/ EFL in the Costa Rican elementary school/ Spanish in the Costa Rican elementary school.

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List of Abbreviations

- EFL** English as a Foreign Language
- MEP** Ministry of Public Education (acronym in Spanish)
- PANI** Entity in charge of watching that the children's rights are being respected (acronym in Spanish)

I. Introduction

For long time, reading was considered a passive skill and was overlooked in the language class. However, reading is a meaningful tool for the development of high order skills, and it is of relevance in different aspects of life. As Hernández highlights, researchers have found out that through reading people acquire vocabulary, grammatical structures and become analytic in their thinking (1997, 78). Reading is necessary for education at the elementary school as well as in higher education since it is the keystone for learning and later to keep updated. Reading is also a mirror to different cultures which expands the reader's mind and critical thinking. Therefore, children have to develop proper skills for the analysis of texts and reading comprehension. Nonetheless, disengagement to reading has been detected in many of the Costa Rican children in their native language, Spanish, because of the inappropriate methodology used to literate them.

EFL teachers can contribute to augment students' interest in reading within the foreign language, but it is necessary to implement the correct teaching/learning methods. The EFL teacher can teach their students top-down and bottom-up techniques to analyze readings. Even though the procedures are taught within the target language, the learners can bring the reading strategies to their native language. It is also possible to encourage reading in the foreign language, so the students transfer their reading taste to Spanish. In addition, reading provides EFL students the input they need to acquire vocabulary, grammatical structures, and phrases in a real context. Nevertheless, if the EFL teacher does not use the proper methodology to enkindle the students' cognitive development, it could result in the loss of interest in reading and learning the foreign language. Considering the importance of the selection of the appropriate methodology to teach reading, the aim of this investigation was to find out through a case study

design the techniques that an EFL teacher used in her reading classes to trigger students' cognitive and reading development. It is the first time an investigation with this specific focus is carried out in Costa Rica which increases the novelty of this research for the insights that it could provide to reading teaching.

The methodology used to gather the data for this study followed the qualitative paradigm. The research natural setting was at Elisa Soto Jiménez public elementary school in San Pedro de Santa Bárbara de Heredia in Costa Rica. The central mechanism to collect data was by the observation of a teacher of English teaching a group in each one of the levels in I Cycle and a fourth group in II Cycle. Furthermore, questionnaires, tally sheets, interviews, and artifacts were also included to triangulate the information.

The study revealed that there were two aspects that hampered the reading teaching process. The first one was a mismatch between the syllabus of I and II Cycles provided by the Ministry of Public Education (MEP: Spanish acronym) in regards to reading since in II Cycle the learners were requested to guess, predict and answer questions without having been exposed in the I Cycle to the print words, which provoked an abrupt change from I to II Cycle. The second was that the teacher fostered the use of large vocabulary lists and relied on the students' native language, Spanish, to teach reading, and it was not included even a pre-reading activity to activated the learners' schema. Considering the findings, it is being recommended to reorganize the MEP's syllabus based on the reading development theory by Jeanne Sternlich Chall to have a smooth transition from I to II Cycle. In addition, since the conclusions of the research revealed the need of a product that could aid the teacher to effectively select and use appropriate reading strategies in the class, a manual was designed along with a pedagogical unit to illustrate how to include different reading techniques in the lessons. Nevertheless, because of time constraints, the unit has not been validated in this research.

This paper is divided into eight chapters. The introduction is the first one. The second chapter encompasses the objectives of the investigation and the research questions. Chapter three is the framework of reference with the most relevant theory on cognition and reading teaching. The Methodology, the fourth chapter, provides a detailed description of the procedures that the researcher followed to gather the data. The fifth chapter bestows an analysis of the patterns found in the raw data that would answer the research questions set for this investigation. The sixth chapter comprises the conclusions of the data analysis, and then, the seventh chapter displays some recommendations to the conclusions. Finally, the last chapter lists in more detail the works cited used in this research.

over, the results of the investigation revealed that primary school pupils were in Spanish only when the homework assigned required them to do so. It was also pointed out that these children did not develop proper skills for reading comprehension because of the teacher's reading methodology used by teachers such as focusing on facts instead of meaning' (p. 26, Mollin 2003, 43). This phenomenon was corroborated four years later by García, the Ministry of Public Education (de Villalón 2007). The fact that the students present difficulties with reading comprehension and analysis reveals the necessity of reinforcing the appropriate development of reading skills through other subject matter including the English class.

Once faced primary school students also learning how to read in English until fourth grade. According to the Ministry of Public Education's English curriculum, I Cycle reading are focused on listening and speaking activities, but without being exposed to any printed word. The reason was the need to focus reading in English until fourth grade in II Cycle where it is expected that the students be capable of transferring the reading skills they have developed in their own

* I would like to thank Mollin's article as to the importance of referring to the author's name in the text.

II. Research Problem and Objectives

A. The Research Problem

In view of the fact that habits are acquired since early childhood, elementary schools have an important responsibility with respect to cultivating the learners' interest in reading and activating the learner's cognitive processes. Nevertheless, a weakness in reading was detected in the native language, Spanish, in the Costa Rican Public Elementary Schools. According to a research carried out by Ibarra et. al for reading in Spanish, it was found out that the majority of children did not like to read. Moreover, the results of the investigation revealed that primary school pupils read in Spanish only when the homework assigned requires them to do so. It was also pointed out that these children did not develop proper skills for reading comprehension because of the fruitless reading methodology used by teachers such as focusing on form instead of meaning¹ (qtd. in Murillo: 2005, 11). This phenomenon was corroborated some years later by Garnier, the Minister of Public Education (in Villegas 2007). The fact that the students present difficulties with reading comprehension and analysis confirm the necessity of reinforcing the appropriate development of reading skills through other subject matters including the English class.

Costa Rican primary school students start learning how to read in English until fourth level. According to the Ministry of Public Education's English curriculum, I Cycle graders are exposed to listening and speaking activities, but without being exposed to any printed word. The reason why the MEP allows reading in English until fourth grade in II Cycle is that it is expected that the students be capable of transferring the reading skills they have developed in their native

¹ To read more about Murillo's article go to the framework of reference in the section *Reading in Spanish*.

language to the foreign language. This is a paradox since as it was mentioned before the majority of the Costa Rican students are not developing the reading skills in their native language. Instead of taking it for granted that the students have already developed the reading skill in Spanish, the EFL teachers have to select the best techniques and methods to enhance reading skills. At this point, it is essential to explain that the elementary school in Costa Rica lasts 6 years. These 6 years are grouped into two cycles. First, second, and third grade students belong to I Cycle while fourth, fifth, and sixth graders are part of the II Cycle. For this reason the word Cycle is not used in this paper with the regular English meaning, but with the Costa Rican meaning in order to the primary school curriculum, as pointed out before.

The researcher's interest in carrying out the investigation proposed in this paper emerged when working in a private language institute where her students told her how much they liked their English classes during I Cycle for being nice and easy. However, fourth, fifth, and sixth graders, II Cycle students, commented that English was boring and difficult. The latter remark was justified by the learners on the fact that English classes were focused on long readings and comprehension questions. For Spanish native speakers, reading English implies that they have to be aware of the foreign language (FL) grammar, vocabulary, and pronunciation. In addition, II Cycle students are asked to analyze and use problem solving tasks with texts meanwhile the readings increase in complexity. In view of the above panorama, the teachers should rather include appropriate reading strategies and techniques that could trigger students' cognitive development and enhance the learners' interest in learning. If there are weaknesses in the English reading teaching method used by the teachers, as Murillo (2005) points out that there are in Spanish, Costa Rican learners' mother tongue, it would be necessary to decide on a more efficient method to develop the learners' reading skills; otherwise, the students' negative attitude toward learning the FL might escalate. Furthermore, the learners could face many problems in

later life, like in the university, where reading becomes the cornerstone in their majors, and after, when reading becomes the main means to keep updated with new information in a world that is constantly changing.

B. Theoretical Antecedents

In order to evaluate the relevance of this investigation in the Costa Rican environment, it was essential to research for similar studies that would give support to the information that was collected through this study. However, a relevant aspect of the present investigation is that there are no previous studies in Costa Rica particularly focused on the development of the cognitive processes triggered by reading in English. Nonetheless, there is an article written by Marielos Murillo Rojas² which is similar to what is proposed to investigate in this paper, but Murillo's research's focus was on Spanish reading classes. She analyzed the concept of reading that underlines the teaching program of the Spanish language proposed by MEP, and pointed out some of the weaknesses of the program taking into account students' cognitive development. Some of Murillos' paper findings were included in the framework of reference in the section reading in Spanish. Even though it is not the same to teach how to read in the native and foreign language, Murillo's article served as a guide to carry out the research since the skills developed by apprentices to read in their mother tongue are a crucial point of departure for their building up of the reading skills in a second language.

² She works as professor at Universidad de Costa Rica, a public university.

C. Objectives of the Study

The aim of this case study was to examine the English reading teaching process implemented by the teacher of English in the classroom, along with the reading cognitive process that this instruction triggered in the students. The analysis of the data collected served two different purposes: 1) to diagnose whether or not there was a need to modify the reading techniques and strategies that were implemented by the elementary school teacher under inspection and 2) to establish if it was necessary the design of a guide on how to teach reading considering the cognitive stages in reading development. A pedagogical unit was designed to satisfy this demand and to illustrate how to include different reading techniques in class. Nevertheless, because of time constraints, the unit has not been validated in this research.

1. General Objective

1. To analyze the reading strategies and techniques that the teacher uses to trigger students' cognitive development and enhance the learners' interest in reading.
2. To find out the time that is used for class instruction.
3. To identify the support that the students get to study the foreign language outside the classroom.

2. Specific Objectives

- 1.1 To describe the teaching reading process that the teacher under scrutiny uses in her English class.
- 1.2 To identify the observed groups' reading stage according to Jeannes Sternlich Chall theory.

- 2.1 To find out the allocated time that is used for instruction.
- 2.2 To identify the main class time disrupting factors.
- 3.1 To identify the aids that students are provided with to study English outside the classroom.

3. Research Questions

The research answered the following questions:

- 1.1 What is the teaching reading process that the teacher under scrutiny uses in her English class?
- 1.2 What are the reading stages that the groups being observed are in according to Jeannes Sternlich Chall's theory.
- 2.1 What is the allocated class time used for instruction?
- 2.2 What are the main factors that disrupt the instructional time?
- 3.1 What aids do children have to study English outside the classroom?

III. Framework of Reference

Elementary school is when children become literate and start knowing the world around them in an integrated way. In regards to literacy, reading takes a crucial part in the thinking process and allows students to grow in knowledge and become critical. However, a weakness in the reality of teaching reading in the native language, Spanish, has been detected. In the XXII World Congress of Reading that was celebrated in San José, Costa Rica, Saenz emphasized that children in Latin America are being taught to decipher symbols instead of understanding by context (qtd.in Solano: 2009). In addition, Garnier, Costa Rica's Minister of Public Education, addressed the fact that there is a reading disengagement in the Costa Rican public schools (qtd. in Villegas 2007). Many people think that it is a problem that only involves the teacher of Spanish who participates directly in children's literacy, but it is also necessary the assistance of all those people who are implicated in the child's knowledge development in the primary school. Hernández affirms that school helps children develop their own thinking processes utilizing the *different school subjects* as instruments to satisfy the child's necessity of communication and intellectual curiosity (1997, 78). The teacher of English can contribute to enhance the students' interest in reading using the foreign language as the means, and it will also provide an extra benefit since reading in English will increase students' curiosity and sensitize them towards the foreign language.

However, in order to teach reading, the teachers of English have to be aware of the children's cognitive development to decide on the suitable approach and methodology to satisfy the students' needs. This framework of reference provides an overview of the children's cognitive development, psychogenesis in reading, and the reading development stages. Depending on the reading intention, the teachers can choose the best approach; three of them are

mentioned in this framework: the Code-based Instruction, Language Experience Approach, and Whole Language Approach. It is also included some of the most common reading techniques that teachers can implement in their classes. Since English is taught in Costa Rica as a foreign language, teachers can take advantage of some skills and characteristics that the learners have developed in the native language; the section *Children Learning Another Language* sheds light in regards to some of those characteristics. Two more sections incorporated in this framework are *Teaching English as a FL in the Elementary Schools in Costa Rica* and *Reading in Spanish*. The former includes the background of how English became one subject more in the elementary school and what the MEP's intention is. The latter summarizes the most important aspects of Murillo's paper *La Lectura en la Escuela Costarricense Algunas Reflexiones* which is an analysis of the concept of reading that underlines the Spanish teaching programs provided by MEP in the two cycles of the Costa Rican primary school.

A. Children's Cognitive Development

Piaget's work about cognitive development has had a huge impact in delineating how children process the information to understand the world around them. Piaget bases his cognitive theory on two main concepts: scheme and adaptation. Scheme is "an organized pattern of behavior," or habits that are part of the daily routine. These habits are motivated or modified by the environmental forces, and it is called adaptation (qtd. in Ault: 1977, 18). Adaptation is complemented by assimilation and accommodation. Assimilation "involves the process of applying old schemes to new objects" (19). When children face something that is new, they will use their previous knowledge to create their own hypothesis as an attempt to understand the new information. If the hypothesis does not work, children will modify the old scheme or learn a new

one that is more appropriate for the new object, accommodation. Piaget also says that children's intellectual development is a systematic, sequential and organized process; in addition, this learning is active and starts with curiosity (qtd. Ault: 1977, 19). These principles have been used by many researchers to analyze learners' behaviors and reactions and to create new theories.

Another way to understand children's mental process when learning is through *the approach to cognitive development*. This approach emerged from evidence accumulated from the America's experimental tradition in child psychology. The approach emphasizes four processes that people, especially children, have to follow to process data; these processes are also called *units of thought or cognitive units*; they are schema, symbols, concepts, and rules. A schema is a "mental representation of events in the world" (Ault: 1977, 85). The symbols "generally represent one specific event" (89). As children's vocabulary and knowledge increase, the symbols become concepts. Finally, rules "are statements which specify a relation between two or more concepts" (96). When children learn a rule, they generalized it to similar situations rule-govern forms as hypotheses; if those hypotheses do not work, a new rule has to be created.

In addition to the units of thought, Ruth Louise Ault mentions four processes of thought: perception, memory, hypothesis testing, and evaluation. Perception is "the process by which the child extracts meaningful information from the meaningless mosaic of physical stimulation" (1977, 99). The physical stimulation can be visual such as light waves or perceiving individual physical properties of objects, such as color, spatial relation, dimensional representations, and prominent symbolic codes such as phonemes and graphemes. Children also perceive differences between sounds, in fact, the child has the ability to attend selectively. Perception is reflected on prior experience. "Subjects can build up a mental representation of a stimulus event (a scheme) and they can pick up the distinctive features of a stimulus" (105); it seems likely that when a subject must make an identification of one stimulus, he or she compares it with various schemata

and picks the best match. The perceptions are stored in memory and information is recalled from memory to help interpret incoming perceptions.

Therefore, memory plays an indispensable role in the cognitive development. According to Ault, there are two conceptual frameworks to talk about memory; one, the most common, is the use of storage systems sensory: short-term and long-term memory. The other is based on levels of depth. In the storage system sensory memory, children store visual stimulus for a while. In the short term memory, children can recall longer than sensory memory, but it is still transitory information that can be lost with time. On the other hand, long term memory is to remember ideas or events for long time; it is necessary to develop techniques to store information in long term memory, and before being stored in the long term memory, the information has to go through short term memory (1977, 117). The second conceptual framework to memory focuses on levels (or depth) of processing. In it, *stimuli are analyzed to varying degrees*. Children process the information according to the amount of stimulus they gain until creating deeper levels of thinking (1977, 117). In both conceptual frameworks the degree of stimulus the child gets from the environment will affect the analysis of the information and memory retention.

The children's understanding of what is happening in their environment will be eased if they are exposed to recurrent stimuli; however, if children are confronted to a new stimulus, they start generating hypotheses. As Ault elucidates, the set of hypotheses are *possible solutions* to comprehend what is going on, and the appropriateness of the hypotheses depends on children's prior experience with similar problems (Ault: 1977, 121). Then children test the hypotheses sufficiently to evaluate if they are accepted or regretted. H. Douglas Brown³ summarizes the cognitive process as follows:

³ The researcher asked Mr. Brown his first name to be included in this paper; however, he demanded to use only the initial of the name as he has done in the documents he has published.

Meaningful learning *subsumes* new information into existing structures and memory systems; the resulting associative links create stronger retention. Taking isolated bits and pieces of information that are not connected with one's existing cognitive structures will provide children with little chance of creating long-term retention. Children are good meaningful acquirers of language because they associate sounds, words, structures, and discourse elements with that which is relevant and important in their daily quest for knowledge and survival. (2000, 340)

Therefore, the recurrent input children get from the environment will contribute to their cognitive development and memory retention, and this development occurs on stages.

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B. Reading Psychogenesis

Understanding how the cognitive development occurs when reading sheds light on what to teach, when, and by what methods. For this reason, this section relates the cognitive learning development mentioned in the section above to the reading progress. It is also included the six stages of reading development proposed by Jeanne Sternlich Chall.

1. Children Cognitive Development in Reading

The success in reading depends on the previous knowledge that children have and how they process the new information. Yetta M. Goodman⁴ elucidates that in order to comprehend texts children try to assimilate the information from the environment. When the information is totally new, it is impossible to integrate it to the scheme; at first, it is rejected. Then children study the object, ask questions, and make their own hypothesis trying to understand the collected

⁴ Ms. Goodman requested not to use her full middle name, but the Initial.

data. Even though it is not always coherent for adults, children follow a logic *theory about the nature* and function of the writing system. According to Piagetian theory, those hypotheses are a fundamental part of the psychogenesis, the origin and development, of reading (qtd. in Goodman: 1991, 24). Thus, teaching how to read implies to prepare the learner before reading a text by providing an environment rich in information, as well as giving the student opportunities to recycle the information using meaningful repetition of words and structures.

In the process of reading, children also have to interpret writing as a system of symbols. Ferreiro and Teberosky divide the children's understanding of the writing system into three levels. In the first level, children figure out that drawing and writing are two distinct symbol systems. In the two types of symbols, it is used straight or curve lines as well as dots. However, there is a difference in the way those lines are organized: arbitrary shape in drawings and lineal when writing (qtd in Goodman: 1991, 24). The facility to distinguish between one symbol and the other depends on the child exposition to the print environment. Thus, this exposition should start before the child enters the reading stage; this is contrary to what the MEP in Costa Rica recommends for EFL I Cycle students.

On the second level, children have to struggle both with quantitative and qualitative variation in the letter forms they use to express meaning. Quantitative is related to the amount of letters in the word. Ferreiro states that Spanish speakers usually select three letters as the correct amount to represent a word. If there are less than three letters, children hesitate if it will be a word. In addition, the letters in the word cannot be repeated; this variation in the type of letter is called qualitative (26). According to Freeman and Whitesell, English speakers follow the same principles of minimal amount of letters and qualitative variations (qtd. in Goodman: 1991, 27). At this level, children pay attention to texts written by adults to make hypotheses about the qualitative and quantitative use of the letters. This step will be difficult or easy depending on the

graphic repertoire that students have. During this stage, children also pay attention to word meaning.

After identifying letters, children continue learning about syllables and phonology. It is what Goodman calls sound-letter correspondence or phonetically form of the written text (1991, 53). In this phase, children go through different stages: syllabic, syllabic-alphabetic, and alphabetic. According to syllabic hypothesis, each syllable is represented by a letter. For Spanish speakers, vowels are essential to form those syllables while English spoken children use consonants. However, as Ferreiro confirms in both languages children have to select a letter for more than one phoneme. In the next stage, alphabetic-syllabic hypothesis, children mix syllabus and phonemes. In this way, children can form words that are familiar to them (1991, 54). Therefore, learning how to read in the two languages, Spanish and English, at the same time will not be difficult since in both cases, children are working with phonemes. Ferreiro points out that in the last stage, alphabetic, children understand the relationship between letters and sounds, but have to work on orthographic symbols (upper and lower case, punctuation and so on). Furthermore, as Piaget enlightens, children need to be provided with opportunities to confront and reflect about their own writing and language (qtd. in Goodman: 1991, 55). Since Goodman makes clear that symbols and phonology are part of the reading process, it would be better to teach reading together with the other language skills: listening, speaking and writing. Thus, the learners would have opportunities of confronting and reflecting what they learn about the language in an active way.

2. Stages of Reading Development

Jeanne Sternlich Chall used the cognitive stages mentioned above as well as the experience she gained carrying out researches on readability and vocabulary, and working with children and young people who fail learning how to read as normally expected for many years to outline the stages of reading development. She proposes six stages people have to go through when reading. According to her, it takes an average of 20 years to read from a basic level to the highest; the amount of years will vary according to biological and environmental (home, school, community) factors (1983, 7). The information in the stated table describes what is necessary to reach the goals set for the different reading stages. See table 1 below:

| Stage | Characteristics | Requirements |
|---|--|---|
| Stage 1: Pre-reading (years 0-5) | Child recognizes letters, words, stories, and sounds; begins to understand the relationship between letters and sounds. | Being very consistent in the response to oral reading; providing the child's learning with frequent, positive, and varied feedback. |
| Stage 2: Initial reading and decoding (years 5-7) | Child reads at a basic level; understands simple words and sentences; begins to understand the relationship between letters and sounds. | Focus on accuracy of letter-sound relationships; self-paced learning; focus on basic words and simple sentences; use of high-frequency words. |
| Stage 3: Fluent reading (years 7-10) | Child reads with fluency; understands more complex words and sentences; begins to understand the relationship between letters and sounds. | Focus on fluency and comprehension; use of high-frequency words and complex sentences; use of high-frequency words and complex sentences. |
| Stage 4: Skilled reading (years 10-15) | Child reads with fluency and understanding; understands complex words and sentences; begins to understand the relationship between letters and sounds. | Focus on fluency and comprehension; use of high-frequency words and complex sentences; use of high-frequency words and complex sentences. |
| Stage 5: Proficient reading (years 15-20) | Child reads with fluency and understanding; understands complex words and sentences; begins to understand the relationship between letters and sounds. | Focus on fluency and comprehension; use of high-frequency words and complex sentences; use of high-frequency words and complex sentences. |
| Stage 6: Expert reading (years 20+) | Child reads with fluency and understanding; understands complex words and sentences; begins to understand the relationship between letters and sounds. | Focus on fluency and comprehension; use of high-frequency words and complex sentences; use of high-frequency words and complex sentences. |

Table 1

Stages of Reading

Development: An Outline of the Major Qualitative Characteristics and How They Are Acquired

| Stage | Major Qualitative characteristics and masteries by the end of the stage | How acquired | Relationship of reading to listening |
|--|--|--|--|
| Stage 0: Pre-reading, "pseudo-reading" | Child pretends to read, retells stories when looking at pages of book previously read to him/her; names letters of the alphabet; recognizes some signs, prints own name, plays with books, pencils and paper. | Being read by an adult (or older child) who responds to and warmly appreciates the child's interest in reading; being provided with books, paper, pencil, blocks and letters. | Most can understand the children's picture books and stories read to them. |
| Stage 1: initial reading and decoding | Child learns relation between letters and sounds and between printed and spoken words; child is able to read simple text containing high frequency words and phonically regular words; uses skill and insight to "sound out" new one syllable words. | Direct instruction in letter-sound relations (phonics) and practice in their use. Reading of simple stories using words with phonic elements taught and words of high frequency. Being read to on a level above what child can read independently to develop more advance language patterns, knowledge of new words, and ideas | The level of difficulty of language read by the child is below the language understood when heard. |
| Stage 2: Confirmation and fluency | Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight | Direct instruction in advanced decoding skills; wide reading (with instruction and independent) of familiar, interesting materials which help promote fluent reading. Being | Listening is still more effective than reading |

| | | | |
|---|---|--|---|
| | vocabulary, and meaning context in the reading of familiar stories and selections. | read to at levels above their own independent reading level to develop language, vocabulary, and concepts. | |
| Stage 3: Reading for learning the true | Reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes; generally from one view point. | Reading and study of textbooks reference words, trade books, newspapers, and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; systematic study of words and reacting to the text through discussion, answering questions, writing, etc. Reading of increasingly more complex fiction, biography, nonfiction, and the like. | At the beginning of Stage 3, listening comprehension of the same material and watching are still more effective than reading comprehension. By the end of Stage 3 reading and listening are about equal; for those who read very well, reading may be more efficient. |
| Stage 4: Multiple viewpoints | Reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints. | Wide reading and study of the physical, biological, and social sciences and the humanities; high quality and popular literature; newspapers, and magazines; systematic study of words and word parts. | Reading comprehension is better than listening comprehension of material of difficult content and readability. For poorer readers, listening comprehension may be equal to reading comprehension. |
| Stage 5: Construction and reconstruction | Reading is used for one's own needs and purposes (professional and personal); reading serves to integrate one's knowledge. It is rapid and efficient. | Wide reading of more difficult materials, reading beyond one's immediate needs, writing of papers, tests, essays, and other forms that call for integration of varied knowledge and points of view. | Reading is more efficient than listening. |

Source: This table was adapted from table 5.1 (Chall: 1983, 85-87)

The table above provides an ample description on the six stages and how to reach them; however, there are four salient aspects that have to be pointed out since they are of relevance for this research. 1) Before entering the reading stage, children have to be exposed to an environment rich in listening and printed words. While learning the native language, this stage usually takes place in the children's house; but in the case of learning a foreign language in a public primary school, the students are mainly exposed to the second language when they attend classes. For this reason, this pre-reading stage should be considered in the design of the English curriculum if there is the intention of including reading as part of it. 2) Listening is recommendable in all the reading stages, but it should be emphasized during the first three stages. 3) Recycling the vocabulary in a meaningful way will provide the learners with the opportunity of acquiring the information. And finally, 4) reading comprehension exercises are included until stage three. Taking into account these factors will enhance the students' cognitive learning and will increase the reading success in the classroom.

C. Reading in the School

After understanding the way children learn to read in English and identifying the reading stages the learners have achieved, the teacher has to select the correct reading approach and teaching techniques to be used in the class. Before mentioning those approaches and techniques, it is essential to provide a description for reading. There are many definitions, but the most suitable is the one provided by Sarah Hudelson:

Reading is a language process in which an individual constructs meaning through transaction with written texts that have been reader's acting upon or interpreting the text, and the interpretation is influenced by the reader's past experience,

language background, and cultural framework, as well as the reader's purpose for reading. (qtd. in Genesee: 2000,130)

Therefore, the teacher has to select the appropriate approach or technique considering the objectives for reading and the students' previous knowledge.

1. Approaches to Teach Reading

Through time, teaching-learning approaches have been formulated as an attempt to facilitate and promote language acquisition in the classroom. Spangeberg-Urbschat and Pritchard indicate three approaches used for reading instruction: Code-based Instruction, Language Experience Approach, and Whole Language Approach. In the Code Based or Phonics Instruction, students learned the sound-symbol correspondences and practice with extensive drill in sound out English words. This is considered necessary for developing reading ability. However, Spangeberg-Urbschat and Pritchard also highlight that only pronouncing sounds do not mean that students can recognize the words since the class usually becomes a pronunciation class. In the Language Experience Approach, "students dictate their own experiences or stories to a teacher or scribe" (1994, 89). The stories become the class readings; in this way, the reading turns out to be meaningful to the student. Nevertheless, as Spangeberg-Urbschat and Pritchard make clear, the fact that students read their own stories is not enough; they have to learn how to read others' texts. The Whole Language Approach "is based on the belief that language should not be fragmented into its component parts, but should be learned and used as a whole system of communication" (1994, 89). The readings have to be authentic and related to students' previous knowledge. Typical class activities include reading aloud by the teacher, journal writing, writing stories, sustained silent reading, and conferences with the teacher or other students (Spangeberg-

Urbschat and Pritchard: 1994, 88-90). Teachers can choose any of the approaches or a combination of them considering the intention of reading in their classes.

2. Techniques for Teaching Reading

This section describes two of the most common techniques that can be used to teach and enhance reading in the English class during the early reading stages: printed word exposition and storybook reading. It is also added some techniques to increase the students' interest in reading.

a. Printed Word Exposition

Children start identifying printed words before reading from the atmosphere surrounding them; it is called *environmental print*. It is primordial because children start figuring out the "symbolic nature of print, in discovering that print may serve a variety of functions" (Genesee: 2000, 131). Since early age, children identify familiar signs such as McDonalds, not because they are reading, but because of functionality. Hudelson underlines that, "The fact that children act upon these symbols suggest that they are at work constructing hypotheses about how written language functions in both their native language and in another language" (in Genesee: 2000, 132). According to Richards, children make sense of print in the environment because they encounter it as an integral part of life activities in which they are engaged (in Genesee: 2000, 137). Therefore, in initial reading stages, teachers can create an English environmental print in the classroom.

b. Storybook Reading

Another technique is storybook reading. Children usually request adults to read the same story several times. This increases the schema of the story structure and the specific language used to tell stories. Both the illustrations and the print are also significant, "the illustrations help convey the story's meaning, and that the print symbolizes the language of the story" (Genesee: 2000, 132). As the story becomes more familiar, children focus on the story's sentences and lexicon; they give more attention to the text of print of the story and attend to syntactic and semantic aspects of it. Utilizing oral and personal narratives involves learners in sharing their own personal stories. Narratives seem to be a fundamental process in the human mind (Genesee: 2000, 142). The teacher can also include predictable books. "Because of the familiarity and predictability of these texts, children are able to construct meaning from them, so that, their first forays into English reading are successful" (2000, 144). These types of books also develop children's confidence in top-down processes.

In addition, repetition strategy enables children to understand text more easily. Halliwell recommends readings of "*Big Books* which have predictable stories in enlarged text formats that enable children in a group to see text more easily in context; the teacher could direct children's attention to a particular feature of the text" (1992, 144). *Big Books* also allow using the illustrations to predict the content of the text. Furthermore, students can read what is pointed out, repeat words, and predict words using semantic and syntactic cues. Children can also create their own books; if this is the case, the books have to be connected with something being studied in class.

Among the type of readings teachers use in class, literature can be included. Teachers have to choose from a collection of genres; therefore, children enjoy the richness and variety of

the English language. The texts can be selected from different multicultural perspectives. When selecting the reading, teachers have to consider students' linguistic limitations. The teacher has to plan opportunities for learners to respond to what they heard or read, construct meaning, relate story to their own lives, and to comment on the experiences. It does not mean to *bombard children with comprehension questions*, but to give them time to reflect on the literature experience. The teacher can also provide children with the opportunity of choosing their own reading material with a list of what they have to read (Genesee: 2000, 149). The chosen literature has to be related to the students' previous knowledge.

There are three main reasons that make literature ideal for the English class. The first one is mentioned by Power, "Stories and poetry are interesting. We enjoy them. The students enjoy them, [and] our attention is engaged as it is rarely engaged by word lists and exercises..." (qtd. in Boyle: 1986, 200). In addition, "as we read, we are aware subconsciously of tradition, linguistic, conceptual, and formal" styles (Brumfit and Cartert: 1986, 175). Literature provides learners with repeated instances of structures which they need to internalize. Literature is a great source to expose students to a big amount of input.

The second reason in regards to learning the foreign is that literature provides an authentic situation for language understanding. As Littlewood indicates, "In the case of literature, language creates its own context" (1986, 179); it means that literature usually emulates real life and illustrates the exact moment to use an appropriate word or structure according to the context the speaker is in. Moreover, Sandra Mckay asserts that, "literature will increase all language skills because it will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (1986, 191). Consequently, literature becomes a Mecca for language learning.

The third reason is that literature enhances cultural diversity. As McKay stresses, it “may work to promote a greater tolerance for cultural differences . . .” (1986, 193); it has also to be noted that the type of books selected should follow a logic order according to the readers’ age. To know about other cultures and be tolerant to their customs and beliefs is of relevance in this globalized world. It is useful since it is common to see many foreigners in Costa Rican public school which are usually looked down by their classmates. In addition, the selection of the books has to follow a process that starts “with children picture books, progressing through folk and fairy tales, graduating to junior and teenage good fiction, and finally teaching . . . literature for adults” (Vincent: 1986, 214). Some kind of simple texts remains the most suitable kind of reading material in the early stages of learning a foreign language (1986, 214). Choosing the correct book depends on the students’ language proficiency.

c. Increasing Interest

A technique to increase learners’ interest in reading and teaching vocabulary is presenting texts that facilitate comprehension and allow the construction of integrative skills. Thus, the reading class is not only about learning new vocabulary, but increasing student’s comprehension. Wolf and Barzillay claim that “The decoding processes enables readers to allocate the time and attention necessary to process the ideas, information, story, and intellectual arguments and assumptions presented” (2009, 34). Furthermore, reading should not be taught in isolation. Brown explains:

Reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled *reading*, your goal will be best achieved by capitalizing on the interrelationship of skills, especially

the reading-writing correction. So, [...] ultimately reading must be considered only in the perspective of the whole picture of interactive language teaching. (2000, 298)

Reading is not only about translating written symbols into speech but to comprehend what the information is about and interacting with the text.

In addition, literature facilitates the language acquisition by promoting a nice ambience. If the learners' emotions are negative, an imaginary wall, high affective filter, will hamper the input the students get. Yu-Lin Ling claims that during stories' narrations or readings, the students keep the affective filter low because of the relax classroom atmosphere that reading creates; the students feel safe to learn and are not afraid of using the language (2009, 2). As part of the classroom atmosphere, the confidence and motivation of the foreign language learning has to be built step by step, and the new language units have to be introduced in a comprehensible sequence.

Enhancing team work among the learners also contributes to increase their affective filter since they are sharing the responsibilities and relying on others. A common way to do it is including the cooperative learning approach in the class. Genesee states that this approach is employed in teaching various subjects on all educational levels from elementary to higher education, including teaching English as a foreign language (EFL). However, cooperation does not mean that learning styles of individual students can be ignored or forgotten. In fact, they must be considered and accommodated in the educational process due to their key role in learning (Genesee: 2000, 65). Thus the cooperative learning approach is a successful teaching strategy in which small teams incorporate students of different levels of ability to share their knowledge and complete a task; this diminishes students' anxiety.

Teachers can also increase students' motivation to read by showing that it is important and by creating a reading habit. It is possible to accomplish when developing children's ability to read silently. McCracken and McCracken call this technique Sustained Silent Reading (SSR), "child's ability to read silently and to sustain himself when reading silently without interruption for a relative long period" (1987, 151). With this technique, the teacher has to establish a daily routine; it will take some time. Students decide on the book they want to read; if they are just learning to read, they can use pictured books. The teachers and students will read silently for a specific period of time (from 5 to 50 minutes depending on the sustain children span) without interruption. If children try to talk to their teacher, they are ignored as a way to demonstrate the importance of the reading. When the time is over, students are congratulated and the teacher talks about the book he or she read. In this way, the teacher sets reading models for the pupils (152-153). Since the learners read materials they are interested in, they are more likely to enjoy their reading experience, and keeping a class routine will create a habit in reading.

D. Children Learning Another Language

When coming to the classroom, young children have already developed some skills for communication in their native language that will aid them to learn a new language. Knowing about those abilities will be useful for teachers to maximize students' language acquisition. In her book *Teaching English in the Primary Classroom*, Susan Halliwell indicates that those skills allow children interpret meaning, convey meaning, and learn unconsciously and consciously (1992, 2). When children come to the class, they are very good in interpreting meaning without necessarily understanding the individual words. Halliwell notes that since very young, children can comprehend what is being told by the intonation, gestures, facial expressions, and the

context; "when children encounter a new language at school they can call on the same skill to help them interpret the new words, sounds and structures" (1992, 3). In consequence, the teachers' use of body language and the voice pitch is relevant for the learners to comprehend what is being communicated. Children are also skillful in conveying meaning by using limited language creatively. Halliwell indicates that young students use their previous knowledge to create words by analogy, or invent new words; therefore, learners have to construct language actively themselves (5). Teachers have to take into account students' schemata and introducing new language in a comprehensible sequence. Children have an innate ability for figuring out the rules of the language used in the environment they are exposed to; consequently, the input the teacher provides in the class is significant to enhance learning.

In addition, Children's learning is conscious direct and unconscious indirect. Halliwell explains that conscious direct learning seems to encourage worked-out accuracy while unconscious indirect learning encourages spontaneity and more fluent uses. Nevertheless, "at primary school level, the children's capacity for conscious learning of form and grammatical patterns is still relatively undeveloped" (1992, 6). It is recommendable that teachers provide real tasks which let students' subconscious mind work on the processing of the language while their conscious mind is focused on the task. Teachers can also work the direct and indirect learning by stimulating children's imagination with games and drama (8). Using stories in the class would be an alternative to activate the direct and indirect learning since through stories children are unconsciously exposed to language processes and children's imagination is stimulated.

E. Teaching English as a FL in Elementary Schools in Costa Rica

Over years, experts in language acquisition have agreed that the best time to learn a foreign language is during childhood. Taking this into account, second and foreign language applied linguists have developed language learning programs for children. In the 1950s and 1960s, there was a boom in the United States for elementary school foreign language programs; it was because "parents and administrators were convinced that the early introduction to a foreign language for young children was worthwhile, interesting, important, and even chic!" (Lipton: 1988, 10). However, it was until 1994 during Figueres Olsen's government that the foreign languages French and English were introduced in some Costa Rican elementary public schools (Córdoba, Coto, and Ramírez: 2010, 6). It started as a pilot plan.

In 1997, it was decided that learning English a foreign language would become part of the elementary schools' syllabus. The Ministry of Public Education justified the selection of the language, "The large number of individuals who speak English either as their first or as a second or foreign language justifies the fact that English is considered a universal language. Likewise, within the scientific, technological and humanistic spheres, English is a fundamental linguistic tool" (Relanzamiento: 2000). Considering that English is one of the languages spoken the most worldwide it was thought that by adding it to the educational curriculum in primary school Costa Ricans could become bilingual.

Then a curriculum was design to teach the language. The MEP pointed out that during the I Cycle students were exposed to oral and aural communication, so listening and speaking skills are emphasized (Program: 2005). Therefore, students did not have any type of contact with written words during that time. The students start with reading learning when they are in fourth grade in II Cycle. The MEP justifies this saying that in this way, the students can transfer the reading sub-

skills they have learned from their native language to the target language (Program: 2005). Nevertheless, it is refuted by some researchers. Sapangenberg-Urbschat and Pritchard highlights that it is not possible for the learners to translate the skills they acquire in their native language to the foreign language at least that the students be taught how to do it (1994, 58). Considering this, the teachers of English have to teach the students how to use the reading strategies they learned in Spanish to read in English. However, it is not spotlighted in the MEP's curriculum.

Since the learners start their exposition to written information in the II Cycle, it has to be gradual with the decoding of some words. But instead, the MEP highlights that the reading skills that students have to develop include guessing, predicting and answering questions, and that teachers have to promote sub-skills, techniques, activities and tasks, such as substitution, skimming, looking for details and production of short pieces of writings (Program: 2005). It denotes two problems. First, the students are required to use top-down strategies when they do not know how to decode; it is a lot to confront the learners to the vocabulary and high frequency words to ask them to use reading strategies too. The second is that if the students are supposed to transfer this strategies from their native language to the foreign language there is a contradiction since in the section reading in Spanish below, Murillo criticizes that the students are learning how to decode but not how to analyze readings in their native language.

F. Reading in Spanish

The native language provides a good foundation for second language acquisition. For this reason, to know about the students' literacy process on their mother tongue will enlighten about the cognitive tools that the learners have developed and can transfer to the new language learning. Taking this into account, this section makes reference to the literacy method that the

Spanish⁵ teachers used with the observed groups in I Cycle; this information is analyzed and compared to Marielos Murillo Rojas' findings in her article: *La Lectura en la Escuela Costarricense: Algunas Reflexiones*.

In order to compile the information about the literacy process that the observed students went through during the I Cycle, three Spanish teachers were interviewed⁶. They mentioned that to teach the learners how to read and write they followed the Syllabic Method. This method consists of teaching the students the sounds of vowels, then, the consonants, and finally, the sounds of the syllables. Knowing about the syllables allows the students to read and write words. The teachers consider the Syllabic Method the appropriate one since the learners are capable of reading after four months which they believe is fast. In addition, the only material needed is several sets of cards with the alphabetic letters that the learners can use to repeat, form syllables, and form words (Spanish Teachers A, B, C, Personal interviews September 11th, 2011). Therefore, the students started the literacy process by linguistic units decoding; it is called bottom-up model.

Together with the decoding process, the teachers have to use some techniques to stimulate reading and writing. When they were requested what other type of activities they usually use as part of the literacy process, they added that the MEP's requires including activities for the fine motor skills development. In order to accomplish this, they teach the learners how to make figures with paper. The students are also requested to draw, color, associate words with pictures and trace out words. In addition, the part of reading is enhanced with *Paco y Lola* book which

⁵ Spanish is the native language of the students observed.

⁶ Spanish teachers A, B, C. Personal Interview. October 11th, 2011.

Since the information provided by the three Spanish teachers is pretty similar, it was summarized as one interview.

has sentences with the sounds studied in class and is fun for the learners. The students are also recommended to check out books from the elementary school's library. After recognizing the words, the students continue with sentences, short paragraphs, and the readings that have to be read according to the MEP. For those readings, the learners are asked to identify the characters, talk about the plot and types of narrators (A, B, C, Personal interviews September 11th, 2011). This information agrees with what Murillo states in her article.

Murillo carried out a reading research in the Costa Rican elementary school. As part of her findings, she points out that the Spanish teachers follow the bottom-up model for reading in which the students have to decode linguistic units; syllables, words, sentences and so on. However, she emphasizes that just decoding is not reading since reading implies analyzing by using previous knowledge (Murillo: 2005, 4). Murillo recommends including high order thinking techniques and integrating the four learning skills: listening, speaking, reading and writing since reading is not a passive stage, and it is also necessary to determine the intention of the reading to select the appropriate reading technique (2005, 11). Thus reading does not have to be taught in isolation, but together the other language skills in contexts and requesting the students to analyze instead of decoding.

According to the type of activities that the I Cycle Spanish teachers of the observed group use, they emphasize the fine motor skill exercises as part of MEP's policies. However, Murillo explains that it is a misconception since the MEP recommends strengthening the fine motor skills just in case that it is necessary, but not as a requirement since the motor skills were worked on the kindergarten period. Furthermore, the learners need to be in an enjoyable environment, and the teachers have to include listening activities to provide the learners the input they need to understand the readings (2005, 6). This explains why many Costa Rican students do not know

how to read. It is because the methodology used by the Spanish teachers does not show the learners how to interact with the text, but to recognize words and structures.

A. The Standpoint of the Hermeneutic

Hermeneutics are individuals with a unique perspective that has been shaped by the environment where they grew up and the experiences that they have been exposed to. Those aspects that hermeneutics have gained through their influence the selection and management of the design of the researcher and the data gathering instruments. In this view, the hermeneutic standpoint about reading and her interaction with the subjective world are included in this paper to emphasize the complexity and variability of this process.

For six years, the members of this study, Jennifer Rojas, the taught English as a foreign language in their first, second, and third. Because of her experience reading young learners, she management is responsible for children are capable of learning a second language to read in their mother language and the foreign language. She is also aware that reading how to read in the foreign language is not the same that reading how to read in the native language and reading in the first and second language proficiency. However, knowing about the children's cognitive learning could explain the choice of the hermeneutic standpoint to teach reading in a foreign language.

IV. Methodology

This chapter explains the design of the investigation and the processes followed to attain the objectives of this study. The researcher's standpoint about reading is included in this section to augment the study validity. It is also encompassed the description of the research setting and the subjects of the study, and the limitations of the research. The information in this chapter was of relevance to collect the data. There is also a section which explains the validity and reliability of this study.

A. The Standpoint of the Researcher

Researchers are individuals with a unique personhood that has been shaped by the environment where they grew up and the experiences that they have been exposed to. Those insights that investigators have gained through time influence the selection and management of the design of the researches and the data gathering instruments. For this reason, the investigator's standpoint about reading and her interaction with the subjects of study are included in this section to augment the comparability and translatability of this research.

For six years, the researcher of this study, Jennifer Rojas, has taught English as a foreign language in Costa Rica to children, teenagers, and adults. Because of her experience teaching young learners, the investigator is convinced that children are capable of learning concomitantly how to read in their native language and the target language. She is also aware that teaching how to read in the foreign language is not the same that teaching how to read in the native language since children do not have the same language proficiency. However, knowing about the children's cognitive learning would enlighten the choice of the appropriate methodology to teach reading in any language.

Ms. Rojas considers that reading is essential since it gives the students the opportunity to learn about the target language and culture in context. Reading is also useful to develop critical thinking which is of importance not only to learn the target language but also to perform in other life settings. She loves including jigsaw activities, storytelling, and Reader's Theater in her classes together with games and the conventional readings.

In regards to the subjects of this investigation, the researcher did not have any kind of contact with them before starting the study. Not knowing about the population of the elementary school and the subjects of the investigation, allowed the researcher to start her study without any kind of preconception. When the researcher started with the nonparticipant observation, she arrived to the classroom, sat at the back of the room, took notes, thanked the teacher, and left the classroom. During the first month her interaction with the personnel in the institution was limited. Later, the researcher started helping the teacher of English taking care of the learners when for some reason the teacher needed to leave the classroom. Each time it happened, it was documented within the observation records. After six weeks, the researcher established good rapport with the learners which was useful to document the history of the subjects. After two months, the learners considered the researcher as another teacher to whom they asked for help when it was necessary. It is important to highlight that the close interaction with the subjects did not affect the researcher's objectivity since what she had to analyze was the data that she collected from data gathering instruments.

B. Research Design

A case study was decided as the suitable type of research for this investigation. The reason is that case study designs allow the investigator to retain the holistic and meaningful

characteristics of *real life* situations (Ying: 2009, 4), which is the main goal of the researcher in charge of the present investigation. In addition, the deep inspection that the case study provides to the research theme can contribute to raise further understanding on the topic of reading development in the English class. The data was collected following the naturalistic or qualitative paradigm. The naturalistic research does not attempt to control conditions in the setting. Instead, the researcher's intention was to observe, describe, interpret, and understand how events take place in the real setting (Lynch: 1996, 14). This investigation also followed the critical paradigm. According to Bohman, such theory aims to provide the descriptive and narrative bases for social inquiring and promoting a change (2010). In this sense, the researcher endeavored to make a contribution to the state of the arts. Through the investigation, the researcher inspected how the teacher of English implemented the different cognitive reading stages in her activities on a fourth grade group. It was also decided to observe one group of each level in I Cycle to have a whole picture of the English learning preparation that the fourth graders went through before starting the reading stage.

C. The Research Setting

The research scenery was Elisa Soto Jimenez elementary school located in San Pedro de Santa Bárbara de Heredia. The Ministry of Public Education has distributed the schools in each province in different zones according to their geographic location. Santa Bárbara is part of the sector number three together with Flores, Belén, and Barra Blanca districts. Schools are also designated a population category according to the amount of students enrolled. Elisa Soto

Jiménez elementary school is category 4 with 579⁷ students (see Table 2); there are three groups per each level in I and II Cycle.

Table 2

Amount of Students at Elisa Soto Jiménez Public Elementary School

| | Town | Amount of students | Male | Female | Foreigners |
|---|-----------|----------------------|------|--------|------------|
| Elisa Soto Jiménez Public Elementary School | San Pedro | 579 | 304 | 275 | 28 |
| | | Kindergarten: 119 | 59 | 60 | |

Source: The Elementary school's monograph, 2011

Like many other public elementary schools, in the Elisa Soto Jiménez there are many parents who are not involved in their children's learning process. Although the groups' regular teachers had invited those parents to the Parent-Teacher Meetings, they had not attended. It was the same when the teachers requested those parents to come the classroom to talk about something specific related to their children's discipline or education. For this reason, the teachers personally visited those parents in their houses to come to an agreement; thus, the two parts could help the students improve their behavior and class performance. However, those parents rejected to take part in the students' learning and discipline process since they considered that it was the school's role and not their responsibility. For this reason and other learning problems, the principal of the institution has looked for the support of specialized teachers who can help the students with specific learning and discipline problems. There is a staff of six teachers who assist students with motor dysfunction deficiencies, mental retardation, attention deficit disorder,

⁷ The total of students includes the Kindergarten population.

neurological dysfunction, Asperger, and autism. There are also tutorial classes for children with problems in mathematics and Spanish subjects.⁸

Despite a few classes were taught indoors, the main setting was the observed groups' classrooms. The classrooms are alike; they are rectangular shaped with big windows in one of the lateral walls. Each classroom has a white board to be used with markers and a green board for chalk. The walls were decorated with pictures related to the school subjects. Each classroom was shared by two groups with different schedules. In the classroom there are two wood cabinets. In the cabinets there were color pencils, toilet paper, notebooks, books, construction paper, and glue. There are two cabinets because it is one for each group that shares the classroom. The students' desks are arranged in four or five rows. The teacher's desk was in the front, in the back, or at one side of the classroom.

D. Selection of the Population

Since the main focus of this case study is on reading, observing a 4th grade group was of relevance. It is because according to the MEP's policies, students start reading in this level. In addition, observing I Cycle groups lighted up the reading preparation that the students went through and that would be mirror on fourth graders' class performance in reading. For this reason, the subjects for this research were four groups and the teacher of English.

The researcher decided to observe one of the two English teachers who taught elementary school. That teacher, Ms. Wallace⁹, was teaching three fourth grade groups (4-1, 4-2, 4-3). From those three groups, 4-1 was selected as part of the research population since that specific group

⁸ The information was taken from the school's monograph provided by the secretary. It is in the appendix.

⁹ The teacher's last name was changed to respect the educator's privacy.

was taught by the same teacher since 1st level. In order to keep a connecting thread between the English procedures used to teach I Cycle students and fourth graders in II Cycle, the researcher also observed one group of each level in I Cycle (1-1, 2-1, 3-1). These groups were taught by the same educator under study. The allocated teaching time was 40-minute lesson daily four times per week.¹⁰

E. The Subjects of the Study

The subjects of this case study were the teacher of English, a fourth grade group and *one group* of each level in the I Cycle at Elisa Soto Jiménez elementary public school located in San Pedro de Santa Bárbara, Heredia. The teacher and each one of the groups observed are described below.

Ms. Wallace, the teacher, has a bachelor degree in teaching English to high school learners. She studied at a private university and graduated in 2003. However, she started teaching in 2000 at Liceo de Santa Bárbara High school. She taught there for one year, but then, she made the decision of working with children since she felt more comfortable with them. At the moment of the research, she had about seven years working at the elementary school.

In the group 1-1 there were 30 students (14 males and 16 females). There was a boy who had only four months in the group; he was transferred from another school. The group's regular teacher¹¹ mentioned that that student did not know how to write in Spanish while his current classmates did; therefore, the educator was trying to apply a curricular adaptation for him.

¹⁰ In Costa Rica, the learners have classes five times per week; however, the teacher was attending a training course on Fridays. The training was about listening techniques to take the TOEIC test. Therefore, the learners did not have English on Fridays.

¹¹ The students in this elementary school have one teacher for each group who teaches the four main subjects (mathematics, Spanish, Science, and Social Studies). Since the learners spend more time with them, these teachers

In the group 2-1, there were 28 students (16 males and 12 females) whose ages ranged between eight and nine years old. In that group, there was a student whose father owned a funeral parlor. In fact, in the student's house there was a special room in which the corpses were embalmed, so they did not have to be buried right after death. The boy mentioned that it was normal for him to see cadavers and that he was not afraid of them because dead people could do anything.

In the group 3-1, there were 29 students (11 males and 18 females). The learners were mostly nine years old. There was a boy who was not capable of using his fingers because he had juvenile rheumatoid arthritis. When he had to write, he put the dorsal of his hands together to hold the pencil which forced him to write slowly. His teachers and classmates used to help him write or do things like sharpening his pencils or zipping his backpack. Nevertheless, the teacher of English as well as the group's regular teacher mentioned that the student did not have any problem with his learning abilities.

In regards to the 4-1 group selected for this study, it was taught by the same teacher of English since first grade. In the group, there were 30 students (20 males and 10 females). There was a new student who had bipolar disorder. Nevertheless, the teacher mentioned that the student did not have any problem related to learning. In the group, most of the students were ten years old, but there was a boy who was fourteen. He had a sister who was 13 years old. She was in fourth grade too but in a different group. These students had failed third and fourth grade several times, and according to the regular teachers of the groups, these two students were about failing the current year too. They were in the school because the Patronato Nacional de la Infancia

are called regular teachers and are in charge of the group they are teaching. In addition, the learners have the same teacher in first, second, and third levels.

(PANI acronym in Spanish)¹² requested their mother to send them to the school or the children would be sent to a shelter.

In the same group, there was a female student who was obsessed with her looks and put makeup on. The student was the 5th out of 6 siblings. Last year when she was nine years old, she tried to hang herself with a piece of cloth in her house's bathroom. The day of the incident, it was her father's birthday; after the party, she went back to her mother's house (she lived with her mother and stepfather since her parents divorced when she was a toddler). When her family went to sleep, she mentioned that she needed to go to the toilet. After a while, her youngest brother was requesting her to leave the bathroom since he needed to urinate. Since there was not an answer, the oldest brother pulled down the door. Her face was blue and she was not breathing. The paramedics were trying to revive her on the way to the hospital. She was into a deep coma for two days. After a week, she came back to school; there was a big dark mark around her neck, and the learners were shocked to see her. In fact, it was necessary the intervention of the school's psychologist. Nobody knew why the child wanted to commit suicide, and she never talked about the incident.

Since the researcher's arrival, she was told that the population of that institution was difficult to deal with. However, there was not a single person who would explicitly explain to her why. The researcher had the opportunity of talking with the schools' teachers when she arrived early before the first class in the morning; in informal conversations she got some chunks of information that are included in this section as a relevant part of the institution's history.

The sector where the elementary school is located is well known because of the home made sugar-cane liquor which is smuggling. Since it is easy to get the liquor the most of the

¹²It is the entity in charge of watching that the children's rights are been respected.

population in that place, especially males, is drunk and violent. This violence is transmitted to the children, and it is difficult for the teachers to control those students with discipline conflicts. These learners explode their anger against the teachers and their classmates. In fact, this rebelliousness is promoted by the parents who instead of helping the teacher construct the children's character, threaten and sue the educators because the teachers try to discipline their children. In addition, in San Pedro and Santa Bárbara, there are gangs that distribute drugs and steal motor vehicles. The members of those gangs are the students' relatives or friends; therefore, the students do not have a good model to imitate. The domestic violence: physical, psychological or both is very common. In regards to the education, many of the learners in the elementary school do not have their parents' support; consequently, the students only learn the information they receive in the classroom.

F. Data Gathering Instruments

The main gathering data instrument used in this research was the passive participant observation. According to Lynch, the passive participant is also considered non-participant since the observer does not actively participate in the classroom interaction (1996, 121). For the nonparticipant observation, the researcher wrote 36¹³ entries with detailed notes about everything that occurred in the classroom. The entries were separated according to the level observed. They were numbered, dated, and scheduled. The observations provided an ample vision to draw on the results presented through the research; as Lincoln points out, "phenomena can be understood only within the context in which it is studied" (qtd. in Lynch: 1996,15). The participant observation was supplemented with structured observation instruments.

¹³ Nine observations in first level, eight observations in second and third level, and eleven observations in fourth level.

For the structured observation, two counting-oriented instruments were designed taking into account the objectives and units of meaning stated in this paper. The first counting-oriented instrument was an instructional time tally sheet. It was useful to find out the real teaching time in the classroom and identify those aspects that were affecting the teaching flow. The structured observation section was incorporated within the passive observation reports, at the end of each observation entry. A second instrument was a tally sheet to identify the techniques that the teacher of English included in each observed class. It was used a tally sheet per week and each grade group. It was also incorporated in the passive observation reports.

Other data gathering instruments used were two interviews. It was planned a schedule for each interview taking into account the research questions posed in this investigation. The first interview was semi-structured; Wallace elucidates that the semi-structured interview combines a certain degree of control with a certain amount of freedom (1998, 147). It was applied to the teacher of English under inspection. Through the interview new questions came up; the questions were added to the interview schedule showed in the annexes of this paper. The second interview was structured. Its aim was to discard or confirm what Murillo mentioned in her article about the way that reading is taught in Spanish in regards to the students being observed. The interview was applied to the I Cycle Spanish teachers of the groups.

In order to know about the support that the learners had in their houses with respect to reading, a questionnaire was sent with the students to be filled out by the parents or caregivers. However, only the 35% of the questionnaires were given back to the researcher. To collect the rest of the information, the researcher approached each one of the learners who did not bring the questionnaire and interviewed them in class. Consequently, it was the researcher who wrote down the responses in the majority of the questionnaires. The learners had talked about their families in previous Spanish classes; it assured that many of the answers were correct. In addition, the

researcher verified the information asking the group's regular teacher, and when there was hesitation about the students' responses, they were assigned to be asked as homework. At the end, the researcher collected the 100% of the questionnaires. It took two weeks to fill out the questionnaires. In order to do it, the researcher stayed two more weeks after the last observation.

It was also designed a short questionnaire to be applied to the learners to corroborate some answers provided in the previous questionnaire. The teacher of English allowed the researcher to apply them during her class. Nevertheless, only 93% of the students attended classes the day the questionnaire was applied.

Together with the instruments, the researcher analyzed four artifacts that she collected through the investigation. Spindler and Spindler explains that "artifacts constitute data indicating people's sensations, experiences, and knowledge and which connote opinions, values, and feelings Artifacts provide evidence for the topics and questions . . . [researchers] address because they are material manifestations of cultural beliefs and behaviors" (qtd, in LeCompte and Preissle: 2003, 216). The artifacts and their contribution for the research are listed below:

- The MEP's English curriculum for I and II Cycle was an aid to understand what was expected from the teacher and the MEP's epistemology in regards to teaching reading.
- One photocopy made of one of the learner's English notebook in each group as well as the English books used in the class served to back up the methodology used to teach and that was portrayed in the observations.
- The elementary schools monograph was useful to know about the type of population that attended the school as well as the help the learners received with discipline problems or learning disabilities.

In the whole, the data collected through all the instruments and artifacts were analyzed and triangulated to draw the results and conclusions.

In order to analyze the data, they were systematized in digital or physical files by source. Then the researcher read through the entire data set taking into account the research questions previously established for this investigation; each question was given a code. While reading the data, the researcher coded some pieces of information that could be used to respond the questions in the margins of the documents. In addition the information from the questionnaires was tabulated. The recurrent patterns in the data were grouped into three categories, teaching methodology, instructional time, and the help students received to study the target language, in the form of a matrix. The matrixes were useful to see the data as a single visual unit which facilitated the data analysis.

G. Units of Meaning

Since the main focus of the investigation was on how English reading was taught to fourth graders, and how the cognitive process was reflected in the methodology, the researcher had to collect data about the methodology used by the teacher to teach reading, the class instructional time; the factors that interrupted the instructional time, and that aid students had to study English outside the classroom.

H. Limitations of the Study

Since the research was carried out as a course requirement and it was done in a natural setting, the investigator faced two main time limitations: the schools' principal permissions and the course length.

In order to take advantage of time, the researcher requested the elementary school's principal permission to carry out the research at the end of the first scholar term.¹⁴ The access to the field was asked in a formal way presenting a letter from the master's program coordinator, and another letter from the researcher explaining what her objectives were which was required by the principal. It took the principal three weeks to provide an answer. By that moment, the second term had already started. It was Wednesday when the principal communicated the researcher that she could conduct her investigation in that institution. That same week on Thursday, the researcher went to the elementary school to verify the schedule of the groups when the principal told her that he changed his mind and he first had to read the research proposal in Spanish. On Friday, the researcher left the proposal in the principal's office.

The investigator waited for two more weeks to know if the principal would allow her to carry out the study. He allowed her, but she was three weeks behind her research schedule. In addition to the field access inconvenient; the principal did not permit the researcher to record the students or take pictures of them. For this, there are not pictures in this paper, and the pictures used to illustrate the setting in the observation entries were taking with the supervision of the teacher of English and janitors. Furthermore, the two questionnaires that were designed to elicit information directly from the parents and students were given to the principal since he had to give his consent. The researcher waited for more than one week to be allowed to apply the instruments.

The second limitation makes reference to the master's course. The fieldwork took place on about 10 weeks and there were only two weeks to analyze the data and draw conclusions which was a short time for developing such important section of the research.

¹⁴ At the university, the scholar year is divided into two terms (18 weeks each). The investigation was carried out during the second term.

I. Validity and Reliability

This section is to evaluate that the material collected through the research process is authentic; therefore, the interpretations are credible and not the result of personal perceptions and biased beliefs. According to LeCompte and Preissle, “The key issue in assessing qualitative studies is how particular researchers struggle to attain value in their endeavor, in the daily decisions they make in posing questions and in selecting, collecting, analyzing, and interpreting data” (2003, 315-316). The following section is meant to analyze the interpretations made in terms of validity and reliability by assuring that the researcher did not have any problem with factors that could disturb, but enhance the validity and reliability of this study. The factors that were taken into account to evaluate the veracity of this investigation are the ones pointed out by LeCompte and Preissle in their book *Ethnography and Qualitative Design in Educational Research*.

1. Validity

Validity is a term with a number of meanings; nevertheless, for the purpose of this study, conventional validity will be addressed. This tradition “requires determining the extent to which conclusions effectively represent empirical reality and assessing whether constructs devised by [the investigator] accurately represent or measure categories of human experiences” (LeCompte and Preissle: 2003, 323). This validity is divided into two types, internal and external.

a. Internal Validity

Internal validity makes reference to how the data collection and analysis method are authentic representations of the reality. LeCompte and Preissle elucidate that there are some

elements that could become threats for the internal validity of the research if they are not considered by the investigator: *history and maturation, observer effects, selection and regression, mortality, and spurious conclusions* (2003, 343-348). In the case of this investigation, the researcher went to a natural setting to collect the data, a process that lasted two months. This short time allowed the data gathering process to stay stable over time; therefore, there was not maturation and the patterns were recurrent through the research. Thus, it was not necessary to report changes in the history of the evaluation.

During the data gathering process there were three main informants who through the instruments corroborated and complemented the data for the investigation: the teacher of English, the students, and the learners' parents or caretakers. The teacher was essential to know about the teaching methodology used in the English class. The parents shed light on the learning support that the students had at home, and the learners expressed their opinion about reading. In addition, the researcher tried to avoid bias being objective by using tally sheet instruments. All of this contributed to have positive observer effects.

Despite the amount of students in the groups observed was large, the focus of the data gathering was on the methodology used by the teacher and the interruptions of the teaching flow. It made the data collection manageable. There was a difficulty with the gathering of the questionnaires sent to the parents, but it was solved; thus, techniques to narrow the number of informants were not necessary (Selection and Regression). In addition, the number of students and informants reminded the same through the whole investigation, and it was not necessary to deal with mortality. The conclusions of the research were based on the concurrent information provided by the informants through the different instruments; hence, there are not spurious conclusions.

b. External Validity

External validity depends on identifying and describing significant characteristics of the research for comparison and generalization with others. LeCompte and Preissle called this comparability and translatability, and there are four factors that affect the credibility of the study: *selection effect*, *setting effects*, *history effects*, and *construct effects* (2003, 349). They are considered in this analysis.

Importantly to highlight is that not all the groups are the same since they have different cultures, values and constructs. Therefore, it is not always possible to make comparisons across groups. In order to come close to external validity, the researcher started the investigation with a description of the population being observed (Selection Effects) as well as the setting where the observations were performed (Setting Effects). The elementary school's monograph which was also added to the annexes was useful to understand about the history of the school's population (History effects), and through the non-participant observations, it was described some of the learners' constructs (Constructs effects). The specification of these aspects assures the comprehensibility of those who read this research.

2. Reliability

Reliability is common to quantitative studies since the results of one investigation can be replicated by repeating the same procedures. However, when thinking about the qualitative paradigm, it has to be remembered that the "human behavior is never static, [and] no study is replicated *exactly*, regardless of the methods and designs used" (LeCompte and Preissle: 2003, 332). Nonetheless, taking into account that the research was carried out in a public elementary school in Costa Rica, there are possibilities of getting similar results with other groups that share

some characteristics. Therefore, recording the research process step by step and applying a deep data gathering procedure was of relevance for validity. The reliability is external and internal.

a. External Reliability

It is not possible to reach perfect reliability in a qualitative study. However, LeCompte and Preissle remark five elements that well-handled can enhance the external validity: *the researcher status position, informant choices, social situations, analytic construct and premises, and methods of data collection and analysis* (334). In order to attain the external reliability, the researcher was careful selecting the appropriate informants for the research (Informant Choice) and providing a description of them (Research Status Position). There is also a description of the context in which the investigation was carried out (Social Situation and Condition). The investigator also tried to reconstruct thoroughly the environment and what happened with the sample population, so that the reader can be immersed in the ambiance. In addition, the researcher described the methodology she used to collect and analyze the data in a detailed way; it allows that other researchers can use this paper as a guide for a similar investigation (Methods of Data Collection and Analysis). Finally, the units of analysis for this research were delineated (Analytic Construct and Premises).

b. Internal Reliability

The description of the research processes is not enough to augment validity; it must have internal credibility too. LeCompte and Preissle define internal credibility as the extent to which sets of meanings held by multiple observers are congruent enough to describe and arrive at inferences about phenomena in the same way” (2003, 338). This implies that the same

phenomenon portrayed in the research paper has to correspond to the phenomenon perceived by the readers. LeCompte and Preissle suggest: *low-inference descriptors* and *peer examination* to keep internal reliability (2003, 338-339). This investigation had only one researcher; however, the information she provided was well documented by the data gathering instruments that allowed triangulating the information. The raw data were backed up with direct quotations from the participants, verbatim; that would serve to provide multiple samples from the field (Low Inference Descriptors). In addition, the research process was inspected by the tutor and course teacher who were assigned for this graduation project; they provided feedback to enhance the final product (Peer Examination).

In the whole, the researcher specified everything she did through the investigation; hence, this paper can be used as a kind of manual for other researchers to imitate the procedures in order to obtain comparability. That explicitness grants the validity and reliability of this research.

V. Presentation and Analysis of Results

A. Teacher's Methodology

The methodology that teachers apply in their classes is a reflection of their teaching philosophy and their knowledge about teaching. For this reason, it is pertinent to include a description and analysis of the methodology the teacher of English under observation used in her classes to ascertain what she knows about teaching reading. The description is divided in two: the methodology applied to I Cycle groups and the methodology used with fourth graders in II Cycle.

The methodology used with I Cycle students was through printed vocabulary. Ms. Wallace introduced each topic with a list of words that she wrote down on the board and the learners copied them down on their notebooks.¹⁵ According to the English syllabus for I Cycle groups, "students acquire communicative competence through the integration of oral and aural skills listening and speaking only . . ." (Relanzamiento: 2000). Ms. Wallace was asked to explain the purpose of using printed words even though it was not recommended in the MEP's syllabus; she commented, "I do that because I think at that age they [children] are very visual. If they see words and write down words every day . . .," they will learn the vocabulary as they did with the class routines¹⁶ (Personal interview, 7 Sep. 2011). Ms. Wallace perception that children word exposition should start before learning how to read is correct since it helps them identify

¹⁵Since the lists were large, Ms. Wallace sometimes gave to the learners a photocopy with it, especially, to first graders.

¹⁶The classroom routines includes: the greeting to the teacher, weather vocabulary, saying the date, and a prayer; information that the students learned by heart.

letters and sounds and give students the opportunity of creating their own hypotheses about word formation.

Some teachers believe that teaching written vocabulary in English to I Cycle students who are also learning how to read in their native language, Spanish, is not recommendable. It is due to the fact that Spanish words are pronounced mainly as they are written which does not occur in English, and the students may get confused with word spelling and pronunciation. Nevertheless, as Ferreiro elucidates, in both languages the learners have to work with phonemes identifying sound-letter correspondence. In the reading process the students start creating their own hypothesis to identify pronunciation rules (1991, 54); however, the students need class opportunities to corroborate if those rules are correct. During the observations, the researcher witnessed how the learners made an attempt to understand pronunciation and spelling using their prior knowledge to formulate the rules. Two of those instances are stated here to exemplify the type of *misconstruction*. They occurred during observations six and eight carried out to the first grade group. The first one happened when a student read the segment *she's* using the pronunciation of *cheese* /tʃiːz/. In this case, the student related what he heard to the word *cheese* which was previously studied as part of the topic food. The second time, a student thought that the correct spelling for Monday was *Manday* because the pronunciation of the schwa /ə/ in Monday sounds similar to the pronunciation of the Spanish /a/; in both cases, the teacher provided an explanation. Instead of pointing out a problem, what happened during those specific observations indicates that the learners were developing their reading psychogenesis.

Even though Ms. Wallace's impression of children exposition to printed words was correct, there is an aspect to consider. The teacher promoted the teaching of vocabulary in isolation because she introduced one topic and a related set of words. Memorizing a list of words is not funny for children. It is probably that they can recall some of the words for a short time,

but those words are forgotten easily since the students need concrete learning experiences. Spangenberg-Urbschat and Prichard consider that the learning experiences “foster language and vocabulary development, because they provide a meaningful social context for learners to construct meaning while interacting with words” (1994, 170). More than memorizing vocabulary, students need the opportunity of being exposed to those words in different contexts in order to acquire them.

After copying the vocabulary list, Ms. Wallace requested the learners to repeat the words after her to see the correct pronunciation. When the students were pronouncing correctly, the teacher said the words in English and the students were asked to translate the vocabulary into Spanish. Although there was not a previous explanation of the meaning of the words, the students did not have any problem in this activity since Ms. Wallace previously wrote the Spanish translation of the vocabulary list. In addition, Spanish was the main means of communication that the teacher used in class. Ms. Wallace stated that she used Spanish and translation because she believed that it was easier for the students to understand the meaning of the English vocabulary (Personal interview, 7 Sep. 2011). Ms. Wallace’s comment indicates that she was worried that the learners were not capable of grasping the information in English; therefore, she explained in Spanish to make sure that everybody could comprehend, and then, she asked the students to translate into Spanish to corroborate if they understood. However, as Halliwell emphasizes, before starting elementary school, children have already developed some skills in their native language that would allow them to acquire a new language (1992, 2). In addition, the teacher can use body language, voice pitch, pictures, games, and language activities to aid the students to interpret meaning; therefore, what the learners need to acquire the vocabulary is stimuli.

After giving the learners the vocabulary list, going through pronunciation and translating the words in Spanish, Ms. Wallace chose the vocabulary she would emphasize through the different lessons of the week. Then she brought drawings to illustrate the words and to do a coloring activity. Before coloring, Ms. Wallace asked the students to repeat the words after her, and then, the Spanish translation of the words was requested. If the learners did not remember, the teacher provided the translation. Interestingly, not all the words in the list were studied through the different lessons and the vocabulary practice was not much. Table 3 presents the vocabulary list the students were given for the topic *My Body* and the only two coloring activities used.

Table 3

Vocabulary Study for the Unit 2: My Body (First Grade Group)

| List of vocabulary given in class | | | Parts of the body that were colored on one photocopy | | Parts of the body colored in the English- class book |
|-----------------------------------|----------|-----------|--|------|--|
| head | hair | Face | toe | ear | hair |
| eyes | eyebrows | Eyelashes | stomach | knee | eye |
| ear | nose | Mouth | shoulder | chin | nose |
| lips | teeth | Tongue | finger | head | ear |
| neck | shoulder | Chest | arm | nose | mouth |
| back | arm | Elbow | elbow | hand | shoulder |
| waist | hips | Buttocks | hip | leg | hand |
| leg | hand | Fingers | back | foot | knee |
| foot | ankle | | | | leg and feet |

Source: Photocopies of the First Grade Notebook and English Book.

- a. As table 3 shows, the list of the vocabulary given to the learners was large. While the words studied in class were few.¹⁷

¹⁷ Although the vocabulary provided by the teacher had the Spanish translation, it was not included in the table.

In addition, table 4 shows the body part vocabulary the students were given to study for the first oral English test. According to table 4, only those words that are considered basic were included in the test, and only two words in that list were part of the coloring practice. Therefore, the students were exposed to the pronunciation of the majority of those words twice: a) when they copied down the list and b) when the teacher read the vocabulary list that would be part of the test. This suggests that the parents have to work hard to help their children to perform well in the oral test. Also the learners did not have to opportunity to relate letters to sounds which is primordial for reading.

Table 4

List of the Body Vocabulary the Learners Have to Study for the Oral Test

| Body Vocabulary | | | |
|-----------------|-----------|----------|-----------|
| face | (cara) | back | (espalda) |
| lips | (labios) | elbow | (codo) |
| teeth | (dientes) | waist | (cintura) |
| tongue | (lengua) | hips | (cadera) |
| chest | (pecho) | buttocks | (glúteos) |

Source: First Oral Test Themes Provided by the Teacher. It is Attached to the Photocopies of the First Grade Notebook.

- a. According to Table 3, not all the words provided in the vocabulary list for this topic were included in the test.

The I Cycle classes observed were quite similar in regards to methodology and content. Furthermore, some of the materials that the teacher used with the different groups were the same

and the vocabulary lists were alike. The primary difference in the vocabulary lists was the amount of words or that few of the words included in the list were different as it is shown in

Table 5. *Approach on the classroom for children ages (1977, 119). This analysis was not done until after about the necessity of including meaningful language activities in class.*

Table 5
 List of Vocabulary Provided to Second and Third Grade Groups

| Second Grade Group | | | | Third Grade Group | | | |
|--------------------|---------------------|----------------|----------------|-------------------|------------|----------------|---------------|
| Actor | chef | Gardener | veterinarian | actor | carpenter | photographer | secretary |
| Architect | construction worker | hair dresser | pilot | architect | cashier | pilot | singer |
| Astronaut | dentist | house keeper | police officer | astronaut | journalist | plumber | soccer player |
| Baker | janitor | Journalist | sales person | artist | lawyer | police officer | taxi driver |
| bus driver | electrician | Lawyer | scientist | baker | mechanic | priest | teacher |
| Butcher | farmer | security guard | soccer player | bus driver | model | receptionist | waiter |
| Carpenter | trash collector | Mechanic | priest | butcher | painter | sales person | veterinarian |
| Cashier | firefighter | Nurse | waiter | Dentist | pharmacist | seamstress | farmer |

Source: Observation # 5 in Second and Third Grade.

- The lists provided to the two groups have the same amount of words, but there were few occupations that were not shared in the two lists. They are in blue.

Since the lists were so related, the researcher asked why instead of given the learners lists of words which were supposedly learned the previous year, the teacher did not include a variety of activities to work on that vocabulary. Ms. Wallace responded that she provided the learners with lists because the majority of the students did not remember what they had studied and some of the learners only recalled the *basic* words or phrases (Personal interview, 7 Sep. 2011). This means that the majority of the learners stored the information in the sensory memory or short

term memory instead of the long term memory. Ault explains that all the information has to go through the sensory memory and short term memory; however, storing it in the long term memory depends on the stimulus the children gain (1977, 117). This confirms what has been mentioned before about the necessity of including meaningful language activities in class.

As part of the materials used in the class, the learners had an English book¹⁸ which provided them with more practice. It is organized according to themes; each book has eight units with subtopics. For instance, the book for second grade has a unit called *My Body*; this unit includes the subtopics: parts of the body, shapes, senses, and numbers. The types of activities that the I Cycle series of books include are: coloring, cutting and pasting, drawing, tracing out, matching, multiple choices with pictures, and word search grids. Importantly to highlight is that only two or three pages provided activities for each subtopic. A characteristic of the series of books is that they include: printed vocabulary, questions and sentences, short descriptions, riddles and songs. The readings and songs were not used at all during the observations carried out for this research. However, the investigator was interested in knowing how the teacher approached the reading activities. The chronicle below is part of one observation entry which illustrates how the teacher went through the reading part of the book in the second grade group:

¹⁸ Castaing Quirós, Paula. *Play and Learn: Elementary English Series*. 2nd ed. San José, Costa Rica: Publitex S.A. 2009.

The series consist of six books which are based on the MEP's syllabus.

Observation # 7**Date: Tuesday, September 6th, 2011****Lesson Time: 2:05 – 2:45 p.m.**

..... The students will work on page 79 (see fig. 1 below). On the page, there are five pictures that illustrate how people, with the occupations previously mentioned, help the community. Next to each picture there is a sentence. The first sentence reads: *The police officer helps keep our streets safe.* The teacher said to the students that they have to write down the translations of the sentences.

Ms. Wallace reads the first sentence and asks the learners to translate it into Spanish.

The only word translated by one student is *help*, *ayudar*.

The teacher reads the next sentence, "Number two, dice: *The fireman puts out fires and rescues people.*" Then she asks the students to translate it.

No even a word is translated by the students, so the teacher writes down the translation on the board.

Ms. Wallace reads the rest of the sentences, says the Spanish translation and writes them down on the board, so the learner can copy them down on their notebooks.

Later, the students were asked to repeat the English sentences after the teacher.

(Second Grade Observation # 7)



Fig. 1. A page of the 2nd grade English class book in which the learners work on

Source: *Play and Learn Second: Elementary English Series* p. 79

The way the teacher prepared the students before asking them to translate the sentences in their books was: 1) eight days before the activity¹⁹, she provided the learners with a list of occupations (see table 5) and made sure that the students understood the words by following the methodology that has been described in this section (Observation 5, August 29th), and five days before the activity, 2) the teacher reviewed seven of the occupation words (teacher, doctor, nurse, secretary, fireman, taxi driver, and dentist) which were on the copy that the learners had to color

¹⁹ The allocated time for the English class was 40-minute lesson class four times per week (Monday-Thursday). The observation 5 was on Monday, August 29th. On Tuesday and Wednesday, the students had the oral test, but not classes. Observation 6 was on Thursday. On Monday, there were not classes since the teacher attended a workshop. The reading translation activity was on Observation 7, Tuesday, September 6th (Second grade observation chronicles).

(Observation 6, September 1st). However, there was not even a pre-activity the same day the students were requested to translate the sentences.

In addition to the vocabulary provided, the students needed to have a repertoire on verbs including a phrasal verb, a variety of nouns, and some high frequency words. The only verbs the researcher observed that the students were taught were the four language skills: listening, speaking, reading, and writing (Observation 4), and the only instances the teacher taught grammar was: when in Spanish she said what -ing was used for and (Observation 4) when the teacher explained that the words for some occupations in English could be used with any gender while there were others specific to the gender (Observation 6). Even though the students need input to learn the foreign language, confronting them with such amount of information without previous preparation could frustrate the students and cause a disengagement of English. In addition, Piaget acknowledges that children's intellectual development is a systematic, sequential and organized process (qtd. in Ault: 1977, 19). Consequently, the teacher has to teach vocabulary in a progressive and coherent way and in context to provide the input.

In the whole, as it is reflected through the teacher's methodology analysis and it is shown in Table 6, the main technique that the educator used to teach was printed word exposition which was observed in all the classes²⁰. Furthermore, the main strategies were: the teacher explained in Spanish in almost all the classes, the teacher translated the information into Spanish in almost the half of the observations, the students were asked to translate into Spanish in the majority of the observations, and the learners were asked to repeat after the teacher in the half of the observed classes.

²⁰ Even though the total of I Cycle observations were twenty-five, twenty four was the total used since in one of the observations the students had presentations; therefore, any technique or strategy was applied by the teacher.

Table 6

The Strategies the Teacher Used the Most: I Cycle Groups

| | In all the observations | In almost all the observations | In the majority of the observations | In more than the half of the observations | In the half of the observations | In almost the half of the observations |
|--|-------------------------|--------------------------------|-------------------------------------|---|---------------------------------|--|
| Amount of observations | 24 | 21-23 | 17-20 | 13-16 | 12 | 8-11 |
| Strategies | | | | | | |
| T. used printed word exposition. | (24) 100% | | | | | |
| T. explained in Spanish. | | (23) 95% | | | | |
| T. translated into Spanish. | | | | | | (11) 46% |
| Ss. repeated after the teacher. | | | | | (12) 50% | |
| Ss. were requested to translate into Spanish. | | | | (16) 67% | | |

Source: Technique Tally Sheet: Structured Observation.

- a. The number in parenthesis indicates the exact number of observations in which the strategy was observed.

There were other techniques and strategies the teacher used less frequent to reinforce vocabulary learning: used activities to trigger the students' schemata, explained with pictures, and included listening exercises in three of the observations; requested the learners to draw in four observations and used matching activities in six observations. This type of activities should be used much more instead of emphasizing translation and the use of the native language. From those strategies there are three which the researcher considers of relevance for the learning process: activating the students' schema, using pictures, and exposing the learners to listening.

Students rely on their prior knowledge and world experience when trying to comprehend the new language; this prior knowledge is called schema. Piaget explains that the schema is the starting point of the cognitive learning (qtd. in Ault: 1977, 18). Consequently, activating the schema will allow the students to process the information better. The schema is activated when the learners can relate what they already know about a topic being studied. The schema activation can be accomplished through teacher guided instruction and the class implementation of meaningful materials such as pictures.

Used in the correct form, a picture is more than one illustration because of the mental processes that it activates in the students' mind. Canning-Wilson provides a summary of those processes:

Visuals allow for greater cognitive mapping and navigating in an environment . . .

Visuals lead the learners to draw out language from their own knowledge and personal experiences through exposure to the stimuli presented. They also permit strategies to organize knowledge into semantic or associative clusters. . . . Visual images encourage the learners to predict, infer, and deduce information from a variety of sources. (1999, 1)

Pictures are very useful in the development of the students' cognition, in special, when the learners had had not previous contact with the new language. Pictures also encourage the bottom-up and top-down processes. The pictures allow students to use their previous knowledge in the native language to make hypothesis and associations. However, in order to make a positive impact in the learners, the teacher has to be careful with the selection of the pictures and the activities. If not, the picture becomes a mere illustration.

When learning a foreign language, the students will rely most on their prior knowledge to make hypotheses as an attempt to understand the new information; nevertheless, the learners also have to start construing their schemata in the target language; this is possible through comprehensible input. Listening provides the aural input that serves as the basis for language acquisition for novice learners. The students must hear the target words and structures in the language as many times as possible so that the language starts to become internalized. This does not mean that the students will be exposed only to listening activities, but in combination with the other language skills.

What makes the fourth grade group different from I Cycle students is that according to the MEP syllabus, fourth graders have to guess details, skim, and identify the main ideas in passages. Ms. Wallace expressed that the first time the students read, they say that they do not understand much English. But she knows that they have enough vocabulary to understand the readings to get at list the main idea of the topic because the topics studied through the different levels in the elementary school are mainly the same²¹ (Personal interview. 7 Sep. 2011). This explains why

²¹ Ms. Wallace makes reference to the sequence that the MEP's syllabus follows in regards to the topics through the different levels in the school for example: my body, my physical appearance, body health, keeping healthy, taking care of my body, and my physical changes.

Ms. Wallace insisted on providing I cycle learners with vocabulary lists. However, her comment is contradicted by the data obtained.

By analyzing the MEP's syllabus, it was found that there is a coherent sequence in the topics that are taught through the six years in the elementary school, and those topics go from basic to more challenging. Nevertheless, this does not imply that the same information is recycled through all the grades in the school. It was identified that the topics taught within the I Cycle levels are pretty similar, and the topics taught through II Cycle levels are alike, but there is an incongruity in the topics between I and II Cycles. To enlighten what the discrepancy is, one of the sequential topics from first level to fourth level is analyzed. In addition, it is included the description of how the teacher taught the same topic in fourth level.

As table 7 shows, there is a sequence in the topic # 6 Community in the I Cycle groups. The information is recycled through the different levels. The topic focus is on the community, transportation, and duties and responsibilities. It would be expected that the students be capable of reading about that when they arrived to the fourth level because of the input they have been exposed to.

Table 7

Sequential Topic #6 for I Cycle Groups

| 1st LEVEL | 2nd LEVEL | 3rd LEVEL |
|---|--|--|
| <p>MY COMMUNITY</p> <p>Describing</p> <ul style="list-style-type: none"> • The community • Occupations • Means of transportation | <p>MY COMMUNITY</p> <p>Exchanging information about</p> <ul style="list-style-type: none"> • Goods and services • Community services • Means of transportation • Traffic signs | <p>MY COMMUNITY</p> <p>Talking about</p> <ul style="list-style-type: none"> • Community helpers • Jobs occupations and community helpers • Duties and responsibilities within the community, pedestrian, riding a bike, at the park |

Source: Costa Rica. Ministerio de Educación Pública. Programa de Estudios: Educación General Básica I y II Ciclos: Inglés.

By comparing table 7 above with table 8 below, it is evident that the information learned during the I Cycle will not give the learners the prior knowledge that they need to talk about Costa Rica. Therefore, the teacher has to start providing enough input to help the students to create new schemata. Furthermore, the information that the learners have to be able to communicate in English about Costa Rica is complex, and according to the syllabus, the linguistic objectives for reading are: "Drawing information from short writing passages and skimming to obtain the gist of the text" (*Relanzamiento: 2006*). Thus, providing I Cycle students with vocabulary lists will not facilitate the transition to fourth grade.

Table 8

Sequential Topic #6 for II Cycle Groups

| 4th LEVEL | 5th LEVEL | 6th LEVEL |
|--|---|---|
| <p>COSTA RICAN IDENTITY Communicating about</p> <ul style="list-style-type: none"> • General information about Costa Rica • Costa Rica's democratic manifestations • My province • The most visited places in my province | <p>COSTA RICAN BEAUTIES Communicating about</p> <ul style="list-style-type: none"> • Costa Rica natural beauty its resources and weather conditions • The seven provinces of Costa Rica, • The most visited places in my country. • Cultural diversity • Human rights in my country | <p>COSTA RICA: A GREEN PARADISE FOR THE REST OF THE WORLD SIMILARITIES AND DIFFERENCES BETWEEN COSTA RICA AND OTHER COUNTRIES Expressing opinions about</p> <ul style="list-style-type: none"> • English speaking countries • Identification and description of outstanding landmarks in the world • Ways to preserve and improve democracy • Cultural diversity in the world • The most visited places in the world |

Source: Costa Rica. Ministerio de Educación Pública. Programa de Estudios: Educación General Básica I y II Ciclos: Inglés.

The next is a description of how the teacher went through the topic Costa Rican Identity in the eleven consecutive observations carried out to the fourth graders using part of the chronicles from the observation entries:

Observation 1- The learners are given photocopies in which they have to unscramble names of the Costa Rican provinces and color the provinces in the Costa Rican map (August 22nd, 2011-12:30 – 1:10).

This type of exercise is simple since the learners had studied the name of Costa Rican provinces in the Social Studies class.

Observation 2- The learners have to complete the sentences in a photocopy with the words in the box. The teacher works with the whole class. The procedure she followed was:

Observation # 2

Date: Tuesday, August 23rd, 2011

Lesson Time: 11:30 – 12:10

Ms. Wallace moves to the front of the classroom and goes through each sentence in the handout. She reads one sentence and then she translates one part of the sentence into Spanish. Later, she asks the students to translate one specific word into Spanish: "Costa Rica is located in _____. *Costa Rica esta ... ¿Qué es located²²?* The students respond, "no sabemos," we do not know. Ms. Wallace provides the Spanish equivalent *ubicado*. Then she repeats the full sentence in Spanish, "¿En dónde está ubicada Costa Rica?²³

In observation two, Ms. Wallace was reading the sentences in English and the students have to translate some words into Spanish. Since the students did not understand the words, the teacher provided the translation too. After knowing what they were requested, the learners were capable of answering in Spanish because they had learned about that in Social Studies. They were also

²² What's the Spanish translation for located?

²³ Where's Costa Rica located?

Observation # 4

Date: Thursday, August 25th, 2011

Lesson Time: 10:45 – 11:25

Ms. Wallace: “¿Qué representa el Yigüirro?”²⁴

Nobody answers

Ms. Wallace: “Si lo comparan con otro pájaro ¿qué piensan?”²⁵

Nobody answers

Ms. Wallace: “Compárenlo con un Pavo Real.”²⁶

Student A: “El Yigüirro es pequeño”²⁷

Student B: “Y feo”²⁸

Ms. Wallace: “Eso es lo que significa: la simplicidad de la gente. Copien lo que voy a escribir en la pizarra debajo del dibujo.”²⁹

1. Represents the simplicity and humility of our people, Ms. Wallace writes on the board.

²⁴ What does the Clay-colored Robin* represent?

* (Clay-colored Thrush or Clay-colored Robin is Costa Rica's national bird)

²⁵ If you compare it with another bird, what comes to your mind?

²⁶ Compare it to a Peacock.

²⁷ The Clay-colored Robin is small.

²⁸ And ugly.

²⁹ It is what it means, the simplicity of the people. Write down what I write on the board below the picture.

copying down the translation in the handouts. It also has to be noted that Spanish translation the teacher provided for *located* is not the correct one.

Observation 3- The learners had to work on the book, pages 80 and 81. Costa Rican Natural Resources:

Observation # 3

Date: Wednesday, August 24th, 2011

Lesson Time: 1:10 – 1:50

Ms. Wallace reads in English and the students have to write down the translation into Spanish. The learners try to infer the information as a group.

Teacher: "What's the Gold museum?"

Student 2: "Museo de los Niños."

Teacher "¿Qué significa Gold?"

Student 3: "Dorado"

Teacher: "Si es dorado, ¿qué significa un museo dorado?"

Student 3: de oro

Student 2: Museo the Oro (this translation is correct)

Observation 4- The learners were studying the Costa Rican National Symbols; in Spanish, the teacher explained the meaning of the symbols:

Although it was an interesting topic, it seemed more a Social Studies class since it was in Spanish. The students were asked to think and infer information, but there was not any process related to the target language. At the end the students were passive receivers who did not have the input.

Observation 5- The students worked on a multiple choice with information about Costa Rica:

Observation # 5

Date: Monday, August 29th, 2011

Lesson Time: 12:30 – 1:10

Costa Rica's population is _____.

- A) 1,000,000 B) 2,000,000 C) more than 3,000,000

Ms. Wallace reads the first statement, "Costa Rica's population is ...". After, she inquires if the learners know the meaning of *population*, "¿Qué significa *population*?"

"Popularidad,"³⁰ answer the learners in unison. Ms. Wallace smiles and provides the Spanish equivalent, "Población." Now she reads the options: "A 1,000,000, B 2,000,000, C more than 3,000,000". The teacher translates the expression *more than* into Spanish. Then the students mention option C as the correct answer which the teacher confirms as right.

³⁰ Popularity

Observation 6- The students had presentations about celebrations in Costa Rica.

Observation 7- The teacher gave the learners another copy in which there are some sentences with information about Costa Rica:

Observation # 7

Date: Wednesday, September 7th, 2011

Lesson Time: 1:10 – 1:50

Ms. Wallace reads the sentences in the copy. She first reads the sentences in English. After reading, she asks the learners to translate the sentence. If they have problems with the translation, she translates the statements.

Did you know that:

Costa Rica has 81 cantons y 463 districts.

Observation 8- Ms. Wallace gave the students a passage with general information about Costa Rica. Then she wrote some sentences with blanks on the board that the students had to complete as a whole group using the reading:

Observation # 8

Date: Thursday, September 8th, 2011

Lesson Time: 10:45 – 11:25

Ms. Wallace rereads the sentence:

“Costa Rica has two seasons: _____ and _____. Costa Rica experimenta dos estaciones: _____ y _____.”

Nobody answers. Ms. Wallace provides the answer, “dried and wet, seca y lluviosa.” “The dried season is generally between _____ and _____. ¿Entre cuáles meses está la estación seca?” Nobody answers; she gives the answer, “December and April.” “And it is the wet season the rest of the _____? La estación húmeda es el resto del _____” No responses. Ms. Wallace completes the sentence, “the year.”

The students did not have the repertoire to grasp the information.

Observation 9- The teacher and the students continue working on the exercise mentioned before since there was not enough time to finish it last class.

Observation 10- The learners had oral presentations. They were requested to talk about Costa Rica; for the presentation, the teacher suggested them to compile some of the sentences previously studied. The students were not allowed to read; however, many of them needed to see the paper with their presentations several times. There were three students whose presentations were done by heart, perfect in grammar and with understandable pronunciation; they were helped to write and practice the presentations by their parents or a neighbor. The chronicle below is the transcription of one of the presentations which portrays how the majority of the students did on the oral presentation.

Observation # 10

Date: Wednesday, September 14th, 2011

Lesson Time: 1:10 – 1:50

A male student presents:

Good afternoon

My country name is Costa Rica located in Central America has 7 provinces: Alajuela, Heredia, Cartago, Puntarenas, Limón, San José, Puntarenas (he sees the paper in his hands look at it for some seconds and continues). The limitations North Nicaragua South Panama, East Caribbean Sea, West Pacific Ocean. The flag red blue white (goes back to the paper in his hands). National attraction Palo Verde National Park.

Thanks

It was hard to understand some words in the presentation because of the child's pronunciation (the average time of the presentations was one minute and 40 seconds).

The transcription's correction:

My country's name is Costa Rica. It is located in Central America. Costa Rica has seven provinces: Alajuela, Heredia, Cartago, Puntarenas, Limón, San José, and Guanacaste. Costa Rican is bordered by Nicaragua to the north, Panama to the south, the Caribbean Sea to the east, and the Pacific Ocean to the west. Costa Rican's flag is blue, white, and red. A Costa Rican national attraction is Palo Verde National Park. Thanks.

The students were given a lot of information about Costa Rica; they were passive learners just copying down the translations then they were asked to produce without previous preparation. It can be concluded that the students had to work hard for the presentations. Even though the learners had the information about Costa Rica, after analyzing the presentation above and others that were copied down through the observations it seems that many of the students had problems to identify the sentence and its different parts, and for that reason, they were using phrases.

Observation 11- The learners are requested to translate a reading about San José province:

Observation # 11

Date: Wednesday, September 21st, 2011

Lesson Time: 1:10 – 1:50

Some of the learners approach the teacher's desk and others approach the researcher. They want help to translate some of the words in the reading. The researcher translates those that are high frequency words which she knows are important to understand the main idea of the reading but were not studied in the class such as adverbs and transitions. She also translates some verbs, nouns and adjectives that would be essential to understand what's going on in the reading. When the researcher is requested to translate vocabulary that was studied in previous classes, she tells the students to look it up in their notebooks or books. However, those students go to the teacher's desk, and the teacher provides the translation. There were two students who have not requested help at all to translate the text.

As it is reflected upon the observation entries, explaining and translating into Spanish, asking the students to translate from English to Spanish, and repeating after the teacher were still the main techniques used with fourth graders. In addition, the students have been bombarded with information without the opportunity to assimilate the new topics or working on their schemata. The students were not provided the grammar and high frequency words for the linguistic decoding. The students were passive learners who at the end only copy down the information from the board to their notebooks and in their houses tried to memorize the information for the oral presentations they had.

The researcher was interested in knowing about the reading model and techniques that the teacher used; therefore Ms. Wallace was asked about them. She responded:

First of all, I like to read it [text] aloud, so they [the students] listen to the words and maybe it will help them to understand better. Sometimes, I ask some of them to read, but not all of them like it. It is about personality; they probably feel shy since it is another language.

I just try to get materials to teach my class. [In order] to select the material I think about the [students'] age or if they like it or not. (Personal interview, 7 Sep. 2011)

In addition, Ms. Wallace mentioned that she had never attended a workshop in reading or given any document from MEP about it. Considering the teacher's answer, and the way she taught, it is clear that she does not know about approaches or techniques to use in the class with reading. Moreover, the way that she has been teaching could affect the students' attitude towards reading and the target language. In regards to MEP's curriculum, it provides a deep explanation about the approaches and methods the teacher should follow for teaching the oral production and listening, but as Ms. Wallace mentioned, it is not included an approach, model, or even a technique for

teaching reading, but what it is expected from the student considering to top-up reading model: guessing, predicting, and answering questions.

From the observations, it emerged that there was not a coherent and sequential teaching process to trigger the students' cognitive learning in reading. As an attempt to help fourth graders to deal with the top-down reading techniques, the observed teacher provided the I Cycle groups lists of vocabulary believing that it would decrease the abrupt moving to II Cycle. However, this did not work since the students also needed to learn how to decode the linguistic unit, bottom-up procedures. Meanwhile the students were bombarded with a lot of written information, they were deprived of the opportunity of constructing their schemata in the target language. The students could recognize and utter some words or phrases; however, they were not capable of producing by themselves, or understanding when they were talked in the target language.

A way to have a smooth transition from I Cycle to II Cycle is taking into account the students' cognitive development in learning and reading. It is possible by following the reading development stages proposed by Jeanne Sternlich Chall. She highlights six stages that people go through when learning how to read; the stage that the readers reach indicates the reading proficiency they have. Since Costa Rican students learn English as a foreign language, the majority of them did not have the opportunity to develop schemes in the target language before entering the primary school. For this reason, the students could start with the pre-reading stage. In the pre-reading stage, the main source students have to get input is through listening; in addition, the learners are exposed to stories and start decoding some linguistic units (1983, 85). As was shown through analysis of the teacher's methodology, the elementary school students' exposition to printed words can start in first level without affecting their literacy in their native language. Later, the learners can continue moving through the stages until stage three; its

emphasis is on reading comprehension exercises and top down techniques which is what the MEP requests for fourth grade groups.

Children are constantly following the cognitive stages to construct their own knowledge. Although the teacher did not provide the best activities to trigger that process or followed a sequential order, the students did their best to learn. It was easy for the students to remember the words when they were meaningful or when the students could associate those words to the prior knowledge. In the third grade group, when the students were copying down the vocabulary of occupations, they complained that the teacher did not include soccer player; they said the occupation in English. The male students in that group loved soccer and they were usually talking about it, in fact, some of them belonged to soccer teams. Since those words were significant for those specific students, they could recall their meaning (Observation 5). Unfortunately it did not happen with all the words. The learners were also making hypothesis to understand the information. When the teacher explained that some of the words for the occupations were specific to the gender, a child, in second level, insisted that secretary was one of those words. The teacher told him that that assumption was incorrect, but the student continued insisting. It was because when the teacher wrote the translation of that word in Spanish, she wrote the Spanish female equivalent (Observation 6). In another case, a learner in the third level told the teacher that the Spanish translation for messenger could not be *mensajero* because he loved chatting, and he used the messenger in the Internet for that (Observation 5). The learners were also trying to decode words each time they had a presentation and they read the paper in their hands. These students were eager to learn and they did their best to grasp the information.

B. Instructional Time

Time is an influential factor in the learning process; in the classroom, time is allocated and instructional. The allocated time is "the amount of time a teacher or school specifies for a content area or topic" (Kauchak and Eggen: 1998, 112). In the case of the observed groups, the allocated time was a 40-minute English lesson four times per week. The instructional time is "the amount of time available for teaching after routines and administrative tasks are completed" (112). To identify the instructional time, it was necessary to categorize the class disrupting factors and time them to subtract the result from the allocated time, and then, the minutes were the results are in percentages (see fig. 2). Five main aspects were identified as the ones that lessened the instructional time of the class: moving from one classroom to another, organizing the class, following routines, students' discipline, and class interruptions.

The English teacher did not have an assigned classroom to teach the language. Therefore, she needed to move from one classroom to another, it required the 12% of the allocated time. Depending on the distance between the classrooms, it would take only few minutes. However, sometimes the teacher needed to stay in one classroom after the lesson was over because she had to complete an activity, she was checking students' notebooks, one of the learners was telling her something important, or the regular teacher in charge of the group did not arrive on time and the students could not be left without any supervision. Therefore, the English teacher stayed in the classroom longer and arrived late to the next class.

Before starting the class, the teacher used to organize the classroom and go through the class routines. She placed the materials on her desk, arranged the student's desks, opened or closed the windows, turned on the fans, and wiped out the board (6% of the allocated time). Later, the teacher continued with class routines: greeting the students, saying the date, describing

the weather, and saying the Holly prayer, Our Father³¹ (7%). In addition some of the students from the different levels had difficulties responding the greeting or were confused with the adjectives for the weather description, all them knew how to pray in English and tried to teach the prayer to the researcher who had just learned few words.

Discipline is part of the students' identity shaping, and it cannot be ignored by any teacher. In the case of the children observed, they were distracted easily; they liked to stand up and talked in Spanish about other topics not related to class with their partners. They also fought, played tricks, got angry with their classmates or insulted them. Other students liked to show off. Consequently, Ms. Wallace was constantly asking for silence and requesting the students' attention (8% of the allocated time). There were occasions in which it was necessary to take the class time to talk about respecting other people. There were also cases in which the teacher needed the support of the teacher for special needs or the psychologist to control those students with serious discipline problems who did not obey at all the teacher of English. There was the case of a specific boy in fourth level who had a bipolar disorder; he was constantly moving though the classroom and bothering his classmates, playing and talking. He did not respect the teacher of English and ignored her each time she requesting him to obey. The only persons he respected were the school's principal and the teacher for special needs.

In addition, the English class was constantly interrupted by the teacher in charge of the group, janitors, and the school's guard who used to come to the classroom (11%). For instance, the group regular teachers entered when they needed something from one of the students or the teacher of English; in fact, there were times when the regular teachers just needed something

³¹ Our Father is a model prayer that Jesus Christ left as a model in the Bible; it is very common to see Catholic people praying it.

from one of the cabinets in the classroom. The janitors needed to pick up the broom³² or brought some documents that the teacher had to sign. The guard gave the students messages from the parents or gave the students items that were sent by the parents such as their homework, class notebooks, coats, and food. Some parents that needed to talk to the teacher of English arrived during the English class. There were also announcements from the school's secretary or principal via speakers, or the teacher of English was requested to go to talk to the principal when she was teaching. There were also times when the students were taken to the dining hall³³ during the English class. Not all the interruptions that were mentioned seemed to disturb the students directly since they could continue working while the teacher was signing the documents, talking with one of the parents or the groups regular teacher; however, each time there was an outsider at the door or in the classroom the students got distracted, stopped what they were doing and if they knew the outsider, they started asking questions.

All those interruptions were timed during the observations to find out the instructional time which is a 56% of the allocated time. At first sight 56% seems to be enough time to teach; nevertheless, 56 % represents 22 minutes that have to be used for the warm up, presentation, practice, consolidation, and evaluation of the learning outcomes which are the steps teachers have to follow when teaching according to MEP's policies (Program: 2005). There were other time of interruptions that shorted the teaching time such as holidays and workshops which are not being considered.

³² Each classroom had its own broom. Sometimes, when the janitors had to sweep the corridors and they did not find a broom, they took the one in the classroom.

³³ Depending on the day time, the students were taken to the dining hall to have lunch or refreshment. In order to give all the groups to opportunity to have lunch, the schedule to go to the dining hall was changing. The cook decided which group would have lunch or the refreshment.

Factors that Disturbed the English Class

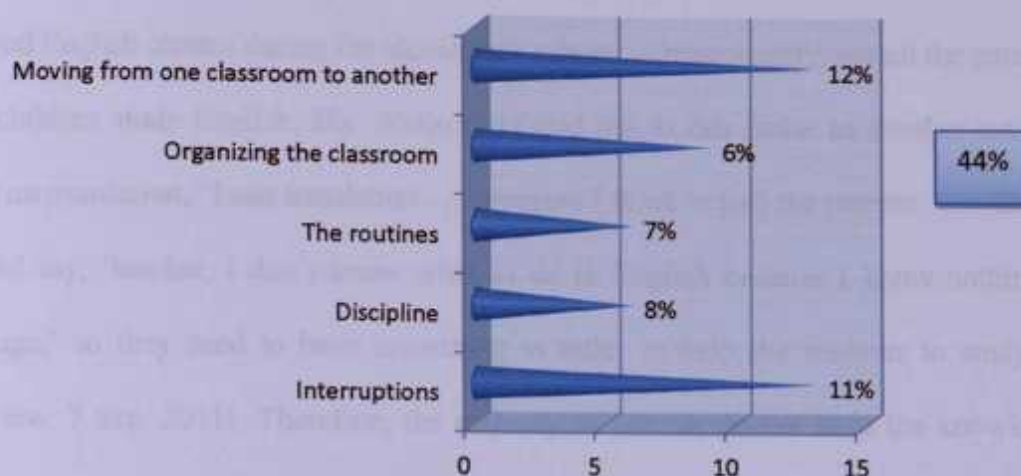


Fig. 2.

Source: Instructional time tally sheet.

C. Studying English Outside the Classroom

Attending classes is not enough to acquire a foreign language; the learners have to continue studying at home. There, the main support the learners have to study is with their parents; thus, it is relevant to consider the parents' education. The parents' age ranged between 26 and 38 years old. As figure 3 shows the 21% of the fathers³⁴ completed the elementary school and the 52% got their high school diploma. On the other hand, 40% of the mothers concluded the elementary school, the 38% graduated from the high school, and 1% did not finish the high school. The 73% of the fathers and 79% of the mothers only got the basic education. It could be considered that the English classes they received in the elementary school and the high school

³⁴ The questionnaires were completed with the information of the 117 students which represented the total of the population; however, there were nine children with deceased fathers were dead or their fathers were no living with them. For this reason, the information about the fathers' education is based on the 93% of the total.

would be enough to help their children study; nevertheless, the English classes were introduced in the elementary school in 1994 and only in some schools. Considering the parents' age, no one received English classes during the elementary school. Consequently, not all the parents can help their children study English. Ms. Wallace pointed out to this factor as another reason why she relied on translation, "I use translation . . . because I think in [of] the parents They approach me and say, 'teacher, I don't know what to do in English because I know nothing about the language,' so they need to have something in order to help the students to study" (Personal interview. 7 Sep. 2011). Therefore, the majority of parents do not have the knowledge to help their children study English.

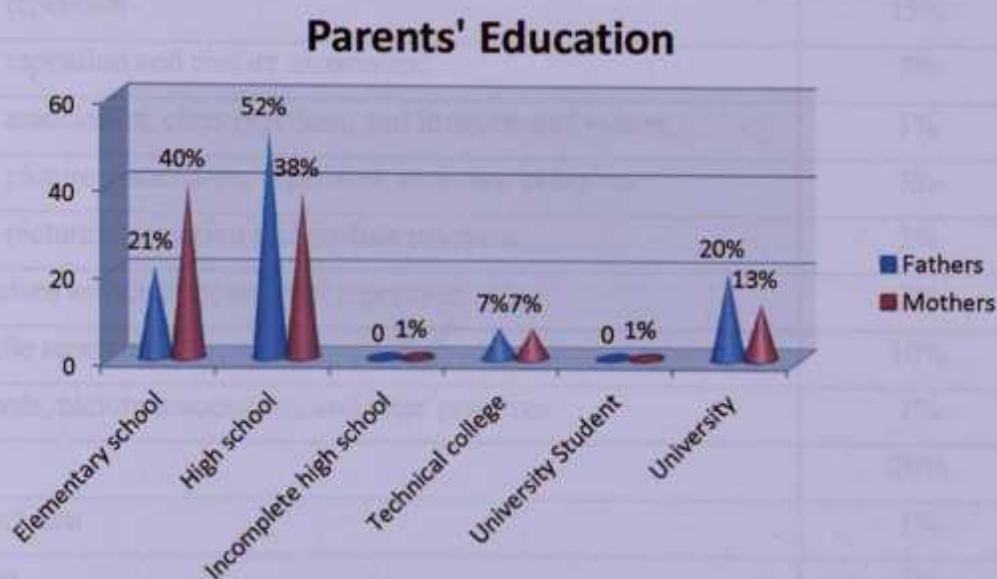


Fig. 3.

Source: Parents' questionnaire.

With the appropriate knowledge about the target language or not, most of the parents attempt to assist their children to study English. The strategies shown in Table 9 are focused on the memorization of the vocabulary in English and Spanish. As the most practical way to study, the parents repeat the same exercises used in the English class. In addition, the students repeated

the words to memorize them, and wrote down the vocabulary together with the repetition. There was a 3% of the learners who did not studying only for the test, but whose study was complemented with on-line activities and instructional videos. On the other hand, the 7% of the parents did not know how their children studied since the children do it on their own. Those parents explained that nobody in the house knew any English; therefore, they did not know how to help them. In the whole, the majority of the students did not have enough support to study English in their houses.

Table 9

Strategies the Learners Follow to Study English

| | |
|--|-----|
| Memorization by repetition | 15% |
| Memorization by repetition and picture association | 7% |
| Memorization by association, class practices, and instructional videos | 1% |
| Memorization by picture association, repetition, and class practices | 3% |
| Memorization by picture association and on-line practices | 2% |
| Writing down, picture association, and oral repetition | 2% |
| Writing down while repeating | 10% |
| Writing down words, picture association, and class practices | 1% |
| Class practices | 20% |
| Listening and repetition | 1% |
| Picture association | 3% |
| Translating | 4% |
| Reading several times | 23% |
| Reading, listening, and repetition | 1% |
| Don't know | 7% |

Source: Parents' Questionnaire.

Another alternative to study outside the classroom is taking an English course (see fig. 4). Only the 12% of the learners have taken courses. Nonetheless, as the same students mentioned, those courses lasted few weeks since they were the ones offered by some schools during the vacation period. The 88% of the students who have not taken an English course stated that it was because of economic problems.

Has the Student Taken English Courses?

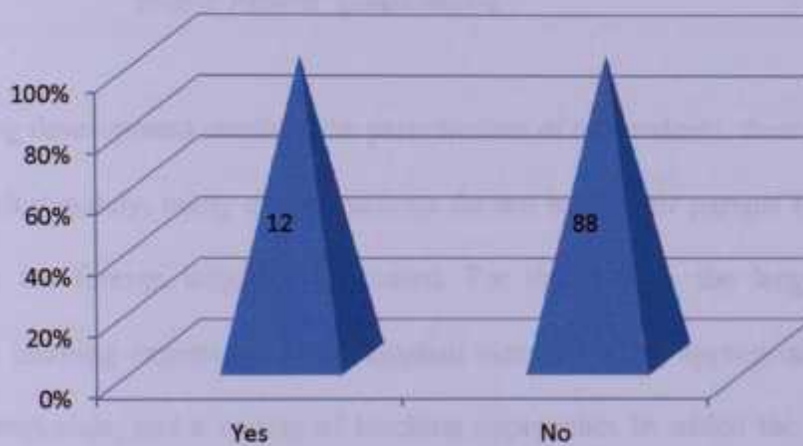


Fig. 4.

Source: Parents' questionnaire.

Another solution would be to get a type of tutor; a person who helps the learners to study. The students were asked if somebody differently from their parents helped them to study English. Only the 35% of the students answered they were helped by (see fig. 5) a cousin, uncle, or neighbor. Nevertheless, this help was about pronunciation and only for the evaluation week or when there was an oral presentation.

Did Somebody Different from the Parents Help the Learner Study English?

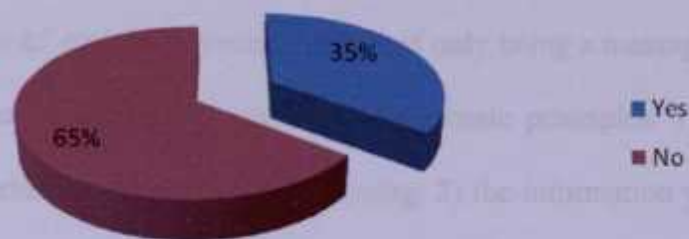


Fig. 5.

Source: Parents' questionnaire.

Reading development involves the participation of the students, their parents, and the EFL educators. Unfortunately, many of the students do not have their parents help since the adults' knowledge in the foreign language is limited. For this reason, the language teacher has to maximize the learning experience in the English class by using appropriate learning activities, motivational materials, and a variety of teaching approaches in which the children are actively involved. The teacher is also responsible for assessing new methods and approaches to reading against the experiences and abilities of the students.

VI. Conclusions

The students are not simple recipients of information; they actively construct their own understanding and the teacher can contribute to this construction by applying techniques and strategies that trigger the students' cognitive process instead of only being a message deliver. To enhance the cognitive construction the teacher can follow four basic principles: 1) the students have to comprehend the importance of what they are learning; 2) the information studied has to be related to the students' prior knowledge to give them the opportunity of making hypothesis and constructing new schemata; 3) the students need different occasions for checking and diagnosing their understanding; and 4) the activities have to be meaningful for the students to stimulate their memory retention. Considering the importance of reading and activating the students' cognitive construction, the purpose of the current study was to examine the reading teaching procedure implemented by the teacher of English in the classroom along with the cognitive process that is triggered in the instruction.

The following conclusions can be drawn from the present study:

- 1) The procedures followed to teach reading did not consider the students' cognitive development. The teacher relied on the learners' native language to teach the classes and translation to verify the students understanding. The learners were provided with large lists of vocabulary but few meaningful activities to acquire it. No model or approach was used for teaching reading; instead, the students were required to go directly to the texts to translate them without having enough vocabulary, knowledge on grammar or high frequency words. Even though the students were bombarded with a lot of information, they did not have the opportunity to construct their schemata in the target language. The

students became passive learners copying down the translation of the studied information on their notebooks and trying to memorize it. Therefore, the students were capable of saying and recognizing some words and phrases in English, in fact, they could recognize when the teacher said some of them, but the students were not able to communicate. All of this could be in detriment to the learners' interest in reading and the target language.

- 2) There is a gap between I and II Cycle syllabus in regards to content and reading expectations. As it was shown in tables 6 and 7, the topics on the first cycle are consistent in regards to the content, but when the learners have to move to the II cycle, the studied information does not provide the learners the prior knowledge they need to digest the new information, and the teacher has to start from zero providing enough input to help students construct their schemata.

In regards to the reading expectations, the MEP's syllabus emphasizes the use of top-down techniques for reading, but not the bottom-up model. In addition, the MEP does not suggest an approach or techniques to teach reading. Due to the above inconsistencies, there is an abrupt gap in reading content between I and II Cycle and a mismatch between psychogenesis process and the teaching methodology used to develop reading in English.

- 3) The instructional time does not provide the learners with enough language exposition. There are many factors that disturb the English class and lessened the students' instructional time. This instructional time is of relevance since the class is where the learners have more exposition to the target language. The students do not have enough support to continue studying outside the classroom, when they try because they have a

presentation or test, the technique they use is just for memorization. There are few students who used the Internet or instructional videos to study.

VII. Recommendations

Based on the conclusion stated on the chapter before, some recommendations are posit for the Ministry of Public Education, the teacher, and further investigations.

For the Ministry of Public Education:

Even though this study cannot be generalized to other teachers in public elementary school, the emerged data showed some inconsistencies in the syllabus. It is imperative to have a smooth transition from I Cycle to II Cycle in regards to reading teaching. A solution is to reorganize the syllabus following the reading development stages proposed by Jeanne Sternlich Chall. It would imply to start with the pre-reading stage in first level since the students do not have the opportunity to be exposed to the target language before starting primary school. According to this stage, listening is the main source for the students to get input. What makes it different from the current syllabus is that the learners are exposed to printed words, but it is in a gradual level and in context instead of isolation. In the next stage, initial reading, it is implemented the bottom-up model. Later, the stage confirmation gives the students room to confirm what they have learned in the two previous stages. The students pay more attention to structures and high frequency words. It is in the stage reading for learning the new when the students start with top-down techniques, which is what the MEP wants for fourth graders. The description of the stages elucidates what is expected from the students, but the teaching does not have to teach grammar explicitly since the learners get the information unconscious indirect. Each stage has specific techniques to accomplish what is expected. These techniques can be added to the syllabus together with examples to guide the teachers when planning their classes. It will also be necessary to provide the teachers with workshops to on how to teach reading.

It is also recommendable to check the topics on II Cycle syllable to see the content of the topics since there is an abrupt transition from I Cycle. Another aspect is about the instructional time. It can be improved if instead of having a 40 minute lesson class daily, the learners have an 80-minute class twice a week and a single 40 minute lesson class.

The observed teacher:

The students use their native language to make associations with the new language, but this does not mean that the teacher has to use the native language at all time. There are many techniques that she can use to convey meaning in the target language. In addition, she has to consider the students' cognitive learning process when planning and it will guide her to decide on activities for the students and in sequential and coherent way. Her perception about including printed words in the I Cycle is supported by some researchers, but a large list is not feasible since there is not enough time to learn all that vocabulary in the class activities. She has to select some of the words and teach them within a context. When teaching reading, the teacher has to consider that there is a specific objective in the reading and according to the objective, a reading model has to be selected, the most common are top-up and bottom-down. Furthermore, she has to include pre-reading and post reading activities. The pre-reading is to prepare the students before reading by activating the schemata and providing the elements they will need to understand the text. The post reading is for them to demonstrate their understanding it could be a simple draw or more critical thinking activities. All this information can be found in books, in the Internet, and in the guide *A Mirror to the Cognition: A manual to Reading Teaching* that was prepared as the part of this study.

For further investigations:

It is suggested to research on the cognitive strategies that students transfer from their native language to the foreign language learning and if they facilitate or impede the language acquisition. It was thought for this study, but because of time constrains, it was not included. However, it would be of interest for teachers to know about the techniques to maximize the use of those that are positive and try to avoid those that would have a negative effect.

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²⁹ Check the student language acquisition. It is a transfer effect to the second language. It is a transfer effect to the second language. All names of the students and teacher will be changed to protect privacy. It is a transfer effect to the second language. It is a transfer effect to the second language.

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³⁵ Despite the Modern Language Association (MLA) format, which is the one mainly followed for this paper, states that in the works cited the full names of the articles and Books' authors have to be displayed instead of initials, it is used Mr. Brown's first name initial since he requested to keep it in this way.

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³⁶ Only the initial of Ms. Goodman's middle name is included since she requested to respect her right of not including her full middle name in educational papers.

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Appendix A: Data Gathering Instruments

A.1. Unstructured Interview for the Teacher of English

A.2. Structured Interview for the Spanish Teachers

A.3. Questionnaire for the Parents

A.4. Questionnaire for the Students

A.5. Teaching Techniques Tally Sheet

A.6. Instructional Time Tally Sheet

1. What's your degree? When did you graduate?
2. Where have you worked? How long have you worked at what your current placement school?
3. Have you attended training, workshops, courses? (What were they for?)
4. Do you know what degree-level learning is?
5. What do you know about the cognitive aspect? (Linguistics)
6. What's too practical about the term 'learning'?
7. What are the reading strategies you use to be successful? (Without spelling down)
8. What are the difficulties you have faced when teaching reading in 4th grade?
9. According to WIDA's protocol, I could include read and be expected to write words in English. Do you see doing that way? (including reading in 1st, 2nd grade makes it difficult under the voluntary agreement)

A.1. Unstructured Interview for the Teacher of English

UNIVERSIDAD NACIONAL

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto y con Énfasis en Inglés como Lengua Extranjera para Alumnado Infantil

Curso: Investigación de Segundas Lenguas y Culturas (LPE 709)

Profesora: M.A Nandayure Valenzuela Arce

Estudiante: B.A. Jennifer Rojas Pinto

Escuela: Elisa Soto Jiménez

Interview Schedule

Objective: This interview is to collect information about the methods that the teacher of English uses in class to trigger students' cognitive reading process and the problems that the educator is facing on the teaching environment that affects her job.

1. What's your degree? When did you graduate?
2. Where have you worked? How long have you worked at Elisa Soto Jiménez elementary school?
3. Have you attended trainings, workshops? Specify (What were they for?)
4. Do you know what *cognitive learning* means?
5. What do you know about the cognitive stages? (Specify)
6. What's the process a child has to go through while learning?
7. What are the reading strategies you use to teach reading? (bottom up/top down)
8. What are the difficulties you have faced when teaching reading in 4th grade?
9. According to MEP's policies, I Cycle students must not be exposed to print words in English, but you are doing that. Why? (Including printing in 1st, 2nd grades makes it difficult or easier the vocabulary acquisition?)

10. Now you are teaching the 4-1 group. You mentioned that you have taught that group since first grade: have you followed the same strategy, teaching them vocabulary through all the grades? If so, has it had a positive result now that you are teaching them how to read? Explain.
11. What's your definition of reading?
12. What criteria were used to choose the books? Who decided on the books?
13. According to your experience, how useful are the books?
14. Why do you provide students with extra copies?
15. The list of words that you have provided to first Cycle students is pretty similar: If 2nd graders learned the vocabulary in 1st grade, why didn't you use a different technique to recycle it instead of focusing on word repetition, coloring and pasting?
16. I understand the fact that the learners say that they forgot everything because they were on vacation, but not studying. According to your experience, is it true that they do not remember the words?
17. You have been using translation in the class, and you promote it among the students, why? (To know if they understood?)
18. The texts from 4th grade books are shorter than the ones read by third graders, what's the reason (the former is for decoding, the last one is for comprehension)
19. What are the techniques you use to prepare a student before reading a text?
20. What's the purpose of reading in 4th grade?
21. According to your experience, ¿is it possible to teach students how to read in English since first grade? How?
22. Do you agree on having only a 40 minute lesson per day to teach English? Why?
23. Do you really have a 40 minute lesson to teach?

24. What are the difficulties you have to face in the class while teaching?
25. What's the students' attitude toward reading in fourth grade?
26. How many students cannot read in Spanish in the groups I'm observing? What are the reasons? What are doing the teachers to help them?

The purpose of this interview is gathered information about the methodology and techniques the teachers of Spanish taught how to read to the 1 Cycle Students.

Interview Schedule

1. ¿Cuál es la metodología que utilizan para enseñar a sus estudiantes a leer?
2. ¿De qué trata este método?
3. ¿Cuáles son algunas actividades utilizadas para leer este método?

A.2. Structured Interview for the Teachers of Spanish

UNIVERSIDAD NACIONAL

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para

Alumnado Adulto y con Énfasis en Inglés como Lengua Extranjera para Alumnado Infantil

Curso: Investigación de Segundas Lenguas y Culturas (LPE 709)

Profesora: M.A Nandayure Valenzuela Arce

Estudiante: B.A. Jennifer Rojas Pinto

Escuela: Elisa Soto Jiménez

The objective of this interview is gathered information about the methodology and techniques the teachers of Spanish taught how to read to the I Cycle Students.

Interview Schedule

1. ¿Cuál es la metodología que utilizó/ utiliza para enseñarle a sus estudiantes a leer?
2. ¿De qué trata éste método?
3. ¿Cuáles son algunas actividades utilizadas con este método?

A.3. Questionnaire for the Parents

The objective of this questionnaire is to gather information about the student's background in regards to reading.

UNIVERSIDAD NACIONAL

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para

Alumnado Adulto y con Énfasis en Inglés como Lengua Extranjera para Alumnado Infantil

Curso: Investigación de Segundas Lenguas y Culturas (LPE 709)

Profesora: M.A Nandayure Valenzuela Arce

Estudiante: B.A. Jennifer Rojas Pinto

Escuela: Elisa Soto Jiménez

Estimados padres de familia o encargados, el siguiente cuestionario pretende recolectar información que es esencial para indagar como se le puede ayudar a los estudiantes a desarrollar el hábito y gusto por la lectura. El leer y disfrutar de la lectura no solo es importante en esta etapa escolar, si no que se verá reflejado en el futuro de los estudiantes, la lectura es lo que les proporcionará la mayor fuente de conocimiento.

Gracias por su colaboración. Para cualquier pregunta se pueden comunicar conmigo, Jennifer Rojas, al teléfono 2269 8182. Si no estoy, me dejan el mensaje y con gusto los llamaré.

Instrucciones: Marque la opción (X) que mejor completa la información que se les solicita y escriba las respuestas cuando la pregunta lo amerite.

1. Sexo del estudiante

Masculino _____ Femenino _____

2. Relación de la persona que llena el cuestionario con el estudiante

() Padre () Madre () Tío/a () Abuelo/a () Encargado/a

() otro _____ (si marcó otro, por favor especifique)

3. Educación del padre:

() Escuela () Colegio () Universidad () Para universitaria

() Otra _____ (si marcó otro, por favor especifique)

4. Ocupación del padre: _____

5. Educación de la madre:

() Escuela () Colegio () Universidad () Para universitaria

- () Otra _____ (si marcó otro, por favor especifique)
6. Ocupación de la madre: _____
7. Con respecto a los miembros de la familia que viven con el estudiante, o lo cuida: ¿quién le lee? (Puede marcar más de una opción)
- () Padre () Madre () Hermano/a () Abuelo/a () Tío/a
- () Otra persona _____ (si marcó otro, por favor especifique)
8. De los libros que hay en la casa del estudiante, ¿Cuántos libros son de historias para niños/as?
- () 1 () 3 () 5 () 7 () 9 () más de 10
9. Los libros son en idioma
- () Inglés, _____ (escriba en # cuantos) () Español _____ (escriba en # cuantos)
10. ¿Con cuánta frecuencia le leen historias/cuentos al niño/a?
- () Una historia diaria () Una historia de día de por medio () Una historia una vez a la semana () Una historia una vez al mes () Casi nunca () Nunca
11. Marque el idioma en que el estudiante puede leer
- () Inglés () Español () Ambos (inglés y español) () Ninguno
12. ¿Cuál es el libro o historia favorita del niño/a? _____
13. Tomando en cuenta la pregunta anterior, ¿en qué idioma está el libro? _____
14. ¿Cuántas veces le ha leído al niño su historia favorita? _____
15. ¿Alguien cercano al niño/a le ha enseñado vocabulario en inglés? _____
16. ¿El estudiante ha tomado o está tomando clases en inglés, por cuánto tiempo?
- _____
- _____
17. ¿Cuál es la rutina que siguen en la casa para ayudar al niño/a estudiar inglés? (¿Cómo estudian inglés?) (De ser necesario se puede escribir en la parte de atrás de la hoja; solo indique el número de la pregunta).

18. ¿Cuál es la rutina que siguen en la casa para que el niño/a estudie español? (¿Cómo estudian español?) (De ser necesario pude escribir en la parte de atrás de la hoja; solo indique el número de la pregunta).

Blank lines for writing the answer to question 18.

Indicaciones: Marque la opción (X) que mejor describa la información que se le solicita y escriba las verdaderas cuando le pague la pregunta.

- 1. Sexo del informante: _____
- 2. Nombre: _____ Posición: _____
- 3. ¿Cuántas veces aprendieron a leer, sus padres o alguna otra persona le hizo?
 - () Una vez al día de por medio () Una vez a la semana
 - () Una vez al mes () Una vez al año () Nunca
- 4. ¿Alguno que usted pueda leer, le gusta leer?
 - () Siempre () A veces () Nunca () No sé
- 5. ¿Le es más fácil leer que escribir, le gusta leer o escribir?
 - () Le gusta leer (más de 10 libros) () Le gusta escribir (de 5 a 7 libros) () Igual gusta leer y escribir (de 3 a 5 libros)
 - () No gusta leer (10 libros)
- 6. ¿La escuela le gusta leer o escribir?
 - () Le gusta leer (de 1 a 3 libros) () No
- 7. ¿Cuáles son los libros que le han leído o le están leyendo? (Escriba los nombres de los libros)
- 8. ¿Cuáles son los libros que le han leído o le están leyendo? (Escriba los nombres de los libros)
- 9. ¿Cuáles son los libros que le han leído o le están leyendo? (Escriba los nombres de los libros)
- 10. ¿Cuáles son los libros que le han leído o le están leyendo? (Escriba los nombres de los libros)

SISTEMA DE INFORMACION DOCUMENTAL

A.4. Questionnaire for the Students

UNIVERSIDAD NACIONAL

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto y con Énfasis en Inglés como Lengua Extranjera para Alumnado Infantil

Curso: Investigación de Segundas Lenguas y Culturas (LPE 709)

Profesora: M.A Nandayure Valenzuela Arce

Estudiante: B.A. Jennifer Rojas Pinto

Escuela: Elisa Soto Jiménez

Estimados estudiantes, el siguiente cuestionario pretende recolectar información que es esencial para indagar como ayudarles a desarrollar el hábito y gusto por la lectura. El leer y disfrutar de la lectura no solo es importante en esta etapa escolar, si no que se verá reflejado en su futuro ya que la lectura es lo que les proporcionará la mayor fuente de conocimiento. Cualquier pregunta pueden hacerla a Jennifer Rojas Pinto. Gracias por su colaboración.

Instrucciones: Marque la opción (X) que mejor completa la información que se les solicita y escriba las respuestas cuando la pregunta lo amerite.

Grado _____

1. Sexo del estudiante

Masculino _____ Femenino _____

2. Antes de que aprendieran a leer, sus padres o alguna otra persona le leía

() diariamente () una vez de día de por medio () una vez a la semana

() una vez al mes () casi nunca () nunca

3. Ahora que usted puede leer, le gusta leer

() mucho () poco () muy poco () nada

4. En su casa hay libro que usted ha leído o quiere leer

() bastantes [más de 10 libros] () pocos [de 6 a 9 libros] () muy pocos [de 1-5 libros]

() ninguno [0 libros]

5. Ha sacado libros de la biblioteca () sí () no

6. Entre los libros que le han leído o ha leído ¿Cuál es su libro favorito?

7. ¿Cuántas veces le han leído o ha leído su libro favorito? _____

8. El libro es en

A.5. Teaching Techniques Tally Sheet

UNIVERSIDAD NACIONAL

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para

Alumnado Adulto y con Énfasis en Inglés como Lengua Extranjera para Alumnado Infantil

Curso: Investigación de Segundas Lenguas y Culturas (LPE 709)

Profesora: M.A Nandayure Valenzuela Arce

Estudiante: B.A. Jennifer Rojas Pinto

Escuela: Elisa Soto Jiménez

Objective: This tally sheet is meant to record the reading techniques that the teacher implements in a scholar week per group.

Level: () 1st () 2nd () 3rd () 4th

Week _____

| Strategy | Mon. | Tue. | Wed. | Thurs. | Total |
|---|------|------|------|--------|-------|
| Pictures | | | | | |
| Story telling | | | | | |
| Songs/ riddles | | | | | |
| Children readings | | | | | |
| Videos | | | | | |
| Printed words | | | | | |
| Schema activation | | | | | |
| Listening | | | | | |
| Reading comprehension questions | | | | | |
| Spanish explanation | | | | | |
| Spanish translation | | | | | |
| Repeating after the teacher | | | | | |
| Coloring | | | | | |
| Cutting and pasting | | | | | |
| Requesting the learners to translate into English | | | | | |
| Requesting the learners to translate into Spanish | | | | | |
| Modeling | | | | | |
| Working with photocopies | | | | | |
| Drawing | | | | | |
| Multiple choice | | | | | |
| Matching | | | | | |

A.6. Instructional Time Tally Sheet

UNIVERSIDAD NACIONAL

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para

Alumnado Adulto y con Énfasis en Inglés como Lengua Extranjera para Alumnado Infantil

Curso: Investigación de Segundas Lenguas y Culturas (LPE 709)

Profesora: M.A Nandayure Valenzuela Arce

Estudiante: B.A. Jennifer Rojas Pinto

Escuela: Elisa Soto Jiménez

Objective: This instrument is to collect information about how time is used in a 40 minute class to identify if it could be an environmental factor affecting the teaching process.

Level: () 1st () 2nd () 3rd () 4th

Date: _____

| | Time | Description |
|-------------------------------------|------|-------------|
| Class starts at | | |
| Teacher arrives to the classroom at | | |
| Organizing the class | | |
| Routines | | |
| Asking the class to behave | | |
| Class Interruptions | | |

Comments:

RECTOR
 VICERECTOR
 Decano
 M.Sc. Gerardo Pérez del Villar

Appendix B: Elisa Soto Jiménez Elementary School's Monograph



Escuela Elisa Soto Jiménez

San Pedro de Santa Bárbara Heredia

Correo electrónico: esc.elisasotoj@gmail.com

Circuito 03

MONOGRAFÍA



MSc. Alberto Chan Carrillo

DIRECTOR

Asesora Supervisora

MSc. Carmen Granados Barrantes

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11.2.1. Origen del nombre de San Pedro

Al fundarse Alajuela en 1782 se recibió como uno de los barrios que la acompañan a Turgeña o Los Turqueses, algunos nombres de los que conocemos como San Pedro y Doña Juana de Alajuela. En la época con el tiempo tenía una población de varones y sus familias y de las mujeres.

11.2.2. Origen del nombre de San Pedro

El nombre de San Pedro español otorgado en el año de 1818, cuando el señor Juan Pablo Leizaola compró una casa en San Pedro, entre Turqueses y Alajuela en el momento de coincidir con una quincena llamada La Ciudad.

El nombre de Santa Bárbara se menciona en un documento del año 1527, pero según la tradición era conocido como Chetumal o San Juan.

CAPÍTULO 1. ASPECTOS HISTÓRICOS Y GEOGRÁFICOS

1.1. Primeros caseríos

Sobre la fundación de haciendas en este Valle, se tienen datos de que el 19 de enero de 1663, se concedieron a la ciudad de Cartago algunos potreros para ganado y labranza situados en esta región. Uno de ellos localizado en lo que hoy corresponde al distrito de Jesús. Fue otorgado al maestro Joseph Sandoval Ocampo; otro fue llamado Tapatalanga o Anonos y estaba en la región al norte de San Pedro y Santa Bárbara, hacia Zetillal.

Al fundarse Alajuela en 1782 se menciona como uno de los barrios que la formaban a Targuás o Los Targuases, antiguo nombre de lo que conocemos como San Pedro y Desamparados de Alajuela. Para la época este barrio tenía una población de setenta y seis hombres y dieciséis mujeres.

1.2. Origen del nombre de San Pedro

El nombre de San Pedro aparece citado en el año de 1819, cuando "el señor Juan Pablo Lara compra una casa en San Pedro, alias targuases y unas tierras en el mismo sitio colindante con una quebrada llamada La Claudia".

El nombre de Santa Bárbara se menciona en un documento del año 1821, pero según la tradición era conocido como Churruca o Surrucu.

El porqué del patronazgo a Santa Bárbara, nos es explicado en una leyenda que decía que "una vecina llamada Bárbara, habiendo obtenido de un franciscano una pequeña imagen de esa santa, le hizo un altar en su casa, y a ella acudía cuando las tormentas, que eran muy frecuentes y fuertes en el pueblo; la santa oía los ruegos de su devota y el vecindario se fue poco a poco enterando y comprobando sus bondades hasta que definitivamente se impuso unánimemente a su devoción".

Entre los pioneros del pueblo barbareño estaban: Ambrosio Arias, Juan Cortés, Andrés Murillo, Gregorio Cuadra, Salvador Sánchez, José María Palma, Juan Bastos, Victorio Cortés, Joaquín Gutiérrez, José Angel Sánchez, José Dolores González y Diego Murillo.

Poco a poco la población de Santa Bárbara fue creciendo, y las aspiraciones de los vecinos que vivían en ella, eran cada vez más grandes, así tenemos que "en 1846, los cuatro barrios de Santa Bárbara contaban con un total de 1.500 habitantes, y de éstos, 1.000 vivían en San Pedro, los vecinos de ellos concurrían a la ermita de Santa Bárbara todos los domingos, ya que ese día estaba atendida por un sacerdote. La causa de la ubicación de la ermita en el lugar donde se hallaba, era debido a que se encontraba en el centro de los cuatro barrios".

Existe una confrontación entre las personas que han investigado lo referente a la ubicación de la primera ermita, dado que, según el historiador Carlos Meléndez, ésta se levantó aproximadamente a dos cuadras al sur de donde la iglesia está actualmente. El documento de la serie gobernación N. 2383 del Archivo Nacional de Costa Rica, fechado 15 de mayo de 1854, indica que la ermita estaba 200 metros al sur de la plaza. Sin embargo, tampoco es posible afirmar si la plaza esta donde está el actual parque o en qué lugar. De ser así tendría razón el Lic. Meléndez.

Además, de acuerdo al historiador José Antonio Salas, investigador que ha estudiado más científicamente el asunto, la erección de dicha ermita fue en el año de 1837.

1.3. Recordando el pasado

En su origen fue poblado por indígenas Huetáres, quienes habitaron el Valle de Barba, Región que fue un asentamiento español situado entre el Río Virilla y el Monte del Aguacate.

En estas tierras se fueron estableciendo algunos españoles que con la ayuda forzada de los indígenas fueron formando sus fincas de ganado, fincas de labranza con sus trapiches y cultivos de maíz, frijoles, legumbres, tabaco, caña de azúcar, zarzaparrilla, algunas plantas medicinales, crías de gallinas, cerdos, vacas y para sus labranzas ganado bovino, caballar y mular.

Al fundarse Alajuela en 18782, se menciona como uno de los barrios que formaban, a Targuás o los Targuases, antiguo nombre de lo que conocemos como San Pedro y Desamparados de Alajuela. Para la época este barrio tenía una población de 76 hombres y 18 mujeres.

El nombre de San Pedro aparece citado en el año 1819 cuando el señor Juan Pablo Lara compra una casita en San Pedro, alias Targuases y unas tierras en el mismo sitio, lindado con una quebrada llamada la Claudia.

La delimitación entre San Pedro y desamparados, se llevó a cabo cuando se construyó la calle a Río Segundo, vía de comunicación que terminaba hasta el Río San Juan en las llanuras del Norte.

Como causa de las gestiones realizadas por los vecinos del cantón en cuanto a la fundación de la parroquia y construcción del templo parroquial, surgieron intereses localistas por parte de los barrios, especialmente el de San Pedro, debido a que contaba con la mayoría de la población, de los 1500 habitantes, 1000 vivían en San Pedro, y a criterio del gobierno de la época, el reedificar el templo en el mismo punto, sería alejar la esperanza de que algún día se formara una hermosa ciudad, como es susceptible en el barrio de San Pedro, lugar que reúne la mayor parte de las circunstancias apetecibles para que una población se extienda.

1.4. Junta Edificadora

Entre los pioneros del distrito de San Pedro se encuentran don Braulio Sánchez, Juan Gutiérrez Zumbado, Nicolás Alfaro, Rafael Arias, Lolo Arias, Calixto Chaves, Doña Pancha Murillo, Doña Braulia Zumbado, Manuel Zumbado, Gabino Herrera, Rafael Gutiérrez, Jesús y Luis Arias, José María Soto, Ventura Bastos, Diego y Melchora Soto, don Rufino Soto, quien hizo la cañería.

1.5. Nacimiento de la población

Santa Bárbara en su origen fue poblada por la nación de los Huetares, quienes habitaron en el valle de Barva, región que fue un asentamiento español, situado entre el río Virilla y el monte de Aguacate. En estas tierras se fueron estableciendo algunos españoles que con la ayuda forzada de los indígenas formaron sus haciendas de ganado, fincas de labrar, con sus trapiches y cultivos especiales de maíz, frijoles, legumbres, trigo, tabaco, algodón, caña de azúcar, zarzaparrilla y algunas plantas medicinales, sin olvidar cría de gallinas, de cerdos y de vacas.

Durante el siglo XVIII se fundaron las poblaciones de Heredia y Alajuela, habitadas por vecinos del valle de Barva y de otros lugares.

1.6. Historia de la creación del Centro Educativo

Las primeras lecciones (1894) se impartieron en salas de diferentes casas de la comunidad que prestaban algunos vecinos, luego construyeron una escuela en el Barrio conocido como "Las piezas", al costado sureste de la actual escuela. Este terreno fue comprado por el maestro Diego Trejos, quien luego lo donó para las familias pobres de la comunidad. Luego pasó donde hoy se encuentra el CEN, terreno donado por Rufino Soto, padre de la niña Elisa Soto Jiménez, tenía dos aulas de madera y se daban clases hasta tercer año, y finalmente se construyó la actual escuela en la administración del Dr. Calderón Guardia en 1940; sólo se construyó el pabellón Sur.

El pabellón Oeste, aulas prefabricadas de madera, se construyó en la administración de José Figueres Ferrer en 1955, tiempo en que se pavimentó por primera vez la calle vieja.

El comedor escolar, el pabellón Norte y la pavimentación del patio de juegos se realizó en la administración de Daniel Oduber Quirós en 1976.

Entre los primeros maestros figuraron: Don Diego Trejos, Calixto Alfaro Chaves, Ninfa Jiménez, Francisco Arias, Elisa Soto Jiménez, Miriam Arias, Manuel Zumbado Hidalgo, quien se encargaba de la dirección, transacciones y maestro cuando don Calixto no llegaba. Primeramente se llamó Escuela Mixta de San Pedro. Don Francisco Arias destacó por su gran labor como primer director de la institución.

El 8 de enero de 1992 se aprobó el cambio del nombre de "Escuela Mixta de San Pedro de Santa Bárbara de Heredia" a "Escuela Elisa Soto Jiménez", según el acuerdo tomado por la Comisión Costarricense de Nomenclatura en sesión No. 162, celebrada el 13 de noviembre de 1991.

1.7. Aspectos generales del distrito

Geológicamente el cantón de Santa Bárbara se encuentra en la Depresión Tectónica Central, formada principalmente por materiales de origen volcánico, originados por la actividad de macizo Poás - Barva que consiste en coladas de andesitas y basalto andesita, así como rocas ignimbritas y cenizas. Su información geológica se originó en el cuaternario.

Geomorfología: El Cantón presenta un clima subtropical parecido al del resto de la

De relieve muy quebrado, el cantón de Santa Bárbara se extiende desde las estribaciones del Macizo del Barva en el norte, a una elevación de 2.400 metros sobre el nivel del mar, hasta el distrito de San Juan a una altura de 1.000 metros. Su relieve se caracteriza por valles intermontanos con relieve plano e inclinado, en parte suavemente ondulado y abrupto en las faldas de la Cordillera.

Sus suelos se clasifican en litosoles y andosoles. Existen dos zonas de vida vegetal:

- a) Bosque húmedo y muy húmedo premontano en la zona norte, y
- b) Bosque húmedo y muy húmedo montano bajo.

Por tanto, existen cuatro zonas definidas, en cuanto a uso de la tierra se refiere:

La primera: Pendientes baja, temperaturas altas, dedicado al cultivo del café.

La segunda: Pendientes medias, temperatura media, con cultivos varios: maíz, frijoles, cítricos, caña de azúcar, café, hortalizas y frutas.

La Tercera: Pendientes fuertes, temperatura baja, con pastizales, gran deforestación, dedicada a la avicultura y ganadería en pequeña escala.

La cuarta: Pendientes muy fuertes, temperatura muy baja, utilizado como reserva forestal.

1.8. Características generales

Clima: Este no es del todo uniforme, debido a la posición geográfica y a las características del relieve que llevan a variaciones climáticas.

La parte sur del Cantón presenta un clima subtropical parecido al del resto de la Depresión Tectónica Central, sin exceso de frío ni calor.

Hacia el norte el clima varía, ya que por ser una zona de mayor altura ofrece un clima más frío. En general, el clima de Santa Bárbara se puede definir como el de una zona de transición entre el clima lluvioso de altura, que se localiza al norte del Cantón, y el clima seco de altura que se localiza al sur.

Santa Bárbara cuenta con una temperatura que oscila entre 15 grados centígrados y 27, una temperatura media de 21 grados centígrados y una precipitación promedio de 2.300 mm³ anuales.

1.9. Remembranzas artísticas y culturales

Es un pueblo muy espiritual, deportista, solidario, respetuoso y muy hospitalario. desde hace más de 80 años cuenta con salón de baile, plaza de deportes e iglesia.

Se realizan varias actividades religiosas como los primeros viernes, misa todos los domingos, catecismo, la Semana Santa y la feria de San Isidro. Se celebran con gran esmero y con mucho más entusiasmo el día 29 de junio día del patrono, con sus fiestas con carruseles, no se puede olvidar el característico partido de gordos y flacos. Los jóvenes son amantes del fútbol, desde la edad escolar muestran gran entusiasmo y destreza para dicho deporte. La fiesta del judas era una distracción sana, ya que todo lo que saqueaban lo colocaban en la plaza y al otro día cada dueño iba a buscar lo que notaba desaparecido en las afueras de su casa. No había destrucción de los enseres y muebles, era todo un vacilón, hay muchos profesionales como abogados,

médicos, profesores u otros. Gran cantidad de habitantes acostumbran montar a caballo, casi siempre se realizan partidos de fútbol, en especial los domingos. Hay un empresario con venta de repuestos de carro que colabora con apoyar niños con problemas de conducta o económicas para que no caigan en drogas, los lleva a fútbol 5 en San Joaquín de Flores a entrenarlos y les da beca las familias Picado, Lara, Alfaro, Sánchez cooperan mucho con la pastoral social y son muy caritativos, desde sus antepasados.

1.10.Límites *de San Pedro*

La delimitación entre San Pedro y desamparados, se llevó a cabo cuando se construyó la calle a Río Segundo, vía de comunicación que terminaba hasta el Río San Juan en las llanuras del Norte.

Cantón, número y cabecera

1. Heredia: Heredia
2. Barva: Barva
3. Santo Domingo: Santo Domingo
4. Santa Bárbara: Santa Bárbara
5. San Rafael: San Rafael
6. San Isidro: San Isidro
7. Belén: San Antonio
8. Flores: San Joaquín
9. San Pablo: San Pablo
10. Sarapiquí: Puerto Viejo



1.11. Extensión territorial

San Pedro es el distrito segundo del cantón de Santa Bárbara. Su extensión es de 2,35 kilómetros cuadrados. Se localiza al Oeste del distrito Central, con una altura de 1.080 metros. Entre sus poblados están: Calle Santa Bárbara, calle Cascante, Betania, El Mojón, La Coyotera y la Sabaneta.

1.12. Cañería de San Pedro

Respecto a la cañería de San Pedro hay dos , la mas antigua es la mas eficiente la mas nueva no esta bien administrada y la población del costado norte presenta mucha queja por la falta de agua.

Los suelos de Santa Bárbara son muy fértiles por estar muy bien irrigados; su proximidad a las montañas lo dota de gran cantidad de ríos, riachuelos, quebradas que nacen en sus faldas.

Entre los ríos más destacados se encuentran los siguientes: Río Desengaño: Recorre la zona más septentrional en el distrito de Santo Domingo del Roble.

Río Tambor. En la zona de Santo Domingo

Quebrada Los Conejos.

Yurro Hondo.

Yurro Seco.

Río Los Ahogados.

Río Guararí.

Río Pacayas (todos los anteriores en la region de Sto. Domingo)

Río Ciruelas.

Río Potrerillos.

Río Zanjón o Porrosatí.

El gozarse es el fin último para el desarrollo integral del hombre. Según datos

Distrito de San Juan, en la parte sur del Cantón, sirve de límite entre Santa Bárbara y Barva. Recibe como afluentes la quebrada Amanda, la quebrada La Cruz, la cual recibe a su vez a la quebrada Delfina y la quebrada Birrí.

Quebrada La Claudia, recorre el sur de San Pedro y parte de San Juan.

Río Segundo: Recorre la zona más meridional del cantón, sirviendo de límite entre Santa Bárbara y Flores.

| | | Niños(as) mayores de 8 años. | |
|-----|--------------|---------------------------------------|--------------|
| | | Comunidad de San Pedro, Santa Bárbara | |
| | | Varones | Mujeres |
| P/E | | 9 niños(as) | |
| P/T | 10 niños(as) | 5 niños(as) | |
| T/E | | | 25 niños(as) |

Además de los ríos mencionados recorren a la localidad gran cantidad de acequias muy importantes y utilizadas en las labores agrícolas.

Fuente: CEN, San Pedro, Santa Bárbara, 1990.

SISTEMA DE INFORMACION DOCUMENTAL

CAPÍTULO 2. ASPECTOS SOCIALES

2.1. Salud

El gozar de salud es fundamental para el desarrollo integral del hombre. Según datos suministrados por un funcionario del EBAIS, las enfermedades más comunes que se dan entre los lugareños son: presión alta, diabetes, obesidad, desnutrición y bajo peso, vómitos, diarreas, cáncer, resfrío, dolores de cabeza, varicela, asma, parásitos, diabetes, presión alta, sarampión y problemas visuales.

| Niños(as) menores de 5 años. | | | |
|--|------------------|---------------------|-------------------------|
| Comunidad de San Pedro, Santa Bárbara de Heredia. | | | |
| | Bajo peso | Desnutrición | Retardo en talla |
| P/E | | 9 niños(as) | |
| P/T | 10 niños(as) | 6 niños(as) | |
| T/E | | | 25 niños(as) |

Fuente: CEN, San Pedro, Santa Bárbara, Heredia.

| | Indicadores de Morbilidad relacionados con nutrición | | |
|----------------------|---|---------------|-----------------|
| | Datos año 2009. | | |
| | Diabetes | HTA | Obesidad |
| Sta. Bárbara. | 910 personas | 2 personas | 233 personas |
| San Pedro. | 118 personas | 247 personas. | 102 personas |

Fuente: Área de Salud de Santa Bárbara, Heredia.

2.2. Recreación

El individuo debe cumplir con las exigencias de la sociedad en que vive, en una sociedad en constante cambio con exigencias cada vez mayores. Por ellos los espacios para actividades recreativas deben aprovecharse al máximo, para lograr un crecimiento y enriquecimiento individual que le servirán para expresarse libremente. Un caso ejemplificante de esto, son los niños quienes con poco espacio y mucha imaginación van desarrollando sus potenciales. En contraste, los jóvenes tienen la concepción de que requieren espacios amplios para recrearse.

San Pedro dispone de dos plazas de fútbol, una ubicada frente al templo Católico y otra cancha de fútbol 5.

2.3. Empleo

Un empleo estable es aquel que le permite al individuo percibir ingresos suficientes para cubrir sus necesidades básicas y las de su familia.

En esta comunidad existen fuentes de empleo de tipo familiar, como abastecedores, talleres, restaurantes y actividades agrícolas.

Una gran parte de las personas en edad de trabajar salen del distrito hacia su lugar de trabajo. La población de San Pedro presenta pocos ingresos, la mayoría de las personas se dedica al empleo doméstico y mano de obra no calificada. Existe mucha pobreza.

2.4. Vivienda

Las primeras construcciones se dice que fueron ranchos de paja, luego viviendas de adobe, madera y finalmente de concreto. Se puede mencionar que un alto porcentaje de las viviendas, están en buenas condiciones.

La mayoría de los pobladores son propietarios de sus casas, esto debido a que sus padres han tenido fincas y las han desagregado y dado a sus hijos.

2.5. Seguridad Social

La seguridad social aborda los regímenes especiales que protegen al trabajador y a su familia de contingencia, desempleo, enfermedad y riesgos laborales: así como brinda la posibilidad de recibir servicios de salud.

"La seguridad aparece como un conjunto de esfuerzos organizados por la sociedad para mejorar en lo físico, moral y espiritual sus medios de vida; así como para poder contrarrestar las consecuencias de los riesgos parciales a que se encuentran expuestos sus componentes".

Durante la Declaración Mundial de los "Derecho del Hombre" (1948), la ONU reconoció la seguridad como un derecho del ser humano.

En San Pedro se mantiene una lucha constante contra la venta de licor de manera clandestina, el cual es producido por algunos miembros de la comunidad. Igualmente con el robo y desmantelado de autos y motocicletas.

Población

| | Total | Hombres | Mujeres |
|---------------|--------------|----------------|----------------|
| Santa Bárbara | 33 746 | 17 172 | 16 574 |
| Santa Bárbara | 7 066 | 3 521 | 3 545 |
| San Pedro | 4 182 | 2 155 | 2 027 |

Fuente: Instituto Nacional de Estadística y Censos, 2 009

2.6. Educación

Desde que el hombre nace necesita un desarrollo mental óptimo que le permite interactuar con sus semejantes. La sociabilización es el proceso mediante el cual el individuo se relaciona en forma adecuada con sus semejantes.

Todo este proceso se desarrolla en primera instancia en la familia (educación informal) como base de la sociedad y en segunda instancia en la escuela (educación formal). En esta última instancia se le brindan una serie de instrumentos necesarios que le permiten compartir con sus grupos pares, desarrollando conocimientos, destrezas, conductas, aumentando la autoestima, el sentimiento de eficacia que le permitan desenvolverse en la sociedad a la cual pertenece.

En este distrito encontramos muchos profesionales como: maestros, médicos, abogados, enfermeras, sacerdotes, contadores, entre otras profesiones.

CAPÍTULO 3. INSTITUCIONES EDUCATIVAS

3.1. Escuela Elisa Soto Jiménez

El MSc. Alberto Chan Carrillo es la persona que ejerce la dirección del centro educativo, como administrador y visionario, coordina todas las partes que integran la institución, tanto los recursos humanos como los materiales. Con metas y objetivos trazados dirige la institución.

Los bienes de la escuela son el terreno donde esta actualmente la escuela y el terreno donde esta actualmente el CENCINAE. la escuela esta construida sobre una área de 2847,13 m² , con escritura inscrita en el Registro Público de la Propiedad el 17 de agosto del 2009, bajo el número partido de Heredia matricula 212363—000 situada en distrito 2 San Pedro cantón 4 Santa Bárbara de la provincia de Heredia , propietaria Junta de Educación con cédula jurídica 3-008-056046 con número de plano H-1250912-08, dicho plano fue visado ante la Municipalidad de Santa Bárbara por el presidente actual de la Junta de Educación, con el topógrafo ingeniero Francisco Madrigal Gutiérrez para efecto de escritura por reunión de fincas, en compañía del Lic. Álvaro Enrique Alfaro Jiménez. El terreno que ocupa actualmente el CEN –CINAI mide 1 747 metros con 24 dm², inscrita en el registro el 28 de febrero del 2 006 con matrícula 042298—000; propietaria junta de educación del distrito de de San Pedro de Santa Bárbara, con cédula jurídica número 9 -999- 999999.

3.1.1. Misión y Visión institucional

Misión

Promover el desarrollo integral del niño y la niña por medio de una educación de calidad en donde se atiende la diversidad estudiantil como prioridad.

Visión

Contribuir a descubrirnos, entendernos, expresarnos y reconstruirnos como ciudadanos del mundo capaces de guiarnos en la búsqueda permanente y crítica de lo que es justo.

3.1.2. Objetivos de la institución

1. Hacer conciencia en la comunidad educativa acerca del compromiso que tienen con las futuras generaciones procurando un desarrollo sostenible, económico y social en armonía con la naturaleza.
2. Fortalecer la educación artística y deportiva como forma de estimular el desarrollo integral de los estudiantes.
3. Fortalecer los valores fundamentales que se han ido perdiendo con el paso del tiempo.
4. Reconocer la diversidad como un valor en el ámbito educativo, que los docentes desarrollen las habilidades profesionales, intelectuales, emocionales, sociales y de comunicación que les permita construir estrategias pedagógicas para una atención de calidad.

3.1.3. Filosofía y políticas educativas institucionales

3.1.3.1. *Política Educativa*

La política educativa de la Escuela Elisa Soto Jiménez se nutre de tres visiones filosóficas:

3.1.3.1.1. **Humanista:**

Procurar su perfección mediante la realización de los valores estipulados en la legislación educativa, tanto de orden individual como de carácter social.

3.1.3.1.2. **Racionalista:**

Reconocer al ser humano como un individuo dotado de capacidad racional para captar objetivamente la realidad en todas sus formas.

3.1.3.1.3. **Constructivista:**

El estudiante descubra sus capacidades por medio de sus experiencias personales y construya su propio aprendizaje en base a sus conocimientos previos y su relación con el entorno.

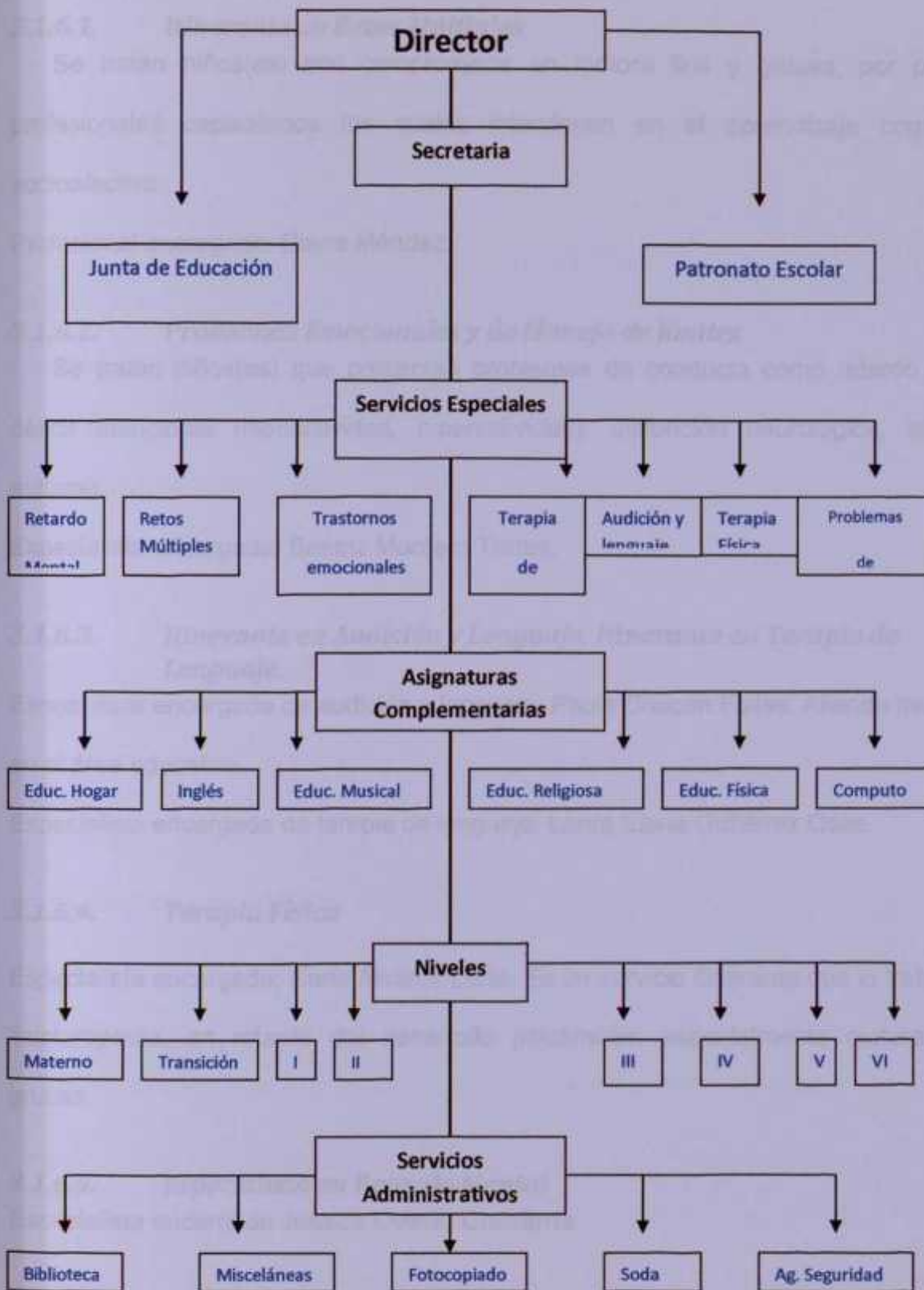
3.1.4. *Estadística de alumnos*

| <i>Centro Educativo</i> | <i>Distrito</i> | <i>Total Alumnos</i> | <i>Hombres</i> | <i>Mujeres</i> | <i>Alumnos extranjeros.</i> | <i>Modalidades de Educación</i> |
|------------------------------------|-------------------|----------------------|----------------|----------------|-----------------------------|---------------------------------|
| <i>Escuela Elisa Soto Jiménez.</i> | <i>San Pedro.</i> | 579 | 304 | 275 | 28 | Pre-escolar. |
| | | Pre-escolar: 119 | 59 | 60 | | Aula recurso. |

Fuente: Estadística de la institución.

3.1.5. *Organigrama de la institución*

3.1.5. *Servicios que brinda*



3.1.6. Servicios que brinda

3.1.6.1. Itinerante en Retos Múltiples

Se tratan niños(as) con compromisos en motora fina y gruesa, por parte de profesionales capacitados los cuales intervienen en el aprendizaje cognitivo y socioafectivo.

Profesional encargada: Diana Méndez.

3.1.6.2. Problemas Emocionales y de Manejo de límites

Se tratan niños(as) que presentan problemas de conducta como retardo mental, déficit atencional (hipoactividad, hiperactividad), disfunción neurológica, asperger, autismo.

Especialista encargada: Beatriz Montero Torres.

3.1.6.3. Itinerante en Audición y Lenguaje. Itinerante en Terapia de Lenguaje.

Especialista encargada de audición y lenguaje: Paola Chacón Fallas. Atiende tres niños en el área educativa.

Especialista encargada de terapia de lenguaje: Laura Elena Gutiérrez Oses.

3.1.6.4. Terapia Física

Especialista encargada: Carla Álvarez Loría. Es un servicio itinerante que lo trabaja una fisioterapeuta, en retardo del desarrollo psicomotor, especialmente motora fina y gruesa.

3.1.6.5. Especialista en Retardo Mental

Especialista encargada Jessica Oviedo Chavarría

3.1.6.6. *Servicio de Apoyo Fijo Problemas de Aprendizaje*

Servicio a niños(as) de I y II Ciclo con problemas de aprendizaje.

- Español:

Concentración → Memoria visual – auditiva.

Redacción.

Lectura – escritura.

- Matemática:

Conceptos Pre – numéricos.

Sistema de numeración.

Suma.

Resta.

Multiplicación.

División.

Análisis de Problemas.

Profesional encargada: Kattia Gutiérrez.

3.1.6.7. *Agua*

La Junta de Educación es la encargada de cancelar este servicio mes a mes.

3.1.6.8. *Telefax*

La institución cuenta con un telefax ubicado en la dirección, con la finalidad de facilitar el trabajo administrativo. El recibo de teléfono es cancelado por la Junta de Educación.

3.1.6.9. *Electricidad*

La escuela cuenta con electricidad para cubrir las necesidades propias de la institución.

Los recibos de luz son cancelados por la Junta de Educación.

3.1.6.10. *Conserjería*

La escuela cuenta con cuatro conserjes, las cuales están a cargo de las labores de limpieza de la institución.

3.1.6.11. *Comedor escolar*

Esta escuela cuenta con un comedor amplio y espacioso, el cual se encuentra en buenas condiciones de infraestructura. A este servicio asisten todos los estudiantes del centro educativo, diariamente se les brinda el servicio de almuerzo y merienda. El menú es confeccionado por los miembros del Comité de Nutrición. Este servicio está a cargo de señoras que se encargan de atender a los estudiantes.

3.1.6.12. *Servicios Sanitarios*

La escuela cuenta con sanitarios para los estudiantes y docentes: 3 servicios para niños y niñas y un orinal, 5 lavatorios para manos, cuatro para niños y cuatro para niñas y un orinal, los cuales se encuentran en buenas condiciones. También hay dos servicios para los maestros, los cuales se encuentran también en buenas condiciones.

3.1.6.13. *Fotocopiadora*

Este servicio les permite a los estudiantes y maestros, acceder pronta y fácilmente a materiales para el desarrollo de las lecciones. Este servicio es contratado por la Junta de Educación. Actualmente este servicio está a cargo de la señora Magaly Méndez Vega.

3.1.7. *Personal Docente y Administrativo*

3.1.6.14. *Guarda de seguridad*

Se cuenta con dos guardas de seguridad, uno diurno El señor Nelson Sánchez Cascante, quien labora como guarda de la institución y uno nocturno, Randall Pérez.

3.1.6.15. *Sala de Cómputo*

El laboratorio de cómputo está compuesto de veinte computadoras, pertenece al programa de la Fundación Omar Dengo. La sala de cómputo se encuentra equipada con el equipo de cómputo y con aire acondicionado. Las lecciones de informática se imparten a toda la población estudiantil incluyendo pre- escolar. El encargado de impartir este servicio es el profesor Kevin Sánchez Bogarín y Melva Flory Vigil Quintero.

3.1.6.16. *Biblioteca y soda escolar.*

La institución cuenta con una biblioteca al servicio de los educandos, padres de familia y docentes. Este año es atendida por la bibliotecóloga Viviana Bravo Obando y como asistente Ana Lucia Vargas Arrieta.

Servicio de soda escolar a cargo de la señora Lidia Solís Campos.

3.1.6.17. *Instrumentos Musicales*

Actualmente la institución cuenta con una buena cantidad de instrumentos musicales, los cuales son usados por un buen grupo de alumnos que representan orgullosamente la institución y que han venido surgiendo y destacándose en diversas actividades.

3.1.7. *Personal Docente y administrativo*

| | |
|---------------|------------------------------------|
| | Personal Docente y |
| | Administrativo 2 010 |
| | Escuela Elisa Soto Jiménez. |
| Puesto | Encargado |
| Dir. | MSc. Alberto Chan Carrillo. |
| Secretaria. | Zaida Quirós Fallas. |
| Asistente | Odilie Murillo Murillo. |
| M-1 | Ileana Delgado Esquivel. |
| M-2 | Marice Meza Cerdas |
| Transición 1 | Ana Lorena Gutierrez Alfaro. |
| Transición 2 | Alexa María Cordero Zamora. |
| Transición 3 | Fanny Tatiana Salas Segura. |
| 1-A | Sonia Escobar Salas. |
| 1-B | Ericka Artavia Ramírez. |
| 1-C | Grace Ramírez Méndez. |
| 2-A | Aurea Arce Arias. |
| 2-B | Vera Bolaños Ramírez. |
| 2-C | Andrea Castro Castañeda. |
| 3-A | Elieth Retana Campos. |
| 3-B | Norma Vindas Alvarado. |
| 3-C | Dahiana Montes Valerio. |
| 4-A | Kattia Campos Vargas. |
| 4-A | Luz Inelda Barrios López. |

| | |
|-------------------|--------------------------------|
| 4-C | Flora Carballo Herrera. |
| 5-A | Patricia Ballesteros Espinoza. |
| 5-B | Yorlenny Ramos González. |
| 5-C | Eliza González Castro. |
| 6-A | Anlly Cubillo Marchena. |
| 6-B | Cindy Montiel Jiménez. |
| 6-C | Denia Villalobos Fonseca. |
| Educ. Física | Edrey Vargas Calderón. |
| Educ. Religiosa | Marvin Víquez Jiménez. |
| Educ. Hogar | Erika Nuñez Vargas. |
| Educ. Musical | Isidro Oviedo Parra. |
| Informática | Kevin Sánchez Bogarín. |
| Infomática. | Melva Flory Vigil Quintero. |
| Inglés. | Martha Rodríguez Montero. |
| Inglés. | Silvia Arias Arias. |
| Ter. Lenguaje | Laura Elena Gutiérrez Osés |
| Trs. Emocionale | Beatriz Montero Torres. |
| Prob. Aprendizaje | Kattia Gutiérrez Arias. |
| Ret. Mental | Jessica Oviedo Chavarría. |
| Miscelánea. | Flor María Arias Sandoval. |
| Miscelánea. | Sandra Soto Ferreira. |
| Miscelánea. | Marielos Conejo Montero. |
| Miscelánea. | Luz Marina Bastos Rodríguez. |

| | |
|----------------|---------------------------|
| Ag. Seguridad | Nelson Sánchez Cascante. |
| Bibliotecaria | Viviana Bravo Obando. |
| As. Biblioteca | Ana Lucía Vargas Arrieta. |

3.1.8. Recursos económicos

Los recursos económicos con los que cuentan la institución, son los aportados mediante contribuciones de padres de familia al Patronato Escolar. También con el presupuesto asignado a la Junta de Educación del presupuesto Nacional.

Durante todo el curso lectivo se organizan actividades que buscan recaudar fondos para solventar necesidades institucionales, para ello se recurre a la colaboración y apoyo del personal docente y padres de familia.

3.1.9. Proyectos actuales en la institución

- Techado del patio
- Techado de pasillo principal
- Colocación de piso cerámico en diferentes espacios
- Cambio de láminas dañadas del techo
- Cambio de canoas
- Pintura exterior del kinder y escuela
- Construcción de la tapia del costado oeste de la escuela
- arreglo de puertas, ventanas y colocación de vidrieras.
- Cambio de cielorrasos

- Tubería de la calle del lindero norte de la escuela para desaguar aguas pluviales del kinder
- Una batería o servicio sanitario en el pabellón sur para cumplir con la ley 7600 y el acondicionamiento de los ya existentes.
- Reacondicionar la primera planta del edificio donde esta ubicada el aula de hogar, secretaria y biblioteca y protección para una segunda planta con infraestructura moderna.
- Remodelar un espacio para ubicar las 20 computadoras ya existentes, ya que la escuela recibirá un sistema de computo nuevo que se ubicara donde esta el sistema de computo actual

3.1.10. Problemas que presenta la institución

Algunos alumnos y alumnas presentan diferentes problemas de aprendizaje, algunos casos son severos. Los docentes buscan información, utilizan variedad de técnicas que ayudan a salir con estos niños; además se cuenta con el apoyo que brinda el aula de recurso, docentes itinerantes y profesora de trastornos emocionales y de conducta.

Existen algunos padres de familia que no muestran el interés necesario por el estudio de sus hijos e hijas, en muchas ocasiones se les manda a llamar, se les visita y no hay una respuesta positiva de parte de ellos para conversar los docentes (de grado y especiales) y llegar en acuerdos importantes de ayuda mutua para el estudiante.

Los niños que muestran bajo rendimiento académico, son aquellos que faltan mucho a clases y que no muestran interés por el estudio.

3.1.11. Proyección a la comunidad

A este centro educativo la mayoría de los estudiantes que asisten pertenecen al centro de San Pedro y un porcentaje menor corresponde a los caseríos más cercanos de este distrito. La escuela se proyecta a la comunidad mediante la participación en desfiles organizados por la escuela y por fuerzas vivas de la comunidad.

3.1.12. Junta de Educación

- Presidente: Francisco Arias Arias
- Vicepresidente:
- Secretario Álvaro Núñez Brenes
- Vocal 1 Runia Sánchez Sánchez
- Vocal 2 Marta Quirós Núñez

Tesorero contador de la tesorería escolar Edwin Vega Barrantes

3.1.13. Patronato Escolar

- Presidenta Marlene Alfaro Alfaro
- Secretaria profesora Alexa cordero Zamora
- Tesorera Yadira Cambronero Sánchez
- Vocal Silieth Vargas zumbado

CAPÍTULO 4. ORGANIZACIONES COMUNALES

4.1. Cañería de San Pedro

Respecto a la cañería de San Pedro hay dos , la mas antigua es la mas eficiente , la mas nueva no esta bien administrada y la población del costado norte presenta mucha queja por la falta de agua.

4.2. Asociación de Desarrollo

.La asociación de desarrollo ha construido cunetas, aceras con adoquines alrededor de la plaza, cajas de registro, lastrado de calles, ayudas para alumbrado eléctrico, tubería acueducto del costado norte, mejoras en la infraestructura en edificios de la Asociación, construcción de la casetilla para la Guardia de Asistencia Rural, construcción del Ebais y con la ayuda de la diputada Hilda González se construyó el actual CENCINAE a mediano plazo la asociación proyecta colocar hidrantes y luego adquirir terreno para un futuro cementerio.

4.3. Comité de Deportes

Existe un comité integrado por miembros del pueblo, los cuales realizan proyectos para promover el ejercicio y actividades al aire libre en los jóvenes, niños y estudiantes de la comunidad.

4.4. Otras Instituciones de San Pedro y Santa Bárbara

- Centro Comunitario Inteligente.
- Biblioteca Pública de Santa Bárbara.
- Fundación para el Progreso de personas Ciegas.
- Equipo de Gestión Local de Santa Bárbara de Heredia.
- Centro Agrícola Cantonal de Santa Bárbara de Heredia.
- Asociación Barbareña de Orquideología.
- Supervisión del Ministerio de Educación circuito 03.
- Hogar de Ancianos, CENDAS (Centro Diurno de Ancianos de Santa Bárbara, Heredia).
- Caja Costarricense del Seguro Social, CCSS (EBAIS).
- UPA; Unión de productores agrícolas.
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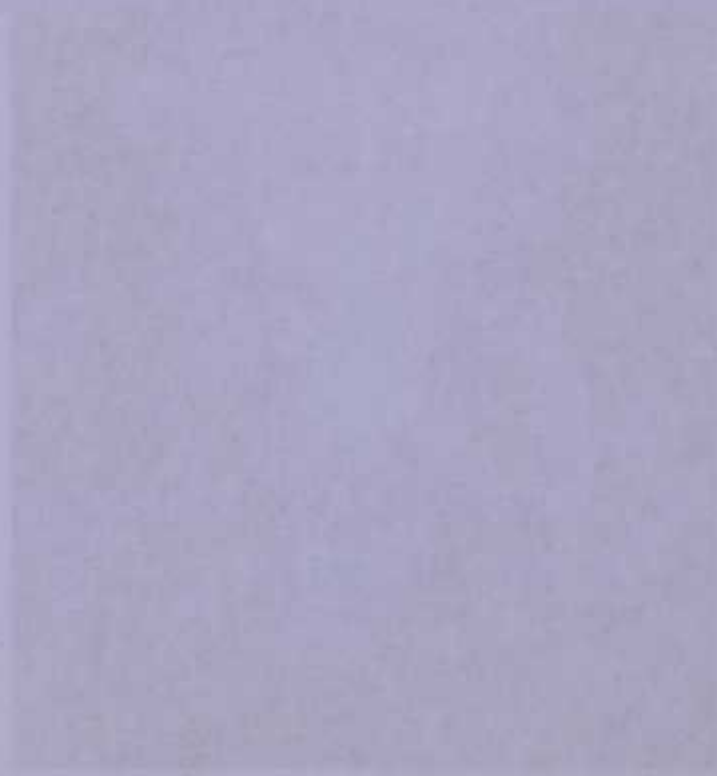
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Appendix C: A Mirror to the Cognition: A Manual to EFL Reading Teaching

Escuela de Educación y Letras
Departamento de Lengua Castellana

A Mirror to the Cognition: A Manual to EFL Reading Teaching



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UNIVERSIDAD NACIONAL DE COSTA RICA

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias de Lenguaje

Sistema de Estudios de Posgrado

Maestría en Segundas Lenguas y Culturas con
Énfasis en Inglés como Lengua Extranjera

2011

A Mirror to the Cognition: A Manual to EFL Reading Teaching



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¹ The picture on the cover page was taken from <http://poweressence.com/brain-mechanics-two-4-too>

I. Introduction

Reading is essential in the language class since it provides the learners the context they need to learn vocabulary, grammar, and expressions that are used in real life. Reading also increases critical thinking skills which are necessary when learning a language and in other life situations. However, not all EFL² teachers are trained in the techniques of teaching reading in the primary school. This manual has been designed as a complement of the graduation project: *The Techniques Used by a Teacher to Trigger Effective Cognitive Learning Processes and Enhance Appropriate Reading Skills in the EFL Class in Primary School: A Critical Research Paper*. This research was carried out as a requirement to obtain the Master's Degree in Second Language and Cultures with Emphasis in the Teaching of English as a Foreign Language at Universidad Nacional, a public university, in Costa Rica. The conclusions of the research revealed the necessity of a product that could aid the teacher to effectively select and use reading strategies in her classroom.

This manual is divided into four chapters. The first one is the introduction. The second chapter describes the rationale for the manual development. The third chapter provides a framework to help the teacher facilitate the effective reading instruction and enable the learners to acquire the necessary tools to read in the target language. The framework includes information about the children cognitive development, the stages of reading development, and makes reference to some reading techniques that the teacher can implement in the class. The last chapter is the description of the four units created for this manual. The units were designed to illustrate how to plan for the class considering the reading stages that the learners go through in first, second, third, and fourth levels in the primary school according to Jeanne Sternlich Chall's theory. The topic used for all the units is *the House* which is part of the Ministry of Public Education's (MEP: Spanish acronym) syllabus. The units were developed

² English as a Foreign Language

considering the Situational and Communicative *Language Teaching* (CLT) approaches. The activities were created by the unit developer, but the images were taken from the Internet. Each activity acknowledges where the pictures were taken from to show respect for the intellectual property right. Because of time constraints, the units have not been validated. It was also included a documents with flashcards; it is in the Cd in which the digital version of the manual is.

The first stage of the research was to identify the needs of the students. For this, the teacher conducted a survey with children about the use of computers with them. As the scope of the research, the first stage covers just writing at the elementary school level level during where the investigation is being conducted.

The first stage of the research was to identify the needs of the students. For this, the teacher conducted a survey with children about the use of computers with them. As the scope of the research, the first stage covers just writing at the elementary school level level during where the investigation is being conducted.

Table 1

Amount of Students at El Bosque Institute Public Elementary School

| Grades | Students | Teachers | Parents | Administrators |
|-------------------|----------|----------|---------|----------------|
| Elementary School | 518 | 704 | 275 | 74 |
| | 119 | 40 | 32 | |

Source: The Elementary school's photograph, 2011

The second stage of the research was to identify the needs of the students. For this, the teacher conducted a survey with children about the use of computers with them. As the scope of the research, the first stage covers just writing at the elementary school level level during where the investigation is being conducted.

¹ The amount of students in the elementary school is 518.

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II. Rationale

A. Context

This manual has been designed for a teacher of English, Ms. Wallace, who has a bachelor degree in teaching English to high school learners. She studied at a private university and graduated in 2003. However, she started teaching in 2000 at Liceo de Santa Bárbara High school. She taught there for one year, but then, she made the decision of working with children since she felt more comfortable with them. At the moment of the research, she had about seven years working at the elementary school Elisa Soto Jiménez where the investigation was conducted.

Elisa Soto Jiménez elementary school had 579³ students (see Table 1); there were three groups per each level in I and II Cycle.

Table 1

Amount of Students at Elisa Soto Jiménez Public Elementary School

| | Town | Amount of students | Male | Female | Foreigners |
|---|-----------|----------------------|------|--------|------------|
| Elisa Soto Jiménez Public Elementary School | San Pedro | 579 | 304 | 275 | 28 |
| | | Kindergarten: 119 | 59 | 60 | |

Source: The Elementary school's monograph, 2011

The sector where the elementary school is located is well known because of the home made sugar-cane liquor which is smuggling. Since it is easy to get the liquor the most of the population in that place, especially males, is drunk and violent. This violence is transmitted to the children, and it is difficult for the teachers to control those students with discipline

³ The total of students includes the Kindergarten population.

conflicts. Many of these learners explode their anger against the teachers and their classmates. In fact, this rebelliousness is promoted by the parents who instead of helping the teacher construct the children's character, threaten and sue the educators because they try to discipline the children. In addition, in San Pedro and Santa Bárbara, there are gangs that distribute drugs and steal motor vehicles. The members of those gangs are the students' relatives or friends; therefore, the students do not have a good model to imitate. The domestic violence: physical, psychological or both is very common. In regards to the education, many of the learners in the elementary school do not have their parents' support; consequently, the students only learn the information they receive in the classroom. For these reasons and other learning problems, the principal of the institution has looked for the support of specialized people who help the students with motor dysfunction deficiencies, mental retardation, attention deficit disorder, neurological dysfunction, Asperger, and autism. There are also tutorial classes for children with problems in mathematics and Spanish subjects.⁴

B. Population

The population considered for this manual is the same used for the research; one group of each level in I Cycle (1-1, 2-1, 3-1) and a fourth level in II Cycle (4-1) at Elisa Soto Jiménez primary school. These groups were taught by the same EFL educator. In the group 1-1 there were 30 students (14 males and 16 females) who were seven years old. In the group 2-1, there were 28 students (16 males and 12 females) whose ages ranged between eight and nine years old. In the group 3-1, there were 29 students (11 males and 18 females). The learners were mostly nine years old. In regards to the 4-1 group, there were 30 students (20 males and 10 females). In the group, most of the students were ten years old, but there was a boy who was fourteen.

⁴ The information was taken from the school's monograph provided by the secretary. It is in the appendix.

III. Framework

C. Needs' Analysis

The investigation *The Techniques Used by a Teacher to Trigger Effective Cognitive Learning Processes and Enhance Appropriate Reading Skills in the EFL Class in Primary School: A Critical Research Paper* served as the needs' analyses for the creation of this manual. According to Brown, the needs analysis is a process to collect information that will be used as the basis to meet the learning needs of a particular group of students (1995, 35). According to the investigation, the procedures followed to teach reading did not consider the students' cognitive development. The teacher relied on the learners' native language to teach the classes and translation to verify the students understanding. The learners were provided with large lists of vocabulary but few meaningful activities to acquire it. No model or approach was used for teaching reading; instead, the students were required to go directly to the texts to translate them without having enough vocabulary, knowledge on grammar or high frequency words. Even though the students were bombarded with a lot of information, they did not have the opportunity to construct their schemata in the target language. The students became passive learners copying down the translation of the studied information on their notebooks and trying to memorize it. Therefore, the students were capable of saying and recognizing some words and phrases in English but the learners were not able to read, interact with the text, which could be in detriment to the learners' interest in reading and the target language. This showed the necessity of an aid that the teacher could use to plan her reading classes.

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III. Framework

In order to teach reading, the teachers of English have to be aware of the children's cognitive development to decide on the suitable approach and methodology to satisfy the students' needs. This framework of reference provides an overview of the children's cognitive development, psychogenesis in reading, and the reading development stages. It is also included some of the most common reading techniques that teachers can implement in their classes. Since English is taught in Costa Rica as a foreign language, teachers can take advantage of some skills and characteristics that the learners have developed in the native language; the section Children Learning Another Language sheds light in regards to some of those characteristics.

A. Children's Cognitive Development

Piaget's work about cognitive development has had a huge impact in delineating how children process the information to understand the world around them. Piaget bases his cognitive theory on two main concepts: scheme and adaptation. Scheme is "an organized pattern of behavior," or habits that are part of the daily routine. These habits are motivated or modified by the environmental forces, and it is called adaptation (qtd. in Ault: 1977, 18). Adaptation is complemented by assimilation and accommodation. Assimilation "involves the process of applying old schemes to new objects" (19). When children face something that is new, they will use their previous knowledge to create their own hypothesis as an attempt to understand the new information. If the hypothesis does not work, children will modify the old scheme or learn a new one that is more appropriate for the new object, accommodation. Piaget also says that children's intellectual development is a systematic, sequential and organized process; in addition, this learning is active and starts with curiosity (qtd. Ault:

1977, 19). These principles have been used by many researchers to analyze learners' behaviors and reactions and to create new theories.

Another way to understand children's mental process when learning is through *the approach to cognitive development*. This approach emerged from evidence accumulated from the America's experimental tradition in child psychology. The approach emphasizes four processes that people, especially children, have to follow to process data; these processes are also called *units of thought* or *cognitive units*; they are schema, symbols, concepts, and rules. A schema is a "mental representation of events in the world" (Ault: 1977, 85). The symbols "generally represent one specific event" (89). As children's vocabulary and knowledge increase, the symbols become concepts. Finally, rules "are statements which specify a relation between two or more concepts" (96). When children learn a rule, they generalized it to similar situations rule-govern forms as hypotheses; if those hypotheses do not work, a new rule has to be created.

In addition to the units of thought, Ruth Louise Ault mentions four processes of thought: perception, memory, hypothesis testing, and evaluation. Perception is "the process by which the child extracts meaningful information from the meaningless mosaic of physical stimulation" (1977, 99). The physical stimulation can be visual such as light waves or perceiving individual physical properties of objects, such as color, spatial relation, dimensional representations, and prominent symbolic codes such as phonemes and graphemes. Children also perceive differences between sounds, in fact, the child has the ability to attend selectively. Perception is reflected on prior experience. "Subjects can build up a mental representation of a stimulus event (a scheme) and they can pick up the distinctive features of a stimulus" (105); it seems likely that when a subject must make an identification of one stimulus, he or she compares it with various schemata and picks the best match. The

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perceptions are stored in memory and information is recalled from memory to help interpret incoming perceptions.

Therefore, memory plays an indispensable role in the cognitive development. According to Ault, there are two conceptual frameworks to talk about memory; one, the most common, is the use of storage systems sensory: short-term and long-term memory. The other is based on levels of depth. In the storage system sensory memory, children store visual stimulus for a while. In the short term memory, children can recall longer than sensory memory, but it is still transitory information that can be lost with time. On the other hand, long term memory is to remember ideas or events for long time; it is necessary to develop techniques to store information in long term memory, and before being stored in the long term memory, the information has to go through short term memory (1977, 117). The second conceptual framework to memory focuses on levels (or depth) of processing. In it, *stimuli are analyzed to varying degrees*. Children process the information according to the amount of stimulus they gain until creating deeper levels of thinking (1977, 117). In both conceptual frameworks the degree of stimulus the child gets from the environment will affect the analysis of the information and memory retention.

The children's understanding of what is happening in their environment will be eased if they are exposed to recurrent stimuli; however, if children are confronted to a new stimulus, they start generating hypotheses. As Ault elucidates, the set of hypotheses are *possible solutions* to comprehend what is going on, and the appropriateness of the hypotheses depends on children's prior experience with similar problems (Ault: 1977, 121). Then children test the hypotheses sufficiently to evaluate if they are accepted or regretted. H. Douglas Brown⁵ summarizes the cognitive process as follows:

⁵ Mr. Brown requested to use only the initial of the name as he has done in the documents he has published.

Meaningful learning *subsumes* new information into existing structures and memory systems; the resulting associative links create stronger retention. Taking isolated bits and pieces of information that are not connected with one's existing cognitive structures will provide children with little chance of creating long-term retention. Children are good meaningful acquirers of language because they associate sounds, words, structures, and discourse elements with that which is relevant and important in their daily quest for knowledge and survival. (2000, 340)

Therefore, the recurrent input children get from the environment will contribute to their cognitive development and memory retention, and this development occurs on stages.

B. Reading Psychogenesis

Understanding how the cognitive development occurs when reading sheds light on what to teach, when, and by what methods. For this reason, this section relates the cognitive learning development mentioned in the section above to the reading progress. It is also included the six stages of reading development proposed by Jeanne Sternlich Chall.

The success in reading depends on the previous knowledge that children have and how they process the new information. Yetta M. Goodman⁶ elucidates that in order to comprehend texts, children try to assimilate the information from the environment. When the information is totally new, it is impossible to integrate it to the scheme; at first, it is rejected. Then children study the object, ask questions, and make their own hypothesis trying to understand the collected data. Even though it is not always coherent for adults, children follow a logic *theory about the nature* and function of the writing system. According to Piagetian theory, those hypotheses are a fundamental part of the psychogenesis, the origin and development, of

⁶ Ms. Goodman requested not to use her full middle name, but the initial.

reading (qtd. in Goodman: 1991, 24). Thus, teaching how to read implies to prepare the learner before reading a text by providing an environment rich in information, as well as giving the student opportunities to recycle the information using meaningful repetition of words and structures.

In the process of reading, children also have to interpret writing as a system of symbols. Ferreiro and Teberosky divide the children's understanding of the writing system into three levels. In the first level, children figure out that drawing and writing are two distinct symbol systems. In the two types of symbols, it is used straight or curve lines as well as dots. However, there is a difference in the way those lines are organized: arbitrary shape in drawings and lineal when writing (qtd in Goodman: 1991, 24). The facility to distinguish between one symbol and the other depends on the child exposition to the print environment. Thus, this exposition should start before the child enters the reading stage; this is contrary to what the MEP in Costa Rica recommends for I Cycle students.

On the second level, children have to struggle both with quantitative and qualitative variation in the letter forms they use to express meaning. Quantitative is related to the amount of letters in the word. Ferreiro states that Spanish speakers usually select three letters as the correct amount to represent a word. If there are less than three letters, children hesitate if it will be a word. In addition, the letters in the word cannot be repeated; this variation in the type of letter is called qualitative (26). According to Freeman and Whitesell, English speakers follow the same principles of minimal amount of letters and qualitative variations (qtd. in Goodman: 1991, 27). At this level, children pay attention to texts written by adults to make hypotheses about the qualitative and quantitative use of the letters. This step will be difficult or easy depending on the graphic repertoire that students have. During this stage, children also pay attention to word meaning.

After identifying letters, children continue learning about syllables and phonology. It is what Goodman calls sound-letter correspondence or phonetically form of the written text (1991, 53). In this phase, children go through different stages: syllabic, syllabic-alphabetic, and alphabetic. According to syllabic hypothesis, each syllable is represented by a letter. For Spanish speakers, vowels are essential to form those syllables while English spoken children use consonants. However, as Ferreiro confirms in both languages children have to select a letter for more than one phoneme. In the next stage, alphabetic-syllabic hypothesis, children mix syllabus and phonemes. In this way, children can form words that are familiar to them (1991, 54). Therefore, learning how to read in the two languages, Spanish and English, at the same time will not be difficult since in both cases, children are working with phonemes. Ferreiro points out that in the last stage, alphabetic, children understand the relationship between letters and sounds, but have to work on orthographic symbols (upper and lower case, punctuation and so on). Furthermore, as Piaget enlightens, children need to be provided with opportunities to confront and reflect about their own writing and language (qtd. in Goodman: 1991, 55). Since Goodman makes clear that symbols and phonology are part of the reading process, it would be better to teach reading together with the other language skills: listening, speaking and writing. Thus, the learners would have opportunities of confronting and reflecting what they learn about the language in an active way.

Jeanne Sternlich Chall used the cognitive stages mentioned above as well as the experience she gained carrying out researches on readability and vocabulary, and working with children and young people who fail learning how to read as normally expected for many years to outline the stages of reading development. She proposes six stages people have to go through when reading. According to her, it takes an average of 20 years to read from a basic level to the highest; the amount of years will vary according to biological and environmental

(home, school, community) factors (1983, 7). The information in the stated table describes what is necessary to reach the goals set for the different reading stages. See table 1 below:

| Stage | Characteristics | Requirements | Interventions | Outcomes |
|--------------------------------|--|--|--|--|
| Stage 1: Emergent Literacy | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. |
| Stage 2: Early Literacy | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. |
| Stage 3: Intermediate Literacy | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. |
| Stage 4: Advanced Literacy | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. | Child begins to understand the relationship between spoken and written language. Child begins to use simple words and phrases to describe objects and actions. |

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Table 1
Stages of Reading

Development: An Outline of the Major Qualitative Characteristics and How They Are Acquired

| Stage | Major Qualitative characteristics and masteries by the end of the stage | How acquired | Relationship of reading to listening |
|--|--|---|--|
| Stage 0: Pre-reading, "pseudo-reading" | Child pretends to read, retells stories when looking at pages of book previously read to him/her; names letters of the alphabet; recognizes some signs, prints own name, plays with books, pencils and paper. | Being read by an adult (or older child) who responds to and warmly appreciates the child's interest in reading; being provided with books, paper, pencil, blocks and letters. | Most can understand the children's picture books and stories read to them. |
| Stage 1: initial reading and decoding | Child learns relation between letters and sounds and between printed and spoken words; child is able to read simple text containing high frequency words and phonically regular words; uses skill and insight to "sound out" new one syllable words. | Direct instruction in letter-sound relations (phonics) and practice in their use. Reading of simple stories using words with phonic elements taught and words of high frequency. Being read to on a level above what child can read independently to develop more advance language patterns, knowledge of new words, and ideas. | The level of difficulty of language read by the child is below the language understood when heard. |
| Stage 2: Confirmation and fluency | Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic | Direct instruction in advanced decoding skills; wide reading (with instruction and independent) of familiar, interesting materials which | Listening is still more effective than reading |

| | | | |
|---|---|--|---|
| | decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections. | help promote fluent reading. Being read to at levels above their own independent reading level to develop language, vocabulary, and concepts. | |
| Stage 3: Reading for learning the true | Reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes; generally from one view point. | Reading and study of textbooks reference words, trade books, newspapers, and magazines that contain new ideas and values, unfamiliar vocabulary and syntax; systematic study of words and reacting to the text through discussion, answering questions, writing, etc. Reading of increasingly more complex fiction, biography, nonfiction, and the like. | At the beginning of Stage 3, listening comprehension of the same material and watching are still more effective than reading comprehension. By the end of Stage 3 reading and listening are about equal; for those who read very well, reading may be more efficient. |
| Stage 4: Multiple viewpoints | Reading widely from a broad range of complex materials, both expository and narrative, with a variety of viewpoints. | Wide reading and study of the physical, biological, and social sciences and the humanities; high quality and popular literature; newspapers, and magazines; systematic study of words and word parts. | Reading comprehension is better than listening comprehension of material of difficult content and readability. For poorer readers, listening comprehension may be equal to reading comprehension. |
| Stage 5: Construction and reconstruction | Reading is used for one's own needs and purposes (professional and personal); reading serves to integrate one's knowledge. It is rapid and efficient. | Wide reading of more difficult materials, reading beyond one's immediate needs, writing of papers, tests, essays, and other forms that call for integration of varied knowledge and points of view. | Reading is more efficient than listening. |

Source: This table was adapted from table 5.1 (Chall: 1983, 85-87)

The table above provides an ample description on the six stages and how to reach them; however, there are four salient aspects that have to be pointed out since they are of relevance for this manual. 1) Before entering the reading stage, children have to be exposed to an environment rich in listening and printed words. While learning the native language, this stage usually takes place in the children's house; but in the case of learning a foreign language in a public primary school, the students are mainly exposed to the second language when they attend classes. For this reason, this pre-reading stage should be considered in the design of the English curriculum if there is the intention of including reading as part of it. 2) Listening is recommendable in all the reading stages, but it should be emphasized during the first three stages. 3) Recycling the vocabulary in a meaningful way will provide the learners with the opportunity of acquiring the information. And finally, 4) reading comprehension exercises are included until stage three. Taking into account these factors will enhance the students' cognitive learning and will increase the reading success in the classroom.

C. Reading in the School

After understanding the way children learn to read in English and identifying the reading stages the learners have achieved, the educator has to select the correct reading teaching techniques to be used in the class. Before mentioning them, it is essential to provide a description for reading. There are many definitions, but the most suitable is the one provided by Sarah Hudelson:

Reading is a language process in which an individual constructs meaning through transaction with written texts that have been reader's acting upon or interpreting the text, and the interpretation is influenced by the reader's past experience,

language background, and cultural framework, as well as the reader's purpose for reading. (qtd. in Genesee: 2000,130)

Therefore, the teacher has to select the appropriate approach or technique considering the objectives for reading and the students' previous knowledge.

1. Techniques for Teaching Reading

This section describes two of the most common techniques that can be used to teach and enhance reading in the English class during the early reading stages: printed word exposition and storybook reading. It is also added some techniques to increase the students' interest in reading.

a. Printed Word Exposition

Children start identifying printed words before reading from the atmosphere surrounding them; it is called *environmental print*. It is primordial because children start figuring out the "symbolic nature of print, in discovering that print may serve a variety of functions" (Genesee: 2000, 131). Since early age, children identify familiar signs such as McDonalds, not because they are reading, but because of functionality. Hudelson underlines that, "The fact that children act upon these symbols suggest that they are at work constructing hypotheses about how written language functions in both their native language and in another language" (in Genesee: 2000, 132). According to Richards, children make sense of print in the environment because they encounter it as an integral part of life activities in which they are engaged (in Genesee: 2000, 137). Therefore, in initial reading stages, teachers can create an English environmental print in the classroom.

b. Storybook Reading

Another technique is storybook reading. Children usually request adults to read the same story several times. This increases the schema of the story structure and the specific language used to tell stories. Both the illustrations and the print are also significant, "the illustrations help convey the story's meaning, and that the print symbolizes the language of the story" (Genesee: 2000, 132). As the story becomes more familiar, children focus on the story's sentences and lexicon; they give more attention to the text of print of the story and attend to syntactic and semantic aspects of it. Utilizing oral and personal narratives involves learners in sharing their own personal stories. Narratives seem to be a fundamental process in the human mind (Genesee: 2000, 142). The teacher can also include predictable books. "Because of the familiarity and predictability of these texts, children are able to construct meaning from them, so that, their first forays into English reading are successful" (2000, 144). These types of books also develop children's confidence in top-down processes.

In addition, repetition strategy enables children to understand text more easily. Halliwell recommends readings of "*Big Books* which have predictable stories in enlarged text formats that enable children in a group to see text more easily in context; the teacher could direct children's attention to a particular feature of the text" (1992, 144). *Big Books* also allow using the illustrations to predict the content of the text. Furthermore, students can read what is pointed out, repeat words, and predict words using semantic and syntactic cues. Children can also create their own booklets; if this is the case, the booklets have to be connected with something being studied in class.

Among the type of readings teachers use in class, literature can be included. Teachers have to choose from a collection of genres; therefore, children enjoy the richness and variety of

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the English language. The texts can be selected from different multicultural perspectives. When selecting the reading, teachers have to consider students' linguistic limitations. The teacher has to plan opportunities for learners to respond to what they heard or read, construct meaning, relate story to their own lives, and to comment on the experiences. It does not mean to *bombard children with comprehension questions*, but to give them time to reflect on the literature experience. The teacher can also provide children with the opportunity of choosing their own reading material with a list of what they have to read (Genesee: 2000, 149). The chosen literature has to be related to the students' previous knowledge.

There are three main reasons that make literature ideal for the English class. The first one is mentioned by Power, "Stories and poetry are interesting. We enjoy them. The students enjoy them, [and] our attention is engaged as it is rarely engaged by word lists and exercises..." (qtd. in Boyle: 1986, 200). In addition, "as we read, we are aware subconsciously of tradition, linguistic, conceptual, and formal" styles (Brumfit and Carter: 1986, 175). Literature provides learners with repeated instances of structures which they need to internalize. Literature is a great source to expose students to a big amount of input.

The second reason in regards to learning the foreign language is that literature provides an authentic situation for language understanding. As Littlewood indicates, "In the case of literature, language creates its own context" (1986, 179); it means that literature usually emulates real life and illustrates the exact moment to use an appropriate word or structure according to the context the speaker is in. Moreover, Sandra McKay asserts that, "literature will increase all language skills because it will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (1986, 191). Consequently, literature becomes a Mecca for language learning.

The third reason is that literature enhances cultural diversity. As McKay stresses, it “may work to promote a greater tolerance for cultural differences . . .” (1986, 193); it has also to be noted that the type of books selected should follow a logic order according to the readers’ age. To know about other cultures and be tolerant to their customs and beliefs is of relevance in this globalized world. It is useful since it is common to see many foreigners in Costa Rican public school which are usually looked down by their classmates. In addition, the selection of the books has to follow a process that starts “with children picture books, progressing through folk and fairy tales, graduating to junior and teenage good fiction, and finally teaching . . . literature for adults” (Vincent: 1986, 214). Some kind of simple texts remains the most suitable kind of reading material in the early stages of learning a foreign language (1986, 214). Choosing the correct book depends on the students’ language proficiency.

c. Increasing Interest

A technique to increase learners’ interest in reading and teaching vocabulary is presenting texts that facilitate comprehension and allow the construction of integrative skills. Thus, the reading class is not only about learning new vocabulary, but increasing student’s comprehension. Wolf and Barzillay claim that “The decoding processes enables readers to allocate the time and attention necessary to process the ideas, information, story, and intellectual arguments and assumptions presented” (2009, 34). Furthermore, reading should not be taught in isolation.

Brown explains:

Reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled *reading*, your goal will be best achieved by capitalizing on the interrelationship of skills, especially

the reading-writing correction. So, [...] ultimately reading must be considered only in the perspective of the whole picture of interactive language teaching. (2000, 298)

Reading is not only about translating written symbols into speech but to comprehend what the information is about and interacting with the text.

In addition, literature facilitates the language acquisition by promoting a nice ambience. If the learners' emotions are negative, an imaginary wall, high affective filter, will hamper the input the students get. Yu-Lin Ling claims that during stories' narrations or readings, the students keep the affective filter low because of the relax classroom atmosphere that reading creates; the students feel safe to learn and are not afraid of using the language (2009, 2). As part of the classroom atmosphere, the confidence and motivation of the foreign language learning has to be built step by step, and the new language units have to be introduced in a comprehensible sequence.

Enhancing team work among the learners also contributes to increase their affective filter since they are sharing the responsibilities and relying on others. A common way to do it is including the cooperative learning approach in the class. Genesee states that this approach is employed in teaching various subjects on all educational levels from elementary to higher education, including teaching English as a foreign language (EFL). However, cooperation does not mean that learning styles of individual students can be ignored or forgotten. In fact, they must be considered and accommodated in the educational process due to their key role in learning (Genesee: 2000, 65). Thus the cooperative learning approach is a successful teaching strategy in which small teams incorporate students of different levels of ability to share their knowledge and complete a task; this diminishes students' anxiety.

Teachers can also increase students' motivation to read by showing that it is important and by creating a reading habit. It is possible to accomplish when developing children's ability to read silently. McCracken and McCracken call this technique Sustained Silent Reading (SSR), "child's ability to read silently and to sustain himself when reading silently without interruption for a relative long period" (1987, 151). With this technique, the teacher has to establish a daily routine; it will take some time. Students decide on the book they want to read; if they are just learning to read, they can use pictured books. The teachers and students will read silently for a specific period of time (from 5 to 50 minutes depending on the sustain children span) without interruption. If children try to talk to their teacher, they are ignored as a way to demonstrate the importance of the reading. When the time is over, students are congratulated and the teacher talks about the book he or she read. In this way, the teacher sets reading models for the pupils (152-153). Since the learners read materials they are interested in, they are more likely to enjoy their reading experience, and keeping a class routine will create a habit in reading.

D. Children Learning Another Language

When coming to the classroom, young children have already developed some skills for communication in their native language that will aid them to learn a new language. Knowing about those abilities will be useful for teachers to maximize students' language acquisition. In her book *Teaching English in the Primary Classroom*, Susan Halliwell indicates that those skills allow children interpret meaning, convey meaning, and learn unconsciously and consciously (1992, 2). When children come to the class, they are very good in interpreting meaning without necessarily understanding the individual words. Halliwell notes that since very young, children can comprehend what is being told by the intonation, gestures, facial expressions, and the

context; "when children encounter a new language at school they can call on the same skill to help them interpret the new words, sounds and structures" (1992, 3). In consequence, the teachers' use of body language and the voice pitch is relevant for the learners to comprehend what is being communicated. Children are also skillful in conveying meaning by using limited language creatively. Halliwell indicates that young students use their previous knowledge to create words by analogy, or invent new words; therefore, learners have to construct language actively themselves (5). Teachers have to take into account students' schemata and introducing new language in a comprehensible sequence. Children have an innate ability for figuring out the rules of the language used in the environment they are exposed to; consequently, the input the teacher provides in the class is significant to enhance learning.

In addition, Children's learning is conscious direct and unconscious indirect. Halliwell explains that conscious direct learning seems to encourage worked-out accuracy while unconscious indirect learning encourages spontaneity and more fluent uses. Nevertheless, "at primary school level, the children's capacity for conscious learning of form and grammatical patterns is still relatively undeveloped" (1992, 6). It is recommendable that teachers provide real tasks which let students' subconscious mind work on the processing of the language while their conscious mind is focused on the task. Teachers can also work the direct and indirect learning by stimulating children's imagination with games and drama (8). Using stories in the class would be an alternative to activate the direct and indirect learning since through stories children are unconsciously exposed to language processes and children's imagination is stimulated.

IV. Units' Description

The units included in this manual attempt to illustrate how to create materials and activities from first to fourth level in the elementary school taking into account the reading development stages proposed by Jeanne Sternlich Chall. The topic used in all the units is *the House* which is part of the MEP's syllabus. Using the same topic in all the units facilitates the reader to see how the activities go from simple to more challenging until the students are capable of reading. Something relevant is that the reading stage *Reading for Learning the True* starts in fourth level, but should continue until ending the high school. The unit includes two sections: the explanation for the teacher with the procedures to follow through the activities to accomplish the stated objectives and the activities for the students. Because of time constrains, the units have not been validated.

The unit for the first level group follows the *Pre-reading* stage. In the native language, this stage usually takes place at home. However, in the case of learning English as a Foreign Language, the learners' exposition to the target language is mainly in the classroom and the teachers have the responsibility of encouraging reading interest with enjoyable experiences and activities. The unit emphasizes the listening skill since the learners start creating their schemata in the foreign language. In addition, the unit helps the students learn and recognize sight vocabulary which is taught using sentences, signs, labels, and others. The learners are also exposed to rhythm, stress, and intonation through the use of storytelling, jazz chants, and songs. In this level, the students' understanding and production of the target language is limited.

The second level group unit was developed considering the stage *Initial Reading*. This is similar to the pre-reading stage. Listening is still the main focus and the learners continue learning sight words. An advantage is that during the *Initial Reading* stage, the learners are

reusing information they studied in the level before. This gives the students more confidence when they have to read words and short sentences.

The unit for third level takes into account the *Confirmation and Fluency* reading stage. It gives the learners the opportunity of confirming if the hypotheses they made during the other stages are correct. The information study in this unit is familiar to the learners since it was learned during the previous levels. The students have to read sentences.

Reading for Learning the True stage was considered when developing the unit for the fourth level group. Short passages and dialogues are included. The students have to use information in the reading to guess the meaning of certain unknown words or ideas. It is also including reading comprehension exercises. The information included is useful to the learners and related to real life.

A. Teaching Techniques

The units were designed taking into account two approaches: the Situational and the Communicative Language Teaching (CLT). The Situational approach is ideal for those students whose knowledge in the target language is little or zero as happened to the learners who start studying at the public primary school. In addition, this approach fits with some of the principles that are considered in the reading development stages. Richards points out six characteristics of the situational approach:

1. Language teaching begins with the spoken language.
2. The target language is the language in the classroom.
3. New language points are introduced and practiced situationally.

4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of grammar are graded.
6. Reading and writing are introduced once sufficient lexical and grammatical basis is established (2001: 39).

The situational approach gives the learners the opportunity of constructing their understanding of the target language. It is mainly used in the two first units.

In the third unit, there is a mix of the situational approach and the communicative language teaching theory while in the fourth unit it is mostly used the CLT approach. The CLT approach starts from the theory of "Language as Communication" (Richards and Rodgers: 2001, 139). It implies to develop students' communicative competence. Communication is relevant since the learners are expected to know how to interact with the texts and communicate their ideas. The CLT approach emphasis is on functions; following this approach, each unit provides the grammar required to accomplish the specific communicative functions following the topic the house.

B. Methodology

The methodology followed through the units is mainly Presentation, Practice, and Production (PPP). It gives students the opportunity to learn something in context, have it modeled by the teacher, practice it in a controlled way and then practice it freely. It is also included pre-communicative and communicative activities.

C. Materials

The corner-stone of the unit designed was the decision on the pertinent materials. According to Brown, materials are "any systematic description of the techniques and exercises to be used in classroom teaching" (139). All the activities used in the units were designed by the project developer. However, the pictures and illustrations were taken from the Internet. In each activity, it is acknowledged where the images were taken from to show respect for the intellectual property right. Despite this manual aim is at reading, the exercises included are for the four language skills, listening, speaking, reading and writing.

D. Units Outline

Unit 1: First Level Group

Topic: The house and the furniture

Functions: Identifying information

Objective: The students will identify the different rooms in the houses and some pieces of furniture in the target language.

Vocabulary: living room, dining room, kitchen, bathroom, bedroom, laundry room, yard, hallway, chair, armchair, toilet, sink, bathtub, shower, stove, bookcase, table, sofa, refrigerator.

Grammar: There's, there're, where, prepositions

Listening to: The Cat and the Mouse, Old McDonald Has a House, Clifford's First Time at Home.

Writing: words completion and tracing out

Reading: sentences with words and pictures, matching words and pictures

Unit 2: Second Level Group

Topic: the house and furniture

Functions: Identifying and describing

Objective: The students will identify the rooms in the house and pieces of furniture in the target language. The students will describe where the puppies and pieces of furniture are using prepositions.

Vocabulary: rooms in the house and pieces of furniture

Grammar: there's, there're, where, prepositions

Listening to: Which puppy? Coloring the Puppy, Where Emily Elizabeth?

Writing: spelling, sentence completion

Reading: spelling, word searching, simple sentences with prepositions, unscrambling, matching.

Unit 3: Third Level Group

Topic: the house and furniture

Functions: Describing

Objective: The students will describe their house and their favorite room.

Vocabulary: Parts of the house, pieces of furniture

Grammar: There're, there's, how many?

Listening to: Dictation, Anita's House

Writing: Answering questions, sentences completion

Reading: Questions, sentences, My Grandma's House

Reading strategy: Comprehension by drawing

Unit 4: Fourth Level Group

Topic: house hunting and buying furniture

Functions: describing, identifying, exchanging information

Objective: The students will describe houses and identify the best one according to the given needs. The students can exchange basic information to buy furniture.

Vocabulary: rooms in the house

Grammar:

Listening to: Fiorella's New House, House Hunting, Buying furniture

Writing: sentences completion

Reading: Fiorella's New House, House Hunting, Classifieds, Buying Furniture, the Store Owner,

Feng Shui Furniture Placement

Reading strategy: reading comprehension, scanning

Units

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First Level Unit

the House



Beautiful in the House

- The teacher shows illustrations with the different parts of the house to the students. They see a set of pictures of the project. The teacher can cut and laminate it. In the next lesson, the pictures can be magnified. Vocabulary: living room, kitchen, bathroom, bedroom, office, living room.



- Each time a word is shown, the teacher says the name of the room in English and explains the function of each object. If the students have difficulties to grasp the information, the teacher can follow the same

Lesson 1: Rooms in the House

- The teacher explains the meaning of the words. When the teacher presents one of

- The students open their eyes and have to identify the color that is missing. The teacher reports the activity with all the students. The activity is to place one of the cards in a different part of the house. The teacher



- The teacher shows the different parts of the house on the board. The teacher can use the set of pictures with the students to be colored.

- The teacher can use the pictures and place them on their desk. The teacher explains the words in the lesson. They are students take the card that corresponds to the translation given and read it. If the teacher can look at it. The teacher reports the activity as much as it is necessary each time.

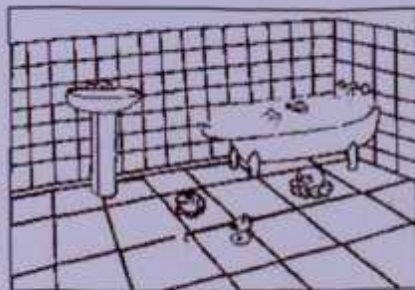
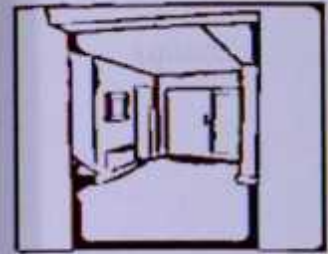
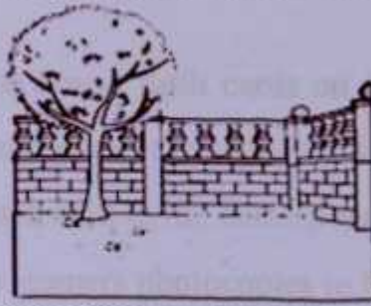
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Unit objective: The students identify the different rooms in the house.

Rooms in the House

- The teacher shows flashcards with the different parts of the house to the students (there is a set of flashcards in this project Cd. The teacher can cut and laminate it. If the group of learners is large, the pictures can be magnified). Vocabulary: living room, dining room, kitchen, bathroom, bedroom, office, laundry room, yard, hallway.
- Each time a card is shown, the teacher says the name of the room in English and requests the learners to repeat after him/her. If the students have difficulties to grasp the information, the teacher can follow the same procedure until the students understood the vocabulary.
- The teacher pastes the cards on the board using masking tape.
- The teacher requests the students to close their eyes. Meanwhile, the teacher removes one of the cards on the board.
- The students open their eyes and have to identify the card that is missed. The teacher repeats this activity with all the cards. A variation of this activity is to place one of the cards on a different sector on the board, so the learners have to guess which card was moved.
- The teacher pastes the labels of the different rooms in the house on the board.
- The teacher delivers the photocopies with the set of pictures with the different house rooms to the students to be colored.
- The learners cut out the pictures and place them on their desk.
- The teacher mentions one room in the house. Then the students take the card that corresponds to the mentioned room and raise it, so the teacher can look at it. The teacher repeats the activity as much as it is necessary each time faster.

Escena en las Casas Típicas de



Rooms in the House Tracing out

- The teacher pastes the house flash cards on the board in two columns: one column with the pictures and the other with the labels. Some students are asked to match the flash card to the corresponding label.
- The teacher gives the learners photocopies to trace out the parts of the house.
- The learners glue the pictures they cut before, and paste them in the correct square.

Tracing out

Trace out the words, and then paste the pictures in the correct square.

kitchen kitchen

kitchen kitchen

bedroom bedroom

bedroom bedroom

house house

house house

yard yard yard

yard yard yard

laundry room

laundry room

office office

office office

living room

living room

The Cat and the

- The cat is sitting on the chair and is eating a piece of fish.

dining room

dining room

- The cat is sitting on the chair and is eating a piece of fish.

- There is a picture of the cat on the wall.

bathroom bathroom

bathroom bathroom

- The cat is sitting on the chair and is eating a piece of fish.

- The teacher gives the cat a piece of fish.

hallway hallway

hallway hallway

The Cat and the Mouse

- Before presenting the song to the students, the teacher shows new vocabulary which is of importance to understand the song's content (run, see, running, down, stair, mouse, and cat).
- The verbs can be taught using the body language. When the students understand the meaning, the teacher says the words and the learners use the body language to represent the meaning of the word.
- There is a staircase flash card in the flash card document which is in the Cd of this project. The teacher can use the room flash cards to review the rooms mentioned in the song (living room, bedroom, and bathroom) and add the staircase.
- There is a mouse flash card and cat flash card in the flash card document.
- There are two versions of the song one is faster than the other. The teacher decides on the suitable one for the learners.
- The teacher plays the song several times, and the students listen just trying to understand.
- The lyric of the song which is for the teacher is below.

The Cat and Mouse Lyric

Can animals run around the house?
 See them running through the living room.
 Can animals run around the house?
 The cat and the mouse run around the house.
 See them running through the living room.
 Through the bedroom through the bathroom
 running down stairs.
 Through the bedroom through the bathroom
 running down stairs.
 Can animals run around the house?
 The cat and the mouse run around the house
 through the different rooms.



The song was taken from <http://www.teachingenglishgames.com/eslsongs.htm#CD2>

The picture was taken from <http://0.tqn.com/d/animatedtv/1/0/5/t/tomandjerry.jpg>

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The Cat and the Mouse Worksheet

- After playing the song *The Cat and the Mouse* several times, the teacher gives the learners *The Cat and the Mouse* worksheet. The students have to number the sequence of the events as they are mentioned in the song.
- It is not expected that the students number the pictures correctly, but this practice will obligate them to make an effort to understand.
- The teacher gives the students some minutes to solve the practice.
- The teacher checks the practice together with the whole group 1) living room, 2) bedroom, 3) bathroom, and 4) stairs.
- The teacher requests the students to stand up.
- The teacher plays the music and motivates the students to sing, but his time they use the body language they used for the verbs. If the learners do not want to sing, the teacher can use the song as a riddle.

The pictures with the parts of the room was taken from www.kids-pages.com

Ton and Jerry picture was taken from <http://0.tqn.com/d/animatedtv/1/0/5/t/tomandjerry.jpg>

The staircase picture was taken from predesign images in Spanish Microsoft.2011.

The Cat and the Mouse Worksheet

Use numbers to write the correct picture sequence according to the song *The Cat and the Mouse*.

a)



b)



c)



d)



Furniture Tracing Worksheets

- The familiar vocabulary words are refrigerator, sink, (bedroom) bed, and
- The teacher uses the
- The teacher shows the



- The teacher shows the flashcards to the students and they say the names in

Lesson 2: Furniture

concentration game. The learners have to match the picture and the corresponding label. The learners are divided into groups of 4-6. The amount of groups depends on how large the group is.

- The students work on the furniture tracing



The students receive one picture flashcard and one label. They have to match the picture and the label. The teacher shows the flashcards to the students and they say the names in

Furniture Tracing Worksheet

- The furniture vocabulary for this lesson is: armchair, sofa, table, chair, stove, refrigerator, sink (kitchen), plate, toilet, shower, bathtub, towel, sink (bathroom) bed, and bookcase.
- The teacher uses the flashcards of the furniture mentioned above from the flash card document.
- The teacher shows the flash cards to the students and requests them to repeat after him/her.
- The teacher shows the flashcards to the students and they say the name in English.
- The teacher pastes the cards and their labels on the board to play concentration game. The learners have to match the picture and the corresponding label. The learners are divided into groups; the amount of groups depends on how large the group is.
- The students work on the furniture tracing worksheet. They have to trace out the words and then, matching the pictures to the words.

The furniture pictures were taken from www.kids-pages.com

The shower picture was taken from predesign pictures Spanish Microsoft 2011.

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Furniture Tracing Worksheet

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2



frigorifero

lecho

3



4



sofa

silla



6



inodoro

mesa



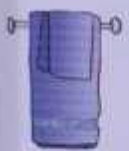
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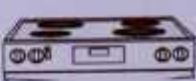
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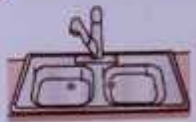
toalla

estufa

11



12



bañadera

plata

lavaplatos

13



plato




chaira

What's the Letter? Worksheet

- The students have to write down the correct letter to complete the word. Each space represents a letter.
- The teacher can ask the learners to spell the words when checking the exercise, in this way, the students will practice the alphabet.

ar _ _ _ _ _ so _ _ _ _ _ e _ _ _ _

4)  5)  6) 
 1a) _ _ _ _ _ 1b) _ _ _ _ _ 1c) _ _ _ _ _

7)  8)  9) 
 1d) _ _ _ _ _ 1e) _ _ _ _ _ 1f) _ _ _ _ _

10)  11)  12) 
 1g) _ _ _ _ _ 1h) _ _ _ _ _ 1i) _ _ _ _ _

13)  14) 
 b _ _ _ _ _ case 15) _ _ _ _ _ box

What's the Letter? Worksheet



ar _ ch _ _ r



so _ _ _



c _ _ _ ir



ta _ _ _ e



s _ _ _ _



sto _ _ _ _



to _ _ _ _



_ _ _ il _ _ _



_ _ _ ow _ _ _



ba _ _ _ tu _ _ _



p _ _ _ te



b _ _ _ _

13)



b _ _ _ _ case

14)



re _ _ _ _ gera _ _ _ _

Old MacDonald Has a House

- The teacher can sing the song in the classroom or record it before the class (if for some reason it is not possible to sing the song, the teacher can work with it as a poem).
- The teacher plays the song several times before asking the learner to work on the worksheet.
- Before playing the song, the teacher can ask the students to write *there's* on a piece of paper and practice the pronunciation. Then the learners raise the paper each time they listen to *there's* during the song.
- The students work on the worksheet.
- The song's lyric is below.

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Old MacDonald Has a House Lyric

Adapted from Old MacDonald Had a Farm

Old MacDonald has a house,

Ee i ee i oh!

In the house there's a living room,

Ee i ee i oh!

With a sofa here,

And an armchair there

Here a sofa, and there an armchair
furniture everywhere

Old MacDonald has a house

Ee i ee i oh!

Old MacDonald has a house,

Ee i ee i oh!

In the house there's a dining room

Ee i ee i oh!

With a table here,

And a chair there

Here a table, and there a chair,
furniture everywhere

Old MacDonald has a house

Ee i ee i oh!

Old MacDonald has a house,

Ee i ee i oh!

In the house, there's a kitchen

Ee i ee i oh!

With a stove here,

And an refrigerator there

Here a stove, and there a refrigerator,
furniture everywhere

Old MacDonald has a house

Ee i ee i oh!

Old MacDonald has a house,

Ee i ee i oh!

In the house there's a bathroom,

Ee i ee i oh!

With toilet here,

And shower there

Here a toilet, and there a shower,
furniture everywhere

Old MacDonald has a house,

Ee i ee i oh!

Listen to the song *Old MacDonald Has a House* and circle the piece of furniture you hear.

1. In the  there's a _____ and an _____.


- | | | |
|--|--|--|
| a)  | b)  | c)  |
|--|--|--|

2. In the  there's a _____ and a _____.

- | | | |
|--|---|--|
| a)  | b)  | c)  |
|--|---|--|

3. In the  there's a _____ and a _____.

- | | | |
|--|--|---|
| a)  | b)  | c)  |
|--|--|---|

4. In the  there's a _____ and a _____.

- | | | |
|--|--|---|
| a)  | b)  | c)  |
|--|--|---|

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The Ball

- To teach the prepositions, it is better to use realia. The prepositions are: inside, on, under, next to, in front of, behind.
- The teacher writes the preposition on the board one by one and demonstrates the meaning to the class using classroom objects.

She places the board eraser according to the prepositions: inside her bag, on his/her desk, under the student's desk, behind his/her back, in front of him/her, next to one student.

When it seems that the students understand the prepositions, the teacher orders them to place different classroom objects according to the prepositions: The English book is inside the backpack, the pencil is inside the pencil case, the sharpener is under the students' desk...

- The students love this kind of simple activities because they are active.
- The teacher can repeat the preposition activity as much as necessary for the learners to understand.
- The teacher verifies that the students know what a ball is. If the students do not know the word's meaning, the teacher can point out the picture on *The Ball Worksheet* and pretend that she is playing with a ball in the classroom.
- The students have to trace out the prepositions on the worksheet.

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The Ball Worksheet

I. Trace out the prepositions


1)



The  is inside the refrigerator.

2)



The  is on the sofa.


3)



The  is under the table.


4)



The  is beside the armchair.

5)



The  is next to the toilet.

6)



The  is in front of the bookcase.

Little Mouse, Little Mouse Where Are You?

- This activity was prepared for chanting with prepositions.
- The students write down the prepositions on the blanks.
- The teacher checks the prepositions as a whole group to verify that they are correct.
- For the chant, the teacher starts asking the question and the students answer following the number arrangement:
Teacher: Little mouse, little mouse where are you?
Students: Here! Here! On the stove.
- Then the teacher can divide the students into two groups: one group ask the questions and the other responds.
- As an extra activity, there is a set of flashcards in the *flash card document* to be used with the same chant but with a little cat, *Little Cat, Little Cat Where are You?* The procedure to play is the same as the mentioned before, but the teacher shows the cards to the students.

The picture of the mouse jumping was taken from <http://images2.fanpop.com>

The picture of the mouse used in the activity was taken from <http://www.ahiva.info>

The furniture pictures were taken from www.kids-pages.com

The shower and ball pictures were taken from Predesign Images Spanish Microsoft 2011

Little Mouse, Little Mouse, Where Are You?

Write the correct preposition.

in front of, next to,
inside, under, behind, on



_____ the stove.



_____ bathtub.



_____ the shower.



_____ the bed.



_____ the toilet.



_____ the ball.

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Drawing With Prepositions

- The students have to read the sentence and draw the picture in the right chart.
- While the students are working, the teacher monitors to verify that the learners drawings agree with the sentence since it is not possible to check the activity as a whole group.
- After the activity, the teacher assigned some of the learners to read a sentence. The objective of the activity is that the learners read the sentences.

The picture of the cat used in the activity was taken from <http://2.bp.blogspot.com>

The furniture pictures were taken from www.kids-pages.com

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Drawing With Prepositions



Read and draw.



1) The  is on the .

2) The  is inside the .

3) The  is under the .

4) The  is next to the .

5) The  is behind the .

6) The  is in front of the .

| | |
|----|---|
| 1) |  |
| 2) |  |
| 3) |  |
| 4) |  |
| 5) |  |
| 6) |  |

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Clifford's First Time at Home

- Clifford the big red dog is the main character of a series of children books with the same name. There is also a cartoon that shows Clifford's adventures. Since the character is appealing to children, it was used as the main character of the story written for this section. The teacher can use this as link to recommend the series of books.
- Before starting with the story time, the teacher teaches the verbs *see, bark, wave, chew, run, find, drink, and jump*; it is easy using body language. For example, the teacher can pretend that s/he lost her/his eraser; the teacher looks for it and finds it, emphasizing the verb *find* and using a specific sign for it such as when the found object is raised. When the students know all the verbs, the teacher can play *Simon Says*. The teacher says the verb and the students mimic it or make the sound.
- The teacher shows the flashcards with the living room, kitchen, bathroom, bedroom, armchair, sofa, sink, toilet, refrigerator, and bed, and the students say the name.
- The teacher introduces new vocabulary using the flash cards in the flash card document *Clifford's First Time at Home: Emily Elizabeth in her birthday party*, Clifford the puppy, a box, tail, paw, bread, and cheese.
- This storytelling activity requires the students' participation. The teacher starts with the narration and mimicking what's going on. There are some words and sentences that are repeated twice; it is because the students are expected to repeat and answer. If it is necessary, the teacher can repeat more than twice to help the students understand what they have to do. The teacher's creativity is essential here. The teacher can use realia or puppets

such as a brown bag with Emily's face or Clifford's picture on a chop stick.
The story transcription is below.

- The learners work on the activity to verify their story comprehension.

Clifford picture for the story comprehension was taken from <http://4.bp.blogspot.com>

The tennis shoe, box, toilet, cheese, and bread pictures were taken from Predesign Images Spanish Microsoft 2011

The sink, sofa, and armchair picture were taken from www.kids-pages.com

What's his name?

Clifford's (the dog's) number?

What color's his?

His?

What color's his?

His? (the dog's) number?

Clifford runs to the living room and chases the catfish.

He runs to the _____ and catches the _____

Clifford runs to the kitchen. Clifford runs to the _____

Behind the refrigerator, he finds a piece of _____, finds a piece of _____, Miami!

Clifford runs to the bathroom. Clifford runs to the _____

He's on the toilet drinking water. He's on the _____ washing _____

Now, he is in my bedroom, he is in my _____

Clifford jumps to my bed. Clifford jumps to my _____

I call him Clifford, I call him _____ and he waves his tail, he waves his _____

Clifford is my awesome puppy Clifford

Clifford's First Time at Home: Script

Hi! I'm Emily Elizabeth. It is my birthday, and my father gives me a big box, a big _____. I see inside and there's a red puppy. He is barking: Woof! Woof! He is barking _____! _____!

I call him Clifford and he moves his tail.

What's his name?

Clifford!

What's his name?

Clifford! **(the students answer)**

What color's he?

Red!

What color's he?

Red! **(the students answer)**

Clifford runs to the living room and chews the armchair.

He runs to the _____ and chews the _____.

Clifford runs to the kitchen. Clifford runs to the _____.

Behind the refrigerator, he finds a piece of bread; finds a piece of _____, Mmm!

Clifford runs to the bathroom. Clifford runs to the _____.

He's on the toilet drinking water. He's on the _____ drinking _____.

Now, he is in my bedroom; he is in my _____.

Clifford jumps to my bed. Clifford jumps to my _____.

I call him Clifford; I call him _____; and he waves his tail; he waves his _____.

Clifford is my new red puppy. Clifford!

The blanks mean that the students participate during the story completing the information.

Clifford's First Time at Home

Select the best option according to *Clifford's First Time at Home* story.

1. Clifford is inside _____

a)



b)



2. Clifford is _____

a)



b)



3. Clifford waves his _____.

a)



b)



4. Clifford chews an _____.

a)



b)



5. Clifford finds a piece of _____.

a)



b)



6. Clifford is on the _____.

a)



b)



Second Level

Unit

part of objective. The teacher gives a worksheet to the students.

- The teacher shows Clifford and the student reads to the book in the auditorium there is a lot of reading in the book. The teacher says and familiar to the general audience, but the picture can be simplified. The vocabulary is simple like: kitchen, bedroom, bathroom, dining room, laundry room.

- Each time a word is given, the student says the name of the place in English and explains the location in Spanish. If the student finds difficulties, the teacher can explain the word and follow the same procedure.



Lesson 1:

Clifford's House

- The teacher asks the student to read the text. The teacher translates the teacher.
- The student reads the text and explains the location of the house. The teacher explains the location of the house. The teacher explains the location of the house. The teacher explains the location of the house.
- The teacher asks the student to read the text. The teacher translates the teacher.

Spelling

- The idea of the activity is to practice the spelling using the words of the lesson.
- The teacher asks the student to write the words and forming the specific words.
- The teacher asks the student to write the words and forming the specific words.

Unit 1 objective: The students identify the different rooms in the house.

- The teacher shows flashcards with the different rooms in the house to the students (there is a set of flashcards in the Cd of this project. The teacher can cut and laminate it. If the group of learners is large, the pictures can be magnified). The vocabulary is: living room, kitchen, bedroom, bathroom, dining room, laundry room.
- Each time a card is shown, the teacher says the name of the room in English and requests the learners to repeat after him/her. If the students have difficulties to grasp the information, the teacher can follow the same procedure until the students understand.
- The teacher pastes the cards on the board using masking tape.
- The teacher requests the students to close their eyes. Meanwhile, the teacher removes one of the cards on the board.
- The students open their eyes and have to identify the card that is missed. The teacher repeats this activity with all the cards. A variation of this activity is to place one of the cards on a different part on the board, so the learners have to guess which card was moved.
- The teacher pastes the labels of the different rooms in the house on the board.

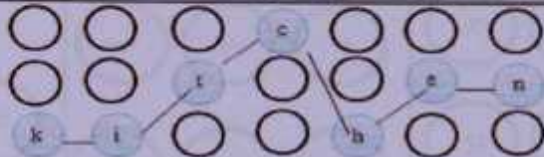
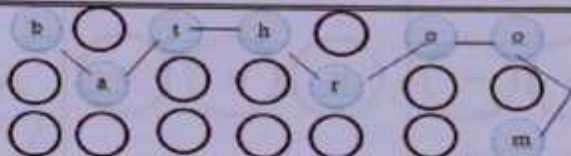
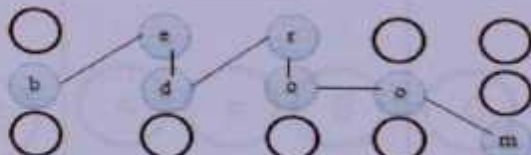
Spelling

- The idea of this activity is that the students practice the spelling using the rooms of the house.
- The learners have to link (using lines) the different letters until forming the specific word.
- The rectangles are for the students to write down the house's rooms.

- It is included the answer key for the teacher.
- When checking the activity, the teacher asks the learners to spell the words.

To make sure that the students did it correctly, the teacher paste the labels on the board, so the students can check spelling.

Spelling Answer Key



Spelling

Link the letters



p b t

e d i

r o a

a o u

l n m

b e t

a k

h j s

l o a

o n m



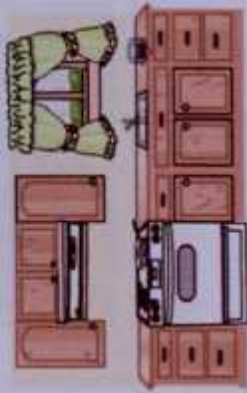
p b k

e a i

c f g

s j h

m n l





Empty rectangular box for labeling the kitchen.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| l | o | n | t | q | y | r | a | u | n |
| m | u | m | d | r | i | v | o | o | g |
| n | a | u | b | l | e | g | e | a | m |



Empty rectangular box for labeling the living room.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| d | e | f | i | l | k | l | o | e | g |
| l | i | s | a | n | p | r | a | a | m |
| r | a | v | e | m | g | d | e | o | n |



Empty rectangular box for labeling the dining room.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| g | e | m | e | n | b | l | a | o | m |
| b | a | n | i | m | k | v | o | e | n |
| d | i | l | a | l | g | r | e | a | g |

Hide and Seek

- The students have to identify where Clifford image is in the house. Clifford's color is different to camouflage in the house.
- The learners have to write down the rooms where Clifford is in the box.

The house picture was taken from <http://www.house2harvest.org/images/conservation-house-final.jpg>

Clifford's picture was taken from <http://4.bp.blogspot.com>



- The teacher checks the activity by asking to the whole group where Clifford is.
- After the teacher asks questions for negative and positive answers: Is Clifford in the living room? No! Is Clifford in the bedroom? Yes!

Hide and Seek

Find out and circle Clifford's picture

Clifford is in the:

1. _____
2. _____
3. _____
4. _____



Clifford's House

- This activity will show students' reading understanding. It is a simple text using the information the learners have been working on.
- The students have to point out that house c is Clifford's house.
- The teacher uses the rest of the houses to practice speaking. Some learners can be asked to describe one of the houses, or the teacher can ask the amount of rooms in each house (How many bedrooms are there in picture d?)
- The students talk about the rooms in their house. It can be in pairs or the teacher assigns the students who will answer.

Emily Elizabeth picture was taken from <http://www.njn.net/kids/shows/cliffordpuppydays.html>

The house room pictures were taken from www.kids-pages.com

The laundry room picture was taken from www.dedicatedteachers.wordpress.com

Clifford's House



Emily Elizabeth is constructing a house for Clifford. In the house there is a living room, a dining room, a laundry room and a kitchen. Also in the house, there are two bedrooms and two bathrooms.

1. Which one is Clifford's house?

a)



b)



c)



d)



2. How about your house?

Lesson 1 objectives: Students identify where Clifford's friends are.

- The teacher uses the pictures in the flash cards to show the learners the parts of furniture (it is called if the furniture existed during the first lesson and under table). The learners identify the furniture in the room as refrigerator, bed, table, chair, mirror, clock, television, sofa, desk, chair, bathroom, sink, shower, plate, desk, pillow, bed, window, kettle, glass, microwave, table, clock, washing machine.



- The teacher says the word and the students repeat after him/her.

Lesson 2: Clifford's

- The teacher makes sure that the students know the meaning of circle, clock, and underline.

Friends

- The teacher passes the flash cards to the students and asks them to come to the front and identify one of the pictures, check a different one, and underline a third one. After doing this, the teacher asks the students to write the name of the picture on the flash card. The students write the name of the picture on the side of their picture.



- If a student makes a mistake while following the instructions, the teacher gives the group the opportunity of correcting it. If it is not corrected, the teacher does it.

- The students play matching cards. There is a set of cards in the flash card drawer in the table.

Furniture:

- The students trace and do work.
- The teacher requests the learners to repeat the words in the exercise after him/her.

Lesson 2 objective: Students identify where Clifford's friends are.

- The teacher uses the furniture in the flash cards in the cd to show the learners the pieces of furniture (It is included the furniture studied during the first level and some new). The furniture vocabulary in this lesson is: refrigerator, bed, sofa, chair, toilet, table, bookcase, armchair, towel, stove, bathtub, sink, shower, plate, desk, pillow, window, mirror, kettle, glass, television, table, closet, washing machine.
- The teacher says the word and the students repeat after him/her.
- The teacher pastes the pictures and label on the board to play memory.
- The teacher makes sure that the students know the meaning of circle, check, and underline.
- The teacher pastes the pictures on the board and requests one of the students to come to the front and circle one of the pictures, check a different one, and underline a third one. After doing this, the educator gives the teacher role to one of the students. Therefore, the students are the ones saying to one of their partner what to do.
- If a student makes a mistake while following the instructions, the teacher gives the group the opportunity of correcting it. If it is not corrected, the teacher does it.
- The students play furniture bingo. There is a set of cards in the flash card document in the cd.

Furniture

- The students trace out the words.
- The teacher requests the learners to repeat the words in the exercise after him/her.

Furniture



refrigerator



toilet



stove



shower



sink



bath tub



plate



towel



sofa



desk





television



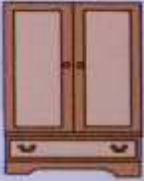

computer

Unscramble and Match


The student's first unscramble the words and then match the words to the pictures.



| | | | |
|---|-------|---|-------|
|  | _____ |  | _____ |
| | _____ | | _____ |
| | _____ | | _____ |

| | | | |
|---|--------|---|-------|
|  | _____ |  | _____ |
| | pillow | | table |

| | | | |
|--|--------|--|--------|
|  | _____ |  | _____ |
| | closet | | window |

| | | | |
|---|--------|---|--------|
|  | _____ |  | _____ |
| | mirror | | kettle |

| | | | |
|---|-------|---|----------|
|  | _____ |  | _____ |
| | chair | | armchair |

| | | | |
|---|-------|---|----------|
|  | _____ |  | _____ |
| | glass | | bookcase |

Unscramble and Match

- The students first unscramble the words, and then match the words to the pictures. The words are new furniture vocabulary: television, closet, mirror, glass, plate, kettle, pillow, window, desk, washing machine, and table.

The desk picture was taken from <http://www.esljunction.com>
 The furniture pictures were taken from www.kids-pages.com

table = _____

chair = _____

pillow = _____

window = _____

plate = _____

washing machine = _____

television = _____



Unscramble and Match

etvelisnio = _____ ●



tclsoe = _____ ●



rrmoir = _____ ●



ssgla = _____ ●

tplae = _____ ●

ktlete = _____ ●



wplio = _____ ●



wwdion = _____ ●



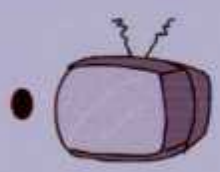
skde = _____ ●



wshaing mchaine =
_____ ●



bltea = _____ ●



Preposition Word Search

- The students review the prepositions by searching them in the grid.
- There is a new preposition, *between*, the teacher explains its meaning to the learners before working in the grid.
- In regards to the preposition *on*, the word is alone; however, the learners can also find it within the word *front* and diagonal join the preposition *of* and *next*.
- To check the activity, the teacher uses the pictures:

Number 1, where's Clifford? (The students answer).

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| B | E | T | O | T | T | X | E | N |
| I | N | F | R | O | N | T | O | F |
| U | N | U | E | W | T | E | B | W |
| B | W | B | I | D | I | S | N | O |
| I | N | S | E | E | O | D | I | N |
| H | B | I | O | T | F | I | N | T |
| I | E | D | W | N | W | R | F | O |
| D | D | E | F | R | O | E | O | R |
| E | N | U | N | D | R | D | E | N |
| N | I | O | | E | | N | E | N |
| E | H | N | N | E | X | U | E | N |
| X | E | O | I | N | S | I | D | E |
| T | B | E | D | I | S | E | R | N |

The box and ball pictures were taken from Predesigned images Microsoft 2011
 The mouse picture was taken from <http://www.tomyjerryweb.net>
 Clifford images were taken from <http://3.bp.blogspot.com>
 Furniture pictures were taken from www.kids-pages.com

Preposition Word Search

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| B | E | T | O | T | T | X | E | N |
| I | N | F | R | O | N | T | O | F |
| U | N | U | E | W | T | E | B | W |
| B | W | B | I | D | I | S | N | O |
| I | N | S | E | E | O | D | I | N |
| H | B | I | O | T | F | I | N | T |
| I | E | D | W | N | W | R | F | O |
| D | D | E | F | R | O | E | O | R |
| E | N | U | N | D | R | D | E | N |
| N | I | O | E | E | W | N | E | N |
| E | H | N | N | E | X | U | E | N |
| X | E | O | I | N | S | I | D | E |
| T | B | E | D | I | S | E | R | N |

Find the next prepositions in the grid.

1



inside

2



under

3



next to

4



between

5



behind

6



on



in front of

Where's...?

- In this activity, the students use the vocabulary learned about furniture and prepositions.
- The learners have to read the sentences and identify the prepositions to select the correct picture.
- To check the activity, the teacher asks one of the learners to read the statement and the rest of the class says the pictures' letters.

The desk picture was taken from <http://www.esljunction.com>
The furniture pictures were taken from www.kids-pages.com



Where's...?



1. There's a  on the 

a)



b)



2. There's a  next to the 

a)



b)





3. There's a  behind the 

a)



b)



4. There's a  in front of the 

a)



b)





5. There's a  in the 

a)



b)

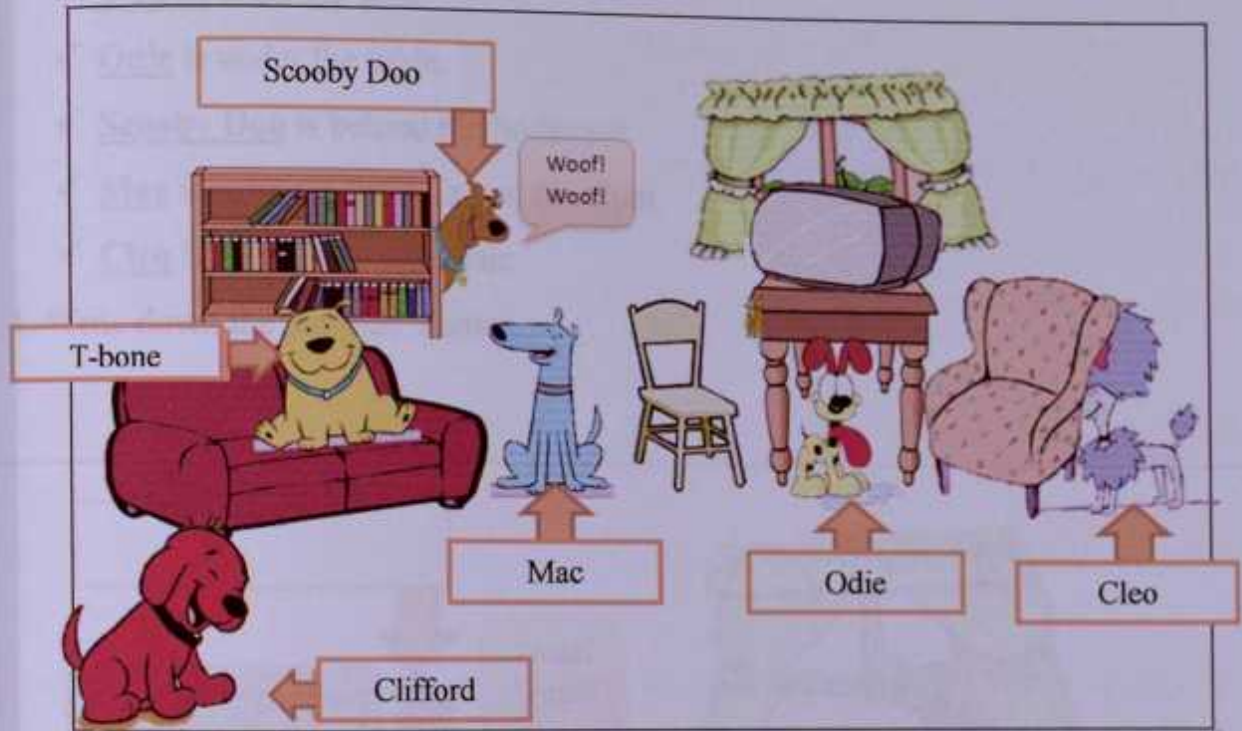


6. There's a  next to the 



Clifford's Friends

- The learners read the descriptions and find out the name of each friend.



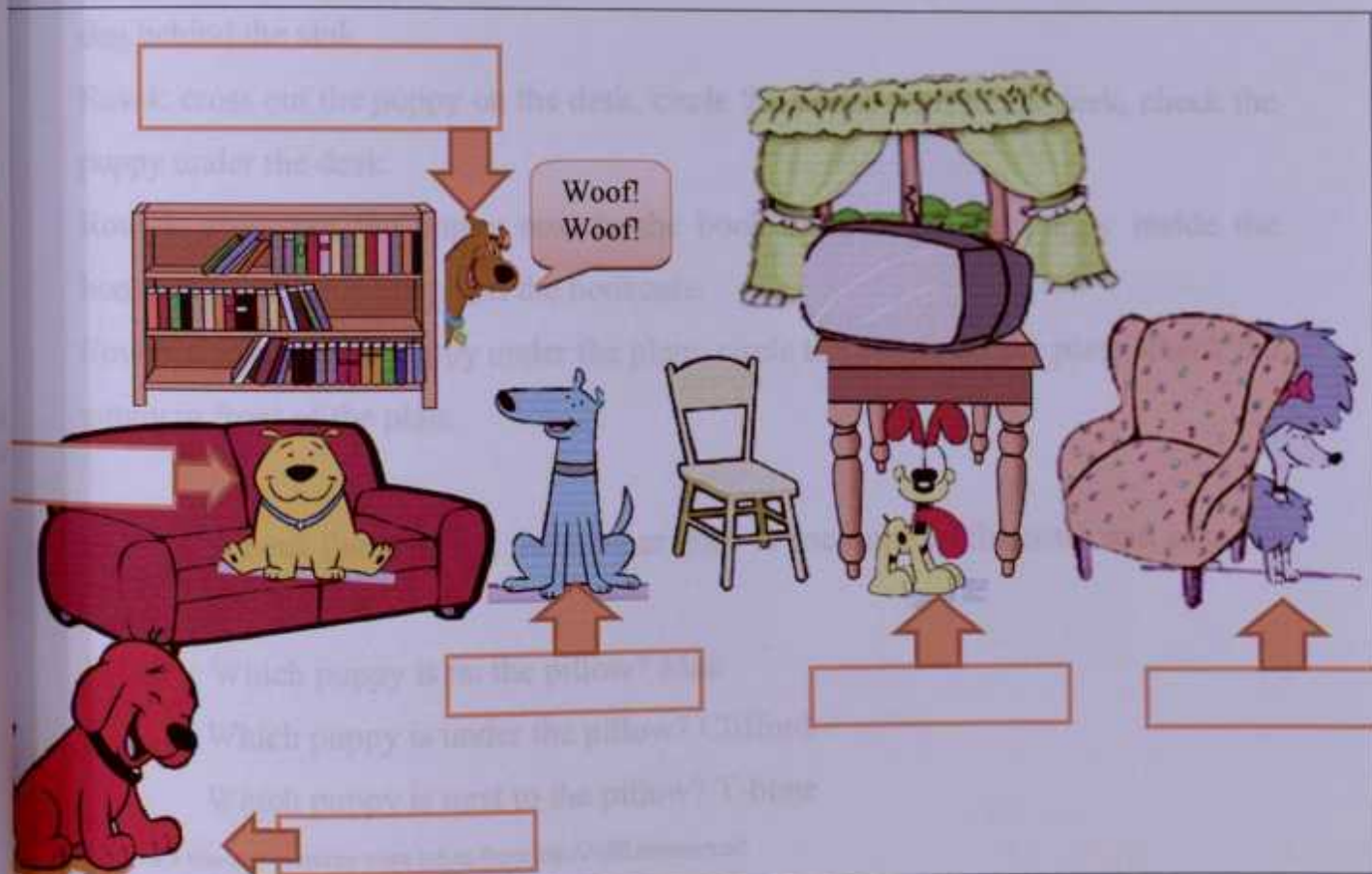
Clifford's friends' pictures were taken from <http://fc09.deviantart.net>.
Furniture pictures were taken from www.kids-pages.com

Clifford's Friends

There are 4 puppies and a big dog in the living room. They are playing all around. Clifford looks at his friends:

- ✓ **T-bone** is on the sofa.
- ✓ **Odie** is under the table.
- ✓ **Scooby Doo** is behind the bookcase.
- ✓ **Mac** is between the sofa and the chair.
- ✓ **Cleo** is behind the armchair.

1. Write down the puppies' names.



Which PUPPY?

- This is a listening activity. The teacher reads the information, and the learners follow the commands. The students have to know the meaning of cross out, circle, and check.

Row 1: cross out the puppy on the pillow, circle the puppy under the pillow, and check the puppy next to the pillow.

Row 2: cross out the puppy behind the bed, circle the puppy on the bed, check the puppy next to the bed.

Row 3: cross out the dog in front of the sink, circle the dog in the sink, check the dog behind the sink.

Row 4: cross out the puppy on the desk, circle the puppy next to the desk, check the puppy under the desk.

Row 5: cross out the puppy next to the book case, circle the puppy inside the bookcase, check the puppy on the bookcase.

Row 6: Cross out the puppy under the plate, circle the puppy on the plate, check the puppy in front of the plate.

- To check the practice, the teacher goes to each one of the rows and asks for puppy's name:

In row 1: Which puppy is on the pillow? Mac

Which puppy is under the pillow? Clifford

Which puppy is next to the pillow? T-bone

Clifford's friends' pictures were taken from <http://fc08.deviantart.net>
Furniture pictures were taken from www.kids-pages.com

Which Puppy?

1. Listen to the teacher, and then cross out, circle, and check, the correct picture.

| | | |
|--|---|---|
| <p>1</p> <p>a)</p>  | <p>b)</p>  | <p>c)</p>  |
| <p>2</p> <p>a)</p>  | <p>b)</p>  | <p>c)</p>  |
| <p>3</p> <p>a)</p>  | <p>b)</p>  | <p>c)</p>  |
| <p>4</p> <p>a)</p>  | <p>b)</p>  | <p>c)</p>  |
| <p>5</p> <p>a)</p>  | <p>b)</p>  | <p>c)</p>  |
| <p>3</p> <p>a)</p>  | <p>b)</p>  | <p>c)</p>  |

Coloring the Puppy

- The teacher gives instructions using prepositions to color the puppies using specific colors.

The puppy on the bed is yellow.

The puppy under the desk/table is red.

The puppy next to the bed is brown.

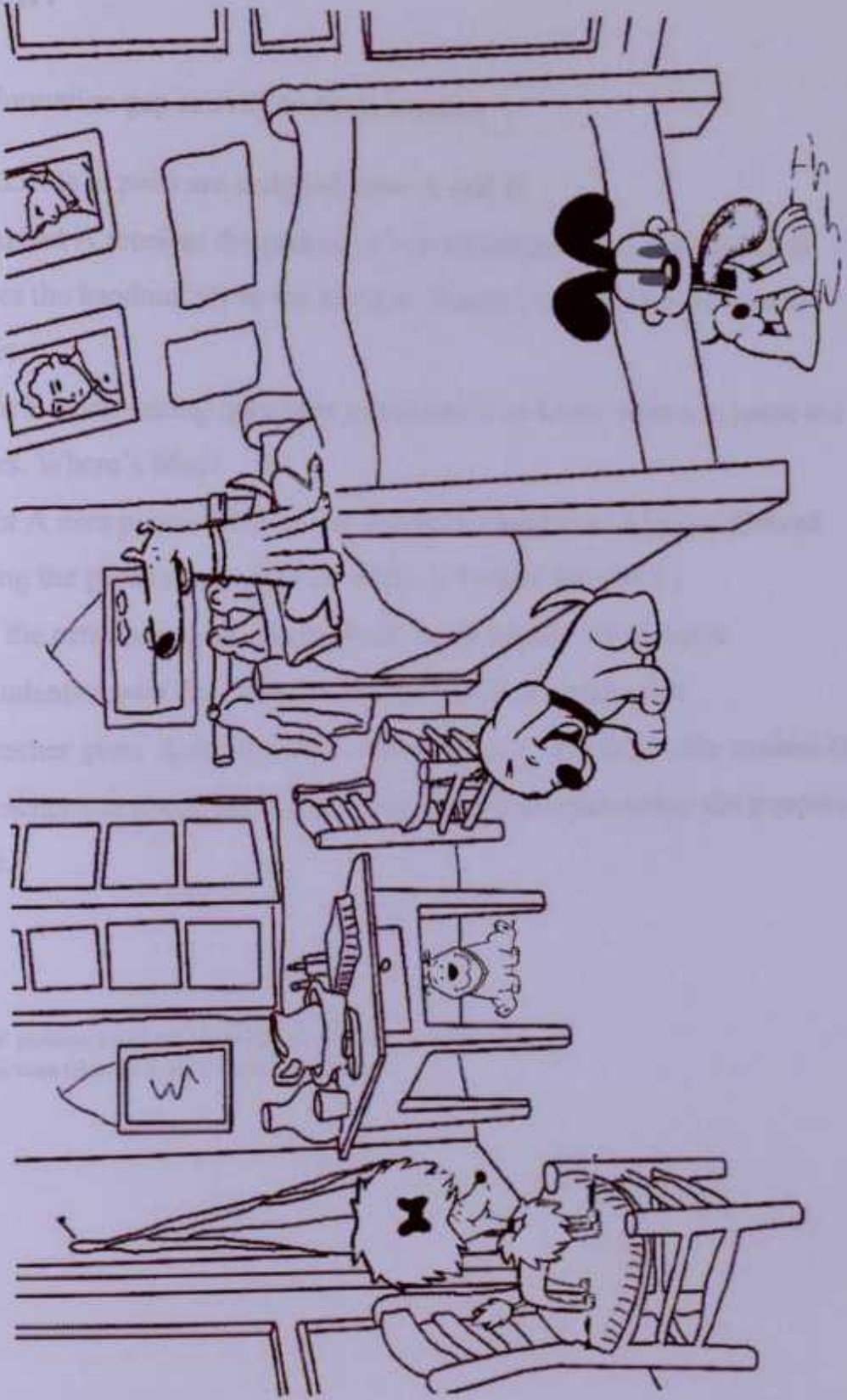
The puppy on the chair is pink.

The puppy in front of the bed is blue.

- To check the exercise, the teacher uses puppies' names.

The bedroom picture was taken from <http://www.coloring-pictures.net/drawings/FrenchMomuments/Bedroom-in-Arles-Van-Gogh.gif>
Clifford's friends' pictures were taken from <http://fc09.deviantart.net>

Coloring the PUPPY



Where's...?

This is an information gap activity to work in pairs.

- The students in pairs are assigned roles A and B.
- The student A receives the picture A/1 in the kitchen and the student B receives the handout B/1 in the kitchen. Student B needs time to cut the pictures.
- Student B starts asking questions to student A to know where to paste the puppies. Where's Mac?
- Student A uses prepositions to say where the puppy is. It is not allowed showing the picture to student B. (Mac is behind the chair.)
- When the activity is over, the students can compare the pictures.
- The students repeat the exercise, but they exchange the roles.
- The teacher gives students A the worksheet A/2, and B/2 to the student B.
- The teacher can check the activity with the whole class using the puppies' names.

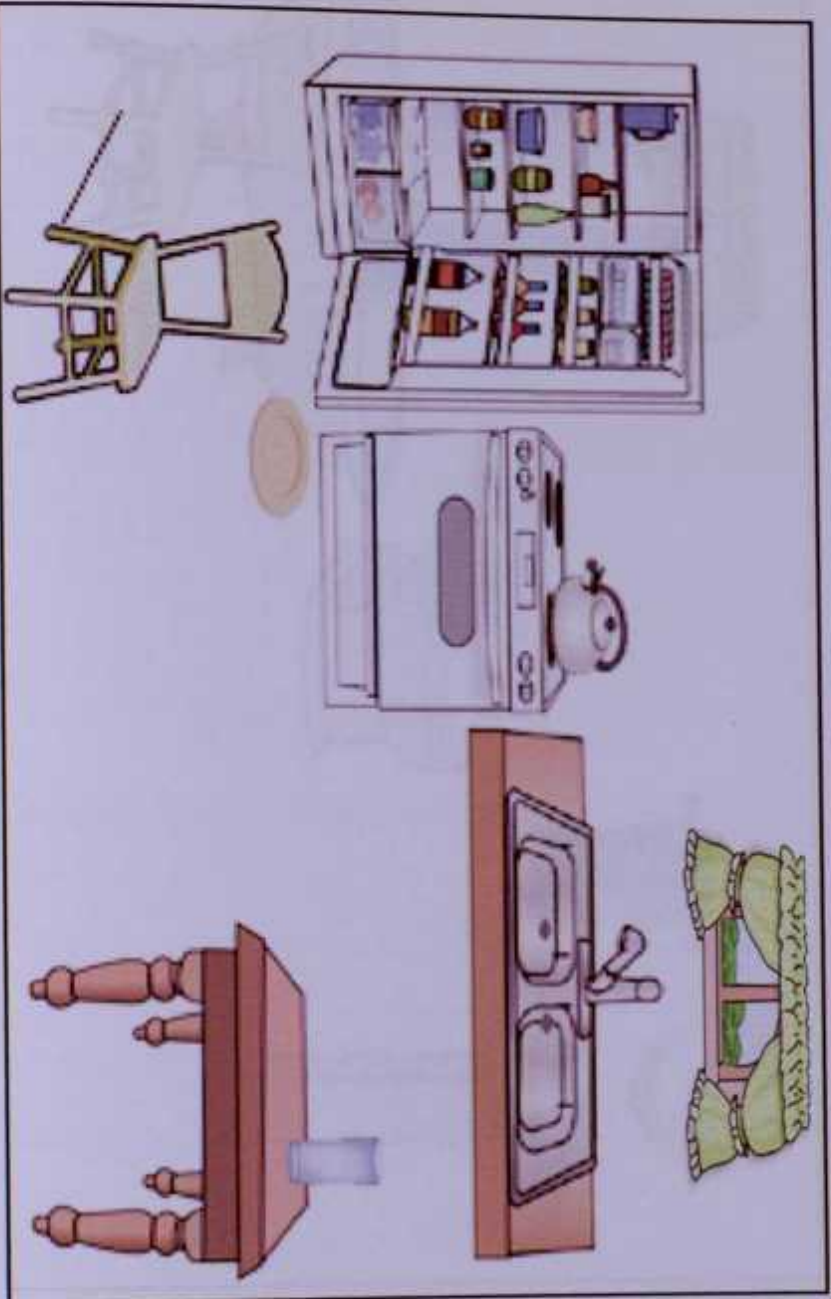
Clifford's friends' pictures were taken from <http://fc09.deviantart.net>
Furniture pictures were taken from www.kids-pages.com



Where's...?

in the Kitchen

Where's Mac?



Mac



Clifford



Odie



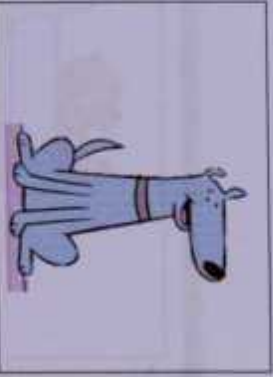
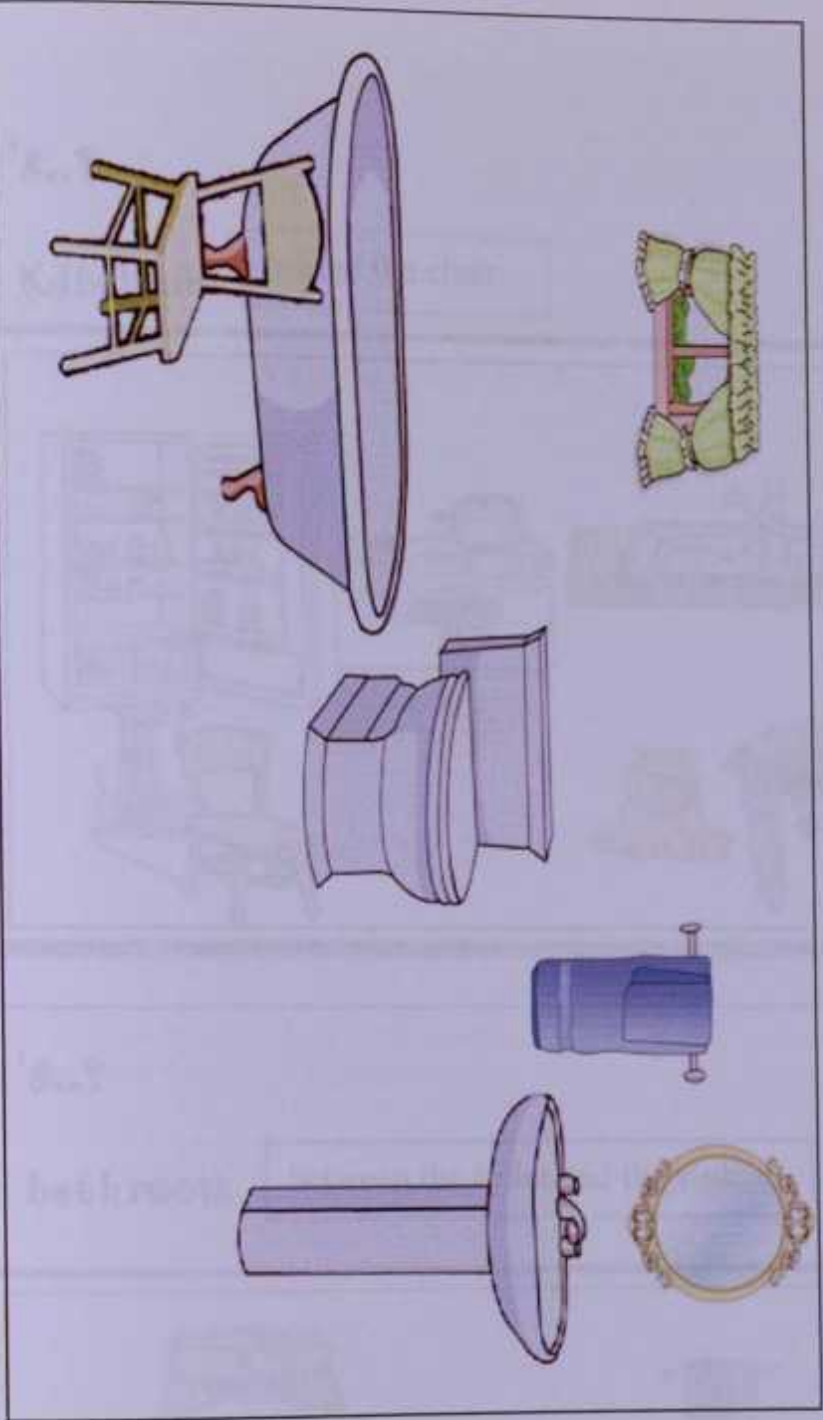
Cleo



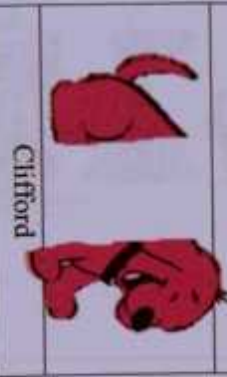
T-bone

Where's...? in the Bathroom

Where's Mac?



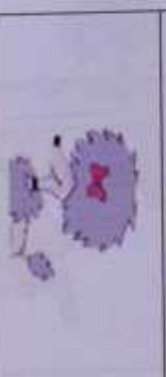
Mac



Clifford



Odie



Cleo



T-bone

Where's...?

Student A /1

in the kitchen

behind the chair.



Where's...?

Student B/2

in the bathroom

between the toilet and the sink.



Where's Emily Elizabeth? Script

- This is a story telling activity.
- The aim is asking the learners to repeat and answer information while the teacher narrates.
- The teacher uses his/ her creativity while narrating (pictures, puppets, body language, voice pitch...)
- The story's scrip is below.
- While the teacher reads, the students circle the furniture they listen to.

Clifford's friends' pictures were taken from <http://fc09.deviantart.net>

Furniture pictures were taken from www.kids-pages.com



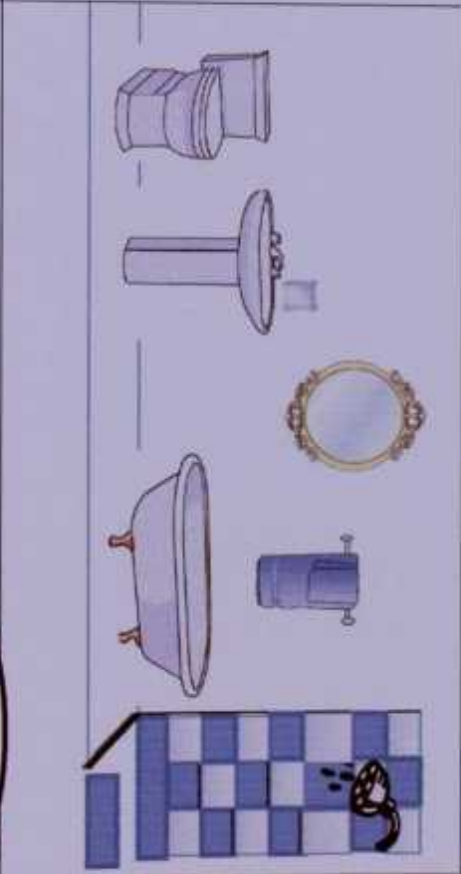
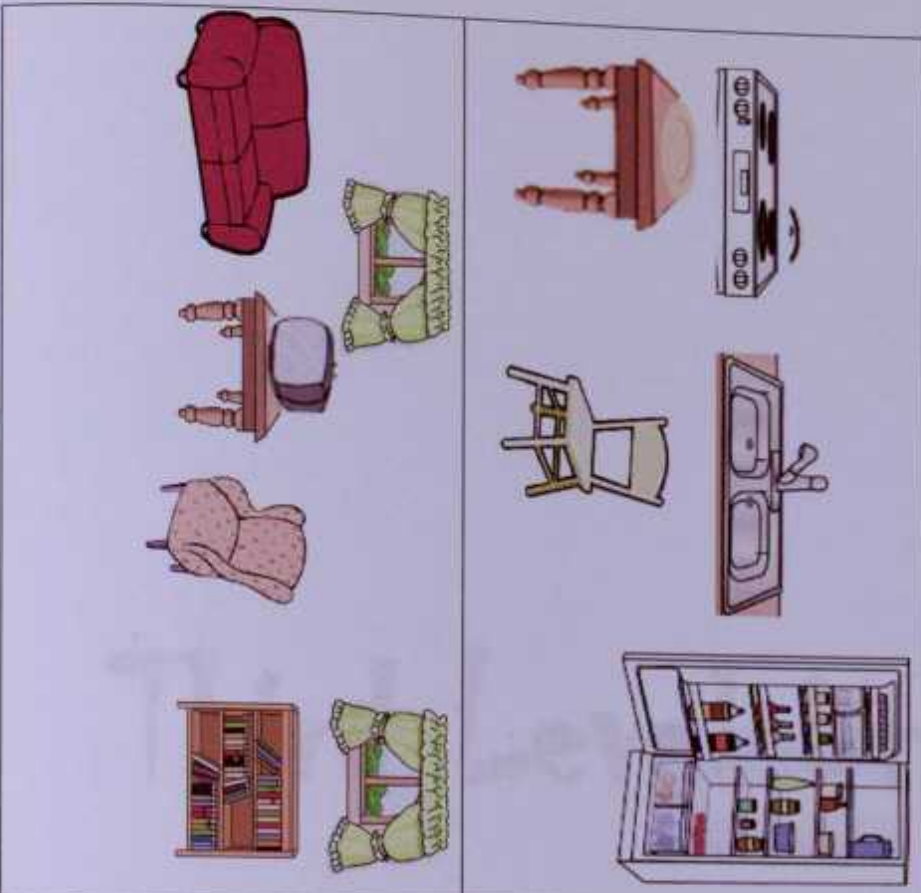
Where's Emily Elizabeth? Script

Clifford wants to play. He is looking for Emily; Where's she? Clifford runs to the living room; runs to the living room. Where does Clifford go? (The students answer). Clifford looks for Emily on the sofa and behind the bookcase; on the sofa and behind _____ (the students complete the sentence). Emily is not in the _____ (The students complete the sentence). Where's Emily? Where's Emily? (The students repeat the question). Clifford goes to the bathroom, goes to the _____ (the students complete the sentence). Clifford looks for Emily inside the bathtub and the under the shower, under the _____ (the students complete the sentence). Emily is not there. Is Emily in the bathroom? (The students answer the question). Clifford looks for Emily in the kitchen; in the _____ (the students complete the sentence). Clifford looks for Emily in front of the refrigerator and next to the sink; in front of the _____ (the students complete the sentence). Emily is not there. Is Emily in the kitchen? _____ (The students answer). Where's Emily? (The students repeat the question). Emily is in front of the enter door yelling Clifford! Clifford! Where's Emily? (The students answer).



Where's Emily Elizabeth?

Circle the pieces of furniture you listen to.



Third Level Unit

Lesson Objective: The students describe their houses.


House Word Search

- The teacher mentions the topic for today, The House, and presents the features to mention the rooms that they remember.
- The teacher gives the students the handout with the House Word Search activity.

Answer key

Lesson 1: My

House



A word search grid containing the following words: MACHS, MLYAE, CLRTAOASDIHD, QEDNRLEBBDCTTEN, ROAKMSODGETNCHI, QYDOIWLACHILMYR, HANDBHERUMKNZAO, IGUMRHECOMOGFWWE, HOADPSECTIFCOBHD, IKLUPDINMINGROD, DYADRYAROSOROMO, DRESTAIRSHRRRO, UBATHMWAYHOTOTO, CIVINCHODONGAAG, MOOEYEDNOALBMBM

Lesson 1 objective: The students describe their houses.

House Word Search

- The teacher mentions the topic for today *The House*, and requests the learners to mention the rooms that they remember.
- The teacher gives the students the handout with the *House Word Search activity*.

Answer key

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | A | C | B | S | H | A | L | L | W | A | Y | C | E | N |
| M | L | Y | A | E | Y | O | W | A | Y | E | N | K | M | D |
| O | L | R | T | A | D | A | S | D | I | H | D | I | R | I |
| O | E | D | H | R | L | R | S | D | C | I | T | E | N | |
| R | O | A | R | M | G | O | O | G | E | T | N | C | H | I |
| G | Y | D | O | I | W | L | A | O | H | I | I | H | Y | R |
| N | A | N | O | R | H | E | R | U | M | K | N | E | A | O |
| I | G | U | M | R | H | E | C | O | M | O | G | N | W | E |
| N | O | A | D | P | S | E | C | I | F | F | O | B | H | S |
| I | R | L | U | P | D | I | N | N | I | N | G | R | O | U |
| D | Y | A | D | R | Y | A | R | D | S | O | R | O | M | O |
| O | R | E | S | T | A | I | R | S | H | R | H | R | O | H |
| U | B | A | T | H | M | W | A | Y | H | O | T | O | T | O |
| L | I | V | I | N | G | R | O | O | M | G | A | O | A | O |
| M | O | O | R | Y | R | D | N | U | A | L | B | M | B | M |



House Word Search

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | A | C | B | S | H | A | L | L | W | A | Y | C | E | N |
| M | L | Y | A | E | Y | O | W | A | Y | E | N | K | M | D |
| O | L | R | T | A | D | A | S | D | I | H | D | I | R | I |
| O | E | D | H | R | L | R | R | S | D | C | I | T | E | N |
| R | O | A | R | M | G | O | O | G | E | T | N | C | H | I |
| G | Y | D | O | I | W | L | A | O | H | I | I | H | Y | R |
| N | A | N | O | R | H | E | R | U | M | K | N | E | A | O |
| I | G | U | M | R | H | E | C | O | M | O | G | N | W | E |
| N | O | A | D | P | S | E | C | I | F | F | O | B | H | S |
| I | R | L | U | P | D | I | N | N | I | N | G | R | O | U |
| D | Y | A | D | R | Y | A | R | D | S | O | R | O | M | O |
| O | R | E | S | T | A | I | R | S | H | R | H | R | O | H |
| U | B | A | T | H | M | W | A | Y | H | O | T | O | T | O |
| L | I | V | I | N | G | R | O | O | M | G | A | O | A | O |
| M | O | O | R | Y | R | D | N | U | A | L | B | M | B | M |

Find all the words below



| | | | |
|---------|-------------|-------------|--------------|
| office | yard | stairs | laundry room |
| hallway | | | |
| house | living room | bathroom | |
| kitchen | bedroom | dining room | |

Circle and Cross Out

- This is a listening exercise; the learners should know the commands circle and cross out.

Row 1: cross out the yard, circle the house.

Row 2: cross out the bedroom and circle the living room.

Row 3: cross out the hallway, circle the office

Row 4: cross out the laundry room, circle the bathroom.

The pictures were taken from www.kid-pages.com

The laundry room picture was taken from www.dedicatedteachers.wordpress.com

Circle and Cross Out

1.



2.



3.

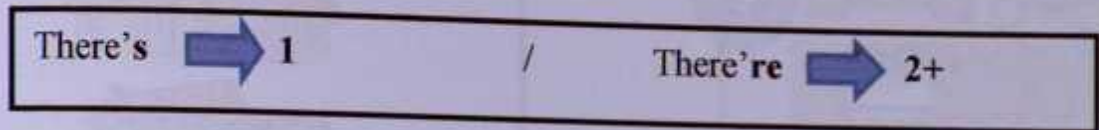


4.

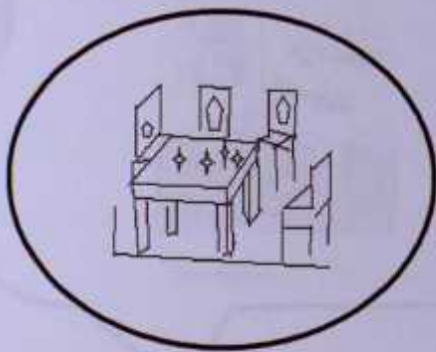


There's / There're

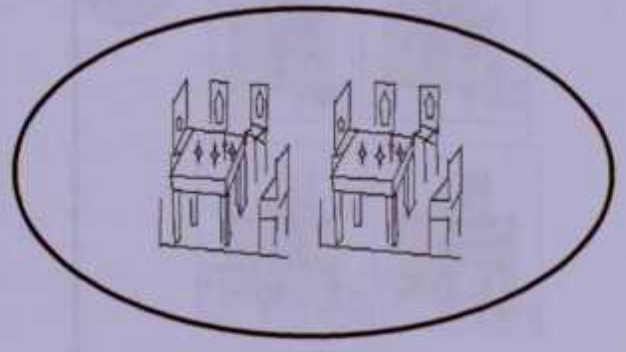
- The teacher writes on the board there's and there're. Using numbers, he/she explains that *there is* is used with one object and *there are* with two or more objects.



- The teacher draws the dining room or other house room in balloons as it exemplifies below. It would be easier for the learners to understand the difference between there's and there're if the teacher writes down the number instead of the word. The students also need to know that it is necessary to add the -s or -es to form the plural.



There is 1 dining room.



There are 2 dining rooms.

- The teacher distributes the copies with there is/are practice to the students.

The pictures were taken from www.kid-pages.com

There's / There're

There's → 1

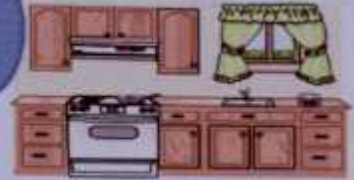
There're → 2+

1



There _____ house _____.

2



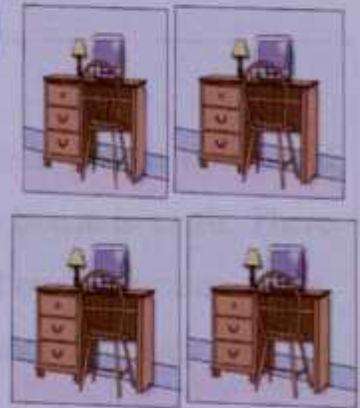
There _____ kitchen.

3



There _____ bedroom _____.

4



There _____ office _____.

5



There _____ living room.

Anita's House

- The teacher gives the students the copies Anita's House.
- In the second column, the students have to complete the number of rooms in Anita's house. The students do that with the passage Anita's House below, that the teacher reads.
- In the second column, the students have to write the full sentence with there's and there're.
- In Anita's house there is not an office. It was added, so the teacher can start introducing the negation with there is → *There is not an office.*
- The teacher can read the information or recording it in a Cd before the class.
- The teacher decides on the number of times to repeat the information and speaking speed according to the students' language proficiency.

Anita's House

Hi! My name is Anita. I live in Heredia with my mother, grandmother, and one brother. We also have a dog; her name's Rita. My house is small. There is one kitchen, one living room, one dining room, and one bathroom. Also, there are two bedrooms. My mother sleeps with my brother. I sleep with my grandmother.

The pictures were taken from www.kid-pages.com

The house and Anita's clipart were taken from Predesigned Images Spanish Microsoft 2012

Arita's House

Number
of
Rooms

Sentence



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



Describing my House

- The teacher uses there's/'re to describe his/her house.
- The teacher provides the students the templates for them to create a small booklet describing their house (make as many copies as necessary).
- The learners write down the sentence and draw the rooms.
- In pairs, the learners use their booklets to describe their house to their partner.

There _____

and _____

There _____

There _____

In my house,

My house is

big

small

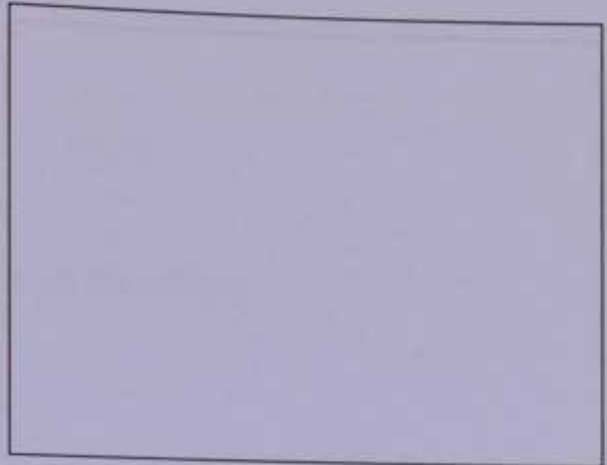
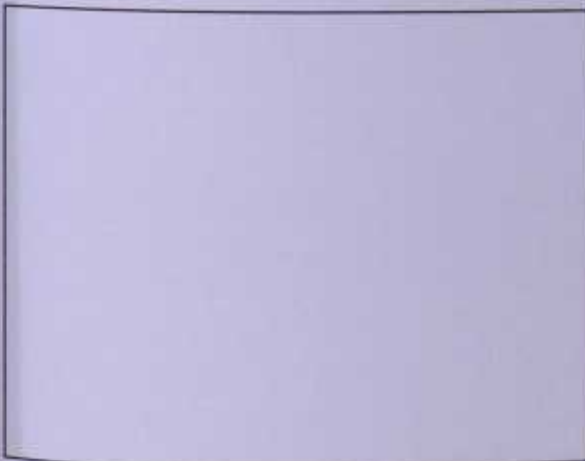




There _____
_____.

Fold here

There _____
_____.



There _____
_____.

In my house:

My house is

big

small



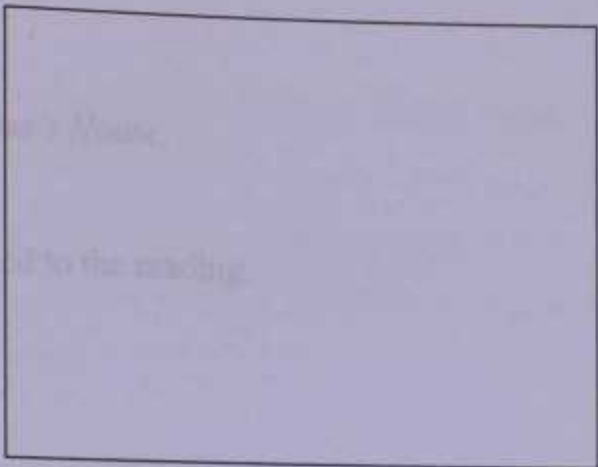
Name:

The students read the text *My Grandpa's House*.

The learners draw the house.

After, the teacher asks questions related to the reading.

What's the dog's name?



Is the house large?

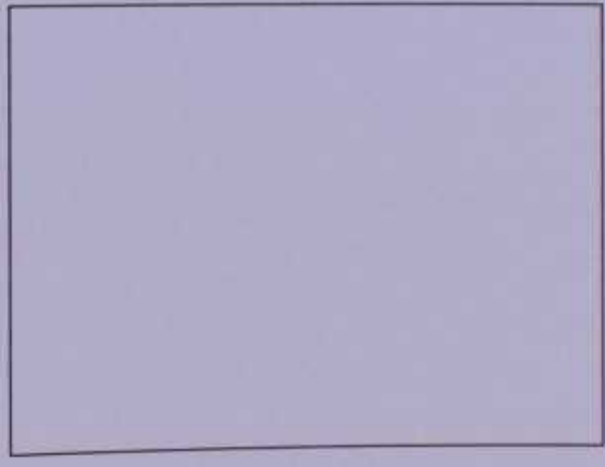
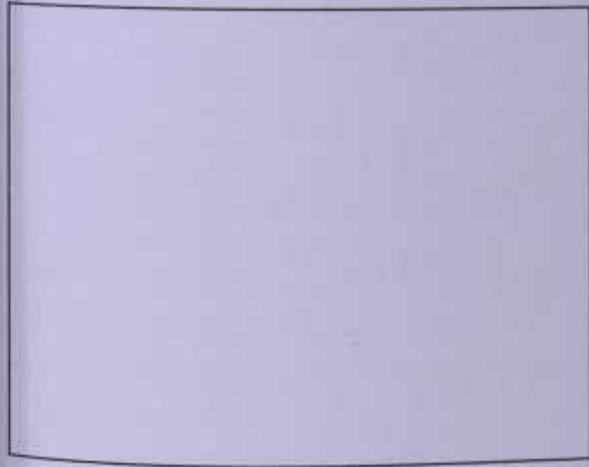
There _____

There _____

Fold here

There _____

There _____



My Grandma's House

- The students read the text *My Grandma's House*.
- The learners draw the house.
- After, the teacher asks questions related to the reading.

What's the dog's name?

Who are in the picture?

Is the house large?

What fruit does the child like to eat?

Do you think it is a male or female?

My Grandma's House

I like my grandma's house. It is large. There is a living room, a dining room, a kitchen and a stair case. There are also 3 bedrooms and 2 bathrooms. I love playing in the yard with my dog Toti. In the hallway there is a big family picture. It is my mother's family and me when I was a baby. When I visit my grandma, I eat many bananas. I love dropping by my grandma's house.

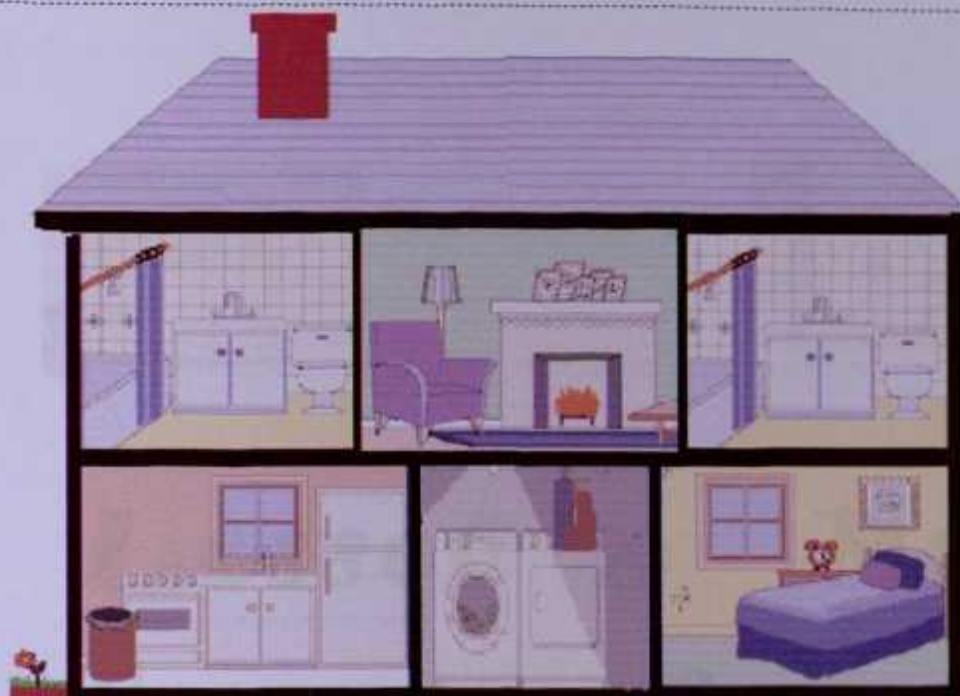
* The teacher asks questions about the product.

Spot the Differences

- This activity is to work in pairs. The teacher decides if the learners are given a picture each and they identify the difference by describing what they have in the picture, or if the learners can compare the two pictures to find out the differences. Another option is that instead of the differences, the students identify what the pictures have in common. (amount of rooms and the rooms' position)
- The teacher asks questions about the pictures.

The picture to create the activity was taken from <http://thaniaallan.files.wordpress.com/2010/09/house.gif>

Spot the Differences



Read the passage. The author has designed a simple illustration to describe their favorite room.

How do you like it?



The kitchen is the author's favorite room.

Lesson 2: My Favorite Room



lesson 2 objective: The students use furniture vocabulary and prepositions to describe their favorite room

How Many?

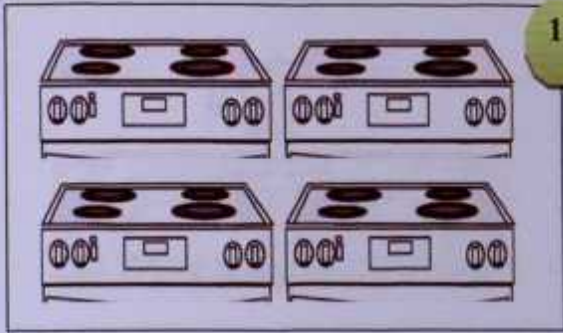
- To introduce the furniture, the teacher can use the furniture flash cards and bingo which are in the flashcard document in the cd.
- The learners use there is and there are with the furniture.

The pictures were taken from www.kid-pages.com

How many tables are there?

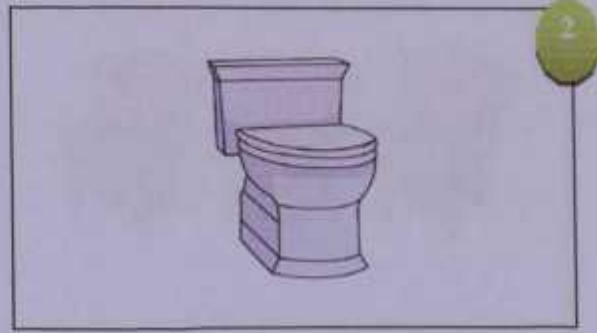
How many chairs are there?

How many?



How many stoves are there?

There're 4 stoves.

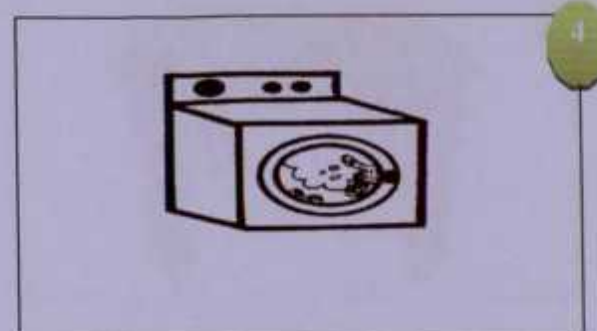


How many toilets are there?

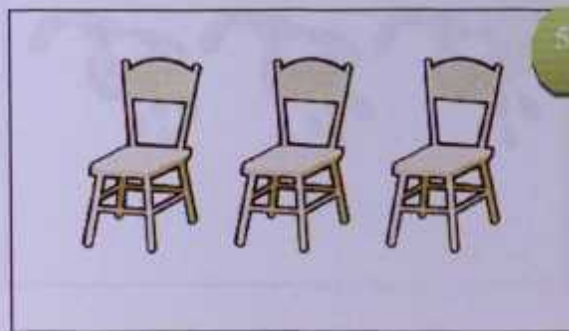
There 's 1 toilet.



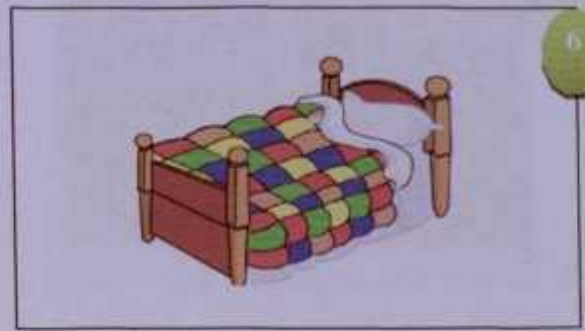
How many refrigerators are there?



How many washing machines are there?

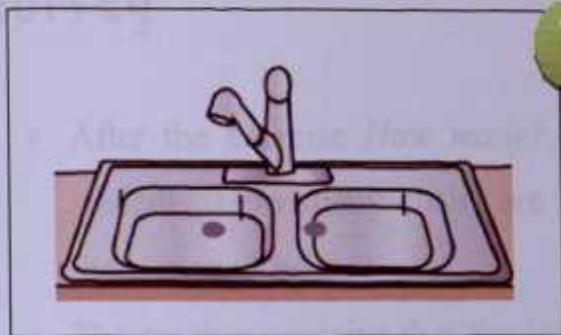


How many chairs are there?

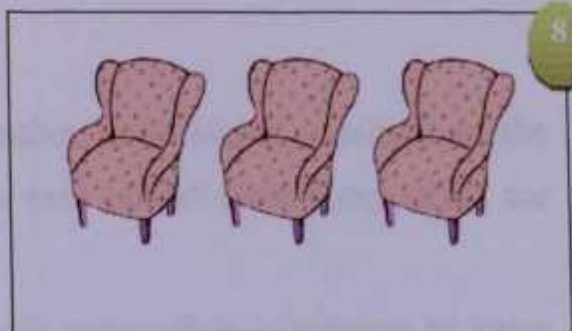


How many beds are there?

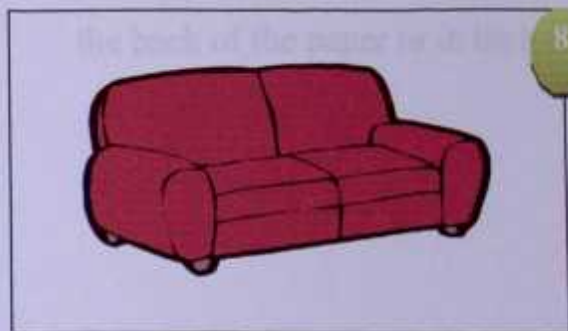
How many...?



How many sinks are there?



How many armchairs are there?



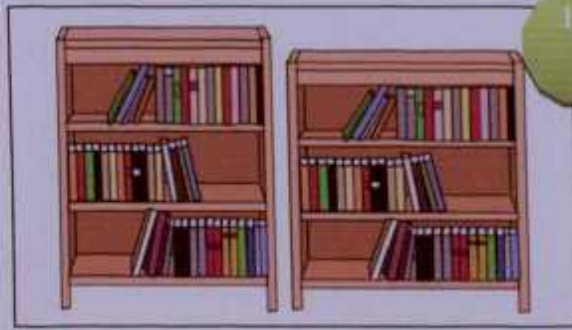
How many sofas are there?



How many tables are there?



How many showers are there?



How many bookcases are there?

Survey

- After the exercise *How many?* The teacher starts asking questions to the students. How many chairs are there in your house? How many tables are there in your house?
- The teacher explains that the learners will survey their classmates to know the amount of specific items in each house. At the end, the amount items are summed up to know the total.
- If there is not enough space to write down the data, the students can write at the back of the paper or in their notebooks.

Where?

- To review the prepositions, the teacher can use the pictures Little Cat, Little Cat, Where Are You? In the flash card document. There are two prepositions the teacher has to explain before the students start working *in* and *over*.
- The students read the statement and check the corresponding picture.
- The spaces with letter are for the students to write the preposition that describes each picture.
- To check the activity, the teacher asks for the prepositions in the lines.
- For the second part of the activity, the students complete the statement with the appropriate preposition.

The pictures were taken from www.kid-pages.com

4. The television is in front of the bookcase.

a) _____
b) _____



5. The chair is in the bathtub.

a) _____
b) _____



6. The desk is next to the bookcase.

a) _____
b) _____



Where?

1. The computer is **on** the table.

a) _____

b) _____

a)



b)



2. The window is **over** the armchair.

a) _____

b) _____

a)



b)



3. The sofa is **behind** the chair.

a) _____

b) _____

a)



b)



4. The television is **in front of** the bookcase.

a) _____

b) _____

a)



b)



5. The chair is **in** the bathtub.

a) _____

b) _____

a)



b)



6. The desk is **next to** the bookcase.

a) _____

b) _____



1. The kettle is _____ the stove.



2. The food is _____ the refrigerator.



3. The pillow is _____ the table.



4. The toilet is _____ the bathtub and the sink.



5. The mirror is _____ the bathtub.



6. The chair is _____ the washing machine.


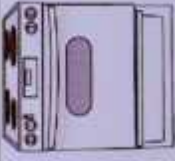

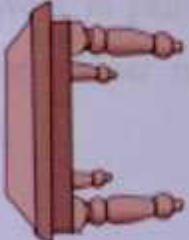




**under, between, in, over,
on, in front of**

Dictation

- The teacher utilizes prepositions to dictate where other pieces of furniture are. The learners draw what they listen. E.g. there are four chairs behind the table. There is an armchair next to the table...

Dictation

| | | |
|---|---|--|
|  |  |  |
|  |  |  |

My favorite piece

The students were in pairs. One of the students described the picture for the other student while the other student made an effort to draw it. After, the students exchange roles.

My Favorite Room

- The students work in pairs. One of the learners describes his/her favorite room while the partner makes an effort to draw it. After, the students exchange roles.

My Favorite Room



Fourth Level
Unit

Fourth Level

Unit



Lesson 1: Rhyme - The students can describe houses and identify the best one according to the given area.

Crossword Puzzle

- The teacher selects some of the students and asks them how many bedrooms and bathrooms there are in their houses. The teacher also asks if there is any garage in their houses and how many cars can enter in the garage. The teacher asks the students to draw a picture of the house, next to the words, or in the box.

Lesson 1:

- The teacher gives the students the crossword puzzle.
- The students hunt for the words in the crossword puzzle. The words are: front, part, in, the, house, in, the, yard, living, room, bedroom, office.

Hunting a

House



The teacher gives the students the crossword puzzle. The crossword puzzle is:



Lesson 1 Objective: The students can describe houses and identify the best one according to the given needs.

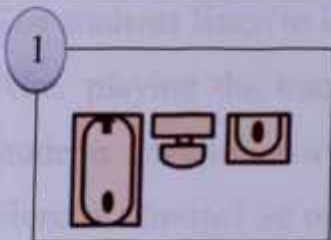
Crossword Puzzle

- The teacher selects some of the students and asks them how many bedrooms and bathrooms there are in their houses. The teacher also asks if there is any garage in their houses and how many cars can enter in the garage. The teacher inquires for the yard; it is in front of the house, next to the house, or in the back. The yard is big or small.
- The teacher gives the learners the crossword puzzle.
- The students have to identify the drawings and relate them to one specific room or part in the house (living room, dining room, kitchen, bathroom, bedroom, office, garage, and yard).

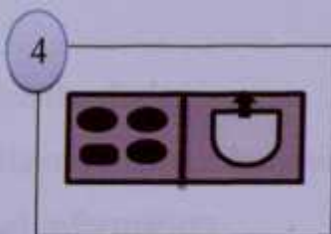
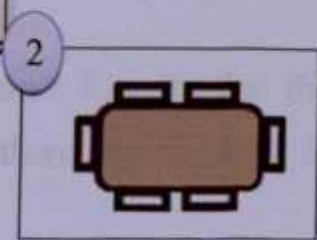
The house clip art was taken from Predesign Images Spanish Microsoft 2011
Crossword answer key

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | G | | | |
| B | E | D | R | O | O | M | | | A | | | |
| A | L | I | V | I | N | G | | | R | O | O | M |
| T | | N | | | | | | | A | | | |
| H | | I | | | Y | | | | G | | | |
| R | | N | | | A | | | | K | E | | |
| O | | G | | | R | | | | I | | | |
| O | | | | | D | | | | T | | | |
| M | | R | | | | | | | C | | | |
| | | O | | | | | | | H | | | |
| | | | | | O | F | F | I | C | E | | |
| | | | | | M | | | | | N | | |

Crossword Puzzle

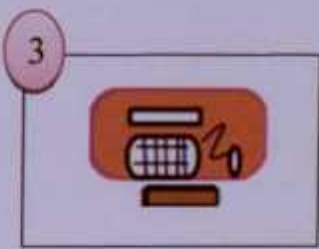
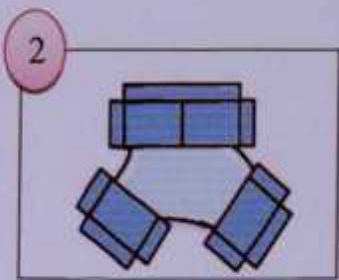
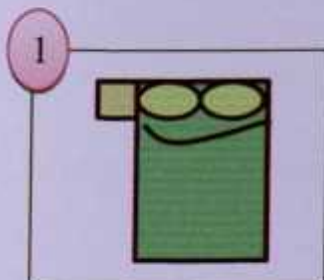


Vertical



| | | | | | | | | | | | | |
|---|---|---|--|--|---|--|---|--|---|--|--|--|
| | | | | | | | | | 5 | | | |
| 1 | | 2 | | | | | | | | | | |
| | 2 | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | 3 | | | | | | | |
| | | | | | | | 4 | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | 3 | | | | | | | | | | |
| | | | | | | | | | | | | |

Horizontal



Fiorella's New House

- The students listen to Fiorella talking about her new house.
- After playing the track, the teacher asks questions about Fiorella that the students have to answer. Is Fiorella's house big? Are there any windows in Fiorella's house? So on.
- The students read the dialogue Fiorella's House and identify the house's plan.
- In pairs, the students practice the dialogue.
- The students practice the dialogue again, but this time substituting the house information and the personal information.
- The teacher monitors the students to help with pronunciation.
- The teacher selects two pair of students and requests them to present the dialogue they practiced in front of the class.

The girl clip art was taken from Predesign Images Spanish Microsoft 2011

Fiorella's New House



Josue: Hi Fiorella. How's the new house?

Fiorella: It is small, but comfortable.

Josue: What's it like?

Fiorella: There's a living room, a dining room, a bathroom, and a kitchen, and there are two bedrooms.

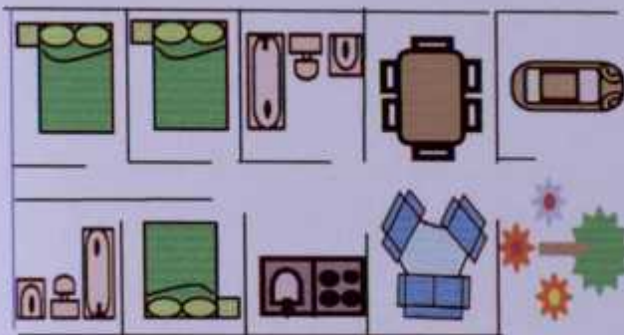
Josue: Is there a garage?

Fiorella: No! But there're many windows, so it is sunny.

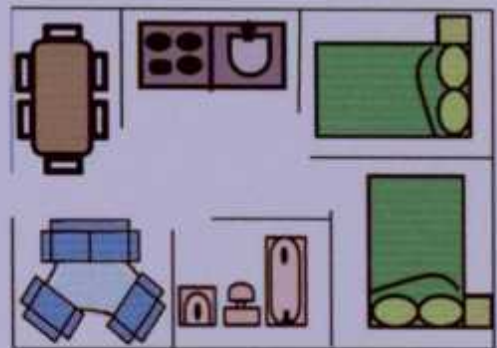
Josue: When can I visit you?

1. Which one is Fiorella's new house?

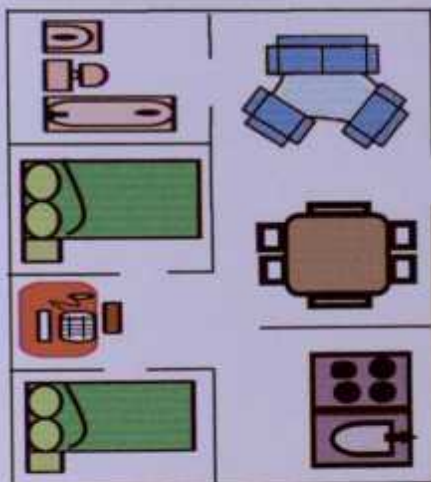
1.



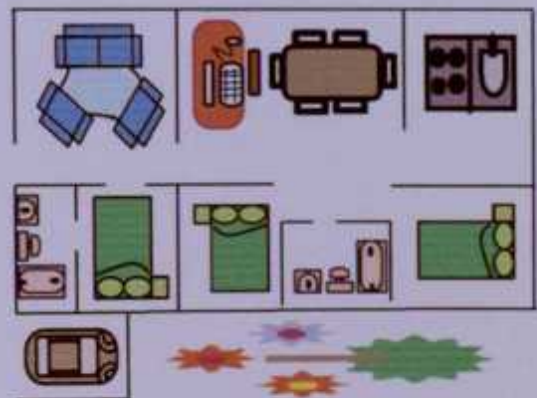
2.



3.



4.



2. Practice the conversation again with your partner using the other house plans.

Looking for House



- In the first part, the students have a match activity. The learners have to match the abbreviations to the words; it is commonly used in the classifieds.
- In the second part, the students have to read the information in the boxes and complete the sentences. The exercise shows how to describe a house. The teacher explains the meaning of the verb *allow* and what half *bathroom* is.

The house picture was taken from www.kids-pages.com

1. Complete the sentences with the information in the boxes

A. Heredia quiet sunny house, Rd. 2 km., Bath. 2 floors, no pets

1. The house is in _____.
2. It's quiet and _____.
3. There's a kitchen, a living room, and a bedroom.
4. There are two _____ in the house.
5. It is not allowed _____.

B. San José sunny house, S.A., 1 km., 1.5 Bath., 2 floors, no children

1. The house is in _____.
2. It is sunny and _____.
3. There's a _____ and _____.
4. There are _____ and _____.
5. It is not allowed _____.

Looking for House



- | | |
|-------------|--------------------|
| 1. Livrm. ● | ● Bathroom |
| 2. Dinrm. ● | ● Air conditioning |
| 3. Kit. ● | ● Bedroom |
| 4. Bath. ● | ● Living room |
| 5. Bdrm. ● | ● Kitchen |
| 6. A/C ● | ● Dining room |

1. Complete the sentences with the information in the boxes.

A. Heredia: quiet, sunny house, Kit., Livrm., Bath., 2 Bdrms., no pets.

- The house is **in** Heredia.
- It's quiet and _____.
- There's **a** kitchen, **a** living room, and **a** bathroom.
- There are **two** _____ in the house.
- It is **not** allowed _____.

B. Alajuela: sunny, large, Kit., Livrm., 1.5 Bath., 2 Bdrms., no children.

- The house is **in** _____.
- It is sunny and _____.
- There's **a** _____ and _____.
- There are _____ and _____.
- It is **not** allowed _____.

C. **San José: small, quiet house, Kit., Livrm., 2Bath., 3 Bdrms., no parties.**

- 1. The house is **in** _____.
- 2. It is small and _____.
- 3. There's a _____ and _____.
- 4. There are _____ and _____.
- 5. It is **not** allowed _____.





Renting a House

- Before the students start with the reading, the teacher sets the scenery: the students have a friend Marlon who is looking for a house. This person does not know how to use the Internet. The students will help him searching in the Internet.
- The students read the classifieds and match the houses to the plans writing down the locations: a. Rosales, b. Santa Bárbara, c. Desamparados, d. San Pedro.
- In pairs, the students choose the house they like the most and explain why they like the house.
- The students decide which house is good for their friend, Marlon. The house for Marlon is the One in Santa Bárbara. Marlon needs a 2-car garage. San Pedro and Santa Bárbara's houses have 2- car garage. It is not allowed having pets in Santa Bárbara's house and Marlon has a dog and a cat.
- When checking, the teacher can ask questions to help the learners express why the other houses are not appropriate for Marlon.

The pictures used to illustrate San Pedro, Desamparados and Rosales houses were taken from Predesign images Spanish Microsoft 2011

Renting a House

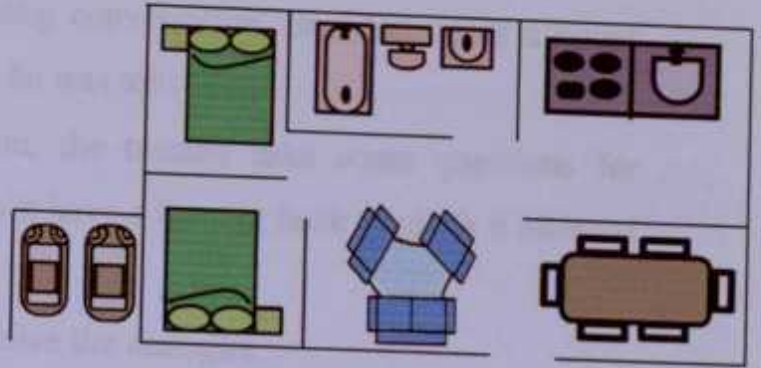
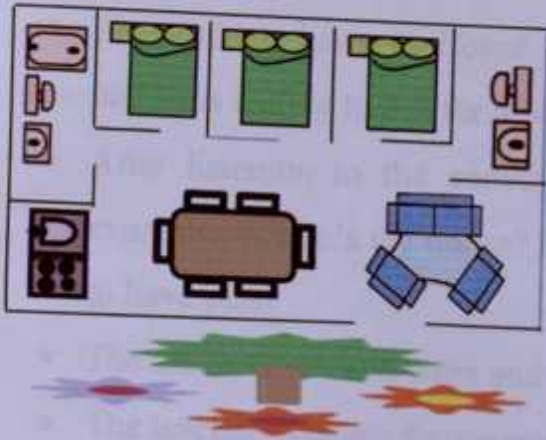
Classifieds

| | |
|--|---|
| <p>San Pedro Large house 2.5 Baths, 3 Bdrms., 2 car garage, Livrm., Dinrm., a regular Kit., A/C. No yard, no pets. Near the police station. €200,000 Call 2269 8182</p>  | <p>Rosales Quiet house 1.5 Baths., 3 Bdrms., Livrm., Dinrm., small Kit., large front yard. No cats. Near <i>Manos Abiertas</i> Foundation. €150,000 Call 2269 8002</p>  |
| <p>Santa Bárbara Sunny House 2 Bedrms., 2 car garage, Bath., Livrm., Dinrm., large Kit. No parties. €150,000 Call 2269 6828</p>  | <p>Desamparados Old house 1 Bath., 2 Bdrms, garage, Livrm., Dinrm., Kit., A/C. No children. Small yard. €200,000 Call 2440 85 19</p>  |

2. Which house is your favorite? Why?

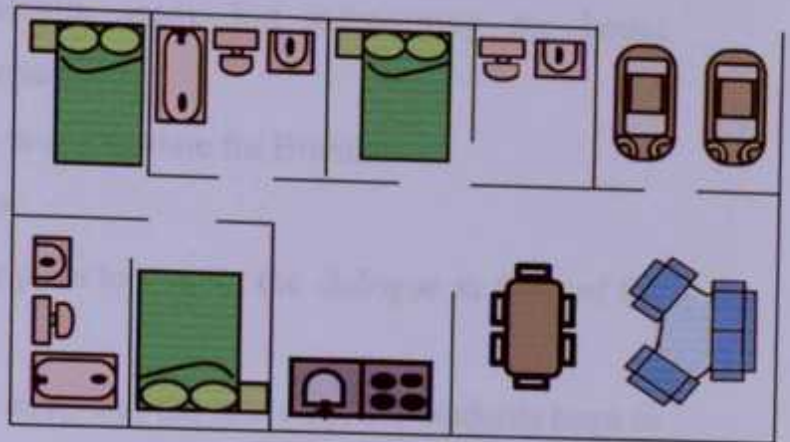
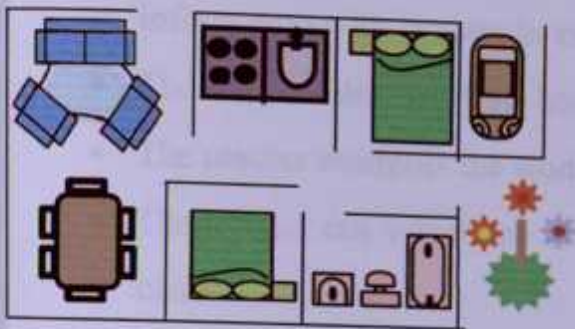
3. Marian wants to rent a house. She has a cat and a small dog. She needs at least 2-car garage. Read *Renting a House* classifieds above and decide on the best house for her.

1. Match the house descriptions in the reading *Renting a House* to the plans below. Write down the locations on the blanks.



b. _____

a. _____



d. _____

c. _____

2. Which house is your favorite? Why?

3. Marlon wants to rent a house. He has a cat and a small dog. He needs at least 2-car garage. Read *Renting a House* classifieds above and decide on the best house for him.

House Hunting

- The students listen to *House Hunting* conversation. Brandon needs a house and he is calling to ask for a house he was told about.
- After listening to the conversation, the teacher asks some questions for example: Where's the house? Does it have a front or back yard? Is it allowed to have pets?
- The students work in pairs and practice the dialogue.
- The teacher explains the meaning of sleeping on it= to think about it.
- The students read the information about Brandon to see what he needs.
- The students decide if the house in the dialogue is appropriate for Brandon.
- The students practice the dialogue again, but substituting the house information with the one in exercise 6.
- The students discuss if the house is appropriate for Brandon.
- The teacher monitors the students.
- The teacher can select one of the pairs to present the dialogue in front of the class.
- The learners participate on a role play. For the role play, the students have to be given some guidelines. See the role-play information after the house hunting information.

Brandon's picture was taken from Predesign images Spanish Microsoft 2011

House Hunting

- House owner:** Good morning!
- Brandon:** Good morning! This is Brandon, I'm calling for the house.
- House owner:** Oh! Yeah! It is in San Pedro, near the elementary school. It is quiet and small.
- Brandon:** How many bathrooms are there?
- House owner:** 1.5 bathrooms.
- Brandon:** How many bedrooms are there?
- House owner:** There are four bedrooms.
- Brandon:** Is there a garage?
- House owner:** No, but there is a large front yard.
- Brandon:** Is it allowed to have pets?
- House owner:** No. Sorry!
- Brandon:** How much is the rent?
- House owner:** €200,000 per month.
- Brandon:** I'll sleep on it. Thanks!
- House owner:** You are welcome

Brandon:

✓ has two big do

Needs

- ✓ a house near the supermarket
- ✓ at least two bathrooms and 3 bedrooms, a large kitchen, and a dining room.
- ✓ can pay €150,000 per month.



- Practice the dialogue with your partner.
- Read the chart *Brandon* above and talk with your partner. Is the house perfect for Brandon? Why?
- Substitute the house information in the dialogue with the information in the chart above.



House in San Pedro near supermarket. 3 Baths., 3 Bdrms., 2-car garage, big yard for pets. €100,000 per month.

- Is the second house perfect for Brandon? Why?
- House Hunting* role -play.

House Hunting Role-Play

- This activity will serve to review the information on hunting houses mainly orally.
- The teacher divides the class into two groups. Each group is lined up in front of the other; face to face.
- One group will describe the houses. The teacher cuts the house ads in the *Role Play Hunting Houses/House* and delivers them to the students.
- The other group will ask information about the house. The teacher gives them the hunters' guideline.
- In pairs, the students who are front one of the other start a conversation following the example of the house hunting conversation.
- Before starting the teacher gives the students time to read the information they are in charge of and check the dialogue to elaborate the questions and sentences.
- Each time that the teacher says, the hunting students move one place to the right until the last person in the line becomes the first one. The hunting students have to write down the information about the houses on their worksheet. The students can take the dialogues pencil and something to place the worksheet on. If the space on the worksheet is not enough to take notes, the students can continue writing on the back.
- Each time the students move one place, the teacher gives them less time for the conversation.
- After collecting all the house information, the students work in pairs, one hunting student with one house student.



House Hunting Role-Play / Houses

| | | |
|--|--|--|
| <p>Zetillal, next to the supermarket</p> <p>Sunny</p> <p>2 Baths., 3 Bdrms., 2-car garage, small backyard.</p> <p>No children</p> <p>€ 154,000</p> | <p>Birri, behind the church</p> <p>large</p> <p>3.5 Baths, 5 Bdrms., 3 car garage, small front yard.</p> <p>No dogs</p> <p>€254,000</p> | <p>Carrizal between the high school and drugstore</p> <p>noisy</p> <p>1.5 Baths., 3 Bdrms., garage, no yard.</p> <p>No pets</p> <p>€ 100,000</p> |
| <p>San Pedro in front of the police office.</p> <p>Small</p> <p>1 Bath., 2 Bdrms., no garage, small front yard.</p> <p>No parties</p> <p>€ 152,000</p> | <p>Rosales, El Común</p> <p>Quiet</p> <p>2 Baths., 3 Bdrms., no garage, front and back yard.</p> <p>No cats</p> <p>€ 180.000</p> | <p>San Pedro</p> <p>clean</p> <p>2 Baths., 2 Bdrms., 2-car garage, front yard.</p> <p>No parties</p> <p>€ 145.000</p> |
| <p>Silvia Eugenia, near the supermarket.</p> <p>Small</p> <p>1 Bath., 3 Bdrms., no garage, no yard.</p> <p>No pets, no parties</p> <p>€ 160.000</p> | <p>Barrio Jesús near the soccer field.</p> <p>Sunny</p> <p>1.5 Baths., 2Bdrms., garage, small side yard.</p> <p>No children</p> <p>€ 180.000</p> | <p>El cerro near the bakery</p> <p>Quiet</p> <p>2 Baths., 4 Bdrms., 4-car garage, large back yard</p> <p>€ 270,000</p> |

House Hunting Role-Play / Houses



| | | |
|--|--|---|
| <p>Carrizal, next to the supermarket</p> <p>Sunny</p> <p>1 Baths., 3 Bdrms., garage, small backyard.</p> <p>No children</p> <p>€ 152,000</p> | <p>San Pedro, behind the Banco de los Mariscos</p> <p>noisy</p> <p>3 Baths, 3 Bdrms., 2 car garage, side yard.</p> <p>No parties</p> <p>€180,000</p> | <p>Zetillal next to the video arcade</p> <p>quite</p> <p>1 Baths., 3 Bdrms., garage, no yard.</p> <p>No dogs</p> <p>€ 160,000</p> |
| <p>Birri in front of the police office.</p> <p>Small</p> <p>1 Bath., 2 Bdrms., no garage, small front yard.</p> <p>No parties</p> <p>€ 154,000</p> | <p>Rosales, El Común</p> <p>Quiet</p> <p>2 Baths., 3 Bdrms., no garage, front and back yard.</p> <p>No cats</p> <p>€ 254.000</p> | <p>Alicante</p> <p>2 Baths., 2 Bdrms., 2-car garage, front yard.</p> <p>No parties</p> <p>€ 180.000</p> |
| <p>El Cerro, near the supermarket.</p> <p>Small</p> <p>1 Bath., 3 Bdrms., no garage, no yard.</p> <p>No pets, no parties</p> <p>€ 100.000</p> | <p>Barrio Jesús near the soccer field.</p> <p>Sunny</p> <p>1.5 Baths., 2Bdrms., garage, small side yard.</p> <p>No children</p> <p>€ 270.000</p> | <p>Silvia Eugenia near the bakery</p> <p>Quiet</p> <p>2 Baths., 4 Bdrms., 4-car garage, large back yard</p> <p>€ 145,000</p> |

Word Search

Lesson 2 objective: The students use previous study information to buy furniture.

- The word search is to review much of the previous vocabulary studied in earlier years.

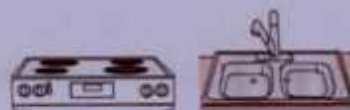
Lesson 2:

- The teacher will provide the students with a list of words to search for in the word search.

- The teacher will provide the students with a list of words to search for in the word search.

- If the students do not remember the vocabulary words, the teacher will provide them with a list of words to search for in the word search.

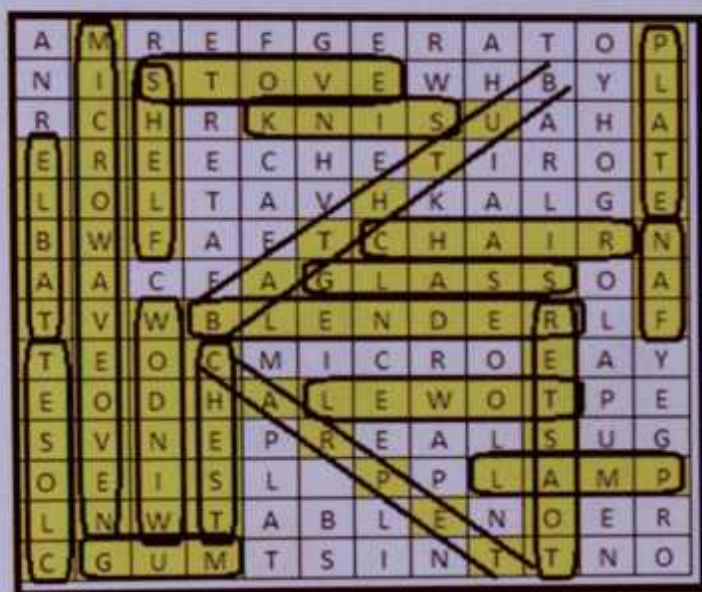
Buying Furniture



Word Search

Lesson 2 objective: The students can exchange basic information to buy furniture.

- The word search is to review much of the furniture vocabulary studied in earlier years.
- The teacher sets the time to work on the grid. The student who finds most of the words in the specific time is the winner.
- The teacher asks to the whole groups or to different students the name of the item. It is for this reason that the items are numbered.
- If the students do not remember the vocabulary they can write down the names near the pictures.

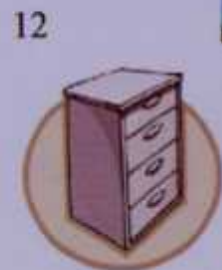
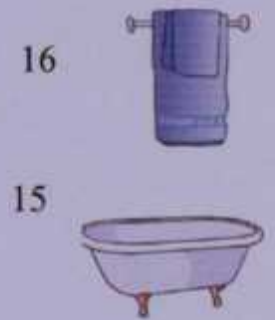


Word Search

Look the next items in the grid



| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | M | R | E | F | G | E | R | A | T | O | P |
| N | I | S | T | O | V | E | W | H | B | Y | L |
| R | C | H | R | K | N | I | S | U | A | H | A |
| E | R | E | E | C | H | E | T | I | R | O | T |
| L | O | L | T | A | V | H | K | A | L | G | E |
| B | W | F | A | E | T | C | H | A | I | R | N |
| A | A | C | E | A | G | L | A | S | S | O | A |
| T | V | W | B | L | E | N | D | E | R | L | F |
| T | E | O | C | M | I | C | R | O | E | A | Y |
| E | O | D | H | A | L | E | W | O | T | P | E |
| S | V | N | E | P | R | E | A | L | S | U | G |
| O | E | I | S | L | S | P | P | L | A | M | P |
| L | N | W | T | A | B | L | E | N | O | E | R |
| C | G | U | M | T | S | I | N | T | T | N | O |



Furniture Information Gap

- The teacher divides the students into pairs. The students are assigned letter A and B.

- Student A completes the information about the items' price in his/her part of the activity asking the question: How much is the _____?

_____?

a)

€1,000

€120,000

€100,000

€1,000

€100,000

€1,000

b)

€125,000

€1,000

€130,000

€100,000

€125,000

€1,000

Furniture Information Gap

A)



€130,000

€



€



€1,800

€130,000



€

B)



€

€125,000



€130,000

€



€125,000



€

Buying Furniture

- The teacher explains the vocabulary and expressions that are essential and new for the students.
- The teacher plays the dialogue and asks questions: Is there a microwave oven in the store? How much is each plate? And so on.
- He students practice the dialogue in pairs.
- The teacher selects one of the pairs to present the dialogue in front of the class.
- The students practice the dialogue again, but changing the underline information with the one in the chart.
- The teacher chooses one pair to represent the dialogue in front of the class.
- The students participate in the role-play.
- The role-play explanation and materials are below.

| Item | Price |
|----------------|----------|
| Microwave oven | \$150.00 |
| Plate | \$5.00 |
| Chair | \$200.00 |
| Table | \$100.00 |

Buying furniture role-play

Buying Furniture

Seller: Good morning! May I help you?

Karla: Please! I need a washing machine.

Seller: I have this one.

Karla: How much is it?

Seller: €110,000

Karla: It's Ok. Do you have plates?

Seller: Yes. €1,000 each.

Karla: I need 5 plates.

Seller: It is € 5,000

Karla: Do you have a microwave oven?



Seller: No. Sorry

Karla: How much is the total?

Seller: €115,000

Karla: Here you are.

1. Practice the dialogue with a partner.
2. Practice the dialogue with your partner, but this time substitute the underline information with the one in the chart below.

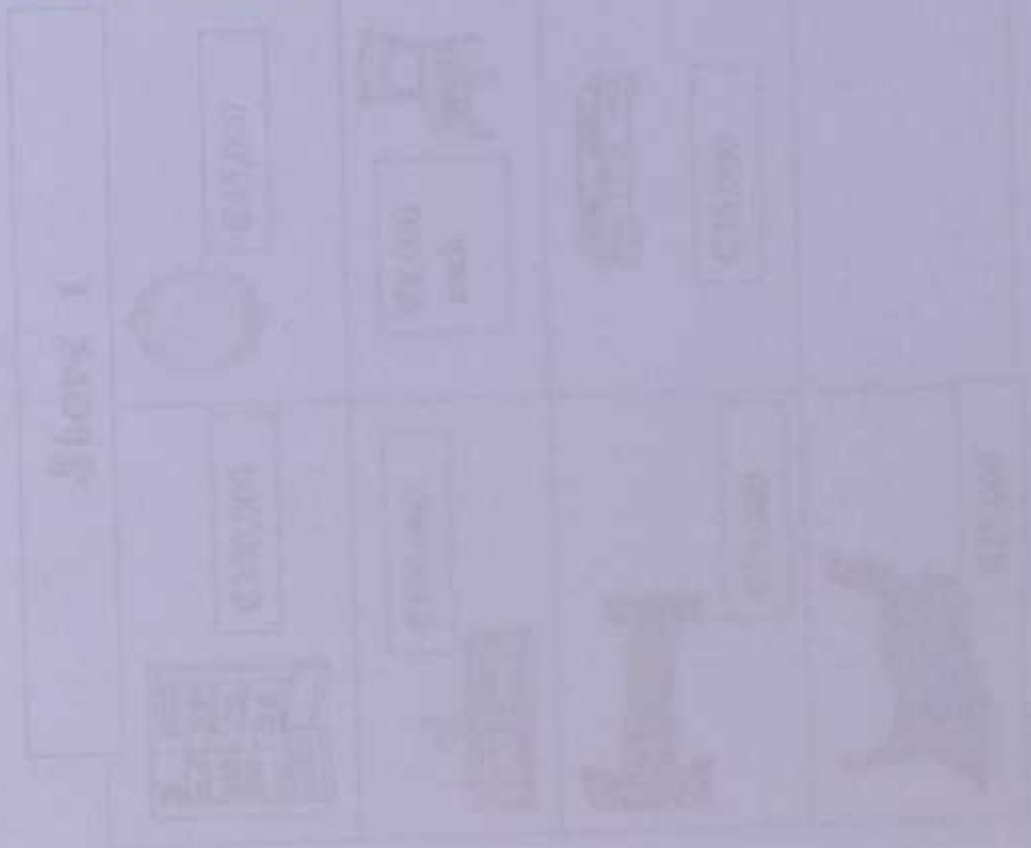
| Karla | Seller |
|--|--|
| <ul style="list-style-type: none"> • Needs a microwave oven • Needs 2 mugs | <p>Microwave oven  €75,000</p> <p>Mug  €1,000 each</p> <p style="text-align: right;">€2,000</p> <hr/> <p style="text-align: right;">Total € 77,000</p> |

3. Buying furniture role-play.

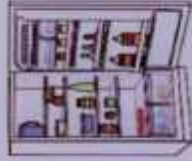




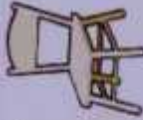







Buying Furniture Role-Play

- This activity is designed for a group of 17 students. If there are more than 17 students, the teacher can divide the class into two groups working in different parts of the classroom, so the learners do not get confused with the classmates who are part of their group. Other solution is to have two people in each store.
- There are five stores; it is necessary to display all the stores since the lists have at least one item from each store.
- Those students who have the furniture lists have to go to the different store to get the items they have in their lists.
- The students follow the dialogue *Buying Furniture* as an example.
- The students have to write down the value of each item in their list and get the total of money spent.



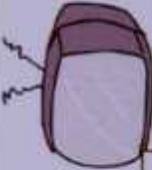









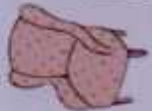

Buying Furniture Stores



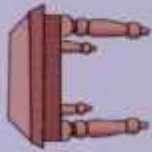






Buying Furniture Stores

| Store 1 | | Store 2 | |
|--|--|--|--|
|  <p>€300,000</p> |  <p>€45,000</p> |  <p>€200,000</p> |  <p>€100,000</p> |
|  <p>€150,000</p> |  <p>€8,000 each</p> |  <p>€175,000</p> |  <p>7,000</p> |
|  <p>€15,000</p> |  <p>€35,000</p> |  <p>€100,000</p> |  <p>€80,000</p> |
|  <p>€25,000</p> | | | |

Buying Furniture Stores

| Store 3 | | Store 4 | |
|---|--|---|--|
|  €175,000 |  €50,000 |  €300,000 |  €175,000 |
|  €3,000 |  €25,000 |  €180,000 |  €30,000 |
|  €300,000 |  €15,000 |  €200,000 |  €250,000 |
|  €80,000 | | |  €25,000 |

Buying Furniture Lists

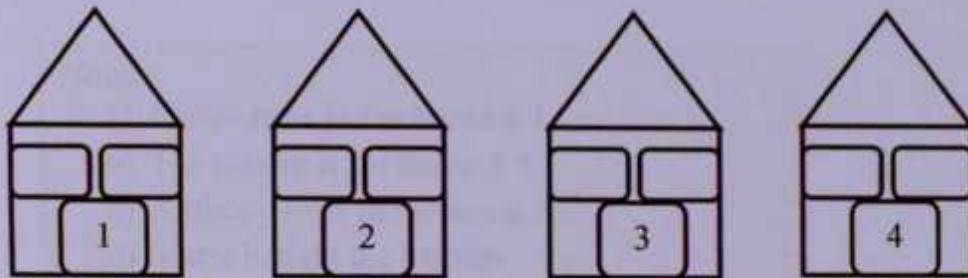
| Store 5 | |
|--|--|
|  <p>€300,000</p> |  <p>€5,000 each</p> |
|  <p>€200,000</p> |  <p>€3,000 each</p> |
|  <p>€75,000</p> |  <p>€30,000</p> |
|  <p>€2,000 each</p> | |

Buying Furniture Lists

| | | |
|--|--|--|
| <p>List</p> <p>Mug Toaster Bed Stove Kettle Iron</p> | <p>List</p> <p>Refrigerator Pillow Toilet Television Iron Stove</p> | <p>List</p> <p>Sink Closet Clock Beater Plate Computer</p> |
| <p>List</p> <p>Mirror Blender Shower Bookcase Glass Table</p> | <p>List</p> <p>Shelf Desk Armchair Toaster Fan Sofa</p> | <p>List</p> <p>Carpet Towel Lamp Computer Table Glass</p> |
| <p>List</p> <p>Chair Chest Bathtub Washing machine Sofa Lamp</p> | <p>List</p> <p>Stove Closet Armchair Computer Iron Toaster</p> | <p>List</p> <p>Mirror Towel Kettle Microwave oven Fan Blender</p> |
| <p>List</p> <p>Carpet Pillow Shower Television Glass Computer</p> | <p>List</p> <p>Chair Bed Lamp Toaster Mug Clock</p> | <p>List</p> <p>Refrigerator Blender Armchair Bookcase Sofa Mirror</p> |

The Store Owner

- *The Store Owner* is a solving problem exercise in which the students have to help the store owner know where to send each item and for whom. It is simple and the students do not need to understand each word to solve it. The teacher can explain to the students the meaning of send and bought.



| | | | | |
|------|--------|----------------|---------|-----------|
| Name | Carlos | Anthony | María | Francisco |
| Item | iron | microwave oven | blender | toaster |

To find the answer, it is necessary to know where each child lives. Carlos lives in the house #1 and Anthony in the house #2. María lives in the house #3; it is not possible for her to live in house #4 since the toaster is there and she bought a blender; therefore, Francisco lives in house #4. Now we know that Francisco bought the toaster and María the blender. Carlos did not buy the microwave oven, but the iron; consequently, the microwave oven is for Anthony.

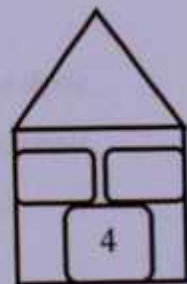
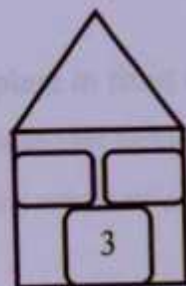
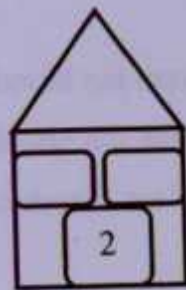
- To check the exercise, the teacher draws it on the board and does it with the whole class. It is not necessary to provide the long explanation stated here; it is enough to demonstrate how to fill out the table considering the given notes.

The Store Owner

Four children Carlos, María, Anthony, and Francisco go to the same store to buy each one an article. They are neighbors. The store owner **sold** a microwave oven, a blender, a toaster, and an iron. The owner **will** send the articles to the children's house, but where the children live, and who **bought** each item. Check the owner's notes and help him organize the information.

Notes:

- Carlos lives in the house # 1.
- The toaster is for house # 4.
- Anthony lives in the house # 2.
- María bought the blender.
- The microwave oven is not for Carlos.



| | | | | |
|------|--|--|--|--|
| Name | | | | |
| Item | | | | |

Feng Shui Furniture Placement

After buying furniture, it is necessary to arrange them.

- The teacher review the prepositions with Simon say games, explains the new prepositions using examples with class objects, and gives commands to the students to practice them.
- The teacher asks the students if they know what Feng Shui is about. Feng Shui explains how to organize the things, in this case furniture, to keep energy flowing through the house. If energy flows freely, there would be harmony and peace.
- The students read the tips to place furniture and show their understanding by drawing.
- The tips mention what people should avoid; in the pictures, the students have to draw the correct furniture arrangement to keep energy flowing freely and keeping a positive environment.

1. The students should not draw the plant in front of the door.
2. The students should not draw the window behind the chair.
3. The bed's head should not be on the window's side...



Feng Shui Furniture Placement

Some Feng Shui tips to place furniture:

- No object should **be in front of** the door.
- The chair does not **back into** a window.
- Keep the head of the bed **away from** the window.
- The refrigerator and sink should not be **next to** the stove.
- No mirror **in** the office.
- No plants **near** the stove or refrigerator.
- Keep plants **in** the living room.

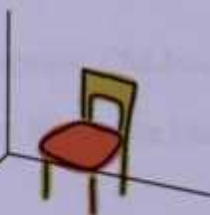
If these tips are not followed, energy would not flow freely at home.⁷

Read *Feng Shui Furniture Placement*.

1. Draw the items requested in the pictures below to keep energy flowing freely.



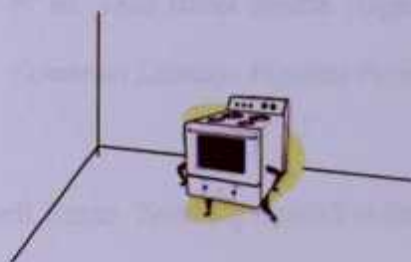
1. Draw a plant.



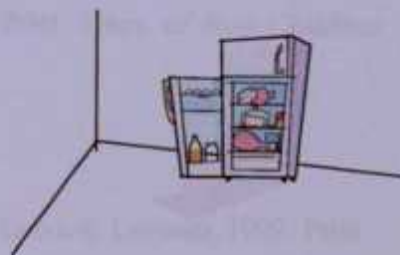
2. Draw a window.



3. Draw a bed



4. Draw a refrigerator.



5. Draw a plant.

⁷ The information was adapted from <http://www.diy-stress-relief.com/feng-shui-furniture-placement.html>

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⁸ Only the initial of Ms. Goodman's middle name is included since she requested to respect her right of not including her full middle name in educational papers.

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