

**UNIVERSIDAD INTERNACIONAL
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**WORKSTATIONS AS A STRATEGY TO IMPROVE THE
READING SKILL AT AMADITA PRIMARY SCHOOL
DURING THE LAST QUARTER OF 2019.**

Thesis Submit to Obtain the Bachelor in English with Concentration in Teaching

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DEDICATION

First and for most, I thank the almighty God for letting me pursue this dream. I indeed, want to dedicate this research to my mother, the person who encouraged me to follow this dream. Mrs. Leticia Loaiza always pushed me to be the best. She planted in me the seed that would grow into the love for teaching, as she once loved it. I also want to dedicate this achievement to my teachers and professors, who always were there to offer me help, advice, support, and feedback. Thank you from the bottom of my heart, I will never forget you all.

Table of contents

Acknowledgments.....	¡Error! Marcador no definido.
Dedication.....	¡Error! Marcador no definido.
Table of contents.....	9
Chapter I.....	¡Error! Marcador no definido.
1.1 Problem statement	¡Error! Marcador no definido.
1.2 Objectives of the investigation	¡Error! Marcador no definido.
1.2.1 General objective	¡Error! Marcador no definido.
1.2.2 Specific objectives	¡Error! Marcador no definido.
1.3 Justification of the study	¡Error! Marcador no definido.
1.4 Antecedents	¡Error! Marcador no definido.
Chapter II.....	¡Error! Marcador no definido.
Theoretical Framework.....	¡Error! Marcador no definido.
2.1 Literature Review.....	¡Error! Marcador no definido.
2.1.1 Content and Formal Schemata	¡Error! Marcador no definido.
2.1.2 Schema Theory.....	¡Error! Marcador no definido.
2.1.3 Traditional Bottom – up View	31
2.1.4 Cognitive Development Theory.....	37
Chapter III.....	¡Error! Marcador no definido.
METHODOLOGICAL FRAMEWORK	¡Error! Marcador no definido.
3.1 Research Approach	¡Error! Marcador no definido.
3.1.1 Quantitative approach	¡Error! Marcador no definido.
3.1.2 Qualitative approach	¡Error! Marcador no definido.
3.2 Research Design.....	¡Error! Marcador no definido.
3.3 Information sources.....	¡Error! Marcador no definido.
3.3.1 Primary Sources	¡Error! Marcador no definido.
3.3.2 Secondary Sources	¡Error! Marcador no definido.
3.3.3 Tertiary Sources	¡Error! Marcador no definido.
3.4 Analysis categories.....	¡Error! Marcador no definido.
3.5 Data collection Instruments	¡Error! Marcador no definido.
3.7 Collection data process and data analysis	¡Error! Marcador no definido.

Chapter IV	¡Error! Marcador no definido.
Data Analysis.....	¡Error! Marcador no definido.
4.1 Analysis and Interpretation of the Results.....	¡Error! Marcador no definido.
Chapter V	¡Error! Marcador no definido.
Conclusions and Recommendations	¡Error! Marcador no definido.
5.1 Conclusions	¡Error! Marcador no definido.
6.1 Recommendations	82
Bibliography	¡Error! Marcador no definido.
Appendix.....	¡Error! Marcador no definido.
Appendix # 1	¡Error! Marcador no definido.
Appendix # 2	¡Error! Marcador no definido.
Appendix #3	¡Error! Marcador no definido.
Appendix # 4	¡Error! Marcador no definido.
Appendix # 5	¡Error! Marcador no definido.

Tables

<i>Table 1</i>	54
<i>Table 2</i>	59
<i>Table 3</i>	72
<i>Table 4</i>	74

Figures

<i>Figure1</i>	60
<i>Figura2</i>	61
<i>Figure3</i>	62
<i>Figure4</i>	64
<i>Figure5</i>	65
<i>Figure6</i>	66
<i>Figure 7</i>	67
<i>Figure 8</i>	68
<i>Figure 9</i>	69

CHAPTER I

Introductory Framework

The education system has been using the same ways for years to evaluate student's knowledge and their growth throughout the school years. With the use of exams, for example, teachers can assess what they know and how they have evolved in school. When an exam is scheduled, students follow the only path he or she knows to study. This known route is memorizing, reading the same text repeatedly, being in an isolated place where they do not interact with others, and becoming stressed when they cannot learn. As time changes, the ways to acknowledge students' evolution in their education life changes too. Workstations, a method that has been used in many countries to help students learn while being part of small work groups.

A workstation offers interaction with other group members, share of ideas, getting to know each other, building up relationships, enhancing skills, particularly the reading skill. These supports offered by the strategy, creates an environment that makes the learning process more suitable. The task will be challenging, but feasible for students to complete. By obtaining information from the text and dealing with many different opinions, the scholars can develop a classier result than they could as individuals. Workstations are setup for students to learn how to become intendent, but at the same time, they learn how to work with other individuals.

1.1 Problem Statement

It is not a secret that Costa Rica's education system needs to improve their English teaching methods. The government should implement better routes to approach this national

problem. English has become a necessity for Costar Rican population. Crystal (2003) states that each day people communicate in English as it has been established worldwide as the “Lengua Franca”. (p. 32). Countries all over the world depend on this second language. The need of good English speakers in Costa Rica is a priority. International companies are moving into the country seeking for professionals who speak English as a second language and are offering great job opportunities. Unfortunately, many people are unable to read properly; nonetheless, comprehend what they read. Starting from very early, professors can help students enhance all skills, but most importantly the reading. Reading skill will help scholars communicate properly, fluent, and with confidence. Teachers need strategies and methods to help students develop love for reading. Readers will increase their vocabulary, learn to articulate sounds in order to have proper pronunciation, be able to express themselves clearly and with no errors, and to be secure when approaching and communicating with a native English speaker. “Good reading comprehension comes only with practice. The basic aspects of reading, such as word recognition, phonetics and fluency, can be mastered in just a few years. However, throughout this process reading comprehension must be emphasized.” (Improving Reading Comprehension, n.d.).

Students in public schools, high schools, and universities are not able to make themselves understood when reading a passage in English. These students have been struggling since early in their school years. Learners get nervous, unsecured, scared for what they are unable to read and pronounce correctly. For these reasons, many parents must pay private lessons in order to help their children get to a level where they are able to read and comprehend better. Our education system does not have the best tools to offer for the student’s benefit so that they can learn properly a second language. The goal in this investigation is to answer the question, what is the most suitable way to improve communicative competence through reading?

1.2 Objectives of the Investigation

The objective is to find out if applying the method of workstations on 6th grade students at Amadita Primary School can improve reading. Three workstations, each with three stages will be completed to gather much-needed information to get results.

General Objective

To investigate the improvement of reading skill with the use of workstations on 6th grade students at Amadita Primary School.

Specific Objectives

1. To identify the factors that prevent the sixth-grade students from improving their reading skill.
2. To apply the workstation strategy to improve the reading skills of sixth grade students at Amadita Primary School.
3. To evaluate the use of workstations to improve the reading skills on sixth grade students at Amadita Primary Schools.

1.3 Justification of the Study

In Costa Rica, most teachers at elementary schools and high schools teach English in Spanish. Students use books they do not even read because they have not been trained to do so. Educators need to show students the love for reading. Because students are lacking so much information, it forces parents to pay tutorial outside of school to better their children in all English skills. According to Barrantes (2013), only 3% of public schools offers a high level of

English in Costa Rica. Many students are not able to read properly. Reading is just as a sport, the more you practice the better you will get. Most students read, but do not fully understand what they just read. Students are not able to follow the story, they do not know or predict what is happening nor what is going to happen next. If students are not reading at a proper level, they will be lacking comprehension and have short knowledge of words. Consequently, it would be hard for them to recognize characters and relate the story to real life experiences.

“Reading is an issue worldwide.” (Education corner, 2018). Sadly, classrooms across the United States have students who struggle with reading comprehension. They may be able to phonetically decipher words and sound them out, but that is the extent of their ability to read. They do not know what the words actually mean. In addition, students lack of reading comprehension skills to fully grasp concepts, ideas and word phrases expressed in written text whether to gain understanding on developing a new skill, for pure pleasure of reading, or for full comprehension on what you read, which is necessary. Reading comprehension is also imperative as a mean for a successful career and excelling academically.

Professionals have stated that English as a second language has progressed through decades, and it would keep progressing rapidly in future decades to come. The quantity of English users has duplicated to 1000 million in the last 10 years, and it would duplicate again in the next few years. Therefore, a third of the world’s population will be using the English language to communicate (Gerson, (2006). The language of English is a tool that becomes important in today’s globe, due to the tremendous developments in technology, science, and international collaborations between countries. This growth has to do with countries establishing English as a requirement in education programs, starting from primary schools all the way to college. For example, Chile has adopted English in every school. China is another example. In

this country, starting since first grade, all students are required to learn English as part of the country's efforts to keep up with other countries around the world.

Reading is fundamental when building knowledge in every area, and it is part of growing as a human being. It is important for governments and other institutions to invest in reading programs, so that all citizens can benefit from them. However, in order for people to be able to take advantage of the programs, it is necessary to have the basic knowledge of the reading skill in order to keep learning the language. Reading is one of the most effective channels that allow humans to have contact with the flow of information generated in the communication era. Commencing with a good reading skill will assure a successful professional life. Therefore, a positive performance will allow any person to visit places around the world, get know different realities, cultures, people, and a new meaning of life. Reading permits to explore, discover, and organize knowledge. Furthermore, education and reading are considered the pillars to every country's success and their population. There is no doubt that reading helps to develop as individuals. Reading is one of the most important instruments, if not the most important, to have access to knowledge.

As previously mentioned, English has been positioned in the world as the lingua franca in technology, science, culture, and others. Because of this, students from other countries in which English is not a native language, need to develop the ability to read and understand scripts in this language. However, inquiries in Latin America show that students, at all levels, are struggling with reading in English. This issue affects the county's development in most areas, for example, education, business, technology, among others.

With the implementation of workstations, the level of reading and the oral communication skill are more likely to improve. This is an effective way for the scholars to

practice speaking, to interact with other students, have group participation, becoming more self-assured, getting to know more classmates, being involved in decisions to accomplish one and only one goal. Workstations create an environment appropriate, fun, and interesting to learn using the skill of reading. This investigation will benefit fifth and sixth grade students at Amadita Primary School.

1.4 Antecedents

Costa Rica's education system is a puzzle that the country itself is still unable to put together since its own strengths and weaknesses take separate routes leaving structures unsolved. The government realizes that English as a second language will play a very important role in the country's economy; therefore, it is necessary that students can speak and read English properly. When reading, students will increase vocabulary, gain information, develop oral skills, and much more. According to the Ministry of Education (MEP) in Costa Rica, English is now a national priority. For this reason, Carlos Alvarado, president of Costa Rica presented to the Alianza para el Bilinguismo (ABI) a national strategy to increase significantly coverage of English leaning in Costa Rica. Every four out of 10 students in Costa Rica are under the level 2 (level 6 is the highest in performance) in reading. This shows that students are unable to identify the main idea in a text, retain relationships or infer information that is not in the text.

According to Barrantes (2014), the number of students postponed increased due to bad English reading levels. The reading comprehension students have when they get to high school shows why in 2014 the numbers raised to an impressive 5,198 postponed students. Along with Mathematics, English was the second highest subject with students that failed the course. For this reason, this statistic turns into a red light Costa Rica must pay attention to in order to find quick

solutions as a mean to avoid having scholars going into the real world without enough reading knowledge.

1.4.1 Improving Reading Skills by Encouraging Students to Read

An investigation done by Leigh L. Linden at the University of Texas at Austin and a IZA, Todd J. Kumler, and Ama Baafra Abeberese, both, with Columba University, where they investigated, “Improving Reading Skills by Encouraging Children to Read: A Randomized Evaluation of the Sa Aklat Sisikat Reading Program in the Philippines” states interesting points related to this research. The first step is to provide children with reading material according to their age. Then, put them through a 31-day read-a-thon period. This program will include books, reading activities such as storytelling sessions, reading games, and posters that display each class progress. Through the read-a-thon, the program will increase the propensity of the children to read. With the conclusion of the investigation, the investigators increased the number of students by 20 percent more children to have read a book in a weekly base and increasing the books by 2.3 last week and 7.2 last month (Improving Reading Skills by Encouraging Students to Read (2011)).

Through the 31-day read-a-thon period, the students in fourth grade will be encouraged to read a large number of books. Consequently, it has students engaged with books for long periods as a positive way to increase their fluency and independence as readers. The program has been implemented in 750 public schools, reaching nearly 150,000 students (Improving Reading Skills by Encouraging Students to Read (2011)).

1.4.2 A multiple-probe design study

The investigation mentioned on the subtitle and focused closely on the reading skill was done in 2017. It is focused on students who had difficulties comprehending what they read due to their level of frustrations. Using the RAP strategy training along with a changed version of the strategic instruction model on the growth of reading comprehension to the students at frustration-level reading was researched. Using RAP as a teaching strategy on reading comprehension was assessed through following probes in the form of independent performance, maintenance, and generalization. The students who participated in this investigation were a primary school 4th grade students with a socio-economically low-level school located in Turkey. The contestants were picked from 21 students, 12 boys and 9 girls. The participants were selected based on three criteria. First, students that are accelerated readers did not take part of the current study. The second criterion was that the participants should score below 40% in the cloze test to qualify to participate in the research. The third criterion, the research included interviews with teacher that were part of this investigation to find-out if the students showed any levels of frustration (Improving the comprehension of primary-school student at frustration-level reading through the paraphrasing strategy training: A multiple-probe design study, 2017).

1.4.3 American girls read and write better than boys

Most people believed that girls are more awoken than boys are. It has been shown that females do read better than males. As early as the fourth grade, girls perform better than boys on standardized test in reading and writing, and as they get older that achievement gap widens even more. According to a research published by the American Psychological Association (2018), American girls read and write better than boys.

Professionals provide few theories to showed results. A very important point is that males

are more probable to struggle with leaning and be under pressure to show their manhood, which could cause reading not to be a priority. Gender differences also have an important role in communication issues, such as hostility, the need to break the rules, which are related to reading and writing weaknesses. When introduced to reading and writing, female students use the right and left sides of their brain. Males, in the other hand, when presented to reading and writing, use only one side of the brain. Being able to read and write correctly shall give us a strong foundation for later years in school (American girls read and write better than boys, 2018).

1.4.5 Déficit de lectura en Costa Rica

The National School of Culture states that citizens from Costa Rica are not interested in reading, not as a social activity nor for culture. In social media, it is plain to see that most people before opening a link read at the title in order to avoid reading information they do not need. The laziness for reading is growing in teenagers. Lacking reading habits, added to comprehension problems, allow people with higher education to trick, manipulate, or take advantage of those with minimum reading skill or a lower level of education. With this said, it is known that books given to students from MEP have a better chance of being read or purchased. Schools or Universities now choose to photocopy just the pages with the information that will be going to be taught in class, instead of buying the current book. Nowadays, libraries are making more money selling photocopies. This is a sad situation according to Déficit de lectura en Costa Rica (2016).

Many parents were interviewed, and they agreed with the teaching staff. The efforts to teach reading has been a total failure because they cannot teach how to read. Reading should be stimulated, it also takes practice, and it should be accompanied with writing. Now, the reality is that reading issues, in addition to the once previously mentioned, come with the different individuals' realities of life (Déficit de lectura en Costa Rica, (2016).

1.4.6 Vocabulary and Comprehension

Masses of research has been done about vocabulary knowledge on reading comprehension. Graves (1986), states that children with more vocabulary knowledge, processes the text than those with low vocabulary bank much better. Omanson et al. (1984), applied two different models on the effects of unknown words when reading. In model number 1, based on the information on the text, the students were asked to change a known word with an unknown word. In the second model, the students were requested to suppress the sentence or statement in which the unknown words were placed. These two outcomes found that the second model did not help in the recollection phase. Part of the outcomes demonstrated that vocabulary problems resided on the student's proposition level at a surface level and not at a global level as Chiesi et al study (1979) demonstrated it. Chiesi stated that learners with not enough topic knowledge, but with a large vocabulary knowledge, tempted to as many propositions as high topic knowledge learners. Furthermore, the propositions produced by the students with high topic domain learners are more important than the once from the low topic domain learners.

1.5 Scope

The focal purpose of this investigation is to help students improved their abilities to read and comprehend, and assure an augmentation of vocabulary, knowledge, self-esteem, and the ability to interact with other students to find solutions to a problem. Groups of five students, the most, will work together to answer questions about short passages assigned to them. The group will work under a period and once finish the group shall move to another station that will have a new set of instructions.

The member for each group during the workstation process will be more relax since they are working with classmates they already know. The idea of being in a comfortable situation will allow them to perform better. In other words, it will be easier for them to read and share information within the group of classmates. The students will be able to discuss among them what they understood about the text. Consequently, making it easier for them to provide answers and solutions need to achieve the goal.

The students will experience independency through workstations. As a group, they all have to work together in order to accomplish a goal; however, each individual will contribute with a piece of information. This information can be from what learners read or information they gather from listening to the other classmate. The method of workstation will force the student to provide their piece of information in other for the group to succeed.

CHAPTER II

Theoretical Framework

According to Hernández (1991), the next step to introduce an investigation after the objectives and an investigation query is to develop and support all the information through theories (p. 52). In this chapter, it is possible to find the previous investigations, definitions, and tips that have been performed about the most suitable way to improve the Workstations strategy. Besides, theories and research that have been conducted to improve the speaking skills are presented through this chapter.

2.1 Literature Review

Increasing the ability to read in students through workstations may not be too easy. However, with the use of theories given, the researcher can get additional and supporting information to support this investigation. A theory explains why things happen and describes patterns. Theories have different quantities of suggestions to strengthen their argument. They would come with little to no evidence and some with substantially more. Theories can never be considered entirely true. Theories with slight evidence may in time be supported by evidence expanded through the advance of new technologies and research procedures. They can be modified or rewritten over time of the subject matter progresses; in other words, no theory can be completely condemned even if there are many opposing evidences. It is normal and healthy if theories complement each other or if there is any discordance between them because it will encourage critical analysis. Scientific theories are testable. All the new evidence may be like-minded with a theory. If it is not, theories may be polished or banned. The more central elements

a theory holds -- the more observations it predicts, the more facts will be explained, the more examinations it passes -- the stronger this will be. A theory not only explains known facts; they allow us to predict things if a theory is true. This chapter will review five theories that will give support to this investigation. The five theories that will be discussed in this stage are the Cognitive Resource Theory, Automaticity Theory, Traditional Bottom-up View, Schema Theory, and Content and Formal Schemata (What is a theory?, 2017).

2.1.1 Content and Formal Schemata

The information provided next is based on the results of an experiment investigating the different effects on ESL reading comprehension of both culture-specific content schemata and formal schemata, including any potential collaboration between them. High intermediate ESL students were required for the study. The students read, recalled, and answered questions about each of two texts. Two groups of students were used for this investigation. The first group of students were Muslims / Catholics and the second group students with Spanish backgrounds. One text had culturally familiar content and the culturally unfamiliar content. Within the groups, half of the students read the texts in an acquainted, well-organized rhetorical format, whereas the other half of the students read the texts in an unfamiliar, transformed rhetorical format. The familiar content and the familiar rhetorical form showed the conditions projected to have good reading comprehension. On the other hand, the unfamiliar content and the unfamiliar rhetorical form demonstrated poor reading comprehension. More shocking, is that mixing the conditions would give us interesting results. Mixing the familiar content with the unfamiliar rhetorical form and the unfamiliar content with the familiar rhetorical form would indicate that content schemata affected reading comprehension largely that formal schemata. The results are presented and

debated. The reason is that they are part of the limitations from the investigation and teaching consequences.

A type of schema or background knowledge readers bring to a text is the content schema. This is the body of knowledge related to the content domain of the text. The formal schema or knowledge that has to do with the formal, rhetorical organizational structure of all types of texts. (Content and Formal Schemata, (1987).

When testing both types of schemata, it is honestly easy to identify the effects of one type, whereas holding the effects of the other type constant. For example, if we test for the effects of content schemata, one type keeps the formal rhetorical structure of a text constant, uses the content, and has similar groups of subjects process each different content (Content and Formal Schemata, 1987).

The schema theorists take the differences between the formal schemata (knowledge about the structure of a text) and the content schemata (knowledge about the subject matter of a text). The reader's prior knowledge of both schemata allows him to foresee events and meaning as well as to suppose meaning from a wider context (Content and Formal Schemata, 1987).

Formal schemata states to the way that text is distinct from one another; for example, reading texts could be many things. Reading text may be a fictional work, a scientific essay, or a letter to the editor, and they will have different genre or a different structural organization. Knowing the structure of genres can help with the reading comprehension, as it will give the basis of the text, so the readers can predict what text will be like (Smith, 1994). For example, if a reader has the knowledge of what is in a typical format of a research article, and then it would know that it consists of Theoretical Basis, subtitled Introduction, Results, Methods, Discussion,

and Conclusion. That knowledge will make their interaction with the article much easier, as well as improve comprehension. On the other hand, if the reader has no knowledge of the formal schema, it can improve reading by teaching it to him and have beneficial effects (Content and Formal Schemata, 1987).

The message of the reading text is referred as Content schemata. The more familiarize people are with the content, the more productive and efficient it will be. “A reader comprehends a message when he is able to bring to mind schema that gives an account of the objects and events described in the message” (Content and Formal Schemata, 1987). Meanwhile, the reader plays an essential role in the construction of meaning, the gender, age, experience, and culture, which are imperative for teachers to consider when selecting reading material that will motivate their students. If a reader cannot locate a schema that fits a text, he or she may find it incomprehensible. Sometimes the readers will not have a schema that is significant to the text, or they may require some assistance in order to activate the pertinent schema to be able to understand the text. The reader may not understand the text, so the teacher will need to engage in refreshing the new background knowledge and activating the existing background knowledge. Bransford (1994) indicates that the lack of background knowledge presumed by the text will affect comprehension. The author sees the need of instructors as being twofold: one, to activate existing schemata and second, to assist students integrate knowledge into a schema, or to build new one (Content and Formal Schemata, 1987).

If the students are reading a text that contains a cultural context unknown to them, the issues of formal and content schemata become even more vital. McDonough (1995), states that this is the reason why ESL and EFL students find it harder to read in a second language with text that contain cultural norms of the target culture. These students may not have the culture-specific

background knowledge necessary to process the text in a top-down manner. McDonough's reports on many studies prove how people outside a given culture may misunderstand actions with unfamiliar cultural meanings (Content and Formal Schemata, 1987).

When applying schema theory to the L2 reading and according to the above-mentioned thoughts, it is not a secret that in order to teach reading affectively, the teacher's role to activate and build schemata is supreme. To succeed, it is imperative to choose that are appropriate to the students' requirements, favorites, differences, and cultures so that professors can provide meaningful texts, so the students understand the passage (Content and Formal Schemata, 1987).

Wallace (1992) projected three levels of activities that have to be done after choosing the text. First, Pre-Reading activities, in which the students will think, write, and discuss all they know about the subject by using predictions, semantic mapping, and reconciled reading. It is important that students understand the text, and it can be done if students have the applicable schema. Second, During-Reading activities. Through these activities, the teacher will witness the contact between the reader and the passage. At this stage, the teacher can show students the skill of note taking, which enables the students to collect new vocabulary words, necessary information, and allow them to record their reactions and opinions. Third, Post-Reading activities, which allow assessing student's capability of interpretation, keeping in mind that accuracy is relative, and that "readership" should be respected if writer's intentions are stated. Post-reading activities antecedes on set of questions that may have different points of view (Content and Formal Schemata, 1987).

Activating and building schema can happen in all three stages. However, the pre-reading stage will deserve special attention because it is in this stage in which students have initial

contact with the text, where their schemata will be activated (Content and Formal Schemata, 1987).

Pre-reading activities do activate existing schemata; they build new schemata, and gives the teacher information about the student's knowledge. In reports on the positive effect, several activities (pre-reading) had on reading comprehension. Chen and Graves (1995) as, "devices for bridging the gap between the text's content and the reader's schemata" have defined these activities. (p.664).The teacher has a multiple number of activities she or he can use to introduce key vocabulary and reinforce concept association in order to activate both, formal and content schemata. The way to activate formal schemata is by using devices such as overview and advance organizers to draw consideration to the structure of a text. On the other hand, the content schemata is activated by using a number of pre-reading activities to help learners think and predict how the texts' information fits in their previous knowledge (Content and Formal Schemata, 1987).

According to schematic theorists, predictions are considered the most important pre-reading activities. Smith (1994) defines prediction as "the prior elimination of unlikely alternatives" (p.19-20). Per Goodman (1988) states, "a prediction is important because the brain is always anticipating and predicting as it seeks order and significance in sensory inputs" (p.16). According to Goodman, predictions are questions the readers ask the world and comprehension is receiving the answers. He emphasizes that it is the prediction that makes skilled readers affective when reading texts that contain familiar subject matter.

2.1.2 Automaticity Theory

Derived from the work automatic, automaticity is extremely important for developing students to become much more capable and fluent. This means that a student can read while he or she acknowledges and produces information without even thinking about it. If used during the process of reading, automaticity is the ability to view words and produce them aloud without even thinking.

Readers all start in the same position. They know nothing, or barely anything about letters, words and sentence structure. The key in developing a good reading level on students is the knowledge acquisition. However, there are much more stages the student must work through before they achieve fully automaticity. The first step is to look at letters and the alphabet. Once step one is completed, the pupil can progress onto word building and have the awareness of how the words sound. When the students start to combine letters and build-up words, the word bank will start to increase for each student. The more they create words and work with letters, the faster the bank of words will expand. These, along with the awareness of phonemes, will allow them to pronounce the words and ultimately, know the words when reading. Another instrumental skill, it is comprehension, and it takes part of one of the final pieces of the jigsaw in turning into a basic reader. Once the beginning stages are completed, it takes quite an amount of practice of an improvement to be shaped on one's reading ability. In addition, it will take the support of the teachers in school and support at home, so that the pupil will reach a level in their progression in which the student is able to recall words and read them naturally – even when they are embedded within a sentence. This is how automaticity begins, but practice is still necessary to be a fully automated reader.

Full automaticity depends on all of the above-described stages to be known in full. In order to achieve full automaticity, it requires heavy practice. Students can automatically identify and recall words, their meanings and review them repeatedly, so they can engrave them in the brain. Consequently, words will never be forgotten. When students are automatic readers, they will look at a page and read words on it in sequence with no hesitation. By looking at the words, learners will understand what they mean, and they will not have to give much attention to know the word's meaning. This is not an easy process, and it takes time. Eventually, the pupils will get there, and with the correct support, they are all capable. In order for a properly implementation of the theory, patience and practice are required.

2.1.2 Schema Theory

Cognitive psychologists, linguists, and psycholinguistic have applied the concept of schema to capture the communication of the principal factors affecting the process to understand. The organization of knowledge in units is the schema theory. The information stored is schemata or units of knowledge. A schema is a wide description of understanding knowledge, how it is represented, and how it is used.

Per the theory Schemata, it shows data about ideas such as objects and the relationships they have with other objects, situations, activities, sequences of events, actions, and sequences of actions. For example, think about the schema of a dog. By using this schema, any person would have knowledge about dogs in general. Every human knows that dogs bark, have four legs, teeth, hair, and a tail. Furthermore, the person may have knowledge of different breeds, for example, the **Amstaff**. People know that the American Staffordshire have short hair, are muscular, and are short. It is known that dogs are pets, animals to fear, mans' best friend. All these descriptions are part of our schema.

What does all this have to do with reading comprehension? Individuals have schemata for everything. Long before students come to school, they develop schemata (units of knowledge) about everything they experience. Schemata become theories about reality. These theories do not only affect the way information is interpreted, thus affect comprehension, but also continue to change as new information is received.

Rumelhart (1980) said, “schemata can represent knowledge at all levels from ideologies and cultural truths to knowledge about the meaning of a particular word, to knowledge about what patterns of excitations are associated with what letters of the alphabet humans have of abstraction. Finally, our schemata is our knowledge. All of our generic knowledge is embedded in schemata. (p.41)

2.1.3 Traditional Bottom - up View

Students all over, think of reading as the most important of the four skills in a second language. Surely, if English is considered a worldwide foreign language, therefore, students try to learn it finding themselves on situations in which reading becomes the main reason why students learn the language. In addition, at advanced proficiency levels in a second language, the capability to read what is on the text at a reasonable speed and with a good level of understanding had long been recognized to be as important as oral skills, if not more important (Eskey, 1970). In situations where a second language is being taught or learned, especially in English-medium universities or other curricula that make extensive use of academic materials written in English, reading is the most important. It is very simple, without a solid reading foundation, second language readers will not be able to perform at levels they must in order to be successful, and they will not be able to compete with their native English-speaking counter parts. However, for at least these three groups of students (those in EFL contexts, those at advanced

levels of proficiency, and those with a need for English for academic purposes), actual reading in a second language is critical. It is imperative that professionals in second language education become concerned with methods that can improve the reading skills of learners. Collaborative approaches to reading allows for understanding the complex nature of reading, primarily at happens in a second or foreign language and culture.

In order to understand the interactive approach of reading in a second language that is promoted in this investigation, it is imperative to understand the history of theories of reading in a second language.

That reading is not a passive, but rather an active, and in fact and interactive, process has been recognized for some time in first or native language reading (Goodman 1967, 1971; Kolars 1969; Wardhaugh 1969; Smith 1971; Rumelhart 1977; Adams and Collins 1979). However, lately second language or foreign language reading had been viewed as an active, rather than passive process. Previous work in second language reading, specifically in reading in English as a second language, took a rather passive, bottom-up, view of second language reading. That means, it was viewed as a decoding process of reconstruction the author's intended meaning via recognizing the printed letter and words, and building up a meaning for a text from the smallest textual units at the "bottom" (letters and words) to larger and larger units at the "top" (phrases, clauses, intersentential linkages). Issues on second language reading and reading comprehension were viewed as being essentially decoding problems, deriving meaning from print (Rivers 1964, 1968; Plaister 1968; Yorio 1971, p.3)

Consequently, before 1970, reading in a second language was viewed primarily as an adjunct to oral language skills (Fries 1945, 1963, 1972). A huge influence of the audiolingual method dictated the primary of listening over reading and of speaking over writing. The

relationship of phoneme-grapheme by structuralists such as Fries and Labo (1964) was also responsible for the promulgation and implementation of the decoding perspective on second language reading. Even on those who has a wider conception of the second language reading process, and according to Rivers (1968), decoding sound-symbol relationship and mastering oral dialogues were considered to be the primary steps in the development of reading proficiency (p.2).

At the same time, the importance for background knowledge had recognitions and a particular of the role of sociocultural meaning in second language reading comprehension. According to Fries (1963), a failure to relate the linguistic meaning of a reading passage to culture factors would result in something less than total comprehension. Rivers (1968) also recognized that the strong bond between culture and language had to be maintained for a nonnative reader to have a complete understanding of the meaning of a text. However, despite the acknowledge importance of the background knowledge role , and in particular, culture-specific knowledge (what today it is called “schemata”, even-though this terminology was not in use at the time), these ideas played no real role in early theories of second language reading, and the methodological and instructional focus remained on decoding, or bottom-up processing.

Approximately, ten years ago, the so-called psycholinguistic model of reading, which had earlier exerted a strong influence on views of first or native language reading (Goodman 1967, 1971; Smith 1971), stated to have an impact on views of second language reading. Goodman had described reading as a “psycholinguistic guessing game,” in which the “reader reconstructs...a message which has been encoded by a writer as a graphic display” (Goodman 1971:135). In this model, the reader needs not (and the efficient reader does not) use all of the textual cues. The

better the reader is able to make correct predictions, the less confirming via the text is necessary (Goodman 1973:164).

Understanding reading requires depth analysis and a constant search for the perceptions, which will let us infer the working of the mind as blue prints of processed and meaning created.

Oral miscue analysis is the tool the author found most useful in the depth analysis of reading behavior as the author thought to understand the reading process (Godman 1969).

Miscue analysis compares with responses that are expected as readers read a story or other written text orally. A constant comparison happens between what the readers overtly do and what they are regarded to do. People assume that what the readers do is not random, but it is the results of the reading process, which is good or not. For instance, just like the observed behavior of electrons depends on a complex but limited set of forces and conditions, consequently, what the readers do, results from limited but complex information sources and interactive, but limited alternatives for their use.

When readers show responses that match our expectations, it can only be deduced a successful use of the reading process. When miscues are produced, relating the mismatches between expectation and observation can demonstrate where the reader have diverged and what factors of input and process may have been involved. For example, there has long been concern over reversals in reading, changes in the sequences of letters, apparently involved in word substitution miscues. If 'was' is substituted for 'saw', there appears to be some kind of visual or perceptual deviation in the reader. Two things can be found in a miscue analysis: 1) Such reversals are far less common in reading continuous texts than in word lists. 2) When these reversals happen, they are only one direction, 'saw' is replaced by 'was', but in reality, it was

never replaced 'was by 'saw.' The reversal miscue has to be inclined by issues other than noticeable visual or perceptual ones. Frequently, syntactic predictability and the range of semantic possibility clearly are involved.

In this depth miscue analysis several basic insights have emerged which have become foundational either to the research or to the mode of the reading process.

- Language: reading must be seen in its social context. The readers will show their knowledge of dialect (s) they control both productively and receptively as learners read. Depending on what people read, they will share common experience, concepts, interests, views, and life styles of readers with common social and cultural backgrounds that will also be reflected by how and what people read, and what they learn from their reading.
- Competence: two things should be separated, what the reader is skilled of doing and their performance, and what we observe them to do. The readers' control, flexibility and the results when using the reading process is called competence. Their performance is simply the result that professors observe through competence. A change in the performance, whether instruction or development, it is important only if it reflects any improved competence.
- Language must be studied in process. It means just like a living organism that loses its essence if it is frozen or fragmented. Language and systems may be dissected apart from their use, but only in the living development may they be understood. Not being able to do so, has led many researchers to draw unwarranted and misconceived conclusions about both, reading and reading instruction from controlled research on

aspects such as word naming, word identification, skill acquisition, and phonic rule development.

In particular, researchers have fallen into the unexamined view that reading is recognizing the next words. An example is the study of reading acquisition by Singer, Samuels, and Spiroff (1974). These people concluded that it is easier to learn a word in isolation than to learn it in a text or with an illustration. They came out with this conclusion from a study in which four words were taught to a number of students in three conditions:

- a) in isolation
- b) in 'context': each word was presented in a three-word sentence
- c) with an illustrative picture

The misunderstanding in this research is that reading is a matter of identifying (or knowing) a series of words. Then, it is believed that learning to read is an acquirement to identify words. It is also accepted that known words are recognized under all linguistic conditions. People assumed that the mission of 'learning' four words is representative of the learning general task to read.

Language needs to be studied in its human way. That is not a humanistic assertion. It is a scientific fact. The theories derived from the study of rats, pigeons, and other non-language users that are not usefully described with human language learning and the general function of language in human learning.

Three kinds of information are available and used language, whether productive or receptive. These come from 'the symbol system', which uses graphic shapes in written languages and sounds in oral languages. For literature language users of alphabetic languages, there is also

a set of dealings between sounds and shapes: ‘the language structure’; also known as grammar or set of syntactic relationships that make it possible to express highly complex messages using a very small set of symbols. This syntax triggers both, oral and written language: ‘the semantic system’, which are all the meanings as organized in concepts and conceptual structures.

Receptive language has meaning as the product, both listening and reading; but reading takes on a reality with the meaning. Listener/readers bring meaning to any communication and become seekers of its.

A classical of the reading process must account for these information sources. It must also respond to the following realities:

1. Written language is shown over space in contrast to oral language, which is displayed in a time continuum.
2. Wrong decisions about the direction in using space can be possible when writing systems. The reader must adjust to a left-to-right, right-to-left, top-to-bottom, or other arbitrary characteristic of written language. Reading requires visual input. The eye is the input organ. It has certain characteristics, limitations as an optical instrument. It has a lens, which must focus. The light should be minimum. It has a limited field. The view area includes a small area of sharp detail.
3. Reading needs memory. It needs to recollect images, briefly store information, retain knowledge and understanding.

2.1.4 Cognitive Development Theory

In 1936, Jean Piaget’s (2018) theory of cognitive development talks about how children built a mental model of their surroundings. Piaget was not convinced that intelligence was a

fixed trait, and stated that cognitive development processed happened through the biological maturity and the interaction with the outside world.

Jean was the first psychologist to do a systematic study of cognitive development. He performed detailed observational studies of cognition in children, several tests to expose different cognitive capabilities. Piaget wanted to find out how to grade the children's I.Q. without measuring how well they could count numbers, solve problems, or spell words. Piaget was more interested in the concepts that children would know to understand the idea of numbers. Time, quantity, causality, justice and so would arise.

Before Piaget's effort, the common expectations were that children did not think the same as adults. What Piaget demonstrated was that children think in extraordinarily different forms in comparison with grownups. Per Piaget, children are born with a basic mental structure (usually inherited and progressed) on which all subsequent learning and knowledge are based.

The purpose of this theory is to show apparatuses and ways by which the infant, and then the child, progresses into an individual who can reason and think using hypotheses. Cognitive development, to Piaget, was something that progressed through a result of biological maturations and experience with the outside world.

There are three basic components to Piaget's Cognitive Theory.

- **Schemas** (building blocks of knowledge)
- **Adaptation** process that enable the transition from one stage to another (equilibrium, assimilation, and accommodation)
- **Stages of Cognitive Development**
 - o Sensorimotor

- Preoperational
- Concrete operational
- Formal operational

What it would be like if you did not have a mental picture of the world. It would mean that you would not be able to come up, use of information from your experience or to plan future activities.

Schemas are the basic pieces of the puzzle of the cognitive models, allowing us to have a mental image of the world. Piaget (1952) explain a schema as, “a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning” (p.7).

To explain it easier, Piaget called the schema the missing piece of the puzzle of intelligent behavior, a way to organize knowledge. Certainly, it is helpful to think of schemas as “units” of knowledge, each unit representing one aspect of the world, including objects, actions, and abstract (i.e., theoretical) concepts.

Wadsworth (2004) suggests that schemata (the plural of schema) be thought of as ‘index cards’ filled in the brain, each on telling an individual how to react to incoming stimuli or information. (p.15).

When Piaget disclosed about the construction of a person’s mental process, he was denoting to growths in the number and complexity of the schemata that a person had learned. When a child’s existing schemas are capable of explaining what it can see around it, it is known to be in state of equilibrium, i.e., a state of cognitive (i.e., mental) balance.

Piaget pinpoints how essential schemas are in the cognitive development and explain how they were developed or acquired. It can be described a schema as a set of linked mental representations of the world, which it is used both to acknowledge and to react to situations. The supposition is that people have mental representations in their brains, and that people applied them, as they need them.

For example, a person might have a schema about buying a meal in a restaurant. The schema is a warehoused system of the pattern of behavior, which includes reading the menu, ordering food, eating it and paying the bill. This example is of a type of schema called a 'script.' Whenever people are in a restaurant, they retrieve this schema from memory and apply it to the specific situation.

The schemas Piaget demonstrated tend to be very simple – particularly those used by infants. He described how – as a child matures – his or her schemas turn into more numerous and an elaborate one.

Piaget believed that newborns has a minimum number of innate schemas – even before they have had almost no chances to experience the world. These neonatal schemas are the cognitive structures underlying innate reflexes. These reactions are genetically programmed into people.

An example is babies have a sucking reflex, which is triggered by something touching the baby's lips. A baby will suck a nipple, or a person's finger. Piaget, therefore, assumed that the baby has a 'sucking schema'. Similarly, the grasping reflex, which is elicited when something touches the palm of a baby's hand, or the rooting reflex, in which the baby will turn its head

towards something which touches its cheek, are innate schemas. When the baby shakes, a rattle would be the combination of two schemas, grasping and shaking.

Jean Piaget (1952; see also Wadsworth, 2004) observed intellectual development as a process of adaptation (adjustment) to the world. This happens through:

- **Assimilation:** this happens when people use an existing schema to deal with a new object or situation.
- **Accommodation:** This happens when the existing schema (knowledge) does not work and needs to be changed to deal with a new object or situation.
- **Equilibration:** This is the force that moves development along. Piaget believed that cognitive development did not progress at a steady rate, but rather in leaps and bounds.

Equilibrium occurs when a child's schemas can deal with most new information through assimilation. Unfortunately, an unpleasant state of disequilibrium occurs when new information cannot be fitted into existing schemas (assimilation).

Finally, increasing the ability to read in student through workstations may not be too easy, however, with the use of theories give can get additional and supporting information to this investigation. A theory explains why things happen and explains patterns. Theories have different quantities of suggestions to strengthen their argument. They would come with little to no evidence, and some with substantially more. Theories can never be considered entirely true. Theories with slight evidence may, in time be supported by evidence expanded through the advance of new technologies and research procedures. They can be modified or rewritten over time of the subject matter progresses; in other words, no theory can be completely condemned even if there are many opposing evidences. It is normal and healthy if theories complement each

other or if there is any discordance between them because it will encourage critical analysis. Scientific theories are testable. All the new evidence may be like-minded with a theory. If it is not, theories may be polished or banned. The more central elements a theory holds -- the more observations it predicts, the more facts will be explained, the more examinations it passes -- the stronger this will be. A theory does not only explain known facts; they allow us to predict things if a theory is true. This chapter discussed five theories that will give supporting feedback to this investigation. These five theories provided necessary information to guide us through this important research to see if workstations should be introduced into the Costa Rican education system.

CHAPTER III

Methodological Framework

This chapter will take us through the method that is being applied to this investigation. During this project, the students will interact face to face with the actual sources, the students. The students will be given reading exercises to help support what is being researched. Workstations are routes to get information about how students perform when given texts to read.

When working within stations, the students will be in a more relaxed area. They will be able to interact with other classmates, work together to answer questionnaires, fill in the blank exercises, and discuss a particular topic. When working in an environment in which students are relaxed will help the leaning process. In addition, by using the Phenomenological method (describing a lived experience) is a way to interact with students, face to face. Moreover, by knowing their opinions, likes and dislikes, are very important for this investigation. The information given by the actual students, who are being part of the stations, it is rich. It is the information needed to gather, so that the investigation can be believable. Undoubtedly, it is a fact that the more accurate the information is, the easier it will be to make people trust the project.

3.1 Research Approach

There are many approaches to an investigation. Some are Quantitative, and others are Qualitative. The Quantitative research uses numerical data to identify large-scale trends and employs statistical operations to determine casual and correlative relationships between variables. The Qualitative is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. In other words, it looks at people

believes, opinions, and customer needs. In this investigation Amadita Primary School are interested in testing other learning method students that can improve the reading skill by enhancing comprehension, vocabulary, and fluency (Crossman, (2014). This investigation will be conducted through both, Qualitative and Quantitative approach.

3.1.1 Qualitative Approach

The main advantage of a Qualitative approach in this investigation is gaining a well understanding if workstations at Amadita Primary School benefits the students with the reading skill. The way to gather information is hands-on. Workstations will allow us to witness what the students are experiencing. The workstations will permit to view a live interaction with students and books. Qualitative research emphasizes on the meanings, personalities, and defining characteristics of the students (Crossman, (2014).

More advantages of a qualitative approach are mentioned below:

1. An advantage of the Qualitative Research is that tells what really happens. Since the investigator is interaction with the students, that person is witnessing everything that is happening with the participants (Chrystal Ayres, n.d.)
2. It can be observed what is taking place. The students as part of the investigation and becoming part of a workstation will show feelings, attitudes, and expression that will tell how the student feels about the work they are performing (Chrystal Ayres, n.d.)
3. It can be examined in detail the phenomena. Being able to see how the students react to certain commands. For example, last year a group that was put through a workstation did not handle directions well. They did not understand why they had to rotate positions nor what to do on each station. However, on the second time of being put thought the

workstation the students knew what to expect and handled instructions much better than the previous time (Chrystal Ayres, n.d.)

On the other hand, a qualitative approach might present also negative characteristics. The researcher took the time to present some of those issues the approach shows.

First, data rigidity is more difficult to assess and demonstrate. Because the participants' points of view are the most important piece of information. It is very difficult to demonstrate that there is rigidity in the information that is collective (Chrystal Ayres, n.d.)

Second, mining data gather can be time consuming. Preparing the setting, having all the required information, and preparing the students for the activity is very time consuming. This can be also subjective because the information the seeker may think if correct, it may not be for another researcher (Chrystal Ayres, n.d.).

Finally, the more people is studied, the more accurate the results will be. In order to get a wide range of results, it requires many candidates, and this sometime is not feasible. Working with the workstations method, it only allows using not more than 20 people. Therefore, the results are limited (Chrystal Ayres, n.d.).

3.1.2 Quantitative Approach

The research is presented as a quantitative research due to the characteristics of the same. It is described as interpretive and naturalist because tries to observe, study and analyze deeply the environment of the students as well as to understand the different phenomena.

According to Corbetta (as mentioned by Sampieri, Collado and Lucio, 2010), it is not necessary to present results in numerical data to prove deductions. In a quantitative approach,

Sampieri, Collado and Lucio (2010) explain that this type of research tries to define different situations or problems. The researcher uses a collection of data to validate or justify theories or hypothesis by using statistics and numerical data (p.4).

In addition, since quantitative approach develops by generating hypothesis, researchers look for a way of interpreting those predictions and analyze it into a general environment. It looks for a way to explain in some way the theory and at the same time give away a new one.

3.2 Research Design

The method that is being used in this investigation is the Phenomenological. This method will show how the human involvements, feeling, and responses to a particular matter or phenomenon. Unfolding the essence of experiencing a phenomenon, it concentrates on people's meaning of a lived experience of an idea or phenomena.

Phenomenology started in the 20th century with a philosophical movement built by philosopher Edmund Husserl. Used as a tool, this method is based on the academic disciplines of philosophy and psychology, and this method has been recognized for describing human experiences. A phenomenological study attempts to remove assumptions about human experiences, feelings, and responses to a particular matter (Phenomenology Research Overview, n.d.)

The term phenomenology comes from the word Philosophy. Many authors suggest the utilization of the concept to refer to this and other methods because they emphasize in building social skills, cognitive aspects, affective and contextualize that permits the knowledge of an

object of study. The Phenomenological method can be considered participatory; therefore, it can only be created through interaction (Phenomenology Research Overview, n.d.)

Furthermore, phenomenology can be defined as a straightforward investigation and description of phenomena as intentionally experienced by people living those experiences. This method is typically used in deep discussions of few samples of participants. With help from students, researchers can explore or investigate each individual, to find-out strengths and weaknesses when they are exposed to reading (Phenomenology Research Overview, n.d.).

3.3 Information Sources

Information Sources can be divided into primary, secondary, tertiary, and so on. The primary source gives direct firsthand evidence about an event. For example, legal documents, eyewitness accounts, results of experiments or statistical data.

3.3.1 Primary Information Sources

The possible primary sources that can be used for this investigation are going to be the students, books, classroom investigations, and so on. In order to detect the level of reading skill each student has, the use of Workstations it is implemented. The students are the number one or primary source. Professionals will be part of the observation period. Consequently, this process can assure fair and accurate results. Twenty-two students will be exposed to different activities while working in groups “Workstations”. For example, students will have to work together to achieve results. Learners will have questionnaires to answer after the reading texts. They will be required to put their minds together for a common goal.

The students are the most important source of information since they will be the once experiencing face-to-face different challenges. Scholars will give the researcher their points of

view, believes, like or dislikes, and opinions, making them the primary source of information. The feedback from the students will tell the investigator if the method works or if it needs changes. There might be struggles throughout the process, but as long as the seeker can get the positive feedback and results, then, it will guarantee that the method works.

3.3.2 Secondary Information Sources

Secondary sources refer to information gathered by someone other than the researcher. Secondary sources contain information that has been available and examined by someone other than this investigation's researcher. Some of the secondary sources used as supporting material to the investigation are books and published or unpublished data (Methods of Data Collection – Primary and Secondary Data, n.d.)

3.3.3 Tertiary Information Sources

The purpose of Tertiary sources is to provide, summarize, recycle thoughts, or any other information. These sources do not belong to a particular author. Some examples of tertiary sources are Dictionaries/encyclopedias, Wikipedia, directories, guidebooks, manual, handbooks, and textbooks. The tertiary sources used through this investigation are textbooks and guidebooks (Primary, Secondary, and Tertiary Sources, n.d.)

3.4 Analysis Categories

Analysis Categories will allow the investigation to be more accurate. According to the direction of the investigation, several types of analysis can be used. For instance, the test of statistical inference: these are two general types used on quantitative investigations. Secondly,

the correlations/regression. This analysis measures the association between variables. Next, Descriptive, which can take on different forms, from descriptive statistical graphic displays to involved interpretive accounts. The Thematic analysis is the popular one in qualitative investigations. It is easy to use. It simply needs a skilled ordering of the findings into descriptive categories or themes. Finally, it is the Narrative analysis. This is a form of inquiry based on a descriptive account of a group of people such as Nelson Mandela, Franklyn Chan Diaz, taken from a collection of narrative accounts (letters, photos) (3.1Types of Analysis, n.d).

Through the analysis, it is more possible to dissect the problem more in depth. Applying reading exercises, workstations, and with the help of students it will be easier to understand better the issue of students lacking reading skills in primary schools in Costa Rica.

In relation with Workstations for reading, activities are appropriate for many students because they incorporate routines, structure, visual cues, and limited distractions. Consequently, by using this method, student will gain independence, structural skills, the idea of working in order, and the definition of the word 'finish'.

The variable for this investigation is the workstation. This method is having students sit in groups (3 or 4) of four or five members per group. It also helps the students to be confident to themselves when completing a job. The students will rotate through the stations as they complete the task assigned in each stage of the workstation. Information will be collected during the job and when students finish the task. Three instruments will be utilized to gather the information required to the investigation.

3.5 Data collection Instruments

The instruments are the materials used to collect information. For example, questionnaires, interviews, recordings, scales, etc. In this section, it will be possible to identify instruments that will be used to achieve the goals from this investigation.

The instruments selected for this investigation are:

- 1) The students will be given a pre-test and a post-test. The pre-test will be given to the students to find out how much they know about a topic. The post-test will tell how much information they understood from the reading
- 2) The teacher will be observing the class before, during, and after the workstation to acknowledge the student's behavior in the classroom
- 3) The teacher will be performing a questionnaire to the students, as well to the professor.

3.6 Collection data process and data analysis

The purpose of the tools (instruments) selected for the investigation is to provide feedback and understanding of how the students perform when reading. Also, to witness any improvements in the reading process by applying these necessary supporting material. As repeated before, the instruments that will take place in this investigation are Observation Checklists, Pre and Post-tests, and questionnaires as means to collect the necessary information in order to achieve the goals for the research.

3.6.1 Observation:

An observation is the action of observing students working in their assigned exercises can let gather accurate information about how they handle assigned work. An observation is a measurement of real conduct. Only certain information can be obtained through observations. For example, if the researcher wants to know what toys children are more attractive to, it would be necessary to let them play with toys. Consequently, by observing them the seeker can determine what toys they are more interested in. This tool is effective, faster, and cheaper than others are.

As an important fact, if students do not understand a piece of writing, if they are overwhelmed with a practice, if they follow directions well, or if they enjoy the assignments, these are situations to acknowledge, and if needed, through an observation it can be provided immediate assistance or a solution for the students. Observation allows teachers to engage with the student the moment of working in reading assignments. When observing, students are able to ask the moment they have a question or concerned about the text. It will give teachers fresh information to be used in the investigation.

In addition, observation checklist is the instrument that is used to make sure that the school facilities and infrastructure, the teacher, students, and materials are in pro of the learners and their learning process. The researcher will walk through the classroom to look at the layout, lighting, and sitting arrangement. The investigator will observe the educator to make sure those techniques, behaviors, and manner towards the students are appropriate. Also, by observation checklist, the researcher will confirm if the teacher is using the appropriate materials for the different activities done in class. The students will take part of the checklist as well. The

researcher will observe their behaviors, attitudes, interest in the lesson, and participation in the classroom.

3.6.2 Pre-test and Post-test

Pre-test is an introductory test administered to find out the student's baseline knowledge. It shows how much a student knows about a certain topic. Post-test was designed to measure how much the student learned in a specific subject.

3.6.3 Questionnaires

The questionnaires are a series of questions that are used to find opinions, attitudes, feelings, perceptions of a specific point. Many times, they are applied in study centers, companies or institutions to know what they think of a topic. This research needs the application of a questionnaire for the students as a mean to obtain the necessary information and results to elaborate this investigation. It will be a questionnaire with a maximum of ten questions made in the students' native language (Spanish) for a better understanding and created to learn from their answers clearly and concisely. Learners are not asked to write the name for more confidentiality.

Chapter IV

Data Analysis

According to Bhatia M. (2018), data analysis is how researchers go from a mass of data to meaningful insights. The following data pretends to describe the different approaches the seeker used during the investigation with the purpose of answering the research question.

The diverse methods used by the researcher will be explained as a way to show the process students passed since the very first time of the investigation. This information includes the interviews, both, for the teacher and students, the observation checklist applied in the institution, and the pre and post-test applied to the students.

4.1 Analysis and Interpretation of the Results

As it was explained in the previous chapter, different types of instruments were chosen for this research. Each instrument was carefully selected, and all of them fit perfectly in the characteristics of each objective. The data related to these instruments are going to be explained through an orderly manner.

4.1.1 Class Observation check list

An observation checklist is a list of questions an observer will need to answer when they are observing and assessing an individual's employee skills according to Cornerstone ND.

Through the checklist, the searcher can make sure that students have the appropriate learning environment and structure of the facility that is needed to have a successful teaching atmosphere. The students will present a positive attitude and are willing to learn. Finally, the

student will have all the required material to have a successful learning experience. The class observation checklist used for this investigation is presented below.

Table # 1.

SCHOOL FACILITIES AND INFRASTRUCTURE

1= Not observed 2= More emphasis recommended 3= Accomplished

Enough light and ventilation	1	2	3
Classroom arrangement	1	2	3
Multimedia and technology are being used	1	2	3
Classroom is organized and clean	1	2	3
There is reading material for the students	1	2	3
The reading materials are visible and accessible to the students	1	2	3
There are clear and safe traffic paths	1	2	3

TEACHER

1= Not observed 2= More emphasis recommended 3= Accomplished

Is there constant positive reinforcement in reading activities	1	2	3
Reading activities are mixed to meet the needs to all learners	1	2	3
Teacher manage a well-prepared lesson plan	1	2	3
Teacher uses specific time for reading activities	1	2	3

Teacher speaks at a proper speed for a good comprehension	1	2	3
Teacher has an adequate use of the English language	1	2	3
Teacher has a good management of the group	1	2	3
Teacher uses the appropriate tone of voice	1	2	3
Reading classes are creative and engaging	1	2	3
Teacher uses a wall glossary with difficult words	1	2	3

4

STUDENT

5 *1= Not observed 2= More emphasis recommended 3= Accomplished*

Students are attentive and interested on reading	1	2	3
Students follow directions when performing reading activities	1	2	3
Students are respectful	1	2	3
Students enjoy reading classes	1	2	3
Students ask questions to get more information	1	2	3
Students are interested on books and	1	2	3

readings			
Students do not get tired easily	1	2	3
Students do not like to participate when questions are asked	1	2	3
Students do not try to avoid reading	1	2	3
Students enjoy working in groups	1	2	3
Students are empowered when performing reading activities with others	1	2	3

MATERIALS

1= Not observed 2= More emphasis recommended 3= Accomplished

The teacher includes reading activities	1	2	3
The teacher embraces extra material when teaching reading	1	2	3
The teacher uses a variety of visual aids and props to support student learning	1	2	3
Students react positively to the materials used for the reading activities	1	2	3
The teacher uses technology during reading activities	1	2	3

The first instrument that was applied on this investigation was the observation checklist as a way to understand and to assure that all the student's necessities in the classroom are met. This instrument was developed at the institution, and the information gathered is described below.

School facilities and infrastructure

The purpose of using this rubric through the observation checklist, it is to ensure that the classroom has adequate elements to provide students with a successful reading learning experience.

The sixth grade is a group that has 43 students divided into 6-A and 6-B, group A with 21 students, and group B with 22 students. The classroom is big enough to hold each group at a time because they share periods throughout the day. There is plenty of light in the classroom since two entire walls of the structure are full with windows. This set allows the students to read pleasantly and without lacking natural light.

The classroom arrangement is organized, allowing a more relaxed environment to learn and to read comfortably. The books' shelve (reading material) is located at the back of the classroom in a strategic spot where the students can have direct visual contact with it and the books as well.

Multimedia and technology devices are available in the classroom. In the upper right-hand corner, there is a plasma TV, on the desk a laptop computer and a CD player. Before the kids are instructed to read a story, they review the meanings and learn the vocabulary words used in the story. Through the plasma TV and using the laptop computer, the students read the vocabulary words, and at the same time, they are able to see a picture or drawing of that particular word. They use the CD player to follow the reading.

Teacher

The teacher shows professionalism and an appropriate attitude with the class. The homeroom professor works according to a lesson plan that she has develop for the lessons. The reading

activities are very interactive. The students read stories constantly, one page each student, while the rest follows the reading. During the readings, the teacher corrects pronunciation and assures full comprehension. After the students are done reading, the teacher gives the students questionnaires and discussion activities, so the students can have a much clear understanding of what the story is about. The educator keeps a reading environment throughout the lesson. For example, every instruction, whether to read a book or to work on any other assignment is read by the students. This a way on keeping them in an always “can do attitude” to read.

Students

The students always show respect to the teacher. Like many primary school students, they are always hyperactive, loud, and sometime out of control, but after-all they behave in class and do enjoy the lessons. Because of the teacher’s reading schema in the classroom, most students really enjoy participating in reading activities with the group.

Materia

Reading is reinforced in the classroom. A very visible three-leveled book shelve stands at the back of the room. Students can find all kinds of reading books, from adventures, science fiction, animal kingdom stories, etc. The students have a variety of tools to practice reading. At the end of the day, learners with the right tools and positive feedback can improve the reading skill.

4.1.2 Pre-Test

The second instrument applied in this investigation was a pre-test. With this instrument, the researcher was able to measure the student’s strengths and weaknesses in reading.

Table # 2

Pre-Test

STUDENT	GRADE
ONE	40
TWO	20
THREE	40
FOUR	0
FIVE	20
SIX	20
SEVEN	20
EIGHT	20
NINE	20
TEN	0
ELEVEN	40
TWELVE	20
THIRTEEN	20
FOURTEEN	20
FIFTEEN	0
SIXTEEN	20

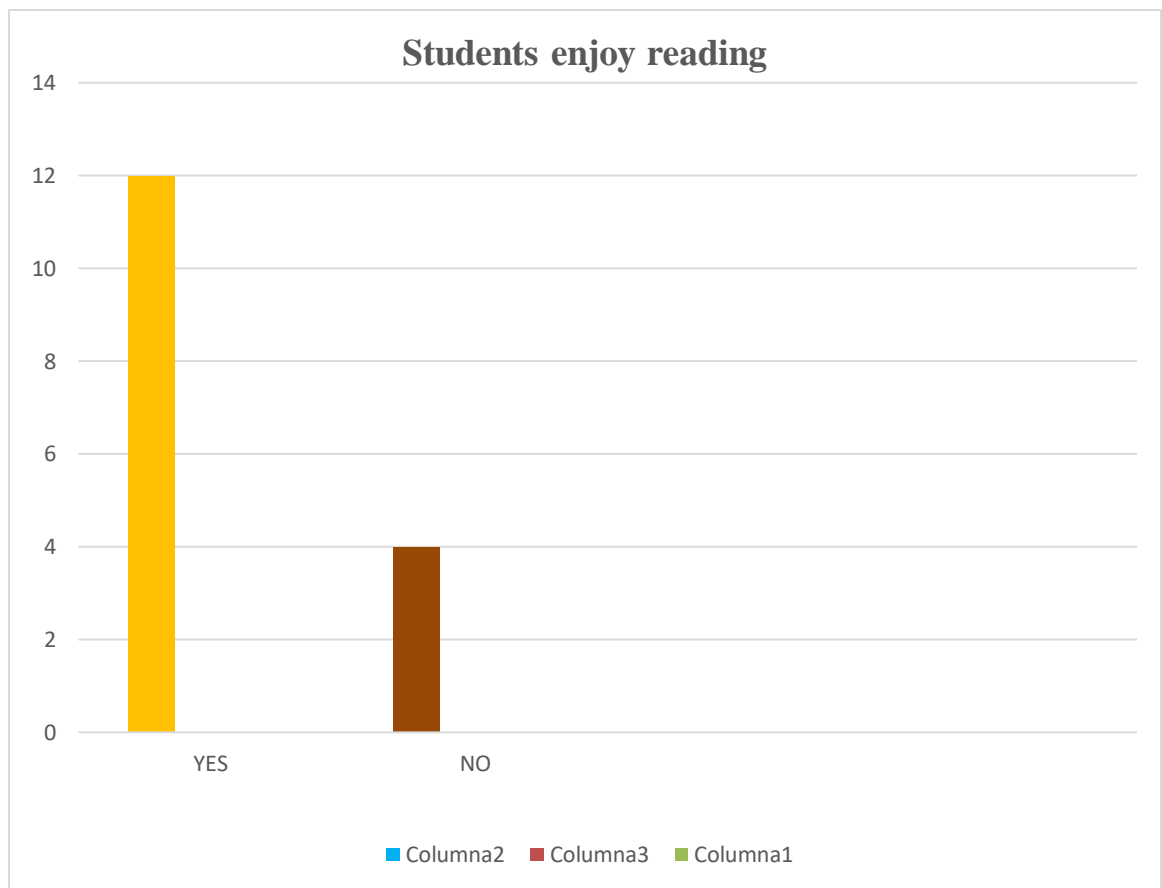
Table2shows the results of the pre-test. Created by the researcher

4.1.3 Questionnaire to Students

The third instrument applied to the students was a nine-question questionnaire about reading that was given to each student. This questionnaire was applied at the beginning of the investigation to measure and understand how much the student is able to cope with reading situations in the classroom.

The first question asked was a closed ended question. This question is intended to investigate if the students enjoy reading. The participants answered as is showed in graph #1.

Figure # 1.



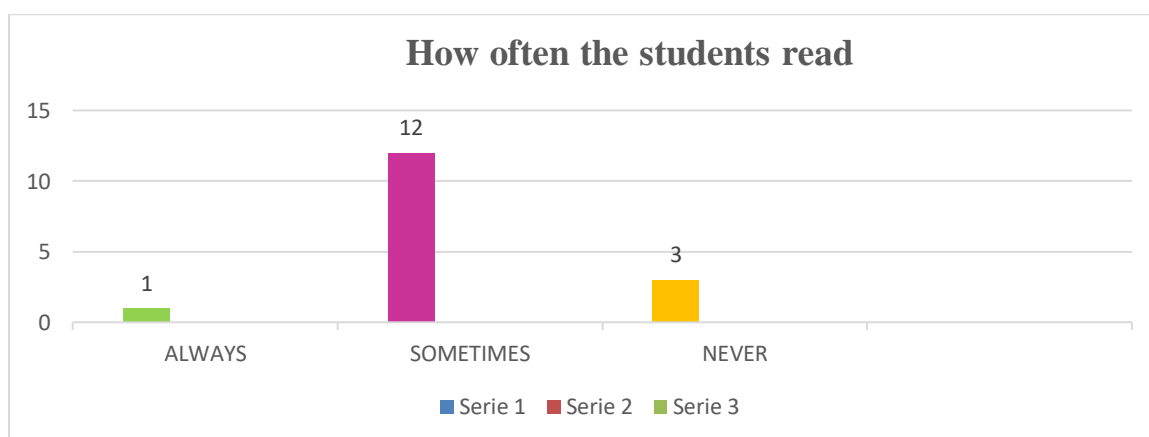
*Figure 1 shows 12 students from Amadita Primary school enjoy reading and 4 do not.
Source: Student's own answers*

Among the sixteen students in sixth grade, the majority of the students responded positively on the first question, but on the other hand, four students answered the opposite. The other four students stated they do not enjoy reading.

Based on the results from question one, the researcher can detect that the majority of the students do enjoy reading. The other four students answered that they do not enjoy reading. It is imperative to acknowledge and pinpoint the learners that are not on board with the majority of the students. By utilizing Workstations in the classroom, the chance of these students to start liking reading is very reachable. Working with classmate and participating in workstations will increase their level of confidence. The students will be able to find and provide data found in the books by these particular students. This action will get them to become readers that are more active.

Next, the second question was a multiple-choice question. The students are given the different answers, " Always, Sometimes, and Never". The learners will choose the answer that best describes them.

Figure # 2.



*Figure 2 states how often the students read.
Source: Student's own answers*

The graph on figure 2 show a variety of answers. First, the majority of students chose “Sometimes”, one student chose “Always”, and three students chose “never”.

Question two was intended to discover how much do the students read. An important aspect to take into account is that the higher number of students read regularly. One student chose “Always”, but the others chose “Sometimes” and “Never”. Therefore, it is important to find out why these students are lacking the interest in reading. Many reasons can be part of this behavior. Consequently, with the use of workstations the students can find a different way to participate in reading habits.

Question number three was a closed question. The purpose of this question is to know how many students read during the English lessons.

Figure # 3.

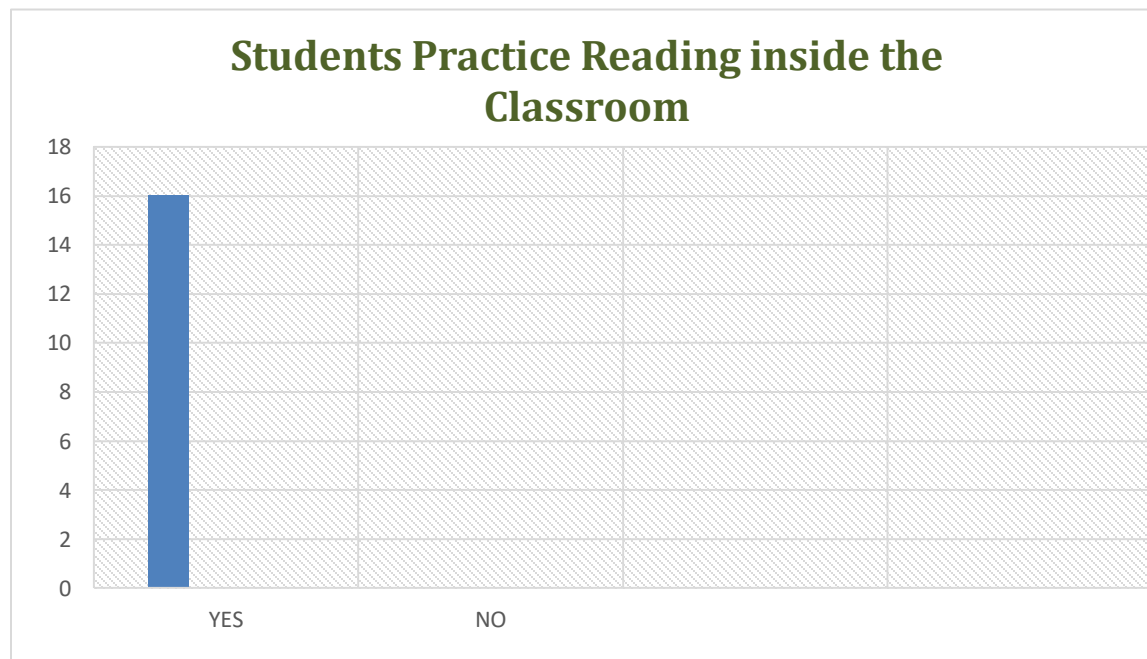


Figure 3: Illustrates that all the students practice reading during the class.

Source: Student's own answers

Graphic number three shows that among the 16 students, all of them do practice reading during the English lessons. The results of graph number three, shows that all the learners read while taking the second language classes. However, the researcher found all the students reading in the classroom because it is part of what they have to do; it is their job to read in the classroom. Going back to graph 2, the seeker noticed that the majority of the students do not read all the time. Again, the results for this graph is very high because it is part of what they are required to do in the classroom. Again, with the use of workstations the students can find more interest in reading.

In question number four, the researcher's intention is to gather information about the frequency in which the students read at home. This was a multiple-choice question; the available answers were, "Always", "Sometimes", and "Never".

The results show that less than half of the students always read, however, a higher number of students chose "Sometimes". This lets the investigator knows that students are still not very interested about reading. Through workstations, learners become engaged in the reading process. The connection of them with the classmates and the reading activities are very strong. Again, with the use of workstations, the student will gain confidence, interest, and willingness to participate and work during the reading assignments.

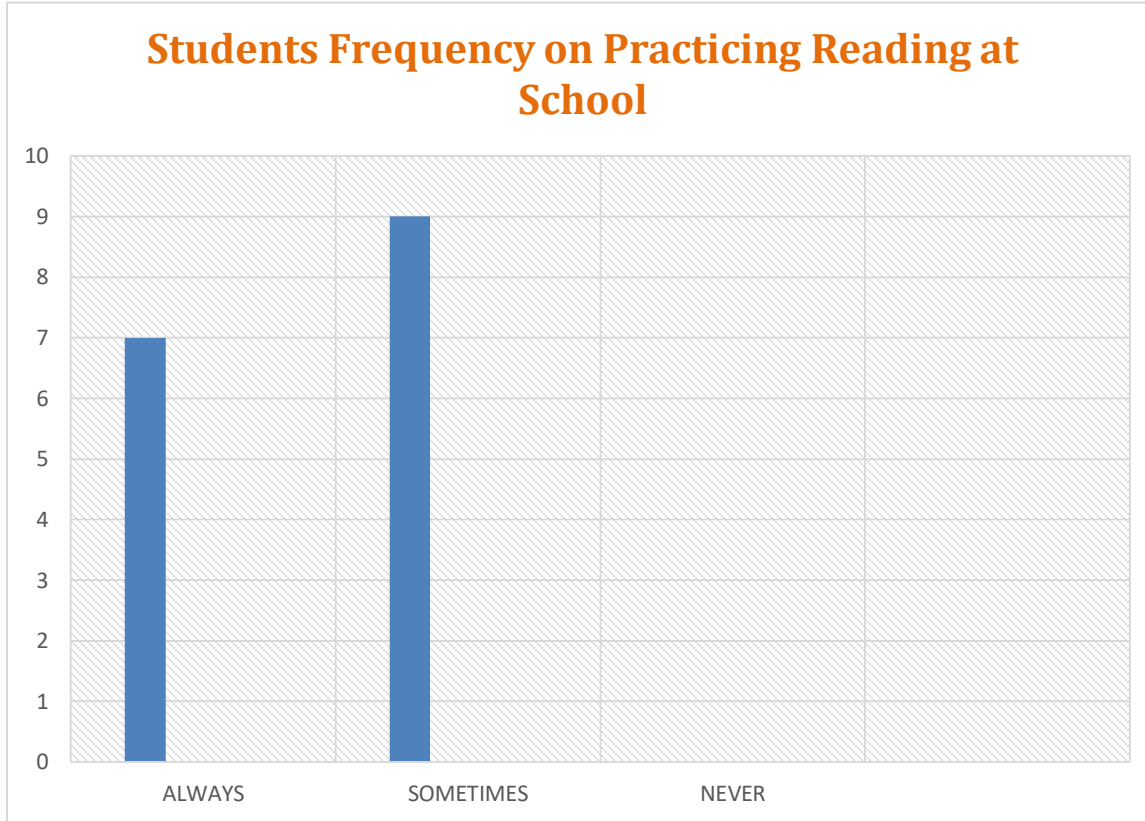
Figure # 4.

Figure 4 represents how many students read from home.

Sources: Student's own answers

In graphic four, the results show that among the 16 students, almost half-stated “Always” and the rest stated “Sometimes”. Nine students out of sixteen students stated they sometimes read at home, and the other seven students stated they always read at home.

Question number five was a closed ended question. The purpose of this question was to know if the students understand that reading is a tool to enhance English language.

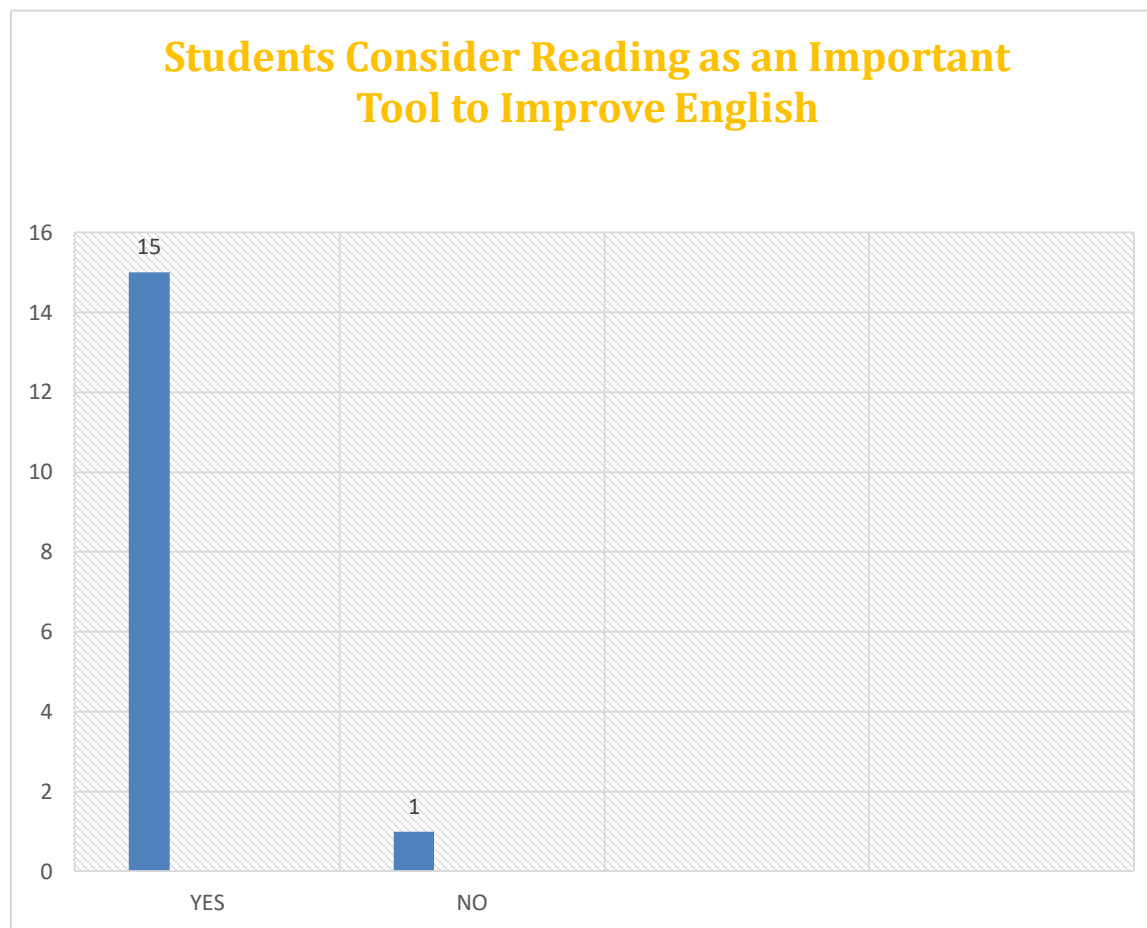
Figure # 5.

Figure 5 shows the importance of reading to improve English as a language.

Source: Student's own answers

Fifteen out of sixteen students believe that reading can improve English as a language. One student stated “No”, therefore, this learner believes that reading do no improve English.

It is positive that ninety-four percent of the students do believe that reading is important to improve English. Most students are convinced that the more they read the better their English as a spoken language is going to get. Therefore, it is necessary to take advantage from these

results in order to engrave into the students the importance of reading, and how this can be done through workstations.

Question number six was a closed ended question. The students are given nine options to choose from Musicians, Athletes, History, Celebrities, Detectives, Fantasy, Animals, Fiction, and Non-fiction. Figure number six illustrates the results from this request.

Figure # 6.

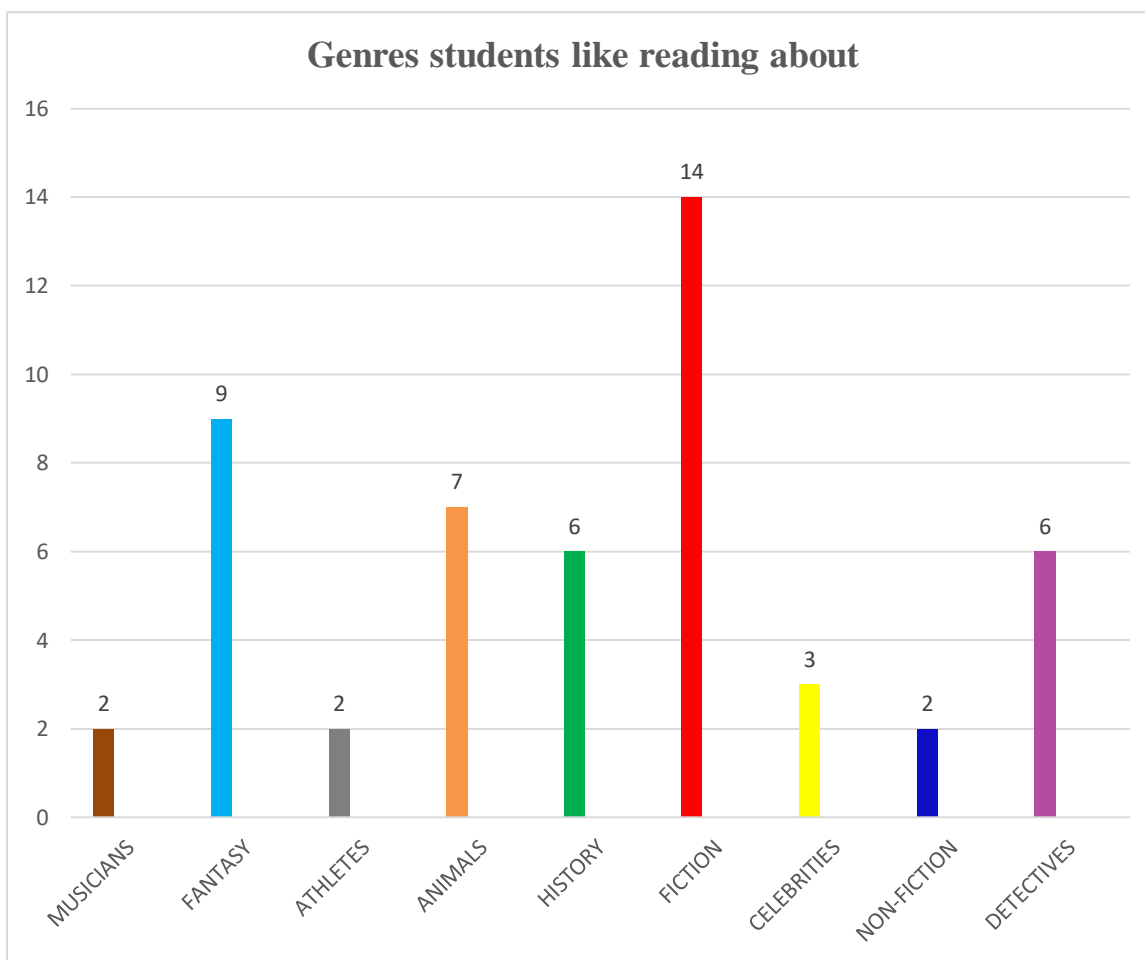


Figure 6 shows the different topics the students are interested in reading.

Source: Student's research

These results will allow the researcher to know the possible topics that students enjoy reading about. For workstation purposes, the seeker knows the use of books such as Fiction is positive. The reason is that students selected it as a genre they will enjoy the most. Definitely, this will make the workstation more engaging and fun for the students.

Question number seven is a closed ended question. The researcher applied this question to see how important the English language is to the students.

Figure # 7.

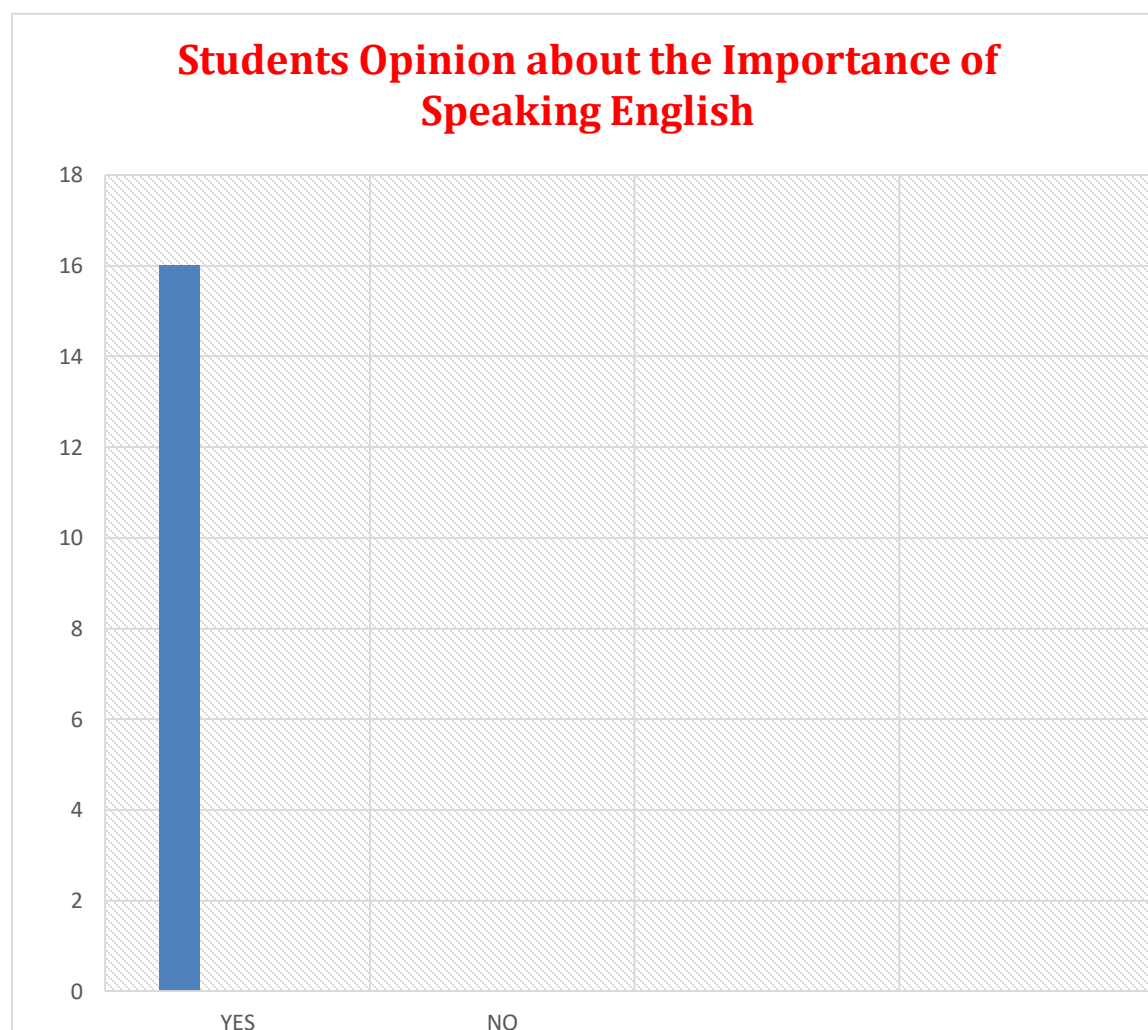


Figure 7 shows that all 16 students do think that speaking English is very important.

Source: Student's own answers

The fact that one hundred percent of the students believe that being able to speak English is important, it is going to allow the researcher to show them the importance of reading since reading can and will improve the English as spoken language by gaining a wide range of vocabulary, general knowledge, and the ability to communicate with others. The Workstations will allow students to interact with others, to search for answers needed to complete a task, to build self-confidence, and definitely, interest for reading.

Question number eight will show how secure are the students when reading English in front of their classmates. This is a closed question.

Figure # 8.

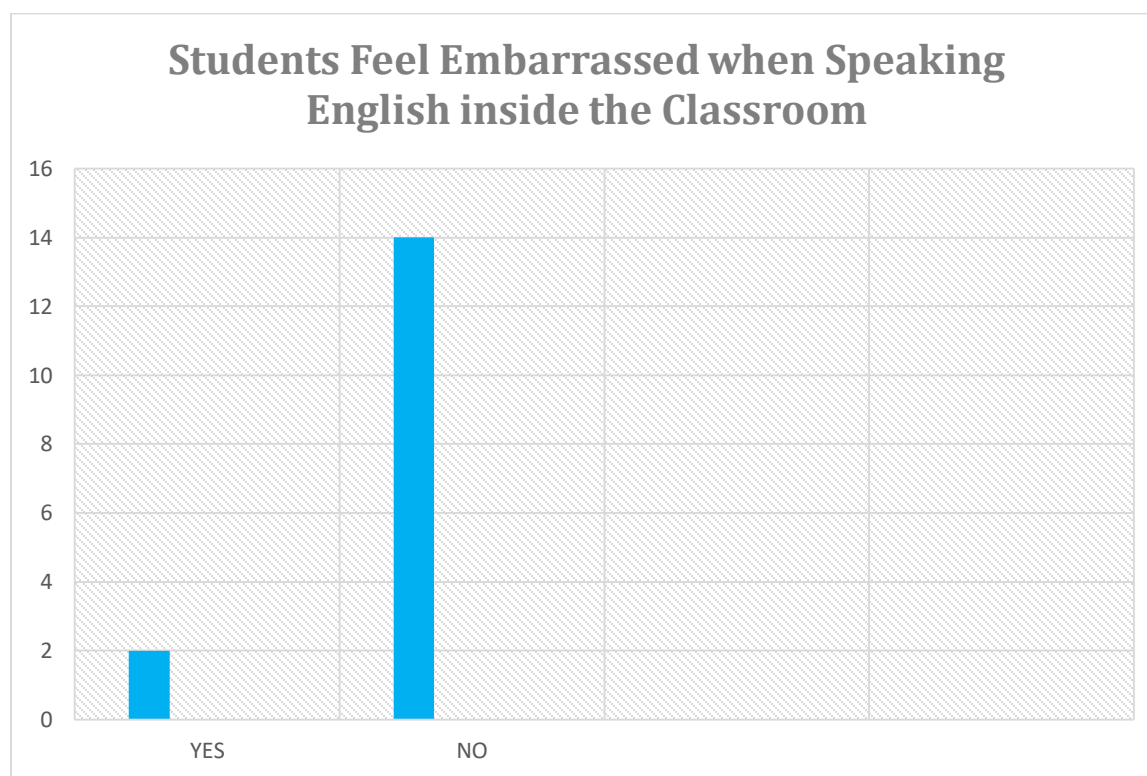


Figure 8. Shows the results about students' feeling when speaking in English.

Source: Student's own answers

These results are important because it tells us that the students can speak English and not be embarrassed, however, two students do not feel the same. Using workstations can benefit those who are embarrassed, because, the students are working in groups, the students have to communicate with the fellow classmates, the students have to share opinions and answers, all this interaction will make the student less embarrassed to speak in from of the class.

Question nine lets us know how motivated the students are when reading. It is always important to have someone pushing as a way to do better each time. If the students have a good teacher that provides them with good feedback, positive vibes, and a great deal of motivation, it will definitely allow them to get engaged in reading and unknowingly improve their English.

Figure # 9.

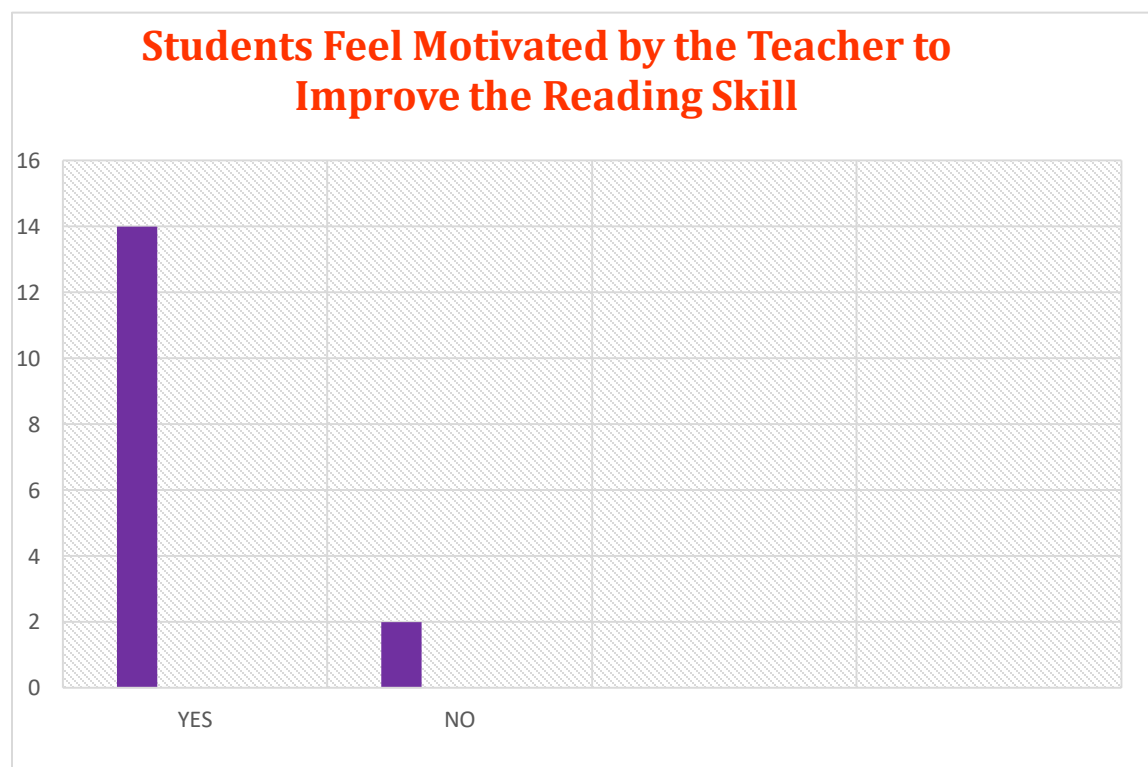


Figure 9, demonstrated the results of students' motivation from the teacher.

Sources: Source: Student's own answers

It is imperative that the teacher motivates all the students. All the support and feedback they can get from the professor will make the students more positive and interested in any subject. As for now, learners get the right motivation from the teacher, for the exception of two students that are not on board with the rest of the classmates. During Workstations, the support and motivation from the educator is necessary. The teacher will be assisting students and providing feedback for learners struggling, and the once that are not. The motivation and support is always a requirement in a workstation in order for the technique to work.

4.1.4 Questionnaire to the teacher

The questionnaire was given to the teacher in charge of the group selected to carry out this investigation. This informative tool, it is the researcher's fourth instrument. This questionnaire is intended to get the teacher's point of view regarding the reading skill, and the strategies that are being applied during the classes. The questionnaire has nine questions, both multiple-choice and open-ended questions, given the teacher the opportunity to express her thoughts about reading and strategies.

The first question reads as follow, how often do you apply reading during reading lessons? Being that question as multiple-choice, the homeroom teacher chose "Always". The professor loves reading. She wants to engrave it into the students, so they can have it as a discipline.

The second question is also a multiple-choice stem. It states, what percentage do you consider your students read during a normal class? From three possible answers the teacher chose, 80% to 100%. This response demonstrates the teacher's efforts to get the students into a good reading level.

Next, question number three is a Yes/No request. The question reads as follow, do you consider reading as an important tool to improve English? She chose a “yes” for the answer. It is obvious that she considers reading as a very important skill to the enhancement of English.

Question number four is an open-ended question. The question reads as follow, what Strategies or techniques do you apply in class in order to implement reading? The teacher answer was pre-reading strategies, predicting, schema activations, compare and contrast, fact and opinion.

Question number five is an open-ended question. The question reads as follow, what resources do you use when teaching reading during classes? The professor expressed that she uses videos, books, audios, posters, and extra books.

The open-ended question number six, it is stated like this, do you consider your current resources as enough to teach reading? Why? The teacher answer was “yes”. The researcher was very pleased to be able working with all of that.

For question number seven, the researcher wanted to search if the educator uses books with different reading levels in within the same classroom, or if all children are reading from just one level. As an answer, the teacher expressed a “No”. She mentioned that all students read the same book.

Question number eight is an open-ended question. The question was made to investigate if the professor uses resources such as websites, audios, and others in which students could work from home to strengthen reading. The teacher’s answer was “Yes”.

As a final question to the teacher and stated, what do you think Amadita Primary School can do to improve its reading programs? The educator expressed that using differentiated reading and to utilize more books chosen by the students.

4.1.5 Post-Test

After the completion of the instructional program and using workstations as a strategy to improve the reading skill into fifth grade students, the researcher applied a post-test to evaluate the effectiveness of the theory. Some of the strategies applied during the training were introduced in order to help students understand what they read.

The results obtained after the application of the strategy were very satisfactory and positive for the participants and the researcher. The following table shows those results.

Table # 3. POST-TEST RESULTS

STUDENT	GRADE
ONE	100
TWO	80
THREE	100
FOUR	80
FIVE	100
SIX	100
SEVEN	80
EIGHT	100
NINE	100

TEN	40
ELEVEN	100
TWELVE	100
THIRTEEN	100
FOURTEEN	80
FIFTEEN	100
SIXTEEN	80

Table2: Shows the results of the post-test

Created by the researcher

The post-test shows tremendous increase on the scores. The pre-test showed the students were lacking the interest of reading and the willingness to work on the test

Learners lacked information and for that, previous reason were seen on the pre-test scores which were not higher than 40. However, after the students participated on the workstations, tremendous change in the student's performance was presented. Now, looking at the post-test the results are in the 80's and 100's, with the exception of one 40.

Table number 4 helps to have a clear understanding by comparing results from both tests. The table is presented below.

Table # 4. COMPARATIVE CHART**PRE-TEST**

ONE	40
TWO	20
THREE	40
FOUR	0
FIVE	20
SIX	20
SEVEN	20
EIGHT	20
NINE	20
TEN	0
ELEVEN	40
TWELVE	20
THIRTEEN	20
FOURTEEN	20
FIFTEEN	0
SIXTEEN	20

POST-TEST

ONE	100
TWO	80
THREE	100
FOUR	80
FIVE	100
SIX	100
SEVEN	80
EIGHT	100
NINE	100
TEN	40
ELEVEN	100
TWELVE	100
THIRTEEN	100
FOURTEEN	80
FIFTEEN	100
SIXTEEN	80

Table3: Shows comparison of the pre-test and post-test results

Created by the researcher

As a result, the researcher can establish that applying workstations at Amadita Primary School was a success. Per the pre-test chart, it was found that all the students got very low grades. Learners prior while working on the Workstations were nervous. They did not know what to expect. Students were very afraid about the new challenge, and for that reason, they got not very desirable scores. After the Workstations, learners were excited about working on something different, finding information with the support of classmates, sharing what they found in the book, providing answers, and sharing with their group a common goal, solving the assignment in a group environment. The students had a different view about Workstations. They actually enjoyed the method to find answers for different projects. The researcher can see a significant increase on the test scores. The strategy of working in groups, sharing results, discussing answers, and debating about the different issues, increased the student's knowledge about the topic and interest for reading. It is for this reason that the researcher has concluded this investigation by stating that after seeing the both test results and experiencing how the student copped with the Workstations and reading, the students performed very well in a group environment, and it makes the reading process more excited for them.

Chapter VI

CONCLUSIONS AND RECOMMENDATIONS

According to Cambridge dictionary, the conclusion refers to “The final part of something”. The following chapter will be focused on explaining how the researcher reached conclusions about this very important investigation. These conclusions will make it easier for future investigations to continue making discoveries about what can truly help students overcome their difficulties when learning. This knowledge will not only benefit students trying to learn a new language, but it can also support them when struggles appear in any other subject at school. This conclusion may help other educators consider aspects of their groups that they had not previously thought about, and this will only make it easier for them to start a new investigation or take it further from where this one stopped. It is in the nature of every teaching professional, to keep aiming for the best results possible when working with the education of people.

The first section will be focusing on the concrete conclusions obtained through the application of several teaching techniques that were applied with the sample group, while the next section will illustrate suggestions that the researcher found through this investigation process, and that could become useful for future research on the matter.

5.1 CONCLUSIONS

After concluding the research, the results show that, in fact, the workstations applied at Amadita Primary School were a total success. The students showed great interest in working with classmates to find solutions to a problem. They enjoyed being able to provide answers to

the problem. This technique allowed learners to find interest in reading, as well, as being good group partner to help providing results. The students got excited when they were able to read and gave support to the group. It made them feel useful, needed as a researcher or answer seeker, and an important piece to the group seeking to resolve the different and challenging assignments.

5.1.1 To identify the factors that prevent the sixth-grade students from improving their reading skill

The classroom itself can be an obstacle for students to improve reading as a skill. This point is illustrated just by pointing the way the way the classroom is set-up, lighting, sitting arrangement, the teacher, and even ventilation. As an important fact for the investigation's purpose, the classroom visited by the researcher at Amadita Primary School had no visible obstacles that could decrease the change to improve the students reading skill. Lighting was appropriate in the classroom due to a considerate number of large windows placed on two sides of the structure. The structure had a very good flow of wind "ventilation"; therefore, it is very important for the students. The sitting arrangement was appropriate. The students were not too close together. They have room to move around with no problem.

Many obstacles in the classroom can make teaching difficult; consequently, complicating the learning process and affecting reading with it. Objects on the floor or in the way walking paths can make students lose concentration, stop paying attention to the teacher, start thinking about something else, and with all these factors going on in the classroom will disturb the reading skill.

The kid's attitude can also affect the reading skill. Some attitudes and important facts to mention seen on this particular group were misbehaving, the disrespect, and even medical issues,

which are some important factors that can interrupt the reading skill from getting better. Students with a bad attitude will affect the rest. Any misbehaving will disturb the entire class. It will get bad attention, therefore, throwing off any attempt of concentration from the students.

The teacher's attitude towards the students can damage any attempt of improving reading. If a teacher does not help the class, shows a bad attitude and disrespect the students can create a very hostile environment. Students that are not credited for their efforts can build a negative attitude towards the teacher as well as the subject. If students that do not get positive feedback on what they read, they are not going to be excited about performing reading activities. Teachers that do not show positive reinforcement towards the students are going to face students not interested in reading, with an always-negative attitude, and that will not be excited to come to the classroom.

Getting in trouble with the teacher can discourage students to perform well in the classroom. If a student gets in trouble more likely the teacher is going to be upset. This will create a tense environment for the teacher and the students. Knowing that the teacher is upset will push the students back from participating in activities specially in reading activities. They will not want to read for an upset teacher. The students will be very uncomfortable to participate in any class activity.

5.1.2 To apply the workstation strategy to improve the reading skill of sixth grade students at Amadita Primary School

On the first workstation, the students were apprehensive because they did not know that to expect. The investigator gave the instructions, and all the students looked at the researcher with

no idea on what to do. Immediately, the researcher gave step-by-step instructions. The seeker instructed them to make three separate groups. Then, students were told about the three different workstations, and how they would be working on each station. The students were nervous. Some students mentioned to be afraid because they did not want to mess-up the activity. From the get-go, it was challenging. Learners started working on the reading activities, but they seemed iffy about it. They could not read well. They were stuttering lots of words. The nervousness was eminent in their reading performance. Amadita sixth graders would finish the first station and could not remember where to go next. They would struggle with easy reading activities because they had so much anxiety, and for that reason, students could not perform how they should have.

On the second workstation, the students were more at ease because they now knew what to expect. I gave the instructions as I did the first time. Learners did not have as many questions as they did on the first workstation. The investigator laid out the stations, asked them to make the groups and to find the stations where they should start. The students worked much better than the first time. They made the groups and sat on the station that belonged to them. Since learners were more relaxed, they were able to read at a steadier pace. The students completed the stations faster than the first time. The three groups were able to complete all the stations with no issues, and it seemed that now they were enjoying working on the reading activities with the rest of their classmates.

Because the students had never experience working on a workstation, the first time was very hectic. The researcher had to have much more patience than ever before. Amadita sixth graders were struggling with the steps and reading activities, they did not understand the purpose of the workstations. Learners did not understand why they had to do a workstation. It was imperative that the researcher had everything under control or otherwise, it could have turned

into a messy workstation. The researcher had to work hand in hand with the students to be able to take them through the entire process and through their struggles.

The researcher's expectations were very clear. The researcher wanted to find a way in which the students could improve their reading skill. The workstation is the tool the researcher needed to assure an improvement on the reading skills. Another expectation was to have the students enjoying reading while working in groups to find answers and solutions to different reading activities. The researcher expected that the students could find a route that can engage the students into reading as a habit.

Giving instruction to the class was challenging, specially, on the first workstation. This was mostly because the students did not know what a workstation was. The instructions had to be given repeatedly. The students did not know what to do after completed the first station. Clear instructions were given to the class about each group being required to visit each station and complete the assignment on them. On the second and third workstation, the students were much more familiar with the process. This did not have a surprise factor any more. Consequently, the instructions had to be given not more the twice, and the students could perform what they were told to do.

5.1.3 To evaluate the use of workstations to improve the reading skill on sixth grade students at Amadita Primary School

The use of workstations at Amadita Primary School demonstrated the students are able to use them, applied them in other subjects, and be able to learn from them, as the students at Amadita did. From the get-go, the students felt interested and wanted to know how they could work on school assignments while they shared time with classmates. In other words, the students

loved working in groups. In addition, the fact of being able to read a passage and share the information with the group members to find solutions and answers makes the student feel important. After a period of uncertainty fear and feeling very nervous, learners were able to enjoy working with the workstations. Positively, students are feeling positive about it, specially, because it is enhancing their reading skill.

The positive fact about workstations with the reading is that it really helps the students to get involved in reading and to enjoy it a little more. Some students were not interested in working with workstations. However, after they realized that they had to work with classmate and read to find information to complete assignments, their attitude completely changed. Workstations are very kid friendly. The students can have fun finding information. They share data with other group members. Learners as a group can resolve issues. Team members will enjoy reading because there is a purpose for it. The whole group is aiming for a goal. Moreover, they will have to read and find answers to meet that goal.

As a next conclusion, the researcher's evaluation for the workstations strategy is very high. The fact of being able to witness in such a small period of time how the students were able, without realizing, to enjoy reading was simply grateful. It is interesting when the students are working as a group and with a goal in mind, they can do unthinkable things. Reading on three stations of the workstation, and being able to manage answering a questionnaire, being able to discuss the findings, and working together to complete the assignment simply let the researcher know that in deed workstations do work. Workstation get students exited to read, so they can all work together towards a common challenge.

5.2 Recommendations

It is recommended for workstations to be included in the teacher's lesson plans once a week, at least. The workstations can be used in any subject; however, to target our skill, workstations, definitely, should be implemented in every reading lesson, in all levels.

The researcher recommends teachers to apply techniques that will challenge students to open themselves up to read more often, and to make it a habit.

The seeker recommends teachers to better the management strategies for students to stay more focus during the class, avoiding any distractions.

5.3 Statement of the research question

The most suitable way to improve communicative competence through reading are the workstations. The students will learn how to work in groups. They will experience working for a common goal. The students need to understand that they are responsible to the group's success. Workstations, in most cases, they will have reading material. When the students read, they need to discuss information gathered through the reading, collect opinions, and agree to one and only one answer in order to complete a task.

5.4 Unexpected Results

The researcher was optimistic for the workstations; however, the seeker never taught the students were going to enjoy the workstations as much as believed.

After completing the Internship at Amadita Primary School, the researcher never expected to hear from management letting know how interested and how much they wanted the investigator to join the Amadita team, as an English professor.

Now as an English professor, the seeker never expected to like workstations as much as done now. Definitely, Workstations will always be used in my lessons.

Talking to one of the school's owner, Mr. Malavasi asked about the investigation. The researcher explained the topic about workstations. The owner wanted to know more about workstations. Later that afternoon, an email was sent to Mr. Malavasi with more information about the workstations. The next day, this gentleman stated that he was interested in applying workstations in the institution.

Finally, once the workstations were applied in the class, and the students worked with them more than once, the research was completed and the results were a success. Amadita Primary School, management, teachers, and over 40 students were part of this investigation. Everybody all learned from the workstations and most important, the students learned to work with them and at the same time, learning how to love reading in a daily base.

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APPENDIX

APPENDIX 1:

PRE -TEST

Answer the questions, if you can, and for the vocabulary word write what you think it means.

- 1) Who did Martin Luther King Jr fight for?

- 2) His memorable phrase is:

- 3) What musical instrument did MLK play as a child?

- 4) In what city did MLK and his brothers grew-up?

- 5) Ancestors:

APPENDIX 3

CHECK-LIST

Class Observation Check List

1 = Not observed 2 = More emphasis recommended 3 = Accomplished very well

School facilities and infrastructure

Enough light and ventilation	1	2	3			
Classroom arrangement	1	2	3			
Multimedia and technology is being used	1	2	3			
Classroom is organized and clean	1	2	3			
There is reading material for the students	1	2	3			
The reading materials are visible and accessible to the students				1	2	3
There are clear and safe traffic paths	1	2	3			

Teacher

Is there constant positive reinforcement in reading activities	1	2	3			
Reading activities are mixed to meet the needs to all learners				1	2	3
Teacher manage a well-prepared lesson plan				1	2	3
Teacher uses specific time for reading activities				1	2	3
Teacher speaks at a proper speed for a good comprehension				1	2	3
Teacher has an adequate use of the English language				1	2	3
Teacher has a good management of the group				1	2	3
Teacher uses the appropriate tone of voice	1	2	3			
Reading classes are creative and engaging	1	2	3			
Teacher uses a wall glossary with difficult words	1	2	3			

Student

Students are attentive and interest on reading	1	2	3
Students follow directions when performing reading activities	1	2	3
Students are respectful	1	2	3
Students enjoy reading classes	1	2	3
Students ask questions to get more information	1	2	3
Students are interested on books and readings	1	2	3
Students do not get tired easily	1	2	3
Students do not like to participate when questions are asked	1	2	3
Students do not try to avoid reading	1	2	3
Students enjoy working in groups	1	2	3
Students are empowered when performing reading activities with others	1	2	3

Materials

The teacher includes reading activities	1	2	3
The teacher embraces extra material when teaching reading	1	2	3
The teacher uses a variety of visual aids and props to support student learning	1	2	3
Students react positively to the materials used for the reading activities	1	2	3
The teacher uses technology during reading activities	1	2	3

APPENDIX 4

TEACHER'S INTERVIEW

Teacher's interview

The main objective of this questionnaire is to gather information from the professional about enhancing English by using reading as a tool to improve this language in kids from Amadita Primary School. The information obtained will be treated just for educational purposes and with total confidentiality.

1. How often do you apply reading during reading lessons?
 Always
 Sometimes
 Never

2. What percentage do you consider your students read during a normal class?
 0% - 30%
 30% - 70%
 80% - 100%

3. Do you consider that reading is important in order to improve English?
 Yes
 No

4. What strategies or techniques do you apply in class in order to implement reading?

5. What resources do you use when teaching reading during classes?

6. Do you consider the resources you have are enough to teach reading? Why?

7. Do you use books with different reading levels in within the same classroom, or are all children reading from just one level?

8. Do you use resources like websites, audios, and others were students can work from home to strengthen reading?

9. What do you think Amadita Primary School can do to improve its reading programs?

APPENDIX 5

STUDENT'S INTERVIEW

The main objective for this questionnaire is to gather general information about different variables in study related to the sixth-grade group from Amadita Primary School in order to establish an analysis, which benefits the institution and school population in the interest and improvement of reading. The information obtained will be treated just for educational purposes and with total confidentiality.

Student's name: _____ Group _____

1. Do you enjoy reading? () Yes () No

2. How often do you read?
 () Always
 () Sometimes
 () Never

3. Do you practice reading in the classroom? () Yes () No

4. How frequently do you practice reading in school?
 () Always
 () Sometimes
 () Never

5. Do you think reading is important to improve English? () Yes () No

6. What type of characters do you like reading about? Circle all that applies.

Musicians	Athletes	History	Celebrities	Detectives
Fantasy	Animals	Fiction	Non-Fiction	

7. Do you think is important to speak English? () Yes () No
8. Do you feel embarrassed when speaking English in the classroom? () Yes () No
9. Do you feel motivated by your teacher to improve reading skill? () Yes () No

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con Énfasis en Enseñanza.



Lic Leslie Elizondo Mora
Tutor



MSC. Yanith Delgado Chacón
Lector



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Carta de la Director de Carrera

San José, 11 de diciembre de 2019

Señores

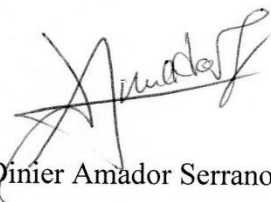
Universidad Internacional de las Américas

Estimados señores:

El suscrito MSc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Robert Schmidt Loaiza, portador de la cédula de identidad no. 205270477, que ha titulado: ***Workstations as a Strategy to Improve the Reading Skill at Amadita Primary School during the Last Quarter of 2019.***

La mencionada Tesis, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



MSc. Dinier Amador Serrano

Director de las Carreras de Inglés

Carta del Lector

San José, 11 de Diciembre de 2019

Máster

Dinier Amador Serrano

Director de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimado señor:

El estudiante Roberto Schmidt Loaiza, portador (a) de la cédula de identidad no. 2-0527-0477, ha presentado para su lectura y corrección de estilo la tesina denominada ***Workstations as a Strategy to Improve the Reading Skill at Amadita Primary School during the Last Quarter of 2019***. He revisado y corregido terminología, así como los aspectos referentes a la estructura gramatical, ortografía y puntuación y he comprobado que se han incorporado las correcciones sugeridas al presente documento. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



.....

MSC. Yanith Delgado Chacón

Lectora de Tesis

Carta del Revisor

Miércoles 11 de Diciembre de 2019

Máster

Dinier Amador Serrano

Director de las Carreras de Inglés y Enseñanza del Inglés

Universidad Internacional de las Américas

Estimado señor:

El estudiante **Roberto Schmidt Loaiza**, portador de la cédula de identidad no. **2-0527-0477**, ha presentado para la respectiva revisión la tesina denominada *Workstations as a Strategy to Improve the Reading Skill at Amadita Primary School during the Last Quarter of 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



.....
Lic. Leslie Elizondo Mora
Cédula de identidad 109990600