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IMPLEMENTATION OF DIDACTIC MATERIALS FOR IMPROVING THE READING SKILL IN FOURTH GRADERS AT CENTRO EDUCATIVO BILINGUE YINU´S IN COSTA RICA DURING THE FIRST QUARTER OF 2021

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Resumen

El propósito de este estudio fue examinar la efectividad de la implementación de materiales didácticos costarricenses basados en el contexto para mejorar la habilidad de Lectura. Esta investigación toma en cuenta la comprensión lectora, el vocabulario y las técnicas de lectura para no sólo analizar sino también aportar nuevas ideas innovadoras en las prácticas instruccionales en alumnos de cuarto grado cuyo grupo estuvo compuesto por 17 estudiantes cuya edad promedio fue de entre 9 y 10 años del Centro Educativo Bilingüe Yinu's.

El objetivo de este estudio es combinar no solo materiales didácticos dinámicos con los temas tratados en la lectura sino también el contexto costarricense para dar una mejor visión sobre la información de los textos o prácticas y relacionarlos con el trasfondo o cultura de los estudiantes y mejorar la habilidad lectora haciendo que los estudiantes tengan una mejor comprensión.

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INTRODUCTION

Having bilingual citizens is a goal that Costa Rica wants to develop because English has become the language of international and intercultural communication among countries. The development of accurate and good learning experiences for this population is a priority for the country and its educational system. Even though our country is trying to make changes to its curriculum to promote the language, they have to work more on the development of new strategies, the approach they use, and the resources they have.

Promoting learning experiences in the Reading skill of the language is a goal that the institution of Ministry of Public Education (MEP) is committed to achieving; however, to accomplish this, the curriculum, the way of teaching, the learning environment, and the assessments have to be aligned to the Costa Rican context and its culture. In consequence, the learning of English as a second language will contribute to an integral formation of Costa Ricans' students because they are going to be able to use their knowledge and combine the four skills of the language to communicate themselves with other cultures.

Achieving quality in the education of English as a second language is an integral process for Costa Rica; therefore, the results in the educational field should be relevant to the aims that want to accomplish such as reaching a certain level of English proficiency during primary school (A1 or A2) and high school (B1, B2), promoting new techniques and implementing new didactic materials for a better understanding and

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acquisition of the information taking into account the cultural needs and the characteristics of the learners.

This study will investigate the effectiveness of teaching resources on students' academic performance related to Reading skills and the innovation of didactic materials for ESL learners in Costa Rica. Throughout the development of this project, some characteristics such as teachers' innovation, the importance of didactic materials and their usage as well as the diversity of teaching techniques as well as the implementation of new resources are going to be presented to reinforce that not only the role of the educators but also their teaching strategies are an essential point to prove that they could provide a meaningful teaching-learning process.

CHAPTER I

1. INTRODUCTORY FRAMEWORK

1.1 Problem Statement

Reading is an important skill of the language because it develops the mind through the understanding of written words and new vocabulary which enhances the exposure of new information and improves critical thinking. Reading is a part of people's daily lives; therefore, it is essential in the acquisition of the language since students foster their comprehension. This skill is not only about reading texts or information, it is a self-discovery process that is linked with thinking in that language.

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For that reason, the implementation of new didactic materials is a great way to help learners improve their English proficiency and their reading skill which the resources will focus not only on language development but also on reading strategy practices to being able to completely understand it. It is a fact that reading in a foreign language can be quite difficult for some students who struggle to become better and not all the teachers are exposed to training in reading skills or have good techniques to teach it. Thus, students may encounter difficulties in comprehension, vocabulary, critical thinking, and the acquisition of new information. Based on that argument, it is important to mention why this topic was chosen in this thesis paper.

This topic represents the struggles that not only students but also teachers face daily when teaching or learning. One of the main areas of development that a teacher focuses on when teaching English as a foreign language is about vocabulary to comprehend the information provided but they forget the importance of reviewing and reinforcing new teaching techniques and reading strategies in their students according to their needs and learning styles. This is further strengthened by (Ezc, 2000)who asserts that: "the role of a school is to be responsive to vast and variety needs of each child in the school environment where teachers should use techniques to promote learners' voluntary reading. For example, they should provide a variety of high-interest reading materials of various grade levels in the classroom." This means that teachers should have adequate skills to be creative and know exactly what is best for their students during the teaching-learning process.

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The implementation of Costa Rican context-based didactic materials may create a difference in providing a better opportunity to acquire vocabulary and have a good reading comprehension through the use of a variety of resources such as games, activities, online platforms, books, magazines, and other materials that contain content that matches students' interests and their culture to nurture the students' intellects, interests and emotional development in the reading culture. This implementation could lead to an increase in students' reading skills where the teacher can take advantage of their surroundings and abilities to develop an excellent learning environment where all the areas can be covered.

As reading involves an interaction between thought and language is essential to innovate in the way they are taught and practiced to work all the areas associated with this skill and the others to have a well-prepared student. For instance, having well-trained teachers is also a necessity in the country that the Ministry of Public Education must take into consideration as well as the curricula from their syllabus, which should emphasize more the application of different methodologies, activities, and resources. For this reason, the following question in this research paper demonstrates what this study is about and provides an idea about why was this topic chosen. The research question of this investigation is: How effective can be the implementation of Costa Rican context-based didactic materials in improving the skill of Reading in fourth graders?

1.2 Objectives of Investigation

1.2.1 General Objective

- To investigate the implementation of Costa Rican context-based didactic materials for improving Reading comprehension of fourth-graders at Centro Educativo Bilingue Yinu's during the first quarter of 2021.

1.2.2 Specific Objectives

- To establish the importance of creating didactic materials for students in the Costa Rican context for providing a better teaching-learning process
- To demonstrate innovative didactic materials for ESL students for developing the skill of Reading the language
- To evaluate the impact that didactic materials can have in the acquisition of new vocabulary and reading comprehension during the students' teaching-learning process

1.3 Justification of the Study

The objective of this study is to investigate the effectiveness of teaching methods on students' academic performance related to the innovation of didactic materials for ESL learners in Costa Rica. The study will demonstrate a strong necessity of having different approaches towards students' education while implementing new didactic materials to improve the skill of Reading.

This means that having an effective relationship during the teaching-learning process is essential for the construction of knowledge of English as a second language. For that reason, using a variety of resources provide a better learning environment for the individuals because are a viable alternative for building their analysis of the knowledge acquired.

As future English teachers, it is important to recognize that everyone does not learn by using the same methods or techniques but every person is capable of achieving his/her full potential if there is a good learning environment. Students learn better when the educator uses the appropriate content-based didactic materials and consider their conditions and their needs. Therefore, the implementation of new didactic materials is required in the Costa Rican context to reinforce the strategies used to develop the subskills of English students.

This study will be valuable to all those educators who think outside the box to provide meaningful input in their classes where the implementation and usage of more

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strategies in the classroom will maximize the acquisition process of learning to understand the vocabulary and reading comprehension in the foreign language. The learners will take benefit from this. They will have the ability to apply their learned subskills into their life because they will put into practice all the knowledge acquired in the different communication channels. The implementation of new context-based didactic materials is going to give a better opportunity for teachers to give the extra mile to have a meaningful impact on the students' language acquisition. If the teachers use different techniques and resources, they will be able not only to facilitate the teaching-learning process but also to transfer their knowledge in an interesting and dynamic way.

The practical application of this study will be the proposal of implementing new didactic resources during the explanation of the topics. The creation of Costa Rican context-based resources, materials, flashcards, and others will help to provide variations in the ways in which messages are sent across all the students; meaning that, the teacher will use them to concretize a concept or a structure during their lessons taking into account the individual differences among the learners.

The application of these materials would extend the understanding of the Reading skill of the language and would minimize the lack of interest and knowledge that sometimes the majority of students have. For instance, in teaching a topic, the usage of different resources and techniques will constitute a better channel of communication between the educators and the learners which both will be actively involved in the process of sharing and exchanging ideas, thoughts, and feelings.

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According to Cunningsworth, "students need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner makeup such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity." (Cunningsworth, A., 1984). Based on that, the educators are going to be able to improve the input of their students because having Costa Rican context-based didactic materials in their lesson will help them interiorize the information given by the teachers, creating an appropriate learning environment where the learners are going to be part of their learning and will put in practice the vocabulary and the reading comprehension learned on each resource.

This study will present the relevance and the importance of the implementation of new, dynamic didactics materials in our school system which a teacher can use to convey more vividly the information to learners in an effective and significant way.

1.4 Antecedents

English has become the universal language around the world; even though there are some variations in cultures, habits, and traditions among countries, it has got some common qualities which is why it has been accepted as the global language among the speakers of thousands of countries. This is a global language, so its importance cannot be denied nor ignored due to the fact that English has been taking part in different sectors including medicine, business, tourism, education, etc.

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As English plays a dominant role in almost all the fields in the globalized world, there is a need to discuss its importance in education and how is this language taught in the classrooms. This aspect has been widely explained in studies and investigations where they show some antecedents done at different international and national universities that describe similar investigations related to this topic, the importance of implementing innovative didactic materials to improve the reading skill.

The first international antecedent consulted was (Amadioha, 2009), in his study "The Importance of Instructional Materials in Our Schools, an Overview" at Rivers State University of Science and Technology stated that: *"instructional materials help to provide variations in how messages are sent across"*. In other words, instructional materials represent the feasibility that a resource has if it is used in a variety and innovative way; the information that is transmitted in these materials can be gathered by the students to understand the meaning.

Using these instructional materials, teachers can pass and extend their knowledge to more students to provide meaningful input in their classes where they can concretize a concept or a topic innovatively during the teaching-learning process. Their usage help to facilitate the process of exchanging information as effective communication between educator and learner because both are involved in the process of sharing ideas, thoughts, and feelings.

The conclusions obtained for this study were that the instructional materials are useful; however, they must contribute to the learning process where they have to be interested and meaningful for the students taking into account the differences among

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learners. Also, they must not be complex in the way that students take a lot of the time trying to understand the instructions and how to use them, and finally, the materials have to be aligned to the lesson period and the objective of the topics.

The second and last international antecedent consulted was the study of (Sham, 2016), in his "Using Authentic Reading Materials to Improve Students' Vocabulary Acquisition" at the National Conference of Research on Language Education stated that: *"the materials when they are properly selected and implemented, can be used to develop tasks that depart from formulaic language learning becomes platform between the linguistic skills of learners and their professional knowledge goals. The materials, in their various formats, can serve a wealth of linguistic and conceptual content"*

The objective of this study is to analyze the effectiveness that authentic reading materials can provide to the learning process of the students to improve vocabulary acquisition instead of using only textbooks. The implementation of innovative, dynamic didactic materials can help students to overcome the obstacles that they face when studying the reading skill through these materials. Students enhance their vocabulary acquisition and reading comprehension because the different activities included in the classrooms make a positive impact in the teaching-learning process where they can analyze and practice the topics without using the same technique or resource.

Costa Rica as a Latin American country confronts the same necessity of emphasizing the importance of having appropriate learning environments and materials which enhances the development of the lessons and the acquisition of the language. Therefore, there are some researches done at a national level that explained and

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demonstrated the importance of English teaching and the resources used. As English teaching started in Costa Rica in the mid-nineteenth century, the first reference that is found dates back to 1825, when the Executive Power decreed the internal regulations of the “Casa de Enseñanza Santo Tomás”, this was the beginning of the study of languages in an institutional way; therefore, the teaching of English language has been considered an essential part of our educational system.

The first national antecedent consulted was about “*Current Complexities of English Teaching in Costa Rica*” at *Universidad Nacional; Universidad de Costa Rica* done by (Sevilla, 2017) in his investigation, stated:

English teaching programs in Costa Rica's public education system have focused mainly on developing linguistic competencies. This has incidentally left other crucial dimensions of language education relegated to second and third place. We are yet to confirm whether forthcoming versions of English curricula will reach a better balance between the many elements. Based on the previous information, it is essential to take into account all the skills to have a balanced input in the students' knowledge; however, as reading is one of the skills that is relegated to the last place, this investigation will focus on that skill because most of the time teachers and students do not put a lot of interest on it and they have a bad attitude towards the information, exercises and the skill itself. Being able to improve this skill and continue learning the other linguistic competencies will help in their language acquisition to truly understand the topics.

The conclusion of this study was that there are some complexities in teaching English in Costa Rica's schools, where the teachers, the students, and the curricula are

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linked to a series of elements that determine their teaching-learning process. In other words, the classrooms can have unpredictable situations that can make students struggle with the content and the environment affecting the way they perceive, internalize and understand the Reading skill. As was stated in the research, Reading is one of the skills that the majority of learners are not interested in truly understand or master it; for that reason, making changes in the curricula, the way teachers explain or transmit the information, and the didactic materials used are important aspects that should be considered to improve the quality of English education where new and innovative versions of them can be implemented in the classrooms.

Therefore, there is a need of having an implementation of new dynamic didactic materials where all the skills and subskills can be put into practice as English language teaching has covered the whole educational cycles of the Costa Rican curricula (from preschool to high school). Thus, it is important to take into account all the factors that are showing a lack of knowledge in the students and change them. Thanks to the technology, teachers have more opportunities to improve and create new didactic resources to achieve the objectives of the course.

The second and last national antecedent consulted was the "Programa de Estudio, Inglés, Diversificada" (MEP, 2016) that stated: *"Whenever a teacher is ready to introduce an activity focusing on one of the four basic skills described above [listening, speaking, reading and writing], he/she should take into account five steps: a) preparation, b) demonstration, c) time to introduce the skill, d) correction, e) follow-up"*

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As the main aim of English language teaching is to give learners the ability to use the English language effectively; it is a must to provide a good learning environment where the students can feel comfortable and can be part of their learning process. The objective in any language classroom is to get the learners to learn the target language and use it, which is done best when they are involved actively in the learning process.

The teachers as the main facilitators, collaborators, and advisors in the student's learning are responsible for providing a quality of learning for their students where the learners can explore, discover and reconstruct their knowledge. Therefore, the way teachers develop this skill in their classes is an important fact that they must take into account when they choose and use didactic materials and give explanations because all of these aspects must be related to the context, the outcome, and the needs of the population that they teach.

According to (MEP, 2016), it is important to plan their classes following the previous steps: a) preparation and b) demonstration: where teachers must have all the activities, the materials prepared and must know how to develop the class and the topics; c) time to introduce the skill: where the teachers will show the activities planned and will explain the instructions about them, will provide information about the skill showing its importance; d) correction: the teacher will analyze his/her implementation of the activities, the development of the students with them and will make corrections if needed guiding their students to achieve the objectives of the lesson, e) follow-up: the teachers will continue practicing the skill, paying attention to the understanding of the student on the topic and will give feedback if needed to improve the learning process.

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The conclusion of this objective is to demonstrate that the four skills of the language are equally important in the acquisition of English as a second language because it permits the students to communicate efficiently according to the knowledge acquired in different ways and settings (formal and informal). However, the teacher must analyze and check the activities that are chosen for a specific topic because activities should focus on the skill that is being practiced without having any interference in its process. Teachers should be aware of the students' interests, abilities, and weaknesses to design the appropriate didactic materials.

As educators, it is our responsibility to ensure adequate teaching and learning process by meeting the objectives of the curriculum and the values of society. Remembering that students have different levels of prior knowledge and they come from different environments with different styles, at different speeds; assuring that will enhance the learning skills and will provide meaningful input. English teaching as it is, with all its risks, imperfections, and difficulties is quite a challenge that teachers face day by day in different contexts and realities but being able to improve the students' knowledge is a great effort that should not be taken for granted; even though in Costa Rica some students are still struggling to achieve the English objectives because they do not have appropriate didactic materials or resources, the country is making an effort to change that and are the teachers' responsibility to look for new methodologies and ideas to be implemented in their classes to obtain a better result.

1.5 Scope

This research will demonstrate the necessity of new content-based didactic materials align to the Costa Rica context to support the outcomes of the learners and at the same time will analyze the knowledge acquired through the use of them. Moreover, it will emphasize the importance and the effectiveness of teaching methods on students' academic performance related to the innovation of didactic materials where the implementation of innovative materials promotes language learning in a proper, clear, and understandable manner to transfer the knowledge with a variety of options and resources without repeating the same exercises over and over. Besides, the students will be engaged in the different techniques or materials where the learning of new vocabulary and reading comprehension will improve. Also, this study will identify the necessity of training for teachers for the development of more teaching materials or resources to increase the students' English proficiency because it will show that there is a lack of training programs for English educators in this country because there is not an institution that teaches how to create appropriate didactic materials for the learners 'need.

CHAPTER II

2 THEORETICAL FRAMEWORK

Chapter II refers to the previous studies and the theories made on how context-based didactic materials are useful and important in the development of the reading skill in students who are acquiring English as a second language. Besides, the theories will show how new didactic resources influence positively the teaching-learning process. Also, it will include the definitions of reading skill, reading comprehension, vocabulary and their importance as well as the meaning of didactic materials, their influence, and the importance of the way it is applied in the classroom, and how those resources can be improved.

2.1 Literature Review

This section is based on theories that different authors have developed about the importance and the definitions of reading skill, vocabulary, reading comprehension, didactic materials, the way they influence the acquisition of knowledge, and the importance of how teachers applied them. These theories that will be mentioned are the basis that not only support but also reinforce this thesis study.

2.2 Cognitive Development

The development of cognition is a significant topic that should be taken into consideration when analyzing and developing this thesis study because teachers can truly understand the importance of their role in the class towards their students' learning

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environment. After all, cognition is an integral and essential part of children's lives, the way they think, analyze, understand, communicate, solve, and acts depends on their cognition. In other words, cognition refers to thinking and memory processes where his/her development is important because the processes may change in long-term periods according to the acquisition of new knowledge. To comprehend better this information is important to discuss the Theory and Stages of Cognitive Development developed by Jean Piaget.

According to (Piaget, 1952), the intelligence and the cognition of children are developed through stages where the children can have changed the cognitive process and the abilities throughout time. There are four distinct stages that take place in the life of a person since they are born which start at an early age with the sensorimotor, follow by the preoperational stage, the concrete operational and finish with the formal operational stage.

Each stage has its important process where the children learn new information and help them to acquire knowledge; in the sensorimotor stage, the infants know the world through movements so, they can acquire knowledge by manipulating objects and realizing sensory activities that form experiences; in the preoperational stage, they think in concrete terms but they start understanding more the world around them and the language and having better thinking. In the concrete operational stage, they start reasoning the information for a specific or general principle, meaning that they are more logical and organized with their thoughts and ideas. In the formal operational stage, children can think about abstract ideas and situations using their logic and reasoning about the information obtained.

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All these stages are related one to another; even though they change through the pass of the years and the experiences, it is a gradual process that explains the way children think, analyze, understand, communicate, solve and act towards different situations including the acquisition of the language. Piaget believed that children are active learners that are eager to observe, experiment, perform activities to learn, and add new knowledge to what they already know. As a result of the previous theory, it is important to remember that children can acquire meaningful knowledge if they are considered an active member of the teaching-learning process where they can be able to participate, analyze, share and work in a variety of activities and life-situations in the classroom; the teacher can provide a good teaching environment taking into account the aspects mentioned in the Piaget's theory.

So, that is why this thesis study wants to demonstrate the significance of having a variety of teaching methods with dynamic and innovative didactic materials based on the Costa Rican context, to get a better relationship with the obtain information and the culture of the learners to have great input. The implementation of new didactic materials is essential to provide an appropriate environment to enhance the English language-learning process and the Reading skill. Understanding the stages of the development of cognition, teachers can implement different methodologies to obtain and improve the way they think, perceive, and participate in the Reading activities, where reading comprehension and vocabulary can be acquired in a meaningful way.

2.3 Teaching Approaches

Teaching is very complex because it is a real challenge that implies the commitment of the teachers in charge of the groups. There is a need of doing the job responsibly; to teach teachers must start with a diagnosis of the backgrounds of the students, this means socio-economical and academic contexts. Teachers must take the time to analyze the different variables to plan the class; the type of activities, the materials, and by combining a well-organized class with the needs the students have; it is somehow a way to succeed, that means a real learning process. For instance, teachers must explore new options for addressing these and other basic aspects where the effectiveness of different instructional strategies and methods in the classroom are an essential part of the teaching process. The different approaches are important because they set the teaching and learning principles with the classroom practices that are derived from them, this can be corroborated by (Larsen-Freeman & Anderson, Techniques and Principles in Language Teaching, 2016) in their book Techniques and Principles in Language Teaching.

2.3.1 Content-Based Instruction

Content-Based Instruction (CBI) is an approach in which the teaching process is organized around the content, it involves the active participation of students in the exchange of content. In other words, the learning of language is integrated simultaneously with the learning of content, so the language is taught with a specific purpose in mind. CBI involves the teaching of multiple skills simultaneously which

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means that the students can effectively practice the language because this approach is learner-centered, and not teacher-centered.

As a result, students play a more active role in their learning process because in the classroom they can create and participate in their construction of knowledge and this knowledge is more meaningful for them because they acquire it without the teachers' demands. They gain access to new concepts through meaningful content as well as develop language skills while they decrease their anxiety towards the language. The teachers use this approach because they can provide interesting didactic materials according to specific content through dynamic and meaningful activities which are comprehensible to learners that engage them to continue working and doing their best to acquire the knowledge.

The content will be closely related to the objectives of the course and the learning needs of the learners, the teacher is in charge of providing appropriate and authentic materials that promote the teaching-learning process which is a relevant approach that this thesis study is investigated. According to (Larsen-Freeman & Anderson, *Techniques and Principles in Language Teaching*, 2016) the goals that teachers have when using CBI is that they want the students to master both language and content because they do not want to delay their academic study and language study, so they include both simultaneously to make sure that they are not leaving behind any important aspect. It is important that teachers set the learning objectives not only for the content but also for the language as a way to engage their learners in an active role in the classroom.

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There is a need for the teacher to create authentic didactic materials with a clear meaning where the use of visual material such as worksheets, flashcards, and games take into account students' previous experiences where the thinking skills are also involved to help students in specific tasks. Once students realize that they can understand and use different and dynamic materials, they will be more motivated and willing to continue their learning process outside the classroom.

As a result, Content-Based Instruction provides the opportunity for teachers to match students' interests and needs with interesting, comprehensible, and meaningful content, in other words, the content can be deemed as a source for learning a language at the same time that the language is as a medium for acquiring the content. Thus, teachers responsible to keep the context comprehensible in their development of the class as well as selecting and adapt didactic materials to provide a good environment for students' content learning while learner-centered classrooms are developed towards their needs.

2.3.2 Task-Based Approach

The Task-Based Approach (TBA) aims at providing opportunities for learners to master a language in all the skills through the use of activities designed to engage the students in a functional, natural, and practical way where learners master the language when they are exposed to meaningful tasks without being forced to learn it or without having any pressure. This approach gives the chance to students to interact and communicate in the activities where they can practice the language and promotes the learning language knowledge at the same time that students train their skills when

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performing the tasks; in this approach, the teachers are guides and the students are the main individuals that internalize the target language by interacting with others such as their classmates or the teacher because the learners are trying to understand and share their ideas.

The objective of the TBA is to provide the opportunity to communicate in the class through the development of tasks; according to (Larsen-Freeman & Anderson, Techniques and Principles in Language Teaching, 2016) the teachers 'tasks in the development of a class have a clear outcome that it is having effective communication, the students by working on the exercises, they can know if the communication was successful or not because they have to be able to understand each other when expressing their ideas, thoughts, opinions, etc. Here, language is acquired through its use where the interaction between them and the tasks facilitates the learning acquisition.

The teachers are in charge of analyzing the students 'needs and selecting the appropriate tasks for them to improve their language skills, these tasks have to be aligned to the objectives of the course as well as the learners 'abilities. The educator is the one that sets the tasks and guides the teaching-learning process where feedback is provided to improve and avoid mistakes. As this approach counts with a sequence of activities such as pre-tasks and post-tasks, it is important to remember the differences between each of them to create good learning materials where the pre-tasks set the course and the objective that students need to achieve and the post-tasks reinforce not only the students 'learning but also address the problems that learners may have in the

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topic. As this approach can implement the four skill, is the role of the teacher to analyze and create the exercises according to the concept, topic or objective that he/she wants to achieve.

Task-Based Approach help to encourage students to use the target language actively and meaningfully because the teachers that use it create contexts in which the learners can learn naturally rather than feeling pressure to learn it bit by bit. Students are challenged to use their knowledge about the language and their language capabilities to complete the tasks; meaning that they acquire more knowledge by doing in that way language is more meaningful. Each task that the teacher implements in the classroom will provide the learner a new personal experience with the foreign language giving the opportunity to experiment spontaneously, individually, and originally the language. Besides, this approach encourages autonomous learning where the students can learn by themselves when doing and participating in the tasks. So, its use can be a good methodology to enhance the reading skill in the students as it is a skill that some teachers take for granted.

2.4 Language Acquisition

Learning to speak a language is a subconscious process because people regardless the age can understand more than one language because they get exposed to the language when their surroundings and the people provide opportunities to use it as much and often as possible. In other words, having a lot of exposure to the language is a beneficial process for learners. However, it is important to understand that if the acquisition is a subconscious process (that you are not forcing it to understand),

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learning is a conscious process (people are aware of it and put their effort to understand and apply it).

To corroborate this, there is a theory that proves it that is the INPUT HYPOTHESIS of Stephen Krashen. Krashen's theory suggested that people acquire language if they get a comprehensible input; in other words, the language which learners are exposed to should be just above their current level. (Krashen, 1985)

So, they can understand most of it but still be challenged to make progress. In other words, using the information that exists in the environment around them, an individual can associate the correct meaning to an input. For that reason, the experience in their acquisition and learning process is personal based on how they have successfully managed to develop their skills by analyzing, understanding, practicing, and internalizing all the information given by the teacher in different areas of the language.

It is mentioned that Comprehensible input is the crucial and necessary ingredient for the acquisition of language because language acquisition occurs through gradually gaining greater levels of meaning from the input they receive. Therefore, the language acquired through the Reading skill is a significant process that should not be taken for granted because reading is an interactive that involves the prior knowledge of the students with the recognition of symbols or letters that evokes cognitive aspects to construct and understand the meaning.

As Reading is a decoding process that enhances the acquisition of language, the learners can more or less understand the information given using their knowledge to get the meaning. People can understand language through context, this means that they might not know all the containing topics that are in the information but they get the

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meaning, which includes a mix of extra-linguistic information and previously acquired linguistic competence. The extra-linguistic information is the new input that the learner is obtaining and the acquired linguistic competence is what he/she has known so far associating the words from the texts with their schema in a simultaneous way. This is supported by Krashen with the language acquisition of the first and second language, he stated that when a child learns the first language, he/she is not following a structure as educators explain in a classroom, Krashen refers to this as "caretaker speech." The caretakers when they are with a child, they simplify the topics to communicate but it is different as they would with an adult. This speech is intended to be comprehensible not meant to be language teaching. Therefore, language acquisition emerges on its own as a result of obtaining comprehensible input. As (Piattelli, Salaburu, & Uriagereka, 2009) study, Chomsky's language theory stated, children, have an innate ability to learn the language because every person can develop and learn a language. In his Language Acquisition Theory, he stated that learning is not something that the child does but it is something that happens to the child without forcing it because the child is an inappropriate environment that provides stimulation of acquiring the principles of the language, some of the linguistic rules while the children interact during his childhood.

The knowledge of the previous information is essential to the people's ability to speak and understand a language. Therefore, the conclusions of Chomsky's theory provide a new perspective of language acquisition which is possible because linguistic knowledge is unlearned; meaning that it is innate and not force. Having this in mind, teachers can analyze the possibility to expose dynamically or creatively their students to

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the language in all the skills; however, focusing more on the Reading skill is the one that the majority of students struggle with the most.

Students are active subjects who acquire language in the service of their needs to communicate with others; they do not just copy the language that they hear around them, they deduce rules from it because the children unconsciously recognize the language that they are dealing with; this happens, due to the proposal of Chomsky which concluded that the brain has a language acquisition device (LAD) that is active when language is heard and storage the principles of it for learning it naturally.

By knowing that children have this innate ability to learn a language, teachers can provide a better methodology to teach the information and have new didactic materials to reinforce and practice the topics. When analyzing language acquisition, it is important to investigate as well (Vygostky, 1980) Sociocultural Theory which emphasizes the idea that children acquire the language by recognizing that the biological and environmental factors are equally important in language development because children's language acquisition occurs as a result of their natural interaction with their environment and the people around them. In other words, social learning tends to precede language development; therefore, cognitive development is shaped by the social interactions that guided learning to construct knowledge.

Vygotsky as well as Chomsky believed that children are born with the ability to learn languages because their brains are predisposed to internalize the information that they receive in a desire to communicate among others. In other words, the learning process is continuously shaped and reshaped as a result of children's interactions with their

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parents, peers, siblings, and teachers within the environment. Based on Vygotsky's theory, for children to be able to have a cultural development, it is necessary to analyze two stages. First, the children observe the interaction of people around them, and then, they internalize this behavior to develop their ability to communicate.

For instance, according to (McLeod, 2019) teachers should be aware of the current level of understanding a child has and the difficulty level of the upcoming task to create methodologies or resources appropriate for the interaction of the learners where they can be able to develop their Reading skill in a way that they can communicate among others using English as a second language by the implementation of new ideas that help learners internalize the information acquired. Taking into account the two stages that theory mentioned, teachers can prepare their classes where students can be exposed to the language for them to observe and later develop. English teachers have to develop in their classes the acquisition of knowledge, it is the main important process, so the skills of the language have to be taught in a meaningful way to completely understand the second language and to get good proficiency in English.

2.5 The Schema Theory in Reading

As Reading plays a dominant role among the four skills in the foreign language acquisition of students, it is essential to pay attention to the reading process and know-how is developed in the students 'brain; to do that it is important to analyze the schema theory where the term schema refers to the organization of past experiences. So, the schema theory that was introduced by Rumelhalt in 1980 explained that readers use prior knowledge to comprehend and learn from text, there is an interaction between the

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two aspects because the students can relate the written or textual material to their own experiences or knowledge; therefore, to have an efficient comprehension, students need to develop their reading skill. According to (Rumelhalt, 1980) the theory assumes that the written texts do not have meaning by themselves, they only provide directions for readers to recognize the words where they have to construct the meaning based on the knowledge acquired.

The schemata are the prior knowledge that a person has in different areas about a variety of concepts, situations, events, and actions, the individual can know a general or a specific concept depending on the topic. This theory provides an active strategy that facilitates recall the knowledge; thus, the schemata allows the students to recognize, associate, and understand the written information because it is stored in the students' brain. Students' prior knowledge receives much importance since it produces the ability to predict meaning in the reading process because they decode the letters to extract the meaning.

Reading activates the schema of the students where the written pages with the letters stimulate the memory and the content causing the development of students' reading ability with the association of words and their own experiences where the reading comprehension is linked to the vocabulary acquired where the student can analyze and understand general information and match it to a specific concept or idea and vice versa; this process occurs simultaneously and interactively. The schema theory is important because it develops and enhances a better reading comprehension in the students' learning process because this theory views comprehension as a

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process that involves meaning negotiation among texts, words, letters, prior knowledge of readers, and teachers' reading strategies. Readers' and writers' schemata are exchanged through the texts as meaning is constructed. The readers' schemata are changed as new knowledge is assimilated by them providing a better framework for future understanding.

The knowledge about new vocabulary plays an important role in understanding a text because learning vocabulary is a process of incremental learning and constant reinforcement where readers need to know not just the meaning of a word in a particular context but also its alternative meanings in different contexts. In other words, by comprehending the meaning of certain words or ideas, students can guess the meaning of words that are unfamiliar to them. The acquisition of new vocabulary helps learners associate a word to a meaning providing a better comprehension of the full context of the language. As a result, the teacher's role is a significant aspect because they motivate, arrange the environment, monitor the students' development, provide relevant appropriate materials, and provide timely experiences to facilitate learning while the learner extracts the most meaningful information or vocabulary to be learned from that environment.

2.6 Multiple Intelligences

A teacher is considered a facilitator and advisor in the students' learning process where the teacher is responsible for providing good quality learning and organizing and guiding the situations towards the acquisition of the language, taking into account not only the students characteristics such as background, learning styles, multiple

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intelligences and others but also the curricula, the cultural and natural context; this means that this is not an easy task to do, it is a daily challenge that teachers face.

This thesis study will demonstrate that teaching English to students such as fourth graders can be a demanding job that educators must not take for granted if they want to provide a meaningful input; therefore, they need to analyze and understand the different multiple intelligences of their students to provide a variety of opportunities for them to practice the language. As not, all the students learn in the same way and not all the teachers teach with the same resources or ideas, it is important to investigate and implement the information of a theory consisting of eight multiple intelligences that can have or be developed in a person which was proposed by Howard Gardner.

To analyze this theory, it is appropriate to know the meaning of intelligence and how it is important to develop the skills of the learners; intelligence can be considered as the ability that an individual has to interiorize specific kinds of content, it is the potential that allows him/her to access to different forms of thinking. According to (Gardner, 1983) people require several bits of intelligence to face or approach a range of tasks that they use to develop their understanding of the topics and apply their knowledge in each life situation.

As there are eight multiple intelligences such as verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and natural. The students use their different bits of intelligence to encounter a problem and provide a solution; therefore, this theory is essential in the development of this study since each learner is different in his/her background, abilities, intelligence, and

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essence, so teachers must be aware of that to plan their classes, activities, and didactic resources. Reinforcing the importance of these aspects may improve the teaching-learning process, educators may implement new teaching methods or strategies that help in the acquisition of the language because having the same teaching methods and didactics materials for the skill of Reading can cause a lack of motivation and interest in this skill because these traditional and routine methods do not work for all the students causing problems in their understanding.

Thus, for a teacher to stimulate intellectual competencies in his/ her students, it is significant to create, develop and provide activities that encompass all the multiple intelligences, the educator needs to go beyond their beliefs and think outside the box to incorporate several strategies and didactic materials in the classrooms where the students a variety of abilities, aptitudes, and interests. In that way, students would be more actively involved in learning and apply the Reading skill by developing better reading comprehension and vocabulary because it would be more attractive to them.

The implementation of new didactic materials will lead the learners to understand and apply all the information acquired to practice the language where the reading skill can be analyzed, comprehended, and applied in a different way causing a better input. Providing opportunities for them to learn the Reading skill through their intelligence will generate new enthusiasm and greater respect for learning because all the differences between them will be valued at the same time that their strengths will be validated. As a result, they will feel comfortable when realizing reading exercises to enhance their vocabulary, reading comprehension, and understanding of texts. However, it is important to remember that every learner has its mind; for instance, all of them are

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different and acquire the language through a variety of resources and teaching methods. So, planning, creating, adapting, and explaining the topics should take into consideration the previous intelligence to provide more opportunities to acquire the information and provide a fair learning environment for each student.

2.7 Reading Skill

Reading is an important part of the students' learning process because it is one of the language skills that provide a worldly knowledge of different concepts, as it is a complex, interactive, comprehending, flexible activity, there is a strong necessity to develop it in a meaningful way because it plays a vital role in the foreign language teaching. It can be stated that the ability to read is a traditional criterion of academic achievement and is basic to success in almost every aspect of the school curriculum. For instance, the Reading skill helps to enhance not only the quality but also the ability of the other language skills. Therefore, students must be able to improve this skill as it is essential to understand and interact with others through written texts where the cognitive ability can be developed appropriately.

As students need to be able to read the foreign language, teachers have to provide a meaningful impact towards the students' learning to master this skill. Reading is an interactive process in which readers actively engage with texts as they build their understanding of concepts and information which turn the written information into meaning. Thus, a student cannot master the language if there is a skill that does not understand; in the reading skill, they have to interpret, analyze and understand properly the content of the reading material to know what the information is about.

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It can be considered an enrichment activity because the learners can acquire new knowledge through the comprehension of new ideas, concepts, and topic that are linked with their prior knowledge; as the readers' background knowledge is necessary for a complete understanding of a text, it is important to apply different methodologies and didactic materials to achieve the objectives of the course and improve their reading comprehension as well as their vocabulary; good readers are actively involved with the text, and they are aware of the processes they use to understand what they read.

The objective of the reading skill is the comprehension of meaning in a printed or written form, so it is an interaction between the language and thought. Therefore, to have effective reading students have to be able to literal comprehend the author's words at the same time that they interpret the mood, tone, feeling, and thoughts. The students' attitudes towards this skill is a significant aspect to take into consideration because these attitudes influence their ability to read not only critically but also analytically; good readers set the purposes for reading to have a better acquisition of the language because they focus on that purpose and try to achieve it.

However, according to a study by (Kucukoglu, 2012) about improving reading skills through effective reading strategies, teachers are the ones that provide the learning environment to their students, meaning that they have to implement appropriate instruction of reading strategies and tasks for the learners to develop and interiorize the meaning by predicting, inferring, questioning, visualizing, making connections between concepts with prior knowledge and summarizing the most important aspects.

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Taking into account the previous aspects can enhance the students' reading skill because predicting, visualizing, and inferring the information from a text can help them to increase their interest as well as their understanding because they can construct their hypothesis about what they read and have a clear image in their minds as a representation of the text. By making connections and questioning, students not only use their prior knowledge but also their critical thinking to connect the ideas of the text with their experiences having a more meaningful impact, and by questioning, students can analyze the different situations presented in the text to construct their meaning, get an answer or solution to a problem and in that way discover new information. Summarizing the information from the text is another interesting strategy that enhances reading comprehension because they have to analyze and determine what events are important and use their own words to summarize them, distinguish the main ideas from the supporting details as a way to organize the events.

Based on that previous information, the theory of (Goodman K., 1976) of "Reading: A Psycholinguistic Guessing Game" corroborates that reading can be considered a guessing game because it entails a variety of textual processing stages where the content has to be recognized, predicted, visualized and summarized to have a good understanding of the meaning of the text. It is through reading that students acquire knowledge in all the subjects because reading gives the ability to know and learn about other people's thoughts, emotions, lives, culture, and tradition that are in different countries, so the knowledge acquired by reading helps the students to comprehend, analyze and solve different situations daily.

2.7.1 Reading Comprehension

Reading comprehension goes beyond reading texts on pages, it involves analyzing, recognizing words to find meaning, this is an important aspect because it is the goal of the Reading skill. Reading comprehension can be defined as the students 'ability to not only read a text but also process its information and get its meaning. Students have to be able to make inferences based on the recognition of individual words to get the meaning of what is read. Having successful reading comprehension requires text comprehension, vocabulary knowledge, and reading fluency. Based on the theory of (Goodman & Page, 1978) the students encounter a variety of content that prepares them for enhancing the reading comprehension experience. Because the students read to get learning from print and written material while they become critical readers. The purposes of reading are to encourage critical thinking in the learners and provide a wide vocabulary development in the reading of texts. Those aspects require effort and time where the critical thinking, individuals 'cognitive development, their interest in the topic, and their knowledge of the world play an essential role because according to (Tompkins, 2011) to engage in effective reading comprehension, the learner must first have an understanding of the vocabulary in the text, be able to read the text fluently and have relevant background knowledge about the text; therefore the teachers must select appropriate reading strategies and context-based didactic materials that are more relevant and meaningful to the learners.

According to the article of (Afflerbach, Pearson, & Paris, 2008) there are many comprehension strategies such as activating prior knowledge about the text, monitoring

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the reading process to determine whether the reader understands, predicting what will happen next, summarizing the text, connecting the text to the reader's life, visualizing what has been read, and asking questions of the text. By the implementation of these strategies in the development of the class and the creation of didactic materials, students can practice and develop fluent decoding of sentences, word recognition, and understanding of a text. However, it is the teachers' role to explain how to think or analyze the information given to their students where the comprehension strategies are involved before, during, and after reading a text. Before reading a text, teachers and students can look at the text's title and discuss what they think is about to activate their schemata; during the text, students can visualize the events of the text and make inferences to have a better understanding and after reading it, teachers and students can summarize the main ideas and supporting details at the same time that they associate them with their prior experiences.

2.8 Didactic Materials

2.8.1 What are didactic materials?

The didactic materials are resources that teachers use not only to support their teaching process but also to help to increase the students' knowledge about a specific topic. Also, they are considered supporting materials because learners can remember and learn easily. Didactic materials can refer to different resources that can come in different sizes, presentations, and usages but they all have the same purpose which is to

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contribute to the learning of the students and achieve their success in the language; for that reason, they are appropriately didactically adapted.

For instance, teachers can consider as didactic materials all the resources that increase student's achievement towards the content in which they are being used.

Educational materials consist of books, encyclopedias, tools, games, dictionaries, textbooks, worksheets, educational apps, and classroom activities are important assets for educators. They can be either printed or digital but both are indispensable in the teaching process because it is a direct explanation of the teacher that leads their activities. These materials support the outcomes of the learners because they extend the experience on their learning. According to (Samuel, 2009) the instructional materials help to provide variations in how messages are sent across. These materials refer to those alternative channels of communication, which a teacher can use to concretize a concept during the teaching and learning process. Recognizing that not all learners have the same abilities and that they do not learn in the same way or using the same techniques is a significant aspect to take into consideration; the teachers have to implement new strategies that facilitate the teaching-learning process to transfer the knowledge to all the students. Every person is capable of achieving his/her full potential if there is a good learning environment. Students learn better when the educator uses the appropriate content-based didactic materials and consider their conditions and their needs.

Therefore, the production of new didactic materials is required in the Costa Rican context to reinforce the strategies used to develop the Reading skill. Teachers should apply appropriate teaching methods that best suit the specific objectives and the outcomes to enhance the growth of this skill. The creativity of teachers in the planning

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process of their classes and the use of materials is pretty important because they make the class being interested in providing an effective interaction with the rest of the group.

2.8.2 Importance of didactic materials

Having an effective teaching-learning process is essential for the construction of knowledge of English as a second language. Having different resources can provide a better learning environment for the students and they are a viable alternative for building their acquisition of the language. The didactic materials help to catch the attention of the learners according to the content that is covered as well as create opportunities for its production or its construction which lead to the contextualization of knowledge facilitating the students to have a quality education. For instance, students' performance is going to improve with the implementation of these materials, and the teacher will create and obtain higher expectations and results of the students. According to (Cardoso, 2009), the didactic materials are fundamental tools in the teaching-learning process, being an important and viable alternative in schools. The use of these materials can help the student in the contextualization of knowledge, filling many gaps left during learning, facilitating the students to build their conceptions of English as a second language.

Moreover, good didactic materials are important because they engage the whole class to participate, produce and be part of their learning process. Everyone could be interested in being involved in the acquisition of knowledge of the Reading skill to be able to communicate with other cultures without any interruption or difficulty. If the materials

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are content-based and at the same time are well developed, the acquisition will be faster and better and the acquired skill will be interiorized as part of their life.

Through the implementation and usage of the didactic materials, teachers may understand better their students and their learning abilities. Using different resources such as educational applications, worksheets, games, and classroom activities, the educator may discover means to communicate better his or her knowledge about the content which will inspire not only the educator but also the student to engage in the classroom. The students' ability to apply their learned Reading skills into their life and their future is going to be an enjoyable and satisfying opportunity for them because they will put into practice all the knowledge acquired in the different communication channels.

2.8.3 Characteristics of didactic materials

A good teaching resource should stimulate the interest of students and enhance their knowledge in their development of the Reading skill of the language. The effective usage of the didactic material is going to be reflected in the acquisition of English as a second language and its proficiency as well as the development of new learning skills allowing the student to explore the acquired knowledge to produce the language among countries. Appropriate didactic materials should enhance the student's performance to accomplish the desired contents where the interaction of the learners with their learning methods should be meaningful as well as practical to offer open communication between the learner and the educator where the different resources help teachers to develop some important factors.

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Factors such as the motivation of the students to acquire new perspectives of the language should be taken into account in the development of the activities during the class as well as recognizing their differences to choose and apply the appropriate didactic materials towards their needs. The active practice of the contents promotes a flexible environment where new techniques and materials are presented. The interest of the learners with their corresponding contents of the course and the information given by the educator should be meaningful as well as consistent and clear for the understanding of the material. The acquired skills and strategies could be a powerful opportunity for all of the individuals of showing their perspectives of the language and practice its production.

Didactic materials may attempt to maximize the delivery of information while it minimizes the struggle and some of the learning problems that most learners may have when there is not good communication between the teacher and the student. They should actively involve learners as primary participants in the transfer of knowledge motivating a goal-oriented approach among them. When preparing a didactic material, the teacher must think and take into consideration the level of proficiency of the students, the resources that they have in their classroom, the objectives that want to achieve, and the abilities and the learning styles that their students have to provide a great opportunity to enable interaction towards the students and their skill.

The innovation of didactic materials has been used to determine effective teaching styles related to students' ability to learn. The learner's power to think and solve problems should be a component of a well-designed instructional strategy for quality teaching for ESL students. Educators should think outside the box to produce new didactic materials

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for having a better interaction between the learners and the content of the subjects. They have to link up the objectives that they want to achieve during the course with the development of their learning Reading skill to establish a balance in the language that encourages learners to practice and master it.

However, teachers should be very cautious while choosing or creating the materials because students can be confused or frustrated if the resources are higher than the level of English proficiency that they have. In the Costa Rican context, didactic materials are not good enough because they are taken from websites, games, and educational applications that are from another country whose official language is English, this leads that the didactic materials can have a higher level of proficiency than the one that is taught for a particular population or group.

Therefore, this study demonstrates the importance of having new context-based didactic materials where the culture of Costa Rica can be implemented as part of the exercises, providing meaningful input in the students because they are going to recognize the information in the teaching resources as part of their daily basis.

2.8.4 Why is it important the implementation of new didactic materials?

According to (Cardoso, 2009) the didactic material that often is seen as a mediator between the aims and its outcomes is related to the impact of new methods of teaching on students which demonstrates the need for new educational practices based on knowledge or culture of Costa Rican learners for the realization and improvement of their education. The process of teaching and learning must be grounded in context, through

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the consolidation of scientific knowledge experienced by students, on the knowledge acquired in common sense, toward the school contents.

The innovation of didactic materials is an essential factor for the ESL Costa Rican students because the didactic materials that most of the teachers and students use, do not fit with the objectives that they are covering. Most of the educators have to look and change some didactic resources to make them fit with the goals and the content that the students should achieve and master. The didactic materials that are found on the internet are not suitable enough for the Costa Rican context; teachers have to adjust them to the curriculum and the necessity of their population as well as their interests.

Besides that, according to (Arends, 2009) it is important to analyze that knowledge of methods helps to expand a teacher's repertoire of techniques. This itself provides a further experience for professional growth since some teachers find their way to new pedagogical positions by first trying out new techniques rather than by entertaining new principles. Moreover, effective teachers who are more experienced have a large, diverse repertoire of best practices, which helps them to deal more effectively with the unique qualities and characteristics of their students.

In other words, teachers are an integral part of the student's success in life; therefore, the relationship between the tools that educators use and the environment that surround them are perceived by students as a necessity. For that reason, educators should take the time to develop the necessary skills to truly help their students to succeed in life after their learning. Designing or applying new techniques and content-based materials are going to be helpful instruments to evaluate the relationships that exist

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between the teacher's teaching processes and the students' perceptions of their learning which demonstrates that teaching behaviors and methodologies and student interests and success in English as second language influence each other.

According to (Kumar, 2017) the existence of materials is based on the creativity and innovative ways of teachers. No one can assume even a single material without a teacher because it is a teacher who uses the materials in the classroom effectively and the effective usage of those materials is reflected by the involvement of the students. The teacher is an aid who changes her/himself according to the desired situation for facilitating and motivating the students in a better way. Furthermore, the application of new materials in the Costa Rican context may keep the attention and may urge the curiosity of the ESL learners to internalize and produce the language. They may associate better the vocabulary with their meanings where the set of contents is going to be evaluated transparently and appropriately. The implementation of new educational practices is needed in Costa Rica because they will help students to build their learning using all their potential and capacity. The Reading skill can be developed dynamically by using a variety and attractive methodologies where learners can feel excited about practicing and learning new information about vocabulary at the same time that they are enhancing their reading comprehension to acquire a better understanding of the language in a written form where the critical thinking and the analysis of the texts are improved by those didactic materials.

2.8.5 The way the didactic materials are handled

First of all, it is important to point out that the approach that MEP (Ministry of Public Education) gives to English as a second language here in Costa Rica is not appropriate because the objectives of the subject are not complex enough and cannot be changed without its consent. The four skills are not developed properly; therefore, students are not able to learn completely the language until they reach high school or sometimes until college. Most of the educators just copy and paste the information or exercises from one place to another, sometimes they even do not take a close look at those exercises, and sometimes they are not accurate for their learners because the level of difficulty is higher than expected or they have more information than the one that is needed. Since the teachers are not trained in developing or creating their resources, the lack of training programs is one of the major reasons that English educators face in this country because there is not an institution that teaches how to create appropriate didactic materials for the learners 'need.

So, the way most of the didactic materials are handled is a disadvantage for the learners and their learning process because there is also a lack of interest from the teachers in looking for new techniques or resources. As they are disappointed with the system, they do not show interest in getting the appropriate tools for their classroom because they do not have the support of the government either the MEP. For them, the development of different strategies to reinforce the Reading skill of the language is not needed or important. The use and implementation of good quality educational materials in teaching and learning processes are, without doubt, one of the key components of the

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teacher's didactic responsibilities. However, in Costa Rica, there are still behind with the results that they want to achieve in the production of the language because the curriculum that they impose on the schools and high schools have some gaps in the acquisition of the information of the skills, especially the Reading skill where the lack of understanding from the learners is evidence in the development of exercises where their reading comprehension is not appropriate for analyzing or understanding the written ideas of the texts. Even though they are educators who care about the progress of their students, they are not provided with accurate tools or training programs.

If these materials were handled in a different way, it could be helpful for Costa Rican students because they could achieve not only a better understanding but also a higher level of English proficiency. Since teaching materials support student learning and increase student success, learners could sustain that these teaching methods or materials work effectively by improving their knowledge in an easier way. (Larsen-Freeman & Anderson, *Techniques and Principles in Language Teaching*, 2016) concluded in their book that student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities. For that reason, teachers should be prepared to address this issue appropriately, thinking that in the Costa Rica context there is a lack of willingness to help as well as a lack of information and training programs for English teachers. However, there is nothing impossible if the educator encourages not only himself/herself but also his/her students to develop all the skills but especially the Reading skill that is left behind to contribute to an integral formation of the society when practicing all the knowledge acquired in the different communication channels among people and countries.

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

Chapter III refers to the method used to carry out this investigation as well as the design conceived to obtain the information need it to analyze the sources that will lead to getting the appropriate data to demonstrate the effectiveness of the implementation of Costa Rican context-based didactic materials and how useful and important are in the development of the reading skill in fourth graders who are acquiring English as a second language. Besides, this chapter presents the type of study, the target group, the instruments, and other aspects that should be considered in it.

3.1 Research Approach

The approach of this investigation is qualitative which is characterized by "its aims, which relate to the understanding of some aspects of social life, and its methods that (in general) generate words, rather than numbers in its analysis; besides, it aims to understand the experiences, attitudes, and behaviors of the target group" (Patton & Cochran, 2002)

This approach relates the experiences lived, the perspectives are taken and the meanings, so that complex and dynamic research with diverse interpretations is obtained, which is a direct source of data collection that seeks to analyze not only the different causes that generate incomplete and repetitive learning but also the way to improve the teaching-learning process of the Reading skill.

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The importance of using this approach is the data that can be collected in a natural way which helps to comprehend the situations that the students face every day when learning or practicing the Reading skill. In other words, the importance of how people act, how people are, and some characteristics each person shares can be taken into account when analyzing the aspects of the data to promote the use of new and context-based didactic materials for improving the reading skill in fourth graders that learn English as a second language.

The qualitative approach helps researchers to analyze the experiences of the participants to construct knowledge, being aware that they are part of the phenomenon under study where the natural development of the events is evaluated without manipulation or stimulation of reality.

To do this were taken into consideration in sample mode one group of fourth-graders at Centro Educativo Bilingue Yinu's.

3.2 Research Design

The research design of this investigation is phenomenological which “conceptualized the interior of the individual's awareness. Phenomenology is an approach to explore people's everyday life experiences. It is used when the study is about the life experiences of a concept or phenomenon experienced by one or more individuals. A phenomenological researcher investigates subjective phenomena” (Creswell J., 2009)

This research design is important because is used to study areas in which there is little knowledge about the topic were the inquiries of the researcher and participants

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help to analyze the collected data. Therefore, phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants.

(Creswell J. W., 2014) Hence, increasing the knowledge about the experiences and the importance of having new Costa Rican context-based didactic materials as well as the influence of these experiences on their teaching practice and student learning will enhance the teaching-learning process of the Reading skill.

This type of study attempts to understand how participants make sense of their experiences and how those experiences help to create textual and structural descriptions of the phenome and require researchers to bracket their views to have clear data without prejudice. The instruments used to collect the data will provide a better panorama of the results and the analysis will demonstrate the influence, hopefully in a positive way, that the didactic materials may have during the teaching-learning process.

3.3 Information Sources

In any research, the sources used are essential for the collection of data or information because they are the ones that support the meaning and importance of the study. So, they are the tools used to carry out the investigation. Therefore, there is three type of information sources primary, secondary and tertiary that are taking into account in this investigation due to they help to gather reliable data. These sources guide to obtain the most relevant information for a specific purpose.

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The Primary Sources are considered as the original documents and objects which were created at the time under study created by someone without firsthand experience” (Wesson, 2011), this means that are firsthand documents that provide direct evidence of the topic in the study. Some of these are created at the moment of studying the information such as interviews, diaries, and others.

The Secondary Sources are analytical documents that interpret primary sources” (Academic Writing Help Centre (AWHC), 2014); in other words, they analyze, interpret and discuss information that is written after an event. Some of them are articles, commentaries, criticisms, bibliographies, and others.

The Tertiary Sources are descriptive documents that “presents summaries or condensed versions of materials, usually with references back to the primary and/or secondary sources” (Sotheby's Institute of Art, 2020); which means that lists or compiles the two previous information sources mentioned.

3.3.1 Description of the Institution

This research is conducted in a private school named Centro Educativo Bilingue Yinu’s, located in Naranjo Street, Concepción, in the province of Cartago, is a family-oriented school that enjoys providing a loving and caring environment for the students and their families; it offers accessible prices in all the levels as a way to help them. Even though this is a private school, the total amount of students they have is pretty small compared to other private schools which at this moment is 65 (including the preschool

students); besides that, this school only has one group per grade where the maximum number of students in a grade is a total of 17 and the minimum is 7.

3.3.2 Description of the Community

The families of the group studied are from middle class to high class; the students are from Concepción and their surroundings, a small community located in a rural area therefore, the students have different academic levels. Most of the families care for their children and get involved in their learning process, they pay attention to all the details regarding school, but some families do not involve all the time, so the children get lost and do not receive appropriate support from them. However, the students are good people who enjoy spending time together, they are humble, creative, and friendly. The majority of the students cared about the school and have good grades, so they put a lot of effort into their homework and projects.

3.3.3 Description of the Population and Participants

The population is defined by (Levy & Lemeshow, 2013) as “the entire set of individuals to which findings of the survey are to be extrapolated”.

Therefore, the population of this research is the students of fourth grade which is composed of 17 students whose average age is between 9 and 10 years old. Within these participants; there are 9 girls and 8 boys. They all share the same goal that is to improve their Reading skill to get better English proficiency. They are excited about having the chance, to learn a second language and to have the opportunity to improve

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their understanding of the skill so that they can not only learn more about it but also correct their mistakes. Students know that today English is a very important and necessary tool they need, not only to communicate in the target language but also to know that it would be a great instrument to get the goals they want to achieve in the future.

Also, the English teachers are composed of 6 educators, whose experience ranged from 3 years to 15-plus years. All of them are highly prepared and qualified to teach. The teachers are interested in being part of it because they are aware of the difficulties that the majority of the students have when practicing the Reading skill, so observing and analyzing the students' point of view, the usage of Costa Rica context-based didactic resources, and the good results that they may have is a great way to reinforce the necessity of innovation and implementation of new and dynamic resources.

For this reason, not only the students but also the English teachers will be taken into account in this thesis study to compare the perspectives towards the skill and their teaching-learning process and the importance of having different and innovative didactic materials.

3.4 Analysis of Categories

Establishing the importance of creating didactic materials for students in the Costa Rican context for providing a better teaching-learning process is considered one of the main important objectives of the research as well as evaluating the impact that didactic

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materials can have in the acquisition of new vocabulary and reading comprehension during the students' teaching-learning process.

Some valuable terms are essential for the reader to understand to comprehend the prominence and importance of the investigation; these keywords are explained below.

One of the main terms in this research is Reading Skill which according to (Bojovic, 2010) "is a cognitive ability which a person can use when interacting with the written text". "Reading skills involve: identifying word meaning, drawing inferences, finding answers to questions and main ideas, literal comprehension, forming judgments and others".

Reading as a complex, interactive, comprehending activity needs considerable time and resources to develop; therefore, using few methods to measure the comprehension of a text is inadequate. For instance, employ several different techniques are more appropriate for the improvement of reading comprehension in English as a second language. This thesis study selected reading because as stated in (MEP, 2016) "this skill intends to expose students to different types of texts and genres such as fiction, non-fiction, autobiographies, fables and fairytales, academic and non-academic texts by experiencing different reading techniques and developing different reading strategies".

Another term important to interiorize is reading comprehension since it is the key component that students need to practice and truly comprehend to achieve the objectives. (Kirby, 2007) explained that reading comprehension is "the process by which we understand the texts we read. It is the purpose of reading, why we teach it, and why

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we care about it. It is also the prerequisite for meaningful learning from the text” As MEP previously stated the importance of exposing students to develop their reading skill, this research seeks to establish the importance of creating didactic materials for students in the Costa Rican context for providing a better teaching-learning process.

Another valuable term is didactic materials, according to (Padrón, Doderó, Díaz, & Aedo, 2005) “didactic materials are any kind of aid that assist and help to achieve the objectives during the entire learning process”, so having innovative resources based on the Costa Rica context can be beneficial for the students whose learning can be linked to their culture, traditions, and beliefs where those resources can guide and support in an effective way the learning process of them. Hence, the implementation of didactic materials for improving the Reading skill is going to be the basis of this investigation as well as recognizing the issues that students face daily when learning the skill to understand why some students act with specific behaviors towards the language that provides a negative impact in their learning process even though they are immersed in the language during their English classes.

Lastly, cognition is an important term to analyze in this thesis because according to (Soman, 2018) “it is the study of how human beings receive, process, integrate, and respond to information. Attention, memory, critical-thinking, problem-solving, and analytical skills are some of the cognitive processes which are important for learning in and out of the classroom” For this reason, cognitive development is one of the theories included in this thesis because as Piaget and Vygotsky mentioned in their theories, children develop their thinking skills through social interactions and the past experiences.

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Also, (Soman, 2018) stated that “it is important to note that cognitive skills are developing in the context of other skills and abilities”; in other words, the skills are developed naturally when children engage in different activities which shape their cognitive development processes. After simplifying these definitions, this study proves that these terms are important to know to not only comprehend but also implement new strategies or materials for improving the Reading skill in fourth graders.

3.5 Data Collection Instruments

When doing research, it is essential to choose appropriate instruments to obtain the data needed to achieve the objectives that will be examined later. "Data collection instruments refer to devices used to collect data such as questionnaires, tests, structured interview schedules and checklists" (Mbambo)

The researcher is seen as the primary instrument for data collection and analysis of this thesis study; however, the implementation of the different instruments such as questionnaires, interviews, and classes observations allow to know the real expectations of the subject in research and in this way have a greater understanding of the issue. This allows collecting the relevant information needed to conduct the investigation. Therefore, for the analysis of the information contained in this work were applied research instruments such as interviews, questionnaires, and class observation, which are described below.

3.5.1 Observation

Observation is another instrument of this investigation which according to (Elmusharaf, 2012) “observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena”. This instrument allows witnessing first-hand what individuals say and do in their environment (real-life) rather than having other individuals’ interpretation of the situation.

The types of observation that are applied to this research are the participant-observation and non-participant observation; the participant-observation is when the researcher is immersed in the social situation that is being studied as a member of the community while non-participant observation is when the researcher only observe and analyze the social situation without participate; in other words, the researcher enters the situation with no intentions to act as the events or the behavior happens, making careful, objective notes about what they see, recording the relevant information.

All the previous instruments are essential for this research because they help the researcher to understand quickly the study population and cultural environment that captures quality evidence that supports the study, allowing to complete it. Having a deeper understanding of the situation studied and the perspectives of the population is beneficial not only for this research but also for the education field for the students' teaching-learning process

3.5.2 Questionnaire

The questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from the people who answer. According to (Kabir, 2016) questionnaires are not among the most prominent methods in qualitative research, because they commonly require subjects to respond to a stimulus, and thus they are not acting naturally. However, they have their uses, especially as a means of collecting information from a wider sample than can be reached by personal interview.

Based on the previous information, this instrument of investigation though is necessarily more limited, can still be very useful because when facts or opinions have been identified, a questionnaire can explore subjective and objective data of the study population to obtain results that can be significant.

3.5.3 Interviews

According to (Kabir, 2016, p. 211) interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including individual, face-to-face interviews, and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices such as computers.

The interviews provide complete information with a greater understanding of the perspectives of the population in the study because it allows having more control over the flow of the questions due to the conditions of interviews are the same for all the participants to minimize differences between them, exploring the answers deeper.

3.5.4 Pre-test and Post-test

According to (Berry, 2008), "pre-tests are a non-graded assessment tool used to determine pre-existing subject knowledge, they are administered before a course to determine knowledge baseline; however, they are used to test students prior to a material coverage throughout the course"

In other words, pre-tests establish a subject knowledge baseline and then the post-tests look for the knowledge added based on the material used to enhance the skill. This instrument is useful for this thesis study because the pre-tests are covering material that the instructor has not covered and that the student is not expected to know but they help to motivate the usage of new tools.

The pre-test will let the researcher know the difficulties that the students have when reading a text, understanding words or paragraphs, and identifying the context of a story and how they perceive the skill and use the resources to determine the level before implementing the new context-based didactic materials.

The post-test will be applied to the students to evaluate the results of the implementation of the didactic materials. It is given to the participants after the activity or instruction is completed. The post-test will be a reading comprehension activity and a vocabulary matching activity where the keywords used in the text will be shown in an interesting way for a better understanding. Using both of these tests will demonstrate the knowledge acquired.

3.6 Collection Data Process and Data Analysis

To start this investigation the researcher will have an observation about the class, through this instrument the researcher could see how class interaction was, the organization of the group and the development of the class as well as the didactic materials used; in that way, the researcher will be able to analyze the behaviors and attitudes towards the skill and the exercises or resource in which the students were more or less engaged as well as the advantages and disadvantages of them. This technique will be applied in a direct way to make the first contact with the study object. Through it, we collected and registered the pertinent information for its later analysis and contrast. It was used to identify the main as well as the specific problems to guide the research.

Then, a questionnaire will be applied to the students as well as the teachers as a way to get more reliable data to analyze it; it is designed with different questions that cover the important aspects of the objectives of this investigation and the research question. The questionnaires are going to be done face to face with the students by giving them one survey with some questions that they must answer and with the teachers is going to be done via Google forms where a digital survey will be sent. By answering them, the researcher will be able to compare the data received and get a clear perspective about the panorama of the students' problems with the skill and the teachers' insecurities or limitations to improve it and have a better result in the acquisition of English as a second language during the teaching-learning process of the skill.

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Knowing the difficulties of the Reading skill, the opinion about the regular resources, and the importance of having new and dynamic Costa Rican content-based didactic materials is an excellent opportunity to analyze each point of view to recognize the importance of the implementation of new didactic materials.

After it, the interviews will be conducted in this study to get reliable information to understand, analyze and compare the opinions and perspectives of the students and teachers that are immersed in the teaching-learning process as a way to obtain essential information to demonstrate the necessity of innovative didactic materials.

The interview is going to be done face to face in the class, all the participants will have the same questions and are fixed in a specific order, and are short and precise. The interview will be applied to the teachers from the school using open questions about the limitations that they noticed in the teaching-learning process of the reading skill and the perspectives that they have about their didactic materials and other questions related to the implementation of new ones. Taking into account this interview, the researcher can know and see how the teacher develops the reading skill and the strategies and materials she or he applied when teaching and practicing it.

Besides, a pre-test will be carried out in the class where the students will have to read a short story and answer some questions about it as well as identify the vocabulary of the keywords given; the teacher will provide 30 minutes to do it. By carrying out this instrument, the researcher can determine the students' reading comprehension level before implementing the new didactic materials.

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During the first lesson with the fourth graders, the implementation of a new method will be applied where a 40 minutes class will be taught by the researcher to explain how to identify the questions and the respective answers in a reading comprehension practice. The researcher will mention some aspects that should be taken into account when answering a question from a text such as looking for keywords or "hint words" that can lead them to the correct answer, paying attention to the details, and others.

In the second lesson, the students will practice looking for keywords or "hint words" in the questions and the paragraph as a way to identify not only the possible answers but also the vocabulary. An online game will be applied as a way to have a dynamic activity where students can practice their knowledge about the vocabulary. Then, the researcher will ask the students to choose 5 words from the vocabulary and write down a complete sentence to check the context according to their definition of the words.

During the third lesson, the researcher will explain the importance of activate prior knowledge about a topic and make connection with the words that the students know building their own understanding of the sentence or paragraph where visualizing the information can help them to get the gits better. Therefore, the researcher makes an activity in the class where the students will read a short story and they will have to work in groups of 3 people (taking into account the distance between each other due to pandemic) to act a part of the story out while the rest of the students guess.

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The fourth lesson will be applied and an activity will be made where the students can practice what they had learned so far from the previous classes; in the class, the researcher will place some papers with some questions from a story and the respective answers; however, there will be some answers that are not the correct ones, so the students will have to analyze the context of the questions and they will have to comprehend it to choose the correct answer. Once they choose them, they will have to paste them into the notebook.

In the fifth and last lesson, the students practice again reading comprehension by underlining the keywords that appear in the questions and the story as a way to identify the possible answers. A brief review about wh-question words will take place to remember their definitions and avoid possible mistakes (some students still confused them) by providing them a study card with the most important information and practice it with an online game to check the understanding of the students.

Finally, a post-test will be applied to the class, the researcher will give 40 minutes to complete it. In those 40 minutes, the students will have to read the story, identify the vocabulary given based on what they have covered by underlining them and recognize the "hint words" in the questions to have the correct answers. This instrument will be done by the students in an individual way applying what they have learned during the lessons.

CHAPTER IV

4. DATA ANALYSIS

In this chapter, the researcher will analyze all the data collected in the investigation. The purpose of this chapter IV is to allow the researcher to scope the objectives established at the beginning of this research as well as answer the research question. Besides that, the data collection instruments are going to be explained and the information will be organized. The researcher will explain deeply each instrument used in the investigation as a way to define it and provide a logical and organized order to present the information and compare its results to be able to answer the objectives of this study. As stated by (LeCompte & Schensul, 1999) "define data analysis is the process of reducing large amounts of data collected to make sense of them. During the analysis, the data is organized and reduce throughout the categorization of it while it is identified and linked"

4.1 Analysis and Interpretation of the Results

This chapter focuses on the analysis of the results obtained after applying and tabulating the instruments that measure the impact of the created didactic materials and data obtained from them as well as the students' and teachers' perspectives and points of view.

4.1.1 Questionnaire

First of all, two questionnaires were applied at the Centro Educativo Bilingue Yinu's, one was for the students and the other was for the teachers of that school. The first was applied to 17 students of fourth grade to prove the impact of the activities that the teacher uses and the situations or problems that they have with the skill as well as knowing about the opinion about having new didactic materials to practice the Reading skill. Then, the other was applied to 6 teachers to know what are their opinions about the didactic materials they use and how they teach their reading classes.

4.1.1.1 Questionnaire for Fourth Graders at Centro Educativo Bilingue Yinu's

1. Do you think reading comprehension is easy?

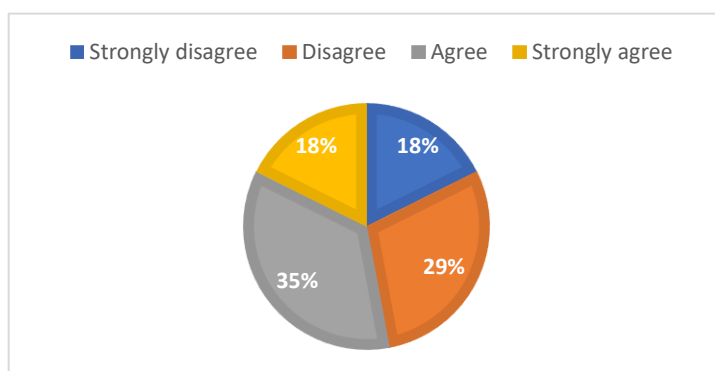


Figure 1

According to the questionnaire, three students which represent 18% "Strongly disagree" that reading comprehension is easy while six students which represent 35% "agree" that, three students which correspond to 18% "Strongly agree", finally, five students which represent 29% "Disagree".

2. Do you enjoy your reading comprehension activities?

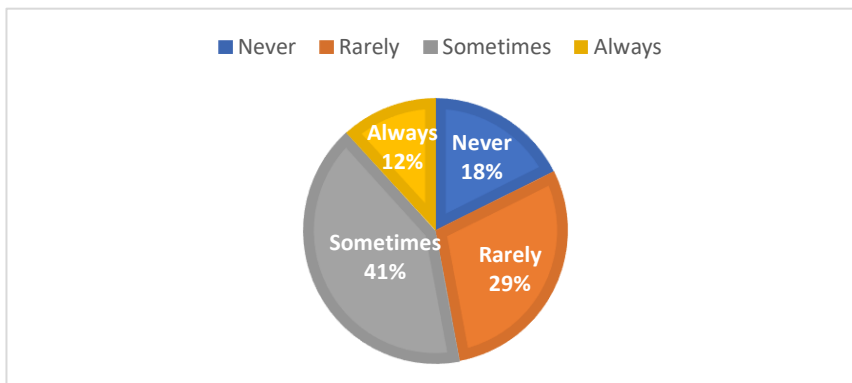


Figure 2

According to the questionnaire, three students which represent 18% stated that "Never" enjoy the reading comprehension activities while five students which represent 29% say that "Rarely", seven students which correspond to 41% say that "Sometimes", and finally, two students which represent 12% say that "Always".

3. Do you find the stories given in your textbooks for the reading comprehension skill interesting?

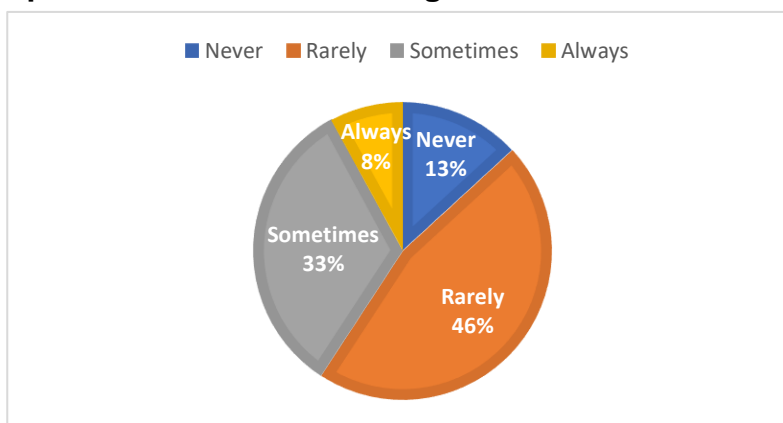


Figure 3

According to the questionnaire, three students which represent 18% stated that they "Never" enjoy the reading comprehension activities while five students which represent 29% say that "rarely", seven students which correspond to 41% say that "Sometimes", and finally, two students which represent 12% say that "Always".

4. Do you think the materials used by the teacher are comprehensible for you?

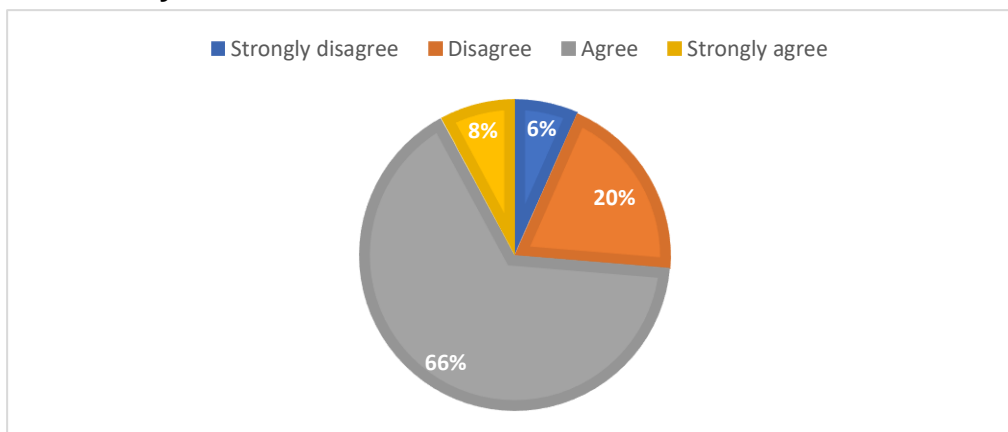


Figure 4

According to the questionnaire, three students which represent 6% stated that “Strongly disagree” that the materials used by the teacher are comprehensible while three students which represent 20% “Disagree”, ten students which correspond to 66% “Agree” that, and finally, three students which represent 6% “Strongly agree”.

5. Do you think that your reading skill could improve with new didactic materials? (such as online games, dynamic activities, strategies, etc.)

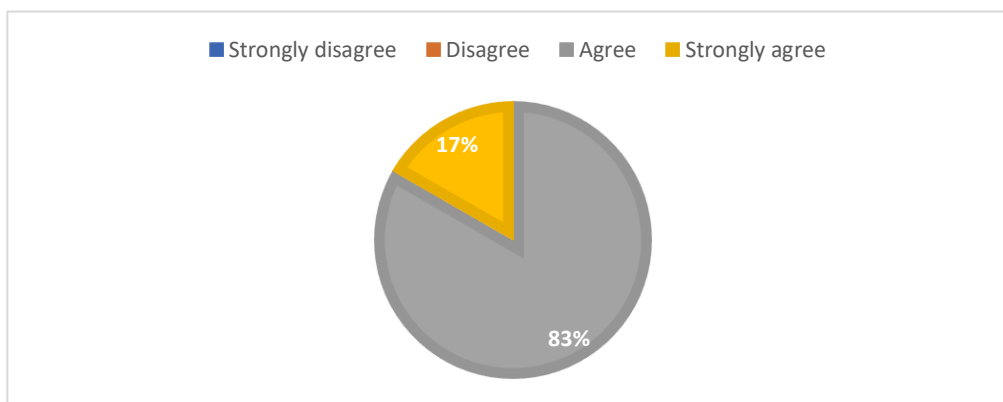


Figure 5

According to the questionnaire, six students which represent 17% stated that “Agree” that their reading skill could improve with new didactic materials such as games,

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dynamic activities, and strategies while eleven students which represent 83% “Strongly Agree”.

6. Is the vocabulary of the texts and stories clear and easy to understand?

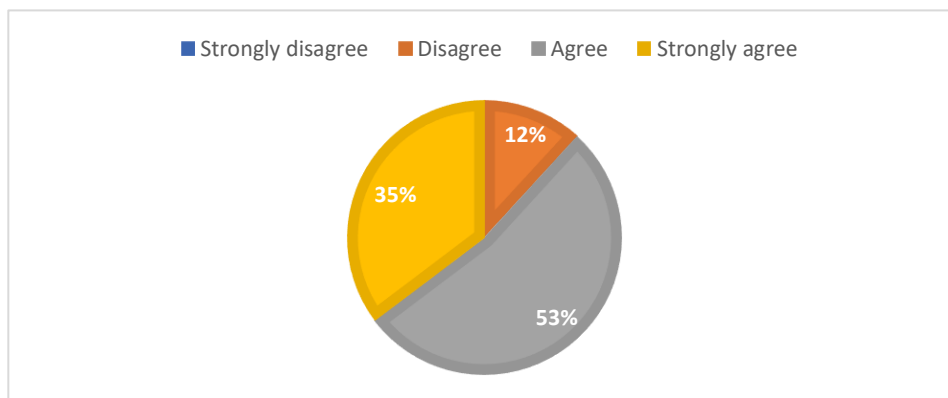


Figure 6

According to the questionnaire, 2 students which represent 12% stated that “Disagree” that the vocabulary of the texts and stories is clear and easy to understand while nine students which represent 53% “Agree” that, and finally, six students which represent 35% “Strongly agree”.

7. Are the questions and texts of the reading comprehension practices coherent?

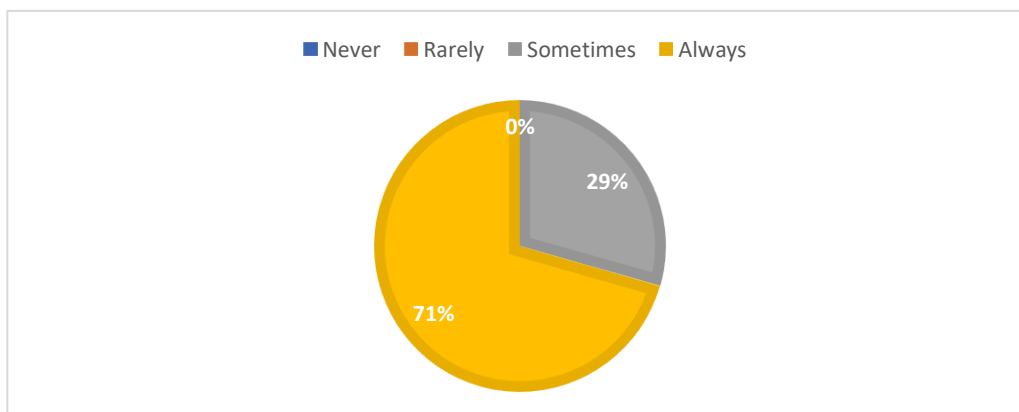


Figure 7

Implementation of Costa Rican context based didactic materials for improving reading comprehension

According to the questionnaire, 5 students which represent 29% % stated that “Sometimes” the questions and texts of the reading comprehension practices are coherent while twelve students which represent 71% say that “Always”.

8. Do you think the questions and vocabulary are difficult to identify?

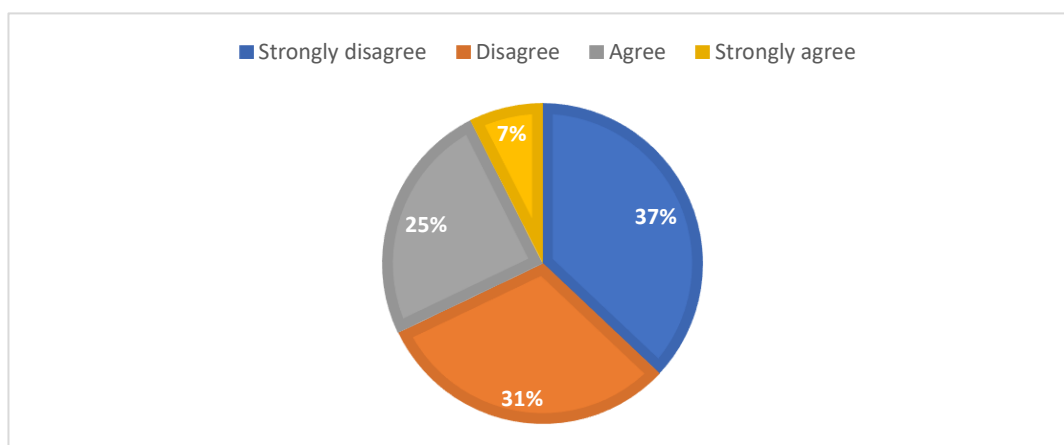


Figure 8

According to the questionnaire, 6 students which represent 37% stated that “Strongly disagree” that the questions and vocabulary are difficult to identify while five students which represent 31% “Disagree” that, 4 students which represent 25% "Agree" and finally, 2 students which represent 7% “Strongly agree”.

9. Do you think that finding the answers to the questions in a reading comprehension practice is an easy task?

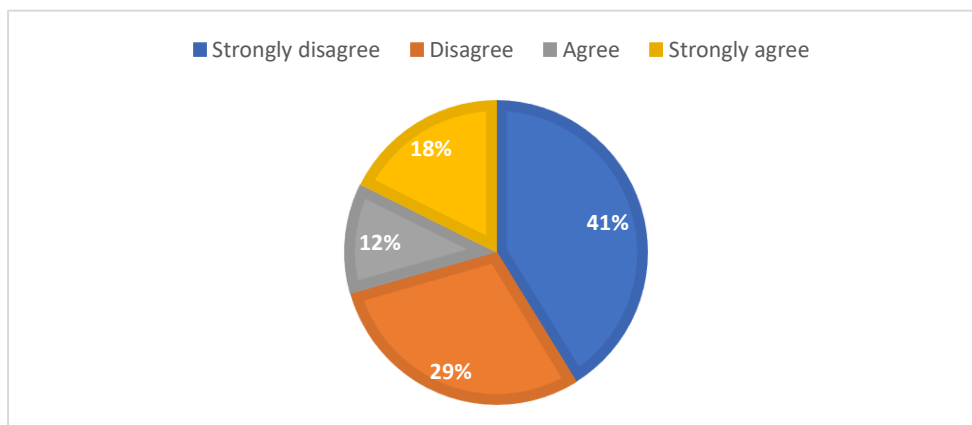


Figure 9

According to the questionnaire, 7 students which represent 41% stated that “Strongly disagree” that findings the answers to the questions in a reading comprehension practice is an easy task while 5 students which represent 29% “Disagree” that, 2 students which represent 12% “Agree” and finally, 3 students which represent 18% “Strongly agree”.

10. Do you seek guidance keywords or hints from the questions in the texts to find the answers?

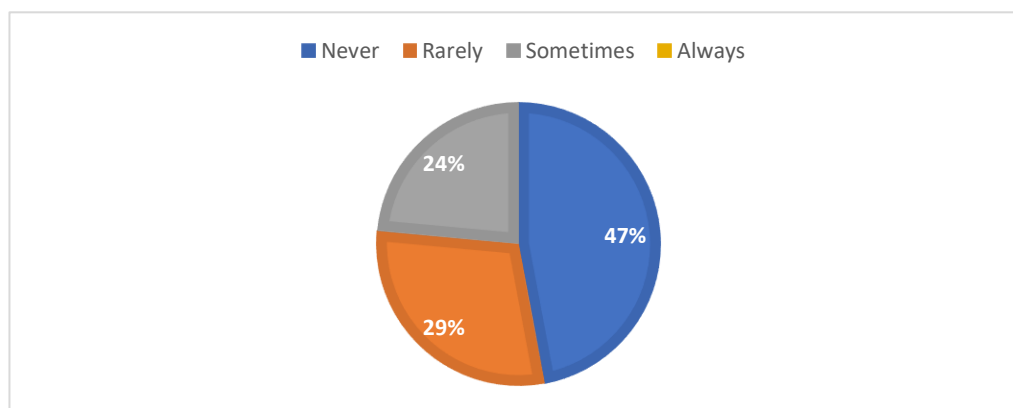


Figure 10

According to the questionnaire, eight students which represent 47% stated that “Never” seek guiding keywords or hints from the questions in the texts to find the answers while five students which represent 29% say that “Rarely”, and finally four students who correspond to 24% say that “Sometimes”.

11. Do you pay attention to the details that appear in the reading comprehension practices?

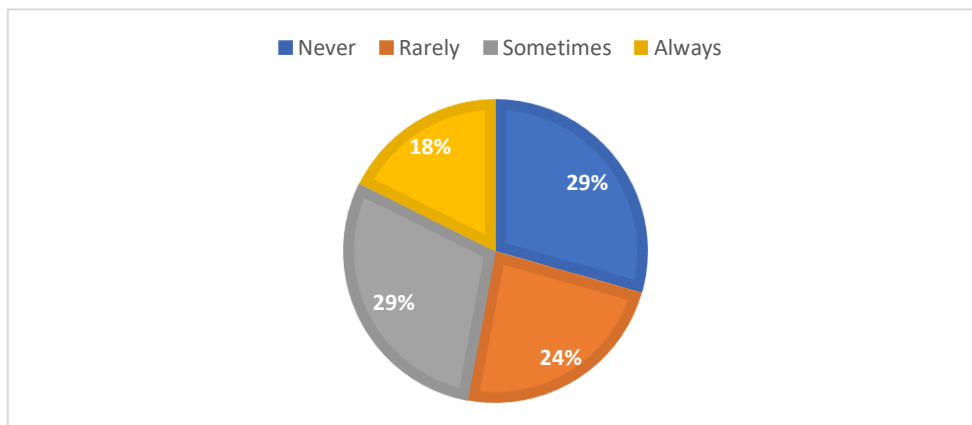


Figure 11

According to the questionnaire, five students which represent 29% stated that they "Never" pay attention to the details that appear in the reading comprehension practices while four students which represent 24% say that "rarely", five students which correspond to 29% say that "Sometimes", and finally three students which correspond to 18% say that "Sometimes".

12. Do you identify the vocabulary that you know to understand the story or question?

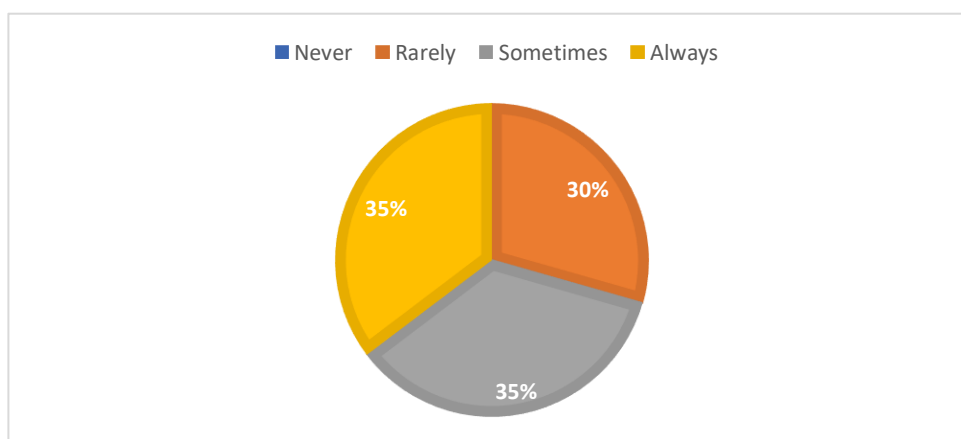


Figure 12

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According to the questionnaire, five students which represent 30% stated that they "Rarely" identify the vocabulary that they know to understand the story or question while six students which represent 35% say that "sometimes", and finally six students which correspond to 35% say that "Always".

13. Do you make connections between what you read and what you know to have a better understanding?

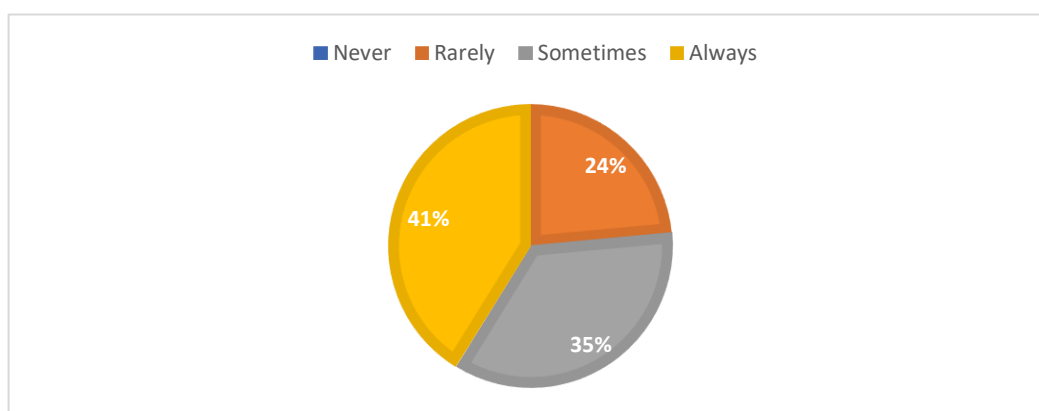


Figure 13

According to the questionnaire, four students which represent 24% stated that they "Rarely" make connections between what they read and what they know to have a better understanding while six students which represent 35% say that "sometimes", and finally seven students which correspond to 41% say that "Always".

14. Do you summarize the information of the text as you read?

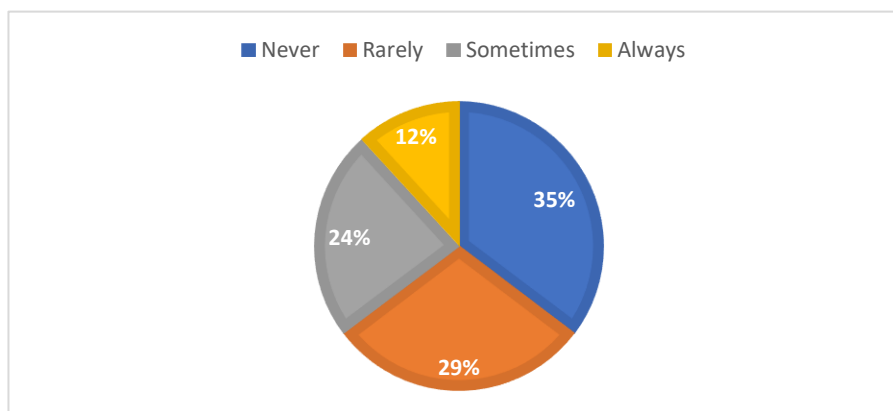


Figure 14

According to the questionnaire, six students which represent 35% stated that “Never” summarize the information of the text as they read while five students which represent 29% say that “Rarely”, four students which correspond to 24% say that “Sometimes”, and finally, two students which represent 12% say that “Always”.

4.1.1.2 Questionnaire for Teachers at Centro Educativo Bilingue Yinu’s

1. How satisfied are you with the way you teach reading comprehension skill?

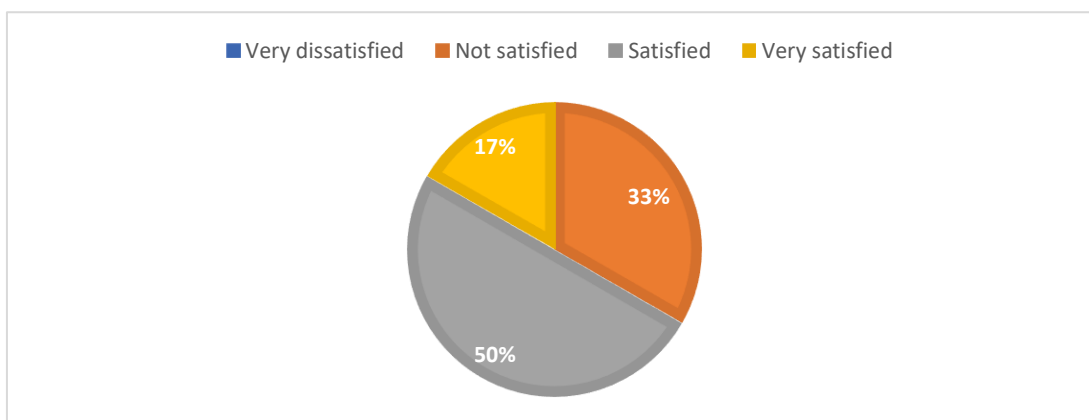


Figure 15

According to the questionnaire, two teachers which represent 33% stated that they are “Not Satisfied” with the way they teach the reading comprehension skill while three teachers which represent 50% say that they are “Satisfied”, and finally, one teacher which represents 17% say that is “Very Satisfied”.

2. Do you feel that you have adequate resources or didactic materials to teach reading to your students?

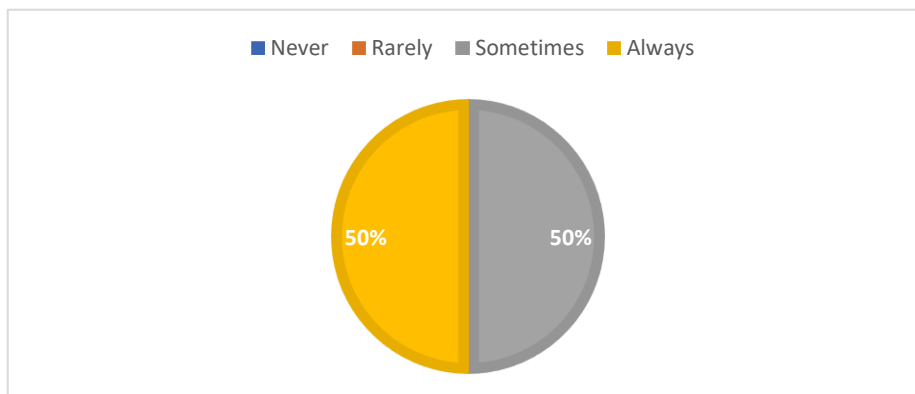


Figure 16

According to the questionnaire, three teachers which represent 50% stated that they “Sometimes” feel that have adequate resources or didactic materials to teach reading to the students while three teachers which represent 50% say that they are “Always” feel that.

3. Is money a factor in the kind of didactic materials or resources you use when teaching lessons?

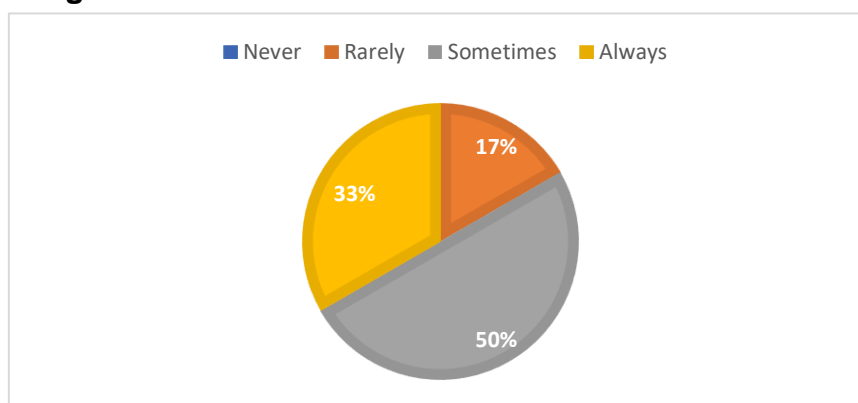


Figure 17

According to the questionnaire, one teacher which represents 17% stated that they “Rarely” the money is a factor in the kind of didactic materials or resources he/she

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uses when teaching lessons while two teachers which represent 33% say “Sometimes”, and finally, three teachers say that “Always”.

4. How satisfied are you with your didactic materials during the classes?

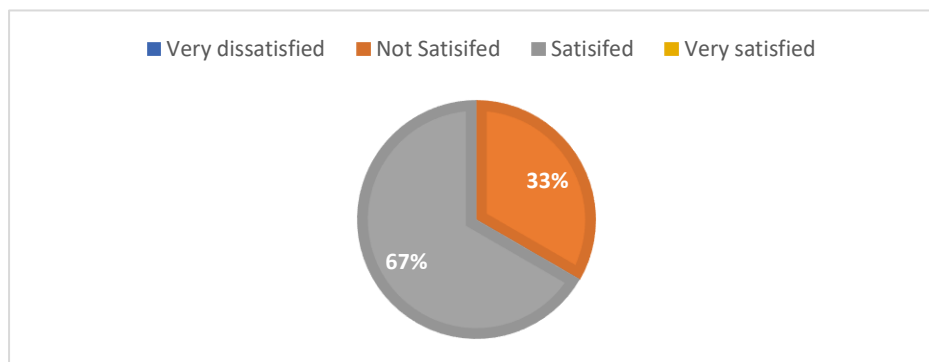


Figure 18

According to the questionnaire, two teachers which represent 33% stated that they are “Not Satisfied” with their didactic materials during the classes while four teachers which represent 67% say that they are “Satisfied”.

5. What resources do you use when you have reading instruction and/or do reading activities with the students?

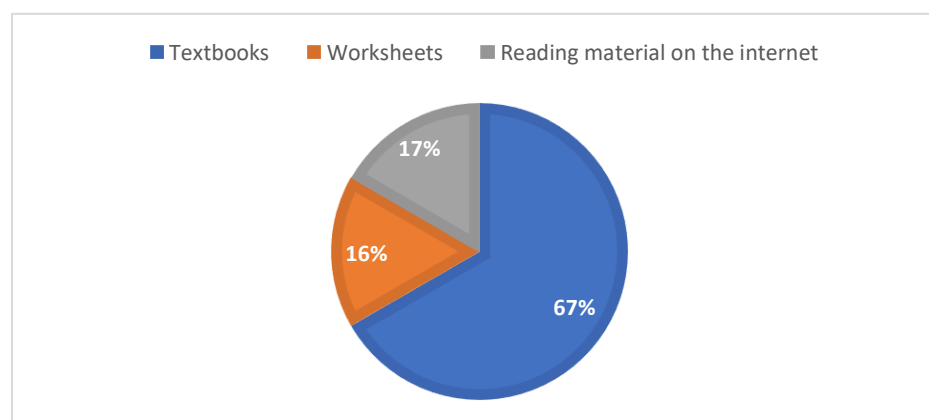


Figure 19

According to the questionnaire, four teachers which represent 67% stated that they use “Textbooks” when they have reading instruction and/or do reading activities with the students while one teacher which represents 17% say that he/she uses “Reading

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material on the internet”, and finally one teacher which represents 16% say that he/she uses “Worksheets”.

6. When you have reading instruction and/or do reading activities with the students, how often do you do the following?

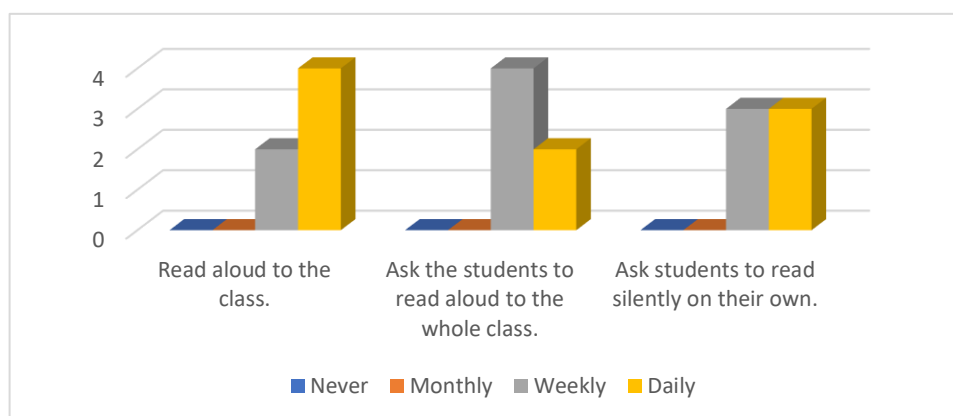


Figure 20

According to the questionnaire, four teachers which represent 67% stated that they read aloud to the class “Daily” when they have a reading instruction and/or do reading activities with the students while two teachers which represent 33% say that they do it “Weekly”. Also, four teachers which represent 67% stated that they ask their students to read aloud to the whole class “Weekly” while two teachers which represent 33% say that they do it “Daily”. Besides, three teachers which represent 50% stated that they ask their students to read silently on their own “Weekly” while three teachers which represent 50% say that they do it “Daily”.

7. How often do you do reading activities with the students?

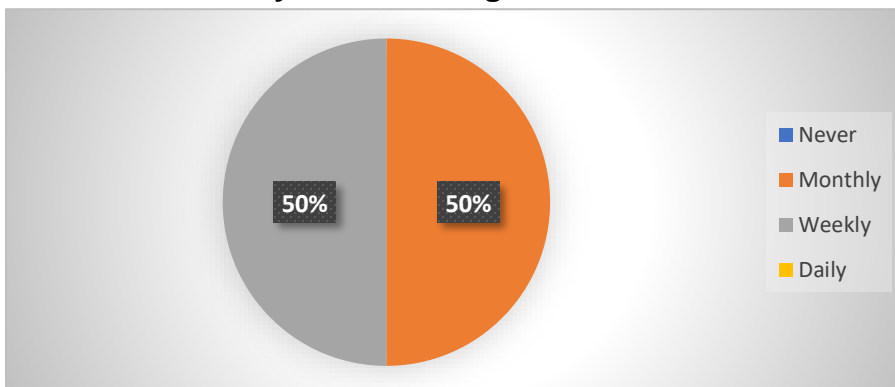


Figure 21

According to the questionnaire, three teachers which represent 50% stated that they “Weekly” do reading activities with the students while three teachers which represent 50% say that they do it “Monthly”.

8. How often do you teach or model different reading strategies such as skimming, scanning to your students?

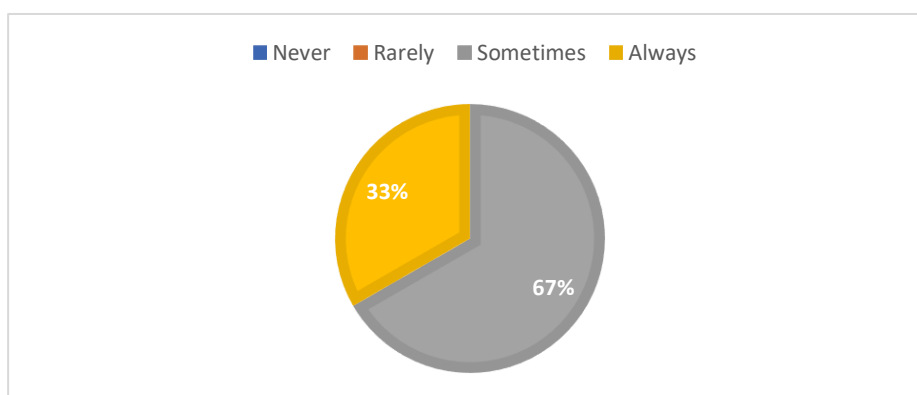


Figure 22

According to the questionnaire, four teachers which represent 67% stated that they “Sometimes” teach or model different reading strategies such as skimming, scanning to the students while two teachers which represent 33% say that they do it “Always”.

9. How often do you ask students to answer reading comprehension questions in a workbook or on a worksheet about what they have read?

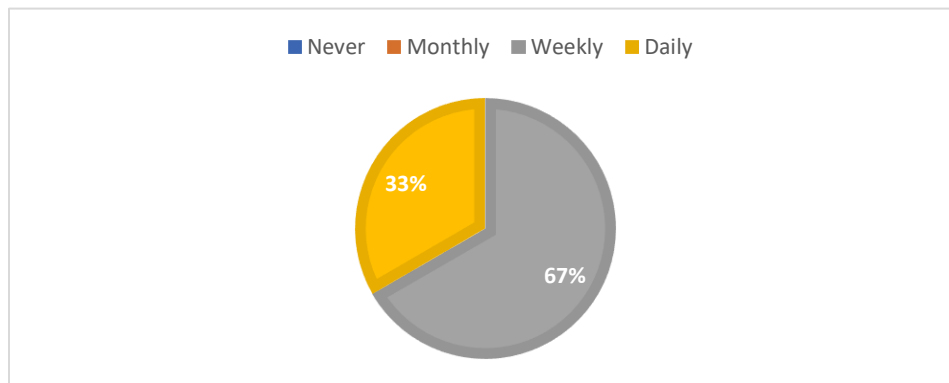


Figure 23

According to the questionnaire, four teachers which represent 67% stated that they “Weekly” ask students to answer reading comprehension questions in a workbook or on a worksheet about what they have read while two teachers which represent 33% say that they do it “Daily”.

10. How often do you compare what they have read with experiences they have had?

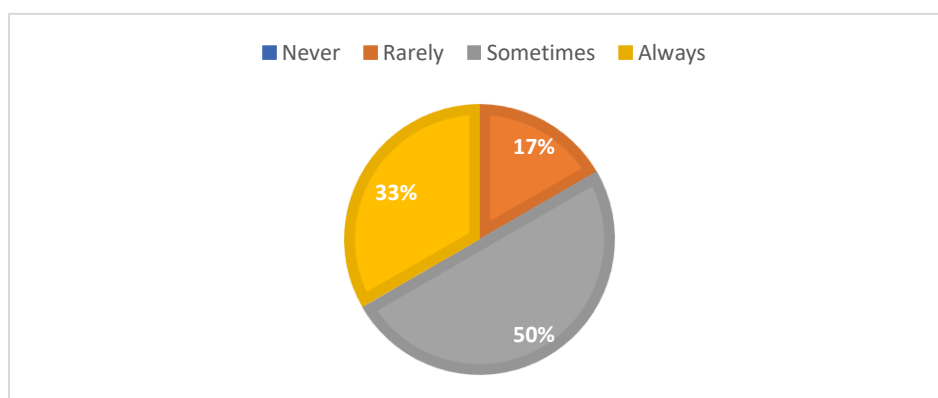


Figure 24

According to the questionnaire, one teacher which represents 17% stated that they “Rarely” compare what the students have read with experiences that they have had

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while three teachers which represent 50% say that they “Sometimes” do it, and finally, two teachers which represent 33% say that "Always".

11. How often do you incorporate dynamic activities or games into your lessons?

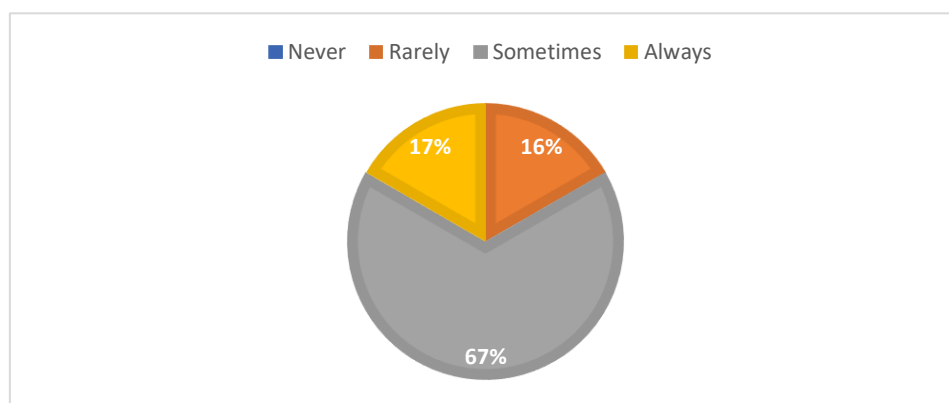


Figure 25

According to the questionnaire, one teacher which represents 17% stated that they “Rarely” incorporate dynamic activities or games into your lessons while four teachers which represent 67% say that they “Sometimes” do it, and finally, one teacher which represents 16% say that “Always”.

12. Would you implement new didactic resources in your classes?

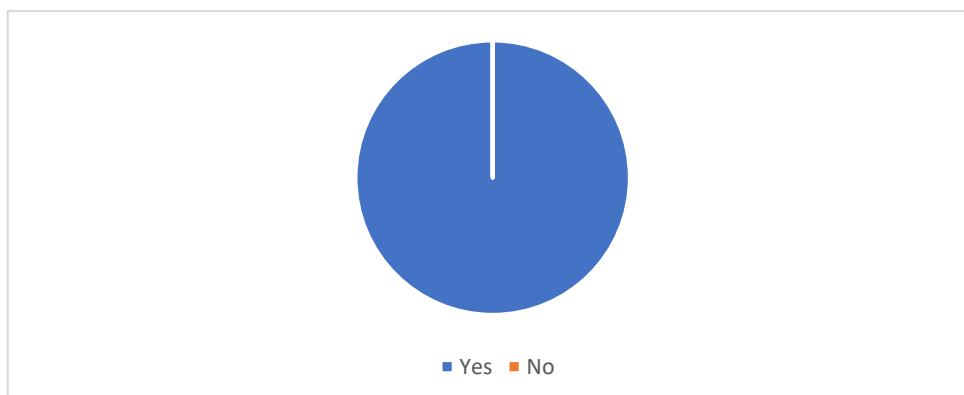


Figure 26

Implementation of Costa Rican context based didactic materials for improving reading comprehension

According to the questionnaire, six teachers which represent 100% stated that “Yes” they would implement new didactic resources in their classes.

13. Would you like to have texts or didactic materials based on the Costa Rican context? (such as traditions, stories, culture, activities of the country, etc.)

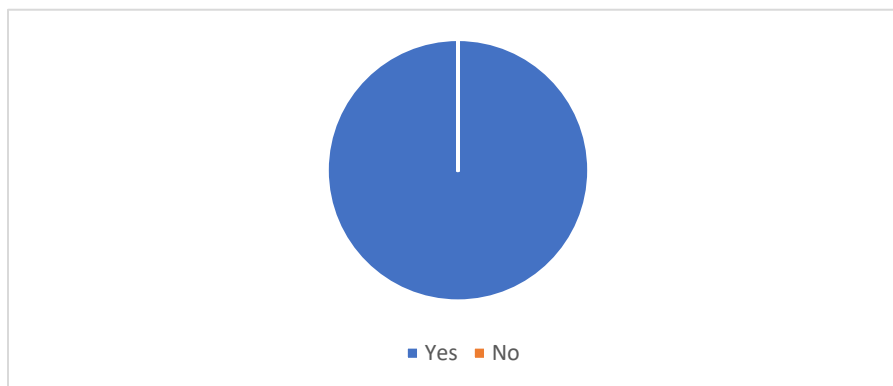


Figure 27

According to the questionnaire, six teachers which represent 100% stated that “Yes” they would like to have texts or didactic materials based on the Costa Rican context (such as traditions, stories, culture, activities of the country, etc.)

4.1.2 Interview

An interview was applied to 6 teachers to know what are their opinions regarding the teaching-learning process of the reading skill in their students, what are the limitations that they noticed their students have in the skill, and the perspectives about the usage or implementation of new didactic materials related to the Costa Rican context.

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1. Why do you consider that the reading skill is important for the students?

Graphic 28

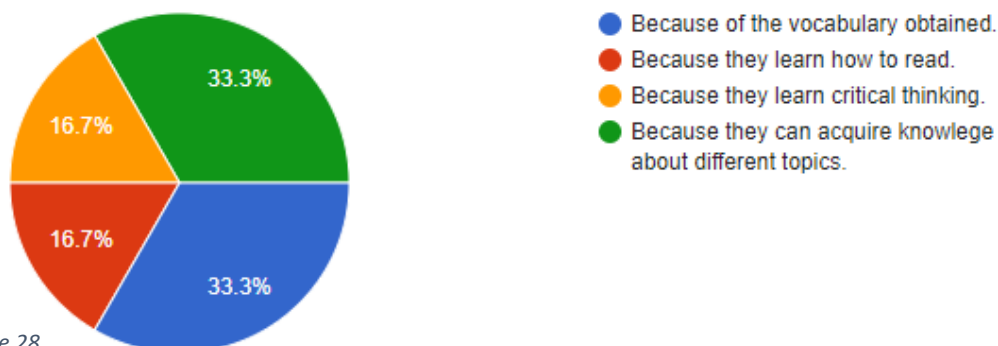


Figure 28

According to the interview, two teachers which represent 33.3% stated that reading skill is important for the students “because of the vocabulary obtained”, other two which represents 33.3% mention that “because they can acquire knowledge about different topics” while one teacher which represents 16.7% mentions that “because they can learn critical thinking” and finally one teacher which represents 16.7% say that “because they can learn how to read”.

2. Approximately how much time do your students spend reading at school on an average day?

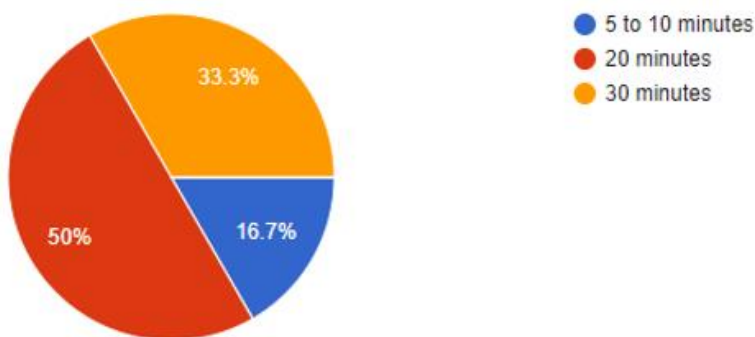


Figure 29

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According to the interview, three teachers which represent 50% stated that approximately their students spend reading at school on an average day “20 minutes”, other two which represents 33.3% mention that “30 minutes” and finally one teacher which represents 16.7% say that “5 to 10 minutes”.

3. How much time do you recommend that the students should read daily?

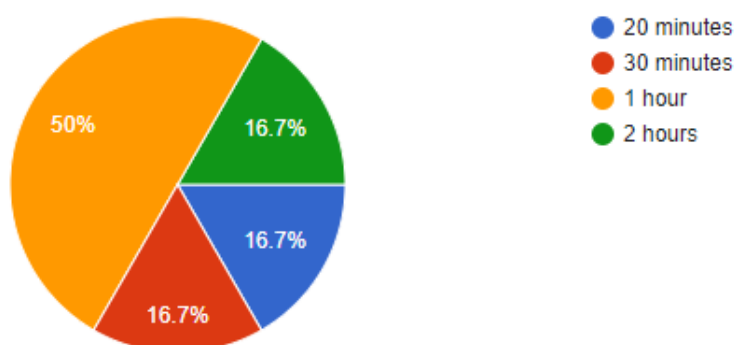
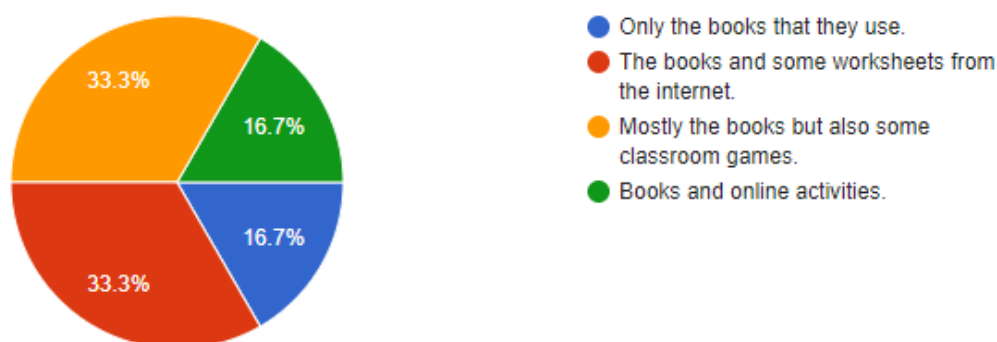


Figure 30

According to the interview, three teachers which represent 50% stated that the time they recommend their students should read daily is “1 hour”, while one teacher which represents 16.7% mention that “20 minutes”, another teacher which represents 16.7% say that “30 minutes” and finally one teacher which represents 16.7% say that “2 hours”.

4. What didactic materials do you use when teaching or practicing reading comprehension?



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Figure 31

According to the interview, two teachers which represent 33.3% stated that the didactic materials they use when teaching or practicing reading comprehension are “the books and some worksheet from the internet”, other two which represents 33.3% mention that “mostly the books but also some classroom games” while one teacher which represents 16.7% mentions that “only the books that they use” and finally one teacher which represents 16.7% say that “books and online activities”.

5. What do you usually do if a student begins to fall behind in reading?



Figure 32

According to the interview, three teachers which represent 50% stated that when a student begins to fall behind in reading they "spend more time working reading individually with the student", other two which represents 33.3% mention that they "ask the parents to help the student with reading" and finally one teacher which represents 16.7% say that he/she “assigns homework to help the student catch up”.

6. After students have read something, what do you ask them to do?



Figure 33

According to the interview, two teachers which represent 33.3% stated that after the students have read something, they ask them to “answer some reading comprehension questions in the notebook”, one which represents 16.7% mention that he/she asks to “write something about or in response to what they have read” while other ask to “summarize what they have read” and finally one teacher which represents 16.7% say that he/she “talk with each other about the reading”.

7. What are some limitations that you have when teaching the reading skill?



Figure 34

According to the interview, two teachers which represent 33.3% stated that some limitations that they have when teaching the reading skill is that "the interest of the

Implementation of Costa Rican context based didactic materials for improving reading comprehension

student or parents is not appropriate towards the skill", two teachers which represents 33.3% mention that "the English proficiency is not the same in all the students" while another teacher which represents 16.7% mentions that "the resources or materials used are not enough to practice or develop the skill" and finally one teacher which represents 16.7% say that "the books they use have a higher level of proficiency than the one that students have".

8. What do you think about using new didactic materials such as online games and/or dynamic classroom activities?

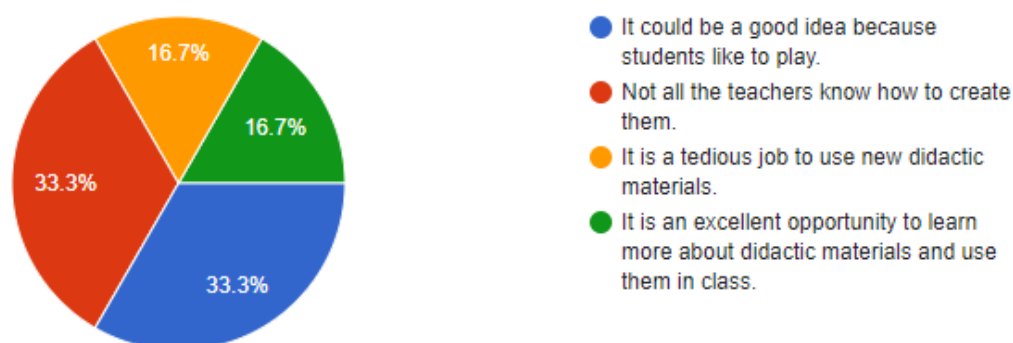


Figure 35

According to the interview, two teachers which represent 33.3% stated that using new didactic materials such as online games and/or dynamic classroom activities "could be a good idea because students like to play", two teachers which represent 33.3% mention that "not all the teachers know how to create them" while another teacher which represents 16.7% mentions that "it is a tedious job to use new didactic materials" and finally one teacher which represents 16.7% say that "it is an excellent opportunity to learn more about didactic materials and use them in class".

9. Would you implement new didactic materials related to the Costa Rican context?

Graphic 36

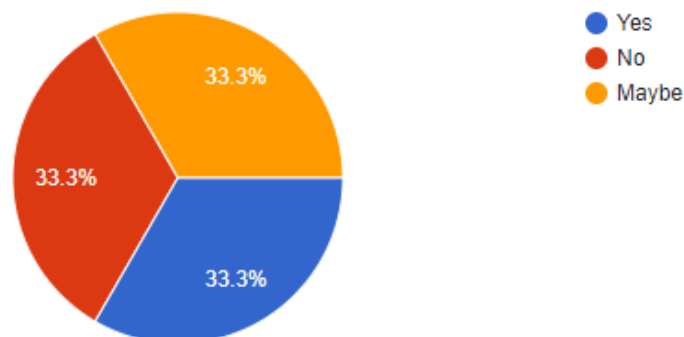


Figure 36

According to the interview, two teachers which represent 33.3% stated that "Yes", they would implement new didactic materials related to the Costa Rican context while two teachers which represent 33.3% mention that "No" and finally two teachers which represent 33.3% say that "Maybe".

10. Do you think that students could learn more using Costa Rican context materials?

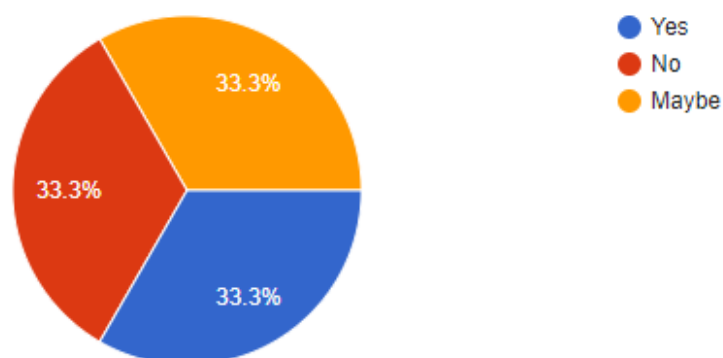


Figure 37

According to the interview, two teachers which represent 33.3% stated that "Yes", they would implement new didactic materials related to the Costa Rican context while

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two teachers which represent 33.3% mention that "No" and finally two teachers which represent 33.3% say that "Maybe".

The analysis of these graphics shows how the six teachers have their own opinion towards the reading skill and how most of them are aware of the limitations that some of their students have and how the way they teach and the material they use are essential to improve the skill.

4.1.3 Pretest

A pre-test is applied to the 17 students of fourth grade as a way to collect information on the reading comprehension proficiency that they have towards the topics that they are covering.

This pretest was carried out in the class where the students had to read a short story and answer some questions by marking with an "x" the correct answer. Then, they had to identify the vocabulary of the keywords given where they had to write down the correct word from the word bank based on the sentence and picture given. After that, students had to complete a sentence by writing down the correct word and drew a picture about it. By carrying out this instrument, the researcher was able to determine the students' reading comprehension level before implementing the new didactic materials and strategies.

To analyze appropriately, the results of this pretest, the student's reading comprehension level will be determined based on the score that they got on the pretest.

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According to (Stage & Jacobsen, 2001) state that “the students would be considered successful if the students’ score could attain at least 7.5 of the maximum score (10). It means the ideal passing score is at least 65%”.

It means that to consider the reading comprehension level of the students excellent, they need to be able to answer the test items between 90%-100% correctly. Very good are for those students who can answer the test items between 80%-89% correctly. Good, for those students who can answer the test items between 65%-79% correctly. Sufficient, for those students who can answer the test items between 55%- 64% correctly and insufficient will be for those students who can answer the test items less than 55% correctly.

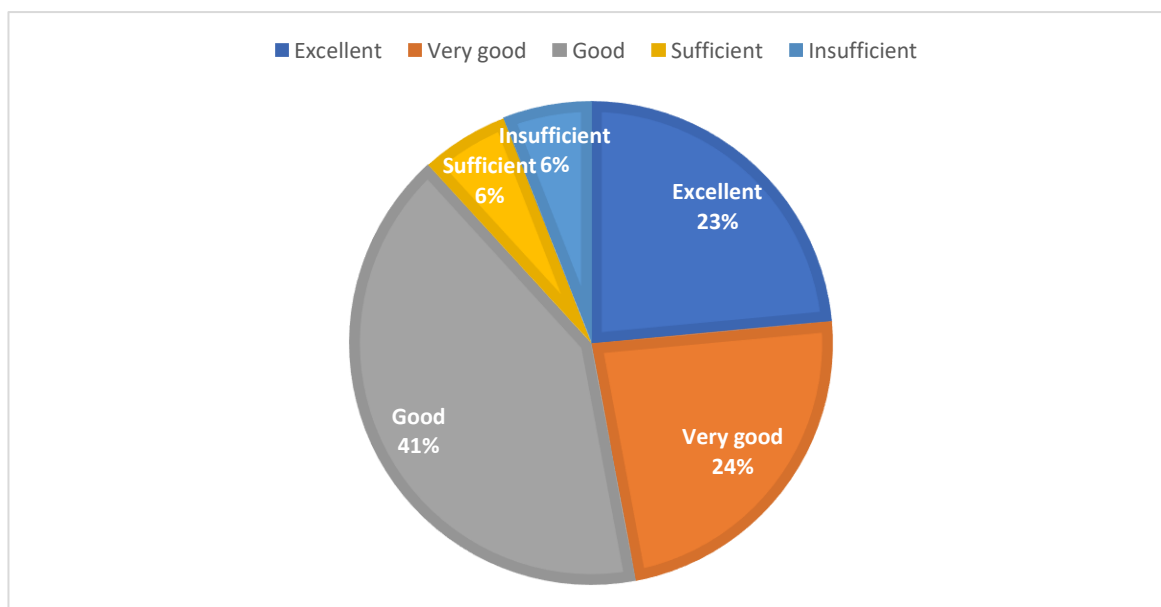


Figure 38

According to the scores of the pretest, seven students which represent 41% got a “Good” because they were able to answer some of the test items correctly, while four students which represent 24% got a “Very good” and the other four students which

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represents a 23% got an "Excellent", one student which represents a 6% got a "Sufficient" and finally, one student which represents 6% got an "Insufficient".

Based on the previous information, the researcher could have a better panorama of the reading proficiency that the fourth graders have towards the skill, and the researcher could notice that most of the students were able to understand the idea of the texts and some of the keywords; however, they could improve their reading comprehension skill.

4.1.4 Post-test

A post-test was applied to the 17 students, the researcher gave 40 minutes to complete it where the students were able to identify some keywords to complete the sentences by writing down the correct word that corresponds. Also, they read a short text about an interesting topic of the space and applied a reading technique called scanning, where they had to scan some specific words of the vocabulary in the text and circle them. After that, they had to answer some reading comprehension questions. The students were able to put into practice all the information, applying what they have learned during the lessons to complete in a better way the posttest as a way to demonstrate an improvement in their skill. To prove that they got a different result, a positive one, the researcher analyzed the scores of this post-test and used the same criteria of interpretation based on them where excellent is a score between 90%-100%. Very good is between 80%-89%. Good between 65%-79%. Sufficient between 55%-64% and insufficient is less than 55% correctly.

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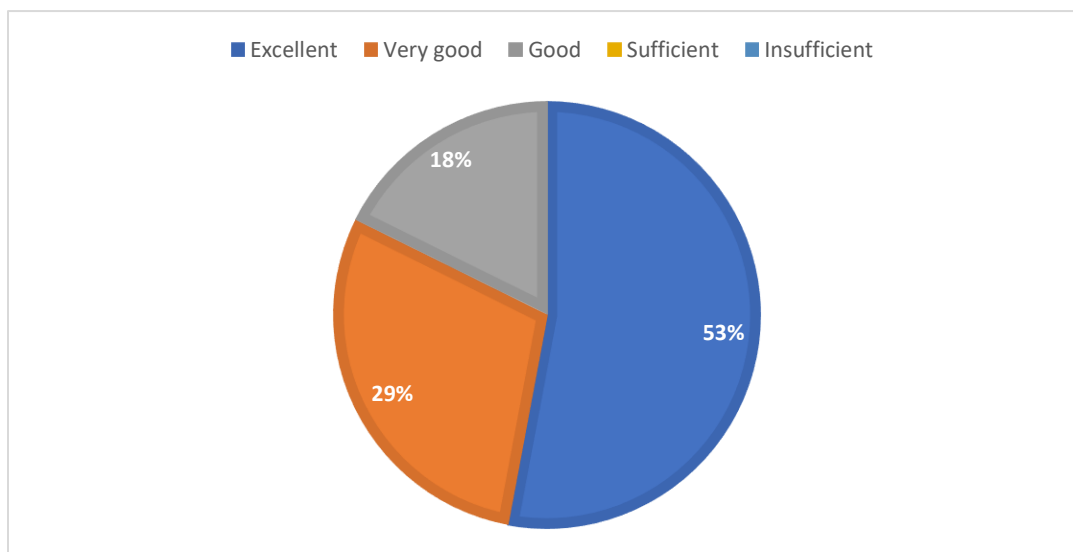


Figure 39

According to the scores of the post-test, nine students which represent 53% got an “Excellent” because they were able to answer all or almost all of the test items correctly, while five students which represent 29% got a “Very good” and finally three students which represents an 18% got a “Good”.

Based on the previous information, the researcher could see an improvement in the reading proficiency of the fourth graders during the production and completion of the activities using their reading skills. The researcher could notice that most of the students were able to understand better the way to handle the given information and how to answer most of the questions using the strategies taught in the lessons and remembering the information and definitions of the keywords where they were able to identify the vocabulary given underlining them and recognizing the "hint words" in the questions to have the answers.

This instrument helps to demonstrate the importance of changing the techniques used by the teacher and implement different materials or activities on the teaching-

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learning process of this skill as a way to encourage the students to read and feel confident about their ability to understand written text and vocabulary.

4.1.5 Observation

An observation is made to analyze, recognize and understand the target group on which this research is based on. During this study, it was applied two types of observation, the non-participant observation (at the beginning of this research) and the participant-observation after getting to know more the fourth graders. The group composed of 17, 9 girls, and 8 boys, students whose average age was between 9 and 10 years old. The teacher always controls the discipline in the group especially when students use Spanish in class and when they do not pay attention. Some students are so quiet and they do not ask questions to the teacher. They do not participate. During the observations, the researcher noticed some elements that interfered with a good learning environment and the way the teacher mediates the class; these are going to be mentioned below.

There were some distractors in the classroom such as posters used by the other teacher placed in the walls at the back of the classroom where the distribution of it is that the students were sitting in lines with a lot of space between them due to MEP's regulations because of the pandemic. There was different classroom equipment such as a board, a bookshelf, small windows, students' desks and a teacher's desk, projector (if needed), teacher's laptop, students' books.

During the teacher's mediation process, the researcher was able to observe the explanations and commands that she uses and how well her students understand them where the majority of the students could comprehend the teacher's instructions,

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however, in reading activities it is evident that four students do not have the same level of proficiency as their classmates; therefore, they do not participate.

The most difficult moment in the lesson was when the students needed to read or explain what they read because some of them felt anxious and did not understand the reading so they could not complete the tasks. Therefore, some of them prefer to write and speak rather than read. As a result, the teacher repeats instructions and guides the students to complete the task. Students felt confident with the teacher; however, not all of them asked questions to clear up their doubts until was their turn to participate or show their work.

The activities that the students work on were the majority on the exercises from the book because of the pandemic, students work individually or as a class in an oral way. However, not all the students completed the activities or they did them but not in a correct way. So, the teacher made sure that they pay attention to the explanation of the topics and exercises and controlled the discipline in the classroom, and monitored the way students develop the tasks when some of them were confused with the activities. Because of time constraints, the teacher could not check all the work they do.

The interaction between the teacher and the students was reflected in the way the students talk to the teacher. They asked her questions. Based on the two applied observations, it is a fact that students are required to be helped and received particular attention to developing their Reading skills appropriately.

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4.1.6 Class Planning

As it was mentioned in the previous chapters, teaching is very complex because it is a real challenge that implies the commitment of the teachers in charge of the groups. Therefore, there is a need of doing the job responsibly where teachers must take the time to analyze the different variables to plan the class; the type of activities, the materials to have a well-organized class for their students to improve the learning process for them to create and participate in their construction of knowledge.

As a result, the researcher was able to apply different strategies and activities during the development of five classes to analyze if a different approach and the implementation of new didactic materials can help the students improve their reading comprehension skills. So, 5 lesson plans were made to know what objectives were included as well as the activities and assignments for each class.

On February 19th, the first lesson with the fourth graders was imparted. There were 17 students in total; however, 11 of them were in the classroom and the other 6 were virtually receiving the class. In that first class, the researcher discussed with the students if answering questions in a reading comprehension practice was an easy or difficult activity; the researcher brainstormed the comments of the kids on the board to analyze them. Then, the researcher explained that some clues could help them identified the questions and their respective answers in a reading comprehension practice. The researcher gave a study card to the students with the aspects to take into account when answering a question from a text were looking for keywords or "hint

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words", paying attention to the details, analyzing the word that they know was essential. The students read and discussed it with the researcher and gave some examples.

The second class was on February 23rd, the instructor briefly reviewed the important aspects that needed to be taken into consideration. Then, the students practiced looking for keywords or "hint words" in the paragraph as well as the questions to identify not only the possible answers but also the vocabulary of the unit. After that, an online game was applied as a way to have a dynamic activity where students practiced their knowledge about the vocabulary of the universe. Then, the researcher asked the students to choose 5 words from the vocabulary and they wrote down a complete sentence to check the context according to their definition of the words.

During the third lesson that was imparted on February 26th, the researcher explained the importance of activating prior knowledge about a topic and making a connection with the words that they knew to build a better understanding of the sentence or paragraph. The researcher made an activity in the class where the students had to read some paragraphs of national legends of Costa Rica in groups of 3 people (taking into account the distance between each other due to pandemic) to act a part of the story out while the rest of the students guessed the name. Besides that, the students had to write down 3 sentences based on the legends and visualize how they changed by drawing them.

The fourth lesson was on March 2nd, in this class, the students could practice what they had learned so far from the previous classes; the researcher read a story from their books named *Traveling Together Around the Sun* while the students pay

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attention. Then, the researcher placed some papers with some questions from a story and the respective answers; however, some answers are not the correct ones, so the students had to analyze the context of the questions and they had to comprehend them to choose the correct answer. Once they chose them, they pasted them into the notebook. Also, the students practiced recognizing the vocabulary of the unit by pasting the correct picture according to the definition of the word.

In the fifth and last lesson that was imparted on March 5th, the researcher made a brief review about wh-question words using a study card with the most important information as a way to remember their definitions and avoid possible mistakes because some students are still confused them. Then, the students read a short passage about Costa Rica's nature and underlined the keywords that appeared there and in the questions as a way to find the correct answer. After that, they practiced the reading comprehension of the story with an online game to check the understanding of the students of the questions and the story.

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4.1.6.1 Lesson Plan – First Class

Centro Educativo Bilingue Yinu's

School Year 2021

Instructor's name: Laura Castillo Rodríguez

Level: Fourth Grade

Date: February 19th

Subject: Reading

Topic: Reading Comprehension

Objectives	Activities	Materials	Evaluation
<p>To learn and practice reading strategies to facilitate effective understanding of a text.</p>	<p>Warm-up: The instructor brainstorms student's opinions on the board about the following question: Is answering questions in a reading comprehension practice an easy or difficult activity?</p> <p>Activity 1: The instructor explains some clues that help to identify the questions and their respective answers. She gives a study card to the students with those aspects to take into account such as looking for keywords or "hint words", paying attention to the details, analyzing the word.</p> <p>Activity 2: The students read and discuss it aloud the study card with the instructor and give some examples for each aspect mentioned and write them down in the notebook.</p>	<p>Board, marker, study card about reading strategies.</p> <p>Reading notebook, scissors, and glue.</p>	<p>Students will read a paragraph in their books (Oxford Discover, 2nd edition, page 4) named Stanley's Super Spacecraft and they will look for details about the story to visualize the changes of it and they will write them down.</p>

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4.1.6.2 Lesson Plan – Second Class

Centro Educativo Bilingue Yinu's

School Year 2021

Instructor's name: Laura Castillo Rodríguez

Level: Fourth Grade

Date: February 23rd

Subject: Reading

Topic: Reading Comprehension

Objectives	Activities	Materials	Evaluation
<p>To understand words about the universe.</p> <p>To apply own experience and a reading strategy to help comprehension of a text.</p>	<p>Warm-up: The instructor reviews with the students the important aspects to take into account.</p> <p>Activity 1: Students practice looking for keywords or "hint words" in a paragraph to answer some questions and also identify the vocabulary of the unit.</p> <p>Activity 2: An online game is played where students practice their knowledge about the vocabulary of the space. Then, they choose 5 words from it and write down a complete sentence.</p>	<p>Reading notebook, book.</p> <p>Computer, projector, speakers.</p>	<p>Students will read a short story about a national legend of Costa Rica where they will answer some questions based on the story and identify some vocabulary of it.</p>

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4.1.6.3 Lesson Plan – Third Class

Centro Educativo Bilingue Yinu's

School Year 2021

Instructor's name: Laura Castillo Rodríguez

Level: Fourth Grade

Date: February 26th

Subject: Reading

Topic: Reading Comprehension

Objectives	Activities	Materials	Evaluation
<p>To understand texts about Costa Rican national legends.</p> <p>To apply own experience and a reading strategy to help comprehension of a text.</p>	<p>Warm-up: The instructor explains the importance of activating prior knowledge about a topic and making a connection with the words that they know.</p> <p>Activity 1: The instructor does an activity in the class; the students have to read some paragraphs of national legends of Costa Rica in groups of 3 people to act a part of the story out while the rest of the students guess the name.</p> <p>Activity 2: Students have to write down 3 sentences based on how they visualize the changes in a legend, they will write 3 sentences and make a drawing.</p>	<p>Reading notebook, Costa Rica legends worksheet, color pencils.</p>	<p>Students will identify the legends that they read by matching the names of them with the summary of each one.</p>

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4.1.6.4 Lesson Plan – Fourth Class

Centro Educativo Bilingue Yinu's

School Year 2021

Instructor's name: Laura Castillo Rodríguez

Level: Fourth Grade

Date: March 2nd

Subject: Reading

Topic: Reading Comprehension

Objectives	Activities	Materials	Evaluation
<p>To demonstrate an understanding of a text and show comprehension of the meanings and contexts of the words.</p>	<p>Warm-up: The instructor reads a story from the students' books named <i>Traveling Together Around the Sun</i> while the students pay attention.</p> <p>Activity 1: The researcher places some papers with some questions from the story and the respective answers; however, are some extra answers that are not the correct ones, so the students have to analyze them and choose the correct answer to paste them into the notebook.</p> <p>Activity 2: Students have to recognize the vocabulary of the unit by pasting the correct picture according to the definition of the word.</p>	<p>Reading notebook, color paper. Questions and answers worksheet activity. Vocabulary activity (pictures and definitions)</p>	<p>Students will write down five complete sentences based on the keyword of the story.</p>

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4.1.6.5 Lesson Plan – Fifth Class

Centro Educativo Bilingue Yinu's

School Year 2021

Instructor's name: Laura Castillo Rodríguez

Level: Fourth Grade

Date: March 5th

Subject: Reading

Topic: Reading Comprehension

Objectives	Activities	Materials	Evaluation
<p>To understand wh-questions words.</p> <p>To read, understand and discuss a text.</p> <p>To apply a reading strategy to improve comprehension.</p>	<p>Warm-up: The instructor makes a brief review about wh-question words using a study card and discusses it with the students.</p> <p>Activity 1: The students read a short passage about Costa Rica's legend: La Llorona and underlined the keywords that appeared there and, in the questions, to find the correct answer.</p> <p>Activity 2: Students practice the reading comprehension of the story with an online game where they analyze the questions and choose the option that corresponds.</p>	<p>Reading notebook, Costa Rica's legend passage</p> <p>Computer, projector, and speakers.</p>	<p>Students will identify the answers to the questions given by matching them.</p>

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the Conclusion

The information gathered from the applied instruments confirms the feasibility of this project since it proves the necessity that not only the students but also the teachers have regarding the improvement of the reading skill. All the teachers have to work with their students harmoniously to facilitate the teaching-learning process. Therefore, it is clear that requires planning and organization of strategies to promote a better understanding of the classes. It is demonstrated that students can develop different tasks throughout the classes; this means that teachers can take advantage of the students' disposition to guide them through a variety of activities to convey more realistic results.

It is also important to mention that the variety of the results is very diverse which will involve teachers to propose integrating tasks for the development of reading comprehension skill in the classroom, in which the acquisition of knowledge of new vocabulary and information can be taught coherently, and practiced together.

According to the information from the questionnaire applied to students, it is important to mention that students consider strategies are important in their learning process. Also, they think these are very good aspects to be taken into account during the process of teaching-learning and the usage of different didactic materials is an interesting option that they want to have in their classes and exercises where the participants may increase with them because they can apply their knowledge in the English classes while they play and have fun. Talking about the use of materials, students think that the use of them is excellent because they can relate it with real-life when facing up specific situations in the learning process. Hence, they are open-minded and they would like to

have didactic materials based on the Costa Rican context as a way to relate more easily the information given with their experiences and culture.

According to the information from the interviews and the questionnaire applied to the English teachers at Centro Educativo Bilingue Yinu's; they comment that the use of innovative materials is an interesting way to find activities within the topic that they are covering; however, not all the teachers can implement different didactic material because they do not know how to do it. So, if teachers have the opportunity to learn and combine good lesson plans with the use of technology students will be amazed and engaged in the development of the lessons, which at the end of the process conveys success.

5.2 Conclusions

The main conclusions of this study following the specific objectives are attached.

5.2.1 To establish the importance of creating didactic materials for students in the Costa Rican context for providing a better teaching-learning process

Teachers know that having wide resources or materials regarding the reading skill is important if they want to improve the level of their students regarding the skill; however, not all of them have the ability or the knowledge to create new didactic materials. Besides that, implementing Costa Rican context materials in the development of the class is not an easy task at this moment because, in this school, the teachers and students use international books such as Oxford Discover; as a result, they do not have enough time to include extra information about their country.

Even though, those educators who think outside the box still can provide meaningful input in their classes with the usage of more reading strategies that help to maximize the understanding of new vocabulary and reading comprehension in the foreign language.

If there is a chance to include context-based didactic materials in the classes will give a better opportunity for teachers to have a meaningful impact on the students' language acquisition because the students will be able to activate the prior knowledge that they have about the topic and related with the experiences, traditions, and culture that they are used to be involved. This statement can be proved by the different activities made by the researcher in the development of her classes where the students could associate easily the information about the country with the questions and keywords given having a better understanding of the stories, questions, and exercises.

For instance, if the teachers use different techniques and resources, they will be able not only to facilitate the teaching-learning process but also to transfer their knowledge interestingly and dynamically but it is important to consider the idea of giving more time for teachers to prepare, adjust, modify or create activities to permit students to demonstrate what they already know.

5.2.2 To demonstrate innovative didactic materials for ESL students for developing the skill of Reading the language

The application of these materials can extend the understanding of the Reading skill of the language and this can be proved by the results of the instruments applied in this research which show that the usage of new and dynamic materials or resources minimize the lack of interest of their students.

The implementation of different classroom games, online games, and dynamic strategies helps them to acquire knowledge in a better way because while the students are doing the tasks and

having fun, they are putting into practice their knowledge about the topics. This qualitative research shows that not only educators value the importance of having strategies for dealing with special needs or difficulties towards the language or the skill in the English classroom, but also students appreciate the teachers' enthusiasm, and patience when teaching the topics and/or planning the activities.

The innovative didactic materials can make that the students become active participants in their learning process because with interesting dynamic resources students are willing to participate and complete the tasks that the teacher asks cooperatively without forcing them to do it.

Having a positive attitude towards the reading comprehension skill and the practices; based on that, the educators are going to be able to improve the input of their students helping them interiorize the information at the same time that is creating an appropriate learning environment.

5.2.3 To evaluate the impact that didactic materials can have in the acquisition of new vocabulary and reading comprehension during the students' teaching-learning process

This study emphasizes the importance of the student's right to be taught correctly with updated materials and by innovating tasks. It is evident that students from Centro Educativo Bilingue Yinu's learn better and faster when they are engaged and feel active participants in their learning process, the evidence showed that these materials and strategies allowed them to assimilate the topics easier.

Therefore, the usage of different resources and techniques when teaching a topic will constitute a better channel of communication between the educators and the learners which both will be actively involved in the process of sharing and exchanging ideas, thoughts, and feelings.

So, it is essential to look for strategies to improve the reading skill of students in general, in this case, one can express that there is a positive impact on the performance of the students once a series of activities were used to reinforce and promote. Thus, innovation conveys to more realistic and updated activities, when a lesson is based on updated materials students feel more engaged and they produce in a better way.

After giving them some strategies and having enough practice about reading comprehension using dynamic activities, students' level of reading proficiency improved a little bit. This can be proved with the instruments Pretest and Posttest applied in this study; after evaluating them with different and interesting activities the students were able to recognize most accurately the answers to the questions given as well as the vocabulary of some words.

5.3 Restatement of the Research Question

As it was mentioned in chapter I, reading involves an interaction between thought and language which is essential to have innovation in the way this skill is taught and practiced to have a well-prepared student. Therefore, analyzing the research question of this thesis-study about how effective can be the implementation of Costa Rican context-based didactic materials in improving the skill of Reading in fourth graders? The researcher can state that this implementation could lead to an increase in students' reading skills because the teacher can take advantage of their surroundings and abilities to develop an excellent learning environment where all the areas can be covered in a familiar way where they can recognize part of their culture, traditions, and customs in the development of the tasks.

However, the implementation of Costa Rican context-based didactic materials is not an easy task to do, it requires time for the teachers to be able to cover more about the country than just the topics of the books that they use, permission from the institution to include information that is not in the books because is another content and it is so different from the ones that are covered in the

school. Also, it requires the teachers' effort to look for interesting and appropriate information about the country which can be related to the topic of the reading skill that they need to cover.

After observing the results that were gotten from the instruments, this study shows the relevance and the importance of the implementation of new, dynamic didactics materials in the school system; the researcher was able to include some activities using information from Costa Rica such as legends and cultural data conveying more vividly the information to learners in an effective and significant way.

5.4 Unexpected Results

Using a variety and innovative didactic materials is a fact that the teachers know and must include in their lessons, but because of the lack of training for educators, some teachers do not use or create different didactic materials to develop their classes and in many cases, they tend to repeat activities that generate boredom and anxiety to the students and consequently affect their performance.

Hence, an unexpected result was that teachers can create attractive resources but some of them do not know how to do it because they do not have the knowledge and the school is not interested in providing the opportunity for them to learn more about the technology and the different tools.

Also, the idea of using Costa Rican context-based didactic materials had another unexpected result which was that teachers do not have enough time to not only include new information or activities about Costa Rica and also the topics covered in the books are not related to the culture of the country which causes that the content may be excluded by the school's English department because they are not part of the guidelines.

Even though, the researcher was able to apply activities based on the Costa Rican context, the school or the teachers would not continue including them (for at least now) because of the aspects mentioned above.

5.5 Recommendations

It is recommended that:

- All the teachers should be trained on Didactics where they will have the same opportunity to create and modify activities with a particular purpose, making them attractive for their students.
- Teachers at Centro Educativo Bilingue Yinu's should use the materials that the researcher produced and left them in further lessons.
- Lessons might be planned with appropriate and attractive activities for students in many cases taking into account what the students like and prefer and at the same time.
- Make use of the present investigation as a referent for developing new investigations regarding the betterment of vocabulary, reading comprehension techniques and didactic materials effectiveness.

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APPENDIXES

Appendix I – Teachers' Questionnaire

Teachers Questionnaire

* 1.	Very dissatisfied	Not satisfied	Satisfied	Very satisfied
How satisfied are you with the way you teach reading comprehension skill?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>				
* 2.	Never	Rarely	Sometimes	Always
Do you feel that you have adequate resources or didactic materials to teach reading to your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<hr/>				
* 3.	Never	Rarely	Sometimes	Always
Is the money a factor in the kind of didactic materials or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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resources you use when

teaching lessons?

*4.

Very dissatisfied

Not satisfied

Satisfied

Very satisfied

How satisfied are you with your

didactic materials during the

classes?

*5.

Textbooks

Worksheets

Reading material
on the internet
(websites)

What resources do you use

when you have reading

instruction and/or do reading

activities with the students?

*6. When you have reading instruction and/or do reading activities with the students, how often do you do the following?

Never

Monthly

Weekly

Daily

Read aloud to the class.

Ask the students to read aloud

to the whole class.

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Ask students to read silently on
their own.

7.

Never

Monthly

Weekly

Daily

How often do you do reading
activities with the students?

* 8.

Never

Monthly

Weekly

Daily

How often do you teach or
model different reading
strategies such as skimming,
scanning to your students?

9.

Never

Monthly

Weekly

Daily

How often do you ask students
to answer reading
comprehension questions in a
workbook or on a worksheet
about what they have read?

* 10.

Never

Rarely

Sometimes

Always

How often do you compare what

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they have read with experiences

they have had?

* 11.

Never

Rarely

Sometimes

Always

How often do you incorporate

dynamic activities or games into

your lessons?

* 12.

Yes

No

Would you implement new

didactic resources in your

classes?

* 13.

Yes

No

Would you like to have texts or

didactic materials based on the

Costa Rican context? (such as

traditions, stories, culture,

activities of the country, etc.)

Appendix II – Students' Questionnaire

Students Questionnaire

* 1. Strongly disagree Disagree Agree Strongly agree

Do you think reading

comprehension is easy?

* 2. Never Rarely Sometimes Always

Do you enjoy your reading

comprehension activities?

* 3. Never Rarely Sometimes Always

Do you find the stories given in

your textbooks for the reading

comprehension skill interesting?

* 4. Strongly disagree Disagree Agree Strongly agree

Do you think that the materials

used by the teacher are

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comprehensible?

* 5.

Strongly disagree

Disagree

Agree

Strongly agree

Do think that your reading skill
could improve with new didactic
materials? (such as online
games, dynamic activities,
strategies, etc)

* 6.

Strongly disagree

Disagree

Agree

Strongly agree

Is the vocabulary of the texts
and stories clear and easy to
understand?

* 7.

Never

Rarely

Sometimes

Always

Are the questions and texts of
the reading comprehension
practices coherent?

* 8.

Strongly disagree

Disagree

Agree

Strongly agree

Do you think the questions and
vocabulary is difficult to

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identify?

* 9.

Strongly disagree

Disagree

Agree

Strongly agree

Do you think that finding the answers to the questions in a reading comprehension practice is an easy task?

* 10.

Never

Rarely

Sometimes

Always

Do you seek guiding keywords or hints from the questions in the texts to find the answers?

* 11.

Never

Rarely

Sometimes

Always

Do you pay attention to the details that appear in the reading comprehension practices?

* 12.

Never

Rarely

Sometimes

Always

Do you identify the vocabulary that you know in order to

Implementation of Costa Rican context based didactic materials for improving reading comprehension

understand the story or

question.

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* 13.

Never

Rarely

Sometimes

Always

Do you make connections

between what you read and

what you know to have a better

understanding?

* 14.

Never

Rarely

Sometimes

Always

Do you summarize the

information of the text as you

read?

Appendix III – Teachers' Interview

Interview

1. Why do you consider that the reading skill is important for the students? *

- Because of the vocabulary obtained.
- Because they learn how to read.
- Because they learn critical thinking.
- Because they can acquire knowledge about different topics.

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2. Approximately how much time do your students spend reading at school on an average day? *

- to 10 minutes
- 20 minutes
- 30 minutes
- more than an hour

3. How much time do you recommend that the students should read on a daily basis? *

- 20 minutes
- 30 minutes
- 1 hour
- 2 hours

4. What didactic materials do you use when teaching or practicing reading comprehension? *

- Only the books that they use.
- The books and some worksheets from the internet.
- Mostly the books but also some classroom games.
- Books and online activities.

5. What do you usually do if a student begins to fall behind in reading? *

- I spend more time working reading individually with that student.
- I assign homework to help the student catch up.
- I ask the parents to help the student with reading.

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6. After students have read something, what do you ask them to do? *

- Write something about or in response to what they have read.
- Answer oral questions about it.
- Summarize what they have read.
- Answer some reading comprehension questions in the notebook.
- Talk with each other about what they have read

7. What are some limitations that you have when teaching the reading skill? *

- The books they use have a higher level of proficiency that the students have
- The interest of the student or parents is not the appropriate towards the skill
- The resources or materials used are not enough to practice or develop the skill.
- The English proficiency is not the same in all the students.

8. What do you think about using new didactic materials such as online games and/or dynamic classroom activities? *

- It could be a good idea because students like to play.
- Not all the teachers know how to create them.
- It is a tedious job to use new didactic materials.
- It is an excellent opportunity to learn more about didactic materials and use them in class.

9. Would you implement new didactic materials related to the Costa Rican context? *

- Yes
- No
- Maybe

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10. Do you think that students could learn more using Costa Rican context materials? *

- Yes
- No
- Maybe

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Appendix IV – Carta Solicitud de Permiso UIA

UIA
Universidad
Internacional de
las Américas

San José, 10 marzo 2021

Estimada señora (ita):
Sandra Jiménez Brenes
Centro Educativo Bilingüe Yinu's

Estimada señora (ita):-


La Universidad Internacional De Las Américas hace de su conocimiento que **Castillo Rodríguez Laura María** cédula de identidad número **1-1582-0833**, carnet **17006088** es estudiante de esta institución en la carrera **Inglés** en el grado académico de Bachillerato.

Se informa que dicha estudiante, se encuentra matriculada en el curso **"Seminario De Graduación"** por lo que solicito un espacio, para la observación de dicho curso, con el objetivo de adquirir experiencia de aprendizaje.


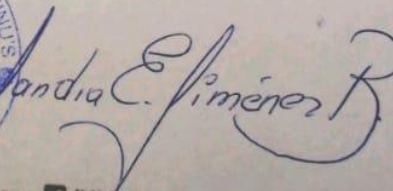
Solicitamos respetuosamente, la colaboración que le puedan brindar, la cual será de mucho beneficio para el progreso de su carrera.

Quedamos a sus gratas órdenes, para cualquier consulta.

Cordialmente,



Diego Castillo Cortés
Jefatura Depto. De Registro


San José 2212-5500 · Heredia 2238-4131 · UIA.AC.CR · info@uia.ac.cr ·  /UIA.CR

Figure 40

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Appendix V – Carta Aceptación de la Escuela



Figure 41

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Appendix V – Carta Finalización Escuela



Figure 42

Appendix VI – Pretest

CENTRO EDUCATIVO BILINGUE YINUS Reading Practice



Name: _____

Total Points: 20

Obtained points: _____

Score: _____

General Instructions:

- Read the short test before answering it.
- Read the instructions carefully.
- If you have any doubt, raise your hand and wait for the researcher.

Practice

Let's review the topics of Reading- Unit #1.

- A) Read the following passage and write an "X" inside the parenthesis of the option that correctly answers the question.

Bella's Home

Bella lived on a white wooden house, on a street in the city of Nome. Bella sat in her bedroom and thought to herself, where in the world is my home?

What I need she thought, is a spacecraft to give me better view. So, in her mind, flew up in the sky.

As Bella flew up, she saw that Alaska looked like a bear from the sky. She saw islands, countries and continents with blue oceans around the land. Bella now saw her beautiful planet, a blue ball floating in space with the light of the sun on its face. She noticed that the Earth was not alone, with seven more planets it dwelled.

1. **Who lived on a white wooden house?**
 - () Home
 - () Bella
 - () Alaska
 - () Nome

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2. What did Bella think to herself?

- where in the world is my Nome?
- where in the world is my home?
- where in the world is Alaska?
- where in the world is Earth?

3. What does Bella need?

- A new home
- A space probe
- A spacecraft
- A bedroom

4. How does Alaska look like?

- A planet from the sky
- A country from the sky
- A tiger from the sky
- A bear from the sky

5. What does she see?

- Islands, countries and continents
- Countries, galaxies and continents
- Galaxies, islands and countries
- Islands, countries and planets

6. How many planets are including the Earth?

- six
- seven
- eight
- nine

Implementation of Costa Rican context based didactic materials for improving reading comprehension

B) Complete the sentences by filling in the blanks with the correct word from the word bank.

Reins	Weigh	Veil	Sleigh	Freight	Eighty
-------	-------	------	--------	---------	--------

1. The woman wore a _____ at the wedding.



2. There were over _____ people in the theater.



3. Hold down to the _____ when you ride a horse.



4. Elephants _____ more than any other land animal.



5. Diana rode a _____ in the snow.



6. Large ships carry _____ across the ocean.

Implementation of Costa Rican context based didactic materials for improving reading comprehension

C) Complete the sentences by writing the correct word from the word bank in the blank space.

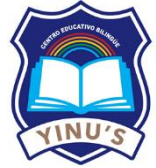
Then, draw and color the word in the space provided.

Spacecraft	Telescope	Observatory	Moon
------------	-----------	-------------	------

Sentence	Drawing
<p>1. I can use the _____ to see things that are far away.</p>	
<p>2. The _____ is a machine that can take you away from Earth.</p>	
<p>3. The _____ is a place where you can look at objects in the night.</p>	
<p>4. The _____ is the natural satellite of the Earth. It is so round and white.</p>	

Appendix VII – Posttest

CENTRO EDUCATIVO BILINGUE YINUS
Reading Practice



Name: _____

Total Points: 19

Obtained points: _____

Score: _____

General Instructions:

- Read the short test before answering it.
- Read the instructions carefully.
- If you have any doubt, raise your hand and wait for the researcher.

A) Complete the sentences by filling in the blanks with the correct word from the word bank.

Surface	Matter	Diameter	Specks	Disk	Vast
---------	--------	----------	--------	------	------

1. There

is nothing more _____ than the universe.

2. The shape of the Milky Way is like a _____.

3. Most stars seem like _____ of light.

4. The _____ of Mercury is 4,879 kilometers.

5. People, animals and plants live on the _____ of the planet.

6. Stars and planets are not empty. They are full of _____.

Implementation of Costa Rican context based didactic materials for improving reading comprehension

A) Read the passage.

Traveling Together Around the Sun

The sun is a star and it is very important for our planet Earth. It gives us light and heat. However, Earth is not alone. It shares the sun with seven other planets. Together, these planets revolve around the sun in a solar system. Other bodies travel in this solar system, such as moons, asteroids and comets. They all move around the sun because the sun's gravity is very strong.

Each planet's path around the sun is called an orbit.

B) Scan the following words and circle them in the text.

- | | |
|----------------|-----------|
| - Solar system | - Gravity |
| - Asteroids | - Path |
| - Revolve | - Orbit |

C) Read the passage again: Traveling Together Around the Sun and answer the questions.

1. What is very important for our planet?

2. What does the sun do?

3. What is not alone?

4. What does Earth share with other planets?

5. How many planets are without the Earth?

Implementation of Costa Rican context based didactic materials for improving reading comprehension

6. What do these planets do?

7. What other bodies travel in this solar system?

8. What is called an orbit?

Appendix VIII – Lesson Plan Activities

First Class- Activity #1

Reading Comprehension Notes

Aspects to take into consideration



Looking for keywords

Helps you not only to identify the vocabulary that you know but also to understand the context of the texts or sentences.



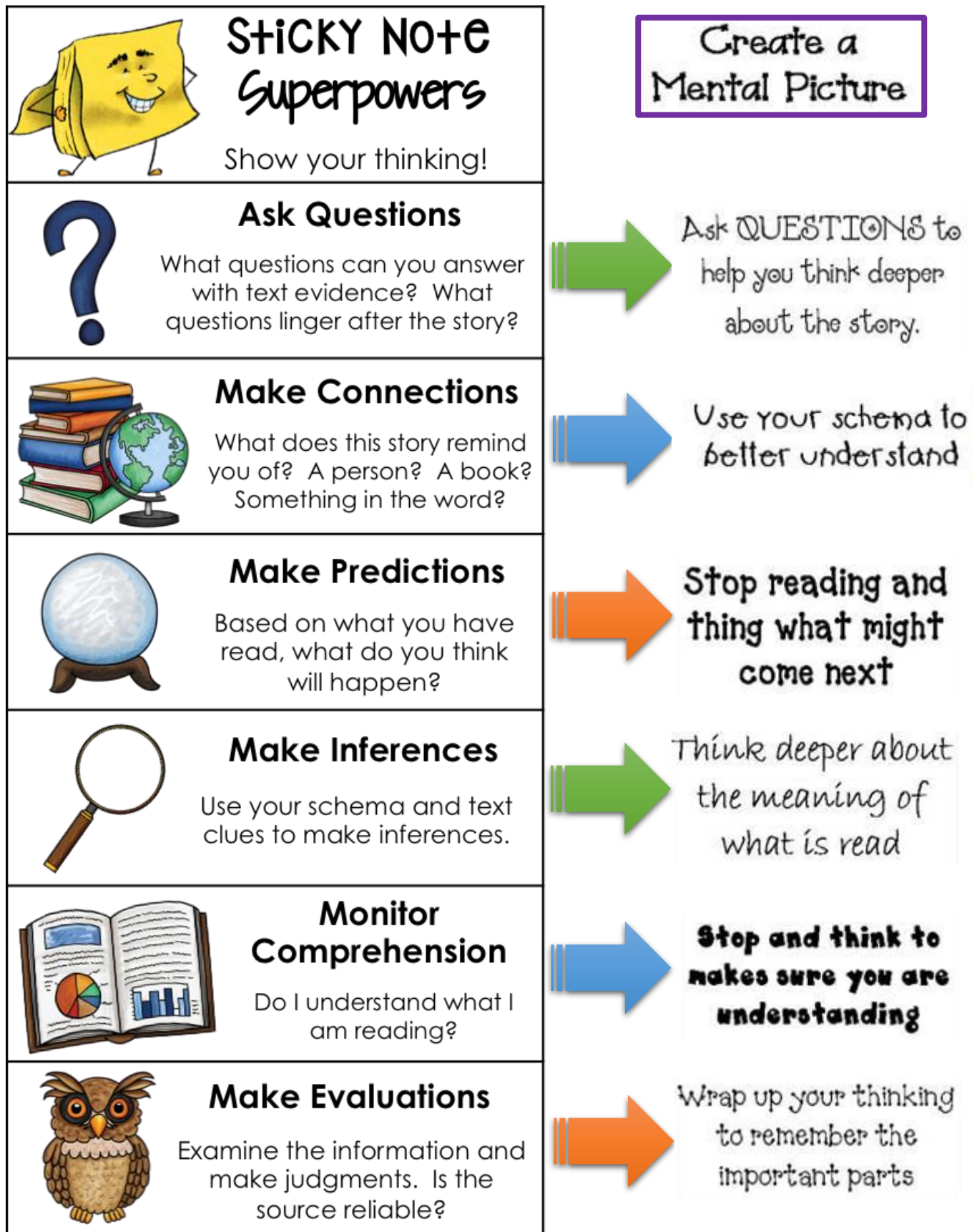
Looking for details

Helps you to understand and recognize possible answers or "hint words".



Analyzing

Helps you to comprehend in a better way the information from texts or exercises.



Stanley's Super Spacecraft

In the year 2099, every child on Earth had his or her own **spacecraft**. Of course, they were small and couldn't travel out of the **solar system**. This was fine for everyone except Stanley. He was curious about the whole **universe**, so he worked on his spacecraft until it could go anywhere!

His friends, George and Amanda, were not excited about Stanley's super spacecraft.

"Who wants to see the universe?" George asked. "Our solar system is big enough."

"That's true," agreed Amanda. "Yesterday I went shopping on Mars and then flew around some **asteroids** for fun. I even chased a **comet**."

"Just hop in," said Stanley. "Today I will take you on an amazing journey."

They got into Stanley's spacecraft.

Soon the three friends were flying past the **moon**.

"Now, watch this," said Stanley. He pushed a red button.

Whoosh! went the spacecraft. George and Amanda grabbed their seats tightly and

looked out the window. The sun was just a speck of light. Around it were billions of **stars** in the shape of a disk.

"That's our Milky Way **galaxy**," said Stanley.

He pressed a blue button.

Whoooooosh!

The spacecraft flew farther into space. Suddenly they saw billions of tiny galaxies all around them.

"Welcome to the universe," said Stanley.

Amanda gasped. "I will remember this day forever. Thank you, Stanley."

"It's amazing, Stanley. Thank you," George said. "Can we stop at the moon for a pizza on our way back? I'm really hungry."

"Of course!" said Stanley. His super spacecraft raced back to the moon.



Think Describe the pictures in your mind of the solar system and Milky Way galaxy.

Think Describe how the pictures in your mind changed as you read the story.

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Second Class - Activity #1

A) Read the story.

Ganymede, Jupiter Giant Moon

Earth has only one moon. It moves in an orbit around our planet. It often shines brightly in the night sky. However, did you know that the planet Jupiter has 49 moons? Ganymede is Jupiter's largest moon.

Ganymede is also the largest moon in the solar system. Earth moon is the fifth largest moon in the solar system. Ganymede's diameter is much larger than our moon's diameter. Also, Ganymede is quite far from Jupiter. Earth's moon is closer to Earth. Ganymede goes around Jupiter in just seven days. Earth's moon goes around Earth in 27 days.

**B) Read again the previous reading: Ganymede, Jupiter Giant Moon.
Answer the following questions.**

1. How many moons does the Earth have?

2. Who has 49 moons?

3. What is the name of the largest moon of the solar system?

4. Which position does the Earth's moon have in the solar system?

5. How is Ganymede from Jupiter?

6. How much time does Ganymede take to go around Jupiter?

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Second Class- Activity #2

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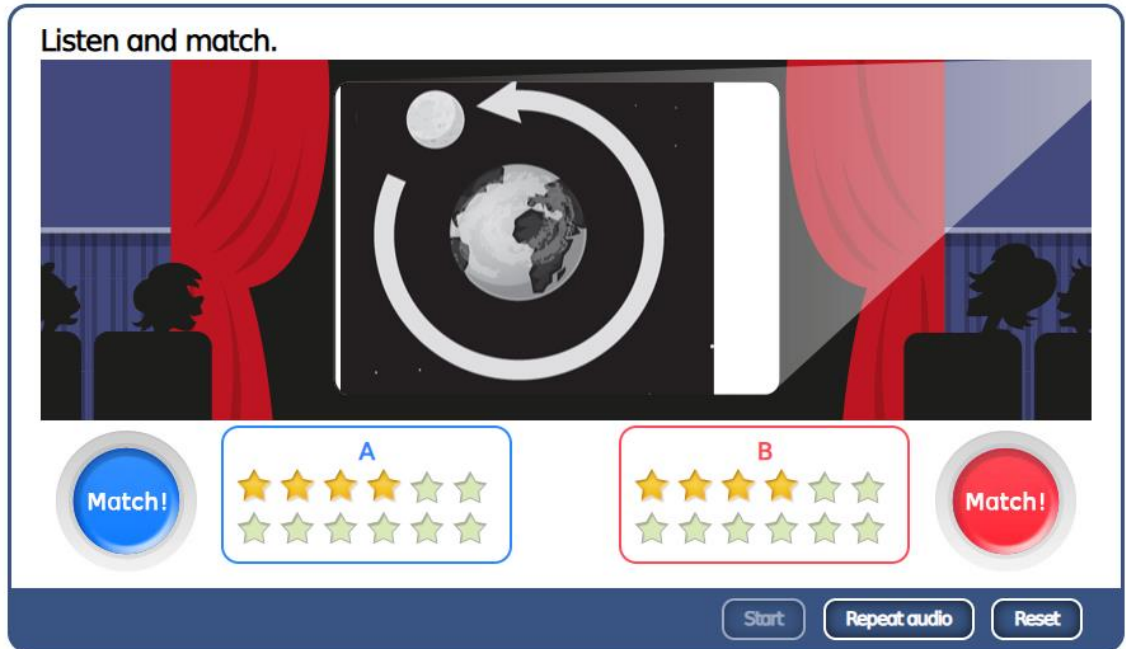


Figure 44

game-content.oxfordlearnersbookshelf.com/gameView/game.html

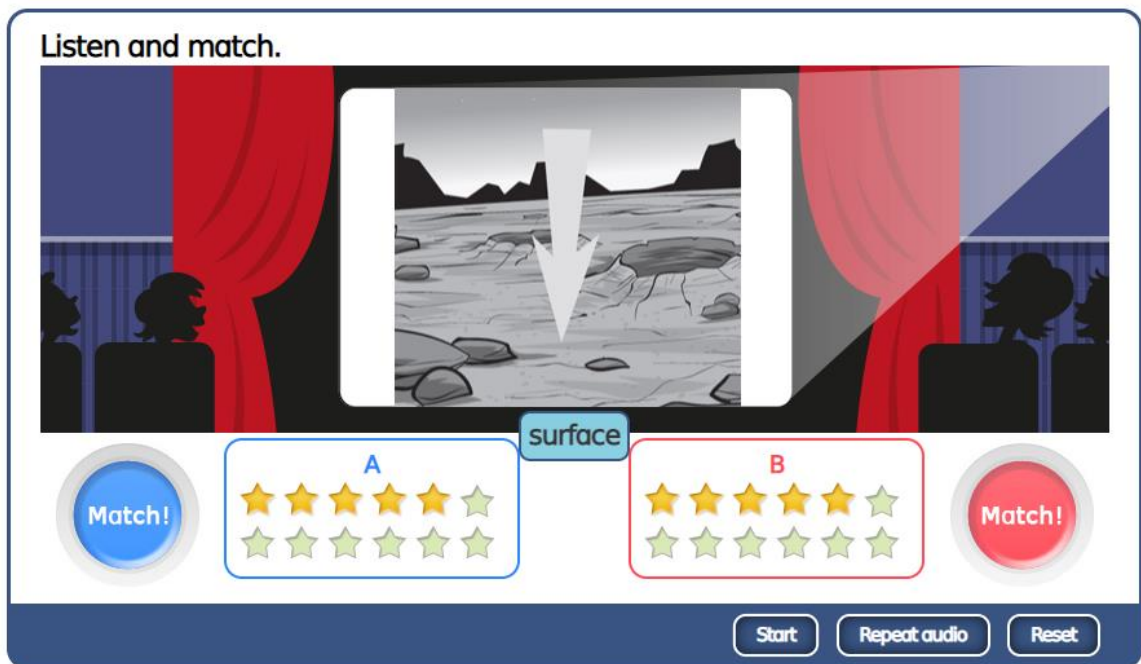






Figure 45

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Second Class- Evaluation

Matching.

Match the corresponding pictures in column A with their correct keyword in column B by writing down the number in the parenthesis.

Column A		Column B
	()	1. Pregnant
	()	2. Chores
	()	3. Marriage
	()	4. Woman

Short Answer.

A) Read the passage

La Llorona is a weeping woman who wanders along rivers searching for her lost child. It was a young woman who, against family wishes and community standards, had a child outside of marriage. She was seduced by the owner of the house, who subsequently rejects her when the woman gets pregnant.

Ashamed and fearful, she returned home to her parent's disapproval. On a rainy night she threw the baby into the river. Now and forever, *La Llorona* walks the shores trying to find her infant and make amends. Her cries of remorse are often heard near rivers.

B) Based on the previous passage, answer the following questions.

1. Who is *La Llorona*?

_____.

2. Who seduced her?

_____.

3. After she was rejected, how did she feel?

_____.

4. What happened on a rainy night?

_____.

5. What did the *Llorona* try to find in the shores?

_____.

6. Where were the cries of remorse heard?

_____.


Implementation of Costa Rican context based didactic materials for improving reading comprehension

Third Class- Activity #1

Legends of Costa Rica

<p>La Segua</p>		<p>It refers to a ghost which appears to men who go alone on deserted paths, in the form of a very beautiful woman. Men agrees to take the woman in their cars, horses and once they do that, her face becomes a horse skull with decomposing flesh, flashing eyes, huge broken teeth, and rotting breath</p>
<p>El Cadejos</p>		<p>It is described as an animal seen in the spectral form of a large dog with very long thick black fur and red eyes. It appears on the roads by dragging noisy chains to those who are at night misbehaving, walking on the streets in a drunken state.</p>
<p>La Llorona</p>		<p>La Llorona is a weeping woman who wanders along rivers searching for her lost child. It was a young woman who, against family wishes and community standards, had a child outside of marriage. On a rainy night she threw the baby into the river. Now and forever, La Llorona walks the shores trying to find her infant and make amends.</p>

Implementation of Costa Rican context based didactic materials for improving reading comprehension

<p>Oxcart without Oxen</p>		<p>It tells of an oxcart that shows up in the late hours of night or early hours of morning to collect the dead. People might see the oxcart before the passing of a loved one.</p>
--------------------------------	---	---

Third Class- Evaluation

Matching.

Match the corresponding legend in column A with their correct summary in column B by writing down the number in the parenthesis.

Column A		Column B
La Llorona	()	1. It appears on the roads by dragging noisy chains to those who are at night misbehaving or in a drunken state.
Oxcart without Oxen	()	2. It refers to a ghost which appears to men who go alone in the form of a very beautiful woman and turns into a horse skull with decomposing flesh.
La Segua	()	3. It tells of an oxcart that shows up in the late hours of night or early hours of morning to collect the dead.
El Cadejos	()	4. It is a weeping woman who wanders along rivers searching for her lost child.

Fourth Class- Activity #1

Traveling Together Around the Sun Reading Comprehension Game

1. What is very important for our planet?

The Earth

The Sun

The Stars

2. What does the sun do?

It gives us
food and light.

It gives us
heat and cold.

It gives us
light and heat.

3. What is not alone?

Jupiter

Earth

Galaxy

4. How many planets are without the Earth?

Eight

Seven

Six



5.What do these planets do?		
Revolve around the moon.	Revolve around the Earth.	Revolve around the sun.
6.What is the name of each planet's path around the sun?		
Orbit	Meteorite	Diameter
7.Why some planets take less time to go around the sun?		
They are farther.	They are closer to the sun.	They are faster than others.
8.How long does Earth take to complete an orbit?		
88 days	250 days	365 days


Implementation of Costa Rican context based didactic materials for improving reading comprehension

Fourth Class- Activity #2

A) Cut the pictures and sentences.

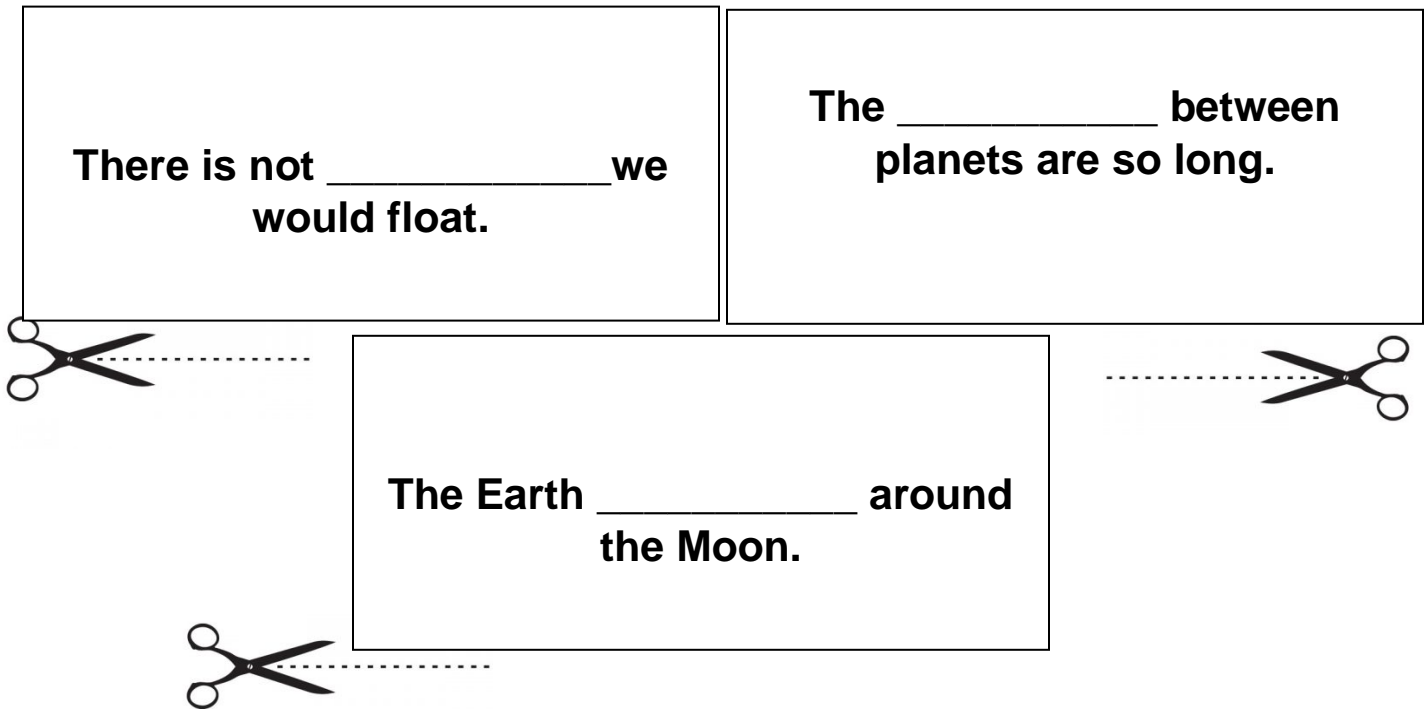
B) Complete the chart by pasting the pictures or sentences based on the given keyword.

Keyword	Picture	Sentence
<p>Orbit</p>		
<p>Core</p>		<p>The core is the center of something.</p>
<p>Gravity</p>		

<p>Diameter</p>		<p>The diameter of the moon Ganymede is larger than our moon.</p>
<p>Distance</p>		
<p>Unique</p>		<p>Saturn is a very unique planet with his ring.</p>

Sentences and Pictures





Fourth Class- Evaluation

Write down a complete sentence with the following keywords:

1. Astronomer:

2. Space probe:

Implementation of Costa Rican context based didactic materials for improving reading comprehension

3. Surface:

4. Crater:

5. Observatory:

Fifth Class- Activity #1










<h1>WHAT</h1>		
The answer tells about an object or action . <i>WHAT is he flying? WHAT is he doing?</i>		
		
<hr/>		
	<h1>WHERE</h1>	
The answer tells about a place . <i>WHERE are they? WHERE do you sleep?</i>		
<hr/>		
	<h1>WHO</h1>	
The answer is a person . <i>WHO works at a school? WHO cooks food at a restaurant?</i>		
<hr/>		
	<h1>WHEN</h1>	
The answer is a time or period of time . <i>WHEN do you sleep? WHEN is class?</i>		
<hr/>		
	<h1>WHY</h1>	
The answer is a reason or explanation . <i>WHY do we use an umbrella? WHY do we cry?</i>		
<hr/>		

Figure 46

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Fifth Class- Activity #2

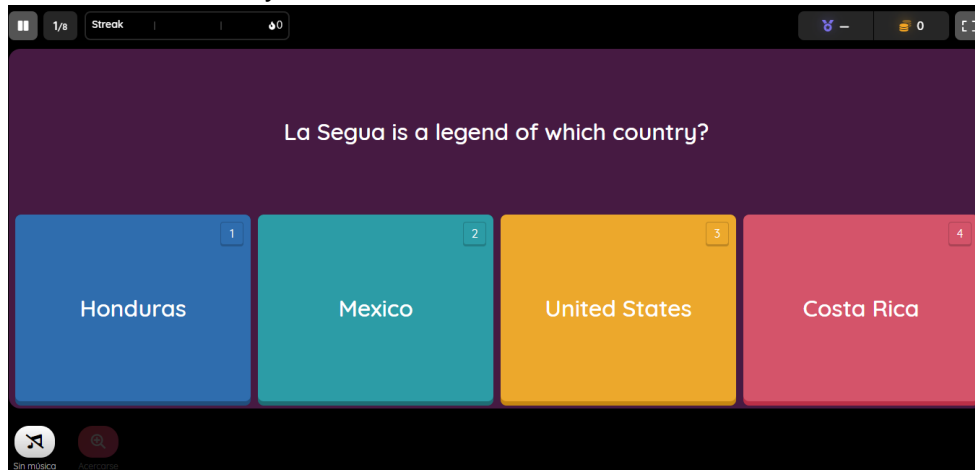


Figure 47

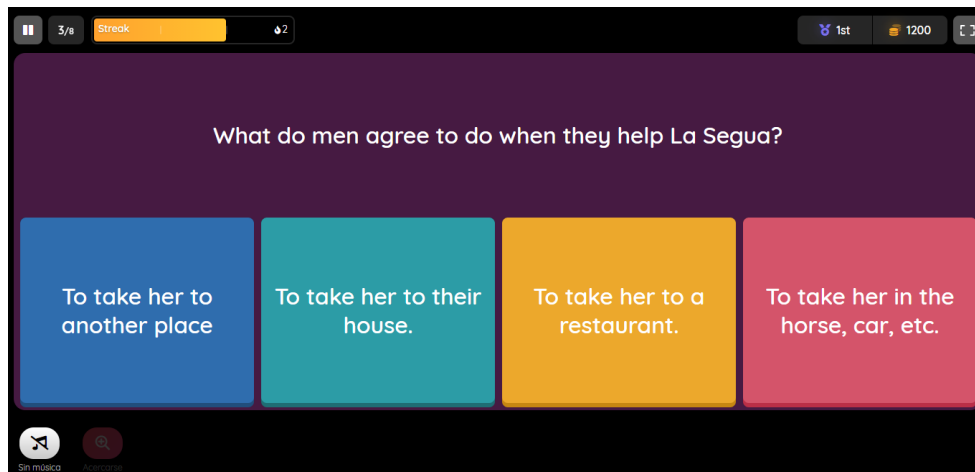


Figure 48

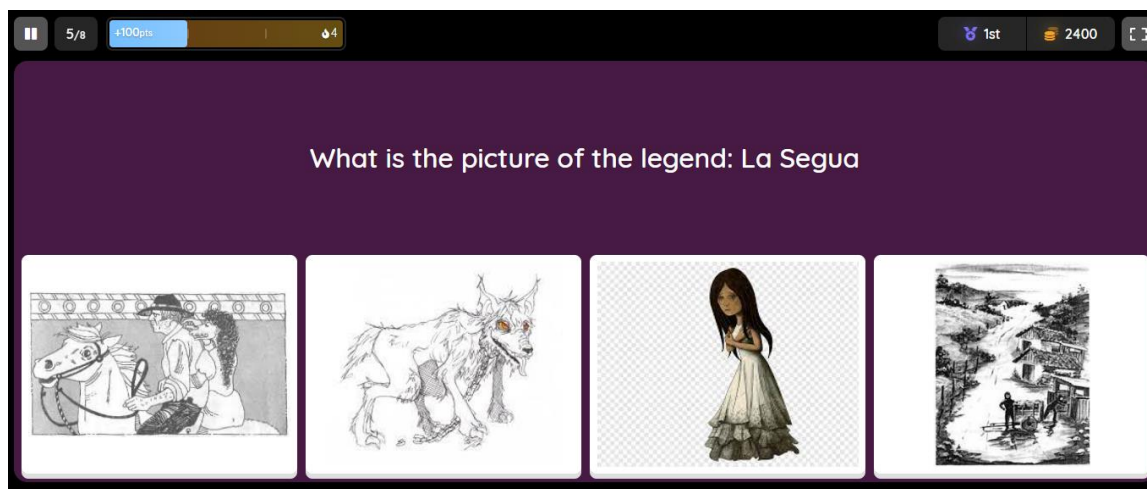


Figure 49

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Fifth Class- Evaluation

A) Read the passage

La Segua refers to a ghost which appears to men who go alone on deserted paths, in the form of a very beautiful woman. Men agrees to take the woman in their cars, horses and once they do that, her face becomes a horse skull with decomposing flesh, flashing eyes, huge broken teeth, and rotting breath.

B) Based on the previous passage, answer the following questions.

Match the questions with the correct answer by writing down the number inside the parenthesis.

Column A

Column B

A very beautiful woman.

()

1. **Who** is La Segua?

Men agrees to take the woman in their cars, horses

()

2. **Where** does it appear?

It is a ghost which appears to men.

()

3. **What** form does it have?

It is a horse skull with decomposing flesh, flashing eyes, huge broken teeth, and rotting breath.

()

4. **When** does La Segua turn its face?

On deserted paths.

()

5. **How** is La Segua?

Implementation of Costa Rican context based didactic materials for improving reading comprehension

Appendix IX – Photos

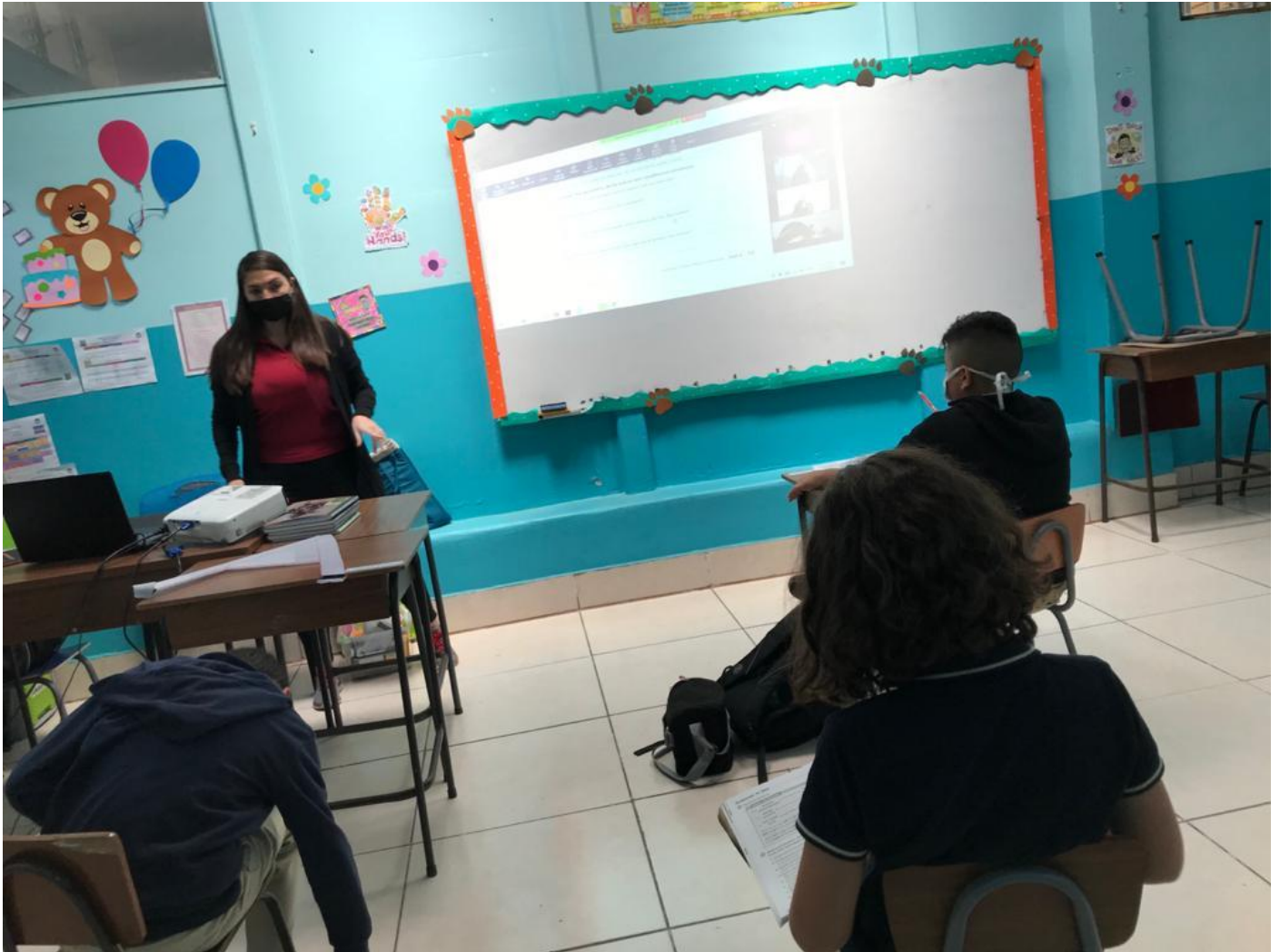


Figure 50

Implementation of Costa Rican context based didactic materials for improving reading comprehension



Figure 51

Implementation of Costa Rican context based didactic materials for improving reading comprehension



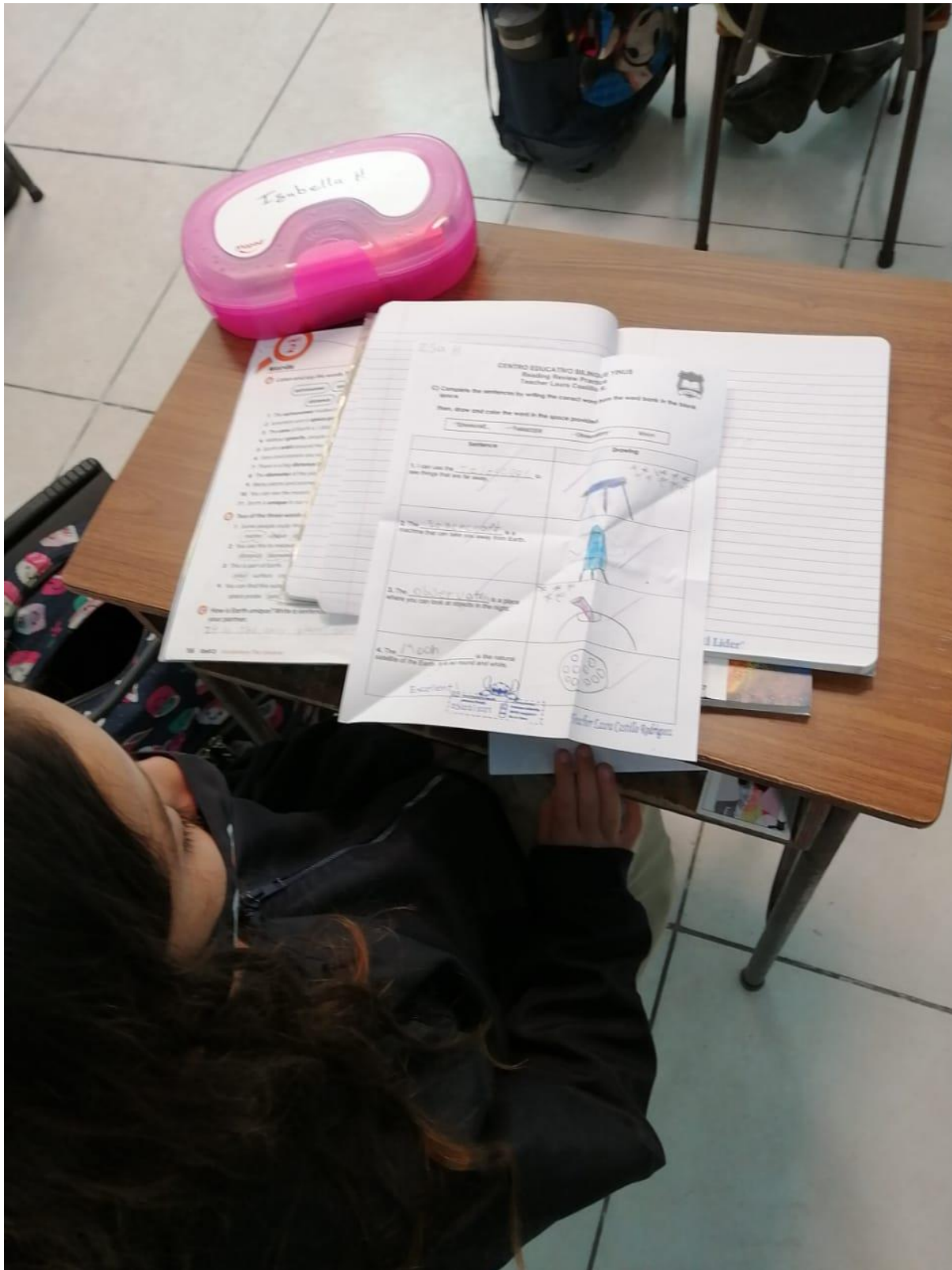
Figure 52

Implementation of Costa Rican context based didactic materials for improving reading comprehension



Figure 53

Implementation of Costa Rican context based didactic materials for improving reading comprehension



Implementation of Costa Rican context based didactic materials for improving reading comprehension

Figure 54

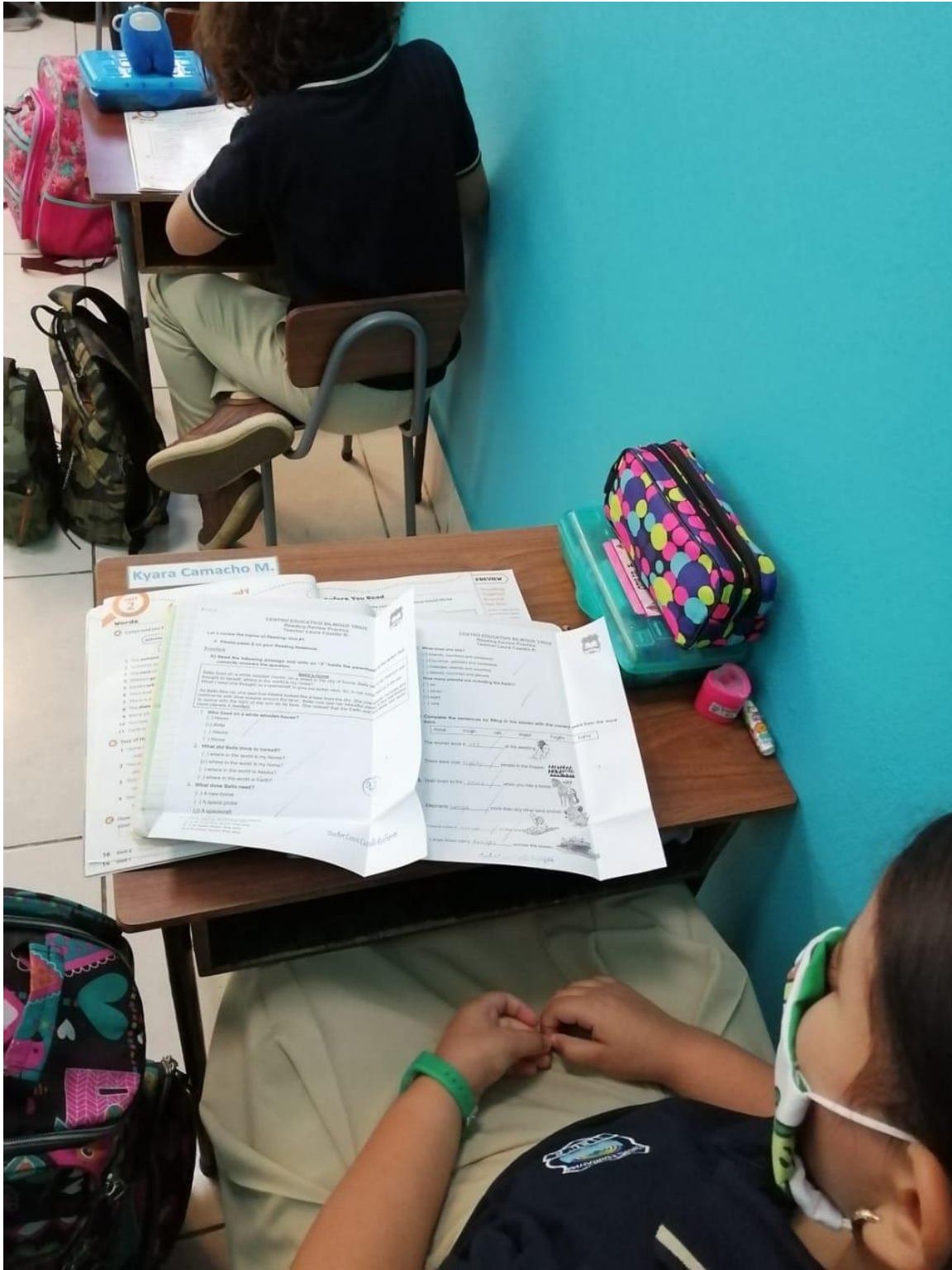


Figure 55

